

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**

Adequate skills are developed in students for effective use of ICT for teaching learning process

- 1.Documentary evidence in support of each response selected
- 2.Sample evidence showing the tasks carried out for each of the selected response

#### **2.4 Competency and Skill Development**

2.4.5 Documentary Evidence to show Adequate skills are developed in students for effective use of ICT for teaching learning process

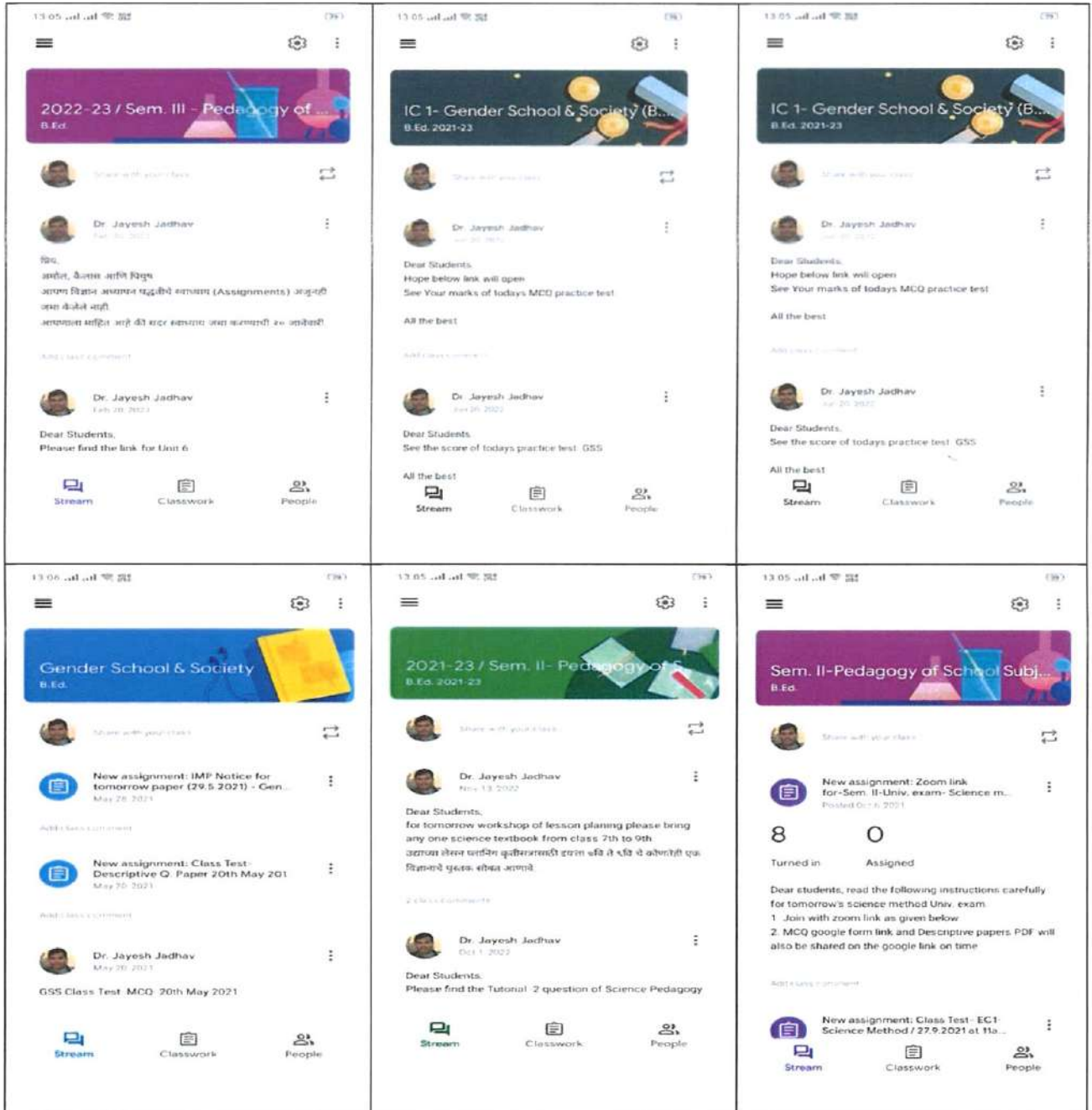
**Principal**  
**Principal**

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

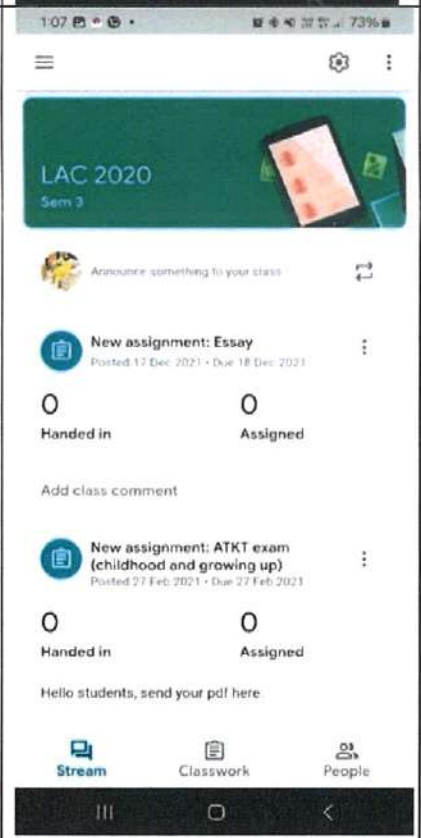
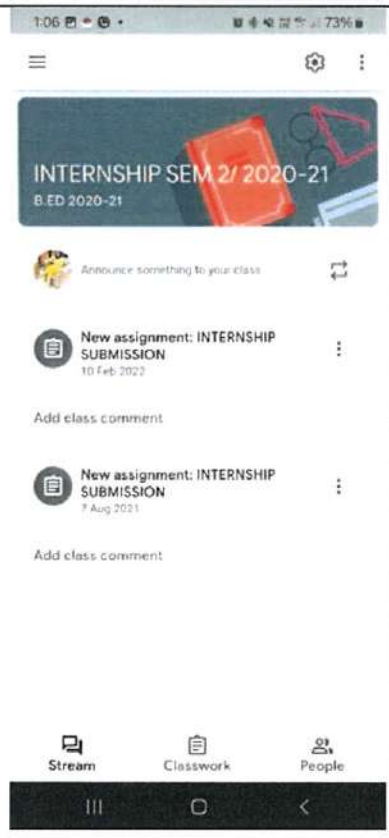
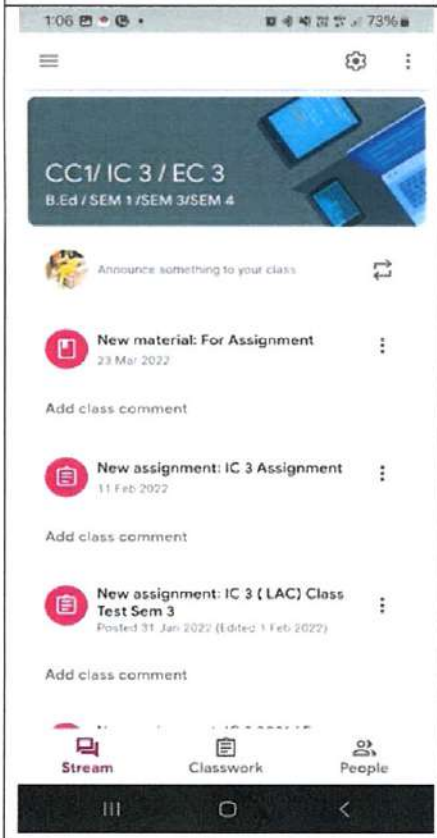
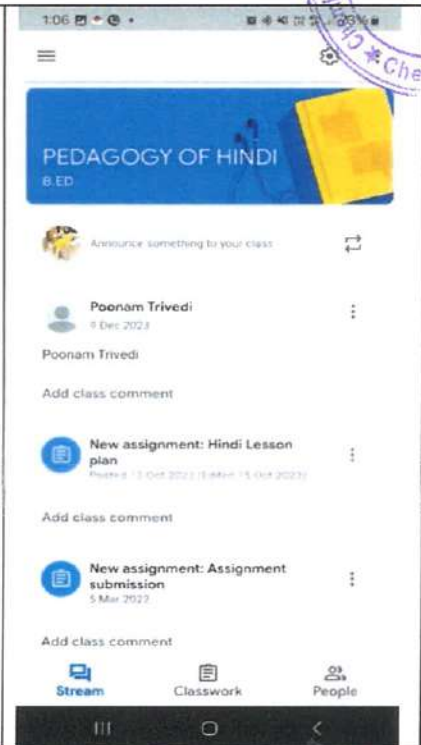
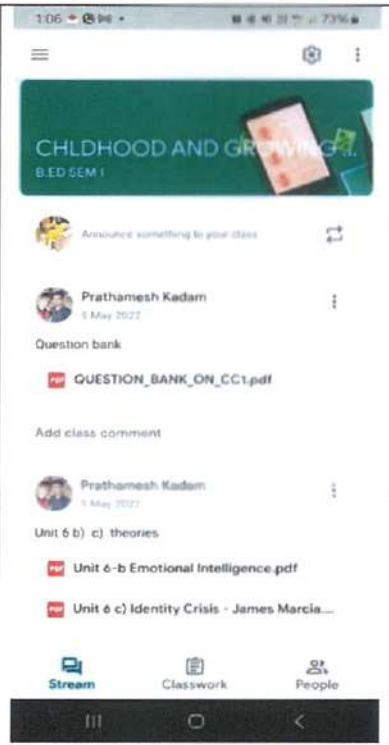


## Teachers integrating ICT for effective teaching

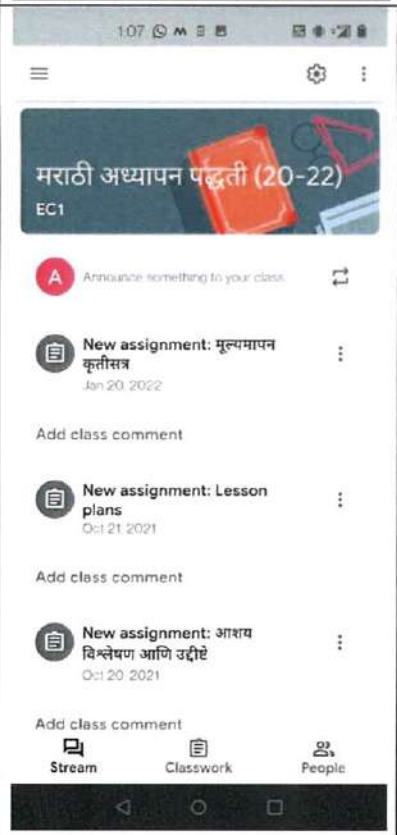
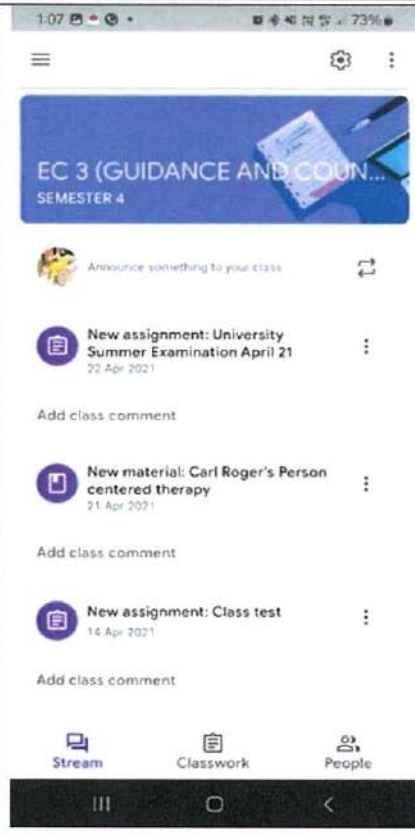
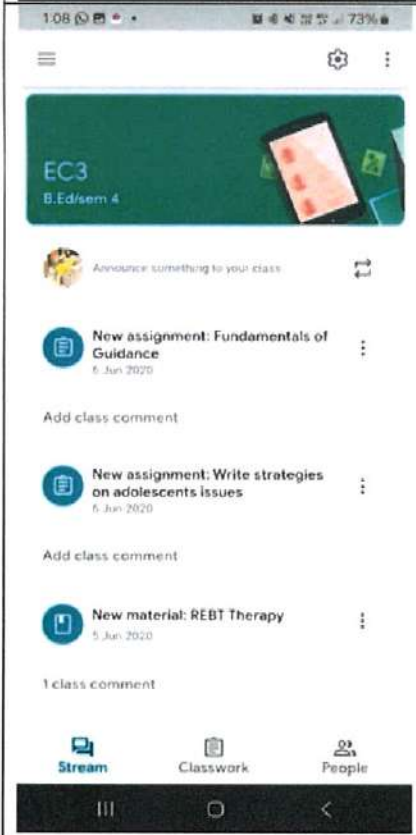
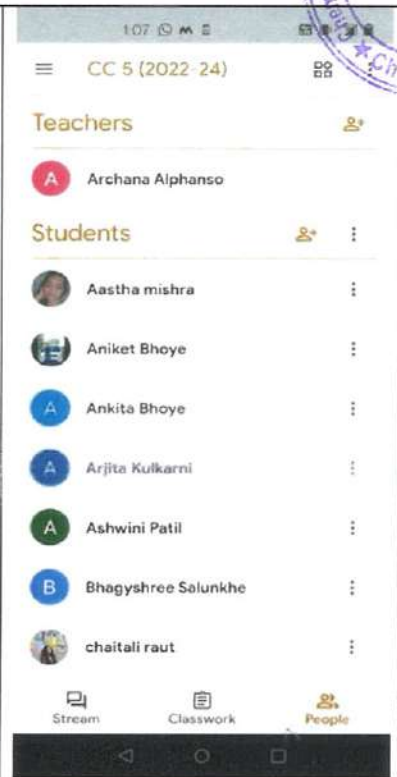
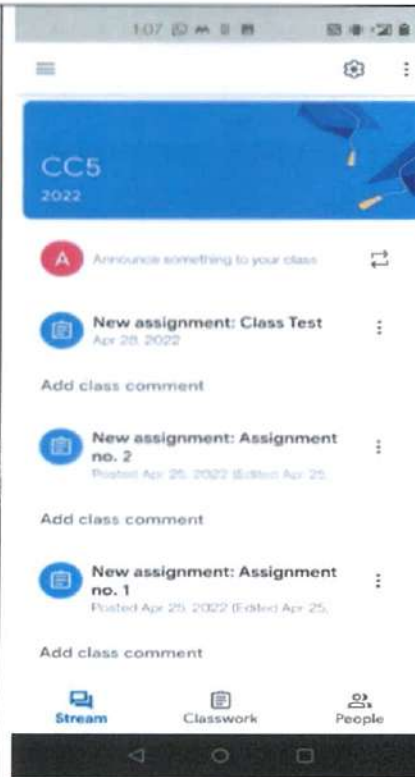
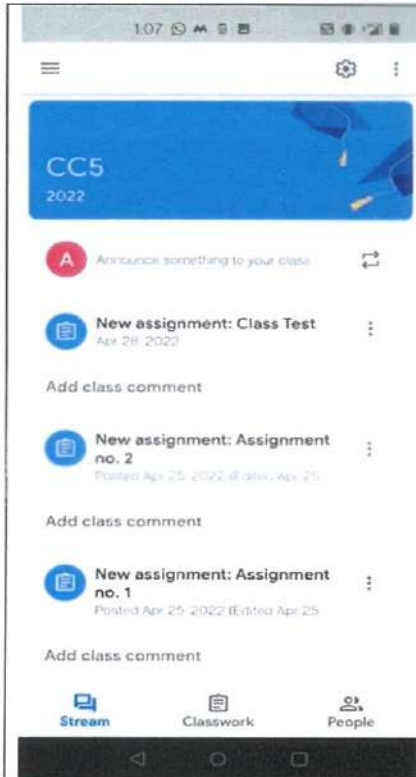
### Screenshots of Google Classrooms are shared below



  
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Mahavidyalaya  
Ramkrishnan Chemburkar Marg,  
Chembur Naka, Mumbai 400 071

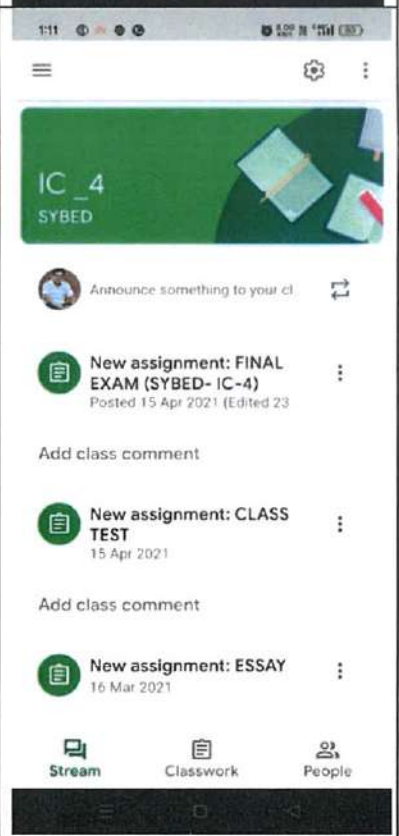
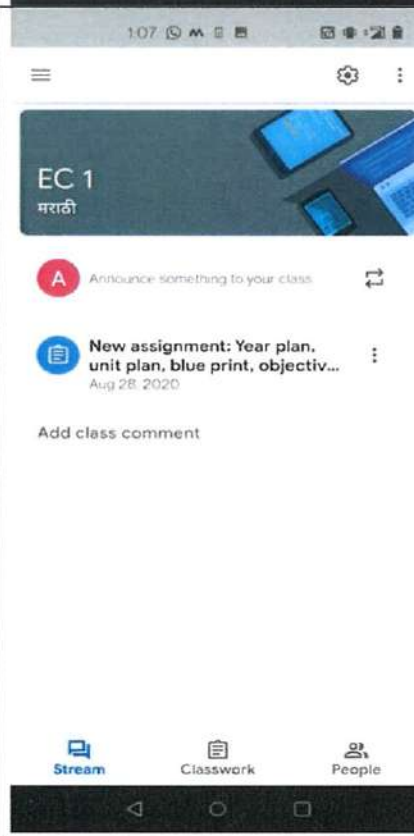
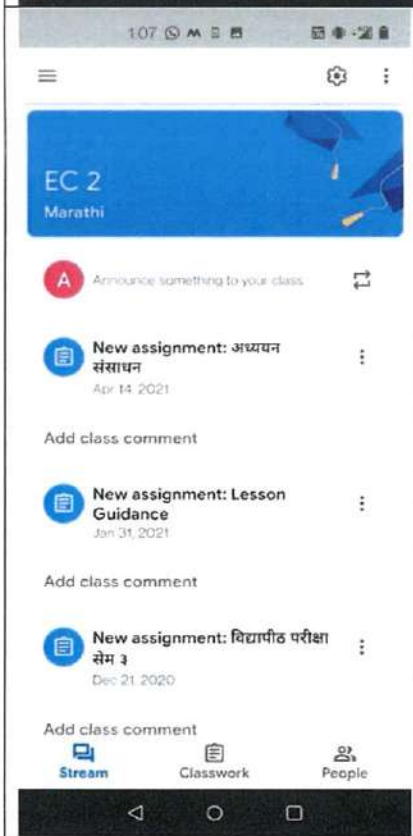
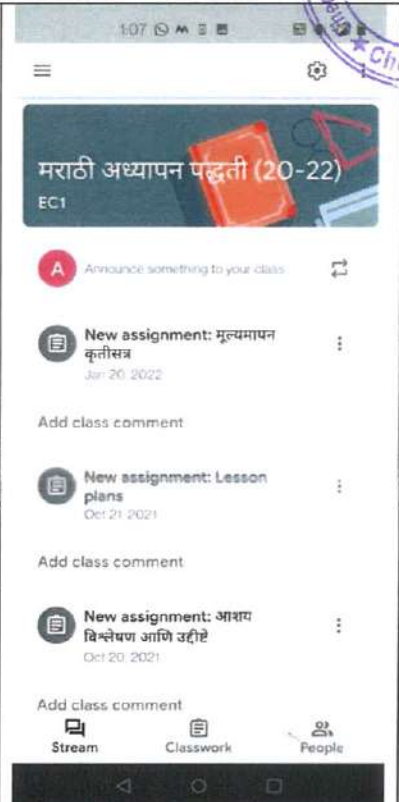
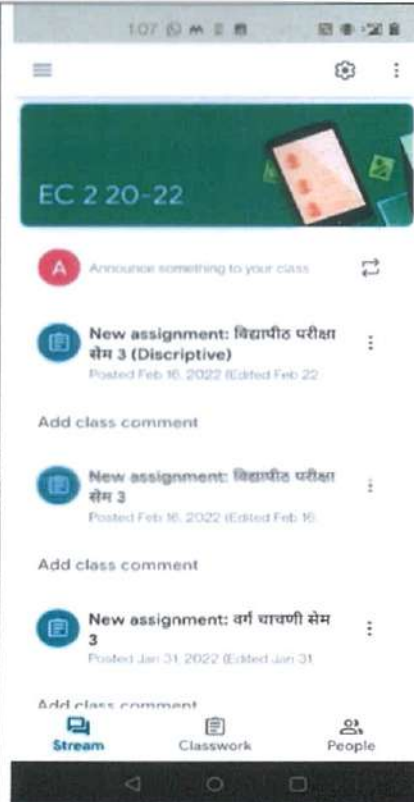
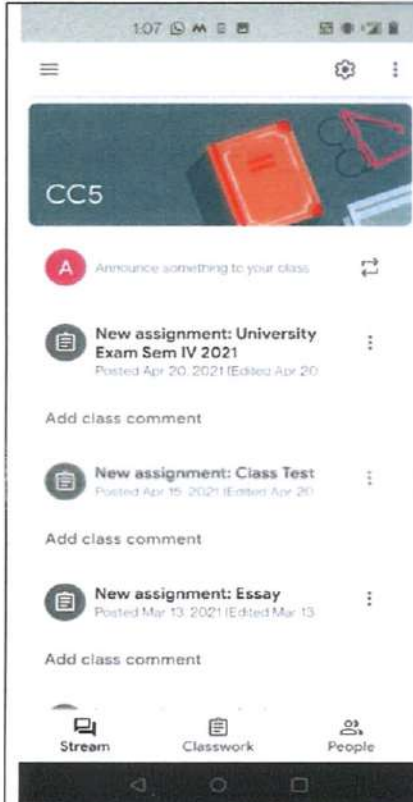


  
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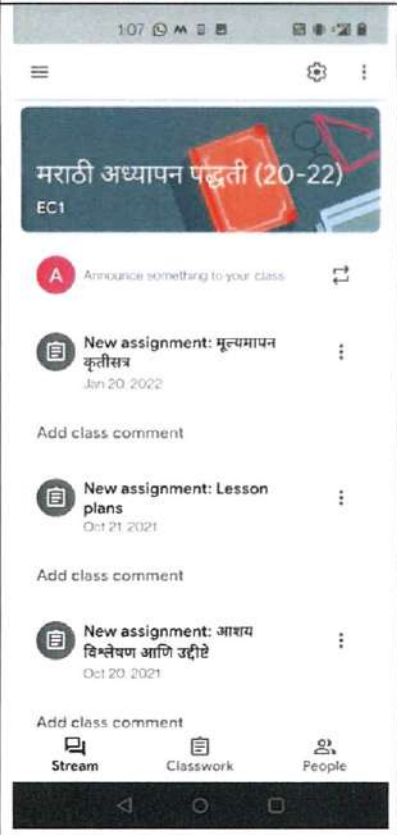
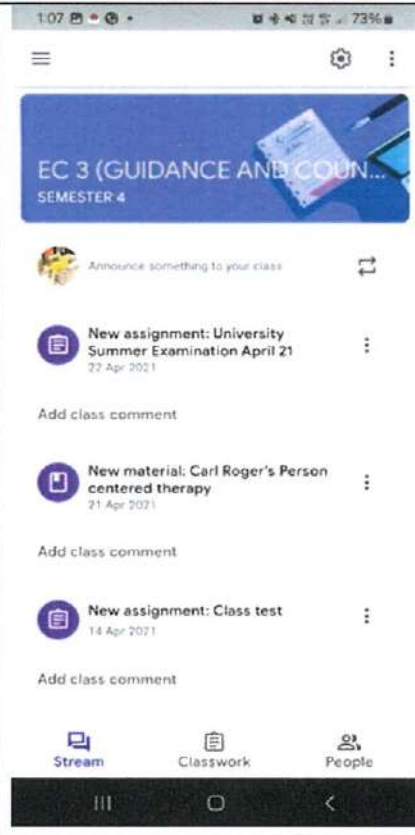
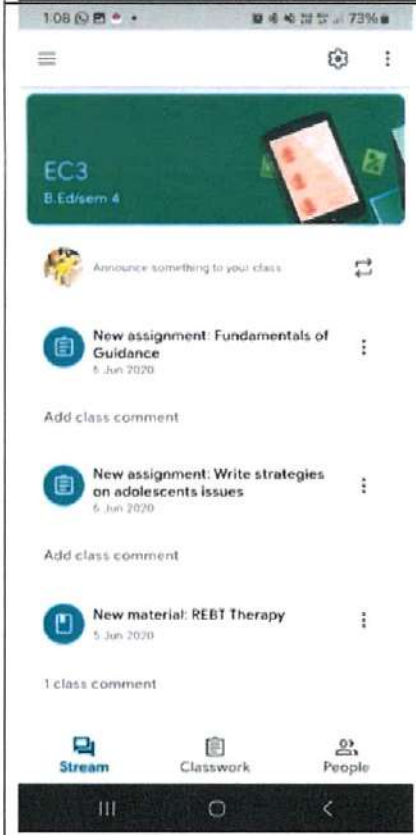
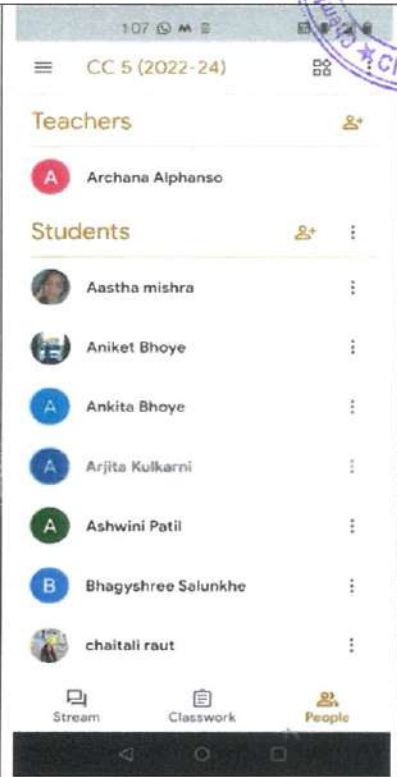
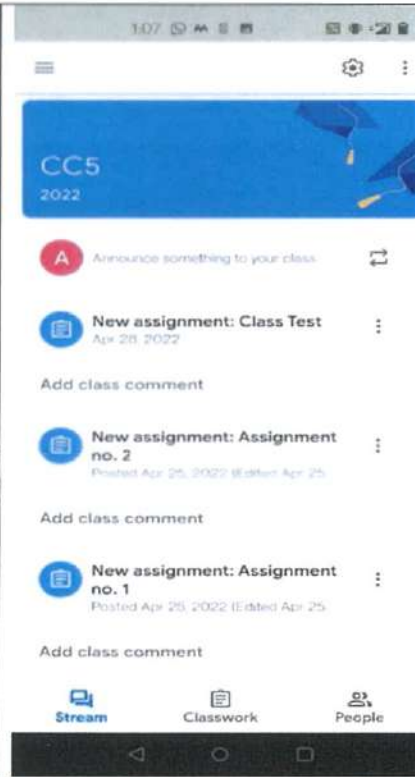
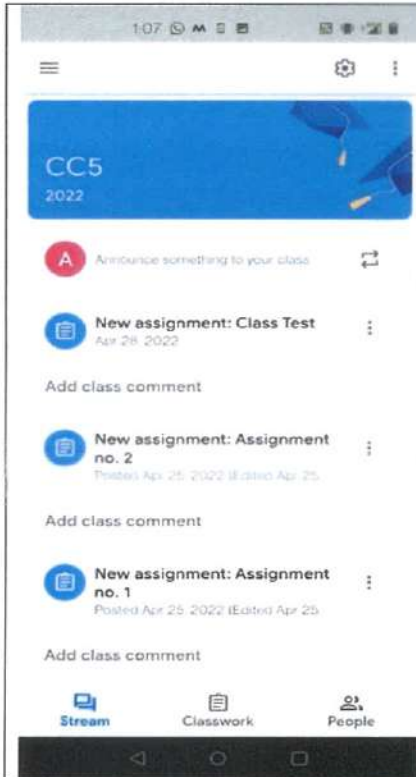
*[Handwritten Signature]*

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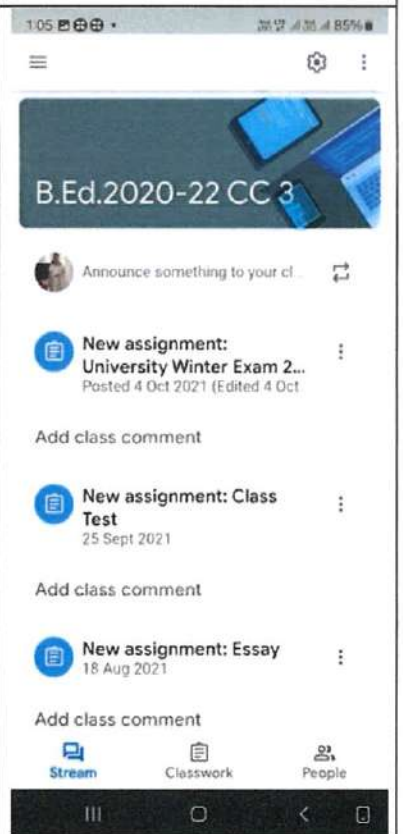
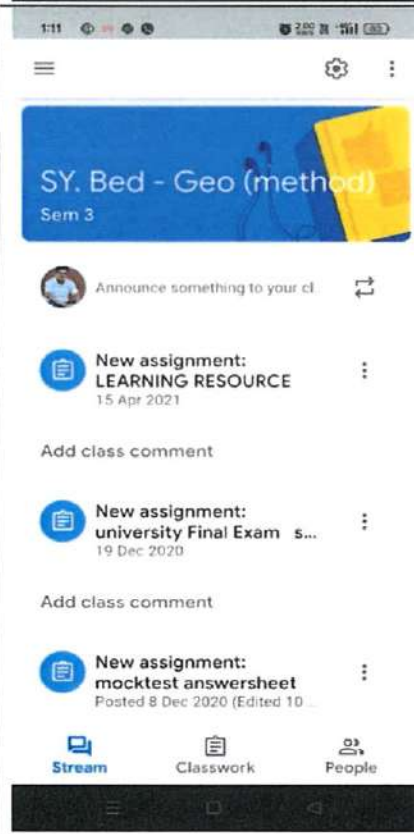
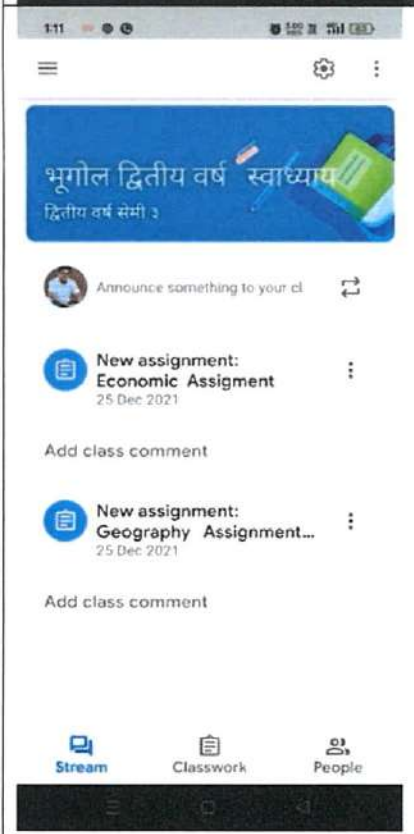
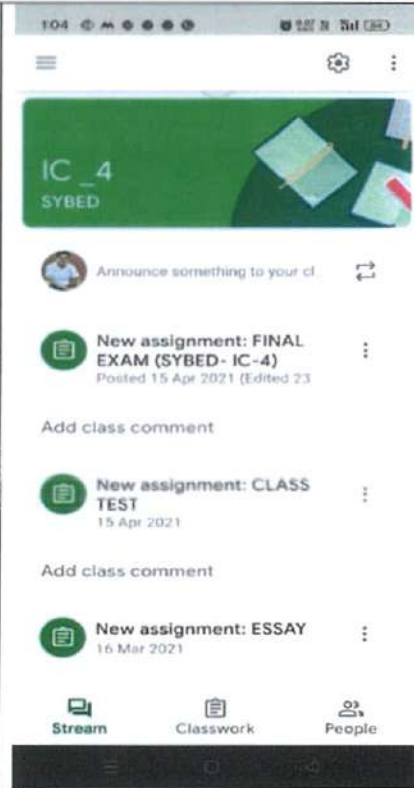
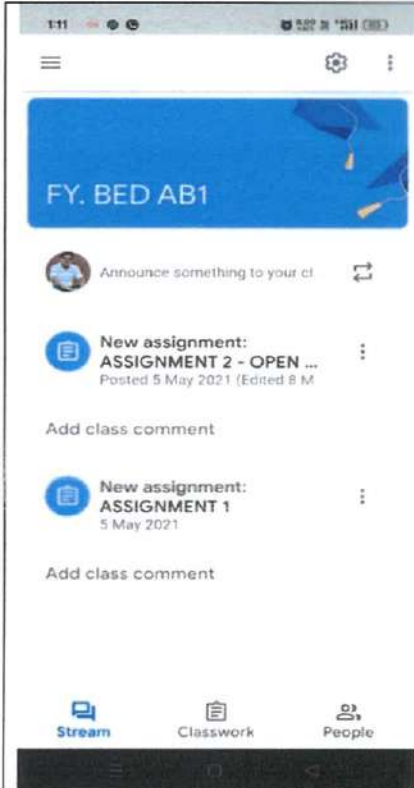


*[Handwritten Signature]*

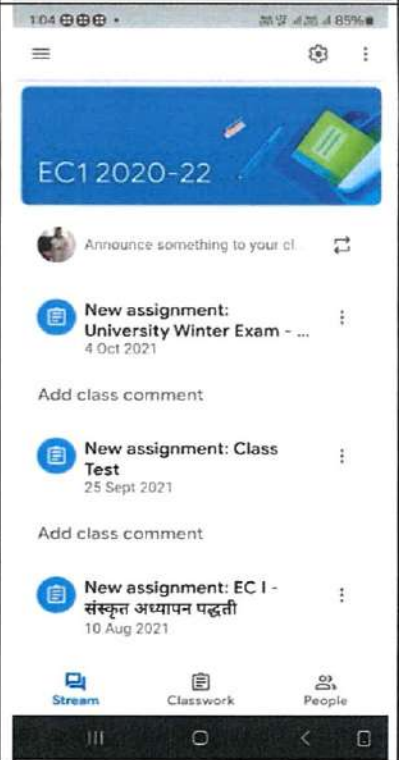
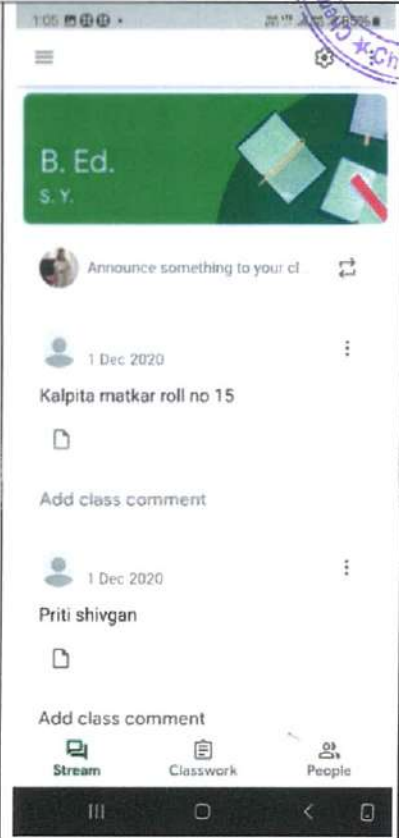
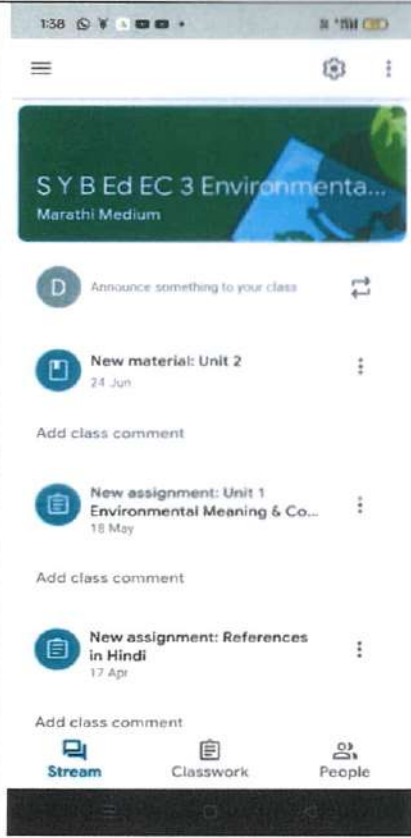
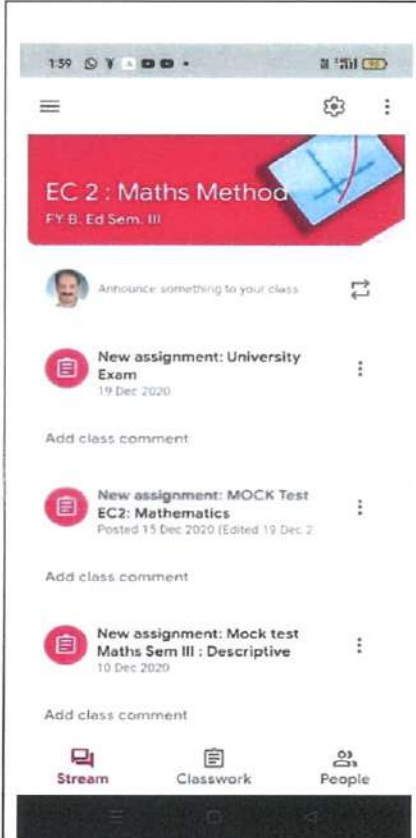
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Bankimdas Chemburkar Marg,  
Chembur, Mumbai - 400 071



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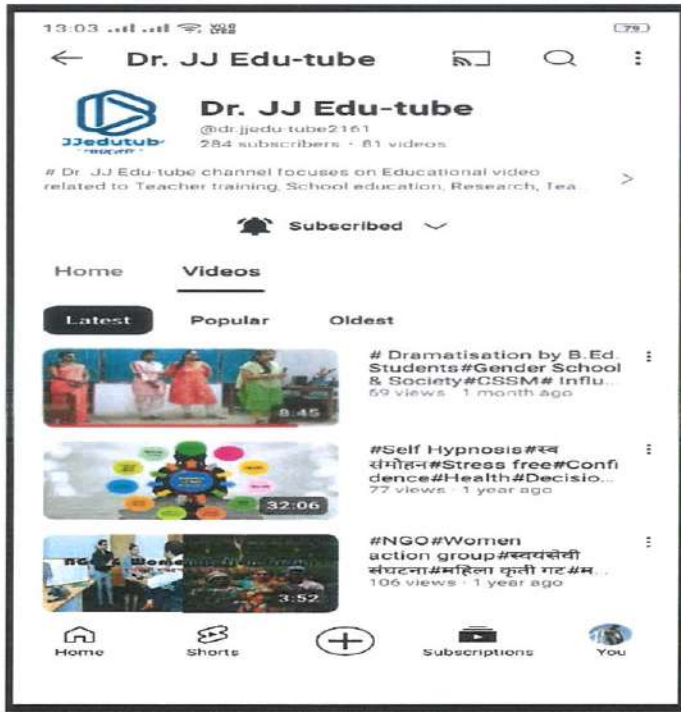


  
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### Screenshots of YouTube channel of Faculty



**Dr. C. A. Chakradeo**  
Principal

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**Chembur Sarvankash Shikshanshasthra**  
Mahavidyalaya  
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B.Ed. 2 Year Programme (CBCS)

Year	Sl. No.	Name of the Teacher	Name of the course/s	Name/s of the ICT resource/s used	Link/s to the relevant documents/LMS/Academic Management System
2019-20					
	1	Smt. Smita Nitin Ganatra	Reflective journal Ability course 2 EC2: Pedagogy of teaching subject English Reflective journal	Google Classroom	<a href="https://classroom.google.com/c/MjY5OTc5MTQzMDU5">https://classroom.google.com/c/MjY5OTc5MTQzMDU5</a> <a href="https://classroom.google.com/c/MjU3OTM2MTU3MTI5">https://classroom.google.com/c/MjU3OTM2MTU3MTI5</a> <a href="https://classroom.google.com/c/MTQ1NTgxMjkzNDk3">https://classroom.google.com/c/MTQ1NTgxMjkzNDk3</a> <a href="https://classroom.google.com/c/MTQwMDA0NTY3Mzcz">https://classroom.google.com/c/MTQwMDA0NTY3Mzcz</a>
	5	Smt. Manik Aware	EC 1 : Pedagogy of school Subject(Sanskrit) Reflective journal	Google Classroom	<a href="https://classroom.google.com/c/MTA5Mzk2NTEwOTI2?cjc=ljf6wdc">https://classroom.google.com/c/MTA5Mzk2NTEwOTI2?cjc=ljf6wdc</a> <a href="https://classroom.google.com/c/NDE3MDUwNjczMzEz?cjc=fs7x3yo">https://classroom.google.com/c/NDE3MDUwNjczMzEz?cjc=fs7x3yo</a>
	6	Prof. Vibhawari Shigwan	CC5: Contemporary India and education EC 1 and 2 : Pedagogy of school Subject(Science and Maths)	Google Classroom	<a href="https://classroom.google.com/c/MTMwMjI4OTAzMzkz?cjc=6woehwj">https://classroom.google.com/c/MTMwMjI4OTAzMzkz?cjc=6woehwj</a> 2) <a href="https://classroom.google.com/c/MTEzMzE4MTI5OTEz?cjc=im6mzgg">https://classroom.google.com/c/MTEzMzE4MTI5OTEz?cjc=im6mzgg</a> 3) <a href="https://classroom.google.com/c/MjQ5NTQzMzAzMjUz?cjc=rcxpdot">https://classroom.google.com/c/MjQ5NTQzMzAzMjUz?cjc=rcxpdot</a>
	7	Prof. Deepali Gaikwad / Borde	CC1: Childhood and Growing Up IC 3: Language Across Curriculum EC 1 and 2 : Pedagogy of school Subject(Hindi) Internship	Google Classroom	<a href="https://classroom.google.com/c/Mzc1NTAzNDQ1ODc1">https://classroom.google.com/c/Mzc1NTAzNDQ1ODc1</a> <a href="https://classroom.google.com/c/Mzc3NTY5ODU1NTUz">https://classroom.google.com/c/Mzc3NTY5ODU1NTUz</a> <a href="https://classroom.google.com/c/MzAxMjI1Mzk3MjY4">https://classroom.google.com/c/MzAxMjI1Mzk3MjY4</a> <a href="https://classroom.google.com/c/MTI4NTQyODI2NDky">https://classroom.google.com/c/MTI4NTQyODI2NDky</a> <a href="https://classroom.google.com/c/MTA5MTU5NzgyOTM16">https://classroom.google.com/c/MTA5MTU5NzgyOTM16</a> <a href="https://classroom.google.com/c/Mzc1NTAzNDQ1ODc1">https://classroom.google.com/c/Mzc1NTAzNDQ1ODc1</a>
	8	Prof. Manjula Bhandari	Creating an Inclusive school-IC4	Google Classroom	<a href="https://classroom.google.com/c/MTk1MjU3MDk1Mzc?cjc=ivfuwoe">https://classroom.google.com/c/MTk1MjU3MDk1Mzc?cjc=ivfuwoe</a>

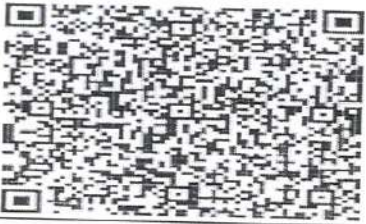
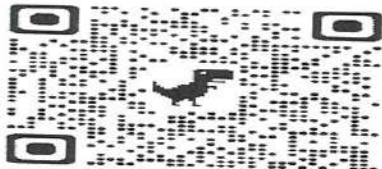


			ASSESSMENT CC4 and LANGUAGE ACROSS CURRICULUM		2) <a href="https://classroom.google.com/c/MTQzMzg2MTMyMzE4?cjc=sbugtq">https://classroom.google.com/c/MTQzMzg2MTMyMzE4?cjc=sbugtq</a>
2020-21					
	1	Smt. Smita Nitin Ganatra	Action research Pedagogy of subject : English Knowledge and curriculum CC2 &CC3 Learning and teaching AB2 Contemporary India and Education Reflective journal	Google classroom	<a href="https://classroom.google.com/c/NDc1ODgwMzgyMjY1?cjc=a7dsq47">https://classroom.google.com/c/NDc1ODgwMzgyMjY1?cjc=a7dsq47</a> 2) <a href="https://classroom.google.com/c/NTM2OTYwNzMwNDg3?cjc=vdjng36">https://classroom.google.com/c/NTM2OTYwNzMwNDg3?cjc=vdjng36</a> 3) <a href="https://classroom.google.com/c/Mjk5NTc1NDI5MDk1">https://classroom.google.com/c/Mjk5NTc1NDI5MDk1</a> 4) <a href="https://classroom.google.com/c/NDgyMzU2MjQxMTY2">https://classroom.google.com/c/NDgyMzU2MjQxMTY2</a> 5) <a href="https://classroom.google.com/c/NDY4NzEwNjI1OTY5">https://classroom.google.com/c/NDY4NzEwNjI1OTY5</a> 6) <a href="https://classroom.google.com/c/NDY4NzEwNjI1OTY5">https://classroom.google.com/c/NDY4NzEwNjI1OTY5</a> 7) <a href="https://classroom.google.com/c/NDE1NDE0MjI4MzMw">https://classroom.google.com/c/NDE1NDE0MjI4MzMw</a>
	2	Prof. Manik Aware	CC3: Learning and Teaching EC 1 and 2 : Pedagogy of school Subject(Sanskrit)	Google Classroom	<a href="https://classroom.google.com/c/MzYxNjU1NTQ0MTMy?cjc=3j4c6fu">https://classroom.google.com/c/MzYxNjU1NTQ0MTMy?cjc=3j4c6fu</a> 2) <a href="https://classroom.google.com/c/MTA5Mzk2NTEwOTI2?cjc=lf6wdc">https://classroom.google.com/c/MTA5Mzk2NTEwOTI2?cjc=lf6wdc</a>
	3	Dr. Jayesh R. Jadhav	IC1: Gender School and Society	Google Classroom YouTube	<a href="https://classroom.google.com/c/NTQ4MjY0MTU5NzJa?cjc=xybs3p4">https://classroom.google.com/c/NTQ4MjY0MTU5NzJa?cjc=xybs3p4</a> 2) <a href="https://youtube.com/@dr.jjedutube2161">https://youtube.com/@dr.jjedutube2161</a>
	4	Prof. Vibhawari Shigwan	Contemporary India and Education		<a href="https://classroom.google.com/c/MjQ5NTQzMzAzMjUz?cjc=rcxpdot">https://classroom.google.com/c/MjQ5NTQzMzAzMjUz?cjc=rcxpdot</a>
	5	Prof. Deepali Gaikwad / Borde	CC1: Childhood and Growing Up IC 3: Language Across Curriculum EC-1 and 2 : Pedagogy of school Subject(Hindi) Internship	Google Classroom	<a href="https://classroom.google.com/c/NDc5MjQwMTIzMzgw">https://classroom.google.com/c/NDc5MjQwMTIzMzgw</a> 2) <a href="https://classroom.google.com/c/MzAxMjM1MjQxODgw/a/MzM4NjU0NTc4NDE3/submissions/by-status/and-sort-name/done">https://classroom.google.com/c/MzAxMjM1MjQxODgw/a/MzM4NjU0NTc4NDE3/submissions/by-status/and-sort-name/done</a> 3) <a href="https://classroom.google.com/c/MTYzNzQ3Mjc2NzY3">https://classroom.google.com/c/MTYzNzQ3Mjc2NzY3</a>
	6	Prof. Manjula Bhandari	1)Creating an Inclusive school-IC4	Google Classroom	<a href="https://classroom.google.com/c/NDEzNDA3ODI1ODAY?cjc=rwovcua">https://classroom.google.com/c/NDEzNDA3ODI1ODAY?cjc=rwovcua</a>





			2)Commerce=EC1 3)		2) <a href="https://classroom.google.com/c/MzY0MzgxMzk5OTkz?cjc=weec5s">https://classroom.google.com/c/MzY0MzgxMzk5OTkz?cjc=weec5s</a>
2021-22					
	1	Dr. Ravindra G. Gangurde	Pedagogy of School Subject: Geography Pedagogy of School Subject: Economics	Google Classroom	<a href="https://classroom.google.com/c/NDYzNjQ3OTlyMDg0?cjc=g2js52">https://classroom.google.com/c/NDYzNjQ3OTlyMDg0?cjc=g2js52</a> 2) <a href="https://classroom.google.com/c/NDYzNjQ3OTlyMDg0?cjc=g2js52">https://classroom.google.com/c/NDYzNjQ3OTlyMDg0?cjc=g2js52</a>
	2	Prof.Manik Aware	CC3) Learning and Teaching	Multiple Intellegence test (Online Mode)	<a href="https://www.mentalup.co/blog/multiple-intelligence-test">https://www.mentalup.co/blog/multiple-intelligence-test</a>
	3	Dr. Jayesh R. Jadhav	1)Pedagogy of School Subject: Science (Sem. II) 2)Pedagogy of School Subject: Science (Sem. II and Sem. III) 3)Pedagogy of School Subject: Science (Sem. III) 4)Gender School and Society 5)Gender School and Society	Google Classroom YouTube	1) <a href="https://classroom.google.com/c/MTQyMjg2OTA0OTg3?cjc=5zrihrh">https://classroom.google.com/c/MTQyMjg2OTA0OTg3?cjc=5zrihrh</a> 2) <a href="https://youtube.com/@dr.ijedu-tube2161">https://youtube.com/@dr.ijedu-tube2161</a> 3) <a href="https://classroom.google.com/c/NDEwOTgxNDY4MzMz?cjc=uuiamyz">https://classroom.google.com/c/NDEwOTgxNDY4MzMz?cjc=uuiamyz</a> 4) <a href="https://classroom.google.com/c/NDgyNjkzNzg2MTAy?cjc=wlvfz2f">https://classroom.google.com/c/NDgyNjkzNzg2MTAy?cjc=wlvfz2f</a> 5) <a href="https://youtube.com/@dr.ijedu-tube2161">https://youtube.com/@dr.ijedu-tube2161</a>
	4	Prof. Vibhawari Shigwan	IC 1) Gender, School and Society EC1: Pedagogy of School Subject	Google Classroom	<a href="https://classroom.google.com/c/NDgyOTUxNjYxOTY1?cjc=2unbcpe">https://classroom.google.com/c/NDgyOTUxNjYxOTY1?cjc=2unbcpe</a> 2) <a href="https://classroom.google.com/c/MzcxMDg0NzgyODY5?cjc=ws3sl2x">https://classroom.google.com/c/MzcxMDg0NzgyODY5?cjc=ws3sl2x</a>
	5	Prof. Deepali Gaikwad	CC1) Childhood and Growing Up	Google Classroom	<a href="https://classroom.google.com/c/NDc5MjQwMTIzMzgw">https://classroom.google.com/c/NDc5MjQwMTIzMzgw</a>
	6	Prof. Manjula Bhandari	1)Creating an Inclusive school-IC4 2)Pedagogy of School Subject: commerec (Sem. II) 3)ASSESSMENT CC4 and LANGUAGE ACROSS	Google Classroom	<a href="https://classroom.google.com/c/NjA0MzlyNjk3MTAy?cjc=i76cmrp">https://classroom.google.com/c/NjA0MzlyNjk3MTAy?cjc=i76cmrp</a> <a href="https://classroom.google.com/c/NDk2ODk2ODU2ODYy?cjc=m2dfds5">https://classroom.google.com/c/NDk2ODk2ODU2ODYy?cjc=m2dfds5</a> <a href="https://classroom.google.com/c/NTgwOTMzMzM5NTg2?cjc=bv3xis7">https://classroom.google.com/c/NTgwOTMzMzM5NTg2?cjc=bv3xis7</a>



2022-23		CURRICULUM		
1	Prof. Smita Ganatra	Knowledge and Curriculum	Google Classroom	<a href="https://classroom.google.com/c/NTE2MDgwNDg5MTc4?cjc=ge6q3qn">https://classroom.google.com/c/NTE2MDgwNDg5MTc4?cjc=ge6q3qn</a>
			QR code	
2	Smt. Archana Alphanso	Contemporary India and Society	Google Classroom	<a href="https://classroom.google.com/c/NDg1MTY0NDc0Njg4?cjc=dyrn4bc">https://classroom.google.com/c/NDg1MTY0NDc0Njg4?cjc=dyrn4bc</a>
3	Dr. Vibhawari Nikam	Educational Management	Google Classroom	<a href="https://classroom.google.com/c/NDk5MjlxMDk4NzEx?cjc=4bxs7qu">https://classroom.google.com/c/NDk5MjlxMDk4NzEx?cjc=4bxs7qu</a>
4	Prof. Vibhawari Shigwan	Contemporary India and Society	Google Classroom	<a href="https://classroom.google.com/c/NjcwMzE4MTg5NTEw?cjc=afe drxo">https://classroom.google.com/c/NjcwMzE4MTg5NTEw?cjc=afe drxo</a>
		Gender School and Society	QR code for online resources	
5	Dr. Jayesh R. Jadhav	Pedagogy of School Subject-Science(EC1)	Google Classroom	<a href="https://classroom.google.com/c/NjA2MTIzNTQ5NDk5?cjc=lgfsi4q">https://classroom.google.com/c/NjA2MTIzNTQ5NDk5?cjc=lgfsi4q</a>
6	Dr. Jayesh R. Jadhav	Gender School and Society	Google Classroom	<a href="https://classroom.google.com/c/NTA5MjUxNTUyMTI1?cjc=2rwi c7c">https://classroom.google.com/c/NTA5MjUxNTUyMTI1?cjc=2rwi c7c</a>
7	Dr. Jayesh R. Jadhav	Pedagogy of School Subject-Science(EC2)	Google Classroom	<a href="https://classroom.google.com/c/NTA4OTU3NTM3MTg0?cjc=uh 2svef">https://classroom.google.com/c/NTA4OTU3NTM3MTg0?cjc=uh 2svef</a>
		Pedagogy of School Subject-Science(EC2)	QR code	



					
8	Prof. Manik Aware	CC3) Learning and Teaching	Multiple Intelligence test (Online Mode)		<a href="https://www.mentalup.co/blog/multiple-intelligence-test">https://www.mentalup.co/blog/multiple-intelligence-test</a> <a href="https://mail.google.com/mail/u/0?ui=2&amp;ik=13776d3ded&amp;attid=0.1&amp;permmsgid=msg-a:r-1032955104340220607&amp;th=18c864e66a0c95a6&amp;view=att&amp;disp=safe&amp;realattid=f_lqdi4ww23">https://mail.google.com/mail/u/0?ui=2&amp;ik=13776d3ded&amp;attid=0.1&amp;permmsgid=msg-a:r-1032955104340220607&amp;th=18c864e66a0c95a6&amp;view=att&amp;disp=safe&amp;realattid=f_lqdi4ww23</a>
9	Librarian Dr. Suvarna Parab	Library Resources	QR code		



Dr. C.A. Chakradeo  
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**Chembur Sarvankash Shikshanshstra**  
**Mahavidyalaya**  
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Chembur Education Society's  
Chembur Sarvankash Shikshanshastra Mahavidyalaya

Preparatory Video Based / App Based/Kahoot Lessons

(Technology Based Pedagogy Lessons)

Sr. No.	Roll No.	Name of the Student	Medium	Subject	Std	Name of the Topic	Lesson No.	Type of Lesson Video Based/ App Based/Kahoot	Link for Video Based/ App Based/Kahoot Lessons	Code / Password
1	34	Naziya Shaikh	English		6th	Chandra Bose freedom fighter	1	Video based	<a href="https://ed.ted.com/on/RwFBg5YX">https://ed.ted.com/on/RwFBg5YX</a>	
2	34	Naziya Shaikh	English	History	7th	Gautam Buddha story	2	Video based	<a href="https://edpuzzle.com/assignments/65f95db6c6eda792ded670e0/watch">https://edpuzzle.com/assignments/65f95db6c6eda792ded670e0/watch</a>	pavulav
3	34	Naziya Shaikh	English	History	6th	The maratha war of independence	3	Video based	<a href="https://edpuzzle.com/embed/media/65f80ab6e9a89956e6ea01e7">https://edpuzzle.com/embed/media/65f80ab6e9a89956e6ea01e7</a>	
4	34	Naziya Shaikh	English	Civics	8th	State government	4	App based	<a href="https://www.kapwing.com/videos/664b77680ab20eb148021057">https://www.kapwing.com/videos/664b77680ab20eb148021057</a>	
5	34	Naziya Shaikh	English	Civics	8th	Indian politics & Governance	5	App based	<a href="https://create.kahoot.it/share/indian-politics-governance/35588e0c-39c7-4c33-b0cf-70742a9ef0e3">https://create.kahoot.it/share/indian-politics-governance/35588e0c-39c7-4c33-b0cf-70742a9ef0e3</a>	
6	31	Saumya Pradeep	English	History	6th	Harappan Civilization	1	Video based	<a href="https://edpuzzle.com/assignments/65f2919ff09d2fb94cd501bd/watch">https://edpuzzle.com/assignments/65f2919ff09d2fb94cd501bd/watch</a>	tafevri
7	31	Saumya Pradeep	English	History	8th	Partition of India	2	Video based	<a href="https://ed.ted.com/on/xTiiN1R">https://ed.ted.com/on/xTiiN1R</a>	
8	31	Saumya Pradeep	English	History	7th	Islamic Empire	3	Video based	<a href="https://ed.ted.com/on/hNHe0PLL">https://ed.ted.com/on/hNHe0PLL</a>	
9	31	Saumya Pradeep	English	Civics	6th	Rural Local Government Bodies	4	App based	<a href="https://www.kapwing.com/c/x59VNC9J_b">https://www.kapwing.com/c/x59VNC9J_b</a>	
10	31	Saumya Pradeep	English	History	8th	Partition of India	5	App based	<a href="https://create.kahoot.it/share/partition-of-india/3a44fad2-3562-47ed-9ab3-02e21f69b19e">https://create.kahoot.it/share/partition-of-india/3a44fad2-3562-47ed-9ab3-02e21f69b19e</a>	
11	41	Seema Surve	English	History	8th	Ancient India	1	App based	<a href="https://edpuzzle.com/assignments/65f7fb2fc6d5210a8825f670/watch">https://edpuzzle.com/assignments/65f7fb2fc6d5210a8825f670/watch</a>	zetvofo
12	41	Seema Surve	English	Civics	7th	What are the universal Human Rights ?	2	Video based	<a href="https://ed.ted.com/on/K0jlfG4v">https://ed.ted.com/on/K0jlfG4v</a>	
13	41	Seema Surve	English	Civics	6th	Human Rights	3	App based	<a href="https://create.kahoot.it/share/human-rights/3a218721-03b7-4717-9345-14fb6c4b881a">https://create.kahoot.it/share/human-rights/3a218721-03b7-4717-9345-14fb6c4b881a</a>	
14	41	Seema Surve	English	History	8th	World Heritage Sites	4	Video based	<a href="https://www.kapwing.com/videos/667080a6a413ca0d02e07ed4">https://www.kapwing.com/videos/667080a6a413ca0d02e07ed4</a>	
15	41	Seema Surve	English	History	7th	The Expansion of Maratha Power	5	Video based	<a href="https://www.kapwing.com/videos/66708172bf4819fc84336cbc">https://www.kapwing.com/videos/66708172bf4819fc84336cbc</a>	
16	25	Hiral Pingate	English	History	6th	The Harappan Civilization	1	Video Based	<a href="https://ed.ted.com/on/12Sq2nDd">https://ed.ted.com/on/12Sq2nDd</a>	
17	25	Hiral Pingate	English	Civics	7th	Fundamental Rights part 2	2	App Based	Benime App	
18	25	Hiral Pingate	English	History	8th	Formation of State of Maharashtra	3	Video Based	<a href="https://edpuzzle.com/assignments/65f93f1c7fe09001aba1b61c/vatch">https://edpuzzle.com/assignments/65f93f1c7fe09001aba1b61c/vatch</a>	filugju

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Sr. No.	Roll No.	Name of the Student	Medium	Subject	Std	Name of the Topic	Lesson No.	Type of Lesson Video Based/ App Based/Kahoot	Link for Video Based/ App Based/Kahoot Lessons	Code / Password
19	25	Hiral Pingate	English	History /Civics	7th	Life of people in Maharashtra	4	App Based	of-people-in-maharashtra/d5b9378a-461d-44d5-a4bd-56d5dd8085b4	
20	25	Hiral Pingate	English	History	8th	India Gains Independence	5	Video Based	https://edpuzzle.com/media/65f6dde7c04d0c99eb2ab04d	
21	42	Poonam Trivedi	English	History	6th	Benime App - Ancient India	1	App Based	https://youtu.be/2hL3bsp39g1?si=DMiHJX6T6ayZHTis	
22	42	Poonam Trivedi	English	History	7th	ed.ted VidBased what r the Human Rights	2	Video Based	https://ed.ted.com/on/mjrDenS7	
23	42	Poonam Trivedi	English	History	8th	The salt March ed. puzzle	3	Video Based	https://edpuzzle.com/media/65f6dde7c04d0c99eb2ab04d	
24	42	Poonam Trivedi	English	History	6th	The Salt march @Dandi march	4	Kahoot App Based	https://create.kahoot.it/share/the-salt-march/2f0957d8-7f3e-4c8e-8284-d20b998778cc	
25	42	Poonam Trivedi	English	History	5th	What Is History ed.ted	5	ed.ted Video Bas	https://ed.ted.com/lesson_editor/2230905	
26	13	Kunal Rokade	English	Hindi	6th	विशेषण	1	TED-Ed	https://ed.ted.com/on/j1LyvTkn	
27	13	Kunal Rokade	English	Hindi	9th	सर्वनाम	2	Ed Puzzle	https://edpuzzle.com/join/ilopdem	ilopdem
28	13	Kunal Rokade	English	Hindi	8th	रस	3	Benime	Benime	
34	26	Shruti Rajan Rane	English	Hindi	6th	क्रिया	1	video based	https://ed.ted.com/on/MPitXNm	
35	26	Shruti Rajan Rane	English	Hindi	7th	काल	2	kahoot	https://create.kahoot.it/share/154f3fd2-5de4-4461-84bc-742c09d5caf7	
36	26	Shruti Rajan Rane	English	hindi	8th	काल के भेद	3	video based	benime App	
37	26	Shruti Rajan Rane	English	Hindi	8th	अनुछेद लेखन	4	video based	https://edpuzzle.com/embed/assignments/664c7140811997122dae28ea/watch	
38	26	Shruti Rajan Rane	English	Hindi	7th		5	video based	https://edpuzzle.com/embed/assignments/66069c2c1ed7238ba0172c9f/watch	
39	24	Mussarrat jahan	English	Hindi	7th	संज्ञा	1	kahoot	https://create.kahoot.it/share/e5f14041-32ef-4465-b075-dc9843a3ed99	
40	24	Mussarrat jahan	English	Hindi	7th	सर्वनाम	2	Video Based	Benime App	
41	24	Mussarrat jahan	English	Hindi	7th	काल	3	Video Based	https://ed.ted.com/on/YgjsiTTT	
42	24	Mussarrat jahan	English	Hindi	8th	संज्ञा	4	ed.ted Video Bas	https://ed.ted.com/on/qWmE60Mo	
43	24	Mussarrat jahan	English	Hindi	7th	रस	5	Video Based	https://edpuzzle.com/media/65f6dde7c04d0c99eb2ab04d	
44	19	RITU LOHAN	ENGLISH	ECONOMICS	11th	BARTER SYSTEM AND ITS DIFFICULTIES	1	Video Base	https://ed.ted.com/on/SIQE4Lko	

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45	19	RITU LOHAN	ENGLISH	ECONOMICS	12th	DETERMINANTS OF DEMAND	2	Video Base	<a href="https://edpuzzle.com/assignments/65f419314b605ba162074491/watch">https://edpuzzle.com/assignments/65f419314b605ba162074491/watch</a>	
46	19	RITU LOHAN	ENGLISH	ECONOMICS	12th	DETERMINANTS OF SUPPLY	3	Video Base	<a href="https://ed.ted.com/on/u6gNsuDT">https://ed.ted.com/on/u6gNsuDT</a>	
47	19	RITU LOHAN	ENGLISH	ECONOMICS	12th	CHARATERISTICS OF MONOPOLISTICS COMPETITION	4	APP BASE	<a href="https://youtu.be/upcqLIVUJeU?si=sFTliKRPSPSDGig4">https://youtu.be/upcqLIVUJeU?si=sFTliKRPSPSDGig4</a>	
48	19	RITU LOHAN	ENGLISH	ECONOMICS	12th	MONOPOLISTICS COMPETITION	5	APP BASE	<a href="https://create.kahoot.it/share/monopolistic-competition/43297d1f-b224-4a43-a4e6-684871e3a6f9">https://create.kahoot.it/share/monopolistic-competition/43297d1f-b224-4a43-a4e6-684871e3a6f9</a>	
49	39	Sneha D Shukla	English	Economics	11th	Types of Industrial Unemployment	1	Video based	<a href="https://ed.ted.com/on/WQmdqrnK">https://ed.ted.com/on/WQmdqrnK</a>	
50	39	Sneha D Shukla	English	Economics	11th	Types of Poverty	2	Video based	<a href="https://edpuzzle.com/assignments/65f9d652972bc7a289125391/watch">https://edpuzzle.com/assignments/65f9d652972bc7a289125391/watch</a>	cedools
51	39	Sneha D Shukla	English	Economics	11th	Causes Of Unemployment	3	App based	<a href="https://youtu.be/7AqKmT2Og3I?si=gCffiyqSzf9NMrzv">https://youtu.be/7AqKmT2Og3I?si=gCffiyqSzf9NMrzv</a>	
52	39	Sneha D Shukla	English	Economics	11th	Unemployment in India	4	App based	<a href="https://create.kahoot.it/share/unemployment/352ed628-37c7-42a0-8d8a-eab6d24ea8bd">https://create.kahoot.it/share/unemployment/352ed628-37c7-42a0-8d8a-eab6d24ea8bd</a>	
53	39	Sneha D Shukla	English	Economics	11th	Characteristics of Money	5	Video based	<a href="https://ed.ted.com/on/tFwI96I2">https://ed.ted.com/on/tFwI96I2</a>	
54	9	Preeti Gupta	English	Economics	11th	Types Of Money	1	App based	<a href="https://youtu.be/p07kQOyhYI0?si=kChk3iGLk--C_yo-">https://youtu.be/p07kQOyhYI0?si=kChk3iGLk--C_yo-</a>	
55	9	Preeti Gupta	English	Economics	12th	Demand Analysis	2	App based	<a href="https://create.kahoot.it/share/demand-analysis/75c03b40-1fd1-4ac1-9547-477df14ec72c">https://create.kahoot.it/share/demand-analysis/75c03b40-1fd1-4ac1-9547-477df14ec72c</a>	
56	9	Preeti Gupta	English	Economics	11th	Poverty In India	3	Video based	<a href="https://edpuzzle.com/embed/assignments/65f47a100b0379e27104b083/watch">https://edpuzzle.com/embed/assignments/65f47a100b0379e27104b083/watch</a>	rartapo
57	9	Preeti Gupta	English	Economics	11th	Rural Development	4	Video based	<a href="https://ed.ted.com/on/BBqqaCG2">https://ed.ted.com/on/BBqqaCG2</a>	
58	9	Preeti Gupta	English	Economics	11th	Forms of Market	5	Video based	<a href="https://edpuzzle.com/assignments/662fc27ad65c15e1964a7ea1/watch">https://edpuzzle.com/assignments/662fc27ad65c15e1964a7ea1/watch</a>	jekhogo
59	45	Zenil Vora	English	Economics	11th	Demand and supply	1	Video Based	<a href="https://ed.ted.com/on/686Luty">https://ed.ted.com/on/686Luty</a>	
60	45	Zenil Vora	English	Economics	11th	Micro and Macro Economics	2	Video Based	<a href="https://ed.ted.com/on8AM4J6d6">https://ed.ted.com/on8AM4J6d6</a>	
61	45	Zenil Vora	English	Economics	11th	Causes of low death rate	3	Video Based	<a href="https://edpuzzle.com/open/sogvezu">https://edpuzzle.com/open/sogvezu</a>	sogvezu
62	45	Zenil Vora	English	Economics	11th	Economic Terminology	4	App Based	<a href="https://create.kahoot.it/share/economic-terminology/323d9452-7601-483c-bc91-64fe8cfcf2ee">https://create.kahoot.it/share/economic-terminology/323d9452-7601-483c-bc91-64fe8cfcf2ee</a>	
63	45	Zenil Vora	English	Economics	11th	Liberalization, Privatization & Globalization	5	App Based	<a href="https://youtu.be/6il6GBixcno?si=BYtOz5bsbBgp0sAT">https://youtu.be/6il6GBixcno?si=BYtOz5bsbBgp0sAT</a>	
64	30	Veda Umesh Salkar	English	Economics	11th	Unemployment in India	1	Video based	<a href="https://ed.ted.com/on/tp1bzFSI">https://ed.ted.com/on/tp1bzFSI</a>	
65	30	Veda Umesh Salkar	English	Economics	11th	What is Economics ?An Introduction to Economics	2	Video based	<a href="https://edpuzzle.com/assignments/65f66ffcd716d6fc0c29c057/watch">https://edpuzzle.com/assignments/65f66ffcd716d6fc0c29c057/watch</a>	kuhufef

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66	30	Veda Umesh Salkar	English	Economics	11th	Rural development in India	3	App based	<a href="https://drive.google.com/file/d/1Z0SXmAGRMsvpaaLXASm_ojMQNdke907f/view?">https://drive.google.com/file/d/1Z0SXmAGRMsvpaaLXASm_ojMQNdke907f/view?</a>	
67	30	Veda Umesh Salkar	English	Economics	11th	Poverty in India.	4	App based	<a href="https://create.kahoot.it/share/poverty-in-india-by-veda-umesh-salkar/e7f0ed06-">https://create.kahoot.it/share/poverty-in-india-by-veda-umesh-salkar/e7f0ed06-</a>	
68	30	Veda Umesh Salkar	English	Economics	11th	What is Economics?	5	Video based	<a href="https://ed.ted.com/on/RDe98DsX">https://ed.ted.com/on/RDe98DsX</a>	
69	32	Naaziya Sayed Asif	English	Economics	11th	Demand Explained	1	Video based	<a href="https://ed.ted.com/on/1K18nldu">https://ed.ted.com/on/1K18nldu</a>	
70	32	Naaziya Sayed Asif	English	Economics	11th	Globalization Explained	2	Video based	<a href="https://ed.ted.com/on/PWvinjzk">https://ed.ted.com/on/PWvinjzk</a>	
71	32	Naaziya Sayed Asif	English	Economics	11th	Poverty and it's measures	3	Video Based	<a href="https://edpuzzle.com/assignments/6618">https://edpuzzle.com/assignments/6618</a>	
72	32	Naaziya Sayed Asif	English	Economics	11th	Financial Markets	4	App Based	<a href="https://create.kahoot.it/share/financial-markets">https://create.kahoot.it/share/financial-markets</a>	
73	32	Naaziya Sayed Asif	English	Economics	11th	Unemployment and it's Causes	5	App Based	<a href="https://youtu.be/OxSN9IP1">https://youtu.be/OxSN9IP1</a>	
74	16	Pooja Suresh Kankekar	English	Economics	11th	CAUSES OF POVERTY IN INDIA	1	Video Based	<a href="https://ed.ted.com/on/c7pS24H1">https://ed.ted.com/on/c7pS24H1</a>	
75	16	Pooja Suresh Kankekar	English	Economics	11th	CAUSES OF UNEMPLOYMENT IN INDIA	2	Video Based	<a href="https://edpuzzle.com/join/fogejua">https://edpuzzle.com/join/fogejua</a>	fogejua
76	16	Pooja Suresh Kankekar	English	Economics	12th	UTILITY AND ITS TYPES	3	Video Based	<a href="https://ed.ted.com/on/hJYV6gld">https://ed.ted.com/on/hJYV6gld</a>	
77	16	Pooja Suresh Kankekar	English	Economics	11th	SIGNIFICANCE OF RURAL DEVELOPMENT IN INDIA	4	App Based	<a href="https://youtu.be/yx9qy8T3Vvo?si=tm9rP6U3bGu3CcYk">https://youtu.be/yx9qy8T3Vvo?si=tm9rP6U3bGu3CcYk</a>	
78	16	Pooja Suresh Kankekar	English	Economics	12th	FOREIGN TRADE OF INDIA	5	App Based	<a href="https://create.kahoot.it/share/economics-12th-std-chapter-10-foreign-trade-of-india/bf11e27f-c3fe-450b-aa3e-d46037352796">https://create.kahoot.it/share/economics-12th-std-chapter-10-foreign-trade-of-india/bf11e27f-c3fe-450b-aa3e-d46037352796</a>	
79	47	Yadav Sweety	English	Economics	12th	Determinants of supply	1	Video Based	<a href="https://edpuzzle.com/assignments/65f87a0487646c9f461045a">https://edpuzzle.com/assignments/65f87a0487646c9f461045a</a>	Caniwza
80	47	Yadav Sweety	English	Economics	11th	Cause of high birth rate	2	Video Based	<a href="https://ed.ted.com/on/H6vYmdjv">https://ed.ted.com/on/H6vYmdjv</a>	
81	47	Yadav Sweety	English	Economics	12th	Factors influencing the elasticity of demand	3	Video Based	<a href="https://ed.ted.com/on/3RajL1NK">https://ed.ted.com/on/3RajL1NK</a>	
82	47	Yadav Sweety	English	Economics	11th	Functions of Money	4	App Based	<a href="https://drive.google.com/file/d/1HhTw394rxDy_iU6QDKGhikZO_D2qHAzvW/view?usp=drivesdk">https://drive.google.com/file/d/1HhTw394rxDy_iU6QDKGhikZO_D2qHAzvW/view?usp=drivesdk</a>	
83	47	Yadav Sweety	English	Economics	11th	Functions of Money	5	App Based	<a href="https://create.kahoot.it/share/functions-of-money/3eb1d2dd-fa92-4e34-a136-7d2323c56bf7">https://create.kahoot.it/share/functions-of-money/3eb1d2dd-fa92-4e34-a136-7d2323c56bf7</a>	
84	43	Umera Dildar Shaikh	मराठी	Economics	11th	Population the Unexpected problem of inc	1	Video Base	<a href="https://ed.ted.com/on/QFFLDUql">https://ed.ted.com/on/QFFLDUql</a>	
85	43	Umera Dildar Shaikh	मराठी	Economics	12th	Price Elasticity of demand	2	Video Base	<a href="https://edpuzzle.com/assignments/662be45e2402f47588e7eeb5/students">https://edpuzzle.com/assignments/662be45e2402f47588e7eeb5/students</a>	jemujis
86	43	Umera Dildar Shaikh	मराठी	Economics	11th	What is public finance ? 4 types of public fina	3	Video Base	<a href="https://edpuzzle.com/assignments/66422af592720ae87a475850/watch">https://edpuzzle.com/assignments/66422af592720ae87a475850/watch</a>	jemujis

*(Signature)*  
Principal



Sr. No.	Roll No.	Name of the Student	Medium	Subject	Std	Name of the Topic	Lesson No.	Type of Lesson Video Based/ App Based/Kahoot	Link for Video Based/ App Based/Kahoot Lessons	Code / Password
87	43	Umera Dildar Shaikh	मराठी	Economics	11th	Money and types of money	4	App Base	<a href="https://drive.google.com/file/d/1KMI5PiR850K0FMHo5VwEE069LgPQLkbH/view?usp=drivesdk">https://drive.google.com/file/d/1KMI5PiR850K0FMHo5VwEE069LgPQLkbH/view?usp=drivesdk</a>	
88	43	Umera Dildar Shaikh	मराठी	Economics	11th	Forms of Market	5	App Base	<a href="https://create.kahoot.it/share/forms-of-market-by-umera-shaikh/90073180-1f07-4419-9663-07aa90d1ec4b">https://create.kahoot.it/share/forms-of-market-by-umera-shaikh/90073180-1f07-4419-9663-07aa90d1ec4b</a>	
89	46	Rohini Subhash Shinde	मराठी	Economics	11th	Demand and supply		Video Base	<a href="https://ed.ted.com/on/8aPsWaMr">https://ed.ted.com/on/8aPsWaMr</a>	
90	46	Rohini Subhash Shinde	मराठी	Economics	12th	National Income		Video Base	<a href="https://ed.ted.com/on/kX7876cR">https://ed.ted.com/on/kX7876cR</a>	
91	46	Rohini Subhash Shinde	मराठी	Economics	10th	Producer and consumer		Video Base	<a href="https://edpuzzle.com/assignments/6686efdc02b80342089769/watch">https://edpuzzle.com/assignments/6686efdc02b80342089769/watch</a>	kipenhe
92	46	Rohini Subhash Shinde	मराठी	Economics	11th	Rural development in India		App Base	<a href="http://drive.google.com/file/d/1kYOhC4Gcfk1N0yxPtDxxUUZ-jYsKzie/view?usp=drivesdk">http://drive.google.com/file/d/1kYOhC4Gcfk1N0yxPtDxxUUZ-jYsKzie/view?usp=drivesdk</a>	
93	46	Rohini Subhash Shinde	मराठी	Economics	11th	Concept and types of money		App Base	<a href="http://create.kahoot.it/share/concept-and-types-of-money/bd5577d1d-548c-4b72-aa5a-59501b4cceca">http://create.kahoot.it/share/concept-and-types-of-money/bd5577d1d-548c-4b72-aa5a-59501b4cceca</a>	
94	41	Sonal Santosh Savarkar	मराठी	Economics	11th	Rural development in India		Video Base	<a href="https://youtu.be/hBrocHfa4kQ">https://youtu.be/hBrocHfa4kQ</a>	
95	41	Sonal Santosh Savarkar	मराठी	Economics	12th	Forms of Market		Video Base	<a href="https://create.kahoot.it/share/forms-of-market/a60dd314-2566-4182-91f5-ed722af6be61">https://create.kahoot.it/share/forms-of-market/a60dd314-2566-4182-91f5-ed722af6be61</a>	
96	41	Sonal Santosh Savarkar	मराठी	Economics	11th	Poverty in India		Video Base	<a href="https://youtu.be/6UUnQ13IT8o">https://youtu.be/6UUnQ13IT8o</a>	
97	41	Sonal Santosh Savarkar	मराठी	Economics	11th	Four factors of Production		App Base	<a href="https://edpuzzle.com/assignments/65f86845652e862531e0d603/students">https://edpuzzle.com/assignments/65f86845652e862531e0d603/students</a>	osefasf
98	41	Sonal Santosh Savarkar	मराठी	Economics	11th	Types of Unemployment		App Base	<a href="https://ed.ted.com/on/TOCraoIq">https://ed.ted.com/on/TOCraoIq</a>	
99	44	Laxmi Shendge	मराठी	Economics	11th	Difference between Micro and Macro Econo	1	Video Base	<a href="https://edpuzzle.com/assignments/6647478275cddd10ccbc9379/watch">https://edpuzzle.com/assignments/6647478275cddd10ccbc9379/watch</a>	noksevw
100	44	Laxmi Shendge	मराठी	Economics	11th	Money Market and Capital market	2	Video Base	<a href="https://edpuzzle.com/assignments/6648e9acfa85d2c24c46f9b8/watch">https://edpuzzle.com/assignments/6648e9acfa85d2c24c46f9b8/watch</a>	
101	44	Laxmi Shendge	मराठी	Economics	11th	Difference between Partnership Firm & com	3	Video Base	<a href="https://ed.ted.com/on/QiB0jPW6">https://ed.ted.com/on/QiB0jPW6</a>	
102	44	Laxmi Shendge	मराठी	Economics	11th	Population in india	4	App Base	<a href="https://drive.google.com/file/d/11S94fHm2lpTC4phRJRm5-L5UZX6QtQ3g/view?usp=drivesdk">https://drive.google.com/file/d/11S94fHm2lpTC4phRJRm5-L5UZX6QtQ3g/view?usp=drivesdk</a>	
	44	Laxmi Shendge	मराठी	Economics	11th	Poverty in India	5	App Base	<a href="https://create.kahoot.it/share/poverty-in-india/73fddcce-c13b-4f52-89aa-4e7a208e4330">https://create.kahoot.it/share/poverty-in-india/73fddcce-c13b-4f52-89aa-4e7a208e4330</a>	
	15	Vinaya Suresh Jadhav	मराठी	Economics	11th	Poverty in India	4	App Base	<a href="https://drive.google.com/file/d/114x4btgn_Lk6OEP5HACXUycg_bEPPE7C-/view?usp=drivesdk">https://drive.google.com/file/d/114x4btgn_Lk6OEP5HACXUycg_bEPPE7C-/view?usp=drivesdk</a>	
	15	Vinaya Suresh Jadhav	मराठी	Economics	12th	demand analysis	5	App Base	<a href="https://create.kahoot.it/share/demand-analysis/6222e6b6-ab18-4036-a8d9-0a23077235">https://create.kahoot.it/share/demand-analysis/6222e6b6-ab18-4036-a8d9-0a23077235</a>	
	15	Vinaya Suresh Jadhav	मराठी	Economics	11th	basic concept of economics	1	Video Base	<a href="https://ed.ted.com/on/iZXX35k6">https://ed.ted.com/on/iZXX35k6</a>	
	15	Vinaya Suresh Jadhav	मराठी	Economics	12th	Demand and supply	2	Video Base	<a href="https://edpuzzle.com/join/gujopow">https://edpuzzle.com/join/gujopow</a>	


*(Signature)*

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Mahavidyalaya  
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Sr. No.	Roll No.	Name of the Student	Medium	Subject	Std	Name of the Topic	Lesson No.	Type of Lesson Video Based/ App Based/Kahoot	Link for Video Based/ App Based/Kahoot Lessons	Code / Password
	15	Vinaya Suresh Jadhav	मराठी	Economics	11th	inferior goods normal goods	3	Video Base	<a href="https://edpuzzle.com/media/663928f9ba41c3cd6cd4b9">https://edpuzzle.com/media/663928f9ba41c3cd6cd4b9</a>	
	47	Rupali Laxman Sonavane	मराठी	Geography	6th	महासागरांचे महत्व	4	App Base	<a href="https://drive.google.com/file/d/159ncdCEem67RANJStwrXAfUmKUKKEucU/view?usp=drivesdk">https://drive.google.com/file/d/159ncdCEem67RANJStwrXAfUmKUKKEucU/view?usp=drivesdk</a>	
	47	Rupali Laxman Sonavane	मराठी	Geography	8th	जग आणि भारत प्राकृतिक भूगोल	5	App Base	<a href="https://create.kahoot.it/share/27df57ec-269e-4063-b4cd-3fef51c99a56">https://create.kahoot.it/share/27df57ec-269e-4063-b4cd-3fef51c99a56</a>	
	47	Rupali Laxman Sonavane	मराठी	Geography	7th	महाराष्ट्र स्थान व विस्तार	1	App Base	<a href="https://edpuzzle.com/playlist/660a98e31d1563b4723ec14c">https://edpuzzle.com/playlist/660a98e31d1563b4723ec14c</a>	
	47	Rupali Laxman Sonavane	मराठी	Geography	10th	मानवी वस्ती	2	Video Base	<a href="https://ed.ted.com/JYPuurX6">https://ed.ted.com/JYPuurX6</a>	
	47	Rupali Laxman Sonavane	मराठी	Geography	9th	पर्यटन	3	Video Base	<a href="https://ed.ted.com/onpBuaSzLh">https://ed.ted.com/onpBuaSzLh</a>	

  
Dr. C. A. Chakradeo  
Principal

**Chembur Sarvankesh Shikshanshastri**  
**Mahavidyalaya**  
**R.C. Marg, Chembur, Mumbai - 400 071.**

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## SSR Criterion 2: Teaching-learning and Evaluation

### 2.4 Competency and Skill Development

2.4.5 Samples evidence to show that Adequate skills are developed in students for effective use of ICT for teaching learning process

**Principal**

**Principal**

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



Chembur Education Society's

# Chembur Sarvankash Shikshan Shastra Mahavidyalaya



Elective Course-2 (EC-2)

**PEDAGOGY OF SCHOOL  
SUBJECT: HISTORY**

**TECHNOLOGY BASED LESSON  
PLANS**

**Teacher Incharge:  
Prof. Pranoti Phatak Ma'am**

**Name: Saumya Pradeep**

**Roll No: 31**





CHEMBUR EDUCATION SOCIETY'S  
CHEMBUR SARVANKASH SHIKSHANSHASTRA MAHAVIDYALAYA

**TECHNOLOGY BASED LESSONS**

**Name: Saumya Pradeep**

**Year: S.Y.B. Ed**

**Roll No: 31**

**Name of Internship School: Rajawadi Mumbai Public School**

**Elective Course 2 (EC -2)**

**Pedagogy of School Subject: History**

**Method Master: Prof. Pranoti Phatak**

**Date :**

  
**Signature and Stamp**  
**Principal**  
**Chembur Sarvankash Shikshanshastri**  
**Mahavidyalaya**  
**R.C. Marg, Chembur, Mumbai - 400 071.**

## TECHNOLOGY BASED LESSONS



### INDEX

Sr. no.	Title of lesson	Link	Application
1.	Harappan Civilization	<a href="https://edpuzzle.com/assignments/65f2919ff09d2fb94cd501bd/watch">https://edpuzzle.com/assignments/65f2919ff09d2fb94cd501bd/watch</a>	Edpuzzle
2.	Partition of India	<a href="https://ed.ted.com/on/xtTiiN1R">https://ed.ted.com/on/xtTiiN1R</a>	Ted Ed
3.	Islamic Empire	<a href="https://ed.ted.com/on/hNH0PLL">https://ed.ted.com/on/hNH0PLL</a>	Ted Ed
4.	Rural Local Government Bodies	<a href="https://drive.google.com/file/d/1xq-rtw0iDMIZAcyfuUNjrp5OfmeVReK/view?usp=drivesdk">https://drive.google.com/file/d/1xq-rtw0iDMIZAcyfuUNjrp5OfmeVReK/view?usp=drivesdk</a>	Benime
5.	Partition of India	<a href="https://create.kahoot.it/share/partition-of-india/3a44fad2-3562-47ed-9ab3-02e21f69b19e">https://create.kahoot.it/share/partition-of-india/3a44fad2-3562-47ed-9ab3-02e21f69b19e</a>	Kahoot



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### Video Based Lesson

Name of the Teacher:- Saumya Pradeep

Title of the Video: Harappan Indus Valley Civilization

URL of the Video: <https://edpuzzle.com/assignments/65f2919f009d2fb94ed501bd/watch>

Class Code (if any):- tafevri

Link for Sharing (if any): <https://edpuzzle.com/assignments/65f2919f009d2fb94ed501bd/watch>

Duration of the Video: 04:35

Subject: History

Grade Level: 6th

Learning Objectives:-

Knowledge: Students have the knowledge about various Civilizations.

Understanding: Students understand about the Harappan Civilization.

Application: Students express their thoughts about Harappan Civilization

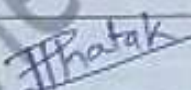
Skill:



Instructional Steps / अनुदेशनात्मक पाठ्य्या

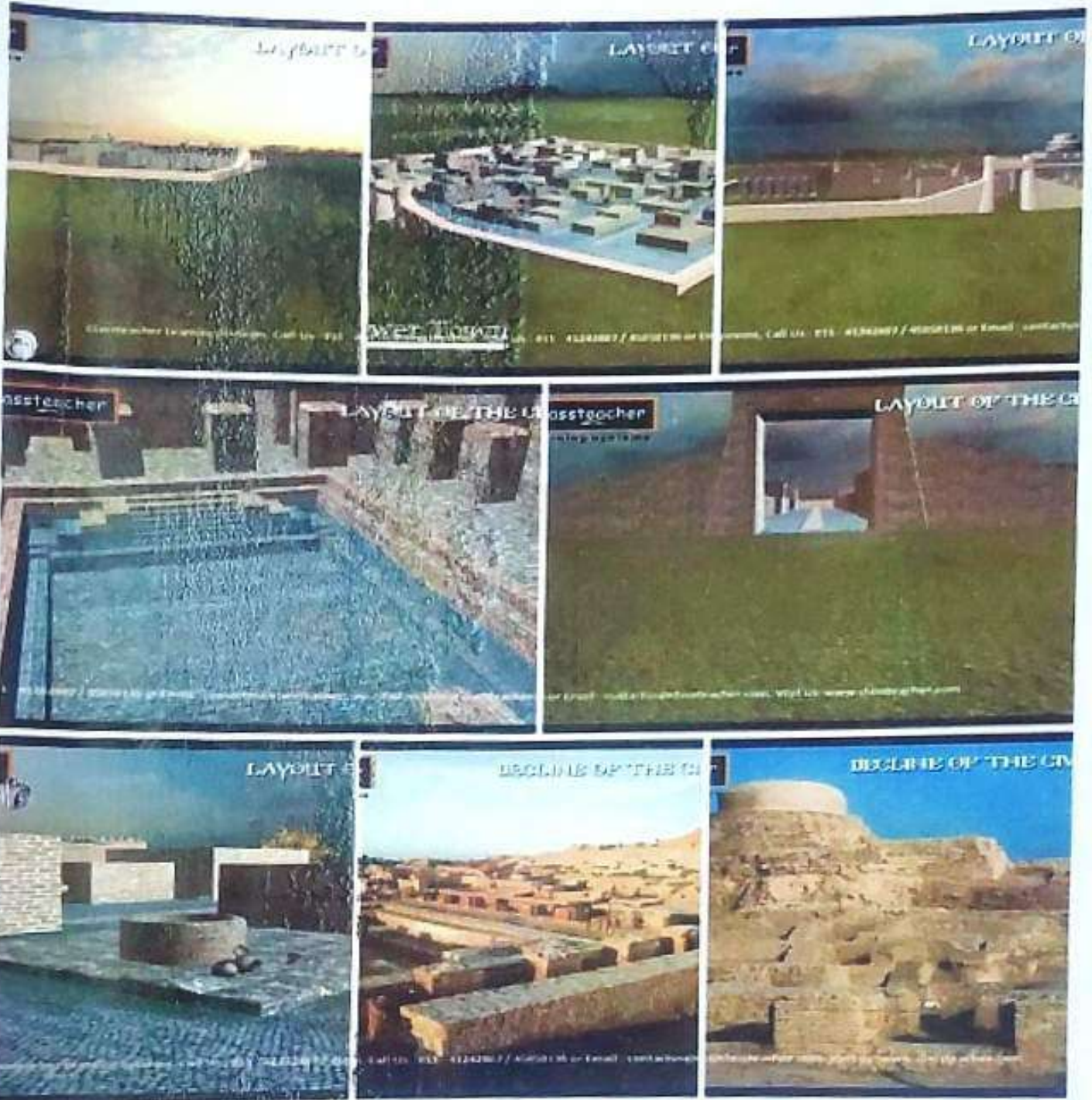
Introduction	Teacher asks certain questions about various civilizations to the students. Then teacher asks students to download Edpuzzle app from Playstore/ App Store.
Pre-Viewing Discussion	Teacher asks students to sign in to the Edpuzzle app and open the class with the help of a code given by the teacher.
Video Viewing:	After opening the class, students watch the video and note down the important points in the video.
Post-Viewing Discussion:	After viewing the video, the students are given time to answer the in-video questions.
Extension Activities;	Then the teacher asks the students how much they have understood about the topic and ask them to explain the way they understood. Then the teacher explains the points the students could not understand.
Assessment:	Already done during post viewing and in extension activities.
Conclusion and Reflection	Finally, teacher recapitulates all the key points of the topic and ask students to write a note on the same.

  
Signature of Teacher

  
Signature of Guide

  
Signature of Principal

**Principal**  
**Chembur Sarvankesh Shikshanshasthra**  
**Mahavidyalaya**  
**R.C. Marg, Chembur, Mumbai - 400 071.**



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### Video Based Lesson

Name of the Teacher:- Saumya Pradeep

Title of the Video: Partition of India

URL of the Video: <https://ed.ted.com/on/xiTiN1R>

Class Code (If ---

any):-

Link for Sharing (if any): <https://ed.ted.com/on/xiTiN1R>

Duration of the Video: 05:49

Subject: History

Grade Level: 8th

Learning Objectives:-

Knowledge: Students have the knowledge about India Independence Struggle

Understanding: Students understand about the Partition of India

Application: Students express their thoughts about Partition of India

Skill:



Instructional Steps / प्रशिक्षणचरण पाठ्यक्रम

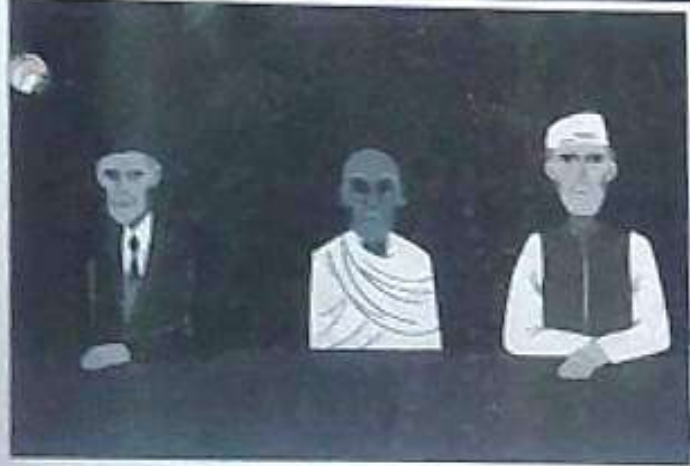
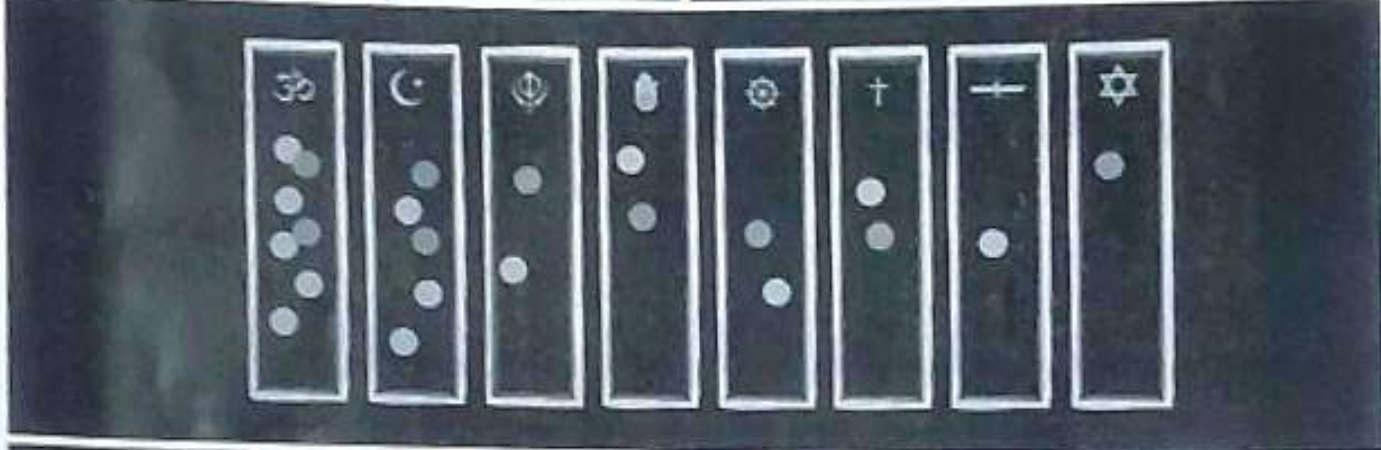
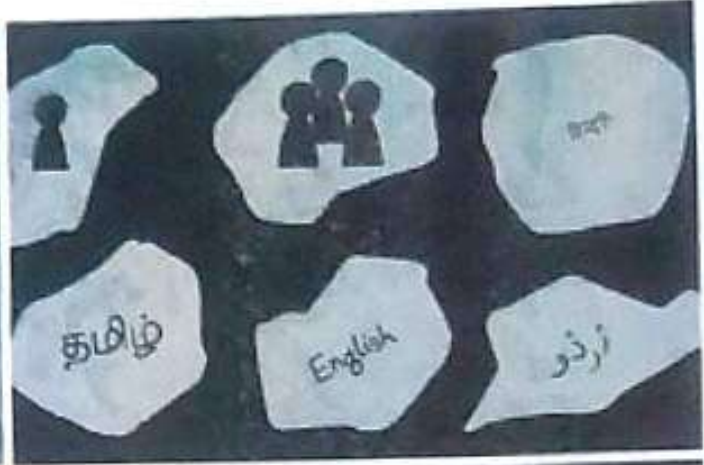
Introduction	Teacher asks certain questions about the struggle during India's Independence.
Pre-Viewing Discussion	Teacher asks students to select the link given by the teacher to redirect to the video.
Video Viewing:	Students watch the video and note down the important points in the video.
Post-Viewing Discussion:	After viewing the video, the students are given time to answer the in-video questions.
Extension Activities:	Then the teacher asks the students how much they have understood about the topic and ask them to explain the way they understood. Then the teacher explains the points the students could not understand.
Assessment:	Already done during post viewing and in extension activities.
Conclusion and Reflection	Finally, teacher recapitulates all the key points of the topic and ask students to write a note on the same.

*abmya*  
Signature of Teacher

*Hatak*  
Signature of Guide

*Arbaj*  
Signature of Principal

**Principal**  
Chembur Sarvankesh Shikshanshasthra  
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### Video Based Lesson

Name of the Teacher:- Saumya Pradeep

Title of the Video: Islamic Invasion in India

URL of the Video: <https://ed.ted.com/on/hNHc0PLL>

Class Code (if any):-

Link for Sharing (if any): <https://ed.ted.com/on/hNHc0PLL>

Duration of the Video: 05:06

Subject: History

Grade Level: 7th

Learning Objectives:-

Knowledge: Students have the knowledge about the empires that invaded India.

Understanding: Students understand about the Islamic Invasion.

Application: Students express their thoughts about Islamic Invasion.


Skill:




Instructional Steps / अनुदेशनात्मक पाठ्य-या

Introduction	Teacher asks certain questions about who invaded India in the past
Pre-Viewing Discussion	Teacher asks students to select the link given by the teacher to redirect to the video.
Video Viewing:	Students watch the video and note down the important points in the video.
Post-Viewing Discussion:	After viewing the video, the students are given time to answer the in-video questions.
Extension Activities:	Then the teacher asks the students how much they have understood about the topic and ask them to explain the way they understood. Then the teacher explains the points the students could not understand.
Assessment:	Already done during post viewing and in extension activities.
Conclusion and Reflection	Finally, teacher recapitulates all the key points of the topic and ask students to write a note on the same.

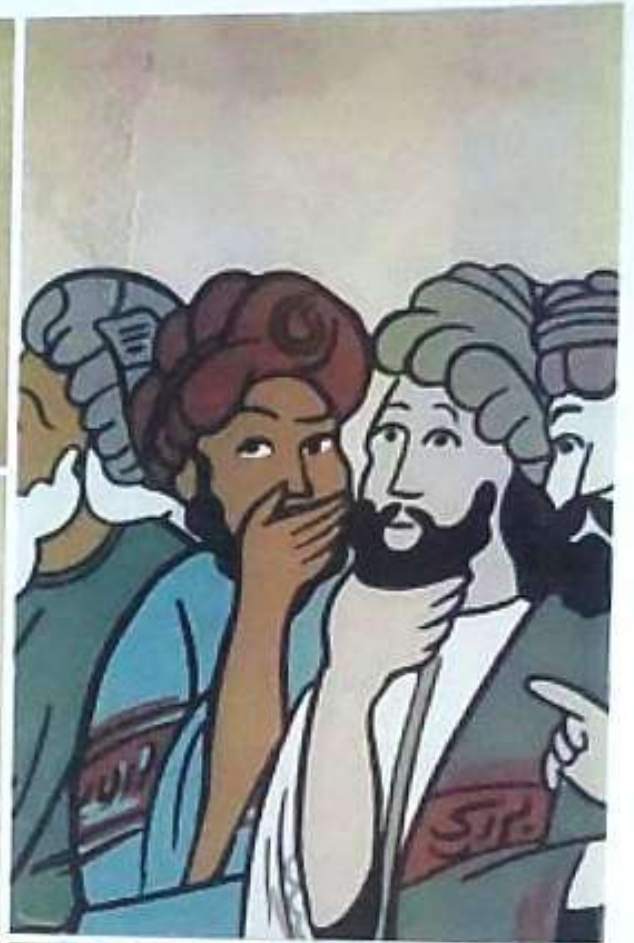
  
Signature of Teacher

  
Signature of Guide

  
Signature of Principal

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







### APP Based Lesson

**Name of the Learner:** Saumya Pradeep

**Lesson Title:** Rural Local Government Bodies

**Subject:** Civics

**Name of the App:** Benime

**Grade Level:** 6th

**Duration:** - 0:42

**Learning Objective:**

**Knowledge:** 1. Students have the previous knowledge about the diversification of "Rural" and "Urban".  
2. Students recall the difference between rural and urban.

**Understanding:** 1. Students understand the overview of Rural Local Government Bodies.  
2. Students understand about Gram Panchayat and its functions.

**Application:** 1. Students express their views on the Rural Local Government Bodies.

**Skill:** —

**Materials:** - Notebook, Pen, Pencil, and Mobile phone with Video player

**Technology Requirements:** Mobile Phone with good Internet Connectivity


**Preparation:** Must download Google Classroom/WhatsApp to download the video lesson.




Instructional Steps / अनुदेशनात्मक पाठ्यक्रम

Introduction	Students must recall their locality and be able to identify civic rules.
Pre-App Discussion	Students should have a mobile phone with good internet connectivity and they must properly install Google Classroom/ WhatsApp.
App Exploration	They must download the video file from the respective app and watch it carefully.
Guided Activities	Students should watch the video and note down the important points from the video.
Reflection and Discussion	After watching the video, students must reflect on what they have understood from the video alone and they have a discussion amongst their partners about the same.
Extension Activities	After discussing, they must come forward and explain what they understood from the lesson. Teacher will then further clear the points where students would have wrongly interpreted/ give further detailed information.
Assessment	Already covered in extension activity.
Closure	Teacher will finally recapitulate along with students the whole lesson.

  
Signature of Teacher

  
Signature of Guide

  
Signature of Principal  
**Principal**  
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Mumbai-400071



## Overview

In India, Rural Local Bodies refers to the administrative units that are responsible for governing and providing various services to the rural areas of the country. These local bodies are also known as Panchayats, and they are established and governed by the



Gram Panchayat: The Gram Panchayat is one tier of Rural local body, and it is responsible for the governance and development of a group of villages. It is usually composed of elected representatives,



## Conclusion

The Indian Constitution divides our governing system into three tiers, with local self-government taking care of the grassroots level. The local self-government falls under the state government's jurisdiction and is further divided into Zila Parishads, Panchayat Samitis, Mahanagar Palikas, Nagar Palikas, and





### APP Based Lesson

**Name of the Learner:** Saumya Pradeep

**Lesson Title:** Partition of India

**Subject:** History

**Name of the App:** Kahoot

**Grade Level:** 8th

**Duration:** - 1 min 40 seconds

**Learning Objective:**

**Knowledge:** 1. Students have the previous knowledge about Indian Independence Struggle.  
2. Students recall about the Partition of India.

**Understanding:** 1. Students understand about the Partition of India.

**Application:** 1. Students answer the quiz on Partition of India.

**Skill:** ---

**Materials:** Mobile phone

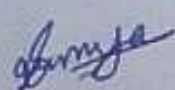
**Technology Requirements:** Mobile Phone with good Internet Connectivity

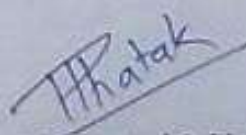
**Preparation:** Must download Kahoot App from Playstore/ App Store.



Instructional Steps / अनुदेशनात्मक पायत्रा

Introduction	Students must recall about the Partition of India
Pre-App Discussion	Students should have a mobile phone with good internet connectivity and they must properly install Kahoot App.
App Exploration	They must download the app and sign in. They then have to open the assigned quiz.
Guided Activities	Students must answer the question within 20 seconds.
Reflection and Discussion	After answering the answers, students must tell the scores they got to the teacher.
Extension Activities	The student in the first, second and third position must tell their scores to the entire class and explain how they got so.
Assessment	This is an assessment activity.
Closure	Teacher will finally recapitulate along with students the whole quiz.

  
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Signature of Guide

  
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India and Pakistan have the following communities as their citizens.

▲ Christians	◆ Muslims
● All of the above	■ Hindus

Starting in the \_\_\_\_\_, a series of European powers colonized India with coastal trading settlements.

▲ 1600	◆ 1800
● 1400	■ 1700

In the 19th Century the British began to categorise Indians by \_\_\_\_\_ identity.

▲ Linguistic	◆ Cultural
● Social	■ Religion

By the mid 18th century, the English \_\_\_\_\_ emerged as the primary colonial power in India.

▲ East India Company	◆ East India campaign
● South India Company	■ West India Company

India gained Independence from the British after \_\_\_\_\_ years.

▲ 300	◆ 400
● 100	■ 200



Chembur Education Society's

# Chembur Sarvankash Shikshan Shastra Mahavidyalaya

Elective Course, 2 (EC 2)

PEDAGOGY OF SCHOOL SUBJECT:  
HISTORY

## TECHNOLOGY BASED LESSON PLANS

Teacher Incharge:  
Pranoti Phatak Ma'am

Name: Poonam Triveedi

Roll No: 42







CHEMBUR EDUCATION SOCIETY'S

CHEMBUR SARVANKASH SHIKSHANSHASTRA MAHAVIDYALAYA

**TECHNOLOGY BASED LESSONS**

Name : POONAM TRIVEDI

Year : S.Y.B.Ed

Roll No : 42

Name of Internship School :Tilak Nagar Mumbai Public School

Elective Course 2 ( EC - 2 )

Pedagogy of School Subject : History

Method Master : Prof. Pranoti Phatak

3/7/24  
Date :

Signature and Stamp

Principal  
Chembur Sarvankash Shikshanshastha  
Mahavidyalaya

100, Marg, Chembur, Mumbai - 400 071

## TECHNOLOGY BASED LESSONS

### INDEX

Sr. no.	Title of lesson	Link	Application
1.	Ancient India	<a href="https://drive.google.com/file/d/1dPb2ba6nlzYzhGS8_yCbyqXKGGJLx8/view?usp=drivesdk">https://drive.google.com/file/d/1dPb2ba6nlzYzhGS8_yCbyqXKGGJLx8/view?usp=drivesdk</a>	Benime App
2.	what r the Human Rights	<a href="https://ed.ted.com/on/mjrDcn57">https://ed.ted.com/on/mjrDcn57</a>	ed.ted video Based
3.	The salt March ed. Puzzle	<a href="https://edpuzzle.com/media/65f6ddn7c04d0c99eb2ab04d">https://edpuzzle.com/media/65f6ddn7c04d0c99eb2ab04d</a>	ed puzzle video based
4.	The Salt march @Dandi march	<a href="https://create.kahoot.it/share/the-salt-march/2f0957d8-7f3e-4c8e-8284-d20b998778cc">https://create.kahoot.it/share/the-salt-march/2f0957d8-7f3e-4c8e-8284-d20b998778cc</a>	Kahoot app based lesson
5.	What Is History ed.ted	<a href="https://ed.ted.com/lesson_editor/2230905">https://ed.ted.com/lesson_editor/2230905</a>	ed.ted video based lesson

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### APP Based Lesson

Name of the Learner: Poonam Trivedi

Lesson Title:- Ancient India

Subject:- History

Name of the App:- Benime

Grade Level:- 6th std

Duration:- 4 min 10 sec

Learning Objective:-

Knowledge: Students have knowledge about Ancient India.

Understanding: Students understand the concept of Ancient India.

Application: Students Expressed on the views about the Ancient India

Skill: ---

Materials:- Nil

Preparation: Technology Requirements: Smart phone, Laptop etc.

<https://youtu.be/2hL3bsp39gI?si=DMiHJX6T6ayZHTis>



Instructional Steps / अनुदेशनात्मक पाठ्य्या

Introduction	Content knowledge about lessons (Part of teacher) Ancient India. Give more examples.
Pre-App Discussion	Previous knowledge of the learner teacher taught to students using the app.
App Exploration	Ancient India about giving knowledge & explaining the concept.
Guided Activities	Asked some questions related to the lesson, the teacher gave them some cheats and collected the answer.
Reflection and Discussion	Teacher asked questions and assessment to the childrens and discussed lessons.
Extension Activities	Teachers take activities related to the lesson, give them some pictures & take information.



Assessment	Now we have learned about Ancient India and repeated the importance and asked the questions.
Closure	Today we learned about lessons and used the Benime app.

*Trivedi*

Signature of Teacher

*THA Tak*

Signature of Guide

*[Signature]*

Signature of Principal

Principal  
Chembur Servankash Shikshanshasthra  
Mahavidyalaya  
R.C. Marg, Chembur, Mumbai - 400 071.

ancient india is the indian subcontinent from prehistoric times to the start of medieval india, which is typically dated (when the term is still used) to the end of the gupta empire around 500 ce.



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\* Write short notes about Ancient India?



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SHIKSHANSHASTRA MAHAVIDYALA



Scanned with CamScanner

Name :- Poonam Trivedi

Topic :- Ancient India

Guidance :- Pranoti Phatak

Roll No :- 42



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### Video Based Lesson

**Name of the Learner:** Poonam Trivedi

**Lesson Title:-** What are the Human Rights

**Subject:-** History

**Name of the App:-** ed.ted

**Grade Level:-** 7th std

**Duration:-** 5 min 10 sec

**Learning Objective:-**

**Knowledge:** Students have knowledge about What are the Human rights?

**Understanding:** Students understand the concept of What are the Human rights?

**Application:** Students Expressed on the views about the What are the Human rights?

**Skill:** Educational & Ethical value.

**Materials:-** Nill

**Preparation: Technology Requirements:** Smart phone, Laptop etc.

<https://ed.ted.com/on/mjrDenS7>



Instructional Steps / अनुदेशनात्मक पायऱ्या	
<b>Introduction</b>	Content knowledge about lessons (Part of teacher) What are the Human rights?  Give more examples.
<b>Pre-App Discussion</b>	Previous knowledge of the learner teacher taught to students using the app.
<b>App Exploration</b>	What are the human rights about giving knowledge & explaining the concept.
<b>Guided Activities</b>	Asked some questions related to the lesson, the teacher gave them some cheats and collected the answer.
<b>Reflection and Discussion</b>	Teacher asked questions and assessment to the childrens and discussed lessons.
<b>Extension Activities</b>	Teachers take activities related to the lesson, give them some pictures & take information.





Assessment	Now we have learned about What are the human rights and repeated the importance and asked the questions.
Closure	Today we learned about lessons and used the ed.ted app.

*Trivedi*  
Signature of Teacher

*Thakur*  
Signature of Guide

Signature of Principal  
Principal  
Chembur Servankash Shikshanshrestha  
Mahavidyalaya  
R.C. Marg, Chembur, Mumbai - 400 071.



LESSON CREATED BY PROGRAM DRIVEN USING TED-ED'S LESSON CREATOR VIDEO FROM TED-ED YOUTUBE CHANNEL

Let's Begin...  
The basic idea of human rights is that each one of us, no matter who we are or where we are born, is entitled to the same basic rights and freedoms. That may sound straightforward enough, but it gets incredibly complicated as soon as anyone tries to put the idea into practice. What exactly are the basic human rights you get to ask about? How enforce them—and how? Benedetta Berti explains the substance of human rights.



Watch Think Dig Deeper Discuss

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

The basic of contemporary international

Watch Think Dig Deeper Discuss

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

Human rights are universal and apply to everybody no matter where they live.

- A. No, human rights are the same for everyone.
- B. No, every country has its own set of human rights.
- C. It depends, countries can create certain human rights in their own area.

From What are the basics of human rights? Benedetta Berti by TED-Ed

Watch Think Dig Deeper Discuss

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

The basic of contemporary international human rights law is the \_\_\_\_\_

- A. The Geneva National Charter
- B. The UN Universal Declaration of Human Rights
- C. The Bill of Rights

From What are the basics of human rights? Benedetta Berti by TED-Ed

LESSON CREATED BY PROGRAM DRIVEN USING TED-ED'S LESSON CREATOR VIDEO FROM TED-ED YOUTUBE CHANNEL

# What are the universal human rights? - Benedetta Berti

LESSON CREATED BY PROGRAM DRIVEN USING TED-ED'S LESSON CREATOR VIDEO FROM TED-ED YOUTUBE CHANNEL

Let's Begin...  
The basic idea of human rights is that each one of us, no matter who we are or where we are born, is entitled to the same basic rights and freedoms. That may sound straightforward enough, but it gets incredibly complicated as soon as anyone tries to put the idea into practice. What exactly are the basic human rights you get to ask about? How enforce them—and how? Benedetta Berti explains the substance of human rights.

Watch Think Dig Deeper Discuss

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

All these are considered universal human rights except:

- A. The right to work
- B. Freedom that before
- C. The right to equal pay
- D. The right to be considered a voluntary worker

From What are the basics of human rights? Benedetta Berti by TED-Ed

LESSON CREATED BY PROGRAM DRIVEN USING TED-ED'S LESSON CREATOR VIDEO FROM TED-ED YOUTUBE CHANNEL

Let's Begin...  
The basic idea of human rights is that each one of us, no matter who we are or where we are born, is entitled to the same basic rights and freedoms. That may sound straightforward enough, but it gets incredibly complicated as soon as anyone tries to put the idea into practice. What exactly are the basic human rights you get to ask about? How enforce them—and how? Benedetta Berti explains the substance of human rights.



Watch Think Dig Deeper Discuss

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

The basic of contemporary international

LESSON CREATED BY PROGRAM DRIVEN USING TED-ED'S LESSON CREATOR VIDEO FROM TED-ED YOUTUBE CHANNEL

Let's Begin...  
The basic idea of human rights is that each one of us, no matter who we are or where we are born, is entitled to the same basic rights and freedoms. That may sound straightforward enough, but it gets incredibly complicated as soon as anyone tries to put the idea into practice. What exactly are the basic human rights you get to ask about? How enforce them—and how? Benedetta Berti explains the substance of human rights.



Watch Think Dig Deeper Discuss

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

The basic of contemporary international

Watch Think Dig Deeper Discuss

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

Human rights are universal and apply to everybody no matter where they live.

- A. No, human rights are the same for everyone.
- B. No, every country has its own set of human rights.
- C. It depends, countries can create certain human rights in their own area.

From What are the basics of human rights? Benedetta Berti by TED-Ed

Watch Think Dig Deeper Discuss

Watch Think Dig Deeper Discuss

1 2 3 4 5 6 7 8 9 10 11 12 13 14 15 16 17 18 19 20 21 22 23 24 25 26 27 28 29 30 31 32 33 34 35 36 37 38 39 40 41 42 43 44 45 46 47 48 49 50 51 52 53 54 55 56 57 58 59 60 61 62 63 64 65 66 67 68 69 70 71 72 73 74 75 76 77 78 79 80 81 82 83 84 85 86 87 88 89 90 91 92 93 94 95 96 97 98 99 100

The basic of contemporary international human rights law is the \_\_\_\_\_

- A. The Geneva National Charter
- B. The UN Universal Declaration of Human Rights
- C. The Bill of Rights

From What are the basics of human rights? Benedetta Berti by TED-Ed

Watch Think Dig Deeper Discuss

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### Video Based Lesson

Name of the Learner: Poonam Trivedi

Lesson Title:- The Salt March

Subject:- History

Name of the App:- edpuzzle

Grade Level:- 8th std

Duration:- 6 min 10 sec

Learning Objective:-

Knowledge: Student's have previous knowledge about Salt March.

Understanding: Student's understand the concept of Salt March.

Application: Student's Expressed on the views about the lesson.

Skill: Information & Educational value.

Materials:- Nil

Preparation: Technology Requirements: Smart phone, Laptop etc.

<https://edpuzzle.com/media/65f6ddc7c04d0c99eb2ab04d>



Instructional Steps / अनुदेशनात्मक पायऱ्या

<b>Introduction</b>	Content knowledge about lessons (Part of teacher) Salt March. Give more examples.
<b>Pre-App Discussion</b>	Previous knowledge of the learner teacher taught to students using the app.
<b>App Exploration</b>	What are the human rights about giving knowledge & explaining the concept.
<b>Guided Activities</b>	Asked some questions related to the lesson, the teacher gave them some cheats and collected the answer.
<b>Reflection and Discussion</b>	Teacher asked questions and assessment to the childrens and discussed lessons.
<b>Extension Activities</b>	Teachers take activities related to the lesson, give them some pictures & take information.



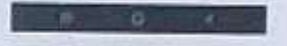
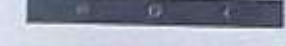
Assessment	Now we have learned about Salt March and repeated the importance and asked the questions.
Closure	Today we learned about lessons and used the edpuzzle app.

*Triveedi*  
Signature of Teacher

*Thatak*  
Signature of Guide

*[Signature]*  
Signature of Principal

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



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### Kahoot App Based Lesson

**Name of the Learner:** Poonam Trivedi

**Lesson Title:-** The Salt March & Dandi March

**Subject:-** History

**Name of the App:-** kahoot app

**Grade Level:-** 6th std

**Duration:-** 5 min 10 sec

**Learning Objective:-**

**Knowledge:** Student's have previous knowledge about Salt March & Dandi March.

**Understanding:** Student's understand the concept of Salt March & Dandi March

**Application:** Student's Expressed on the views about the lesson.

**Skill:** Information & Educational value.

**Materials:-** Nill

**Preparation: Technology Requirements:** Smart phone, Laptop etc.

<https://create.kahoot.it/share/the-salt-march/2f0957d8-7f3e-4c8e-8284-d20b998778cc>



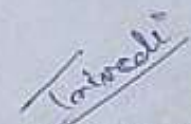
Instructional Steps / अनुदेशनात्मक पायन्या

Introduction	Content knowledge about lessons (Part of teacher) Salt March & Dandi March. Give more examples.
Pre-App Discussion	Previous knowledge of the learner teacher taught to students using the app.
App Exploration	What are the human rights about giving knowledge & explaining the concept.
Guided Activities	Asked some questions related to the lesson, the teacher gave them some cheats and collected the answer.
Reflection and Discussion	Teacher asked questions and assessment to the children's and discussed lessons.
Extension Activities	Teachers take activities related to the lesson, give them some pictures & take information.




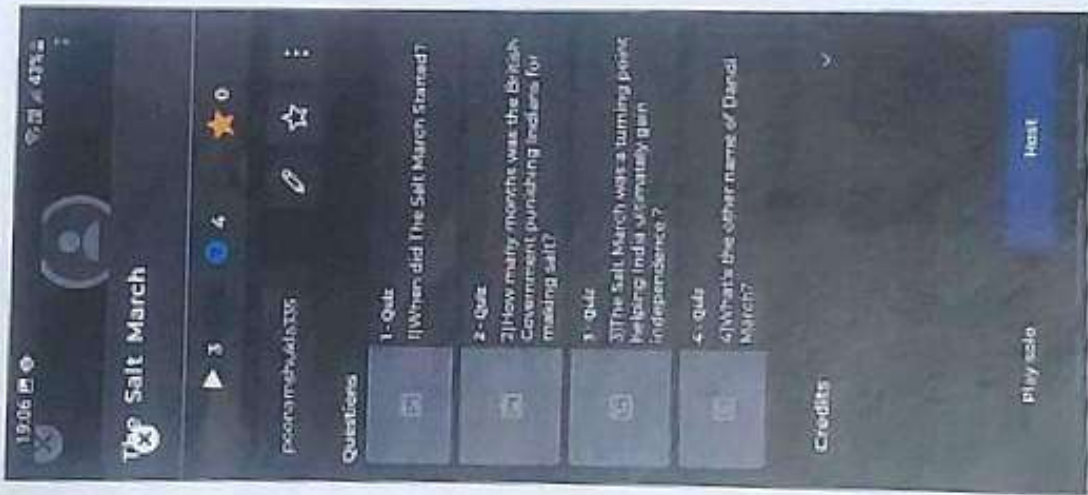


<b>Assessment</b>	Now we have learned about Salt March and Dandi March repeated the importance and asked the questions.
<b>Closure</b>	Today we learned about lessons and used the kahoot app.

  
Signature of Teacher

  
Signature of Guide

  
Signature of Principal  
**Principal**  
Chembur Sarvankash Shikshanshasthra  
Mahavidyalaya  
R.C. Marg, Chembur, Mumbai - 400 071.



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### Video Based Lesson

Name of the Learner: Poonam Trivedi

Lesson Title:- What is History?

Subject:- History

Name of the App:- ed.ted

Grade Level:- 5th std

Duration:- 5 min 10 sec

Learning Objective:-

Knowledge: Student's have previous knowledge about What is History.

Understanding: Student's understand the concept of What is History.

Application: Student's Expressed on the views about the lesson.

Skill: Information & Educational value.

Materials:- Nill

Preparation: Technology Requirements: Smart phone, Laptop  
etc. [https://ed.ted.com/lesson\\_editor/2230905](https://ed.ted.com/lesson_editor/2230905)



**Instructional Steps / अनुदेशनात्मक पायन्या**

<b>Introduction</b>	<b>Content knowledge about lessons (Part of teacher) What is History. Give more examples.</b>
<b>Pre-App Discussion</b>	<b>Previous knowledge of the learner teacher taught to students using the app.</b>
<b>App Exploration</b>	<b>What are the human rights about giving knowledge &amp; explaining the concept.</b>
<b>Guided Activities</b>	<b>Asked some questions related to the lesson, the teacher gave them some cheats and collected the answer.</b>
<b>Reflection and Discussion</b>	<b>Teacher asked questions and assessment to the children's and discussed lessons.</b>
<b>Extension Activities</b>	<b>Teachers take activities related to the lesson, give them some pictures &amp; take information.</b>



Assessment	Now we have learned about What is History repeated the importance and asked the questions.
Closure	Today we learned about lessons and used the ed.ted app.

*Trivedi*

Signature of Teacher

*Hhotale*

Signature of Guide

Signature of Principal

**Principal**  
Chembur Servankash Shikshanshstra  
Mahavidyalaya  
R.C. Marg, Chembur, Mumbai - 400 071.





LESSON 101: THE HISTORY OF HUMAN RIGHTS

The goal of human rights is that every one of us, no matter who we are or where we are born, is entitled to the same basic rights and freedoms. That may sound straightforward enough, but it gets incredibly complicated as soon as anyone tries to put the idea into practice. What exactly are the basic human rights? And how do you go about putting them into practice? How do you go about putting them into practice? How do you go about putting them into practice?



Watch Think Dig Deeper Discuss



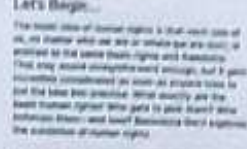
From UNHCR and the American Bar Association. Available on YouTube. BY NC SA

Create your own lesson. Learn more about UNHCR's work on human rights.



LESSON 102: THE HISTORY OF HUMAN RIGHTS

The goal of human rights is that every one of us, no matter who we are or where we are born, is entitled to the same basic rights and freedoms. That may sound straightforward enough, but it gets incredibly complicated as soon as anyone tries to put the idea into practice. What exactly are the basic human rights? And how do you go about putting them into practice? How do you go about putting them into practice?

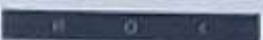


Watch Think Dig Deeper Discuss



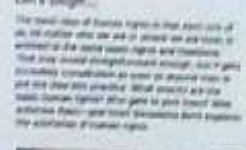
From UNHCR and the American Bar Association. Available on YouTube. BY NC SA

Create your own lesson. Learn more about UNHCR's work on human rights.



LESSON 103: THE HISTORY OF HUMAN RIGHTS

The goal of human rights is that every one of us, no matter who we are or where we are born, is entitled to the same basic rights and freedoms. That may sound straightforward enough, but it gets incredibly complicated as soon as anyone tries to put the idea into practice. What exactly are the basic human rights? And how do you go about putting them into practice? How do you go about putting them into practice?

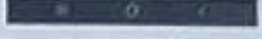


Watch Think Dig Deeper Discuss



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Create your own lesson. Learn more about UNHCR's work on human rights.



LESSON 104: THE HISTORY OF HUMAN RIGHTS

The goal of human rights is that every one of us, no matter who we are or where we are born, is entitled to the same basic rights and freedoms. That may sound straightforward enough, but it gets incredibly complicated as soon as anyone tries to put the idea into practice. What exactly are the basic human rights? And how do you go about putting them into practice? How do you go about putting them into practice?



Watch Think Dig Deeper Discuss



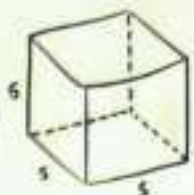
From UNHCR and the American Bar Association. Available on YouTube. BY NC SA

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CHEMBUR EDUCATION SOCIETY'S



$$V = 5^3$$

CHEMBUR SARVANKASH SHIKSHANSHASTRA MAHAVIDYALAYA

PEDAGOGY OF SCHOOL SUBJECT: MATHEMATICS



Technology Based Lesson Plans



TEACHER INCHARGE : PROF. VIBHAWARI SHIGWAN

NAME OF STUDENT TEACHER : KAINAT SAYYED



ROLL NO : 33



PRINCIPAL  
Chembur Sarvankash Shikshanshastri  
Mahavidyalaya  
Ramkrishna, Chemburkar Marg,  
Chembur Naka, Mumbai - 400 071







CHEMBUR EDUCATION SOCIETY'S  
CHEMBUR SARVANKASH SHIKSHANSHASTRA MAHAVIDYALAYA

**TECHNOLOGY BASED LESSONS**

Name : Kainat sayyed

Year : S.Y.B.Ed

Roll No : 33

Name of Internship School : MPS school, Matunga.

Elective Course 2 ( EC - 2 )

Pedagogy of School Subject : Mathematics

Method Master : Prof. Vibhawari Shigwan

29/06/2024

Date :

Signature and Stamp

PRINCIPAL  
Chembur Sarvankash Shikshanshastri  
Mahavidyalaya  
Ramkrishnan Chemburkar Marg,  
Chembur Naka, Mumbai - 400 071

## TECHNOLOGY BASED LESSONS

### INDEX

Sr. no.	Title of lesson	Link	Application
1.	Pythagoras theorem	<a href="https://youtu.be/uMwaQYJ4iRc?feature=shared">https://youtu.be/uMwaQYJ4iRc?feature=shared</a>	Benime/App based
2.	Polygon	<a href="https://create.kahoot.it/share/polygon/c524fc26-575b-45d0-85b4-9580d7c44555">https://create.kahoot.it/share/polygon/c524fc26-575b-45d0-85b4-9580d7c44555</a>	Kahoot/App based
3.	Circle	<a href="https://ed.ted.com/on/ZdUv5Y2L">https://ed.ted.com/on/ZdUv5Y2L</a>	Ted.Ed/Video based
4.	Polygon	<a href="https://edpuzzle.com/join/dezonin">https://edpuzzle.com/join/dezonin</a>	Edpuzzle/Video based
5.	Matrices	<a href="https://edpuzzle.com/embed/assignments/6644748792cb79576077ce3f/watch">https://edpuzzle.com/embed/assignments/6644748792cb79576077ce3f/watch</a>	Edupuzzle/Video based



### APP Based Lesson

**Name of the Learner:** - Kainat Sayyed

**Lesson Title:** - Pythagoras Theorem

**Subject:** - Mathematics

**Name of the App:** - Benime

**Grade Level:** - 7th

**Duration:** - 41 secs

**Learning Objective:** -

**Knowledge:**

- The pupil remembers the types of triangle.
- The pupil recalls the right angle triangle.

**Understanding:**

- The pupil develops the understanding of Pythagoras theorem.
- The pupil describes various properties of right angle triangle.

**Application:**

- The pupil illustrate difference between right angle triangle & other triangle types.
- The pupil analysis the concept of Pythagoras theorem.

**Skill:**

- The pupil draw diagram for theorem.

**Materials:** Nil

**Technology Requirements:** Internet/Wifi connection, Laptop/Smartphone.

**Preparation:** Not required



Instructional Steps / अनुदेशनात्मक पाय-या

Introduction	<ul style="list-style-type: none"><li>• Greet students and introduce the topic.</li><li>• Introduces the app which is going to be used.</li></ul>
Pre-App Discussion	<ul style="list-style-type: none"><li>• Teacher discusses the importance of understanding pythagoras theorem.</li></ul>
App Exploration	<ul style="list-style-type: none"><li>• Teacher shows the App based concept for pythagoras theorem.</li></ul>
Guided Activities	<ul style="list-style-type: none"><li>• Teacher guides the students to solve the question.</li></ul>
Reflection and Discussion	<ul style="list-style-type: none"><li>• Teacher discusses about the concept of right angle triangle.</li></ul>
Extension Activities	<ul style="list-style-type: none"><li>• Teacher discusses more types of triangle with the students.</li></ul>
Assessment	<ul style="list-style-type: none"><li>• Teacher checks the answers given by the student to asses them.</li></ul>
Closure	<ul style="list-style-type: none"><li>• Summarize the concept of theorem and provide them more sums related to topic.</li></ul>

  
Signature of Teacher

  
Signature of Guide

  
Signature of Principal  
Principal  
Chembur Servankash Shikshanshastra



Instructional Steps / *शिक्षण/निर्देशन चरण*

Introduction	<ul style="list-style-type: none"><li>• Engage students and introduce the topic.</li><li>• Introduce the app which is going to be used.</li></ul>
Pre-App Discussion	<ul style="list-style-type: none"><li>• Teacher discusses the importance of understanding pythagoras theorem.</li></ul>
App Exploration	<ul style="list-style-type: none"><li>• Teacher shows the App based concept for pythagoras theorem.</li></ul>
Guided Activities	<ul style="list-style-type: none"><li>• Teacher guides the students to solve the question.</li></ul>
Reflection and Discussion	<ul style="list-style-type: none"><li>• Teacher discusses about the concept of right angle triangle.</li></ul>
Extension Activities	<ul style="list-style-type: none"><li>• Teacher discusses more types of triangle with the students.</li></ul>
Assessment	<ul style="list-style-type: none"><li>• Teacher checks the answers given by the student to asses them.</li></ul>
Closure	<ul style="list-style-type: none"><li>• Summarize the concept of theorem and provide them more sums related to topic.</li></ul>

Signature of Teacher

Signature of Guide

Signature of Principal  
Principal

Chembur Servankash Shikshanshasthra



Chembur Sarvaikash Shiksha Shasthra Mahavidyalaya

Sayed Karmat

Roll no. 33

Subject - Maths

Topic - Pythagoras Theor

Benime App video. pythagoras theorem

1 view 1 hr ago 00 ... more

Sayed Karmat

Conclusion

Pythagorean theorem, rule relating the lengths of the sides of a right triangle. It says that the sum of the squares of the lengths of the legs is equal to the square of the length of the hypotenuse (the side opposite the right angle). That is,  $a^2 + b^2 = c^2$ , where  $c$  is the length of the hypotenuse.

Benime App video. pythagoras theorem

1 view 1 hr ago 00 ... more

Sayed Karmat

The Pythagorean theorem formula is  $a^2 + b^2 = c^2$ .

It only works

for right triangles.

To solve the Pythagorean theorem, we need to know the lengths of at least two sides of a right

triangle.

The Pythagorean theorem formula can be used to find the length of the shorter sides of a right triangle.

Benime App video. pythagoras theorem

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Sayed Karmat



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Nidhiwadeyaya

Rammeghan Chemburki Mang.

Chembur Naka, Mumbai 400 071

What is the full Pythagoras formula?

The formula for

Pythagoras' theorem is  $a^2 + b^2 = c^2$ . In this equation, "C"

represents the longest side of a right triangle, called the

hypotenuse. "A" and "B" represent the other two sides of the

triangle. To us

Benime App video. pythagoras theorem

1 view 1 hr ago 00 ... more

Sayed Karmat



### APP Based Lesson

**Name of the Learner:** - Kainat sayyed

**Lesson Title:** - Polygons

**Subject:** - Mathematics

**Name of the App:** - Kahoot

**Grade Level:** - 6th

**Duration:** - Nil

**Learning Objective:** -

**Knowledge:**

- The pupil remembers the basic Names of shapes
- The pupil recalls the shapes

**Understanding:**

- The pupil develops the understanding of different shape Names
- The pupil able to understand different sides of shapes.

**Application:**

- The pupil applies his/her knowledge and understanding in given Sums.
- The pupil analysis the concept of naming polygons according to their sides.

**Skill:**

- The pupil develops practical skills to draw a polygons.
- The pupil draws different shapes.

**Materials:** Nil

**Technology Requirements:** Internet/Wifi connection, Laptop/Smartphone.

**Preparation:** Not required.



Instructional Steps / अनुदेशनात्मक पाप-या

Introduction	<ul style="list-style-type: none"><li>• Greet students and introduce the terminologies.</li><li>• Introduces the app which is going to be used.</li></ul>
Pre-App Discussion	<ul style="list-style-type: none"><li>• Teacher discusses the importance of understanding different 3D shape figures.</li></ul>
App Exploration	<ul style="list-style-type: none"><li>• Teacher shows the App based quizzes on polygons.</li></ul>
Guided Activities	<ul style="list-style-type: none"><li>• Teacher guides the students to solve the quiz.</li></ul>
Reflection and Discussion	<ul style="list-style-type: none"><li>• Teacher discusses about the concept of 3D figures.</li></ul>
Extension Activities	<ul style="list-style-type: none"><li>• Teacher discusses more such Polygons with the students.</li></ul>
Assessment	<ul style="list-style-type: none"><li>• Teacher checks the figures drawn by the student to asses them.</li></ul>
Closure	<ul style="list-style-type: none"><li>• Summarize the main points covered in the lesson and provide resources for further exploration. such as 3D figures present in surrounding.</li></ul>

Signature of Teacher

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## Video Based Lesson

Name of the Teacher: Kainat Sayyed

Title of the Video: Circle.

URL of the Video: <https://ed.ted.com/on/ZdUv5Y2L>

Class Code (If any): - Nil

Link for Sharing (If any) : <https://ed.ted.com/on/ZdUv5Y2L>

Duration of the Video: 4:10mins

Subject: - Mathematics

Grade Level: 8th

Learning Objectives: -

Knowledge:

- The pupil remembers the knowledge of circle.
- The pupil able to recognize the diameter and radius.

Understanding: -

- The pupil develops an understanding concept of circle.
- The pupil explain the concept of properties of chord.

Application: -

- The pupil verifies the answer by looking at examples given in a video.
- The pupil analyze the questions asked in a video.

Skill:

- The pupil develops practical skill of drawing chord and diameter of a circle .

Instructional Steps / अनुदेशनात्मक  
पाय-या



Introduction

- Greets students and introduce the topic of Circle.

Pre-Viewing  
Discussion

- Explains the theorem of Circle.
- Teacher inquires students to know their knowledge on properties of a circle.

Video Viewing:

- Play a video presentation on the topic of circle.
- Teacher provides guided questions for the students to consider while watching.
- For eg. :-What is the chord of a circle?

Post-Viewing  
Discussion:

- Teacher leads a discussion on the properties of circle.
- Teacher asked students to analyze the questions they noticed during the video.
- Teacher discusses any questions or area of confusion that arose during watching the video.

Extension  
Activities: -

- Teacher discusses some more properties of a circle.

Assessment:

- Teacher provides additional MCQ's/Quiz for better understanding of the concept of a circle.

Conclusion and  
Reflection

- Summarize the theorem of a circle and properties of a circle and a chord.

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3:40 PM  
ed.ted.com/ou/280v5Y

TEDEd

### Circle-Matjematics-Chp 17

Let's begin



Related Questions

Mathematics

Why are circles so common?

0:17

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Related Questions

Mathematics

Why are circles so common?

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### Circle-Matjematics-Chp 17

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Related Questions

Mathematics

Why are circles so common?

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Related Questions

Mathematics

Why are circles so common?

0:17

  
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Mahavidyalaya  
R.C. Marg, Chembur Naka, Chembur- 400 071

### Video Based Lesson

Name of the Teacher: Kainat Sayyed

Title of the Video: Polygons.

URL of the Video : <https://edpuzzle.com/join/dezonin>

Class Code (If any): - Dezonin

Link for Sharing (If any): <https://edpuzzle.com/join/dezonin>

Duration of the Video: 03:53 mins

Subject: - Mathematics

Grade Level: 6th

Learning Objectives: -

**Knowledge:**

- The pupil remember different shapes of figures.
- The pupil recalls the concept sides of different shapes i. e Triangle, square etc.

**Understanding: -**

- The pupil understands 3D figures.  
The pupil describes difference between close and open figures.

**Application: -**

- The pupil applies his/her understanding on curve and straight line.
- The pupil analysis the difference between close and open shapes.

**Skill:**

- The pupil develops practical skill of drawing shapes of polygons.

Instructional Steps / आ[ु]गुण-ततुतुतु  
ततुतु ततु



Introduction

- Greets students and introduce the topic of polygons.

Pre-Viewing  
Discussion

- Explains the concept of Close figure and open figure diagrams.
- Teacher inquires students to know their knowledge on different shapes.

Video Viewing:

- Play a video presentation on the topic of polygons.
- Teacher provides guided questions for the students to consider while watching.
- For eg. - How many polygons were there in a video.

Post-Viewing  
Discussion:

- Teacher leads a discussion on the key concepts presented in the video.
- Teacher asked students to share example they noticed in the video.
- Teacher discusses any questions or area of confusion that arose during watching the video.

Extension  
Activities: -

- Teacher discusses about more 3D images and how some polygons are interrelated with chemical reaction such as Hexane.

Assessment:

- Teacher provides additional MCQ's/Quiz for better understanding of the concept polygons.

Conclusion and  
Reflection

- Summarize the main points covered in the lesson and provide resources for further exploration, such as find more 3D images in your surrounding.

Signature of Teacher

Signature of Guide

Signature of Principal



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**Cherlin Soesastri Sulastromono**

Mathematician

Rencana Penelitian yang  
Terdapat pada Mende 400 07)

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## Video Based Lesson

Name of the Teacher: Kainat Sayyed

Title of the Video: Matrices

URL of the Video:

<https://edpuzzle.com/embed/assignments/6644748792cb79576077ce3f/watch>

Class Code (If any): o umupnig

Link for Sharing (If any): -

<https://edpuzzle.com/embed/assignments/6644748792cb79576077ce3f/watch>

Duration of the Video: 08:28

Subject: - Mathematics

Grade Level: 7th

Learning Objectives: -

**Knowledge:**

- The pupil remembers the basic concepts of addition.
- The pupil recalls the concept of Place value.

**Understanding: -**

- The pupil understands the concept of rows and columns.
- The pupil describes the concept of addition or subtraction.

**Application: -**

- The pupil applies his/her understanding on solving sums.
- The pupil analysis what is given and what to be find.

**Skill:**

- The pupil develops practical skill solving matrices.





Instructional Steps / अनुदेशनात्मक पापन्या

Introduction	<ul style="list-style-type: none"><li>• Greets students and introduce the topic of Matrices</li></ul>
Pre-Viewing Discussion	<ul style="list-style-type: none"><li>• Explains the concept of rows and columns.</li><li>• Teacher inquires students to know their knowledge on Addition and Division.</li></ul>
Video Viewing:	<ul style="list-style-type: none"><li>• Play a video presentation on the topic of matrices.</li><li>• Teacher provides guided questions for the students to consider while watching.</li><li>• For eg. :-What is null matrices?</li></ul>
Post-Viewing Discussion:	<ul style="list-style-type: none"><li>• Teacher leads a discussion on the concepts presented in the video.</li><li>• Teacher asked students to share example they noticed in the video</li><li>• Teacher discusses any questions or area of confusion that arose during watching the video.</li></ul>
Extension Activities: -	<ul style="list-style-type: none"><li>• Teacher discusses the ways to solve matrices.</li></ul>
Assessment:	<ul style="list-style-type: none"><li>• Teacher provides additional MCQ's/Quiz for better understanding of the concept of Matrices.</li></ul>
Conclusion and Reflection	<ul style="list-style-type: none"><li>• Summarize the examples and types given in video.</li></ul>

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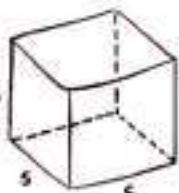


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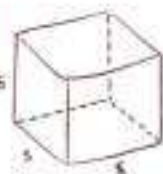
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$$V = s^3$$

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PEDAGOGY OF SCHOOL SUBJECT: MATHEMATICS

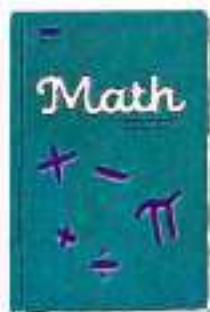


Technology Based Lesson Plans



$V = s^3$  TEACHER INCHARGE : PROF. VIBHAWARI SHIGWAN

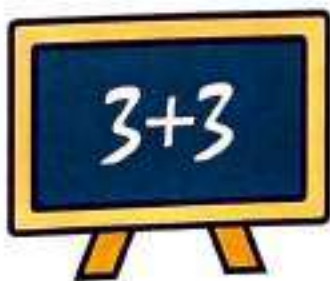
NAME OF STUDENT TEACHER : SHUMAILA SHAIKH



ROLL NO : 36

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**TECHNOLOGY BASED LESSONS**

Name : Shumaila Abdulrashid Shaikh

Year : S.Y.B.Ed

Roll No : 36

Name of Internship School :Tilak Nagar Mumbai Public School

Elective Course 2 ( EC - 2 )

Pedagogy of School Subject : Mathematics

Method Master : Prof. Vibhawari Shigwan

Date : 29/06/2024.

Signature and Stamp  
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Mahavidyalaya

Chembur Naka, Mumbai - 400 071

## TECHNOLOGY BASED LESSONS

### INDEX

Sr. no.	Title of lesson	Link	Application
1.	Three dimensional objects.	<a href="https://edpuzzle.com/assignments/65f3440ae5d90acf32b84766/watch">https://edpuzzle.com/assignments/65f3440ae5d90acf32b84766/watch</a>	Edpuzzle
2.	Types of Angles.	<a href="https://ed.ted.com/on/nXCBjQ6H">https://ed.ted.com/on/nXCBjQ6H</a>	TEDEd
3.	Pythagoras Theorm	<a href="https://ed.ted.com/on/1asd5dnW">https://ed.ted.com/on/1asd5dnW</a>	TEDEd
4.	Rectangular Prism	<a href="https://drive.google.com/file/d/17sagFBH0GyNHvwJiWajJFfJ0m51gY4PK/view?usp=drivesdk">https://drive.google.com/file/d/17sagFBH0GyNHvwJiWajJFfJ0m51gY4PK/view?usp=drivesdk</a>	Benime
5.	Pythagoras Theorm	<a href="https://create.kahoot.it/share/pythagoras-theorem/d9c684b5-873b-40a5-ada8-bbd4947f8572">https://create.kahoot.it/share/pythagoras-theorem/d9c684b5-873b-40a5-ada8-bbd4947f8572</a>	Kahoot



### APP Based Lesson

**Name of the Learner:** Shumaila Shaikh

**Lesson Title:-** Three dimensional shapes

**Subject:-** Mathematics

**Name of the App:-** Edpuzzle

**Link :** <https://edpuzzle.com/assignments/65f3440ae5d90acf32b84766/watch>

**Grade Level:-** 6<sup>th</sup>

**Duration:-** 6 minutes

**Learning Objective:-**

**Knowledge:**

The pupil recalls two dimensional objects.

**Understanding:**

The pupil understand about the three dimensional objects.

**Application:**

The pupil his/her knowledge and understanding in new and unfamiliar way.

**Skill:**

The pupil draws diagram of three dimensional object skillfully.

**Materials:**

Laptop / Smart phone

**Technology Requirements:**

Internet, WiFi connection

**Preparation:**

No specific preparation.



Instructional Steps / अनुदेशनात्मक पायन्या

Introduction	Teacher greets the students and draws some two dimensional diagrams and later shows some three dimensional objects.
Pre-App Discussion	Teacher discuss about three dimensional objects and explain about edges, vertices and faces.
App Exploration	Teacher shows the App based video on the topic and discusses important points with the students.
Guided Activities	Teacher helps student in identifying various three dimensional objects.
Reflection and Discussion	Teacher discusses about various examples of three dimensional objects.
Extension Activities	Teacher ask students to name few three dimensional objects present in the classroom.
Assessment	Teacher takes quiz on the topic.
Closure	Teacher summarizes the topic.

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Signature of Guide

Signature of Principal

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Mahavidyalaya  
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Chembur Naka, Mumbai - 400 071







## Video Based Lesson

Name of the Teacher:- Shumaila Shaikh

Title of the Video: Types of angles

URL of the Video: <https://ed.ted.com/on/nXCBjQ6H>

Class Code (If any):- NIL

Link for Sharing (If any) NIL

Duration of the Video: 5 minutes 22 seconds

Subject: Mathematics

Grade Level: 6<sup>th</sup>

Learning Objectives:-

### Knowledge:

The pupil remembers the concept of lines and rays.

### Understanding:

The pupil understands the concept of different types of angles.

### Application:

The pupil applies his/her knowledge and understanding in new and unfamiliar situation.

### Skill:

The pupil draws different types of angles skillfully.



Instructional Steps / अनुदेशनात्मक पायन्या

Introduction	Teacher greets students and teacher discuss about lines and rays.
Pre Viewing Discussion	Teacher explains the different types of angles and discuss how hands of clocks forms different angles.
Video Viewing:	Teacher shows the video on the topic.
Post-Viewing Discussion:	Teacher discuss about the different angles and their measurements.
Extension Activities:	Teacher form group of students and gives them some matchsticks and ask them to make different angles using matchsticks.
Assessment:	Teacher takes a quiz on the topic.
Conclusion and Reflection	Teacher summarizes the topic and ask students to draw different types of different measurements.

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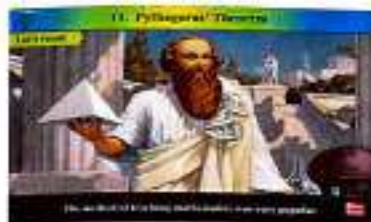
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## Video Based Lesson

**Name of the Teacher:-** Shumaila Shaikh

**Title of the Video:** Introduction to Pythagoras theorem.

**URL of the Video:**

<https://ed.ted.com/on/1asd5dnW>

**Class Code (If any):-** NIL

**Link for Sharing (If any) :** NIL

**Duration of the Video:** 2 minutes

**Subject:** Mathematics

**Grade Level:** Standard 7<sup>th</sup>

**Learning Objectives:-**

**Knowledge:**

The pupil remembers right angled triangle.

**Understanding:**

The pupil understands the concept of the concept of hypotenuse and side of triangle.

**Application:**

The pupil applies his/her knowledge and understanding in new and unfamiliar situation

**Skill:**

The pupil solves mathematical problem skillfully.



Instructional Steps / अनुदेशनात्मक पायन्या

Introduction	Teacher greets students. Teacher shows students 3 different types of triangle.
Pre Viewing Discussion	Teacher explain about the concept of sides and hypotenuse.
Video Viewing:	Play a video presentation on the topic Introduction of Pythagoras theorem. Teacher provides guided questions to the students to consider while watching.
Post-Viewing Discussion:	Teacher leads a discussion on the key concepts presented in the video.
Extension Activities:	Teacher explain about Pythagoras theorem and the explain its formula.
Assessment:	Teacher gives student problem based on formula.
Conclusion and Reflection	Teacher summarizes the topic and solves doubts of students.

  
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Signature of Guide

  
Signature of Principal

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# Complete

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## Video Based Lesson

**Name of the Teacher:-** Shumaila Shaikh

**Title of the Video:** Rectangular Prism

**URL of the Video:**

<https://drive.google.com/file/d/17sagFBH0GyNHvwJiWajJFfJ0m51gY4PK/view?usp=drivesdk>

**Class Code (If any):-** NIL

**Link for Sharing (If any) :** NIL

**Duration of the Video:** 2 minutes 55 seconds

**Subject:** Mathematics

**Grade Level:** Standard 6<sup>th</sup>

**Learning Objectives:-**

**Knowledge:**

- The pupil recalls various three dimensional shapes.
- The pupil remembers a rectangle.

**Understanding:**

The pupil understands the concept of the concept of edges, vertices and faces.

**Application:**

The pupil applies his/her knowledge and understanding in new and unfamiliar situation.

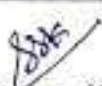
**Skill:**


The pupil draws the diagram of rectangular prism skillfully.



Instructional Steps / अनुदेशनात्मक पापन्या

Introduction	Teacher greets students. Teacher shows few three dimensional objects and ask students to name them.
Pre Viewing Discussion	Teacher explain about the concept of edges, vertices and faces. Teacher ask students to observe the objects carefully
Video Viewing:	Play a video presentation on the topic. Teacher ask students to observe the video carefully.
Post-Viewing Discussion:	Teacher leads a discussion on the key concepts presented in the video. Teacher asked students to share example.
Extension Activities:	Teacher explain about the rectangular prism by showing a three dimensional object.
Assessment:	Teacher ask question relevant to the topic.
Conclusion and Reflection	Teacher summarizes the topic and solves doubts of students.

  
Signature of Teacher

  
Signature of Guide

  
Signature of Principal

**Principal**  
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A rectangular prism is



  
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**Rectangular Prism**

  
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All the faces of the prism are rectangular in shape. Hence, there are three pairs of identical faces here. Due to its shape, a rectangular prism is also called a cuboid.



  
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### APP Based Lesson

Name of the Learner: Shumaila Shaikh

Lesson Title:- Pythagoras theorem

Subject:- Mathematics

Name of the App:- Kahoot

Link :

<https://create.kahoot.it/share/pythagoras-theorem/d9c684b5-873b-40a5-ada8-bbd4947f8572>

Grade Level:- 7<sup>th</sup>

Duration:- 2 minutes

Learning Objective:-

Knowledge:

The pupil remember different types of triangles.

Understanding:

The pupil understand about the concept of Pythagoras theorem.

Application:

The pupil applies his/her knowledge and understanding in new and unfamiliar way.

Skill:

The pupil solves problems skillfully.

Materials:

Laptop / Smart phone

Technology Requirements:

Internet, WiFi connection

Preparation:

No specific preparation.

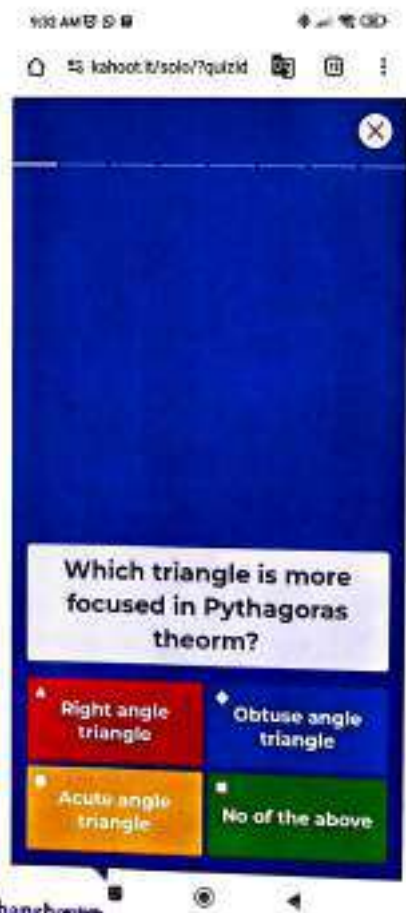
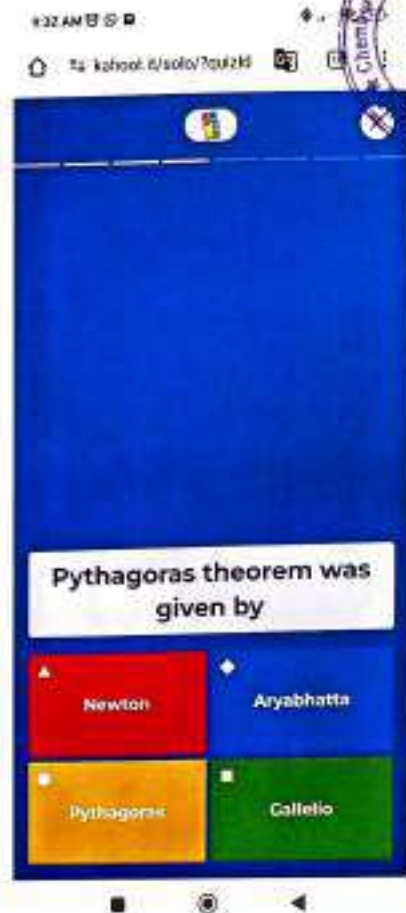
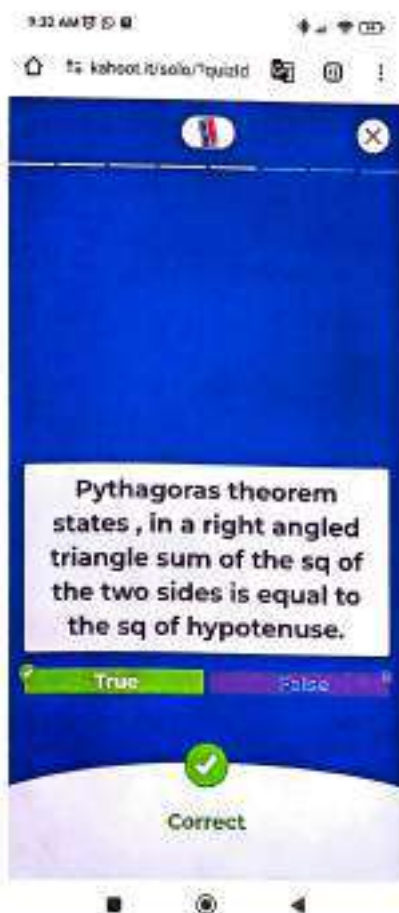
Instructional Steps / अनुदेशनात्मक पायन्या	
Introduction	Teacher greets the students and draws three different types of triangles.
Pre-App Discussion	Teacher discuss about right angled triangle.
App Exploration	Teacher shows the App based video on the topic and discusses important points with the students.
Guided Activities	Teacher helps student to understand about hypotenuse of a right angled triangle.
Reflection and Discussion	Teacher discusses about various examples of Pythagoras theorem
Extension Activities	Teacher ask students to solve the given examples and state if the triangles are right angled triangle or not.
Assessment	Teacher takes quiz on the topic.
Closure	Teacher summarizes the topic.

  
Signature of Teacher

  
Signature of Guide

  
Signature of Principal

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**Chembur Sarvankash Shikshanshastra**  
Maharashtra  
R.C. Marg, Chembur, Mumbai - 400 071.



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**R.C. Marg, Chembur Naka, Chembur-400071**



**TECHNOLOGY BASED LESSONS**

**Name of the Student Teacher: Vishwakarma Sheela Akhilesh**

**S.Y.B.Ed (English medium)**

**Roll No.: 44**

**2<sup>nd</sup> Method: Mathematics**

**4<sup>th</sup> Sem Internship Programme**

**DATE: 29/06/24**

  
**Signature and Stamp**

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**Mahavidyalaya**  
**Ramkrishnan Chemburkar Marg,**  
**Chembur Naka, Mumbai 400 071**

# INDEX



Sr.No	Lesson Name	Link	Appli- cation
1.	Video based lesson 1 <ul style="list-style-type: none"><li>• Triangle &amp; it's types</li><li>• Std - 6<sup>th</sup></li></ul>	<a href="https://edpuzzle.com/assignments/65f08533c1ae8d023861ed20/watch">https://edpuzzle.com/assignments/65f08533c1ae8d023861ed20/watch</a>	ED PUZZLE
2.	Video based lesson 2 <ul style="list-style-type: none"><li>• Line And angles</li><li>• Std - 7<sup>th</sup></li></ul>	<a href="https://ed.ted.com/on/otlbo0EE">https://ed.ted.com/on/otlbo0EE</a>	ED TED
3.	App based lesson 3 <ul style="list-style-type: none"><li>• Compound Interest</li><li>• Std- 8<sup>th</sup></li></ul>	<a href="https://youtu.be/dlpyqHkvrGE?feature=shared">https://youtu.be/dlpyqHkvrGE?feature=shared</a>	BENI- ME
4.	App based lesson 4 <ul style="list-style-type: none"><li>• Triangle &amp; it's types</li><li>• Std - 6<sup>th</sup></li></ul>	<a href="https://create.kahoot.it/share/angles-and-it-s-type/9fd30dff-d222-4ba4-aae9-22e18e34f815">https://create.kahoot.it/share/angles-and-it-s-type/9fd30dff-d222-4ba4-aae9-22e18e34f815</a>	KAHOOT
5.	Video based lesson 5 <ul style="list-style-type: none"><li>• Co-ordinate Geometry</li><li>• Std - 9<sup>th</sup></li></ul>	<a href="https://edpuzzle.com/assignments/66486c0d96a03f0a3ad0909e/watch">https://edpuzzle.com/assignments/66486c0d96a03f0a3ad0909e/watch</a>	ED PUZZLE



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### **Video Based Lesson**

#### **Lesson No. 01**

**Name of the Teacher:-** Vishwakarma Sheela Akhilesh

**Title of the Video:** Triangles And Types of triangle

**URL of the Video:** <https://edpuzzle.com/assignments/65f08533c1ac8d023861ed20/watch>

**Class Code (If any):-** uttasuj

**Link for Sharing (If any):-** -----

**Duration of the Video:-** 2 Min. 50 sec.

**Subject:-** Mathematics

**Grade Level:-** 6<sup>th</sup>

**Learning Objectives:-** Cognitive, Psychomotor, affective

**Knowledge:** students will able to recognize the shape of triangle.

**Understanding:** 1. Students will be able to explain the structure of triangle.  
2. Students will be able to explain the perimeter of triangle.

**Application:** Students will learn the common rules for solving the problems, based on Triangles and its properties and will develops interest will become logical.

**Skill:** 1. The students applies skill of mathematics.  
2. The Students draws diagram accurately.



## Instructional Steps / अनुसूचित दशक पाठ्यक्रमाय

<b>Introduction</b>	<p>Show image of various objects that includes triangles, such as:</p> <ol style="list-style-type: none"> <li>1. A Slice of pizza</li> <li>2. Traffic signs</li> <li>3. The Eiffel Tower</li> <li>4. Pyramids</li> <li>5. Slice of cake</li> </ol> <div style="display: flex; justify-content: space-around; align-items: center; margin-top: 10px;"> </div>
<b>Pre Viewing Discussion</b>	<ol style="list-style-type: none"> <li>1. Students should be familiar with basic geometric shapes such as Square, rectangles, circles and polygons.</li> <li>2. Understanding about that shapes are defined by their sides and angles.</li> <li>3. Basic skills in using a ruler to measure lengths.</li> <li>4. Knowledge of basic angles types i.e. <math>90^\circ</math>, <math>&lt; 90^\circ</math>, <math>&gt; 90^\circ</math></li> <li>5. To draw basic geometry using a ruler.</li> <li>6. Engage students in a discussion about their previous experiences with drawing and measuring shapes.</li> </ol>
<b>Video Viewing</b>	<ol style="list-style-type: none"> <li>1. Definition of triangle.</li> <li>2. Triangle based on their angles</li> <li>3. Figure of right, acute, obtuse angles.</li> <li>4. Triangles of angles made with which angles.</li> <li>5. What types of triangle.</li> <li>6. Doing one activity related to the triangle</li> </ol>
<b>Post-Viewing Discussion</b>	<p>Q1. Students to list the types of triangles based on their angles.</p> <p>Q2. What types of triangle has all sides of equal length ?</p> <p>Q3. What types of triangle has one angle that is exactly <math>90^\circ</math> ?</p>
<b>Extension Activities</b>	<p>Distribute small triangles cut - outs ( Each Type: Right, Acute, Obtuse ) to each students or group.</p> <ul style="list-style-type: none"> <li>• Ask students to examine their triangles and discuss what they notice about the sides and angles.</li> <li>• Prompt them to compare their triangle with those of their peers to notice differences and similarities.</li> </ul>
<b>Assessment</b>	<p><b>FORMATIVE:</b> Observe students during activities to ensure they understand the concepts.</p> <p><b>SUMMATIVE:</b> Evaluate the worksheet and any homework assigned to assess understanding.</p>
<b>Conclusion and Reflection</b>	<p>A triangle has three sides, three vertices and three angles. The sum of the three angles of a triangle is always <math>180^\circ</math>. The sum of the length of two sides of triangle is always greater than the length of the third side.</p>

*Sheela*  
Signature of Teacher

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## Types of Triangle



00:15

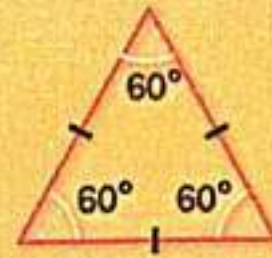
02:50

To Complete

Open ended question

00:27

## Equilateral Triangle



01:00

02:50

To Complete

Multiple choice question

01:00

## Classification of Triangle



**Equilateral Triangle**  
Three equal sides  
Three equal angle  
Always 60 degrees



**Isosceles Triangle**  
Two equal sides  
Two equal angle



**Scalene Triangle**  
No equal sides  
No equal angles



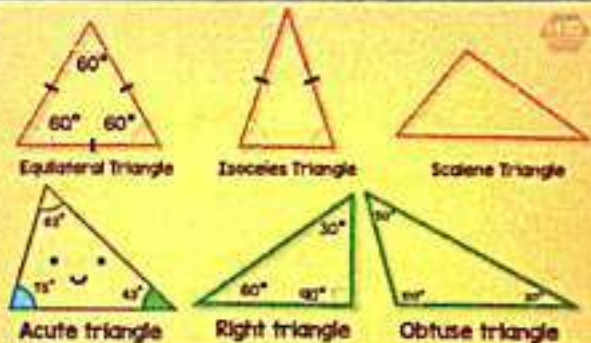
01:47

02:50

To Complete

Open ended question

02:05



02:48

02:50

To Complete

Open ended question

02:49

  
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## **Video Based Lesson**

### **Lesson No. 02**

**Name of the Teacher:-** Vishwakarma Sheela Akhilesh

**Title of the Video:-** Lines and Angles

**URL of the Video:-** <https://ed.ted.com/on/otLbo0EE>

**Class Code (If any):-** ----

**Link for Sharing (If any):-** ----

**Duration of the Video:-** 4 Min. 38 sec.

**Subject:** Mathematics

**Grade Level:** 7<sup>th</sup>

**Learning Objectives :-** Cognitive, Psychomotor, affective

**Knowledge:** students will able to Recalls & Recognizes basic terms of geometry.

**Understanding:** 1. Students will be able to finds the complementary or supplementary angles for the given angles.

2. Students will be able to identifies corresponding angles, interior angles, alternative angles and vertically opposite angles in a given figure.


**Application:** 1. Students applies knowledge and skills in real-life examples.

2. Students applies the properties of lines and angles in solving problems related to lines & angles.

**Skill:** 1. The students develops accuracy in using geometrical instruments like Rulers, protractor etc.

2. The Students draws diagram accurately.



Instructional Steps/अनुदशनेनांक पायऱ्या		
Introduction	Teacher's Question	Student's Answer
	<ol style="list-style-type: none"> <li>1. What is line?</li> <li>2. What is line segment?</li> <li>3. What is angle?</li> <li>4. How can you find measure any angles?</li> </ol>	<p>It we extend any 2 point in either direction endlessly.</p> <p>It has 2 end points.</p> <p>It forms when 2 line or line segment meets.</p> <p>By using a protractor.</p>
<b>Pre Viewing Discussion</b>	<ol style="list-style-type: none"> <li>1. Lines have no beginning and no end, but a line segment has a beginning and an end. Similarly, a ray has a starting point but no end point.</li> <li>2. An angle is created with two rays having the same starting point.</li> <li>3. Two lines are related to each other in four ways: intersecting line, transversal, angles of a transversal and transversal of parallel lines.</li> <li>4. If the corresponding angles and the pairs of alternate interior angles are equal, then the lines have to be parallel.</li> </ol>	
<b>Video Viewing</b>	<ul style="list-style-type: none"> <li>❖ There are different types of lines.               <ul style="list-style-type: none"> <li>• Line</li> <li>• Line segment</li> <li>• Ray</li> <li>• angles</li> </ul> </li> </ul> 	<ul style="list-style-type: none"> <li>❖ There are four types of angles               <ul style="list-style-type: none"> <li>➤ Complementary angles</li> <li>➤ Supplementary angles</li> <li>➤ Adjacent angles</li> <li>➤ Vertical angles</li> </ul> </li> </ul>
<b>Post-Viewing Discussion</b>	<ol style="list-style-type: none"> <li>1. Identify the different types of angles.</li> <li>2. Describe lines and pairs of line.</li> <li>3. Explain parallel line</li> <li>4. What is a transversal?</li> <li>5. Define a line segment?</li> </ol>	
<b>Extension Activities</b>	<p><b>Materials:</b> Protractors, angle worksheets or charts.</p> <p><b>Activity:</b> Students use protractors to measure and classify angles found in the classroom or on provided worksheets. They can also go on an angle hunt around the school to find real-life examples of each type of angle.</p>	
<b>Assessment</b>	<p><b>Formative:</b> Formative assessments are conducted during the learning process to monitor student progress and provide ongoing feedback that can be used to improve teaching and learning.</p> <p><b>Summative:</b> Summative assessments evaluate student learning at the end of an instructional unit by comparing it against some standard or benchmark.</p>	
<b>Conclusion and Reflection</b>	<p>After completing this lesson you should have a good understanding of the lines and angles. A line contains one starting point and one ending point. An angle can be referred to as a figure that is created by two rays. These rays then meet at a common endpoint. An angle refers to a geometric shape.</p>	

*Sheela*  
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Signature Of Guide

*[Signature]*  
Signature of Principal

Principal  
Chembur Sarvanth  
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400 071

**Overview**

There are different types of lines that you use in your daily life.

The various types of lines used are:

- Line
- Line segment
- Ray
- Angle

Watch Think Discuss ...And Finally

**Related Angles**

Angles are the union of two rays with the same endpoint.

There are four types of angles:

- Complementary angles
- Supplementary angles
- Adjacent angles
- Vertical angles

Watch Think Discuss ...And Finally

3

3

Which types of lines are there ?

Which types of lines are there ?

**Intersecting Lines**

Any given two lines are related to each other.

**Intersecting lines**

Intersecting lines are lines that have one and only one point in common. The meeting point is called 'Point of Intersection'.

Watch Think Discuss ...And Finally

7

**Transversal of parallel lines**

When a transversal cuts through parallel lines, you see that:

- Corresponding angles are equal.

Watch Think Discuss ...And Finally

6

If two lines intersect, then the vertically opposite angles are equal

- A True
- B False

What is a transversal ?

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## **APP Based Lesson**

### **Lesson No. 03**

**Name of the Learner:** Vishwakarma Sheela Akhilesh

**Lesson Title:-** Compound Interest

**Subject:-** Mathematics

**Name of the App:-** Benime

**Grade Level:-** 8<sup>th</sup>

**Duration:-** 2 Min. 42 sec.

**Learning Objective:-** Cognitive, Psychomotor, affective

**Knowledge:** 1. Students will be able to recall compound interest.  
2. Students will be able to recognise the concept of interest and its formation of Formula.

**Understanding:** 1. Students will be able to explain and understand the compound interest.  
2. Students will be able to classify the formula of compound interest.

**Application:** 1. Students will be able to demonstrate its application.  
2. Students will be able to use the knowledge they learned about compound Interest.

**Skill:** 1. Students will be able to practice more questions, after understanding the concept.  
2. Students will be able to perform their skills.

**Materials:-**

- Tablets or smartphones with the selected financial calculator app installed (e.g., Compound Interest Calculator, WolframAlpha, or a custom-built app)
- Internet access
- Notebooks and pens



### Technology Requirements:-

1. Computers or Tablets
2. Internet Access
3. Financial Calculator Apps
4. Discussion forums

### Preparation:

- \* Slides/Presentations
- \* Install necessary apps
- \* Hands on Activity

Instructional Steps /अनदु शे नांक पायरीया	
<b>Introduction</b>	<ul style="list-style-type: none"> <li>• Once upon a time in the bustling town of Prosperville, two friends, Ben and Sarah, both received \$1,000 as a graduation gift. Eager to make their money grow, they visited the local bank for advice.</li> <li>• At the bank, they met Mrs. Carter, a wise financial advisor. She explained the concept of compound interest to them.</li> <li>• "Imagine," she said, "that you both decide to invest your \$1,000 in our savings account, which offers a 5% annual interest rate, compounded yearly."</li> </ul>
	<p style="text-align: center;"><b>Compound Interest Formula</b></p> $C.I = P(1 + \frac{r}{n})^{nt}$ <ul style="list-style-type: none"> <li>• A = is the amount of money accumulated after n years, including interest.</li> <li>• P = is the principal amount (the initial amount of money).</li> <li>• R = is the annual interest rate (decimal)</li> <li>• n = is the number of times that interest is compounded per year.</li> <li>• t = is the number of years the money is invested or borrowed for.</li> </ul>
<b>Pre -App Discussion</b>	<p>Draw a graph showing the growth of money with simple interest and compound interest over time. Highlight the exponential growth of compound interest compared to the linear growth of simple interest.</p> <p><b>SIMPLE CALCULATIONS:</b></p> <ul style="list-style-type: none"> <li>• Walk through a basic example: If you invest \$1,000 at a 5% annual interest rate, compounded annually for 3 years.</li> <li>➤ Year 1: <math>\\$1,000 * 1.05 = \\$1,050</math></li> <li>➤ Year 2: <math>\\$1,050 * 1.05 = \\$1,102.50</math></li> <li>➤ Year 3: <math>\\$1,102.50 * 1.05 = \\$1,157.63</math></li> <li>• Emphasize how the interest earned each year increases because it is calculated on the new total.</li> </ul>
<b>App Exploration</b>	<p>Show students how to use the app to calculate compound interest. Demonstrate by inputting the principal, interest rate, number of times interest is compounded per year, and the number of years.</p>
<b>Guided Activities</b>	<ul style="list-style-type: none"> <li>• <b>Present a scenario:</b> "Imagine you have just received a windfall of \$5,000. You want to invest this money to maximize its growth over the next 20 years. Your goal is to choose the best investment option based on different interest rates and compounding frequencies.</li> <li>• "Explain that students will research different investment options and use their knowledge of compound interest to determine which option is the best.</li> </ul>
<b>Reflection and Discussion</b>	<p>Ask students to discuss their findings and any patterns they noticed. Discuss the impact of different compounding frequencies (e.g., annually, semi-annually, quarterly, monthly).</p>
<b>Extension Activities</b>	<p>Students will work in pairs or small groups using the app to solve a set of problems provided by the teacher. Each problem should involve different principal amounts, interest rates, and time periods.</p>



Assessment	<ul style="list-style-type: none"><li>• Monitor students during hands-on practice and group discussions.</li><li>• Review the homework worksheet to assess understanding and provide feedback.</li></ul>
Closure	<ul style="list-style-type: none"><li>• Highlight the difference between simple interest and compound interest.</li><li>• Emphasize the power of compound interest in growing savings and investments over time.</li><li>• Discuss the impact of different compounding frequencies on the final amount.</li></ul>

*Sheela*

Signature of Teacher

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Signature of Guide

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Signature of Principal

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**Mahavidyalaya**  
**R.C. Marg, Chembur, Mumbai - 400 071.**

## COMPOUND INTEREST



The interest on a loan or deposit calculated based on both the initial principal and the accumulated interest from previous periods.

## Types of Interest

### 1 Simple Interest



### 2 Compound Interest

## Formula to find compound Interest

Where,

A = Amount

P = Principal

R = Rate (In %)

n = No. of the years

$$A = P \left( 1 + \frac{R}{100} \right)^n$$

## For example :

Q1. Principal = Rs. 2000 , Rate = 5% , Time = 2 years. Find out the amount and compound Interest ?

Soln:  $A = P \left( 1 + \frac{R}{100} \right)^n$   
 $A = 2000 \left( 1 + \frac{5}{100} \right)^2$   
 $A = 2000 (1.05)^2$   
 $A = \text{Rs. } 2205$   
 $CI = \text{Amount} - \text{Principal}$   
 $CI = 2205 - 2000$   
 $CI = \text{Rs. } 205$



enime

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## **APP Based Lesson**

### **Lesson No. 04**

**Name of the Learner:** Vishwakarma Sheela Akhilesh

**Lesson Title:-** Triangles And Types of triangle

**Subject:-** Mathematics

**Name of the App:-** Kahoot

**Grade Level:-** 6<sup>th</sup>

**Duration:-** 2 Min. 50 sec.

**Learning Objective:-** Cognitive, Psychomotor, affective

**Knowledge:** students will able to recognize the shape of triangle.

**Understanding:** 1. Students will be able to explain the structure of triangle.  
2. Students will be able to explain the perimeter of triangle.

**Application:** Students will learn the common rules for solving the problems, based on Triangles and its properties and will develops interest will become logical.

**Skill:** 1. The students applies skill of mathematics.  
2. The Students draws diagram accurately.

**Materials:-** Rulers, colored pencils or markers, protractors, Triangle cut-outs (PAPER), Worksheet with exercise, Smartboard/Whiteboard, COMPUTER/SMARTPHONE.

**Technology Requirements:-**

- **Video Introduction:** Engages students and provides a visual context.
- **Interactive Whiteboard:** Facilitates dynamic and interactive teaching.
- **GeoGebra :** Provides hands-on experience with drawing and measuring triangles.
- **Google Forms and Kahoot!:** Enables interactive and immediate assessment of understanding.



**Preparation:**

1. Content Review and Planning
2. Gathering Material
  - ✓ Digital Tools and Devices
  - ✓ Software and Applications
3. Creating and Organizing Content
4. Setting Up Activities : Kahoot Quiz, GeoGebra Activity

<b>Instructional Steps /अनदु शे नांक पावऱ्या</b>	
<b>Introduction</b>	Show image of various objects that includes triangles, such as : <ol style="list-style-type: none"> <li>1. A Slice of pizza</li> <li>2. Traffic signs</li> <li>3. The Eiffel Tower</li> <li>4. Pyramids</li> <li>5. Slice of cake</li> </ol>
<b>Pre -App Discussion</b>	<ol style="list-style-type: none"> <li>1. Students should be familiar with basic geometric shapes such as Square, rectangles, circles and polygons.</li> <li>2. Understanding about that shapes are defined by their sides and angles.</li> <li>3. Basic skills in using a ruler to measure lengths.</li> <li>4. Knowledge of basic angles types i.e. <math>90^\circ</math>, <math>&lt; 90^\circ</math>, <math>&gt; 90^\circ</math></li> <li>5. To draw basic geometry using a ruler.</li> <li>6. Engage students in a discussion about their previous experiences with drawing and measuring shapes.</li> </ol>
<b>App Exploration</b>	To guide students through educational app that demonstrates various types of angles.
<b>Guided Activities</b>	<p>So, students how to use rulers and Protractor to measure angles to draw different types of triangles.</p> <p><b>GROUP WORK:</b></p> <ul style="list-style-type: none"> <li>• Divided the students 3-4 small groups and provide the material.</li> <li>• Students will use a protractor to measure the angles of each triangle they drew.</li> <li>• They will classify each triangle as acute, right or obtuse and label the angles accordingly.</li> <li>• Provide groups with triangle cut-outs of various sizes and shapes.</li> <li>• Students will sort these triangles into categories based on their angles (Acute, Right, Obtuse).</li> <li>• They will record their classification on a worksheet.</li> </ul>
<b>Reflection and Discussion</b>	A triangle has three sides, three vertices and three angles. The sum of the three angles of a triangle is always $180^\circ$ . The sum of the length of two sides of triangle is always greater than the length of the third side.
<b>Extension Activities</b>	Distribute small triangles cut - outs ( Each Type: Right, Acute, Obtuse ) to each students or group. Ask students to examine their triangles and discuss what they notice about the angles. Prompt them to compare their triangle with those of their peers to noticed differences and similarities.
<b>Assessment</b>	<b>FORMATIVE:</b> Observe student participation during the GeoGebra activity, Monitor group discussions and review the digital worksheet and Kahoot! quiz results. <b>SUMMATIVE:</b> Use the exit ticket responses to gauge overall understanding and identify areas for further review.
<b>Closure</b>	<ol style="list-style-type: none"> <li>1. Definition of triangle and its classification by angles.</li> <li>2. Parts of triangle.</li> <li>3. Sum of angles, perimeter of triangles, area of triangle.</li> </ol>


*Sheela*  
Signature of Teacher

*[Signature]*  
Signature of Guide

*[Signature]*  
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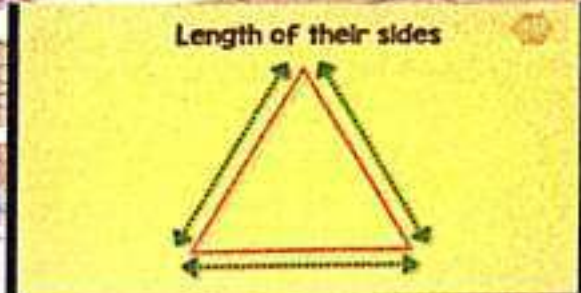
How many degrees are there in any triangle?



90° 180°  
 270° 360°

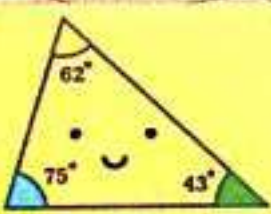
How much does each angle measure in an equilateral triangle?

Length of their sides



30 60  
 90 180

How many equal (congruent) sides does an equilateral triangle have?



Acute Triangle  
 are triangle whose angles are less than 90 degrees

0 1  
 2 3

How many congruent sides does a scalene triangle have?

+  
 Find and insert media  
 Upload file

0 1  
 2 3



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Chembur Sarvankash Shikshan Shastra Mahavidyalaya  
R.C. Marg, Chembur Naka, Chembur- 400 071**

## **Video Based Lesson**

### **Lesson No. 05**

**Name of the Teacher:-** Vishwakarma Sheela Akhilesh

**Title of the Video:-** Co-ordinate geometry

**URL of the Video:-** <https://edpuzzle.com/assignments/66486c0d96a03f0a3ad0909e/watch>

**Class Code (If any):-** jomelul

**Link for Sharing (If any):-** \_\_\_\_\_

**Duration of the Video:-** 6 Min. 39 sec.

**Subject:** Mathematics

**Grade Level:** 9<sup>th</sup>

**Learning Objectives:-** Cognitive, Psychomotor, affective

**Knowledge:** 1. Pupil will able to recalls & recognizes coordinate axes.  
2. Pupil will able to recalls & recognizes points in a plane.

**Understanding:** 1. Pupil will able to write the coordinates of the points marked on the axes.  
2. Pupil will able to marks the points in a plane when coordinates are given.

**Application:** 1. Pupil will able to applies knowledge and skills in real-life situations.  
2. Pupil will able to applies knowledge and skills in organizing his ideas more logically and Express his thoughts more accurately.

**Skill:** 1. Pupil will able to develops analytical skills.  
2. Pupil will able to develops techniques and skills in coordinate geometry.

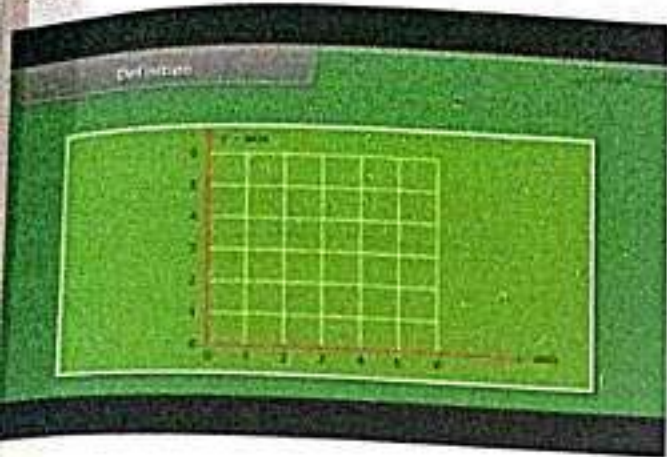
Instructional Steps / अनुदरो नात्मक पायर्या		Student's Answer
Introduction	Teacher's Question	It is the oldest branch of the mathematics.  Geometry is the study of shapes & sizes in various dimensions.
	<ol style="list-style-type: none"> <li>Can any one tell me meaning of geometry ?</li> <li>Can you defined any one else ?</li> </ol> <p>❖ There are many kinds of geometry like inclined geometry, Non-inclined geometry &amp; co-ordinate geometry etc.</p>	
Pre Viewing Discussion	<ul style="list-style-type: none"> <li>➤ To understand the concept of coordinate geometry.</li> <li>➤ Explain the Cartesian system.</li> <li>➤ Measure the perpendicular distance of a point from coordinate axes.</li> <li>➤ Plot a point in a plane if its coordinate are known.</li> <li>➤ Define the terms used in coordinate geometry.</li> </ul>	
Video Viewing	<ul style="list-style-type: none"> <li>• Explain the Cartesian plane: x-axis, y-axis, and origin.</li> <li>• Introduce the concept of coordinates and how to write them as (x, y). Use a visual aid to show the Cartesian plane and demonstrate how to plot points.</li> <li>• Provide examples of points in different quadrants.</li> </ul>	
Post-Viewing Discussion	<ol style="list-style-type: none"> <li>Create a video that explains the Cartesian plane in detail.</li> <li>Demonstrate how to plot points using examples.</li> <li>Explain the concepts of quadrants and how coordinates are written as (x, y).</li> </ol>	
Extension Activities	<ul style="list-style-type: none"> <li>• Show a video segment with step-by-step instructions on how to plot points.</li> <li>• Provide a worksheet or use an interactive tool for students to plot given points on the Cartesian plane.</li> </ul> <p><b>Plotting:</b> Students plot the points on their graphs using different colors for different sets of points.</p> <p><b>Calculations:</b> Students calculate the distances between specific points and find midpoints of given line segments.</p> <p><b>Answering Questions:</b> Students answer the questions provided on the worksheet.</p>	
Assessment	<ul style="list-style-type: none"> <li>• Evaluate students' understanding through their participation in class activities.</li> <li>• Review and provide feedback on the plotted points, distance, and midpoint calculations.</li> <li>• Check homework for accuracy and comprehension.</li> </ul>	
Conclusion and Reflection	<p>Through the study of coordinate geometry, we've learned to:</p> <ul style="list-style-type: none"> <li>• Plot points on the Cartesian plane.</li> <li>• Calculate the distance between points using the distance formula.</li> <li>• Determine the midpoint of a line segment using the midpoint formula.</li> </ul>	

*Sheela*  
Signature of Teacher

*Hedho*  
Signature of Guide

*[Signature]*  
Signature of Principal

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**Chembur Sarvankash Shikshanshas**  
**Mahavidyalaya**  
**R.C. Marg, Chembur, Mumbai - 400 071**

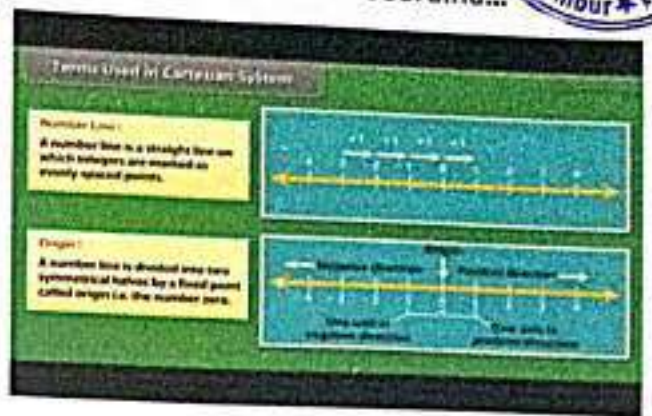


01:14 06:39



To Complete

Multiple choice question 01:15



02:43 06:39



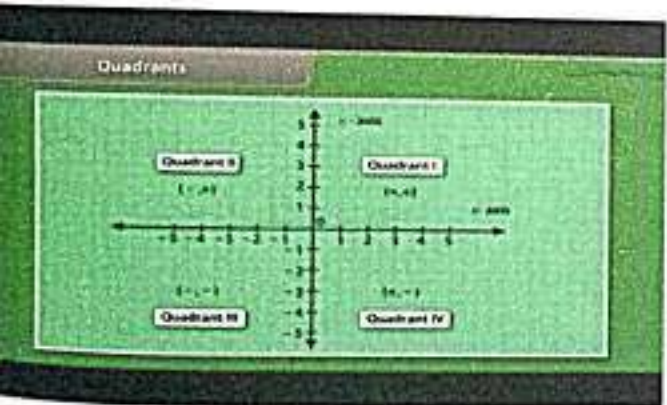
To Complete

Multiple choice question 03:00

Multiple choice question 03:23

9.46

95 out of 100



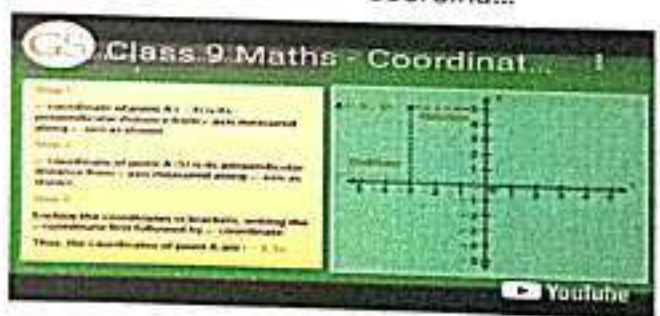
03:26 06:39



To Complete

Multiple choice question 04:16

Multiple choice question 05:06



04:52 06:39



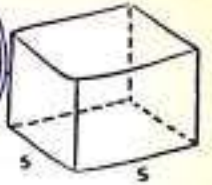
To Complete

Multiple choice question 05:06

*[Signature]*  
**PRINCIPAL**  
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 Mahavidyalaya  
 Ramkrishnan Chemburkar Marg,  
 Chembur Naka, Mumbai 400 074



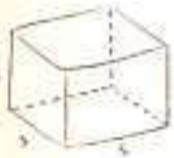
CHEMBUR EDUCATION SOCIETY'S



$$V = s^3$$

CHEMBUR SARVANKASH SHIKSHANSHASTRA MAHAVIDYALAYA

PEDAGOGY OF SCHOOL SUBJECT: MATHEMATICS

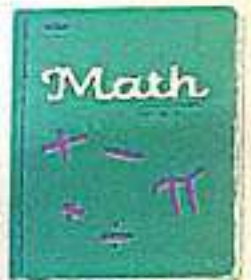


## Technology Based Lesson Plans



TEACHER INCHARGE : PROF. VIBHAWARI SHIGWAN

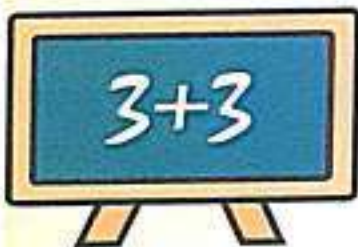
NAME OF STUDENT TEACHER : Minal Mangesh Jadhav



ROLL NO: 11



*[Signature]*  
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Chembur Sarvankash Shikshanshasthra  
Mahavidyalaya  
Ramkrishnan Chemburkar Marg,  
Chembur Naka, Mumbai 400 071





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## TECHNOLOGY BASED LESSONS

Name : Minal Mangesh Jadhav.

Year : S.Y.B.Ed

Roll No : 11

Name of Internship School : L. K. Waghji Mumbai Public School

Elective Course 2 ( EC - 2 )

Pedagogy of School Subject : Mathematics

Method Master : Prof. Vibhawari Shigwan

Date : 03/07/24

**Signature and Stamp**

PRINCIPAL

Chembur Sarvankash Shikshanshasthra  
Mahavidyalaya

Ramkrishnan Chemburkar Marg,  
Chembur Naka, Mumbai 400 071



# TECHNOLOGY BASED LESSONS



## INDEX

Sr. no.	Title of lesson	Link	Application
1.	Profit & Loss	<a href="https://youtu.be/tNUXENCrQvM?si=AAEudpoT7BGjBkb8">https://youtu.be/tNUXENCrQvM?si=AAEudpoT7BGjBkb8</a>	Benime app
2.	Banks & simple interest	<a href="https://ed.ted.com/on/1xUxKegZ">https://ed.ted.com/on/1xUxKegZ</a>	Ted.ed
3.	Operations on rational numbers	<a href="https://edpuzzle.com/assignments/65f9b618154950c5fe5b442c/watch">https://edpuzzle.com/assignments/65f9b618154950c5fe5b442c/watch</a>	Edpuzzle
4.	Compound interest	<a href="https://ed.ted.com/on/dKZPxzmY">https://ed.ted.com/on/dKZPxzmY</a>	Ted.ed
5.	Operations on rational numbers	<a href="https://create.kahoot.it/share/operation-of-rational-numbers/a5ab8de4-43c1-430b-89c6-c5de951f44e8">https://create.kahoot.it/share/operation-of-rational-numbers/a5ab8de4-43c1-430b-89c6-c5de951f44e8</a>	Kahoot app



### APP Based Lesson 1.

**Name of the Learner:** Minal Mangesh Jadhav

**Lesson Title:-** Profit & Loss

**Subject:-** Mathematics

**Name of the App:-** Benime app

**Grade Level:-** 6th

**Duration:-** 3:51 minutes

**Learning Objective:-**

**Knowledge:**

The pupil remembers the concept of profit and loss

**Understanding:**

The pupil develop understanding the concept of profit and loss

**Application:**

The pupil applies their knowledge & understanding of profit and loss in a new situation

**Skill:**

The pupil develops analytical skills to solve the profit and loss problems

**Materials:-**

Laptop, Projector.

**Technology Requirements:**

Internet/wi-fi connection

**Preparation:** Not specific preparation is require.



Instructional Steps / अनुदेशनात्मक पायत्त्या

Introduction	Teacher narrate a short story, Riya had bought 10 pens at Rs. 100 and sold it for Rs. 150. Based on this story teacher ask question to the students that, is this transaction profitable or not?
Pre-App Discussion	Teacher explains the meaning of profit and loss with some examples.
App Exploration	Teacher presents an app based video on the topic of profit & loss and discuss an important points of profit and loss with students.
Guided Activities	Teacher guides the students in activity of calculating profit and loss worksheets.
Reflection and Discussion	Teacher discuss the formula to calculate profit and loss: Profit = Selling price - Cost price Loss = Cost price - Selling price
Extension Activities	Teacher gives the problem solving challenge cards on profit and loss to the students.
Assessment	Teacher ask some questions to the students: 1) What is profit & how to calculate it? 2) What is loss & how to calculate it?
Closure	Teacher summarise the main points covered in the lesson and provide sums on profit and loss to solve.

Signature of Teacher

Signature of Guide

Signature of Principal

**Principal**  
**Chembur Sarvankash Shikshanshastra**

**Mahavidyalaya**

**R.C. Marg, Chembur, Mumbai - 400 071.**

**MEANING OF LOSS**



Loss is the amount the seller incurs after selling the product less than its cost price is mentioned as a loss.

Loss = Cost price - selling price



Subject - Mathematics

Topic - Profit-Loss

**MEANING OF PROFIT**



Profit is the amount gained by selling a product for more than its cost price.

Profit = selling price - cost price



Chembur Education Society's  
Chembur Sarvankash Shikshanshasthra Mahavidyalaya

Internship program semester 4 from 12/02/2024 to 16/03/2024  
Internship school: L.K.Waghji Mumbai Public School

Name: Minal Mangesh Jadhav  
S.Y.B.Ed - English Medium (2022-24)  
Roll No. 11

EC2: Mathematics

Guidance teacher: Prof. Vibhawari Shigwan madam



**Formulas of Profit and Loss**

- Gain = SP - CP
- Loss = CP - SP
- Gain Percent =  $\left( \frac{\text{Gain} \times 100}{\text{C.P.}} \right)$
- Loss Percent =  $\left( \frac{\text{Loss} \times 100}{\text{C.P.}} \right)$

Benime logo and video player interface elements.

Minal Mangesh Jadhav  
S.Y.B.Ed (English medium)  
Roll No.11  
Video based lesson no.1 (Benime App)  
Subject - Maths  
Topic - Profit-Loss  
Std - 6th

44 pm ✓  
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Ramkrishnan Chemburkar Marg,  
Chembur Naka, Mumbai 400 071



## Video Based Lesson

Name of the Teacher:- Minal Mangesh Jadhav.

Title of the Video: Banks & simple interest

URL of the Video:

[https://Youtube.be/axZd-jd4q4E?si=ngKuZBB\\_akn1BaZX](https://Youtube.be/axZd-jd4q4E?si=ngKuZBB_akn1BaZX)

Class Code (If any):-

Link for Sharing (If any): <https://ed.ted.com/on/1xUxKegZ>

Duration of the Video: 05:45 minutes

Subject: Mathematics

Grade Level: VII

Learning Objectives:-

Knowledge:

The pupil remembers the knowledge of simple interest

Understanding:

The pupil develop understanding the concept of simple interest.

Application:

The pupil applies their knowledge and understanding of simple interest in new situations.

Skill:

The pupil develop analytical skills to solve simple interest problems

**Instructional Steps / अनुदेशनात्मक पायऱ्या**

<b>Introduction</b>	Teacher ask following questions: 1) Where does person borrow money? Ans: Bank 2) Why do bank give money to the person? Ans: To get interest 3) How many types of interest? Ans: 2 4) What are the types of interest? Ans: simple interest & compound interest  So, today we are going to learn about the simple interest.
<b>Pre Viewing Discussion</b>	Teacher discuss some examples of interest such as, 1) Mihir has deposited Rs.7000 in his saving account, after 8 months his Saving A/c balance is Rs. 7300. 2) Riya had taken loan from bank of Rs. 50000 for a business & bank charge interest rate for loan is 10% per annum, in this situation Riya has to pay Rs.50000 along with interest to bank after 1 year.
<b>Video Viewing:</b>	Teacher discuss with students: P = Principal amount R = Rate of interest T = Time (in yrs) A = Final amount Simple interest = $P \cdot R \cdot T / 100$ $A = P + I$ or $A = P (1 + r \cdot t)$
<b>Post-Viewing Discussion:</b>	In this video we learnt about simple interest:- 1) Interest is only calculated on the initial amount, 2) The interest amount remains consistent for each period, 3) Interest does not earn additional interest, 4) Typically used for short term loans or investments, 5) Principal amount is same for every year.
<b>Extension Activities:</b>	Learn simple interest with puzzle activity; Students can arrange the loan amount, time, rate puzzle pieces into corresponding interest amount.
<b>Assessment:</b>	Teacher ask following questions to the students: 1) What is simple interest? 2) How to calculate simple interest? 3) Calculate simple interest & total amount if $P=5000$ , $N=3$ yrs, $R=10\%$
<b>Conclusion and Reflection</b>	From this video we learnt meaning of the simple interest, how to calculate simple interest in a real life situations.

*Minal*  
Signature of Teacher

*Hadi*  
Signature of Guide

*Prin*  
Signature of Principal

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



3:54 70%  
ed.ted.com/on/1x11d6

TEDEd Sign In

# Banks and Simple Interest | Chapter 10 | Mathematics | Class 7

LESSON CREATED BY **MINAL JADHAV** USING TED-ED'S LESSON CREATOR  
VIDEO FROM **TICTACLEARN ENGLISH** YOUTUBE CHANNEL

Let's Begin...  
In this video we are going to learn about the simple interest. What is simple interest, how to calculate simple interest, how it related to real life with examples etc.

Let's Begin...  
In this video we are going to learn about the simple interest. What is simple interest, how to calculate simple interest, how it related to real life with examples etc.



Watch Think Dig Deeper Discuss

- What is principal amount?
- A Borrowed money
  - B Fee
  - C Loan
  - D Total amount

LESSON CREATED BY **MINAL JADHAV** USING TED-ED'S LESSON CREATOR  
VIDEO FROM **TICTACLEARN ENGLISH** YOUTUBE CHANNEL

Let's Begin...  
In this video we are going to learn about the simple interest. What is simple interest, how to calculate simple interest, how it related to real life with examples etc.



Watch Think Dig Deeper Discuss

### Additional Resources for you to Explore

<https://youtu.be/tFE94H7Vw?si=U0unRXEiph03W239>

[Next Section >](#)

ed.ted.com/on/1x11d6

Let's Begin...  
In this video we are going to learn about the simple interest. What is simple interest, how to calculate simple interest, how it related to real life with examples etc.



Watch Think Dig Deeper Discuss

1 Guided Discussion

Original Author  
Lesson Creator

How can we apply simple interest in our...  
3/21/2024 · 1 hour

*Handwritten signature*

PRINCIPAL

Chembur Sarvankash Sanshodhan  
Mahavidyalaya  
Ramkrishnan Chemburkar Marg,  
Chembur Naka, Mumbai - 400 071



## Video Based Lesson

Name of the Teacher:- Minal Mangesh Jadhav.

Title of the Video: Operations on rational numbers

URL of the Video: [https://youtu.be/p8NaXHlh\\_8g?feature=shared](https://youtu.be/p8NaXHlh_8g?feature=shared)

Class Code (If any):- ikikezd

Link for Sharing (If any): <https://edpuzzle.com/assignments/65f9b618154950c5fe5b442c/watch>

Duration of the Video: 6:48 minutes

Subject: Mathematics

Grade Level: 7th

Learning Objectives:-

Knowledge:

The pupil remembers the knowledge of the operations on rational number:

Understanding:

The pupil develop understanding of the concept of operations on rational number:

Application:

The pupil applies their knowledge & understanding of the operations on rational numbers in new situations.

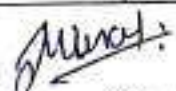
Skill:

The pupil develop analytical skills to solve operations on rational numbers problem




Instructional Steps / अनुदेशनात्मक पायऱ्या

Introduction	<p>Teacher narrate a story, Riya has ordered a pizza which is divided into 6 equal parts. 1 piece of pizza she has given to mother, 2 pieces to her brother &amp; 1 piece to her father. Based on this story teacher ask some questions:                  1) How many pieces of pizza are left?                  2) How can we write the distribution of pizza in numbers?                  So, today we are going to learn about the operations on rational numbers.</p>
Pre Viewing Discussion	<p>Teacher discuss the types of numbers:                  1) Natural numbers - 1, 2, 3, 4, 5, 6.....                  2) Whole numbers - 0, 1, 2, 3, 4, 5, 6.....                  3) Integer numbers - -4, -3, -2, -1, 1, 2, 3, 4.....                  4) Rational numbers - 4/5, 3/6, 6/7, 2/9, 6.5....</p>
Video Viewing:	<p>Teacher solving the sums;                  1) <math>5/7 + 9/11 = 55+63 / 77 = 118/77</math>                  2) <math>2 \cdot 1/7 + 3 \cdot 8/14 = 15/7 + 50/14 = 40/7</math>                  3) <math>1/7 - 3/4 = 4-21 / 28 = -17/28</math>                  4) <math>9/13 \cdot 4/7 = 9 \cdot 4 / 13 \cdot 7 = 36/91</math>                  5) <math>3/5 \cdot -4/5 = 3 \cdot -4 / 5 \cdot 5 = -12/25</math></p>
Post-Viewing Discussion:	<p>A rational numbers in maths can be defined as any number which can be represented in the form of p/q where q is not equal to 0. Also we can say that any fraction fits under the category of rational numbers, where the denominator &amp; numerator are integer &amp; denominator is not equal to zero</p>
Extension Activities:	<p>Task card activity, it consists of 32 task cards with 8 positive rational numbers, 8 negative rational numbers, 8 positive &amp; negative improper fractions, 8 mixed review cards (repeating decimals, unsimplified fractions etc.) The recording sheet has 4 number lines. The task cards also have pictures in the corner, so students know which number line they should be placing the rational number on students write the rational number in the box connected to it's location on the number line. Answer key is included as well.</p>
Assessment:	<p>Teacher ask following questions to the students:                  1) What is rational numbers?                  2) Give the examples of the rational numbers.</p>
Conclusion and Reflection	<p>In this video we learnt about the operations on rational numbers, Meaning of the rational numbers, operations of the rational numbers (addition, subtraction, multiplication, division of the rational numbers etc.)</p>

  
Signature of Teacher

  
Signature of Guide

  
Signature of Principal

**Principal**  
**Chembur Servankash Shikshanshasthra**  
**Mahavidyalaya**  
**R.C. Marg, Chembur, Mumbai - 400 071.**

An Introduction to Rational Numbers..

To Complete

- Multiple choice question 00:46
- Multiple choice question 00:56
- Multiple choice question 01:09
- Multiple choice question 02:28
- Multiple choice question 02:54
- Multiple choice question 03:36
- Multiple choice question 05:14



An Introduction to Rational Numbers

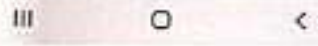


00:37 06:48

Progress bar with 6 segments, 4 filled.

To Complete

- Multiple choice question 00:46
- Multiple choice question 00:56
- Multiple choice question 01:09
- Multiple choice question 02:28
- Multiple choice question 02:54



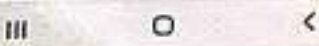
MULTIPLE CHOICE QUESTION

3) Whole numbers along with \_\_\_\_\_ numbers form a group called integers.

- Positive
- Rational
- Natural
- Negative

Rewatch

Submit



MULTIPLE CHOICE QUESTION

CORRECT!

100 out of 100

1) 1, 2, 3, 4, ..... are called as \_\_\_\_\_ numbers.

Integer

Natural

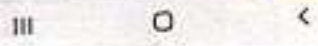
→  Teacher feedback  
Good

Rational

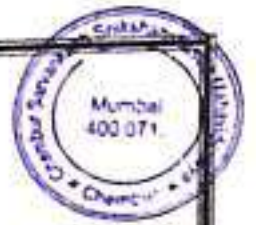
Whole

Rewatch

Continue



*[Signature]*  
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 Rational Chembur Sarvankosh Shikshanshasthra  
 Mahavidyalaya  
 Ramkrishnan Chemburkar Marg,  
 Wagle Chembur Naka, Mumbai 400 071



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Chembur Sarvankash ShikshanShashtra Mahavidyalaya  
R.C. Marg, Chembur Naka, Chembur- 400 071

### Video Based Lesson No. 5

Name of the Teacher:- Minal Mangesh Jadhav

Title of the Video: Compound interest

URL of the Video: <https://youtu.be/MbG6JQqbDI8?si=ephB9RAZTHFGsiZa>

Class Code (If any):- -

Link for Sharing (If any) : <https://ed.ted.com>

Duration of the Video: 5:25 minutes

Subject: Mathematics

Grade Level: 8th

Learning Objectives:-

Knowledge:

The pupil remembers the knowledge of the compound interest.

Understanding:

The pupil develop understanding the concept of compound interest.

Application:

The pupil applies their knowledge & understanding of the compound interest in a new situations.

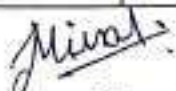
Skill:


The pupil develop analytical skills to solve the compound interest problems




Instructional Steps / अनुदेशनात्मक पायऱ्या

Introduction	Teacher narrate a story & ask some questions based on it; Minal has deposited Rs. 7000 in her saving account after 8 months her saving account balance is Rs. 7300. 1) What is amount deposited by Minal? 2) After 8 months what was the saving account balance? 3) From where did Rs. 300 came in her saving account?
Pre Viewing Discussion	Teacher discuss another example of the interest with students; Reshma had taken loan from a bank of Rs. 50000 for a business & bank charge interest rate for loan is 10% per annum. In this situation Reshma has to pay Rs. 50000 along with interest to bank after 1 year.
Video Viewing:	While watching video teacher ask some questions to the students; 1) Where does person borrow money? Ans: Bank 2) Why do banks lend money to the person? Ans: To earn interest 3) How many types of interest? Ans: 2 4) What are the types of the interest? Ans: Simple interest & Compound interest.
Post-Viewing Discussion:	Teacher explain the meaning of the compound interest; Compound interest is the interest calculated on the principal & the interest accumulated over the previous period.
Extension Activities:	Learn compound interest with puzzle activity; Students can arrange the loan amount, time, rate puzzle pieces into the corresponding interest amount.
Assessment:	Teacher ask following questions to the students; 1) what is compound interest? 2) What is the formula of calculating amount of the compound interest? 3) What is the formula of compound interest?
Conclusion and Reflection	From this video we learnt meaning of the compound interest & how to calculate the compound interest in a real life situations.

  
Signature of Teacher

  
Signature of Guide

  
Signature of Principal

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

# Compound Interest | Maths | Class 8

LESSON CREATED BY **MINAL JADHAV** USING TED-ED'S LESSON CREATOR  
 VIDEO FROM **TICTAC LEARN ENGLISH** YOUTUBE CHANNEL

Let's Begin...

In this video we'll learn about concept of compound interest



In this video we'll learn about concept of compound interest



Watch Think Dig Deeper Discuss ...

1 2 3 4 5 6 7 8 9 10

Simple Interest = \_\_\_\_\_

- A PRT/100
- B P/100
- C R/100
- D N/100

Let's Begin...

In this video we'll learn about concept of compound interest



Watch Think Dig Deeper Discuss ...

### Additional Resources for you to Explore

<https://www.youtube.com/watch?v=rEMM4uaOKPw&t=64s>

Next Section >

*[Signature]*  
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 Mahavidyalaya  
 Ramkrishnan Chemburkar Marg,  
 Chembur Naka, Mumbai 400 071

DUCA

LESSON CREATED BY **MINAL JADHAV** USING TED-ED'S LESSON CREATOR  
 VIDEO FROM **TICTAC LEARN ENGLISH** YOUTUBE CHANNEL

Let's Begin...

In this video we'll learn about concept of compound interest



Watch Think Dig Deeper Discuss ...

1 Guided Discussion

*[Profile Icon]* **minal jadhav**  
 Lesson Creator

What is difference between simple inter...  
 05/01/2024 / 0 Responses

View Discussion



## APP Based Lesson 2

Name of the Learner: Minal Mangesh Jadhav

Lesson Title:- Operations on rational numbers.

Subject:- Mathematics

Name of the App:- Kahoot

Grade Level:- 7th

Duration:- -

Learning Objective:-

Knowledge:

The pupil remembers the concept of operations on rational numbers

Understanding:

The pupil develop an understanding the concept of operations on rational numbers.

Application:

The pupil applies their knowledge & understanding of the operations on rational numbers

Skill:

The pupil develops analytical skills to solve the problems on operations on rational numbers.

Materials:-

Mobile phones.

Technology Requirements:

Internet/wi-fi connection

Preparation:

Not specific preparation is required.



Instructional Steps / अनुदेशनात्मक पायऱ्या

Introduction	The teacher narrate a story, Riya has ordered a pizza. Piz; was equally divided into 6 pieces. 1 piece of pizza she has given to her mother, 2 piece of pizza to her father. Based on this story teacher ask some questions: 1) How many pieces of pizza are left? 2) How can we write the distribution of pizza in numbers?
Pre-App Discussion	Teacher explains the meaning of operations on rational numbers.
App Exploration	Teacher presents an app based quiz with solution on the topic of operations on rational numbers.
Guided Activities	Teacher guides the students in activity of solving problems on the operations on rational numbers worksheets.
Reflection and Discussion	Teacher use problem solving method & solve the illustrations of rational numbers on board.
Extension Activities	The teacher gives the problem solving challenge cards or operations on rational numbers to the students.
Assessment	Teacher ask following questions to the students: 1) What is rational numbers? 2) Give the examples of the rational numbers.
Closure	Teacher summarise the topic of operations on rational numbers & provide sums on it to solve the problems on the operations on rational numbers.

  
Signature of Teacher

  
Signature of Guide

  
Signature of Principal  
**Principal**  
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R.C. Marg, Chembur, Mumbai - 400 071.



### Operation of rational numbers

Play solo Host live Assign

3 plays - 3 players  
A public kahoot  
mine@adhar71@gmail  
Updated 2 months ago

Questions (10) Show answers

1 - Quiz  
1) 1,2,3,4 are called as a numbers

- 4 - Quiz  
4) The word integer taken from \_\_\_\_\_ language
- 5 - Quiz  
5) At point O towards right side will represent \_\_\_\_\_ sign
- 6 - Quiz  
6) At point O towards left side will represent \_\_\_\_\_ sign
- 7 - Quiz  
7) \_\_\_\_\_ also rational numbers
- 8 - Quiz  
8) Rational word is originated from \_\_\_\_\_
- 9 - Quiz  
9)  $\frac{p}{q}$  = rational number, q is not equal to \_\_\_\_\_
- 10 - Quiz  
10) 1/3 can be represented at \_\_\_\_\_

Kahoot!  
Play solo Host live Assign

Questions (10) Show answers


- 1 - Quiz  
1) 1,2,3,4 are called as a numbers
- 2 - Quiz  
2) Natural numbers along with 0 which from \_\_\_\_\_ numbers.
- 3 - Quiz  
3) whole numbers along with \_\_\_\_\_ numbers form a group.
- 4 - Quiz  
4) The word integer taken from \_\_\_\_\_ language
- 5 - Quiz  
5) At point O towards right side will represent \_\_\_\_\_ sign
- 6 - Quiz  
6) At point O towards left side will represent \_\_\_\_\_ sign
- 7 - Quiz  
7) \_\_\_\_\_ also rational numbers

*[Handwritten Signature]*  
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Ranjana Chemburkar Man.,  
Chembur Naka, Mumbai 400 011


## Operation of rational numbers

Choose a mode for this kahoot

### Study modes




Flashcards



Practice

More ways to play







CHEMBUR EDUCATION SOCIETY'S

CHEMBUR SARVANKASH SHIKSHANSHASTRA MAHAVIDYALAYA

**TECHNOLOGY BASED LESSONS**

**Name : Rehmani Afsana Haqiqullah**

**Year : S.Y.B.Ed**

**Roll No : 29**

**Name of Internship School :Tilak Nagar Mumbai Public School**

**Elective Course 2 ( EC - 2 )**

**Pedagogy of School Subject : Mathematics**

**Method Master : Prof. Vibhawari Shigwan**

**Date :29/06/24**

**Signature and Stamp**

**PRINCIPAL**

**Chembur Sarvankash Shikshanshastri  
Mahavidyalaya**

**Ramkrishnan-Chemburkar Marg,  
Chembur Naka, Mumbai 400 071**

## TECHNOLOGY BASED LESSONS



### INDEX

Sr. no.	Title of lesson	Link	Application
1.	Number Line Grade 6 <sup>th</sup>	<a href="https://edpuzzle.com/join/fuzpivo">https://edpuzzle.com/join/fuzpivo</a> Class Code :fuzpivo	Edpuzzle (Video based lesson)
2.	Mean, Median Mode and Range Grade 7 <sup>th</sup>	<a href="https://ed.ted.com/on/mK6WcSee">https://ed.ted.com/on/mK6WcSee</a>	Ted.Ed (Video based lesson)
3.	Mean Median Mode Grade 7 <sup>th</sup>	<a href="https://create.kahoot.it/share/mean-median-mode/2ea9c5e4-5aa7-4198-9b79-e97f8d97eb63">https://create.kahoot.it/share/mean-median-mode/2ea9c5e4-5aa7-4198-9b79-e97f8d97eb63</a>	Kahoot (App based lesson)
4.	Algebraic Expressions Grade 7 <sup>th</sup>	<a href="https://youtu.be/YJozLCP9m48?feature=shared">https://youtu.be/YJozLCP9m48?feature=shared</a>	Benime (Video based lesson)
5.	Pythagorean theorem Grade 7 <sup>th</sup>	<a href="https://ed.ted.com/on/dlIPePV9">https://ed.ted.com/on/dlIPePV9</a>	Ted.ed (Video based lesson)

Chembur Education Society's  
Chembur Sarvankash ShikshanShastra Mahavidyalaya  
R.C. Marg, Chembur Naka, Chembur- 400 071



**APP Based Lesson**

Name of the Learner: Afsana Rehmani

Lesson Title:- Number Line whole Number Operation

Subject:- Mathematics

Name of the App:- Ed.Puzzle

Grade Level:- 6th

Duration:- 4 min

URL :- <https://edpuzzle.com/join/fuzpivo>

Learning Objective:-

**Knowledge:**

The pupil know the basic mathematical operations.

The pupil has the knowledge of the whole Number.

**Understanding:**

The pupils develop understanding of concept Number line .

The pupils develops the understanding of whole number.

**Application:**

The pupils applies his/her knowledge and understanding of the topic.

The pupils applies concept on Numerical.

**Skill:**

The pupil applies the skill of mathematics .

**Preparations:**

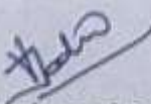
Teacher needs to prepare what is number line and what is whole Number .




### Instructional Steps / अनुदेशनात्मकपाय-या

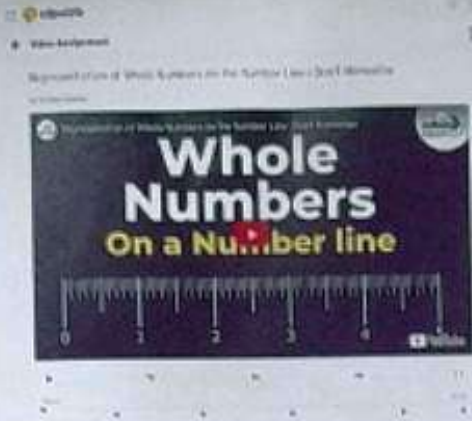
<b>Introduction</b>	Teacher greets the students and explain the Number line Next teacher explain the operations of whole numbers on a Number line .
<b>Pre- App Discussion</b>	The teacher discusses about the whole Number And basic mathematical operations .
<b>App Exploration:</b>	Teacher shows the App based video on the topic of Number line .
<b>Guided Activities:</b>	Teacher conduct activities giving them basket of fruit and explain the operation of whole number on Number line.
<b>Reflection &amp; Discussion: -</b>	Teacher discuss numericals with students .
<b>Extension Activities:</b>	Teacher give other real life examples .
<b>Assessment</b>	1. What is whole Number . 2. What is Number Line .
<b>Closure</b>	Teacher summarize the main points of covered in the lesson.

  
Signature of Teacher

  
Signature of Guide

  
Signature of Principal

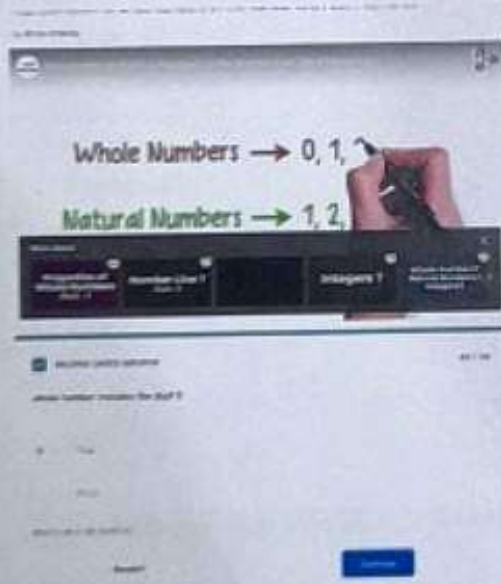
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Chembur Sarvankesh Chikohanshastri  
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Whole Numbers  $\rightarrow 0, 1, 2, 3, 4, 5, \dots$   
Natural Numbers  $\rightarrow 1, 2, 3, 4, 5, \dots$

Representation of Whole Numbers on the Number Line (Part 1)

What number is the product of whole numbers?



Whole Numbers  $\rightarrow 0, 1, 2, 3, 4, 5, \dots$   
Natural Numbers  $\rightarrow 1, 2, 3, 4, 5, \dots$

Representation of Whole Numbers on the Number Line (Part 2)

*[Signature]*  
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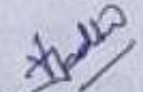
### Video Based Lesson


- Name of the Learner:** Afsana Rehmani
- Lesson Title:-** Mean ,Median ,Mode
- Subject:-** MATHEMATICS
- Name of the App:-** TED.Ed
- Grade Level:-** 7TH STANDARD
- Duration:-** 4 min
- URL :-** <https://ed.ted.com/on/mK6WcSee>
- Learning Objective:-**
- Knowledge:**
1. The pupil remembers the knowledge of basic arithmetic .
  2. The pupil develops understanding of Average .
- Understanding:**
- 1.The pupil understands the concept of Mean ,Median ,Mode.
  2. The pupil compares various average values .
- Application:**
1. The pupil applies the knowledge of mean in to find the average marks of the students in class .
- Skill:** The pupil solves real life problems skill fully by using Mean .
- Materials:-** Notebook, Pen , Scale, Pencil
- Technology Requirements:** Smartphone or Laptop, Internet connection.
- Preparation:** The teacher needs to prepare all the three concept mean median and mode with relevant examples and teacher needs to know the application of the mean median and mode .



I	
<b>Introduction</b>	<ul style="list-style-type: none"><li>• Greet Students and introduce the topic Mean Median Mode.</li><li>• Explain the concept and related examples .</li></ul>
<b>Pre-App Discussion</b>	<ul style="list-style-type: none"><li>• Teacher gives example of temperature .</li><li>• Teacher provide different days of temperature.</li><li>• Teacher introduce the Concept of Mean.</li><li>• Teacher co relate it with Marks.</li></ul>
<b>App Exploration</b>	<ul style="list-style-type: none"><li>• in this video first the statment of Mean shown.</li><li>• With the help of formula <math>\text{Mean} = \frac{\text{sum of all observation}}{\text{Number of observation}}</math></li></ul>
<b>Guided Activities</b>	<ul style="list-style-type: none"><li>• Teacher gives some problem based on Mean ,Median,Mode.</li><li>• Teacher measure students height and tell them find a mean . .</li></ul>
<b>Reflection and Discussion</b>	<ul style="list-style-type: none"><li>• This Concept used in our daily life.</li><li>• Students gives different different examples .</li></ul>
<b>Extension Activities</b>	<ul style="list-style-type: none"><li>• Teacher tells students measure the length of the text book and notebook and find out the mean .</li><li>• Teacher gives the data written in chits and tell them to find out the mode .</li></ul>
<b>Assessment</b>	<ul style="list-style-type: none"><li>• Statment of the Median.</li><li>• formula of the Mean.</li><li>• What is Range ?</li></ul>
<b>Conclusion</b>	<ul style="list-style-type: none"><li>• Solved problems based on the Mean, Median, Mode</li></ul>

  
Signature of Teacher

  
Signature of Guide

  
Signature of Principal

Principal

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# Range, Mean, Median and Mode of Data | Part1/2 | English | Class 7

LESSON CREATED BY RESHMA SHENAI AND TED-ED'S LESSON CREATOR VIDEO FROM @TEDEdENGLISH YOUTUBE CHANNEL

Let's Begin...



Watch, Think, Dig Deeper, Discuss, and Finally

# Range, Mean, Median and Mode of Data | Part1/2 | English | Class 7

LESSON CREATED BY RESHMA SHENAI AND TED-ED'S LESSON CREATOR VIDEO FROM @TEDEdENGLISH YOUTUBE CHANNEL

Let's Begin...

Example 1: Given below are the cost of textbooks. Find the Mean, Median, Mode and Range of the data shown.

Textbook	Value (₹)
Math	55
Science	60
Math	50
History	54
Geography	46

Median of 55, 60, 50, 54, 46  
 According to order: 46, 50, 54, 55, 60  
 According to order: 55, 60, 50, 54, 46

Watch, Think, Dig Deeper, Discuss, and Finally

# Range, Mean, Median and Mode of Data | Part1/2 | English | Class 7

LESSON CREATED BY RESHMA SHENAI AND TED-ED'S LESSON CREATOR VIDEO FROM @TEDEdENGLISH YOUTUBE CHANNEL

Let's Begin...

Example 1: Given below are the cost of textbooks. Find the Mean, Median, Mode and Range of the data shown.

Textbook	Value (₹)
Math	55
Science	60
Math	50
History	54
Geography	46

Mean =  $\frac{\text{Sum of all observations}}{\text{Number of observations}}$   
 $= \frac{(55 + 60 + 50 + 54 + 46)}{5}$   
 $= \frac{265}{5}$   
 Mean = 53  
 Range = 60 - 46 = 14

Watch, Think, Dig Deeper, Discuss, and Finally

# Range, Mean, Median and Mode of Data | Part1/2 | English | Class 7

LESSON CREATED BY RESHMA SHENAI AND TED-ED'S LESSON CREATOR VIDEO FROM @TEDEdENGLISH YOUTUBE CHANNEL

Let's Begin...

Example 2: Find the mode of the set of data shown.

Number of observations: 3, 3, 7, 7, 4, 4, 7, 4, 4, 4, 3, 7, 3, 3, 7, 7, 4, 4, 4, 3, 3, 3, 7, 7, 7

Mode = 7  
 Tally Marks

Watch, Think, Dig Deeper, Discuss, and Finally

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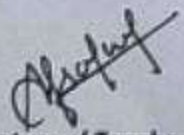


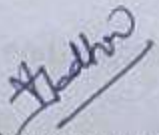
### Video Based Lesson

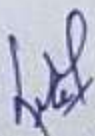
<b>Name of the Learner:</b>	Afsana Rehmani
<b>Lesson Title:-</b>	Mean ,Median ,Mode
<b>Subject:-</b>	MATHEMATICS
<b>Name of the App:-</b>	Kahoot
<b>Grade Level:-</b>	7TH STANDARD
<b>Duration:-</b>	Nil
<b>URL :-</b>	<a href="https://create.kahoot.it/share/mean-median-mode/2ea9c5e4-5aa7-4198-9b79-e97f8d97eb63">https://create.kahoot.it/share/mean-median-mode/2ea9c5e4-5aa7-4198-9b79-e97f8d97eb63</a>
<b>Learning Objective:-</b>	
<b>Knowledge:</b>	<ol style="list-style-type: none"><li>1. The pupil remembers the knowledge of basic arithmetic .</li><li>2. The pupil develops understanding of Average .</li></ol>
<b>Understanding:</b>	<ol style="list-style-type: none"><li>1.The pupil understands the concept of Mean ,Median ,Mode.</li><li>2. The pupil compares various average values .</li></ol>
<b>Application:</b>	<ol style="list-style-type: none"><li>1. The pupil applies the knowledge of mean in to find the average marks of the students in class .</li></ol>
<b>Skill:</b>	The pupil solves real life problems skill fully by using Mean .
<b>Materials:-</b>	Notebook, Pen , Scale, Pencil
<b>Technology Requirements:</b>	Smartphone or Laptop, Internet connection.
<b>Preparation:</b>	No specific preparation



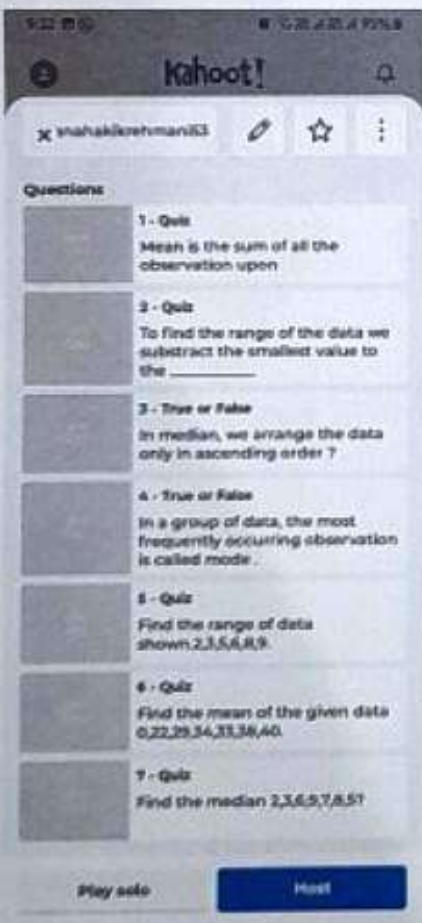
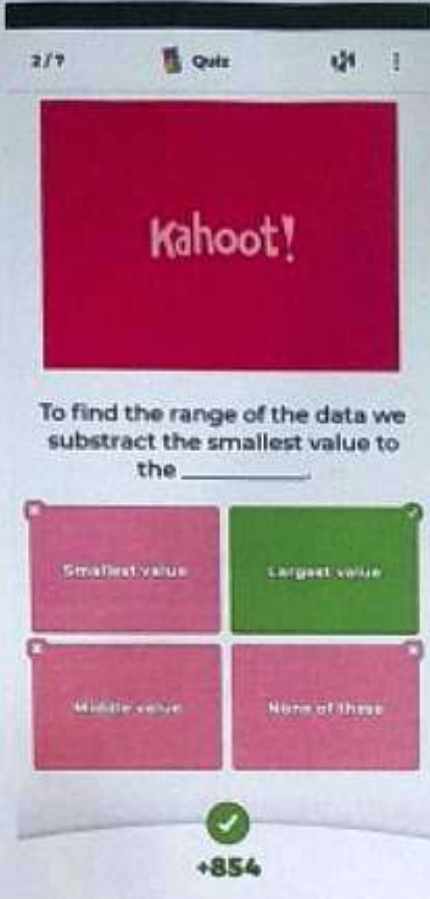
<b>Introduction</b>	<ul style="list-style-type: none"><li>• Greet Students and introduce the topic Mean Median Mode.</li><li>• Explain the concept and related examples .</li></ul>
<b>Pre-App Discussion</b>	<ul style="list-style-type: none"><li>• Teacher gives example of temperture .</li><li>• Teacher provide different days of temperture.</li><li>• Teacher introduce the Concept of Mean.</li><li>• Teacher co relate it with Marks.</li></ul>
<b>App Exploration</b>	<ul style="list-style-type: none"><li>• in this video first the statment of Mean shown.</li><li>• With the help of formula Mean=sum of all observation ÷ Number of observation</li></ul>
<b>Guided Activities</b>	<ul style="list-style-type: none"><li>• Teacher gives some problem based on Mean ,Median,Mode.</li><li>• Teacher measure students height and tell them find a mean . .</li></ul>
<b>Reflection and Discussion</b>	<ul style="list-style-type: none"><li>• This Concept used in our daily life.</li><li>• Students gives different different examples .</li></ul>
<b>Extension Activities</b>	<ul style="list-style-type: none"><li>• Teacher tells students measure the length of the text book and notebook and find out the mean .</li><li>• Teacher gives the data written in chits and tell them to find out the mode .</li></ul>
<b>Assessment</b>	<ul style="list-style-type: none"><li>• Teacher provide various Quiz /MCQ for the under standing of the topic .</li></ul>
<b>Closure</b>	<ul style="list-style-type: none"><li>• Teacher summaraize the main points of covered in the lesson .</li></ul>

  
Signature of Teacher

  
Signature of Guide

  
Signature of Principal  
Principal

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R.C. Marg, C.R. Marg, Mumbai - 400 071.



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Ramkishan Chemburkar Marg,  
Chembur Naka, Mumbai 400 071



### Video Based Lesson

Name of the Teacher:- Afsana Rehmani

Title of the Video:- Algebraic Expansion

URL of the Video:- Nil

Class Code (If any):- Nil

Link for Sharing (If any):- Nil

Duration of the Video:- 2 minutes

Subject:- Mathematics

Grade Level:-7th

#### Learning Objectives:-

##### Knowledge:

- The Pupil remembers the different types of shapes .
- The pupil recall the area of square and rectangle formula .

##### Understanding:

- The Pupil develop the understanding the concept .
- The pupil generate the equation  $(x+y)^2=x^2+2xy+y^2$

##### Application:

- The Pupil Applies His/her Knowledge and Understanding of the topic in real life situation.

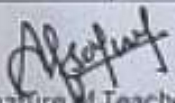
##### Skill:

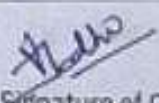
- The pupil solves mathematical problem skillfully




Instructional Steps अनुदेशनात्मक पाठ्य-या

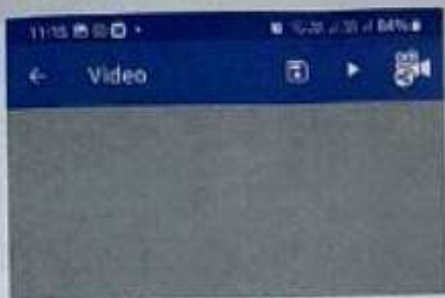
<b>Introduction</b>	<ul style="list-style-type: none"><li>• Greet Students and introduce the topic Algebraic expansion.</li><li>• Explain the concept and its example .</li></ul>
<b>Pre Viewing Discussion</b>	<ul style="list-style-type: none"><li>• Show videos and images of children engaging in various activities.</li><li>• Ask students to describe what they observe in the activities .</li><li>• Introduce the topic Addition subtraction of Monomials, binomials, polynomials.</li></ul>
<b>Video Viewing:</b>	<ul style="list-style-type: none"><li>• Play a video presentation on the topic Algebraic expansion.</li><li>• Teacher provides guided questions to the students to consider while watching.</li></ul>
<b>Post-Viewing Discussion:</b>	<ul style="list-style-type: none"><li>• Teacher leads a discussion on the key concepts presented in the video.</li><li>• Teacher discusses any questions or area of confusion that arose during watching the video.</li></ul>
<b>Extension Activities</b>	<ul style="list-style-type: none"><li>• Teacher repeat to the students about the topic.</li><li>• Teacher give other examples and Numerical.</li></ul>
<b>Assessment</b>	<ul style="list-style-type: none"><li>• Teacher provides additional Numerical for better understanding of the topic Algebraic Exapnsion.</li></ul>
<b>Conclusion and Reflection</b>	<ul style="list-style-type: none"><li>• Summarize the main points covered in the lesson .</li></ul>

  
Signature of Teacher

  
Signature of Guide

  
Signature of Principal

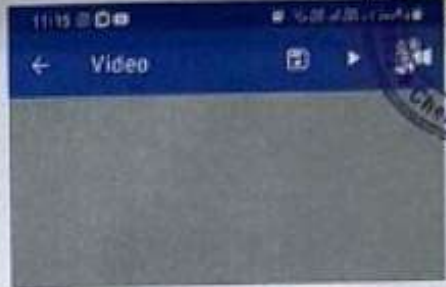
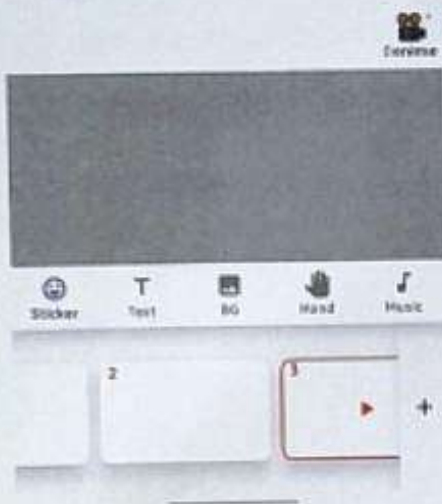
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**Chembur Servankash Shikshanshstra**  
**Mahavidyalaya**  
**R.C. Marg, Chembur, Mumbai - 400 071.**



### 1. Monomials

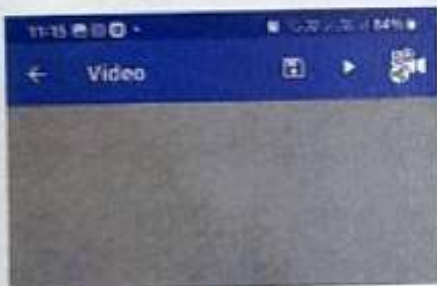
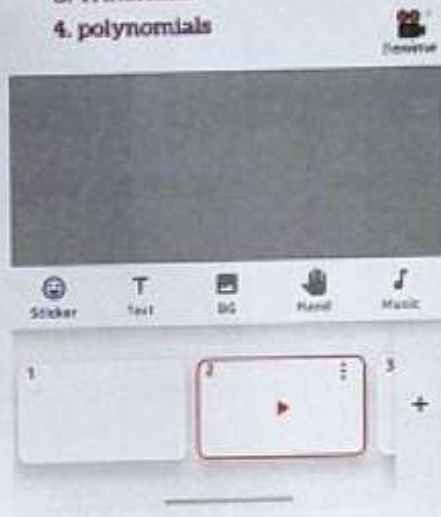
Expressions with one term are called monomials.

1.  $4x$
2.  $-7$
3.  $5/6$



### Types Of Algebraic Expressions

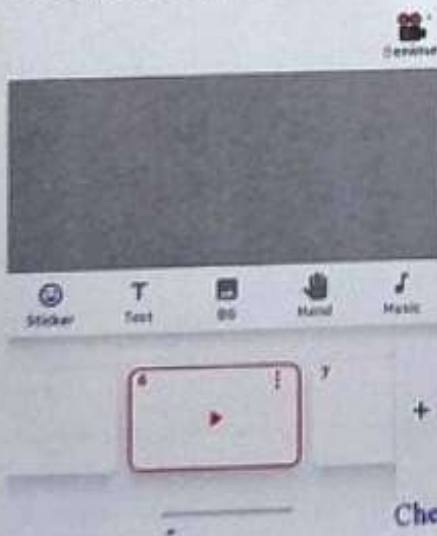
1. Monomials
2. Binomials
3. Trinomials
4. polynomials



### 4. Polynomials

Expressions with more than three terms are called polynomials.

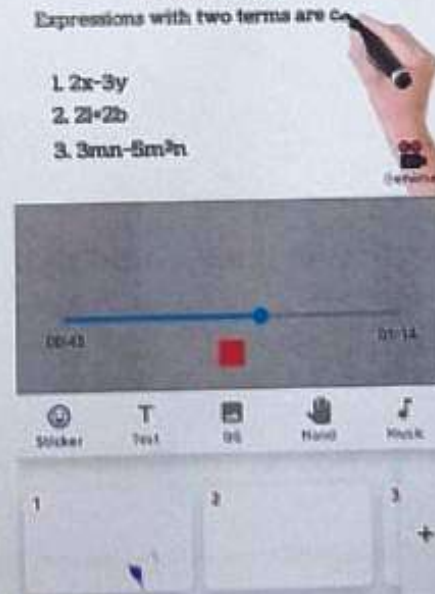
1.  $a^2 - 3a^2b + 3ab - b^2$
2.  $4x^4 - 7x^3 + 9 - 5x^2 - 15x$



### 2. Binomials

Expressions with two terms are called binomials.

1.  $2x - 3y$
2.  $2a + 2b$
3.  $3mn - 5m^2n$



*Was*  
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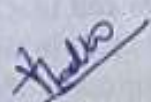
### Video Based Lesson

<b>Name of the Learner</b>	Afsana Rehmani
<b>Lesson Title</b>	PYTHAGORAS THEOREM
<b>Subject</b>	MATHEMATICS
<b>Name of the App</b>	TED.Ed
<b>Grade level</b>	7TH STANDARD
<b>Duration</b>	3 min
<b>URL</b>	<a href="https://ed.ted.com/on/dIJPePV9">https://ed.ted.com/on/dIJPePV9</a>
<b>Learning Objective</b>	
<b>Knowledge</b>	<ol style="list-style-type: none"><li>1.The pupil remembers the knowledge of properties of triangles</li><li>2.The pupil recalls sum of angles of a triangle are 180 degree</li></ol>
<b>Understanding:</b>	<ol style="list-style-type: none"><li>1.The pupil understands the concept of Pythagoras theorem</li><li>2.The pupil illustrates that only right angled triangle is used in Pythagoras theorem</li></ol>
<b>Application:</b>	<ol style="list-style-type: none"><li>1.The pupil applies the knowledge of Pythagoras theorem to find the shortest distance to reach his destination</li></ol>
<b>Skill:</b>	<ol style="list-style-type: none"><li>1.The pupil solves real life problems skillfully by using Pythagoras theorem by measuring shortest distance to reach destination</li></ol>
<b>Materials:-</b>	Notebook, Pen , Scale, Pencil
<b>Technology Requirements:</b>	Smartphone or Laptop, Internet connection.
<b>Preparation:</b>	The teacher needs to prepare all the properties of triangles to teach Pythagoras theorem and teacher needs to know the application of theorem in real life situations. Teacher also have to prepare historical background of the theorem



I	
<b>Introduction</b>	Good morning students today we will learn a important theorem related to properties of triangles. So tell me have you ever tried to measure the length of a pole while walking on a road or while walking have you tried to take a shortcut to cut the distance short.  In this video we will learn about Pythagoras theorem.
<b>Pre-App Discussion</b>	Teacher tells students about who discovered Pythagoras theorem .  Teacher shows various images of use of Pythagoras theorem  Teacher asks students about what is the use of Pythagoras theorem in real life.
<b>App Exploration</b>	In the video first the statement of Pythagoras theorem is shown  Then with the help of a right angled triangle diagram the concept of adjacent angles and hypotenuse angled is shown in a triangle . After the explanation a sum of Pythagoras theorem is solved where the formula $(\text{hypotenuse})^2 = (\text{adjacent side})^2 + (\text{opposite side})^2$ is used
<b>Guided Activities</b>	Teacher gives some problem based on the Pythagoras theorem to solve.  Then teacher gives students a word puzzle to solve in which student have to find words like Pythagoras, adjacent sides , opposite sides, hypotenuse, right angle, Theorem, triangles etc.
<b>Reflection and Discussion</b>	So student Pythagoras theorem is used in right angled triangle only and not in obtuse or scalene angled triangle Because this theorem is based on 3 sided figure only as we need a right angle triangle to prove this theorem.
<b>Extension Activities</b>	Teacher will take the students in playground and will divide students in two groups and teacher will instruct them 1. First group students will walk in L pattern to cover a certain distance . 2. Second group will cover the same distance diagonally . Teacher will ask students that which group covered the end point in less time.
<b>Assessment</b>	1. So students tell me the statement for Pythagoras theorem ? 2. What is the formula for Pythagoras theorem ?  3. Pythagoras theorem is applicable to triangles or rectangles ?
<b>Closure</b>	So students in this video we learned about Pythagoras theorem and solved problems based on the theroem

  
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# What Is Pythagoras Theorem? | PYTHAGORAS THEOREM | The Dr Binocs Show | Peekaboo Kidz

LESSON CREATED BY AISHA BISHAM USING TED-ED'S LESSON CREATOR VIDEO FROM @PEEKABOOKIDZ YOUTUBE CHANNEL

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CHEMBUR EDUCATION SOCIETY'S

CHEMBUR SARVANKASH SHIKSHANSHASTRA MAHAVIDYALAYA

**TECHNOLOGY BASED LESSONS**

Name : Rehmani Afsana Haqiqullah

Year : S.Y.B.Ed

Roll No : 29

Name of Internship School :Tilak Nagar Mumbai Public School

Elective Course 2 ( EC - 2 )

Pedagogy of School Subject : Mathematics

Method Master : Prof. Vibhawari Shigwan

Date :29/06/24

Signature and Stamp

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Mahavidyalaya

Ramkrishnan Chemburkar Marg,  
Chembur Naka, Mumbai 400 071

## TECHNOLOGY BASED LESSONS



### INDEX

Sr. no.	Title of lesson	Link	Application
1.	Number Line Grade 6 <sup>th</sup>	<a href="https://edpuzzle.com/join/fuzpivo">https://edpuzzle.com/join/fuzpivo</a> Class Code :fuzpivo	Edpuzzle (Video based lesson)
2.	Mean, Median Mode and Range Grade 7 <sup>th</sup>	<a href="https://ed.ted.com/on/mK6WcSee">https://ed.ted.com/on/mK6WcSee</a>	Ted.Ed (Video based lesson)
3.	Mean Median Mode Grade 7 <sup>th</sup>	<a href="https://create.kahoot.it/share/mean-median-mode/2ea9c5e4-5aa7-4198-9b79-e97f8d97eb63">https://create.kahoot.it/share/mean-median-mode/2ea9c5e4-5aa7-4198-9b79-e97f8d97eb63</a>	Kahoot (App based lesson)
4.	Algebraic Expressions Grade 7 <sup>th</sup>	<a href="https://youtu.be/YJozLCP9m48?feature=shared">https://youtu.be/YJozLCP9m48?feature=shared</a>	Benime (Video based lesson)
5.	Pythagorean theorem Grade 7 <sup>th</sup>	<a href="https://ed.ted.com/on/dlIPePV9">https://ed.ted.com/on/dlIPePV9</a>	Ted.ed (Video based lesson)

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**APP Based Lesson**

Name of the Learner: Afsana Rehmani

Lesson Title:- Number Line whole Number Operation

Subject:- Mathematics

Name of the App:- Ed.Puzzle

Grade Level:- 6th

Duration:- 4 min

URL :- <https://edpuzzle.com/join/fuzpivo>

Learning Objective:-

**Knowledge:**

The pupil know the basic mathematical operations.  
The pupil has the knowledge of the whole Number.

**Understanding:**

The pupils develop understanding of concept Number line .  
The pupils develops the understanding of whole number.

**Application:**

□The pupils applies his/her knowledge and understanding of the topic.  
The pupils applies concept on Numerical.

**Skill:**

The pupil applies the skill of mathematics .

**Preparation:**

Teacher needs to prepare what is number line and what is whole Number .

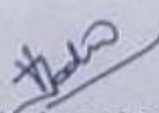


### Instructional Steps / अनुदेशनात्मकपाय-या



<b>Introduction</b>	Teacher greets the students and explain the Number line Next teacher explain the operations of whole numbers on a Number line .
<b>Pre- App Discussion</b>	The teacher discusses about the whole Number And basic mathematical operations .
<b>App Exploration:</b>	Teacher shows the App based video on the topic of Number line .
<b>Guided Activities:</b>	Teacher conduct activities giving them basket of fruit and explain the operation of whole number on Number line.
<b>Reflection &amp; Discussion: -</b>	Teacher discuss numericals with students .
<b>Extension Activities:</b>	Teacher give other real life examples .
<b>Assessment</b>	1. What is whole Number . 2. What is Number Line .
<b>Closure</b>	Teacher summarize the main points of covered in the lesson.

  
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Whole Numbers  $\rightarrow 0, 1, 2, 3, 4, 5, \dots$   
Natural Numbers  $\rightarrow 1, 2, 3, 4, 5, \dots$

▶  Select correct option


What is the smallest whole number?

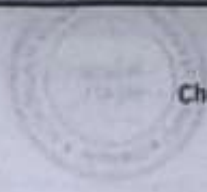
▶



Whole Numbers  $\rightarrow 0, 1, 2, 3, 4, 5, \dots$   
Natural Numbers  $\rightarrow 1, 2, 3, 4, 5, \dots$

▶

  
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### Video Based Lesson

**Name of the Learner:** Afsana Rehmani

**Lesson Title:-** Mean ,Median ,Mode

**Subject:-** MATHEMATICS

**Name of the App:-** TED.Ed

**Grade Level:-** 7TH STANDARD

**Duration:-** 4 min

**URL :-** <https://ed.ted.com/on/mK6WcSee>

**Learning Objective:-**

**Knowledge:**

1. The pupil remembers the knowledge of basic arithmetic .
2. The pupil develops understanding of Average .

**Understanding:**

- 1.The pupil understands the concept of Mean ,Median ,Mode.
2. The pupil compares various average values .

**Application:**

1. The pupil applies the knowledge of mean in to find the average marks of the students in class .

**Skill:** The pupil solves real life problems skill fully by using Mean .


**Materials:-** Notebook, Pen , Scale, Pencil

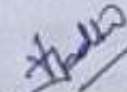
**Technology Requirements:** Smartphone or Laptop, Internet connection.


**Preparation:** The teacher needs to prepare all the three concept mean median and mode with relevant examples and teacher needs to know the application of the mean median and mode .



I	
<b>Introduction</b>	<ul style="list-style-type: none"><li>• Greet Students and introduce the topic Mean Median Mode.</li><li>• Explain the concept and related examples .</li></ul>
<b>Pre-App Discussion</b>	<ul style="list-style-type: none"><li>• Teacher gives example of temperature .</li><li>• Teacher provide different days of temperature.</li><li>• Teacher introduce the Concept of Mean.</li><li>• Teacher co relate it with Marks.</li></ul>
<b>App Exploration</b>	<ul style="list-style-type: none"><li>• in this video first the statment of Mean shown.</li><li>• With the help of formula <math>\text{Mean} = \frac{\text{sum of all observation}}{\text{Number of observation}}</math></li></ul>
<b>Guided Activities</b>	<ul style="list-style-type: none"><li>• Teacher gives some problem based on Mean ,Median,Mode.</li><li>• Teacher measure students height and tell them find a mean ...</li></ul>
<b>Reflection and Discussion</b>	<ul style="list-style-type: none"><li>• This Concept used in our daily life.</li><li>• Students gives different different examples .</li></ul>
<b>Extension Activities</b>	<ul style="list-style-type: none"><li>• Teacher tells students measure the length of the text book and notebook and find out the mean .</li><li>• Teacher gives the data written in chits and tell them to find out the mode .</li></ul>
<b>Assessment</b>	<ul style="list-style-type: none"><li>• Statment of the Median.</li><li>• formula of the Mean.</li><li>• What is Range ?</li></ul>
<b>Conclusion</b>	<ul style="list-style-type: none"><li>• Solved problems based on the Mean, Median, Mode</li></ul>

  
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# Range, Mean, Median and Mode of Data | Part1/2 | English | Class 7

LESSON CREATED BY ANSARI, NISHAM USING TED-ED'S LESSON CREATOR VIDEO FROM @TEDEdENGLISH YOUTUBE CHANNEL

Let's Begin...

In this video students will learn about the mean, median and mode.



Watch, Take, Dig Deeper, Discuss, and Finally

# Range, Mean, Median and Mode of Data | Part1/2 | English | Class 7

LESSON CREATED BY ANSARI, NISHAM USING TED-ED'S LESSON CREATOR VIDEO FROM @TEDEdENGLISH YOUTUBE CHANNEL

Let's Begin...

In this video students will learn about the mean, median and mode.

Example 1: Given below are the cost of textbooks paid for Math, Science, Hindi, History and Geography of the data shown.

Textbook	Value (₹)
Math	55
Science	60
Hindi	50
History	54
Geography	46

Median of 55, 60, 50, 54, 46

Ascending Order: 46, 50, 54, 55, 60

Descending Order: 60, 55, 54, 50, 46

Watch, Take, Dig Deeper, Discuss, and Finally

# Range, Mean, Median and Mode of Data | Part1/2 | English | Class 7

LESSON CREATED BY ANSARI, NISHAM USING TED-ED'S LESSON CREATOR VIDEO FROM @TEDEdENGLISH YOUTUBE CHANNEL

Let's Begin...

In this video students will learn about the mean, median and mode.

Example 2: Given below are the cost of textbooks. Find the Mean, Median, Mode and Range of the data shown.

Textbook	Value (₹)
Math	55
Science	60
Hindi	50
History	54
Geography	46

Mean =  $\frac{\text{Sum of all observations}}{\text{Number of observations}}$

$\frac{(55 + 60 + 50 + 54 + 46)}{5}$

$= \frac{265}{5}$

Mean = 53

Range = 60 - 46 = 14

Watch, Take, Dig Deeper, Discuss, and Finally

### Additional Resources for you to Explore

View our library programs, look for new journals and books, and stay about the life.

# Range, Mean, Median and Mode of Data | Part1/2 | English | Class 7

LESSON CREATED BY ANSARI, NISHAM USING TED-ED'S LESSON CREATOR VIDEO FROM @TEDEdENGLISH YOUTUBE CHANNEL

Let's Begin...

In this video students will learn about the mean, median and mode.

Example 3: Find the mode of the set of data shown.

Number of observations: 3, 3, 7, 7, 4, 4, 7, 4, 4, 4, 3, 7, 3, 3, 7, 7, 4, 4, 4, 4, 3, 3, 7, 7, 7

Mode = 7

Tally Marks

Watch, Take, Dig Deeper, Discuss, and Finally

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 Ramkrishnan Chemburkar Marg,  
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### Video Based Lesson

<b>Name of the Learner:</b>	Afsana Rehmani
<b>Lesson Title:-</b>	Mean ,Median ,Mode
<b>Subject:-</b>	MATHEMATICS
<b>Name of the App:-</b>	Kahoot
<b>Grade Level:-</b>	7TH STANDARD
<b>Duration:-</b>	Nil
<b>URL :-</b>	<a href="https://create.kahoot.it/share/mean-median-mode/2ea9c5e4-5aa7-4198-9b79-e97f8d97eb63">https://create.kahoot.it/share/mean-median-mode/2ea9c5e4-5aa7-4198-9b79-e97f8d97eb63</a>
<b>Learning Objective:-</b>	
<b>Knowledge:</b>	<ol style="list-style-type: none"><li>1. The pupil remembers the knowledge of basic arithmetic .</li><li>2. The pupil develops understanding of Average .</li></ol>
<b>Understanding:</b>	<ol style="list-style-type: none"><li>1.The pupil understands the concept of Mean ,Median ,Mode.</li><li>2. The pupil compares various average values .</li></ol>
<b>Application:</b>	<ol style="list-style-type: none"><li>1. The pupil applies the knowledge of mean in to find the average marks of the students in class .</li></ol>
<b>Skill:</b>	The pupil solves real life problems skill fully by using Mean .
<b>Materials:-</b>	Notebook, Pen , Scale, Pencil
<b>Technology Requirements:</b>	Smartphone or Laptop, Internet connection.
<b>Preparation:</b>	No specific preparation



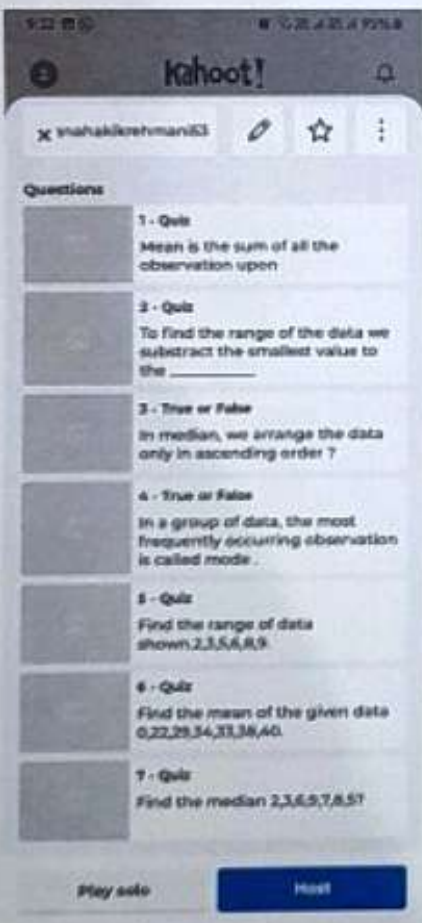
<b>Introduction</b>	<ul style="list-style-type: none"><li>• Greet Students and introduce the topic Mean Median Mode.</li><li>• Explain the concept and related examples .</li></ul>
<b>Pre-App Discussion</b>	<ul style="list-style-type: none"><li>• Teacher gives example of temperature .</li><li>• Teacher provide different days of temperature.</li><li>• Teacher introduce the Concept of Mean.</li><li>• Teacher co relate it with Marks.</li></ul>
<b>App Exploration</b>	<ul style="list-style-type: none"><li>• in this video first the statment of Mean shown.</li><li>• With the help of formula Mean=sum of all observation ÷ Number of observation</li></ul>
<b>Guided Activities</b>	<ul style="list-style-type: none"><li>• Teacher gives some problem based on Mean ,Median,Mode.</li><li>• Teacher measure students height and tell them find a mean . .</li></ul>
<b>Reflection and Discussion</b>	<ul style="list-style-type: none"><li>• This Concept used in our daily life.</li><li>• Students gives different different examples .</li></ul>
<b>Extension Activities</b>	<ul style="list-style-type: none"><li>• Teacher tells students measure the length of the text book and notebook and find out the mean .</li><li>• Teacher gives the data written in chits and tell them to find out the mode .</li></ul>
<b>Assessment</b>	<ul style="list-style-type: none"><li>• Teacher provide various Quiz /MCQ for the under standing of the topic .</li></ul>
<b>Closure</b>	<ul style="list-style-type: none"><li>• Teacher summaraize the main points of covered in the lesson .</li></ul>

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Principal

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### Video Based Lesson

Name of the Teacher:- Afsana Rehmani

Title of the Video:- Algebraic Expansion

URL of the Video:- Nil

Class Code (If any):- Nil

Link for Sharing (If any):- Nil

Duration of the Video:- 2 minutes

Subject:- Mathematics

Grade Level:-7th

#### Learning Objectives:-

##### Knowledge:

- The Pupil remembers the different types of shapes .
- The pupil recall the area of square and rectangle formula .

##### Understanding:

- The Pupil develop the understanding the concept .
- The pupil generate the equation  $(x+y)^2=x^2+2xy+y^2$

##### Application:

- The Pupil Applies His/her Knowledge and Understanding of the topic in real life situation.

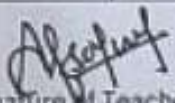
##### Skill:

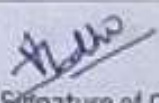
- The pupil solves mathematical problem skillfully

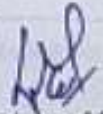


Instructional Steps अनुदेशनात्मक पाठ्य-या

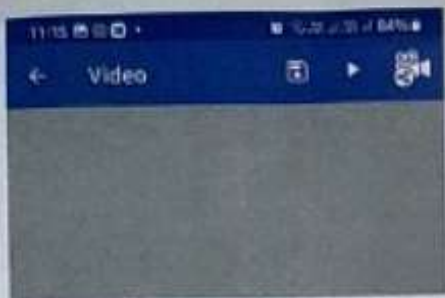
<b>Introduction</b>	<ul style="list-style-type: none"><li>• Greet Students and introduce the topic Algebraic expansion.</li><li>• Explain the concept and its example .</li></ul>
<b>Pre Viewing Discussion</b>	<ul style="list-style-type: none"><li>• Show videos and images of children engaging in various activities.</li><li>• Ask students to describe what they observe in the activities .</li><li>• Introduce the topic Addition subtraction of Monomials, binomials, polynomials.</li></ul>
<b>Video Viewing:</b>	<ul style="list-style-type: none"><li>• Play a video presentation on the topic Algebraic expansion.</li><li>• Teacher provides guided questions to the students to consider while watching.</li></ul>
<b>Post-Viewing Discussion:</b>	<ul style="list-style-type: none"><li>• Teacher leads a discussion on the key concepts presented in the video.</li><li>• Teacher discusses any questions or area of confusion that arose during watching the video.</li></ul>
<b>Extension Activities</b>	<ul style="list-style-type: none"><li>• Teacher repeat to the students about the topic.</li><li>• Teacher give other examples and Numerical.</li></ul>
<b>Assessment</b>	<ul style="list-style-type: none"><li>• Teacher provides additional Numerical for better understanding of the topic Algebraic Exapnsion.</li></ul>
<b>Conclusion and Reflection</b>	<ul style="list-style-type: none"><li>• Summarize the main points covered in the lesson .</li></ul>

  
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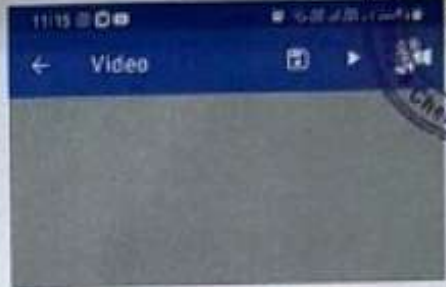
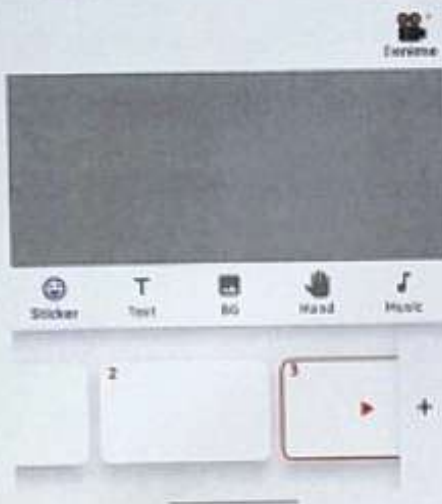
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### 1. Monomials

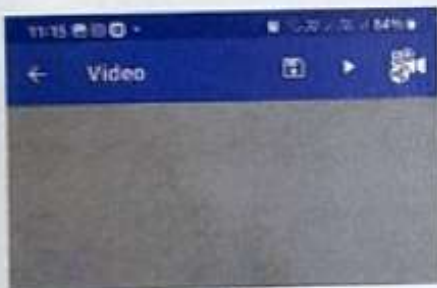
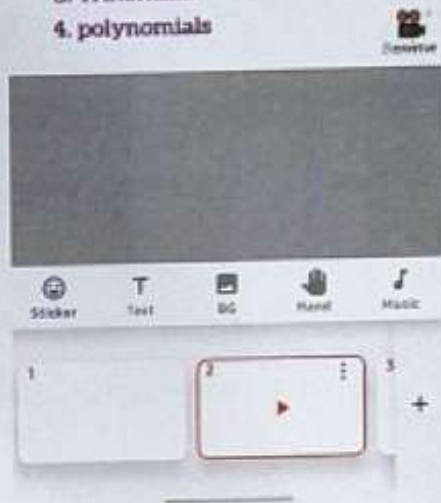
Expressions with one term are called monomials.

- 1.  $4x$
- 2.  $-7$
- 3.  $5/6$



### Types Of Algebraic Expressions

- 1. Monomials
- 2. Binomials
- 3. Trinomials
- 4. polynomials



### 4. Polynomials

Expressions with more than three terms are called polynomials.

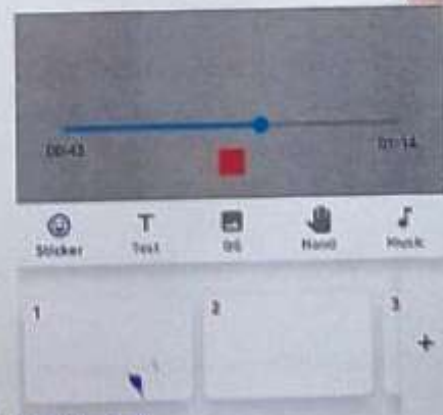
- 1.  $a^2 - 3a^2b + 5ab - b^2$
- 2.  $4x^4 - 7x^3 - 9 - 5x^2 - 15x$



### 2. Binomials

Expressions with two terms are called binomials.

- 1.  $2x - 3y$
- 2.  $2a + 2b$
- 3.  $3mn - 5m^2n$



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### Video Based Lesson

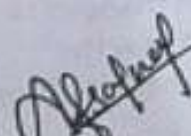
<b>Name of the Learner</b>	Afsana Rehmani
<b>Lesson Title</b>	PYTHAGORAS THEOREM
<b>Subject</b>	MATHEMATICS
<b>Name of the App</b>	TED.Ed
<b>Grade level</b>	7TH STANDARD
<b>Duration</b>	3 min
<b>URL</b>	<a href="https://ed.ted.com/on/dIJPePV9">https://ed.ted.com/on/dIJPePV9</a>
<b>Learning Objective</b>	
<b>Knowledge</b>	<ol style="list-style-type: none"><li>1.The pupil remembers the knowledge of properties of triangles</li><li>2.The pupil recalls sum of angles of a triangle are 180 degree</li></ol>
<b>Understanding:</b>	<ol style="list-style-type: none"><li>1.The pupil understands the concept of Pythagoras theorem</li><li>2.The pupil illustrates that only right angled triangle is used in Pythagoras theorem</li></ol>
<b>Application:</b>	<ol style="list-style-type: none"><li>1.The pupil applies the knowledge of Pythagoras theorem to find the shortest distance to reach his destination</li></ol>
<b>Skill:</b>	<ol style="list-style-type: none"><li>1.The pupil solves real life problems skillfully by using Pythagoras theorem by measuring shortest distance to reach destination</li></ol>
<b>Materials:-</b>	Notebook, Pen , Scale, Pencil
<b>Technology Requirements:</b>	Smartphone or Laptop, Internet connection.
<b>Preparation:</b>	The teacher needs to prepare all the properties of triangles to teach Pythagoras theorem and teacher needs to know the application of theorem in real life situations. Teacher also have to prepare historical background of the theorem







I

<b>Introduction</b>	<p>Good morning students today we will learn a important theorem related to properties of triangles. So tell me have you ever tried to measure the length of a pole while walking on a road or while walking have you tried to take a shortcut to cut the distance short.</p> <p>In this video we will learn about Pythagoras theorem.</p>
<b>Pre-App Discussion</b>	<p>Teacher tells students about who discovered Pythagoras theorem .</p> <p>Teacher shows various images of use of Pythagoras theorem</p> <p>Teacher asks students about what is the use of Pythagoras theorem in real life.</p>
<b>App Exploration</b>	<p>In the video first the statement of Pythagoras theorem is shown</p> <p>Then with the help of a right angled triangle diagram the concept of adjacent angles and hypotenuse angled is shown in a triangle .</p> <p>After the explanation a sum of Pythagoras theorem is solved where the formula <math>(\text{hypotenuse})^2 = (\text{adjacent side})^2 + (\text{opposite side})^2</math> is used</p>
<b>Guided Activities</b>	<p>Teacher gives some problem based on the Pythagoras theorem to solve.</p> <p>Then teacher gives students a word puzzle to solve in which student have to find words like Pythagoras, adjacent sides , opposite sides, hypotenuse, right angle, Theorem, triangles etc.</p>
<b>Reflection and Discussion</b>	<p>So student Pythagoras theorem is used in right angled triangle only and not in obtuse or scalene angled triangle</p> <p>Because this theorem is based on 3 sided figure only as we need a right angle triangle to prove this theorem.</p>
<b>Extension Activities</b>	<p>Teacher will take the students in playground and will divide students in two groups and teacher will instruct them</p> <ol style="list-style-type: none"><li>1. First group students will walk in L pattern to cover a certain distance .</li><li>2. Second group will cover the same distance diagonally .</li></ol> <p>Teacher will ask students that which group covered the end point in less time</p>
<b>Assessment</b>	<ol style="list-style-type: none"><li>1. So students tell me the statement for Pythagoras theorem ?</li><li>2. What is the formula for Pythagoras theorem ?</li><li>3. Pythagoras theorem is applicable to triangles or rectangles ?</li></ol> <p>So students in this video we learned about Pythagoras theorem and solved problems based on the theroem</p>
<b>Closure</b>	

  
Signature of Teacher

  
Signature of Guide

  
Signature of Principal  
Principal

Chembur Sarvankush Sankaranshastri  
Mahavidyalaya  
R.C. Marg, Chembur, Mumbai - 400 071.



# What Is Pythagoras Theorem? | PYTHAGORAS THEOREM | The Dr Binocs Show | Peekaboo Kidz

LESSON CREATED BY AISHANU BISHNOI USING TED-ED'S LESSON CREATOR VIDEO FROM [SARVANKASH](#) YOUTUBE CHANNEL

Let's Begin...



Watch This Discuss

# What Is Pythagoras Theorem? | PYTHAGORAS THEOREM | The Dr Binocs Show | Peekaboo Kidz

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Let's Begin...



often called the "Pythagorean equation"

Watch This Discuss

*Ash*  
**PRINCIPAL**  
Chembur Sarvankash Shikshanshasthra  
Mahavidyalaya  
Ramkrishnan Chemburkar Marg,  
Chembur Naka, Mumbai 400 071

31/1/21



CHEMBUR EDUCATION SOCIETY'S  
CHEMBUR SARVANKASH SHIKSHANSHAstra  
MAHAVIDYALAYA

ELECTIVE COURSE -2 (EC-2)

PEDAGOGY OF SCHOOL SUBJECT: ECONOMIC

Technology Based lesson plans

TEACHER INCHARGE: PROF.RAVINDRA GANGURDE

# ECONOMICS

NAME : Rohini Subhash Shinde

ROLE NO. : 46





Chembur Education Society's  
ChemburSarvankashShikshanShashtraMahavidyalaya  
R.C. Marg, Chembur Naka, Chembur- 400 071

## TECHNOLOGY BASED LESSONS

Name of the Student Teacher: -Rohini Subhash Shinde

S.Y.B.Ed (Sem IV)

Roll no. : 46

2<sup>nd</sup> Method :ECONOMICS

4<sup>TH</sup> Internship Programme

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

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Chembur Sarvankash Shikshan  
Shastra Mahavidyalaya

Elective course -2 (EC-2)

pedagogy of school subject:  
Geography

Technology Based Lesson Plans

Teacher Incharge: Dr. Ravindra  
Gangurde

Name : Swati Chavan

Roll NO: 3





CHEMBUR EDUCATION SOCIETY'S

CHEMBUR SARVANKASH SHIKSHANSHASTRA MAHAVIDYALAYA

**TECHNOLOGY BASED LESSONS**

Name: Swati Chavan

Year : S.Y.B.Ed

Roll No : 03

Name of Internship School : Tilak Nagar MPS Secondary School

Elective Course 2 ( EC - 2 )

Pedagogy of School Subject : Geography

Method Master : Dr.Ravindra Gangurde

Date :

Signature and Stamp

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



## TECHNOLOGY BASED LESSONS

### INDEX

Sr. no.	Title of lesson	Link	Application
1.	The Sun, The Moon and The Earth • Std. 7th	<a href="https://edpuzzle.com/assignments/66012fb6d4536d40958cd1fb/watch">https://edpuzzle.com/assignments/66012fb6d4536d40958cd1fb/watch</a>	Video based lesson Edpuzzle
2.	Interior of the Earth • Std. 7th	<a href="https://ed.ted.com/on/NOUQvYEi">https://ed.ted.com/on/NOUQvYEi</a>	Video based lesson Ted.ed
3.	Agriculture • Std. 7 th	<a href="https://ed.ted.com/on/752vvx2">https://ed.ted.com/on/752vvx2</a>	Video based lesson Ted.ed
4.	Importance of the Ocean • Std. 6th	<a href="https://drive.google.com/drive/folders/1Sm55XhsLqYF3E7km_Ithh67cwiQ2CDy">https://drive.google.com/drive/folders/1Sm55XhsLqYF3E7km_Ithh67cwiQ2CDy</a>	App based lesson Benime
5.	Ocean • Std. 6th	<a href="https://create.kahoot.it/share/oceans/ccddc5a2-c322-426c-bc84-36ab98864685">https://create.kahoot.it/share/oceans/ccddc5a2-c322-426c-bc84-36ab98864685</a>	App based lesson Kahoot



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## Video Based Lesson

Name of the Teacher:- Swati Chavan

Title of the Video: The Sun, The Moon and The Earth

URL of the Video:

<https://edpuzzle.com/assignments/66012fb6d4536d40958cd1fb/watch>

Class Grade (If any): Uligeo

Link for Sharing (If any) NIL

Duration of the Video: 9 mins 26 secs

Subject Geography

Grade Level: 7th

Learning Objectives:

Knowledge: 1) The pupil remembers the fact on the topic of the sun, the moon and the earth.

2) The pupil recalls the concept of the sun, the moon and the earth.

Understanding: 1) The pupil develops the understanding of the components of the sun, the moon and the earth.

2) The pupil describes the sun, the moon and the earth.



Application: 1) The pupil applies his / her knowledge and understanding of the components of the sun, the moon and the earth.

Skill: 1) The pupil develops the practical skills involve in the study of the sun, the moon and the earth.

Instructional Steps / XXXXXXXXXX XXXXX

Introduction	<p>Greet students and introduce the topic of the sun, the moon and the earth.</p> <p>Explain the concept of the sun, the moon and the earth.</p>
Pre Viewing Discussion	<p>Show videos and images of children engaging in various activities.</p> <p>Ask students to describe what they observe about the sun, the moon and the earth.</p> <p>Introduce the concept of the sun, the moon and the earth.</p>
Video Viewing:	<p>Play a video presentation on the topic : The sun, the moon and the earth</p> <p>Teacher provides guided questions for the students to consider while watching.</p> <p>Q.1) Like earth axial and orbital motions...</p> <p>Q.2) What does the moon revolve around ?</p> <p>Q.3) What are the illuminated portions of the moon?</p> <p>Q.4) How the phases of the moon becomes visible ?</p>



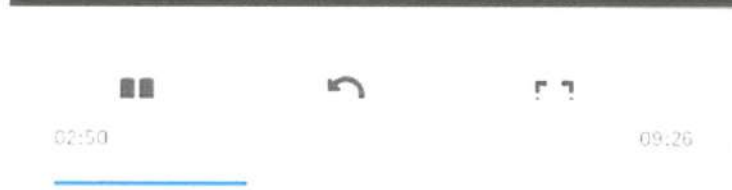
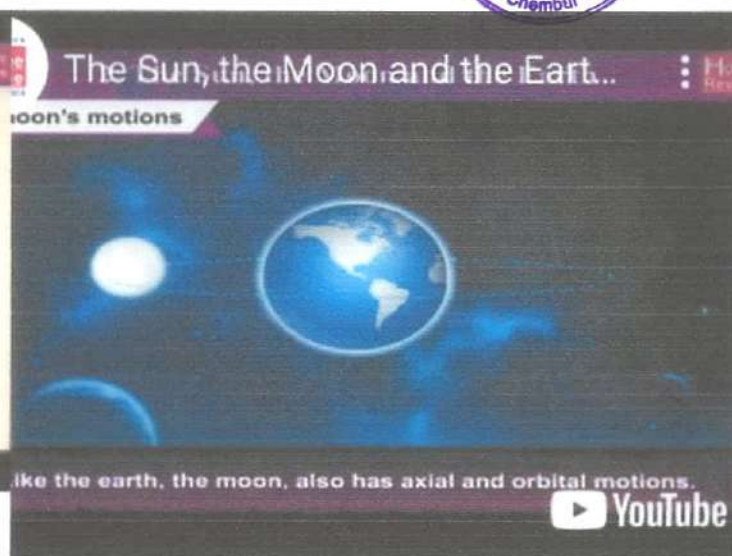
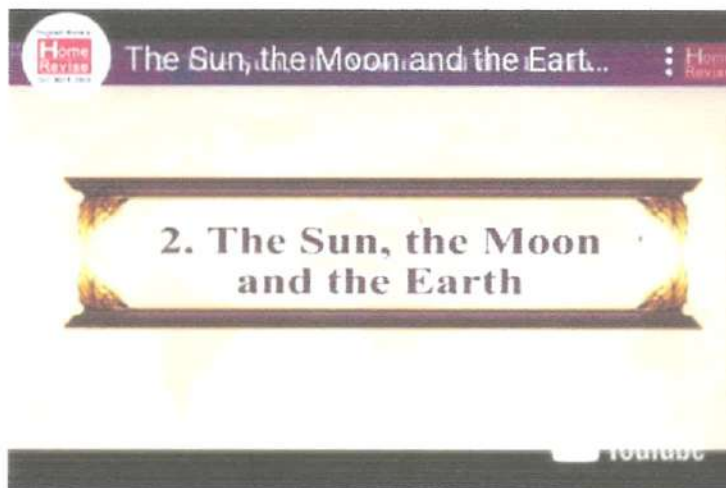
Post-Viewing Discussion:	Teacher leads a discussion on the key concepts presentated in the video.  Teacher asks students to share examples they noticed in the video.  Teacher discusses any questions or area of confusion that arose during watching the video.
Extension Activities:	Teacher discusses the examples of The Sun, The Moon and The Earth.
Assessment	Teacher provides additional MCQS /quizzes for better understanding of the concept of The Sun, The Moon and The Earth.
Conclusion and Reflection	Summarise the main points covered in the lesson and provide resources for further exploration such as recommended readings.

  
Signature of Teacher

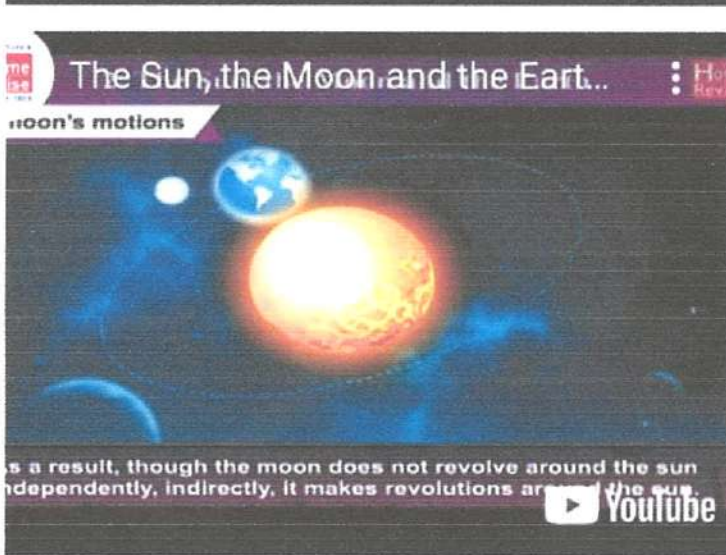
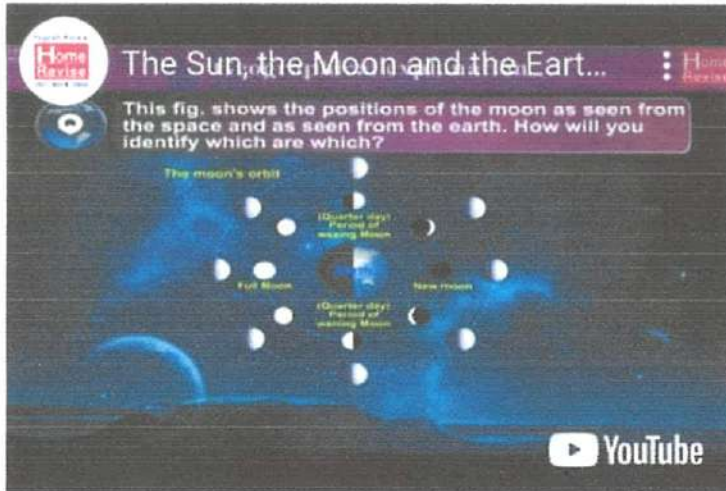
  
Signature of Guide

  
Signature of Principal

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



X The Sun, the Moon and the Earth | Clas...



To Complete

Open ended question	03:10
Open ended question	03:15
Multiple choice question	03:28
Open ended question	06:19
Open ended question	03:15
Multiple choice question	03:28
Open ended question	06:19
Multiple choice question	07:33



CHEMBUR SARVANKASH SHIKSHANSHASTRA  
MAHAVIDYALAYA

NAME: सुनी राजन राणे

SYB.ED

Roll.No: २६

हिंदी

VIDEO

BASED

LESSON

GUIDE: DEEPAI GAIKWAD



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२.	कारक (video Based)	
३.	काल (app based)	
४.	काल और उसके प्रकार (app Based)	
५	अनुच्छेद - लेखन (video Based)	

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Chembur Sarvankash Shikshanshastra Mahavidyalaya

R.C Marg chembur Naka chembur-400071

**Video based lesson**

Name of the Teacher : श्रुति राजन राणे

Title of the video: क्रिया और उसके प्रकार

URL of the video : <https://ed.ted.com/on/MPitnXNm>

Duration: 5min 48sec

Subject : हिंदी

Grade level: 6

**Learning objectives**

ज्ञान:

- 1) विद्यार्थियों को क्रिया शब्दों का ज्ञान है
- 2) विद्यार्थी क्रिया का अर्थ बताते हैं

आकलन:

- 1) छात्र अपनी समझ के अनुसार क्रिया और उसके प्रकार समझाते हैं
- 2) विद्यार्थी क्रिया के बारे में उदाहरण देता है

अभिव्यक्त:

- 1) छात्र क्रियाओं की पहचान करने में सक्षम हैं
- 2) छात्र क्रियाओं के प्रकार जानते हैं और पहचान सकते हैं कि यह किस प्रकार की क्रिया है

उपयोजन:

छात्र लाइव इवेंट से क्रियाओं को उनके प्रकारों के साथ पहचान सकते हैं

	Instructional steps
Introduction	कुछ बुनियादी प्रश्न पूछकर छात्रों को नए विषय क्रिया से परिचित कराना
Pre Viewing Discussion	(1) छात्रों को विभिन्न गतिविधियाँ करने में लगे लोगों की तस्वीरें दिखाई गईं (2) विद्यार्थी से यह देखने के लिए कहें कि चित्र में क्या क्रिया हो रही है (3) दिखाए गए चित्रों के आधार पर प्रश्न पूछें और क्रिया विषय से परिचित कराएं
Video Viewing	क्रिया और उसके प्रकार पर एक वीडियो चलाया जा रहा है। शिक्षक छात्रों को देखते समय विचार करने के लिए निर्देशित प्रश्न प्रदान करते हैं जैसे:  1) जिन शब्दों से किसी काम के होने पर या करने का पता चले वह शब्द..... कहते हैं.  2) क्रिया का मतलब?  3) इस वाक्य में से क्रिया को पहचानने: रानी स्कूल जा रही है
Post viewing Discussion	- शिक्षक प्रस्तुत वीडियो पर चर्चा शुरू करते हैं।  - छात्रों से क्रिया पर अपने स्वयं के उदाहरण साझा करने के लिए कहें ताकि वे  - समझ सकें कि उन्हें क्रिया के बारे में कितना पता चला।  विषय को और अधिक स्पष्ट करने के लिए शिक्षक अपना उदाहरण जोड़ता



	नं।
Extension Activities	छात्र एक एक्शन गेम खेलता है जिसमें एक छात्र एक क्रिया करता है और दूसरे छात्र अनुमान लगाते हैं कि यह किस प्रकार की क्रिया है।
Assessment	शिक्षक क्रिया विषय की बेहतर समझ के लिए अतिरिक्त प्रश्न प्रदान करते नं।
Conclusion and Reflection	तो विद्यार्थियों आज हमने क्रिया और उसके दो प्रकारों के बारे में सीखा

  
Method master signature:



Chembur Sarvankash Shikshanshastra Mahavidyalaya

R.C Marg chembur Naka chembur-400071

Video based lesson

Name of the Teacher :श्रुति राजन राणे

Title of the video: कारक

URL of the video:

<https://edpuzzle.com/embed/assignments/66069c2c1ed7238ba0172c9f/watch>

Duration: 5min 21 sec

Subject : हिंदी

Grade level:8

Learning Objective

ज्ञान:

- छात्रों को कारक के बारे में जानकारी है.
- विद्यार्थी कारक के बारे में बताते हैं।

आकलन:

- विद्यार्थी अपनी समझ के अनुसार कारक का अर्थ और उसके प्रकार समझते हैं।
- छात्र कारक और उसके प्रकार के आधार पर उदाहरण देते हैं।

अभिव्यक्त:

- छात्र वाक्य से कारक को आसानी से पहचान सकते हैं।
- विद्यार्थी आसानी से पहचान सकता है कि वाक्य में किस प्रकार का कारक दिया गया है।

उपयोजन:

- छात्र कारक का उपयोग करके वाक्य बनाने में सक्षम हैं।

	Instructional steps
Introduction	शिक्षक उदाहरण के तौर पर कुछ वाक्य देते हैं और छात्रों से उससे संबंधित प्रश्न पूछते हैं और कारक विषय से परिचित कराते हैं।
Pre viewing Discussion	( 1 ) शिक्षक ने छात्र से कारक के बारे में पूछा। ( 2 ) शिक्षक कुछ उदाहरणों के साथ कारक के बारे में संक्षेप में बताएं। ( 3 ) शिक्षक छात्रों से वीडियो को ध्यान से देखने के लिए कहते हैं।
Video viewing	कारक विषय पर एक वीडियो चलाया गया है, शिक्षक ने छात्र की बेहतर समझ के लिए कुछ प्रश्न भी जोड़े हैं। - शब्दों का आपस में संबंध जोड़नेवाले को ..... कहते हैं - हिंदी में कारक के कितने भेद होते हैं? - दिए गए विकल्प में से कारक का एक भेद चुनें।
Post viewing Discussion	- शिक्षक ने विद्यार्थियों से कारक का अर्थ पूछा। कारक कितने प्रकार के होते हैं? - शिक्षक विद्यार्थियों से कारक का कुछ उदाहरण देने को कहते हैं। - विषय को स्पष्ट करने के लिए शिक्षक कुछ उदाहरण भी जोड़ते हैं।
Extension Activities	शिक्षक कारक के प्रकार के आधार पर कुछ वाक्य प्रस्तुत करते हैं और छात्र पहचानते हैं कि यह किस प्रकार का है।
Assessment	शिक्षक विद्यार्थी को कारक पर आधारित वाक्य लिखने का होमवर्क देता है।
Conclusion and Reflection	छात्रों ने कारक और उसके प्रकार के बारे में जाना।

METHOD MASTER SIGNATURE:



Chembur Sarvankash Shikshanshastra Mahavidyalaya

R.C Marg chembur Naka chembur-400071

App based lesson

Name of the Teacher : श्रुति राजन राणे

Title of the video: काल

Subject : हिंदी

Grade:7

App:kahoot

#### Learning objective

ज्ञान:

विद्यार्थी को काल के बारे में ज्ञान हो और उसका अर्थ पता हो।

विद्यार्थी काल और उसके प्रकार को पहचानने में सक्षम हैं।

आकलन:

छात्र समझें कि ऐप का उपयोग कैसे करना है।

विद्यार्थी चित्रों को देखें और काल तथा उसके प्रकार को पहचानें।

अभिव्यक्त:

छात्र दी गई किसी भी घटना से काल और उनके प्रकारों को पहचान सकते हैं।

उपयोजन

छात्र सही काल और उसके प्रकार का उपयोग करके पैराग्राफ लिख सकते हैं।

Material required: smart phone

	Instructional steps
Introduction	छात्रों से काल से संबंधित प्रश्न पूछकर उनके ज्ञान की जाँच करना और फिर विषय से परिचित कराना।
Pre app Discussion	(1) शिक्षक छात्रों से विषय से संबंधित विभिन्न प्रश्न पूछते हैं। (2) शिक्षक छात्रों से काल के प्रकार के बारे में बताने के लिए कहते हैं। (3) शिक्षक छात्रों को कहूट ऐप का उपयोग करके उस विषय के बारे में बताते हैं जिसे वे सीखने जा रहे हैं।
App exploration	(1) शिक्षक ने छात्रों से प्लेस्टोर से कहूट ऐप डाउनलोड करने को कहा। (2) शिक्षक छात्रों को यह भी बताते हैं कि उनके पास कहूट के समान कई ऐप होंगे लेकिन उन्हें केवल कहूट ऐप डाउनलोड करना होगा।
Guided Activities	(1) शिक्षक पुष्टि करते हैं कि प्रत्येक छात्र ने कहूट ऐप डाउनलोड किया है। (2) शिक्षक छात्र को कहूट ऐप में लॉग इन करने के लिए कहते हैं। (3) शिक्षक में लॉगिन करने के बाद छात्रों से काल के आधार पर दिए गए क्विज़ प्रश्नों को हल करने के लिए कहें। (4) समाप्त करने के बाद सबमिट बटन दबाकर अपना क्विज़ सबमिट करें।
Reflection and discussion	- प्रश्नोत्तरी प्रस्तुत करने के बाद शिक्षक छात्र के साथ प्रश्न उत्तर पर चर्चा करते हैं और बच्चों को पता चलता है कि उन्हें काल के प्रकारों के बारे में कितना ज्ञान है। - शिक्षक छात्रों से कहूट ऐप का उपयोग करके सीखने के उनके अनुभव के बारे में भी पूछते हैं।
Extension Activities	छात्रों को काल के प्रकारों के बारे में ज्ञान है, वे जीवन की किसी भी घटना से काल के प्रकार को आसानी से पहचान सकते हैं और सही काल का उपयोग करके वाक्य लिख सकते हैं।
Assessment	छात्र अन्य विषयों पर अपने स्वयं के प्रश्नोत्तरी प्रश्न बनाते हैं।
Closure	विद्यार्थी काल के प्रकारों के बारे में जानते हैं।

METHOD MASTER SIGNATURE:



	INSTRUCTIONAL STEPS
Introduction	कुछ क्रियाएँ दिखाकर विद्यार्थियों से उस पर आधारित प्रश्न पूछना और विषय काल का परिचय देना
Pre App Discussion	<ul style="list-style-type: none"> <li>- विभिन्न गतिविधियों के चित्र दिखाना.</li> <li>- विद्यार्थियों से यह वर्णन करने के लिए कहना कि चित्र में क्या हो रहा है।</li> <li>- विद्यार्थियों को दिखाए गए चित्रों के आधार पर प्रश्न पूछें और विषय काल से परिचित कराएं।</li> </ul>
App exploration	<ol style="list-style-type: none"> <li>(1) शिक्षक छात्रों को ऐप का उपयोग करने के तरीके के बारे में निर्देश देते हैं।</li> <li>(2) छात्र प्ले स्टोर पर जाएं और बेनिमे ऐप डाउनलोड करें।</li> <li>(3) शिक्षक छात्रों से काल विषय पर आधारित वीडियो देखने के लिए कहते हैं।</li> </ol>
Guided activities	<ul style="list-style-type: none"> <li>- शिक्षक छात्र को बेनिमे ऐप का उपयोग करने का मार्गदर्शन देता है।</li> <li>- शिक्षक छात्र को ऐप डाउनलोड करने का तरीका बताते हैं।</li> <li>- शिक्षक छात्र को बताता है कि ऐप को कैसे संचालित करना है।</li> <li>- शिक्षक छात्र को बताता है कि ऐप पर वीडियो कैसे शुरू करें।</li> </ul>
Reflection and Discussion	<ol style="list-style-type: none"> <li>(1) शिक्षक काल से संबंधित प्रश्न पूछते हैं और छात्र के संदेह को दूर करते हैं।</li> <li>(2) छात्र काल के बारे में उदाहरण देते हैं।</li> </ol>
Extension Activities	<ul style="list-style-type: none"> <li>- छात्रों ने काल की अवधारणा को समझा।</li> <li>- छात्र काल के आधार पर कुछ क्रिया करता है और अन्य छात्र पहचान लेते हैं कि यह कौन सा काल है।</li> </ul>
Assessment	- छात्र काल के आधार पर विभिन्न प्रकार के वाक्य लिखते हैं।
Closure	छात्रों ने काल और उसके प्रकारों के बारे में समझा।

Chembur Sarvankash Shikshanshastra Mahavidyalaya

R.C Marg chembur Naka chembur-400071

video based lesson

Name of the Teacher :श्रुति राजन राणे

Title of the video:अनुच्छेद-लेखन

Subject : हिंदी

Grade:8

Learning objectives

ज्ञान:

विद्यार्थी अनुच्छेद-लेखन अर्थ समझते हैं

छात्र समझते हैं कि अनुच्छेद लेखन कैसे लिखा जाता है।

आकलन:

वीडियो में छात्र अनुच्छेद लेखन के नियमों और अनुच्छेद लेखन के उचित औपचारिक तरीके को समझेंगे

अभिव्यक्त:

छात्र किसी भी विषय पर सभी नियमों का पालन करते हुए अनुच्छेद लेखन लिख सकता है।

उपयोजन

विद्यार्थी किसी भी विषय पर अनुलेख लिखने में सक्षम है।

Material required: smart phone

	Instructional Steps
Introduction	शिक्षक छात्र को एक विषय देता है और छात्र से उसके बारे में कुछ पंक्तियाँ कहने के लिए कहता है और उसके आधार पर शिक्षक नए विषय अनुच्छेद लेखन का परिचय देता है।
Pre viewing Discussion	(1) शिक्षक ने छात्रों से पूछा कि क्या वे अनुच्छेद लेखन के बारे में कुछ जानते हैं। (2) शिक्षक ने छात्र से दिवाली त्योहार के बारे में लिखने को कहा। (3) शिक्षक एक छात्र से उसका पैराग्राफ पढ़ने के लिए कहते हैं और फिर छात्र को अनुच्छेद लेखन विषय से परिचित कराते हैं।
Video viewing	(1) अनुच्छेद लेखन पर एक वीडियो चलाया गया है। शिक्षक ने वीडियो के आधार पर कुछ प्रश्न जोड़े हैं। - अनुच्छेद-लेखन कितनी पंक्तियों में करना चाहिए? - किसी विषय पर आठ- दस पंक्तियों में अपने विचार व्यक्त करना - अनुच्छेद में किसी विषय से संबंधित कितने भाव होते हैं?
post viewing Discussion	(1) शिक्षक छात्रों के साथ वीडियो के बारे में चर्चा करते हैं। (2) शिक्षक छात्रों से पूछते हैं कि क्या उन्हें कोई संदेह है और उनका संदेह दूर करते हैं। (3) शिक्षक ने छात्र से अनुच्छेद लेखन के नियमों के बारे में पूछा।
Extension Activities	शिक्षक वीडियो में बताए गए सभी नियमों का पालन करते हुए छात्र को 1 अनुलेख लिखने के लिए एक विषय देते हैं।
Assessment	शिक्षक छात्र से वीडियो में दिए गए सभी नियमों का पालन करते हुए अपनी कल्पना पर या अपने स्वयं के विषय का उपयोग करके एक अनुलेख लिखने के लिए कहते हैं।
Conclusion and Reflection	विद्यार्थी ने समझा कि सभी नियमों का पालन करते हुए अनुच्छेद लेखन कैसे लिखा जाता है।

METHOD MASTER SIGNATURE:







CHEMBUR EDUCATION SOCIETY'S  
CHEMBUR SARVANKASH SHIKSHANSHASTRA MAHAVIDYALAYA

**TECHNOLOGY BASED LESSONS**

Name : kalpana shyamraj yadav

Year : S.Y.B.Ed

Roll No : 46

Name of Internship School :Tilak Nagar Mumbai Public School

Elective Course 2 ( EC - 2 )

Pedagogy of School Subject : Hindi

Method Master : Prof. Dipali gayakwad

Date :

  
Signature and Stamp

## TECHNOLOGY BASED LESSONS

### INDEX

Sr. no.	Title of lesson	Link	Application
1.	Video based lesson 1 क्रिया विशेषण	<a href="https://edpuzzle.com/assignments/666c0c3ed82f524463a1405/watch">https://edpuzzle.com/assignments/666c0c3ed82f524463a1405/watch</a>	03
2.	Video based lesson 2 काल और भेद	<a href="https://ed.ted.com/on/YgisiTTT">https://ed.ted.com/on/YgisiTTT</a>	05
3.	Video based lesson 3 वचन	<a href="https://ed.ted.com/on/7V5auAVc">https://ed.ted.com/on/7V5auAVc</a>	07
4.	App based lesson 1 समास	<a href="https://youtu.be/hDjOhSRJwlk?si=rlcHWB6elDu7p2uM">https://youtu.be/hDjOhSRJwlk?si=rlcHWB6elDu7p2uM</a>	09
5.	App based lesson 2 काल और भेद	<a href="https://create.kahoot.it/share/e824cd6e-fdab-48c1-9d6b-65dc6af648d96">https://create.kahoot.it/share/e824cd6e-fdab-48c1-9d6b-65dc6af648d96</a>	11

Chembur Education Society's  
Chembur Sarvankash ShikshanShastra Mahavidyalaya  
R.C. Marg, Chembur Naka, Chembur- 400 071

### Video Based Lesson

Name of the Teacher:-कल्पना यादव

Title of the Video: क्रिया विशेषण

URL of the video: <https://edpuzzle.com/assignments/666c0cc3ed82f524463a1405/watch>

Link for sharing (If any): <https://edpuzzle.com/assignments/666c0cc3ed82f524463a1405/watch>

Duration of the Video: 1 मिनट 43 सेकंड

Subject: हिंदी

Grade Level: कक्षा

Learning Objectives:-

Knowledge:1. विद्यार्थी को क्रिया विशेषण का ज्ञान याद आता है

2. विद्यार्थी क्रिया और विशेषण के बीच अंतर को पहचानते हैं।

Understanding:1.विद्यार्थी क्रिया का उदाहरण देता है।

2. विद्यार्थी क्रिया के वाक्य लिखते हैं।

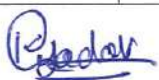
Application:1.विद्यार्थी अपने ज्ञान को नई और अपरिचित परिस्थितियों में लागू करता है।

2. विद्यार्थी योग का विश्लेषण करता है क्या दिया गया है और क्या जात करना है।

Skill: विद्यार्थी क्रिया विशेषण को कुशलतापूर्वक हल करता है।

Instructional Steps / अनुदेशनात्मक पायऱ्या

Introduction	सुप्रभात विद्यार्थियों, शिक्षक निम्नलिखित प्रश्न पूछते हैं, 1. क्रिया का क्या अर्थ है? 2. क्रिया विशेषण का क्या अर्थ है?
Pre Viewing Discussion	शिक्षक बताते हैं कि जब कोई व्यक्ति कार्य करता है तो उसे क्रिया विशेषण कहते हैं और जब एक व्यक्ति कोई काम करे जैसा खान, हसना, खेलना पढना जैसी संक्रियाओं से जुडी होती है, उसे क्रिया विशेषण कहा जाता है।
Video Viewing:	इस वीडियो में हम देखेंगे कि क्रिया भाव कैसे बनते हैं, और हम उन्हें कैसे जोड़ सकते हैं और उनका उपयोग कैसे कर सकते हैं।
Post-Viewing Discussion:	हमने जो सीखा उसका सारांश यह है कोई भी काम करने को क्रिया कहता है जैसे बुनना, हंसना, जाना, खेलना आदि को क्रिया विशेषण कहते हैं।
Extension Activities:	शिक्षक छात्रों को छोटे-छोटे समूहों में विभाजित करता है और प्रत्येक समूह को एक शब्द देती है जिसे विद्यार्थी एक ही वाक्य बनाते हैं। फिर छात्र अपने द्वारा बनाए गए वाक्यों को पढ कर सुनाते हैं।
Assessment:	1. क्रिया किसे कहते हैं? 2. वे वाक्य जिस से काम केवल होता है, क्या कहलाती हैं? 3. इसी वाक्य को बनाओ जिसमें हंसना, खाना, चलना, करना जैसे शब्द से वाक्य बनाओ?
Conclusion and Reflection	इस वीडियो से हमने सीखा कि क्रिया विशेषण कैसे बनाए जाते हैं और उनका उपयोग अपने कार्य में किया जाता है।

  
Signature of Teacher

  
Signature of Guide

  
Signature of Principal  
**PRINCIPAL**  
Chembur Sarvankash Shikshanshasthra  
Mahavidyalaya  
Ramkrishnan Chemburkar Marg,  
Chembur, Maharashtra - 400071

## Video Based Lesson

Name of the Teacher:-कल्पना यादव

Title of the Video: काल

URL of the video: <https://ed.ted.com/on/YgjsiTTT>

Link for sharing (If any): <https://ed.ted.com/on/YgjsiTTT>

Duration of the Video: 7 मिनट 38 सेकंड

Subject: हिंदी

Grade Level: 10 कक्षा

Learning Objectives:-

Knowledge:1. विद्यार्थी को काल के विशेषण का ज्ञान याद आता है

2. विद्यार्थी काल और भेद के अंतर को पहचानते हैं।

Understanding:1.विद्यार्थी काल का उदाहरण देता है।

2. विद्यार्थी काल के वाक्य लिखते हैं।

Application:1.विद्यार्थी अपने ज्ञान को नई और अपरिचित परिस्थितियों में लागू करता है।

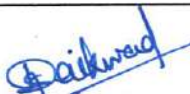
2. विद्यार्थी योग का विश्लेषण करता है क्या दिया गया है और क्या ज्ञात करना है।


Skill: विद्यार्थी काल और भेद की कुशलतापूर्वक हल करता है।

Instructional Steps / अनुदेशनात्मक पायऱ्या

Introduction	<p>सुप्रभात विद्यार्थियों, शिक्षक निम्नलिखित प्रश्न पूछते हैं,</p> <ol style="list-style-type: none"> <li>1. काल का क्या अर्थ है?</li> <li>2. काल और भेद का क्या अर्थ है?</li> </ol>
Pre Viewing Discussion	<p>शिक्षक बताते हैं कि जब कोई व्यक्ति क्रिया करता है तो उसे के कार्य करने के समय का पता चलता है उसे काल कहते हैं।</p> <p>और जब एक व्यक्ति के कोई काम करने का पता लगे जैसा खेल ली, खेल रही हूँ, खेलूँगी जैसी संक्रियाओं से जुड़ी होती है, उसे काल कहा जाता है।</p>
Video Viewing:	<p>इस वीडियो में हम देखेंगे कि काल भाव कैसे बनते हैं, और हम उन्हें कैसे जोड़ सकते हैं और उनका उपयोग कैसे कर सकते हैं।</p>
Post-Viewing Discussion:	<p>हमने जो सीखा उसका सारांश यह है</p> <p>कोई भी काम करने से क्रिया के समय का बोध हो जैसे गा,गी,हूँ,हैं,था,थी आदि को काल ओर उसके भेद कहते हैं।</p>
Extension Activities:	<p>शिक्षक छात्रों को छोटे-छोटे समूहों में विभाजित करता है और प्रत्येक समूह को एक शब्द देती है जिसे विद्यार्थी एक ही वाक्य बनाते हैं।</p> <p>फिर छात्र अपने द्वारा बनाए गए वाक्यों को पढ़ कर सुनाते हैं।</p>
Assessment:	<ol style="list-style-type: none"> <li>1. काल किसे कहते हैं?</li> <li>2. वे वाक्य जिससे क्रिया के समय का पता चलता है, क्या कहलाती हैं?</li> <li>3. इसी वाक्य को बनाओ जिसमें भुतकाल,भविष्यकाल,वर्तमानकाल जैसे शब्द से वाक्य बनाओ?</li> </ol>
Conclusion and Reflection	<p>इस वीडियो से हमने सीखा कि काल और उसके भेद कैसे बनाए जाते हैं और उनका उपयोग अपने कार्य में किया जाता है।</p>

  
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Signature of Guide

  
Signature of Principal  
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### Video Based Lesson

Name of the Teacher:-कल्पना यादव

Title of the Video: वचन

URL of the video: <https://ed.ted.com/on/7V5auAVc>

Link for sharing (If any): <https://ed.ted.com/on/7V5auAVc>

Duration of the Video: 3 मिनट 31 सेकंड

Subject: हिंदी

Grade Level: 6 कक्षा

Learning Objectives:-

- Knowledge: 1. विद्यार्थी को वचन के शब्द का ज्ञान याद आता है  
2. विद्यार्थी वचन और भेद के अंतर को पहचानते हैं।

Understanding: 1. विद्यार्थी वचन का उदाहरण देता है।


2. विद्यार्थी वचन के वाक्य लिखते हैं।

Application: 1. विद्यार्थी अपने ज्ञान को नई और अपरिचित परिस्थितियों में लागू करता है।


2. विद्यार्थी योग का विश्लेषण करता है क्या दिया गया है और क्या ज्ञात करना है।

Skill: विद्यार्थी वचन और भेद की कुशलतापूर्वक हल करता है।

Instructional Steps / अनुदेशनात्मक पायऱ्या	
Introduction	सुप्रभात विद्यार्थियों, शिक्षक निम्नलिखित प्रश्न पूछते हैं, <ol style="list-style-type: none"> <li>वचन का क्या अर्थ है?</li> <li>वचन और भेद का क्या अर्थ है?</li> </ol>
Pre Viewing Discussion	शिक्षक बताते हैं कि जिस शब्द के द्वारा किसी व्यक्ति या वस्तु की संख्या बताई जाती हो, उसे वचन कहते हैं। शब्द के जिस रूप से एक ही वस्तु का बोध हो, उसे एकवचन कहते हैं। जैसे-लड़का, गाय, सिपाही, बच्चा, कपड़ा, माता, माला, पुस्तक, स्त्री, टोपी बंदर, मोर आदि।
Video Viewing:	इस वीडियो में हम देखेंगे कि वचन भाव कैसे बनते हैं, और हम उन्हें कैसे जोड़ सकते हैं और उनका उपयोग कैसे कर सकते हैं।
Post-Viewing Discussion:	हमने जो सीखा उसका सारांश यह है कोई भी वाक्य कहने से शब्द के संख्या का बोध हो जैसे-लड़के, गायें, कपड़े, टोपियाँ, लताएँ, बेटे इसके वचन और भेद कहते हैं।
Extension Activities:	शिक्षक छात्रों को छोटे-छोटे समूहों में विभाजित करता है और प्रत्येक समूह को एक शब्द देती है जिसे विद्यार्थी एक ही वाक्य बनाते हैं। फिर छात्र अपने द्वारा बनाए गए वाक्यों को पढ़ कर सुनाते हैं।
Assessment:	<ol style="list-style-type: none"> <li>वचन किसे कहते हैं?</li> <li>वचन और भेद पर वाक्य बनाओ।</li> </ol>
Conclusion and Reflection	इस वीडियो से हमने सीखा कि वचन और उसके भेद कैसे बनाए जाते हैं और उनका उपयोग अपने कार्य में किया जाता है।

  
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### APP Based Lesson

Name of the Learner: कल्पना यादव

Lesson Title:- समास

Subject:- हिंदी

Name of the App:- Beném

Grade Level:- 8वीं कक्षा

Duration:- 1 मिनट 47 सेकंड

Learning Objective:-

Knowledge: छात्रों को समास बारे में पूर्व जान है।

Understanding: छात्रों को समास की अवधारणा समझ में आई

Application: छात्रों ने समास के बारे में विचार व्यक्त किए।

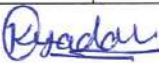
Skill: विद्यार्थी समास और भेद कुशलता पूर्व हल करता है।

Materials:-Nill

Technology Requirements: Smart phone, Laptop etc.

Preparation: <https://youtu.be/2hL3bsp39gl?>

Instructional Steps /अनुदेशनात्मक पायन्या	
Introduction	परिचय पाठ समास के बारे में सामग्री जान। अधिक उदाहरण दें।
Pre-App Discussion	ऐप का उपयोग करके छात्रों को पढ़ाए गए शिक्षार्थी शिक्षक का पूर्व जान।
App Exploration	जान देने और अवधारणा को विकसित करने के बारे में मानव अधिकार क्या है?
Guided Activities	पाठ से संबंधित कुछ प्रश्न पूछे जाने पर, शिक्षक ने उन्हें कुछ चिट-पत्र दिए और उत्तर एकत्रित करने के लिए कहा।
Reflection and Discussion	शिक्षक ने बच्चों से प्रश्न पूछे और उनका मूल्यांकन किया तथा पाठ पर चर्चा की।
Extension Activities	शिक्षक पाठ से संबंधित गतिविधियों करते हैं, उन्हें कुछ चित्र देते हैं और जानकारी लेते हैं।
Assessment	अब हमने समास के बारे में सीखा, महत्व दोहराया और प्रश्न पूछे।
Closure	आज हमने समास के बारे में सीखा और बेनीम् ऐप का उपयोग किया।

  
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### APP Based Lesson

Name of the Learner: कल्पना यादव

Lesson Title:-काल और भेद

Subject:- हिंदी

Name of the App:- kahoot

Grade Level:- 8वीं कक्षा

Duration:- 1 मिनट 47 सेकंड

Learning Objective:-

Knowledge: छात्रों को काल बारे में पूर्व जान है।

Understanding: छात्रों को काल अवधारणा समझ में आई।

Application: छात्रों ने काल के बारे में विचार व्यक्त किए।

Skill: विद्यार्थी काल और भेद कुशलता पूर्व हल करता है।

Materials:-Nill

Technology Requirements: Smart phone, Laptop etc.

Preparation: <https://youtu.be/2hL3bsp39gl?>

Instructional Steps /अनुदेशनात्मक पायन्या	
Introduction	परिचय पाठ काल के बारे में सामग्री जान। अधिक उदाहरण दें।
Pre-App Discussion	ऐप का उपयोग करके छात्रों को पढ़ाए गए शिक्षार्थी शिक्षक का पूर्व जान।
App Exploration	जान देने और अवधारणा को विकसित करने के बारे में मानव अधिकार क्या है?
Guided Activities	पाठ से संबंधित कुछ प्रश्न पूछे जाने पर, शिक्षक ने उन्हें कुछ चिट-पत्र दिए और उत्तर एकत्रित करने के लिए कहा।
Reflection and Discussion	शिक्षक ने बच्चों से प्रश्न पूछे और उनका मूल्यांकन किया तथा काल पर चर्चा की।
Extension Activities	शिक्षक काल और उसके भेद से संबंधित गतिविधियाँ करते हैं, उन्हें कुछ चित्र देते हैं और जानकारी लेते हैं।
Assessment	अब हमने काल के बारे में सीखा , महत्व दोहराया और प्रश्न पूछे।
Closure	आज हमने काल और उसके भेद के बारे में सीखा और कहूँ ऐप का उपयोग किया।

  
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### APP Based Lesson

Name of the Learner: कल्पना यादव

Lesson Title:-काल और भेद

Subject:- हिंदी

Name of the App:- kahoot

Grade Level:- 8वीं कक्षा

Duration:- 1 मिनट 47 सेकंड

Learning Objective:-

Knowledge: छात्रों को काल बारे में पूर्व जान है।

Understanding: छात्रों को काल अवधारणा समझ में आई।

Application: छात्रों ने काल के बारे में विचार व्यक्त किए।

Skill: विद्यार्थी काल और भेद कुशलता पूर्व हल करता है।

Materials:-Nill

Technology Requirements: Smart phone, Laptop etc.



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## **TECHNOLOGY BASED LESSONS**

**Name of the Student Teacher: -**

**कु. रेश्मा रमाकांत सर्वेकर**

**S.Y.B.Ed (Sem IV)**

**Roll no. : 40**

**2<sup>nd</sup> Method : History**

**4<sup>TH</sup> Internship Programme**

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### Video Based Lesson

Name of the Teacher:- रेश्मा रमाकांत सर्वेकर

Title of the Video:- महाराष्ट्रातील समाजजीवन

URL of the Video:- <https://edpuzzle.com/join/fesesaz>

Class Code (If any):- fesesaz

Link for Sharing (If any) :-<https://youtu.be/f-DwwH80PEc?si=5eYWVPUBzI4ni4ZV>

Duration of the Video:- 04:09 मिनिटे

Subject:- इतिहास

Grade Level:- इयत्ता 7वी

Learning Objectives:-

Knowledge:-

1) विद्यार्थी महाराष्ट्रातील समाजजीवन आठवतो.

2) विद्यार्थी विविध सण-समारंभ आठवतो.

3) विद्यार्थी दळणवळणाची साधने आठवतो.

Understanding:-

1) विद्यार्थी महाराज्यांनी स्थापन केलेल्या आदर्श राज्याविषयी सांगतो.

2) विद्यार्थी महाराष्ट्रातील विविध परंपरांविषयी सांगतो.

3) विद्यार्थी शिवकाळातील चालीरीती सांगतो.

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**Application:-**

- 1) विद्यार्थी साडेतीन मुहूर्त स्पष्ट करतो.
- 2) विद्यार्थी गणेश चतुर्थी विषयी माहिती स्पष्ट करतो.
- 3) विद्यार्थी शिवकाळातील शिक्षण पद्धती स्पष्ट करतो.

**Skill:-**

- 1) विद्यार्थी महाराष्ट्रातील संजजीवनाविषयी आदर बाळगतो.

Instructional Steps / अनुदेशनात्मक पायऱ्या	
<b>Introduction</b>	<p>शिक्षक विद्यार्थ्यांना शिवकाळातील संपन्नता सांगतात.</p> <p>शिक्षक विद्यार्थ्यांना महाराष्ट्रातील विविध संस्कृतीशी ओळख करून देतात.</p> <p>शिक्षक विद्यार्थ्यांना महाराष्ट्रातील समाजजीवनाचे महत्त्व समजण्यासाठी Edpuzzle या संकेस्थळाचा वापरण्याचे उद्देश स्पष्ट करतात.</p>
<b>Pre Viewing Discussion</b>	<p>शिक्षक विद्यार्थ्यांना पेशवे काळातील गणेशोत्सवाचे स्वरूप विचारतात.</p> <p>शिक्षक विद्यार्थ्यांना वाहतुकीची विविध साधने विचारतात.</p>
<b>Video Viewing:</b>	<p>शिक्षक विद्यार्थ्यांना दिलेल्या लिंक वर जाऊन Edpuzzle या संकेस्थळावरील व्हिडिओ पाहण्यासाठी सांगतात.</p> <p>Edpuzzle या संकेस्थळावरील व्हिडिओ पाहण्यासाठी विद्यार्थ्यांना वेगवेगळ्या टप्प्यांवर मार्गदर्शन करतात. सामग्रीमध्ये व्यस्त ठेवण्यासाठी प्रोत्साहित करतात.</p>
<b>Post-Viewing Discussion:</b>	<p>शिक्षक विद्यार्थ्यांना Edpuzzle या संकेस्थळावरील व्हिडिओ पाहून झाल्यानंतर चर्चा करतात.</p> <p>शिक्षक विद्यार्थ्यांना व्हिडिओ पाहून झाल्यानंतर प्रश्न प्रकार सोडवण्यासाठी सांगतात.</p>

  
**Principal**



<b>Extension Activities:</b>	शिक्षक विद्यार्थ्यांना महाराष्ट्रातील विविध प्रांतात साजरे केले जाणारे सण याविषयी तक्ता तयार करण्यास सांगतात.
<b>Assessment:</b>	शिवकाळात व्यवहारासाठी कोणत्या लिपीचा वापर केला जात असे ? सांडणी स्वार म्हणजे कोणता प्राणी?
<b>Conclusion and Reflection</b>	तर आज आपण महाराष्ट्रातील समाजजीवन याविषयी या पाठात अभ्यासले.

**प्रश्न**

1) पेशवेकाळात कोणता सण मोठ्या प्रमाणात साजरा केला जात असे?

A) दिवाळी (B) गणेशोत्सव (C) दसरा

2) सार्वजनिक गणेशोत्सव साजरे करण्याची सुरुवात कोणी केली?

A) लोकमान्य टिळक B) महात्मा फुले C) महात्मा गांधी

3) साडेतीन मुहूर्तापैकी अर्धा मुहूर्त कोणत्या सणाला मानला जातो ?

A) बलिप्रतिपदा B) विजयादशमी C) गुढीपाडवा

4) गावागावात जत्रा कोणत्या सणाला भरत असत ?

A) नागपंचमी B) दसरा C) दिवाळी

5) सणाच्या वेळी करमणुकीसाठीचा लोकप्रिय प्रकार कोणता ?

A) तमाशा B) नाटक C) खेळ

6) व्यवहारात कोणत्या लिपीचा वापर होत असे ?



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



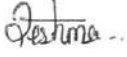
A) संस्कृत B) पाली C) मोडी

7) सांडणीस्वार म्हणजे कोणता प्राणी?

A) घोडा B) उंट C) गाढव

8) मराठेशाहीच्या काळातील शिक्षण व्यवस्था स्पष्ट करा.

या काळातील शिक्षण पद्धतीत पाठशाळा व मदरसा होत्या.



Signature of Teacher



Signature of Guide



Signature of Principal

**PRINCIPAL**  
Chembur Sarvankash Shikshanshasthra  
Mahavidyalaya  
Ramkrishnan Chemburkar Marg,  
Chembur Naka, Mumbai 400 071

CSSM Chembur 400071



चेंबूर सर्वकष एज्युकेशन सोसायटीचे,  
चेंबूर सर्वकष शिक्षणशास्त्र महाविद्यालय, चेंबूर

**TECHNOLOGY BASED LESSONS**

नाव : कु. प्रेरणा किशोर मेस्त्री

वर्ग : S.Y.B.Ed (चतुर्थ सत्र)

हजेरी क्रमांक : 26

आंतरवासिता शाळेचे नाव : साधना विद्यालय (दुपार अधिवेशन)

शालेय अध्यापन पद्धती : मराठी

शैक्षणिक वर्ष : 2022 - 2024

दिनांक :

  
सही आणि शिक्का  
PRINCIPAL  
Chembur Sarvankash Shikshanshasthra  
Mahavidyalaya  
Ramkrishnan Chemburker Marg,  
Chembur Naka, Mumbai, 400 071

## TECHNOLOGY BASED LESSONS



### अनुक्रमणिका

अनु. क्र.	घटक	Link	Application	स्वाक्षरी
१.	हास्यचित्रांतील मुलं (स्थूलवाचन) (नववी)	<a href="https://edpuzzle.com/assignments/65f6ea03c6d5210a88e0da8e/watch">https://edpuzzle.com/assignments/65f6ea03c6d5210a88e0da8e/watch</a> Class code: bazehuz	Edpuzzle (Video Based Lesson)	
२.	अलंकार (व्याकरण) (नववी)	<a href="https://edpuzzle.com/assignments/6269fc2be8b032255c34fa9/watch">https://edpuzzle.com/assignments/6269fc2be8b032255c34fa9/watch</a> Class code: bazehuz	Edpuzzle (Video Based Lesson)	
३.	आकाशी झेप घे रे (पद्य) (दहावी)	<a href="https://ed.ted.com/on/zIIGe16h">https://ed.ted.com/on/zIIGe16h</a>	Ted.Ed. (Video Based Lesson)	
४.	ऑलिम्पिक वर्तुळांचा गोफ (गद्य) (नववी)	<a href="https://create.kahoot.it/share/fb871853-975b-4752-a683-a928c5acaefe">https://create.kahoot.it/share/fb871853-975b-4752-a683-a928c5acaefe</a>	Kahoot! (App Based Lesson)	
५.	चोच आणि चारा (गद्य) (आठवी)	<a href="https://youtu.be/sP_v1qYRSPE?si=DKTQvK7zIkanA4Gn">https://youtu.be/sP_v1qYRSPE?si=DKTQvK7zIkanA4Gn</a>	Benime (App Based Lesson)	



## Video Based Lesson

Name of the Teacher : कु. प्रेरणा किशोर मेस्त्री

Title of the Video : हास्यचित्रांतील मुलं (मधुकर धर्मापुरीकर) (स्थूलवाचन)

URL of the Video :

<https://edpuzzle.com/assignments/65f6ea03c6d5210a88e0da8e/watch>

Class Code (If any) : bazehuz

Duration of the Video : ३० मिनिटे

Subject : मराठी

Grade Level : नववी

Learning Objectives :

समाकलन :

१. विद्यार्थी हास्याचित्रांविषयी माहिती सांगतो.
२. विद्यार्थी हास्याचित्रांचे विविध प्रकार सांगतो.
३. विद्यार्थी पाठाने आलेल्या प्रसिद्ध व्यंगचित्रकारांची नावे सांगतो.

अभिव्यक्ती :

१. विद्यार्थी हास्यचित्रे आणि व्यंगचित्रे यांतील फरक स्पष्ट करतो.
२. विद्यार्थी पाठाने चित्रांचे स्पष्टीकरण स्व-शब्दांत करतो.
३. विद्यार्थी हास्यचित्रे व व्यंगचित्रांशी संबंधित विविध उदाहरणे देतो.

Instructional Steps / अनुदेशनात्मक पायऱ्या

<b>Introduction:</b>	<ul style="list-style-type: none"> <li>शिक्षिका विद्यार्थ्यांना हास्यचित्रातील मुलं या पाठाची ओळख करून देते.</li> <li>शिक्षिका विद्यार्थ्यांना चित्रांचे महत्त्व स्पष्ट करते.</li> </ul>
<b>Pre-Viewing Discussion:</b>	<ul style="list-style-type: none"> <li>शिक्षिका विद्यार्थ्यांना विविध प्रकारची चित्रे दर्शवते.</li> <li>शिक्षिका विद्यार्थ्यांना चित्रांचे स्पष्टीकरण करण्यास सांगते.</li> <li>शिक्षिका पाठाचे अधिक स्पष्टीकरण करते.</li> </ul>
<b>Video Viewing:</b>	<ul style="list-style-type: none"> <li>शिक्षिका विद्यार्थ्यांना 'हास्यचित्रांतील मुलं' या पाठाचा व्हिडिओ दाखवते व पाठावर आधारित प्रश्न विचारते.</li> <li>१. व्यंगचित्र किंवा हास्यचित्र म्हणजे काय?</li> <li>२. कोणत्या प्रसिद्ध चित्रमालिकेचा उल्लेख पाठात केला आहे?</li> <li>शिक्षिका व्हिडिओ बघताना विचारल्या गेलेल्या प्रश्नांची उत्तरे सोडविण्यास सांगते. (इतर प्रश्न पाठाच्या शेवटी जोडले आहेत.)</li> </ul>
<b>Post-Viewing Discussion:</b>	<ul style="list-style-type: none"> <li>शिक्षिका व्हिडिओच्या मदतीने पाठाचे अधिक स्पष्टीकरण करते.</li> <li>शिक्षिका विद्यार्थ्यांना व्हिडिओमधील काही उदाहरणे विचारते.</li> <li>शिक्षिका व्हिडिओ बघताना विद्यार्थ्यांना आलेल्या प्रश्नांची चर्चा करते.</li> <li>शिक्षिका विद्यार्थ्यांना आशय समजण्यासाठी अधिक उदाहरणे देते.</li> </ul>
<b>Extension Activities:</b>	<ul style="list-style-type: none"> <li>शिक्षिका व्हिडिओ मधील मुख्य घटकांवर चर्चा करते.</li> <li>शिक्षिका विद्यार्थ्यांना व्हिडिओ बघताना आठवलेल्या उदाहरणावर चर्चा करते.</li> </ul>
<b>Assessment:</b>	<ul style="list-style-type: none"> <li>प्र.१. व्यंगचित्र व हास्यचित्र यांतील फरक सांगा.</li> <li>प्र.२. व्यंगचित्रांची वैशिष्ट्ये सांगा.</li> </ul>
<b>Conclusion and Reflection:</b>	<ul style="list-style-type: none"> <li>चित्रामधून व्यक्ती आपले भाव व्यक्त करीत असतो. चित्रामधील 'हास्यचित्रे आणि व्यंगचित्रे' आपण पाहिली. अशाप्रकारे आज आपण 'हास्यचित्रांतील मुलं' या पाठाचा अभ्यास केला.</li> </ul>

*Prerona*  
Signature of Teacher

*Abhomo*  
Signature of Guide

*[Signature]*  
Signature of Principal  
PRINCIPAL

Chembur Sarvankesh Shikshanshastri  
Mahavidyalaya

प्रश्नावली :

१. हस्यचित्रांतील मुले या पाठच्या लेखकांचा जन्म कोठे झाला ?
२. लेखकांनी व्यंगचित्रांचा संग्रह करण्यास कोणत्या सालापासून सुरुवात केली ?
३. प्रस्तुत लेख कोणत्या पुस्तकातून घेतला आहे ?
४. वर्तमानपत्रात पाहायला मिळणाऱ्या कार्टून्सना काय म्हणतात ?
५. व्यंगचित्रांचे वैशिष्ट्य सांगा.
६. कोणत्याही दोन व्यंगचित्रकारांची नावे सांगा.

CSSM Chembur-400071



CHEMBUR EDUCATION SOCIETY'S

CHEMBUR SARVANKASH SHIKSHANSHASTRA MAHAVIDYALAYA

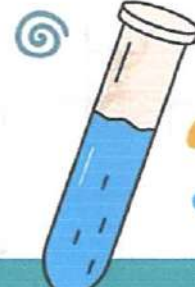
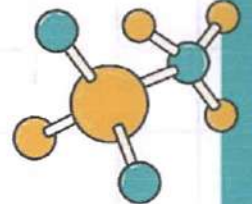
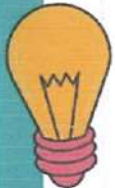
ELECTIVE COURSE - 2 ( EC - 2 )

PEDAGOGY OF SCHOOL SUBJECT: SANSKRIT



TEACHER INCHARGE: PROF. MANIK AWARE

NAME : SHWETA CHAUBEY  
ROLL NO. : 51





SR NO	TOPIC AND LINK
1.	STD 8TH CH. 9 विभक्ति माला - प्रथमा विभक्ति   वितीया विभक्ति   Ted-Ed <a href="https://ed.ted.com/on/V9m0abLf">https://ed.ted.com/on/V9m0abLf</a>
2.	STD 8TH CH. 9 विभक्ति माला   तृतीया विभक्ति   चतुर्थी विभक्ति   Ted-Ed <a href="https://ed.ted.com/on/828UNQ77">https://ed.ted.com/on/828UNQ77</a>
3.	STD 9TH समय:   Edpuzzle <a href="https://edpuzzle.com/assignments/668bac96eb48b7d7b4bce460/watch">https://edpuzzle.com/assignments/668bac96eb48b7d7b4bce460/watch</a>
4.	षष्ठी विभक्ति <a href="https://drive.google.com/file/d/1EIS3xIW66fPBV15shAN-XmzS1uJr1a2g/view?usp=drivesdk">https://drive.google.com/file/d/1EIS3xIW66fPBV15shAN-XmzS1uJr1a2g/view?usp=drivesdk</a>
5.	विभक्ति माला <a href="https://create.kahoot.it/details/3997c9ce-ab71-4496-a80c-fcb30603f260">https://create.kahoot.it/details/3997c9ce-ab71-4496-a80c-fcb30603f260</a>

		Chembur Education Society's								
		Chembur Sarvankash Shikshanshastra Mahavidyalaya								
		Academic Year 2022-23								
		Record: Video Base / App Base Lessons								
		Pedagogy of School Subject: Sanskrit								
Sr. No.	Roll No.	Name of the Students	Medium	Subject	Std	Name of the Topic	Lesson No	Type of	Link for Video Base / App Base Lessons	Code / Pass
1	51	Shweta Chaubey	मराठी	SANSKRIT	8 वी	विभक्ति माला - प्रथमा विभक्ति   वित	1	Video Base	<a href="https://ed.ted.com/on/V9m0abLf">https://ed.ted.com/on/V9m0abLf</a>	
2	51	Shweta Chaubey	मराठी	SANSKRIT	8 वी	विभक्ति माला   तृतीया विभक्ति   चतु	2	Video Base	<a href="https://ed.ted.com/on/828UNQ77">https://ed.ted.com/on/828UNQ77</a>	
3	51	Shweta Chaubey	मराठी	SANSKRIT	9 वी	STD 9TH समय:   Edpuzzle	3	Video Base	<a href="https://edpuzzle.com/assignments/668bac96eb48b7d7b4bce480/watch">https://edpuzzle.com/assignments/668bac96eb48b7d7b4bce480/watch</a>	refvoja
4	51	Shweta Chaubey	मराठी	SANSKRIT	8 वी	षष्ठी विभक्ति	4	App Base	<a href="https://drive.google.com/file/d/1EIS3xIW66fPBV15shAN-XmzS1uJr1a2q/view?usp=drives">https://drive.google.com/file/d/1EIS3xIW66fPBV15shAN-XmzS1uJr1a2q/view?usp=drives</a>	
5	51	Shweta Chaubey	मराठी	SANSKRIT	8 वी	विभक्ति माला	5	App Base	<a href="https://create.kahoot.it/details/3997c9ce-ab71-4496-a80c-fcb30603f260">https://create.kahoot.it/details/3997c9ce-ab71-4496-a80c-fcb30603f260</a>	

Chembur Education Society's  
Chembur Sarvankash ShikshanShastra Mahavidyalaya  
R.C. Marg, Chembur Naka, Chembur- 400 071

### Video Based Lesson

Name of the Teacher: श्वेता चौबे

Title of the Video: STD 8TH CH. 9 विभक्ति माला - प्रथमा विभक्ति | द्वितीया विभक्ति | Ted-Ed

URL of the Video: <https://ed.ted.com/on/V9m0ablF>

Duration of the Video: 00:06:00

Subject: Sanskrit

Grade Level: 8वीं

Learning Objectives:-

- Knowledge: विद्यार्थी को संस्कृत में विभक्तिमाला का प्रथमा विभक्ति और द्वितीया विभक्ति याद है।
- Understanding: छात्र संस्कृत में विभक्तिमाला का प्रथमा विभक्ति और द्वितीया विभक्ति के बारे में बताता है।
- Application:- विद्यार्थी संस्कृत में विभक्तिमाला का प्रथमा विभक्ति और द्वितीया विभक्ति के अर्थ के बारे में बताते हैं।
- Skill: विद्यार्थी संस्कृत भाषा जानते हैं।

Instructional Steps / अनुदेशनात्मक पायन्या

Introduction

- शिक्षक छात्रों को संस्कृत भाषा में विभक्ति के बारे में बताते हैं।
- शिक्षक छात्रों को संस्कृत में विभक्तिमाला का प्रथमा विभक्ति और द्वितीया विभक्ति के बारे में जानकारी देते हैं।
- शिक्षक संस्कृत में विभक्तिमाला का प्रथमा विभक्ति और द्वितीया विभक्ति के महत्व को समझने के लिए छात्रों के लिए Ted-Ed अप का उपयोग करने का उद्देश्य स्पष्ट करता है

Pre Viewing  
Discussion

- शिक्षक विद्यार्थियों से संस्कृत में विभक्तिमाला के बारे में पूछते हैं।
- शिक्षक छात्रों से संस्कृत में विभक्तिमाला का प्रथमा विभक्ति और द्वितीया विभक्ति के बारे में पूछते हैं।

Video Viewing:

- शिक्षक छात्रों को दिए गए लिंक पर जाने और Ted-Ed अप पर वीडियो देखने के लिए कहते हैं।
- शिक्षक छात्रों को Ted-Ed अप पर वीडियो देखने के विभिन्न चरणों में मार्गदर्शन करते हैं।
- शिक्षक छात्रों के सहभागिता को भी प्रोत्साहित करते हैं।

Post-Viewing Discussion:

- छात्रों द्वारा Ted-Ed अप से वीडियो देखने के बाद शिक्षक चर्चा करते हैं।
- शिक्षक छात्रों से वीडियो देखने के बाद प्रश्न को हल करने के लिए करते हैं।

Extension Activities:

**प्रथमा और द्वितीया विभक्ति का साहित्यिक और सांस्कृतिक महत्व:** संस्कृत साहित्य और भारतीय सांस्कृतिक परंपराओं में प्रथमा और द्वितीया विभक्ति के उपयोग का विश्लेषण करें। इन विभक्तियों के प्रयोग से किस प्रकार भारतीय ग्रंथों, शास्त्रों और धार्मिक साहित्य में कथा, चरित्र और संबंधों को स्पष्ट और अर्थपूर्ण बनाया गया है? उदाहरण सहित चर्चा करें।

Assessment:

- प्रथमा विभक्ति को समझाते हुए उदाहरण सहित स्पष्ट करें कि यह विभक्ति वाक्य में किस प्रकार प्रयोग होती है।
- द्वितीया विभक्ति का उपयोग करते हुए एक संक्षिप्त कहानी लिखें, जिसमें विभक्ति का सही प्रयोग हो।

- निम्नलिखित वाक्य को प्रथमा और द्वितीया विभक्ति का प्रयोग करते हुए परिवर्तित करें: "सीता राम के साथ बगीचे में जाती है और फूल तोड़ती है।"
- प्रथमा और द्वितीया विभक्ति का प्रयोग करके एक संस्कृत श्लोक लिखें और उसका हिंदी में अनुवाद करें।
- किसी वस्तु के स्वामित्व को दर्शाने के लिए प्रथमा और द्वितीया विभक्ति का कैसे प्रयोग किया जाता है? उदाहरण सहित समझाएँ।
- वाक्य के निम्नलिखित अंशों में से किसे प्रथमा विभक्ति और किसे द्वितीया विभक्ति में होना चाहिए? कारण सहित स्पष्ट करें:
  - बालक \_\_ विद्यालयं गच्छति।
  - माता \_\_ भोजनं पक्वति।
- विभक्ति माला में प्रथमा और द्वितीया विभक्ति का महत्व क्या है? इनके प्रयोग के बिना वाक्य की संरचना कैसे प्रभावित हो सकती है?
- संस्कृत में प्रथमा और द्वितीया विभक्ति का उपयोग करते हुए एक संवाद लिखें, जिसमें दो व्यक्ति एक दूसरे से अपने अनुभव साझा कर रहे हों।
- निम्नलिखित संस्कृत वाक्य को प्रथमा और द्वितीया विभक्ति के सही प्रयोग के साथ पुनः लिखें और उनके प्रयोग का विश्लेषण करें: "रामः पुस्तकं पठति।"
- प्रथमा और द्वितीया विभक्ति के अंतर को विस्तार से समझाएँ और उनके प्रयोग से वाक्य की अर्थवत्ता पर पड़ने वाले प्रभाव को उदाहरण सहित स्पष्ट करें।

Conclusion  
and Reflection

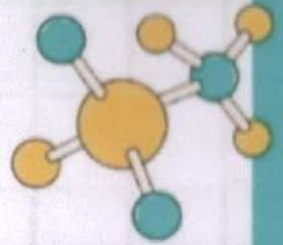
प्रथमा और द्वितीया विभक्ति संस्कृत व्याकरण का आधारभूत तत्व हैं, जो भाषा की संरचना और अर्थ को स्पष्टता प्रदान करते हैं। इन विभक्तियों का सही उपयोग वाक्य में कर्ता और कर्म का संबंध स्पष्ट करता है, जिससे वाक्य की अर्थवत्ता और व्याकरणिक शुद्धता बनी रहती है।

*Shweta Chaubey*  
Signature of Teacher

Signature of Guide

Signature of Principal

CSSM Chembur-400071



CHEMBUR EDUCATION SOCIETY'S

CHEMBUR SARVANKESH SHIKSHANSHASTRA MAHAVIDYALAYA

Name of the Student Teacher: -  
Aniket Sakharam Bhoys

S.Y.B.Ed (Sem IV)

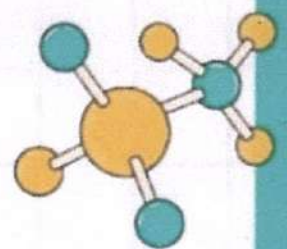
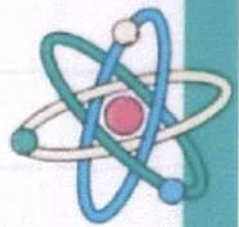
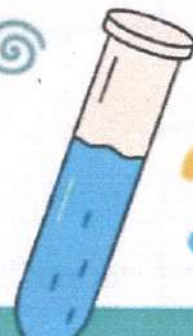
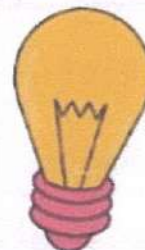
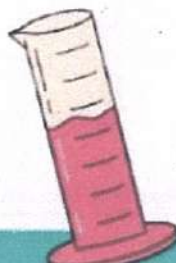
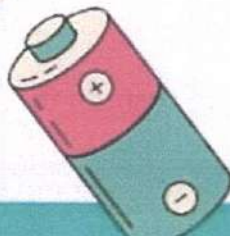
Roll no. : 02

2nd Method : Science

4TH Internship Programme

  
Principal

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







# अनुक्रमाणिका

सेमिस्टर - 4

## Video Base and app Base Lessons

Lesson No	Name of the topic	Type of Lessons	Link for video/ app Base	Code	Subject	Remarks
1	प्र.16. नैसर्गिक आपत्ती	Video Base	<a href="https://ed.ted.com/on/TjMGloPM">https://ed.ted.com/on/TjMGloPM</a>		विज्ञान	
2	प्र.19. तान्यांची जीवनयात्रा	Video Base	<a href="https://ed.ted.com/on/u8fAYpml">https://ed.ted.com/on/u8fAYpml</a>		विज्ञान	
3	प्र. 16 प्रकाशाचे परावर्तन	Video Base	<a href="https://edpuzzle.com/join/hiomjeb">https://edpuzzle.com/join/hiomjeb</a>	hiomjeb	विज्ञान	
4	प्र.11. मानवी शरीर व इंद्रिय संस्था	App Base	<a href="https://create.kahoot.it/share/11/0bffb3d5-63ed-442f-8329-f84374386207">https://create.kahoot.it/share/11/0bffb3d5-63ed-442f-8329-f84374386207</a>		विज्ञान	
5	प्र.17. मानवनिर्मित पदार्थ	App Base	<a href="https://drive.google.com/file/d/1drKPSN-pxi2ysWcPt4fHpYJU3MRjtcZt/view?usp=drivesdk">https://drive.google.com/file/d/1drKPSN-pxi2ysWcPt4fHpYJU3MRjtcZt/view?usp=drivesdk</a>		विज्ञान	

  
Principal

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R.C. Marg, Chembur, Mumbai - 400 071.



Chembur Education Society's  
Chembur Sarvankash Shikshanshastra Mahavidyalaya  
R.C. Marg, Chembur Naka, Chembur- 400 071

## Video Based Lesson

**Name of the Teacher:-** अनिकेत सखाराम भोये

**Title of the Video:-** इयत्ता - 7वी , प्रकरण 16- नैसर्गिक साधनसंपत्ती

**URL of the Video:-** <https://ed.ted.com/on/TjMGloPM>

**Class Code (If any):-**

**Link for Sharing (If any) :-** [www.rocks&minerals4u.com/mineral](http://www.rocks&minerals4u.com/mineral)

**Duration of the Video:-** 05:14मिनिटे

**Subject:-** विज्ञान

**Grade Level:-** इयत्ता 7वी

**Learning Objectives:-**

**Knowledge:-** 1) विद्यार्थी शिलावरणची व्याख्या आठवतो.

2) विद्यार्थी नैसर्गिक साधनसंपत्तीची व्याख्या आठवतो.

3) विद्यार्थी धातुकेची व्याख्या आठवतो.

4) विद्यार्थी खनिजेची व्याख्या आठवतो .

**Understanding:-**1) विद्यार्थी शिलावरणाची व्याख्या स्पष्ट करतो.

2) विद्यार्थी नैसर्गिक साधनसंपत्तीची व्याख्या स्पष्ट करतो.

3) विद्यार्थी धातुके आणि खनिजे ची व्याख्या स्पष्ट करतो.


**Application:-**1) विद्यार्थी खनिजांच्या व्याख्यावरून त्याचे गुणधर्म सांगतो.

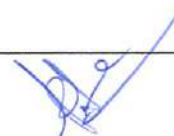
2) विद्यार्थी खनिजांचे गुणधर्मानुसार वर्गीकरण करतो.


**Skill:-**1) विद्यार्थी दैनंदिन जीवनातील नैसर्गिक साधनसंपत्ती ओळखतो.

  
**Principal**  
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Mahavidyalaya  
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Instructional Steps / अनुदेशनात्मक पायन्या	
<b>Introduction</b>	<p>शिक्षक नैसर्गिक साधनसंपत्तीची संकल्पना स्पष्ट करतात.</p> <p>शिक्षक शिलावरण वातावरण जलावरण या संकल्पना स्पष्ट करतात.</p> <p>शिक्षक विद्यार्थ्यांना नैसर्गिक साधनसंपत्ती महत्त्व समजण्यासाठी TED-Ed या संकेस्थळाचा वापरण्याचे उद्देश स्पष्ट करतात.</p>
<b>Pre Viewing Discussion</b>	<p>शिक्षक विद्यार्थ्यांना दैनंदिन जीवनातील निदर्शनात आलेले नैसर्गिक साधनसंपत्तीची उदाहरणे विचारतात.</p> <p>शिक्षक विद्यार्थ्यांना खनिजे आणि धातुके यांचे गुणधर्म यावर चर्चा करतात.</p>
<b>Video Viewing:</b>	<p>शिक्षक विद्यार्थ्यांना दिलेल्या लिंक वर जाऊन TED-Ed या संकेस्थळावरील व्हिडिओ पाहण्यासाठी सांगतात.</p> <p>TED-Ed या संकेस्थळावरील व्हिडिओ पाहण्यासाठी विद्यार्थ्यांना वेगवेगळ्या टप्प्यांवर मार्गदर्शन करतात. सामग्रीमध्ये व्यस्त ठेवण्यासाठी प्रोत्साहित करतात.</p>
<b>Post-Viewing Discussion:</b>	<p>शिक्षक विद्यार्थ्यांना TED-Ed या संकेस्थळावरील व्हिडिओ पाहून झाल्यानंतर चर्चा करतात.</p> <p>शिक्षक विद्यार्थ्यांना व्हिडिओ पाहून झाल्यानंतर प्रश्न विद्यार्थ्यांना प्रकाश सोडवण्यासाठी सांगतात.</p>
<b>Extension Activities:</b>	<p>शिक्षक विद्यार्थ्यांना <a href="http://www.rocks&amp;minerals4u.com/mineral">www.rocks&amp;minerals4u.com/mineral</a> यालिक वरील चित्रांची माहिती गोळा करायला सांगतात.</p>
<b>Assessment:</b>	<p>शिक्षक मॅग्नाइट, अभ्रक, जिप्सम या खनिजांची माहिती गोळा करून आणायला सांगतात .</p>
<b>Conclusion and Reflection</b>	<p>तर आज आपण नैसर्गिक साधनसंपत्तीची संकल्पना, खनिजे आणि धातुके यांचे गुणधर्म हे घटक अभ्यासले.</p>

  
Signature of Teacher

  
Signature of Guide

  
Signature of Principal  
**PRINCIPAL**  
Chembur Sarvankash Shikshanshastri  
Mahavidyalaya  
Ramkrishnan Chemburkar Marg,  
Chembur Naka, Mumbai 400 071

प्रश्न

- 1) निसर्गातून मिळणाऱ्या साधन संपत्तीला \_\_\_\_\_ म्हणतात.  
A) मानवनिर्मित संसाधने (B) नैसर्गिक संसाधने (C) वातावरणीय संसाधने (D) यांपैकी नाही
- 2) निसर्गामध्ये किती आवरणे आढळतात ?  
A) एक B) दोन C) चार D) तीन
- 3) पाण्याने व्यापलेल्या भागाला काय म्हणतात ?  
A) जलावरण B) शिलावरण C) वातावरण D) यापैकी नाही
- 4) वातावरणामध्ये कोणता घटक आढळून येतो ?  
A) पाणी B) पर्वत C) वायु D) यापैकी नाही
- 5) पृथ्वीवरील खडक कशापासून बनलेले आहेत ?  
A) खनिजे B) वायु C) पाणी D) यांपैकी नाही.
- 6) भूकवचात कोणती साधनसंपत्ती आढळून येत नाही ?  
A) खडक B) खनिजे C) खनिज तेल D) वायु
- 7) ज्या खनिजांमध्ये धातूचे प्रमाण जास्त असते त्याला \_\_\_\_\_ असे म्हणतात.  
A) खनिजे B) खडक C) पाणी D) धातुके
- 8) धातुकातील वाळू व मातीच्या अशुद्धीला \_\_\_\_\_ अशुद्धी असे म्हणतात.  
A) सोने B) चांदी C) मृदा D) यांपैकी नाही
- 9) ज्यापासून धातू मिळतात त्यांना \_\_\_\_\_ म्हणतात.  
A) अधातू खनिजे B) धातू खनिजे C) धातुके D) यांपैकी नाही
- 10) ज्यापासून अधातू मिळतात त्यांना \_\_\_\_\_ म्हणतात.  
A) अधातू खनिजे B) धातुके C) धातू खनिजे D) यापैकी नाही

  
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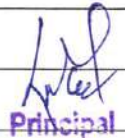


चेंबूर ढज्युकेशन र्गोसायटीचे,

## चेंबूर सरवंकष शिदणशास्त्र महाविद्यालय

- विषयचे ढाव : अद्ययनासाठी मूल्यनिर्धारण (CCY)
- र्वाद्ययाचे ढाव : ढिवडलेल्या शाळेतील विषयाची ढलू प्रिंट आगि ढाढणी तयार करा.
- विद्यार्थिनीचे ढाव : कु. उज्वला ढापू ढोंगडे.
- हजेरी क्रमांक : ३६५ (तृतीय सत्र)
- शैक्षणिक वर्ष : २०२२-२०२४ (द्वितीय वर्ष)
- मार्गदर्शिका : प्रा. माणिक आवारे मॅडम
- मार्गदर्शिक शिक्षक : डॉ. रवींद्र गांगुर्डे सर

३६५

  
Principal

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Mahavidyalaya  
R.C. Marg, Chembur, Mumbai - 400 071.

## अनुक्रमिका

अनु. क्र.	विषय	पृष्ठ क्रमांक
१.	• प्रस्तावना	1
२.	• वार्षिक नियोजन	2
३.	• धरक नियोजन	3
४.	• धरक चान्चणी आराखडा	6
५.	• संविधान तक्ता	7
६.	• चान्चणीचे प्रश्नवार पृथक्करण	- 11 -
७.	• प्रश्नपत्रिका, उत्तरपत्रिका व गुणदान योजना	- 11 -
८.	• निकालांचे संख्याशास्त्रीय विश्लेषण	- 11 -
९.	• मध्यमान व मध्यांक	- 11 -
१०.	• समारोप	७



## \* प्रस्तावना \*

आपल्या आयुष्यात आपण अनेकदा विविध घटकांच्या आधारे निष्कर्ष काढून आपली मते, विचार स्पष्ट करत असतो. हे हाका प्रकारचे मूल्यमापनच आहे. हे मूल्यमापन करताना आपण विशिष्ट निकष-नियमांचा विचार करित नाही; परंतु विशिष्ट प्रक्रियेद्वारे नोंदविल्या जाणाऱ्या आणि शास्त्र-शुद्ध विवेचन करणाऱ्या निरीक्षणांना मूल्यमापन मंजूर येईल. मूल्यमापनात ३ घटक प्रामुख्याने उभा दळतात.

- १) पायऱ्या
- २) पद्धती
- ३) दृष्टी

वरील घटकांमुळे मूल्यमापन हे सामान्य निरीक्षणापेक्षा वेगळे होते. त्याला अधिक शास्त्र-शुद्धता व नियोजित स्वरूप प्राप्त होते.

मूल्यमापन ही ज्ञान, कौशल्य तसेच दृष्टीकोन, अभिरुची आणि विश्वास यांनी निर्माण होणाऱ्या आणि परिष्कृत कृतींचे पद्धतशीर निरीक्षण करण्याची प्रक्रिया आहे.

‘Assessment for learning is a student-centred approach that focuses on providing a feedback to the students to improve their learning | actions.’

अशा मूल्यमापनाच्या प्राथमिक व्याख्या करता येतील. प्रस्तुत 'संस्कृत विषयाचे मूल्यमापन' विस्तृतपणे मांडले प्रकल्पात आहे.

\* मूल्यमापन \*

‘विद्यार्थ्यांच्या स्ववर्गीय विकासास होण्याच्या दृष्टीकोनातून जी उद्दिष्टे अद्ययापनात अपेक्षित असतात त्यांची पूर्तता व त्यामुळे विद्यार्थ्यांमध्ये होणाऱ्या अपेक्षित बदलांची निरीक्षण करणेच मूल्यमापन होय.’

मूल्यमापन ही निरंतर चालणारी प्रक्रिया आहे. या प्रक्रियेच्या केंद्रस्थानी विद्यार्थी उतरून त्यांच्या श्रेष्ठ संबंध अद्ययापन-अध्ययन प्रक्रियेशी आहे. मूल्यमापनानुसार अद्ययापन प्रक्रियेत यथोचित बदल करता येतात. म्हणून मूल्यमापन ही अध्ययन-अद्ययापनातील महत्त्वपूर्ण व अविभाज्य प्रक्रिया आहे.

मूल्यमापनात ठराविक पायथ्या व विशिष्ट पद्धतींचा आधार घेता येतो. मूल्यमापनामुळे विद्यार्थी हा केंद्रस्थानी राहतो. विद्यार्थ्यांच्या स्ववर्गीय विकासासाठी त्या दृष्टीने अद्ययापनात यथोचित बदल आणि प्रयोग करता येतात.



अध्ययनकर्ता विद्यार्थी व अध्यापक अशा दोन्ही घटकांकरिता ही एक महत्त्वपूर्ण व विकास आणि प्रगतीकडे नेणारी प्रक्रिया आहे.

## \* वार्षिक नियोजन \*

'नियोजनवद्द कृतीच अपेक्षित बदल घडविते.' ह्या उक्तीनुसार प्रत्येक ह्येस गाठण्यासाठी नियोजन आवश्यक आहे. त्यामुळे अध्यापन याला अपवाद नाही. वर्षभरामध्ये शिकविण्याच्या हाकून अभ्यासक्रमाला समग्रपणे नियोजित करणे; यालाच वार्षिक नियोजन असे म्हणतात. यामध्ये मुख्यत्वे खालील घटकांचा विचार करावा लागतो.

वार्षिक नियोजनाचे महत्त्व :-

- १) तासिका, घटक-उपघटक, उद्दिष्टे, अभ्यासपूर्वक कार्यक्रम इत्यादींचा विचार करून नियोजन.
- २) संपूर्ण वर्ष व संपूर्ण अभ्यासक्रमांच्या समग्र विचार.
- ३) संपूर्ण घटकांचे लक्षिकरण.
- ४) प्रभावी अध्यापन प्रक्रिया.
- ५) वेळेचा सदुपयोग होतो; अपव्यय टळतो.

वार्षिक नियोजनात विचारात घेतले जाणारे महत्त्वपूर्ण घटक :-

- १) तासिका आणि सुप्त्यांचा विचार
- २) परीक्षांचा विचार
- ३) खेळ, स्पर्धा, सहल व अभ्यासपूरक उपक्रमांचा समावेश
- ४) घटक-उपघटकांची व्याप्ती व त्यानुसार यथोचित तासिका
- ५) उद्दिष्टे, ज्ञान, आकलन, उपयोजन, कौशल्य, अभिरुची, अभिवृत्ती व साह्यता.

अशा प्रकारे पुष्पाची अध्यापनाची ही पहिली पायरी आहे. त्यामुळे ती महत्त्वपूर्ण ठरते.

### \* घटक नियोजन \*

वार्षिक नियोजनानंतर नियोजित प्रत्येक घटकाचे विस्तृत विश्लेषण करणारी पायरी म्हणजे घटक नियोजन. यामध्ये प्रत्येक घटकांती उपघटकांवर विस्तृत विश्लेषण करून त्यांचा सखोल विचार केलेला दिसतो.

घटक नियोजनाचे महत्त्व :-

- १) मूखाद्या पाक्यांशाची घटकांत विभागणी करताना त्याच्यातील सलगता व परस्परालंबनाचा विचार होतो.



- २) केवळ लक्षा घटकाचा स्वतंत्रा लक्षा
- ३) पाठ्यक्रमाच्या आवश्यकतेनुसार घटकांमध्ये उपक्रमांची निवड करणे शक्य होते.
- ४) प्रत्येक घटकांत वेगळे पाठ समाविष्ट
- ५) घटक चाचणीसाठी महत्त्वपूर्ण शिक्षण साधने
- ६) विशिष्ट उद्दिष्टांसाठी विशिष्ट घटक उपयोजनात येतात.

\* घटक नियोजन करताना लक्षात घ्यावयाच्या बाबी :-

- १) पाठाची कार्यपातळी, पाठ्यांशाची व्याप्ती, उद्दिष्टे.
- २) उद्दिष्टांपर्यंत पध्दती, उद्दिष्टे प्रसंग, उद्दिष्टे-अनुभव, शैक्षणिक साधने, शैक्षणिक साधने.
- ३) विद्यार्थ्यांचा ज्ञानात्मक, क्षमतात्मक, क्रियात्मक असा सर्वकष विकास.
- ४) उद्दिष्टे प्राप्तिसाठी अनुक्रम मूल्यमापन, चाचणी

उपरोक्त प्रकारे सक्षम उद्दिष्टे-उद्दिष्टे प्रक्रियेसाठी घटक नियोजन प्रभावी ठाई आहे.

## \* घटक चान्यणी आराखडा \*

घटकांनुसार अह्यापन क्वाल्यानंतर विद्याश्यामिधील वर्तनबदल व उद्दिष्टे पूर्तीची पडताळणी करण्यासाठी घटक चान्यणी हा एक माग आहे. यातील घटकांनुसार विषय (उपघटक) व प्रश्न, गुण इत्यादींच्या नियोजनबद्दु मांडणीला घटक चान्यणी आराखडा असे म्हणतात.

त्या आराखड्याचे उचयोजन करून पुढे प्रश्नांच्या संविधान तक्ता व प्रश्नपत्रिका तयार करण्यात येते. शिक्षकाला स्वतःच्या अह्यापनात सुधारणा करण्यासाठी यानून प्रत्याखरणा मिळत असते. कारण या चान्यणी आराखड्यात गुणांचे उद्दिष्टे, उपघटक व प्रश्न यानुसार वर्गीकरण केलेले असते. ज्यामुळे मूल्यमापनाचे नियोजन स्पष्ट होते.

## \* संविधान तक्ता \*

'घटक चान्यणीच्या स्थूल आराखडा करताना उद्दिष्टे, उपघटक, प्रश्न हे मुख्य घटकांनुसार विचार करून जो संकलित आराखडा तयार करतात त्याला 'संविधान तक्ता' असे म्हणतात.

या संविधान तक्त्यामध्ये पाठ्यघटक, उद्दिष्टे, प्रश्नाचे स्वरूप, प्रकार यानुसार गुणविकाजन केलेले असते. त्यामुळे प्रश्न निश्चित करण्यासाठी

ते महत्त्वपूर्ण ठरते. यामुळे गुणविविधनामध्ये स्पष्टता येते. संविधान तक्ता आपल्याला उद्दिष्ट पूर्ततेची पडताळणी करण्यास मदत करते.

\* चान्चणीचे प्रश्नवार पृथक्करण \*

एक चान्चणी आराखाडा आणि संविधान तक्ता थात केलेल्या घटक, उपघटक, उद्दिष्टे आणि प्रश्न इत्यादींच्या समग्र विचारांच्या आधारावर केलेले गुण, काठिन्यपातळी व समय इत्यादींचे नियोजन म्हणजे घटक चान्चणीचे प्रश्नवार पृथक्करण होय. यामध्ये 'समय-व्यवस्थापन' केंद्रस्थानी असून विद्यार्थी व त्यांचा स्तर पाहून त्यानुसार समय विभाजन करण्यात येते.

मूल्यापन आणि वेळेचे गणित येथे तारतम्याने सांभाळावे लागते. विद्यार्थ्यांच्या दृष्टीने येथे विचार करणे उपेक्षित आहे. समय विभाजनातून चान्चणीत आवश्यक बदल करणे शक्य असते. यामुळे चान्चणीची विश्वासार्हता वा अचूकता वाढते.

## \* छाटक-चाचणी \*

वरील सर्व छाटकांचा हाकगित विचार करून योग्य प्रश्नांची निवड करून प्रश्न-पत्रिका तयार करणे हे या पाथरीवर अपेक्षित आहे.

प्रश्नाचा प्रकार, प्रश्नाचे स्वरूप, प्रश्नाची मांडणी, प्रश्नाचे गुण इत्यादींचा विचार करून प्रश्नांची निवड करावी लागते.

हे मूल्यमापनाचे दृश्य व मुख्य स्वरूप आहे. त्यामुळे विद्यार्थ्यांच्या अद्ययनाचे, कौशल्य-उणीवांचे निदान ह्या साहाय्यमानून करता येते.

## \* उत्तरसूची व गुणदान योजना \*

प्रश्नपत्रिका तयार केल्यावर त्याची उत्तरसूची (अर्थात उत्तर-पत्रिका / Answer key) तयार करण्यात येते. त्यामुळे प्रश्नपत्रिकेतील अथवा विशिष्ट प्रश्नातील दोष किंवा लक्षण-मोठ्या त्रुटी लगेचच समोर येतात. त्यानुसार लगेचच त्या त्रुटी, उणीवांची पूर्तता करून टाकता येते; जेणेकरून विद्यार्थ्यांपर्यंत योग्य शब्दरचना, मांडणी, प्रश्नप्रकार, गुणविक्रभाजन केलेली प्रश्नपत्रिकाच पोहोचेल.

या उत्तरसूचीनुसार गुणदानाचे निकष व नियम निश्चित करता येतात. ज्यामुळे उत्तर-पत्रिका तपासताना गोष्टींचा अथवा असमान गुणदान होत नाही. शिवाय प्रश्नप्रकारांनुसार विशिष्ट गुणदान पद्धती निश्चित केली जाते. ज्यामुळे लघुत्तरी, दीर्घोत्तरी, उपयोजित लेखन कृती इत्यादींना विशिष्ट पद्धतीने गुण-विभाजन करता येते.

\* // समारोप // \*

हाकंदरीत घटक-चालणीचे सुव्यवस्थापन करित असताना, नियोजनाचे महत्त्व समजले. वरील सर्व पाय-यांचे महत्त्व समजले व संकल्पनांचे दृढीकरण झाले. 'मूल्यमापन' ही उद्दिष्टपूर्तीचे घटक असणारी प्रक्रिया आहे. हा परीक्षा वसुधारणेचा उपाय आहे. वरील सर्व घटकांच्या अभ्यासामुळे उपाययोजना प्रक्रिया अर्धपूर्ण होऊन अभ्यासनाथ्यांच्या अभ्यासानातून योग्य फलश्रुती मिळेल.

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## घटक-चाचणी आराखडा

### १. उद्दिष्टांनुसार गुणविवभागी

अनु.क्र.	उद्दिष्टे	गुण	शेकडा गुण
१.	ज्ञान/आकलन	०६	३०
२.	समाकलन	१०	५०
३.	अभिव्यक्ती	०४	२०
		२०	१००

### २. उपघटकांनुसार गुणविवभागी

अनु.क्र.	उपघटक	गुण	शेकडा गुण
१.	मह्यवर्ती कल्पना	०२	१०
२.	वर्णन	१०	५०
३.	शब्दसंपदा	०५	२५
४.	व्याकरण	०३	१५
		२०	१००

### ३. प्रश्न प्रकारांनुसार गुणविवभागी

अनु.क्र.	प्रश्न प्रकार	गुण	शेकडा गुण
१.	दीर्घांतरी	०५	२५
२.	रुघुतरी	०५	२५
३.	वस्तुनिष्ठ	१०	५०
		२०	१००



# शैविद्यान तकता

तकता क्रमांक -  
४



## उद्दिष्टे

अनु. क्र.	पाठ्यांश	ज्ञान/आकलन			समाकलन			अभिव्यक्ति			मूकण गुण			
		दीर्घोत्तरी	लघुत्तरी	प्रस्तुति	गुण	दीर्घोत्तरी	लघुत्तरी	प्रस्तुति	गुण	दीर्घोत्तरी		लघुत्तरी	प्रस्तुति	गुण
१.	मह्यवर्ती कल्पना								०२				०२	०२
२.	वर्णन	०२	०२	०४		०४		०४	०२				०२	१०
३.	शब्दसंपदा			०२	०२			०३	०३					०५
४.	व्याकरण							०३	०३					०३
	मूकणगुण				०६					१०			०४	२०



डी. एस्. हायस्कूल, सायन

(घटक चाचणी परीक्षा)

नाव :-

कक्षा अष्टमी

आमोदः - सम्पूर्ण संस्कृतम्।

दिनांक :-

सूचना :-

- सर्व प्रश्न अनिवार्य आहेत.
- प्रश्नपत्रिका हीच उत्तरपत्रिका आहे.

हजेरी क्रमांक :-

गुण :- २०

( गद्यम् )

प्र. १) गद्यांशं पठित्वा निर्दिष्टाः कृतीः कुरुत । (५ तः ४)

(०५)

क्षीणः व्रणितः च अश्वः तम् उल्लङ्घयितुम् असमर्थः । किन्तु सम अधुना किं करणारयाम? प्रादेति अविगणय्य सः जलपवाहम् उल्लङ्घयति । अपरतीरं गत्वा भूमौ पतति । तेन आघातेन स्वामी अपि भूमौ निपतति । किञ्चित्कालानन्तरं स्वामी संजां लभते । सः अश्वस्य समीपे आगच्छति । स्नेहेन अश्वस्य शरीरं स्पृशति । भूमौ पतितः अश्वः अपि स्वामिनं पश्यति समाधानेन प्राणान् त्यजति च। कः एषः नृपः? जायते वा? सः एव महाराणाप्रतापः । राजस्थानराज्यस्य मेवाडप्रदेशस्य नृपश्रेष्ठः । कः एषः स्वामिभक्तः अश्वः? एषः चेतकः नाम अश्वः । अश्वेषु आदर्शभूतः सः । तस्य स्मृत्यर्थं निर्मितं समाधिस्थलं मेवाडप्रान्ते विराजते ।

धन्यः स्वामी राणाप्रतापः धन्यः च स्वामिभक्तः अश्वः चेतकः ।

(अ) एकवाक्येन उत्तरत । (केवलम् १)

(०१)



१) अश्वः किम् उल्लङ्घयति ?

---

२) स्वामी किं स्पृशति ?

---

(ब) समानार्थक शब्दान् लिखत । (केवलम् २)

(०१)

१) अश्वः = \_\_\_\_\_

२) शरीरम् = \_\_\_\_\_

३) भूमिः = \_\_\_\_\_

(क) योग्यविभक्तिरूपं लिखत । (केवलम् २)

(०२)

१) समाधिस्थलं \_\_\_\_\_ (मेवाडप्रान्त) विराजते ।

२) अश्वः \_\_\_\_\_ (समाधान) प्राणान् त्यजति ।

३) स्वामी \_\_\_\_\_ (भूमि) निपतति ।

(ड) आत्मनेपदि क्रियापदानि चित्वा लिखत । (केवलम् २)

(०१)

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(इ) मेलनं कुरुत । (केवलम् २)

(०१)



विशेषणानि	व्रणितः	विस्तीर्ण	आदर्शभूतः	नृपश्रेष्ठः
विशेष्याणि	जलप्रवाहः	पादः	महाराणाप्रतापः	अश्वः

१)

२)

( पद्यम् )

प्र. २) पद्यांशं पठित्वा निर्दिष्टा कृतीः कुरुत। (५ तः ४)

(०५)

कुसुमं वर्णसम्पन्नं गन्धहीनं न शोभते ।  
न शोभते क्रियाहीनं मधुरं वचनं तथा ॥  
शतेषु जायते शूरः सहस्रेषु च पण्डितः ।  
वक्ता दशसहस्रेषु दाता भवति वा न वा ॥

(अ) एकवाक्येन उत्तरत। (केवलम् १)

(०१)

१) किं वर्णसम्पन्नं गन्धहीनं न शोभते?

२) कः भवति वा न वा?

(ब) विशेषण-विशेष्य सम्बन्धः (केवलम् १)

(०१)



१) 'कुसुमम्' इत्यस्य द्वे विशेषणे लिखत ।

---

२) 'वचनम्' इत्यस्य द्वे विशेषणे लिखत ।

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(क) श्लोकात् समानार्थक शब्दान् चिनुत ।

(०१)

१) प्रसूनम्, सुमम्, पुष्पम् =

२) उक्तिः, वाक्यम्, वचः =

(ङ) कस्मिन् कः गुणः वर्तते? इति लिखत ।

(०२)

अ	शूरे	पण्डिते	भाषणनिपुणे	उदारे
ब	दातृत्वम्	वक्तृत्वम्	पाण्डित्यम्	शौर्यम्

१)

२)

३)

४)

(इ) श्लोके क्रियापदे के ? (केवलम् २)

(०१)

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प्र. ३) माध्यमभाषया उत्तरं लिखत ।

(०४)

१) 'अश्वस्य स्वामिनिष्ठा।' इति शीर्षकं कथायाः आधारेण स्पष्टीकुरुत ।

२) "न शोभते क्रियाहीनं मधुरं वचनं तथा।" एतत् वचनं स्वभाषया स्पष्टीकुरुत।

प्र.४) लकार तालिकां पूर्यत।

(०२)

एकवचनम्	द्विवचनम्	बहुवचनम्	पुरुषः
वन्दते			प्रथम पुरुषः
	वन्देथे	वन्दध्वे	मध्यम पुरुषः
वन्दे	वन्दावहे		उत्तम पुरुषः

प्र.५) योग्य विभक्तिरूपं योजयत । (केवलम् २)

(०२)



१) युवकः \_\_\_\_\_ धनम् आनयति। (वित्तकोषे / वित्तकोषात्)

२) बालिका \_\_\_\_\_ लिखति। (सुधाखण्डः / सुधाखण्डेन)

३) मीनाः \_\_\_\_\_ तरन्ति। (जले / जलात्)

प्र. ६) कोष्टकं पूरयत। (केवलम् ४)

(०२)

नाम	सर्वनाम	क्रियापदरूपाणि

(कविः, विराजते, जननी, कः, रोचते, तस्य, जयति, ताभिः)



## चाचणीचे प्रश्नवार प्रश्नकारण

प्रश्न क्रमांक	उपघटक	उद्दिष्टे	प्रश्नप्रकार	कारिण्य-पातळी	गुण	वेळ
प्र.१] extra	अ) वर्णन	समाकलन	लघुत्तरी	सोपा	०१	३ मि
	ब) शब्दसंपदा		वस्तुनिष्ठ	मध्यम	०१	३ मि
	क) वर्णन		वस्तुनिष्ठ	मध्यम	०२	३ मि
	ड) वर्णन	ज्ञान/आकलन	लघुत्तरी	सोपा	०१	२ मि
	इ) वर्णन	समाकलन	वस्तुनिष्ठ	मध्यम	०१	२ मि
प्र.२] extra	अ) वर्णन	समाकलन	लघुत्तरी	सोपा	०१	२ मि
	ब) शब्दसंपदा	आकलन/ज्ञान	वस्तुनिष्ठ	मध्यम	०१	३ मि
	क) शब्दसंपदा	समाकलन		सोपा	०१	२ मि
	ड) वर्णन	ज्ञान/आकलन		मध्यम	०२	३ मि
	इ) वर्णन				०१	२ मि
प्र.३]	१) मध्यवर्ती कल्पना	अभिव्यक्ती	दीर्घात्तरी	कठीण	०२	१० मि
	२) वर्णन				०२	१० मि
प्र.४]	व्याकरण	समाकलन	वस्तुनिष्ठ	मध्यम	०२	५ मि
प्र.५]	व्याकरण	समाकलन	वस्तुनिष्ठ	मध्यम	०१	६ मि
प्र.६]	शब्दसंपदा	ज्ञान/आकलन	वस्तुनिष्ठ	सोपा	०२	५ मि

सकूण गुण = २०

५५ मि

+ ५ - (for checking)

[१ तास] सकूण - ६० मि

[टीप- अधिक प्रश्नासमोरील वेळ बेरजेत गृहीत धरलेली नाही]

Teacher's Signature:.....





कु. उज्वला चापू पोंगडे.

टजेरी क्रमांक - ३६९

संस्कृत - रत्नपूर्विका

दालक - चाचणी - ९

तक्ता क्रमांक -

अष्टमी कक्षा

हाकूण गुण = २०

### उत्तरसूची व गुणांकन योजना

प्रश्न क्रमांक	उत्तरे	गुण
प्र-१	(फुतः ४)	
अ]	i) अश्वः जलप्रवाहम् उल्लङ्घयति। ii) स्वामी अश्वस्य शरीरं स्पृशति।	०९ (केवलम् १)
ब]	i) अश्वः = तुरगः, घोटकः। ii) शरीरम् = देहम्, कायः। iii) भूमिः = धरा, पृथिवी।	०९ (केवलम् १)
क]	i) समाधिस्थलं मेवाडप्रान्ते विराजते। ii) अश्वः स्वमाद्यानेन प्राणान् व्यजति। iii) स्वामी भूमौ निपतति।	०२ (केवलम् २)
ड]	विराजते, ज्ञायते।	०९ (केवलम् २)
इ]	i) वृणितः = पादः। ii) विस्तीर्णः = जलप्रवाहः। iii) आदश्वितः = अश्वः।	०९ (केवलम् २)
प्र-२	(फुतः ४)	
अ]	i) कुरुमुं वसिम्पन्नं गन्धहीनं न शोभते। ii) दाता भवति वा न वा।	०९ (केवलम् १)

प्रश्न क्रमांक	उत्तरे	गुण
व]	i) 'कुसुमम् इत्यस्य द्वे विशेषणे? वरसिम्पन्नम्। - गण्डीनम्। (केवलम् १) ii) 'वचनम् इत्यस्य द्वे विशेषणे? मधुरम्। - क्रियाहीनम्।	०१
क]	i) कुसुमम्। ii) वचनम्।	०१
ड]	i) इदरे-शौर्यम्। iii) आषानिपुणे-वक्तृत्वम्। ii) पण्डिते-पाण्डित्यम्। iv) उदारे-दातृत्वम्।	०२
ड]	शोभते, जायते।	०१ (केवलम् २)
प-३]	१) 'अश्वस्यस्वामिनिष्ठा' हा पाठचेतकनामक हाका द्योच्याच्या स्वामीप्रति असलेल्या निष्ठेचे वर्णन करणारा पाठ आहे. प्रस्तुत पाठान्त्युद्धसंपल्यानंतर उत्थित जखमी अवस्थेत स्वामीला आपल्या पाठीवर घेऊन त्याला सुरक्षित ठिकाणी म्हणजेच आपल्या गावी घेऊन जाण्यासाठी हाक धोडा निघाला होता. चार पायांपैकी हाक पाय जखमी झाल्याने कसावसा धावत तो धोडा नदी ओलांडून पलीकडे गेला व जमिनीवर आदळला. स्वामींना सुखरूप जागी पोहोचविण्याचे समाधान त्याच्याचे हे यावर दिसत होते. स्वामींनी वयर्षी करताच तो धोडा समाधानाने मरण पावला. असा हा स्वामिनिष्ठ अश्व म्हणजे चेतक होय व त्याचे स्वामी म्हणजे नृपशेठ महाराजा प्रताप होय.	०२

प्रश्न क्रमांक	उत्तरे	गुण
प्र-३]	ii) अनात्मने पदीया। या पद्यातील प्रस्तुत श्लोके असून यात क्रियाशीलतेचे महत्त्व सांगितलेले आहे. ज्याप्रमाणे विविध रंगांनी युक्त असणारे परंतु चांगला सुवास नसलेले फूल शोभून दिसत नाही त्याचप्रमाणे क्रियेशिवाय मधुर बोल शोभून दिसत नाहीत. 'क्रियेवीण वाचाळता व्यर्थ आहे' ही उक्ती येशे सार्थ ठरते.	०२
प्र-४]	i) वन्दते ii) वन्दन्ते iii) वन्दसे iv) वन्दामहे	०२
प्र-५]	i] युवकः <u>वित्तकोषात्</u> धानम् <u>आनयति</u> । ii] <u>कालिका</u> <u>सुधाशण्डेन</u> लिखति। iii] मीनाः <u>जले</u> तरन्ति।	०२ (केवलमूर)
प्र-६]	नाम - कविः, जननी। सर्वनाम - कः, लस्य, तामिः। क्रियापदरूपाणि - विराजते, रोचते, जयति।	०२ (केवलमूर)

कु. उज्वला बापू पोठडे  
हजेरी क्रमांक - ३६५

तक्ता क्रमांक

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## निकालांचे वारंख्याशास्त्रीय विश्लेषण

अनु. क्र.	विद्यार्थ्याचे नाव	गुण
१	स्वरा संदिप रिसंबुड	१९
२	तन्वी विनोद नागोकर	१८
३	प्राची काशिलिंग विमल	१८
४	स्वरा प्रशांत गाढवे	१८
५	विघ्नेश दिनेश मण्यार	१८
६	रुचिता प्रदिप राणे	१७
७	अमोम नरेश नाईक	१६
८	विद्यी संजय सोलकर	१६
९	अपूर्वा विकास देशमुख	१६
१०	द्यनक्षी विकास सदाफुले	१५
११	समृद्धी रघुहरन गुजर	१५
१२	सृष्टी अमित यादव	१५
१३	द्यनक्षी रविंद्र चोरगे	१५
१४	तनिषा राकेश भोसळ	१४
१५	मेहा संतोष मोरे	१४
१६	अस्मिता बाबासाहेब शिंदे	१४
१७	गौरी तुकाराम तेनम	१४
१८	यशस्वी भरत पोटाडे	१४
१९	त्रिद्धी दीपक ठाकूर	१४
२०	वैष्णवी विकास शिगवण	१४

अनु.क्र.	विद्यार्थ्यांचे नाव	गुण
२१	विश्वेश्वरी सुप्रभात गायकवाड	९३
२२	रुचा हर्षल रोकडे	९३
२३	कोमल गणेश गायकवाड	९३
२४	वेदिका कृष्णा गायकवाड	९३
२५	निहार दिनेश म्हात्रे	९२
२६	तनया सोमनाथ शिंदे	९२
२७	स्वावणी भरत सुर्वे	९२
२८	शोरी सचिन सुर्वे	९२
२९	अश राजेश शिंदे	९२
३०	ज्योती मुक्तांश शेखा	९१

## मध्यमान (Mean) :-

“कोणत्याही श्रेणीमधील प्राप्तांक श्रेणीच्या केंद्राभोवती किंवा मध्यमानाभोवती ढाकवटलेले असतात. प्राप्तांकांच्या या प्रवृत्तीस केंद्रीय प्रवृत्ती असे म्हणतात.”

केंद्रीय प्रवृत्ती मोजण्यासाठी १) मध्यमान २) मध्यांक ही परिमाणे वापरली जातात.

“टि शोय करून काढलेली सरासरी म्हणजेच श्रेणीचे मध्यमान होय.”

“श्रेणीतील सर्व प्राप्तांकांची बेरीज करून आलेल्या राशीस प्राप्तांकांच्या ढाकूण संख्येने भाग दिल्यास येणारा भागाकार म्हणजेच श्रेणीचे मध्यमान होय.”

गृहीत मध्यमान पद्धतीने मध्यमान काढणे :-

$$\text{मध्यमानचे सूत्र} = M = A.M. + \left( \frac{\sum fd}{N} \right) \times i$$

$$M = \text{मध्यमान}$$

$$A.M. = \text{गृहीत मध्यमान}$$

$$\sum fd = \text{(सर्व छन राशींच्या गुणनफलाची बेरीज) वजा (सर्व ऋण राशींच्या गुणनफलाची बेरीज)}$$

$$N = \text{प्राप्तांक संख्या}$$

$$i = \text{वर्गान्तर लांबी}$$



• पहचती क्र (२)



वर्गान्तर (C.I)	वारंवारिता (F)	वियलन (d)	अुणाकार (fxd)
16-20	9	+1	+9
11-15	21	0	0
6-10	0	-1	0
1-5	0	-2	0
	$N = 30$		$\Sigma fd = +9$

$$A.M = \frac{11+15}{2} = \frac{26}{2} = 13$$

$$M = A.M. + \left( \frac{\Sigma fd}{N} \right) \times i$$

$$= 13 + \left( \frac{9}{30} \right) \times 5$$

$$\therefore M = 14.5$$

• मह्यमान = 98.45%



## मध्यांक (Median) :-

“श्रेणीतील प्राप्तांक चढत्या किंवा उतरत्या क्रमाने मांडल्यानंतर श्रेणीमध्ये उगढी मध्यावर येणारा प्राप्तांक म्हणजे मध्यांक होय.”

“मध्यांक हा असा प्राप्तांक उगढे की, ज्याच्या खाली ५०% आगि वरती ५०% प्राप्तांक येतात.”

मध्यांकाचे सूत्र =  $Mdn = L + \left[ \frac{N/2 - F}{f} \right] \times i$  किंवा

$= Mdn = L + \left[ \frac{N/2 - fb}{fm} \right] \times i$

$Mdn$  = मध्यांक

$L$  = मध्यांक ज्या वर्गात येतो त्या वर्गात खालील प्रत्यक्ष मर्यादा

$F/fm$  = मध्यांक ज्या वर्गात येतो त्या वर्गातील खालील संचित वारंवारिता

$F/fb$  = ज्या वर्गात मध्यांक येतो त्याची वारंवारिता

$N/2$  = प्राप्तांक संख्येचा निम्मा भाग

$i$  = वर्गात खाली

- शेणीतील सर्व प्राप्तांक चढत्या किंवा उतरत्या क्रमाने मांडल्यानंतर शेणीमध्ये अगदी मध्यावर येणारा प्राप्तांक अथवा बिंदू म्दणजे मध्यांक होय.
- सुट्या प्राप्तांकांपासून मध्यांक काढणे.

$$\begin{aligned} \text{mdn} &= \frac{N+1}{2} \\ &= \frac{30+1}{2} \\ &= \frac{31}{2} \end{aligned}$$

$$\therefore \text{mdn} = 15.5$$

$\therefore \text{mdn} = 15.5 \rightarrow \text{i.e. } 16$  (16<sup>th</sup> score)

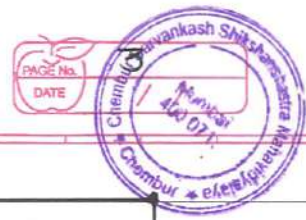
- शेणीमधील 94 वा क्रमांक 98 आहे म्हणून शेणीचा मध्यांक सुट्या 98 आहे.

### अर्थनिर्वचन :-

→ मध्यांक हे वितरणाचे सरासरी गुण आहेत.  
मध्यांक हे वितरणाला दोन समान भागात विभागतात.

→ या चाचणीचा मध्यांक 98 आहे म्हणजेच 50% विद्यार्थ्यांना दिलेल्या चाचणी परीक्षेत 98 प्राप्तांकाच्या वर गुण मिळाले आहेत; 50% विद्यार्थ्यांनी 98 प्राप्तांकाच्या खाली गुण मिळाले आहेत. तर 99 विद्यार्थ्यांनी 98 या प्राप्तांकाच्या वर गुण मिळवले आहेत आणि 99 विद्यार्थ्यांनी 98 या प्राप्तांकाच्या खाली गुण मिळवले आहेत.

• पद्धती क्रमांक - २



वर्गान्तर (C.I)	वारंवारिता (F)	संचित वारंवारिता (F)
16 - 20	9	21 + 9 = 30
11 - 15	21	0 + 21 = 21
6 - 10	0	0 + 0 = 0
1 - 5	0	0 + 0 = 0
	$N = 30$	

$$C.F = 30, N = 30 \rightarrow \frac{N}{2} = \frac{30}{2} = 15$$

$$L = 11 - 0.5 = 10.5$$

$$F/F_m = 21$$

$$F/F_b = 0$$

$$Mdn = L + \left[ \frac{N/2 - F}{F} \right] \times i$$

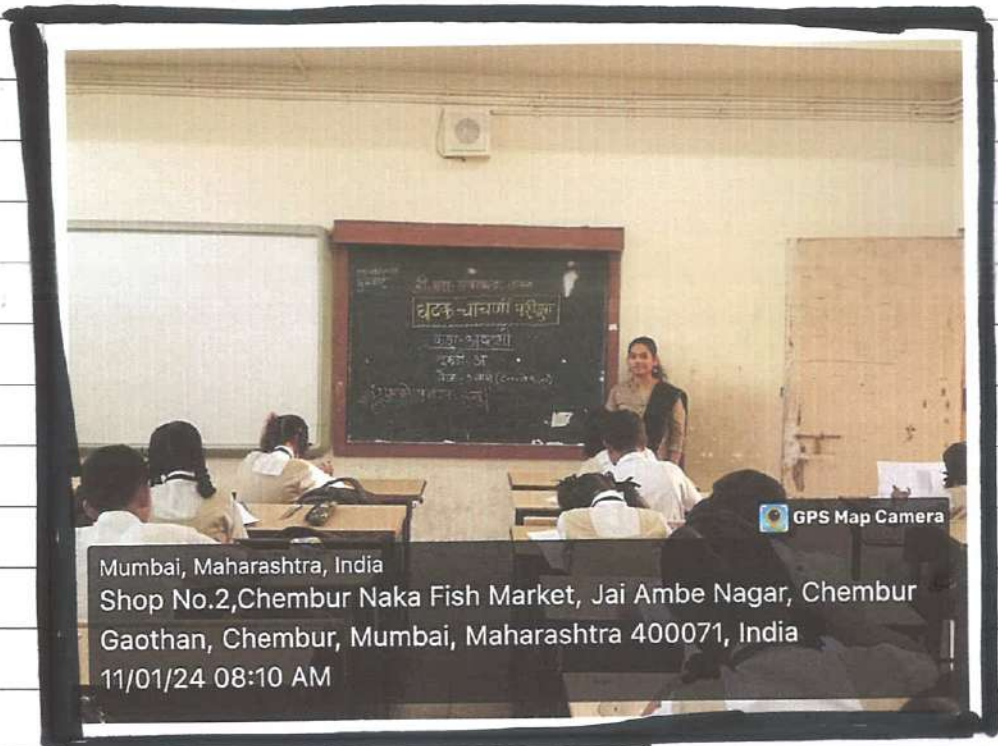
$$= 10.5 + \left[ \frac{15 - 0}{21} \right] \times 5$$

$$\therefore \underline{Mdn = 14.07}$$

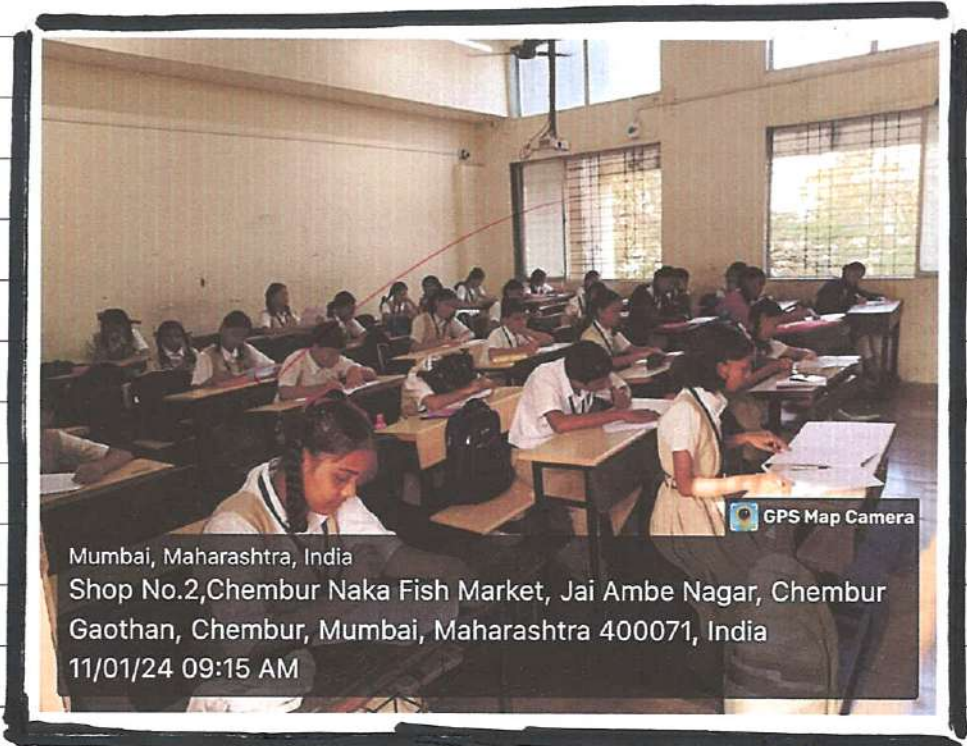
$$\underline{\text{मध्यक} = 14.07}$$

i.e. 14

# घटक चाचणी - छायाचित्रे



Mumbai, Maharashtra, India  
Shop No.2,Chembur Naka Fish Market, Jai Ambe Nagar, Chembur  
Gaothan, Chembur, Mumbai, Maharashtra 400071, India  
11/01/24 08:10 AM



Mumbai, Maharashtra, India  
Shop No.2,Chembur Naka Fish Market, Jai Ambe Nagar, Chembur  
Gaothan, Chembur, Mumbai, Maharashtra 400071, India  
11/01/24 09:15 AM

*[Signature]* Principal  
Chembur Sarvankesh Shikshanshastra  
Mahavidyalaya  
R.C. Marg, Chembur, Mumbai - 400 071.



# CHEMBUR SARVANKASH SHIKSHAN SHASTRA MAHAVIDYALAYA...

## ASSESSMENT FOR LEARNING...

"Prepare a Blue print and test in the school  
Subject opted for."

SUBMITTED BY...

UMERA D. SHAIKH

ROLL NO. - 43

B.Y.B.ed. (MARATHI)

(2022-24)

*Umera D. Shaikh*  
20/12/24

8-17

*[Signature]*

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

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# YEAR PLANNING

Year planning is a long term planning of the instructional process. Planning in education starts at the national level. Teachers are provided with prescribed curricula to be transacted. At the beginning of the academic year, all teachers make a plan for organizing the year's work. Such a planning would provide the teachers with a design of the work to be executed during the year as a whole. In this design, the total course material is divided into units and units into daily lessons. Year plan in a subject should indicate the course purpose & objective, course units, number of lessons, the time schedule for dealing with each unit, general suggestions regarding methods of teaching, details of equipments and aids used etc.

A year plan is an annual planning of the syllabus of a subject, wherein the syllabus to be covered is tentatively distributed into certain number of units along with the total number of hours earmarked for each unit based on the percentage of importance given to that unit. A year plan becomes more objective & reliable when all the teachers of sit together & construct it.



## Advantages of year plan -

- The year plan acts as a guideline for the entire academic year.
- The teacher will have a clear-cut picture of the distribution of syllabus into various units.
- He will know the time in terms of instruction hours, given to each of the units.
- He will be able to foresee and plan how he must distribute emphasis between Cognitive, Affective and Psychomotor domains for different units.
- The Year plan serves as the base or foundation for the next piece of planning i.e. the Unit plan.

## Preparing year plan -

Year plan → subjectwise → monthwise - unitwise → period wise → other co-curricular activities

- 1) Consider holidays
- 2) Consider school programs like Independence day, annual day etc.
- 3) Consider examinations
- 4) Two heads are better than one. All teachers of the subject should plan & prepare it together for more objectivity.
- 5) Concentrate on topics, sub-topics, points, sub-points
- 6) Should be flexible.





# UNIT PLANNING

## Meaning -

A unit plan in education refers to a detailed outline or blueprint that educators use to structure and organize their teaching and learning activities for a specific unit of study. It typically covers a period ranging from a week to a few weeks, focusing on a specific topic, theme, or set of learning objectives.

A unit plan is a comprehensive document that guides teachers through the process of teaching a specific unit or module within a broader curriculum. It provides a roadmap for instruction detailing what will be taught, how it will be taught and how student understanding will be assessed.

## Definition -

A unit plan is an instructional design tool that outlines the content, instructional strategies, assessments and resources for a specific unit of study.



## Characteristics

- 1) Learning objectives - clearly defined and specific objectives for the unit, outlining what students should know and be able to do by the end of the unit.
- 2) Assessment strategies - Identification of assessment methods (quizzes, tests, projects) aligned with the learning objectives. Consideration of formalities formative assessment to gauge student understanding during the unit.
- 3) Lesson sequencing - A logical sequence of lessons limiting on prior knowledge and skills. clear connections between lessons to ensure a cohesive learning experience.
- 4) Instructional strategies - Explanation of the teaching method and strategies that will be employed to convey the content effectively. Incorporation of engaging activities and resources.



# BLUE PRINT

A blueprint in education is a detailed plan or guide for what students should learn, how they will learn it and how their learning will be checked. It helps teachers organise lessons and make sure students reach their learning goals.

A blueprint is a composition of questions that are used in an assignment. Blueprints are used to automatically generate a written assignment for a digital test.

The composition of the assignment is done based on learning objectives. A blueprint selects questions as follows, all questions within an exercise can be linked to an objective. In a blueprint, you can set the number of questions you want from a particular objective. Before you can start working with a blueprint, you will need the following prerequisites.

You need to have access to at least one question bank

Your questions need to be connected to objectives.

# YEAR PLAN ⑥

Name - Umara D. Shaikh

std - XI

sub - Book keeping & Accountancy



UNITS	Objectives					Periods required		Total
	Knowledge	Understanding	Application	Skill	Interest Attitude Appreciation	For Teaching	For Testing	
1. Introduction to Book keeping & Accountancy • Student understand the meaning, features & importance of accounting • Student understand basic accounting concept & terminologies • Student can analyse the role & benefit of book keeping • Students will be able to know the latest accounting standards.	B	A	B	A	A	2	1	3
2. Meaning & Fundamental of double entry bookkeeping • Students understand fundamental principles of double entry system • Students understand classification & types of accounts • Students are able to apply the golden rules to prepare classification tables. • Student can prepare a statement of analysis of transaction & accounting equation system.	B	A	A	A	A	2	1	3

Journal	A	A	A	B	A	3	1	4
Students are able to prepare accounting documents								
Students can get ability to analyse effects of each transaction								
Students become familiar with the standard form & arrangement of Journal <sup>entries</sup>								
Students can calculate GST on purchase								
Students can calculate GST on sale of goods								
Students are able to pass Journal entries								

Ledger	A	A	A	A	A	2	1	3
Students are able to post recording from books of original entry to ledger								
Students learn the balancing of various ledger accounts								
Students are able to prepare trial balance								

Subsidiary Books	A	A	A	A	A	3	1	4
Students understand the meaning & need of subsidiary books								
Students know the actual recording of transaction in special journal								
Students can classify cash and credit transactions								
Students are able to prepare & balance different types of cash book								
Students learn to give according treatment								

for banking transaction & contra entries.

- students can prepare various subsidiary books.

### 6. Bank Reconciliation statement

B A A B A 4 2 6

- student can prepare specimen of different Bank document
- students will understand the difference between cash book & pass book
- students will know the reasons behind the differences in cash book balance & pass book balance
- Students can prepare bank reconciliation statements competently.

### 7. Depreciation

- Students understand the concept, method and Importance of Depreciation
- Students understand the difference between Fixed assets & current assets
- Students are able to calculate the amount of depreciation of different fixed assets
- Students are able to differentiate the amount of depreciation by straight line method and written down value method.

A A A B A 8 2 10

Rectification of Errors	B	A	A	B	A	8	2	10
-------------------------	---	---	---	---	---	---	---	----

students will know the meaning & effects of rectification of errors  
 Student will know the different types of errors and their examples  
 students are able to detect the errors & rectify them  
 students will learn the meaning & need of suspense A/c  
 students know how to prepare suspense account

Final accounts of a proprietary concern	A	A	A	A	A	9	3	12
-----------------------------------------	---	---	---	---	---	---	---	----

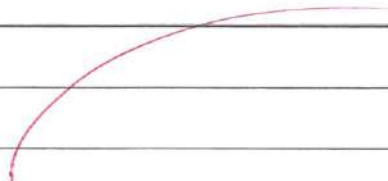
students understand the meaning, objectives and importance of final accounts  
 students are able to understand the effects of adjustments  
 students use the skills in preparing Trading accounts, Profit & loss account and Balance sheet with competency

Single Entry system -	B	A	A	B	A	4	1	5
-----------------------	---	---	---	---	---	---	---	---

students are able to understand the meaning & importance of single entry system.  
 students can distinguish between single entry and double entry system

- Students are able to prepare opening & closing statements of affairs and statement of profit & loss in sole trading concern competently

Total 451560







# UNIT PLAN



# Book Keeping & Accountancy

Sr No	Name of the unit	Content analysis	Objectives				Method
			R	U	Ap	An	
1.	Depreciation	Meaning of Depreciation	✓	✓	✓	✓	Lecture-cum discussion method
		causes of Depreciation	-	✓	✓	-	lecture-cum discussion method
		Formula of Depreciation	✓	✓	✓	-	Indo-deductive method
		straight line method & WDV method	✓	✓	✓	-	Indo-deductive method

Learning Experience Teaching aid	Teaching period	Evaluation Procedure	Extra Period	Total Period
Flow chart	1	Question answers	-	1
Flow chart	1	Question answer	-	1
-	1	Question answer	-	1
-	1	Question answer	1	2



(2)

## UNIT TEST

Time -  
Subject - BK & Accountancy

Marks - 20 marks  
class - FYJC (11<sup>th</sup>)

- All questions are compulsory
- Figures to the right indicate full marks for the question
- Figures to the left indicate question number

### Topic - Depreciation

Q 1	A	Fill in the blanks	2 marks
1)		Depreciation is charged only on ..... assets	
	a)	Fixed	b) Current
	c)	Non-performing	d) Fictitious
2)		The amount of depreciation remains constant every year under .....	
	a)	straight line method	b) Revaluation method
	c)	Diminishing balance method	d) Insurance policy method
B		Match the following	4 marks
		Group A	Group B
1)		Depreciation	a) Continuous Usage
2)		Wear and tear	b) Revenue Profit
3)		Fixed installment	c) Current asset
4)		General Reserve	d) fixed assets
			e) Straight line method



c) Write the word or term which can substitute each of the following statement 2 marks

1) The expenditure incurred for purchase installation charges etc of an asset

2) The amount that a fixed asset is expected to realise on its disposal.

D) Answer in one sentence only 2 marks

1) To which account balance on Depreciation A/c is transferred?

2) What is the formula to calculate depreciation by straight line method?

Q 2 State whether the following statements are true or false with reasons.

1) Depreciation increases the value of the asset

2) It is not necessary to depreciate an asset if it is not in use.



Q 3 Calculate the following

6 marks

1) M/s Sitaram & Co. purchased a machinery on 1<sup>st</sup> April 2015 for Rs-200,000/- Company provides depreciation @ 10% p.a on reducing balance method on 31<sup>st</sup> March every year. Prepare Machinery account for the year 2015-16, 2016-17, 2017-18.

2) Prabhune & Sons, Kolhapur made furniture for their office on 1<sup>st</sup> October 15. For this they had spent Rs 12000/- on materials and Rs 32000/- on wages.

The estimated life of the furniture is to be for 10 years and its expected scrap value at the end of it would be Rs 2400. They close the books on 31<sup>st</sup> March every year. Show furniture account for 3 years.

# UNIT TEST

SUB - BOOK KEEPING AND ACCOUNTANCY

MARKS - 20

CLASS - FYJC (COMMERCE)

TIME - 30 minutes

Q 1. A) Fill in the blanks.

2 marks

- 1) Depreciation is charged only on \_\_\_\_\_ assets.  
 a) Fixed                      b) Current                      c) Non-performing                      d) Fictitious.
- 2) The amount of depreciation remains constant every year under \_\_\_\_\_.  
 a) Straight line method                      b) Revaluation method  
 b) Diminishing balance method                      d) Insurance policy method



B) Match the following.

4 marks

Group A	Group B
1. Depreciation	a) Continuous Usage
2. Wear and tear	b) Revenue Profit <sup>u</sup>
3. Fixed Installment	c) Current asset <sup>2</sup>
4. General Reserve	d) Fixed asset <sup>1</sup>
	e) Straight line method <sup>3</sup>

C) Write the word or term which can substitute each of the following statement.

2 marks

- 1) The expenditure incurred for purchase installation charges etc. of an asset.  
 2) The amount that a fixed asset is expected to realize on its disposal.

D) Answer in one sentence only.

2 marks

- 1) To which account balance on depreciation account is transferred ?  
 2) What is the formula to calculate depreciation by straight line method ?

Q. 2. State whether the following statements are true or false with reasons.

4 marks

- 1) Depreciation increases the value of the asset.  
 2) It is not necessary to depreciate an asset if it is not in use.

Q 3. Calculate the following.

6 marks

- 1) M/s Sitaram and Co. purchased a machinery on 1<sup>st</sup> April 2015 for Rs. 200,000/-. Company provides depreciation @ 10% p.a. on reducing balance method on 31<sup>st</sup> March every year. Prepare Machinery Account for the year 2015-16, 2016-17, 2017-18.
- 2) Prabhune & Sons, Kolhapur made Furniture for their office on 1<sup>st</sup> October 15. For this they had spent Rs. 72000/- on materials and Rs. 32000/- on wages. The estimated life of the furniture is to be for 10 years and its expected scrap value at the end of it would be Rs 24000/-. They sold the machinery on 31<sup>st</sup> March 2018. Sow furniture account for three years.



UNIT TEST  
Book keeping & Accountancy  
(Answer key)

Total min - 40 min

Marks - 20 marks

Date -

class - FYJC (11<sup>th</sup>)

Q. No	Answer	marks
Q 1 A)	Fill in the blanks	2 marks
1)	Fixed	
2)	Straight line method	
B)	Match the following	4 marks
1)	Fixed assets	
2)	Continuous usage	
3)	Straight line method	
4)	Revenue Profit	
C)	Write the word or item which can be substitute each of the following statement	
1)	Cost of asset	
2)	Scrap value	





d) Answer in one sentence only

1) Profit & loss account

2) Depreciation =  $\frac{\text{Original cost} - \text{scrap value}}{\text{Estimated life of asset (in yrs)}}$   
(p.a)

2. State whether the following statements are true or false with reasons 4 marks

1) False

Depreciation is defined as shrinkage in the value of fixed asset due to wear & tear or actual use, passage of time or obsolescence, therefore it decreases the value of the asset.

2) False,

It is necessary to depreciate an asset if it is not in use as its value is reduced due to passage of time.



(11)

2 3 i)  
Dr

M/s Sitaram & Co  
Machinery A/c

Cr

Date	Particulars	₹ Amt	Date	Particulars	₹ Amt
1-4-15	To cash/Bank A/c	200000	31-3-16	By Depreciation A/c	20000
			31-3-16	By Balance c/d	180000
		<u>200000</u>			<u>200000</u>
1-4-16	To Balance b/d	180000	31-3-17	By Depreciation A/c	18000
			31-3-17	By Balance c/d	162000
		<u>180000</u>			<u>180000</u>
1-4-17	To Balance b/d	162000	31-3-18	By Depreciation A/c	16200
			31-3-18	By Balance c/d	145800
		<u>162000</u>			<u>162000</u>

2)  
Dr

In the books of Prabhune & Sons  
Furniture A/c

Cr

Date	Particulars	₹ Amt	Date	Particulars	₹ Amt
1-10-15	To cash/Bank A/c	104000	31-3-16	By Depreciation A/c	4000
			31-3-16	By Balance c/d	100000
		<u>104000</u>			<u>104000</u>
1-4-16	To balance b/d	100000	31-3-17	By Depreciation A/c	8000
			31-3-17	By Balance c/d	92000
		<u>100000</u>			<u>100000</u>
1-4-17	To Balance b/d	92000	31-3-18	By Depreciation A/c	8000
			31-3-18	By Balance c/d	84000
		<u>92000</u>			<u>92000</u>



Working -

$$\begin{aligned} \text{Depreciation} &= \frac{104000 - 24000}{10} \\ &= \frac{80000}{10} \\ &= 8000 \text{ p.a} \end{aligned}$$



## Weightage to Objectives - Table 1

Sr No.	Objectives	Marks	Percentage (%)
1.	Remembering	6	30%
2.	Understanding	4	20%
3.	Applying	6	30%
4.	Analysing	4	20%
	Total	20	100%

## Weightage to the content area - Table 2

Sr No.	Area	Marks	Percentage (%)
1.	Meaning of Depreciation	6	30%
2.	Causes of Depreciation	3	15%
3.	Formula of Depreciation	2	10%
4.	Straight line method & Written down value method	9	45%
	Total	20	100%

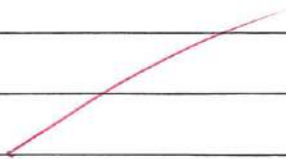


## Weightage to different forms of questions

Sr. No.	Forms of Questions	No. of Questions	Marks
1.	Very short answers	10	10
2	short answers	2	4
3	Long answers	2	6
	Total	14	20



BLUE  
PRINT



# BLUE

No	OBJECTIVES SUB UNIT	REMEMBERING		
		OBJ	SA	LA
1.	Meaning of Depreciation	3		
2.	Causes of Depreciation	1		
3	Formula of Depreciation			
4	Straight line method and Reducing balance method	2		
		6		



# PRINT

UNDERSTANDING			APPLYING			ANALYSING			TOTAL
OBJ	SA	LA	OBJ	SA	LA	OBJ	SA	LA	MARKS
									6
3									
							4		5
1									1
					6				8
4					6		4		20





# MARK LIST

Page No.

Date



Sr. No.	Name	Marks Obtained
1	Shah Kulsum	9
2	shah Iqra	9
3	khan Neha Mohd Naeem	10
4	Ansari Aisha	10
5	Prern More	9
6	Mahesh Nirati	12
7	Shaikh shafi	12
8	Roxi Gupta	14
9	shaikh syan Javed	7
10	Md Aytub Khan	8
11	Shahin M. Mansoori	12
12	Muskan shaikh	9
13	Anjali sharma	13
14	shaikh Saniya Mukhtar	12
15	Tulasi Ashok	12
16	Harijan Tulasi	10
17	Komal kumari R. Ram	12
18	Ansari Fatima	13
19	Sunaina Abdul Shaikh	7
20	Mahvish Khan	12
21	Anjali khune	12
22	Rahmi Shah	11
23	Samruddhi Skinde	12
24	Satish sharma	9
25	Prathomesh More	9



## Result Analysis

\* Interpreting Mean :-

Marks	No. of student (f)	d	d x f
0-5	0	-2	0
6-10	12	-1	-12
11-15	13	0	0
16-20	0	+1	0
	N = 25		$\Sigma fd = -12$

Formula of Mean =  $AM + \frac{\Sigma fd}{N} \times i$

here  $N = 25$ ,  $\Sigma fd = -12$ ,  $i = 5$

$$AM = \frac{11 + 15}{2} = 13 \quad \therefore AM = 13$$

$$\text{Mean} = 13 + \frac{-12}{25} \times 5$$

$$= 13 - 2.4$$

$$= 10.6$$

Interpretation = Mean of the given score is 10.6. Central tendency of the score of given data lies 10.6.

Median :-

Marks	No. of student (F)	C.F
0-5	0	0
6-10	12	12
11-15	13	25
16-20	0	25
	$N=25$	

$$\text{Median} = L + \frac{\frac{N}{2} - F_b}{F_m} \times i$$

here,  $\frac{N}{2} = \frac{25}{2} = 12.5$ ,  $i = 5$ ,  $F_m = 13$ ,  $F_b = 12$

12.5 comes under cumulative frequency is 25  
 and CI = 11-5

let us find out lower limit

$$L = 11 - 0.5 = 10.5$$

$$\text{Median} = 10.5 + \frac{12.5 - 12}{13} \times 5$$

$$= 10.5 + 0.19$$

$$= 10.69$$

Interpretation = Median of the given data is 10.69. In the given data score 50% lies below 10.69 and 50% score lies above 10.69.



# REFLECTION

When the teacher gave us the information about unit test, the very first thought that struck my mind was, it is very difficult but as soon as teacher explained us picture got a clear idea about it. then finally I did it myself it appeared as I was a step ahead toward completing my task and at the end when the task was complete a question triggered in my mind & that is why I was so scared & thought it was difficult? Now that I have completed it I find extremely easier to conduct unit test. why unit test is important, how to make blue print, how to make test paper, How to make year plan, checking question paper, making scale, interpreting class work, finding out mean, median. I got to know about it which is really helpful in future. Through this practice test I know now my mistakes and areas to improve. Overall conducting unit test was helpful for future.

Principal

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