

Shree Bhairavnath Shikshan Prasarak Mandal's,

SHREE BHIMASHANKAR B.Ed. COLLEGE

A/P. Landewadi, (Chinchodi), Tal. Ambegaon, Dist. Pune, Pin- 410 503



Course - 109

**Teaching Competency - II
Technology, Team Teaching &
Models of Teaching Lesson**

Year 2022 -2023

Name : Dipmala Vinayak Mane

Roll No : 01

Method - I : Science Method - II Maths

श्री भैरवनाथ शिक्षण प्रसारक मंडळाचे,

श्री भिमारांकर बी.एड्. कॉलेज

लांडेवाडी, ता.आंबेगाव, जि.पुणे.

शैक्षणिक वर्ष २०२२ - २०२३



मी श्री./श्रीमती/सौ. Mane Dipmala Vinayak

हजेरी क्रमांक ०१ प्रतिज्ञापूरुव घुषित करतु/करते की, सावित्रीबाई फुले पुणे विद्यापीठाच्या बी.एड्. अभ्यासक्रमातील कुर्स १०९ अध्यापन क्षमता (Teaching Competency-II) ह्या प्रात्यक्षिकातील सर्व प्रकारच्या पाठाचे टाचण मी स्वतः मार्गदर्शक प्राध्यापकाच्या मार्गदर्शनाखाली स्वहस्ताक्षरात लिहिले असून निरीक्षक प्राध्यापकाच्या निरीक्षणाखाली केलेल्या नियोजनानुसार गटात पूर्ण केले आहे. हे प्रतिज्ञापूरुवक लिहून देतु.

प्रशिक्षणार्थीचे नाव व स्वाक्षरी
Dipmala Vinayak Mane

श्री भैरवनाथ शिक्षण प्रसारक मंडळाचे,

श्री भिमारांकर बी.एड्. कॉलेज

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शैक्षणिक वर्ष २०२२ - २०२३



प्रमाणित करण्यात येते की,

मी श्री./श्रीमती/सौ. Mane Dipmala Vinayak

हजेरी क्रमांक ०१ यांनी सावित्रीबाई फुले पुणे विद्यापीठाच्या बी.एड्.

अभ्यासक्रमातील कोर्स १०९ अध्यापन क्षमता (Teaching Competency-II) ह्या

प्रात्यक्षिकातील सर्व पाठ त्या अध्यापन पध्दती प्रमुखाच्या मार्गदर्शनाखाली व गटप्रमुखाच्या

निरीक्षणातून प्रशिक्षणार्थ्याने स्वतः पूर्ण केले आहेत व स्वहस्ताक्षरात पूर्ण केले आहेत. त्या

करिता हे प्रमाणपत्र देण्यात येत आहे.


प्रा. यशुनाथशेकर
विभागप्रमुख


गटप्रमुख

* अनुक्रमणिका *

प्रशिक्षणार्थीचे नाव : Mane Dipmala Vinayak रोल नं.: 01

अ) तंत्रज्ञानावर आधारित पाठ -

अ.क्र.	घटक	उपघटक	अध्यापन विषय	दिनांक	गुण	निरीक्षक सही
१)	Water-A natural resource	Water a natural resource	Science	23.01.23	83 900	Adhaloo 23/01/23
२)	Statistics	Ungrouped frequency distribution.	Mathematics	25.01.23	83 900	Adhaloo 25/01/23

एकूण गुण = २०० पैकी **१६६**

ब) सांघिक अध्यापन -

अ.क्र.	घटक	उपघटक	अध्यापन विषय	दिनांक	गुण	निरीक्षक सही
१)	The muscular system	A digestive system	Science	30.01.23	83 900	Adhaloo 30/01/23
२)	Statistics	Arithmetic Mean	Mathematics	01.02.23	82 900	Adhaloo 01/2/23

एकूण गुण = २०० पैकी **१६५**

क) अध्यापन प्रतिमान पाठ -

अ.क्र.	घटक	उपघटक	अध्यापन विषय	दिनांक	गुण	निरीक्षक सही
१)	Chemistry	Man-made material	Science	03.02.23	82 900	Adhaloo 03/02/23
२)	Triangle	Types of Triangle	Mathematics	06.02.23	82 900	Adhaloo 06/02/23

एकूण गुण = २०० पैकी **१६४**

विभाग	अ	ब	क	एकूण
एकूण गुण	२००	२००	२००	६००
प्राप्त गुण	१६६	१६५	१६४	४९५

एकूण -	६०० पैकी	४९५
एकूण -	५० पैकी	४१

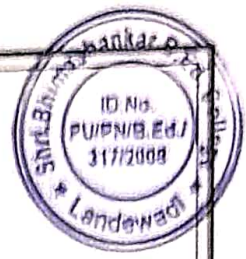
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25/12/2023

विभाग प्रमुख स्वाक्षरी

(Signature)
19/10/23
गटप्रमुख स्वाक्षरी

श्री भैरवनाथ शिक्षण प्रसारक मंडळाचे,
श्री भिमशंकर बी.एड. कॉलेज

तांडेवाडी (चिंचोडी), ता. आंबेगाव, जि. पुणे. ४१० ५०३.



Technology Based Lesson Note

प्रशिक्षणाधीचे नाव : Mane Dipmala Vinayak सेल नं.: 01
शाळेचे नाव : Shri. Bhimashankar B.Ed. College, Landewadi
पाठ्य विषय : Science घटक : Water - A Natural Resource.
इयत्ता व सुकडी : 9th (A) उपघटक : Water - A Natural Resource.
दिनांक : 23.01.2023 अध्यापन पद्धती : Technology based Demonstration.
वेळ : 30min

पूर्वज्ञान : (Previous Knowledge)

Students know uses of water.

साधारणतः घटक : (Core Elements)

Inculcation of scientific temper.

मूल्ये : (Values)

scientific attitude.

अभ्यासनाधी सूत्रे : (Teaching Maxims)

from known to unknown

प्रस्तावना : (Introduction)

There is need of water, air, food, shelter to the organism. Out of these, the water are very essential to the living organism.

When we get up from these time to end of the day, we use water in large quantity for our everyday need.

Hence, the water is called as life of all living organism.

Principal

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हेतुकथन : (Statement of aim)

Today we are going to learn about this precious resource

पाठ्या पाय्या (Steps)	पाठ्य मुद्दे (Teaching Points)	उद्देश्ये व विशेषीकरण स्पष्टीकरण (Specific Aims & Specification)	शैक्षणिक साहित्य (Teaching Aids)
SUBJECT INTERPRETATION	<p>Water Resources The 71% part of earth is occupied by water. Almost all the water on the earth is contained in the seas and oceans, rivers, lakes, ice caps etc. The water of sea is not useful to doing farming / agriculture or drinking. The water is fit for use is fresh water which we get it from lakes, rivers & other water resources.</p>	<p>Knowledge:- Students tell about sources of water comprehension:- Students explain different types of water resources. Application:- Students explain many examples of water resources. Skill:- Students collect information of water resources.</p>	PPT presentation
	<p>Water Phases:- (Forms of Water) Water is found on the earth in three forms. Water in lake, river and sea as well as ground water is in the liquid form. In the polar region and top of mountain, it is in the form of ice i.e. solid form. water in vapour in the air is in the form of gas. Depending upon temperature water changes state. at 0°C. ice changes to water i.e. solid to liquid form. At 100°C water in liquid state changes to vapour.</p>	<p>Knowledge:- Students tells phases of water. comprehension:- Students explain different form of water. Application:- Students explain different examples of forms of water. Skill:- Student collect information of forms of water from the internet.</p>	PPT presentation

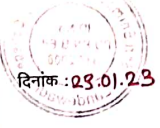
अध्ययन - अनुभव (Learning Experience)	
शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Student Activity)
Teacher explains water resources concept with the help of PPT-Slide.	Students listen and observe carefully.
Teacher asks question:- 1) what is use of water?	Students give answer 1) Drinking, washing cloth, cooking, bathing.
Teacher explains storage of water with the help of PPT-slides	Students observe and listen carefully.
Teacher explains types of forms of water by ppt presentation.	Students listen and observe carefully.
Teacher explains states of water by PPT-slides	Students listen and observe carefully.
Teacher ask questions:- 1) How many water states are there	Students give the answers. 1) three
2) At what temperature water changes to vapour?	2) 100°C
<p style="text-align: right;">Principal Shri. Bhimashankar B.Ed. College Landewadi, Tal. Ambegaon, Dist. Pune Pin - 410503</p>	

पाठ्यापयन्या (Steps)	पाठ्य मुद्दे (Teaching Points)	उद्दिष्टे व विशेषीकरण स्पष्टीकरण (Specific Aims & Specification)	शैक्षणिक साहित्य (Teaching Aids)
	<p>Evaporation of water</p> <p>Activity:-</p> <ul style="list-style-type: none"> - Take two dishes of same size. - Put 2 spoon of water in each dish - Place 1 dish under sunlight and one inside classroom & observe both dishes. - After 1 hour which dish has less water & why? 	<p>Knowledge:- Students identify how the evaporation takes place.</p> <p>Comprehension:- Students explain different forms of water resources.</p> <p>Application:- Students explain different examples of evaporation.</p> <p>Skills:- Students collect information about evaporation of water.</p>	PPT Presentation

RECAPITULATION
EVALUATION
APPLICATION
HOMEWORK

अध्ययन - अनुभव (Learning Experience)	
शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Students Activity)
<p>Teacher explains the topic - evaporation of water using PPT presentation.</p> <p>Teacher asks questions:- 1) What is evaporation of water? 2) Phases of water 3) Evaporation of water.</p> <p>Teacher revises all the topics and recapitulates by PPT-Slide. 1) water resources 2) Phases of water 3) Evaporation of water.</p> <p>Teacher asks evaluation based questions using ppt. 1) What are phases of water? 2) What is evaporation?</p> <p>Teacher asks application based questions by PPT-Slide 1) How water changes its form? 2) From where we can get fresh water, if sources of water is limited?</p> <p>Teacher gives homework by PPT-Slide. 1) Write short note on evaporation. 2) Write resources of water.</p>	<p>Students observe carefully.</p> <p>Evaporation is the process that changes liquid water to gaseous state.</p> <p>Students observe and listens carefully.</p> <p>Students give answers.</p> <p>Students give answers.</p> <p>Students write down homework in their notebook.</p>

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*** फलक लेखन ***

दिनांक : 23.01.23

विषय : Science
 घटक : Water a natural resource
 उपघटक : Water resources - water Phases

इयता : ५th
 तुकडी : A

Forms of Water

- 1) Liquid
- 2) Solid
- 3) Gaseous.

Evaporation

Liquid
 ↓
 Gaseous.

मार्गदर्शक प्राध्यापक सह

उल्लेखनीय बाबी

उपचारात्मक रूचना

- * Introduction - done by giving information on previous knowledge.
- * statement of aim - stated clearly & loudly
- * Explanation - with the help of teaching aid explained the topic properly
- * Recapitulation - by revising the points.

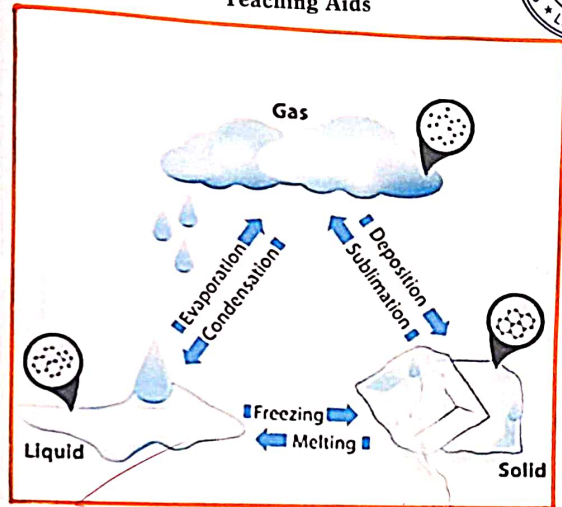
* Give feedback to all students.

Principal

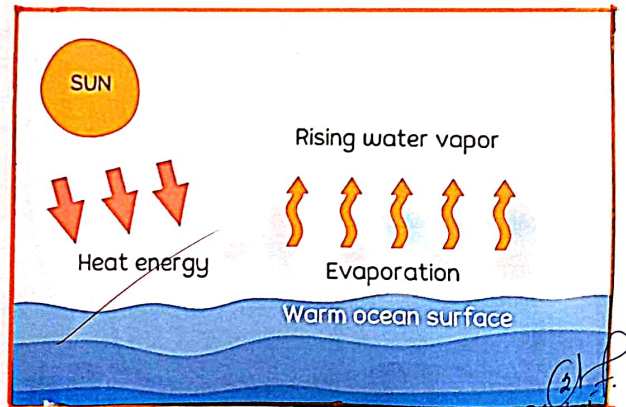
23/01/23
 निरीक्षक प्राध्यापक सह

दिनांक :

शैक्षणिक साहित्य
 Teaching Aids



FORMS OF WATER



EVAPORATION

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तंत्रज्ञानावर आधारित पाठ

मूल्यमापन तक्का

पदनिश्चयन श्रेणी : १) असमाधानकारक २) साधारण ३) समाधानकारक ४) चांगला ५) उत्कृष्ट

१) पाठ टाचण व पूर्वतयारी :- ५ गुण = ०५

अ.क्र.	उपमुद्दे	१	२	३	४	५
१)	पाठ टाचण व पूर्वतयारी				✓	

२) प्रस्तावना व हेतुकथन :- १५ गुण = १३

अ.क्र.	उपमुद्दे	१	२	३	४	५
२)	आशय संबंधित व कल्पकता				✓	
३)	पूर्वज्ञानाची आशयाची सांगड				✓	
४)	हेतुकथन व शीर्षकलेखन					✓

३) विषय विस्तार/सादरीकरण : ६० गुण = ५०

अ.क्र.	उपमुद्दे	१	२	३	४	५
५)	कथन व स्पष्टीकरणातील ओघवतेपणा				✓	✓
६)	प्रश्न स्पष्टता व व्याकरण व रचनादृष्ट्या शुद्धता					✓
७)	प्रश्नांतील तार्किकता व वैचारिकता				✓	
८)	घटक व इयत्तेवर आधारित तंत्रज्ञान व शै. साधन निवड				✓	
९)	आशयानुरूप तंत्रज्ञान, इंटरनेट वापर व योग्य हाताळणी				✓	
१०)	साधन हाताळणे				✓	
११)	वर्गातर्गत आंतरक्रिया				✓	
१२)	शैक्षणिक साधने/ उदाहरणांचा वापर				✓	
१३)	आशय प्रभुत्व				✓	
१४)	उद्दिष्टांची पूर्ती				✓	
१५)	विद्यार्थी शाब्दिक व कृतीयुक्त प्रतिसाद				✓	
१६)	मूल्य व गाभा घटकांचा समावेश				✓	

४) मूल्यमापन व स्वाध्याय : १० गुण = ०८

अ.क्र.	उपमुद्दे	१	२	३	४	५
१७)	आशय संबंधित व कल्पकता, प्रमुख मुद्यांचा समावेश				✓	
१८)	मूल्यमापन पद्धतीची निवड व वापर, सृजनात्मक उपयोजन				✓	

५) स्वाध्याय : ०५ गुण = ०५

अ.क्र.	उपमुद्दे	१	२	३	४	५
१९)	नाविन्यपूर्ण व उपक्रमावर आधारित स्वाध्याय				✓	

६) एकंदरीत प्रभाव : ०५ गुण = ०५

अ.क्र.	उपमुद्दे	१	२	३	४	५
२०)	कौशल्यांचा प्रभावी वापर, वर्गाध्यापनाची एकूण तयारी				✓	

एकूण = १०० पैकी

८३

दिनांक :

EVAPORATION

निरीक्षक प्राध्यापक सही



SHRI BHIMASHANKAR B.E.D. COLLEGE, LANDEWADI

Water-A natural resources
STD-7th

By
Dipmala Vinayak Mare

SUB TOPICS

- Water resources
- Water phases
- Evaporation of water

STATEMENT OF AIM

So, Today we are going to learn about water - A natural Resource.

INTRODUCTION

► Water resources

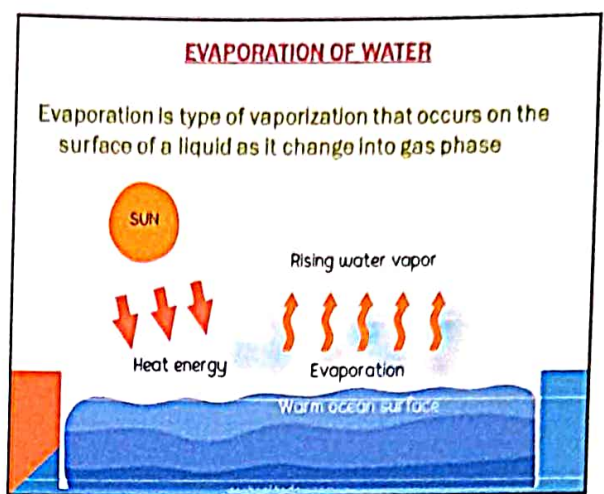
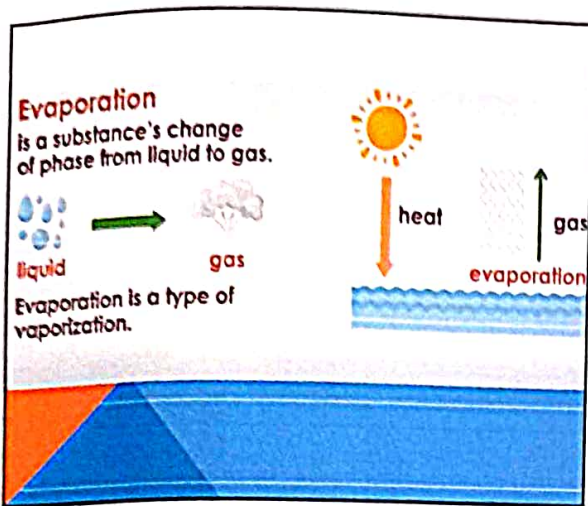
- The 71% Part of earth is occupied by water. Almost all the water s on the earth is contained in the seas s and oceans, rivers, lakes, ice caps d etc. u
- The water of sea is not useful to doing farming/ agriculture or drinking.
- The ~~water is fit for use~~ freshwater which we get it from lakes, rivers. & oceans.

Water phases

Water is found in a earth of three states.

- Liquid - (water in lake, ocean, river and underground water)
- Gaseous - Water vapour
- Solid- (ice form in polar region and to mountain)


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RECAPITULATION

- *71% part of the earth is occupied by water.
- *water has three phases, i.e. solid, liquid, and gaseous.
- *Evaporation is process to change state of substance from liquid to gaseous

EVALUATION

1. What are phases of Water?
2. What is evaporation?


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APPLICATION

1. How water changes its form?
2. From where we can get fresh water if sources of water is limited?

HOMEWORK

1. Write short note on - Evaporation.
2. Write resources of water.

REFERENCES

1. <https://tutors.com/lesson/what-is-evaporation>
2. <https://eschooltoday.com/learn/evaporation/>

THANK YOU

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श्री भैरवनाथ शिक्षण प्रसारक मंडळाचे,
श्री भिमशांकर बी.एड. कॉलेज

लांडेवाडी (चिंचोडी), ता. आंबेगाव, जि. पुणे. ४१० ५०३.



Team Teaching Lesson Note

प्रशिक्षणार्थीचे नाव : Mane Dipmala Vinayak रोल नं.:
शाळेचे नाव : Shri Bhimashankar B Ed. College, Landewadi
पाठ्य विषय : General Science घटक : The muscular systems.
इयत्ता व तुकडी : ९th (A) उपघटक : digestive system.
दिनांक : 30/11/23 (Introduction, Teacher 1 - Dipmala, Statement of aim, Recapitulation, Mane, अध्यापन पद्धती :
[Blackboard with Questioning] Teacher 2 - Ganesh Ahire Explanation.
वेळ : 30 min [Explanation Teacher 3 - Priyanka Thorat, Homework]

पूर्वज्ञान : (Previous Knowledge) Students know the information about human body organ and system.

गाभाभूत घटक : (Core Elements)

Inculcation of scientific temper.

मूल्ये : (Values)

Scientific Attitude, sensitivity.

अध्यापनाची सूत्रे : (Teaching Maxims)

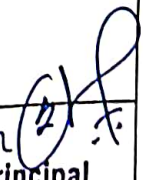
know to unknown.

प्रस्तावना : (Introduction)

Teacher No. 1.

Teacher introduce chapter by asking question.

- i] Which organ helps us to hear?
- ii] Which organ tells us taste of food?
- iii] How do you know about fragrance of flower?
- iv] What happens when we eat food?

हेतुकथन : (Statement of aim) So, today we are going to learn about digestive system and its organ. 
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पाठ्य मुद्दे (Teaching Points)	उद्देश्य व विशेषीकरण स्पष्टीकरण (Specific Aims & Specification)	शैक्षणिक साहित्य (Teaching Aids)
<p>Digestive System & their organ & function</p> <ul style="list-style-type: none"> - Even we chew our food, Saliva is produced in the mouth. - Saliva is produced in salivary glands, which is located in front of the ears. - It is carried to the mouth. - Saliva contains digestive juice called ptyalin. - The ptyalin convert starch into glucose. - Food chew and grind fine by teeth is pushed into throat with the help of tongue. <p>Stomach:-</p> <ul style="list-style-type: none"> Food passes through large sac like part of the alimentary canal is called stomach. - Food that has entered stomach is churned. - The gastric glands of stomach secrete gastric juice. <p>Intestine:-</p> <ul style="list-style-type: none"> - The next part of digestive system is like long tube is called intestine. The intestine has two parts. First one is very long and narrow tube called small intestine. 	<p>Knowledge:- Students tells about definition of digestion.</p> <p>Comprehension:- Students explain general way of food processing.</p> <p>Application:- Students identify part of mouth in digestive system.</p> <p>Skill:- Students draw neat labelled diagram of digestive system.</p>	<p>Picture of Digestive System.</p>

अध्ययन - अनुभव (Learning Experience)	
शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pup Activity)
<p>Teacher No-2 Teacher writes name of topic on board.</p>	<p>Students observe carefully.</p>
<p>Teacher No-3 Teacher explains function of mouth part and salivary gland.</p>	<p>Students listen carefully.</p>
<p>Teacher No-2 Teacher draws a diagram of digestive system on board.</p>	<p>Students observe carefully.</p>
<p>Teacher No-3 Teacher explains function of stomach.</p>	<p>Students listen carefully.</p>
<p>Teacher No-3 Teacher explains function of intestine.</p>	<p>Students listen carefully.</p>
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पाठ्यायापन (Steps)	पाठ्य मुद्दे (Teaching Points)	उद्दिष्टे व विशेषीकरण स्पष्टीकरण (Specific Aims & Specification)	शैक्षणिक साहित्य (Teaching Aids)
RECAPITULATION	After this come large intestine, undigested remains of the food digested in the small intestine enter the large intestine. Undigested material is thrown out of the body through the anus. All organ do their function clearly & time to time so we also have to do our every work time to time.		
EVALUATION			
APPLICATION			
HOMEWORK			

अध्ययन - अनुभव (Learning Experience)	
शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Student Activity)
<p>Teacher No-3 Teacher tells importance of punctuality along with the function of organs of digestive system.</p> <p>Teacher No-1 Teacher recapitulates the points by revising them Digestive system, organs and their function.</p> <p>Teacher No-2 Teacher asks evaluation based question. i) Name the organs of the digestive system. ii) Explain construction of organs of digestive system.</p> <p>Teacher No-2 Teacher asks application based question. i) What do you mean by saliva? ii) What process our body do after eating food?</p> <p>Teacher No-3:- Teacher gives homework:- i) Write short note on saliva. ii) Write functions carried out by digestive system.</p>	<p>students listen carefully.</p> <p>Students listen carefully.</p> <p>Students give answers.</p> <p>Students give answer.</p> <p>Students note down homework in their notebook.</p>
<p>Principal Shri.Bhimashankar B.Ed. College Landewadi, Tal. Ambegaon, Dist. Pune Pin - 410503</p>	

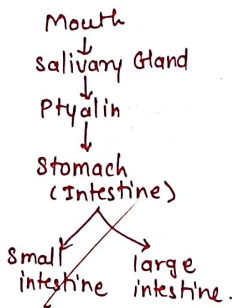


*** फलक लेखन ***

दिनांक : 20.01.23

विषय : Science
 इयत्ता : 7th
 पटक : Muscular System & Digestive system
 पुकडी : A
 उपपटक : Digestive System

Human Digestive System.



Accepted
 मार्गदर्शक प्राध्यापक सही

उल्लेखनीय बाबी

उपचारात्मक सूचना

- * Lesson plan is proper & neat
- * statement of aim stated clearly & loudly
- * content knowledge is good.
- * team member selection is proper
- * lesson was good.

* ASK logice based questions to students

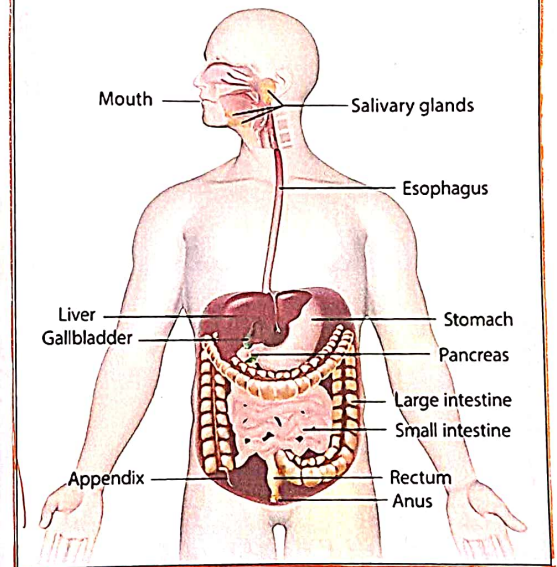
दिनांक : 23/01/23

Accepted
 निरीक्षक प्राध्यापक सही

शैक्षणिक साहित्य
Teaching Aids



The Digestive System



(Signature)

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सांघिक पाठ मूल्यमापन तक्का



पदनिश्चयन श्रेणी : १) असमाधानकारक २) साधारण ३) समाधानकारक ४) चांगला ५) उत्कृष्ट

१) पाठ टाचण व पूर्वतयारी :- ५ गुण = ०४						
अ.क्र.	उपमुद्दे	१	२	३	४	५
१)	परिपूर्णता, अचूकता, व्यवस्थितपणा, नीटनेटकेपणा व स्वच्छता, नकाशे, आकृत्या, चित्रे.				✓	
२) प्रस्तावना व हेतुकथन :- १५ गुण = १३						
अ.क्र.	उपमुद्दे	१	२	३	४	५
२)	आशयाशी संबंधित व चेतक विविधता				✓	
३)	पूर्वज्ञान पडताळणी/आकर्षकता/नाविन्यता				✓	
४)	हेतुकथन व घटक - उपघटक लेखन					✓
३) विषय विस्तार/सादरीकरण : ६० गुण = ५०						
अ.क्र.	उपमुद्दे	१	२	३	४	५
५)	कथन व स्पष्टीकरणातील स्पष्टता/ओघवतेपणा				✓	
६)	प्रश्न स्पष्टता व व्याकरणदृष्ट्या अचूक दर्जा				✓	
७)	तार्किक व विचार प्रवर्तक प्रश्न				✓	
८)	प्रश्नांची विभागणी व प्रवलन				✓	
९)	फलकलेखन, दर्जा, अचूकता, आकर्षकता				✓	
१०)	वाचनातील स्पष्टता/दिग्दर्शन अचूकता				✓	
११)	शैक्षणिक साधन वापर/उदा. दाखल्यांचा प्रभावी वापर				✓	
१२)	आशय प्रभूत्व					✓
१३)	सहकारी निवड					✓
१४)	सहकाऱ्यातील समन्वय व भूमिका				✓	
१५)	सहकाऱ्यांत समान वाटप				✓	
१६)	वर्ग व्यवस्थापन व वेळेचे व्यवस्थापन				✓	
४) मूल्यमापन व स्वाध्याय : १० गुण = ०८						
अ.क्र.	उपमुद्दे	१	२	३	४	५
१७)	उद्दिष्टानुरूप संकलन				✓	
१८)	उपयोजन - सृजनात्मक व अनुरूप				✓	
५) स्वाध्याय : ०५ गुण = ०४						
अ.क्र.	उपमुद्दे	१	२	३	४	५
१९)	स्वाध्याय अनुरूप व कृतीयुक्त				✓	
६) एकंदरीत प्रभाव : ०५ गुण = ०४						
अ.क्र.	उपमुद्दे	१	२	३	४	५
२०)	सांघिक अध्यापन - एकंदरीत प्रभाव				✓	

एकूण = १०० पैकी ८३


Principal

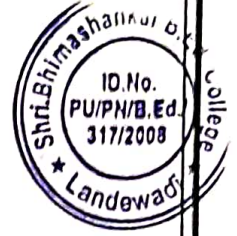
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Adhyapak
२०/०१/२३
निरीक्षक प्राध्यापक सही

दिनांक :

श्री भैरवनाथ शिक्षण प्रसारक मंडळाचे,
श्री भिमशंकर बी.एड. कॉलेज

लांडेवाडी (चिंचोडी), ता. आंबेगाव, जि. पुणे. ४१० ५०३.



Models of Teaching Lesson Note-

प्रशिक्षणार्थीचे नाव : Mane Dipmala Vinayak रोल नं.: 01
शाळेचे नाव : Shree Bhimashankar B Ed college, Landewadi
पाठ्य विषय : Science घटक : Chemistry
इयत्ता व तुकडी : 8th (A) उपघटक : Man-made material
दिनांक : 03.02.2023 अध्यापन पद्धती : concept
वेळ : 30 min. Attainment model.

उद्देशांबिंदू : 1] To make students active in studies.
2] To develop ability to grasp the concept - man made material
3] To develop capacity to classify characteristics of examples among students.

सामाजिक प्रणाली : 1) Teacher is first a leader and then observer
2) In the second stage of model, teacher gives direction towards student's thinking process.
3) Students are having leading role for giving examples, discussion, description and explanations.


शिक्षण प्रक्रिया तत्वे : 1) Give motivation to the students.
2) To prompt students to responds.
3) Encourage the students to give feedback with the help of instructions.
4) To reflect on appropriate thought process.

सहाय्यभूत प्रणाली : Charts of Positive and Negative examples of man-made material.


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पदबंध	शिक्षक कृती
<p><u>Step-I</u> <u>Presentation of Data and identification of concepts.</u></p> <p>A) <u>Giving information about same thing.</u></p> <p>B) <u>Classification.</u> <u>Comparison.</u></p>	<p>Today we are going to learn about familiar to all of us. Teacher presents the chart of of students. Teacher shows examples to students i) Example related to concept is ii) Example which is not related to</p> <p>Teacher show examples to students and ask to think about i) Water - No ii) Plastic - Yes iii) Glass - Yes iv) Artificial threads - Yes. v) Utensils - Yes.</p> <p>Teacher tells students to observe and tell to classify examples and natural material and also tell those.</p>
<p><u>Step-II.</u> <u>A) Testing attainment concept.</u></p> <p>B) <u>Testing the definition of hypothesis and concept given by students.</u></p>	<p>Teacher presents more examples to find out positive and negative i) Polythene - Yes ii) PVC - Yes iii) Toys - Yes/No iv) Combs - Yes v) bowls - Yes.</p> <p>Teacher tells students correct tells definition of concept given by students. properties.</p>

विद्यार्थी कृती	
<p>concept which is examples in front and instruct them. shown by 'yes' concept shown by 'no'.</p> <p>them. vi) Air - No vii) Rain - No viii) Storm - No ix) House - No x) Soil - No</p> <p>into manmade material to compare between</p> <p>and ask students examples from those. vi) Notebook - No vii) Book - No viii) Clothes - No ix) Bench - No x) Chalk - No</p> <p>concepts and along with its</p>	<p>students observe and listen carefully.</p> <p>students think about the concept in mind of teacher.</p> <p>students recognise substances and compare between man-made material and natural substances.</p> <p>Students recognise given examples of man-made material - plastic.</p> <p>students listen carefully.</p> <div style="text-align: right;">  Principal Shri. Bhimashankar B.Ed. College Landewadi, Tal. Ambegaon, Dist. Pune Pin - 410503 </div>



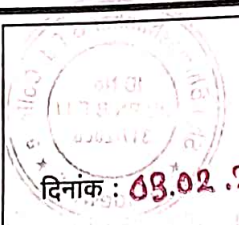
पदबंध	शिक्षक कृती
<p><u>2) To check students understood concept attainment:</u></p> <p>i) Identifying examples</p> <p>ii) Giving examples.</p>	<p>Teacher gives additional examples the concept is understood by</p> <p>Identify correct manmade material.</p> <p>vi) House</p> <p>vii) Pen</p> <p>ix) soil</p> <p>x) Sea</p> <p>xi) Mountain</p> <p>xii) Minerals.</p>
<p><u>Step III</u></p> <p><u>Analysis of thinking process</u></p>	<p>Teacher asks questions to students thoughts of students.</p> <p>i) What were you thinking about</p> <p>ii) What was base for comparing</p> <p>iii) How do you think that given made by man?</p>
<p><u>3) Discussion.</u></p>	<p>Teacher asks students to concept among themselves.</p> <p>[Teacher helps students if it</p>

	विद्यार्थी कृती
<p>to check whether students.</p>	<p>Students gives answers after recognizing man-made material</p> <p>i) yes vii) No</p> <p>ii) yes viii) yes</p> <p>iii) yes ix) No</p> <p>iv) yes x) No</p> <p>v) yes xi) No</p> <p>vi) yes xii) No.</p>
<p>to know about starting?</p> <p>two examples?</p> <p>examples were of plastic</p>	<p>Students give answers to teacher</p> <p>At first, examples were air, water, plastic, glass, utensil etc. from which we can not make air, water but we can make plastic, glass, utensil etc.</p> <p>Compared between two examples and found out difference between them.</p> <p>we use comb, polythene bag regularly which are made by plastic. from that we recognised others.</p>
<p>discuss about is need]</p>	<p>students discuss among themselves.</p>



(Signature)

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Dist. Pune. Pin - 410503



* फलक लेखन *

दिनांक : 08.02.23

विषय : Science

इयत्ता : 8th

घटक : Chemistry

तुकडी : A

उपघटक : Man-made material

Examples

1] Water - Colourless substance, drink

2] Plastic - Toys, Useful things

3] Rubber - Man-made substance

4] Soil - different types

5] Artificial thread - Useful substance made by man

6] Rock - Natural substance, found at mountain or hill.

मार्गदर्शक प्राध्यापक सही

उल्लेखनीय बाबी

* Lesson plan is proper & neat.

* Used proper positive examples.

* Given feedback to students.

* Given Guidance to students.

* Overall impression is good.

उपचारात्मक सूचना

* Discuss with students.

दिनांक :

निरीक्षक प्राध्यापक सही
Achal Rao
08/02/23

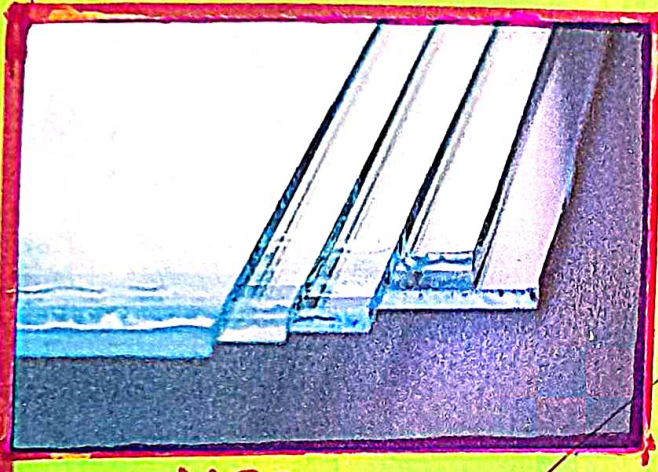
Chart - 1



NO



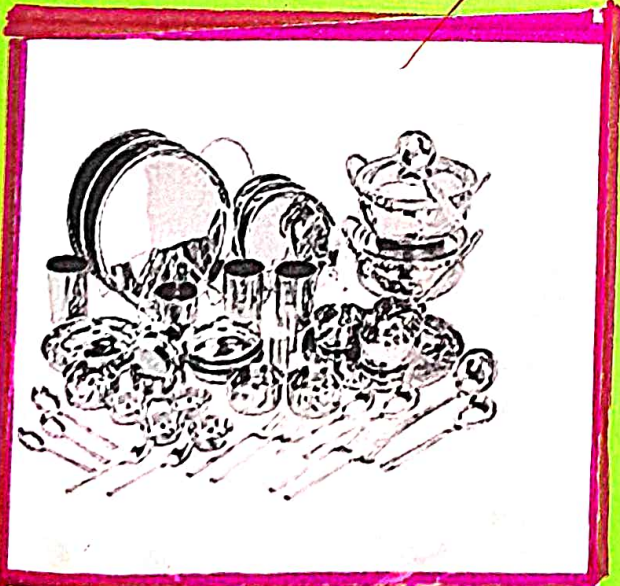
YES



YES



YES



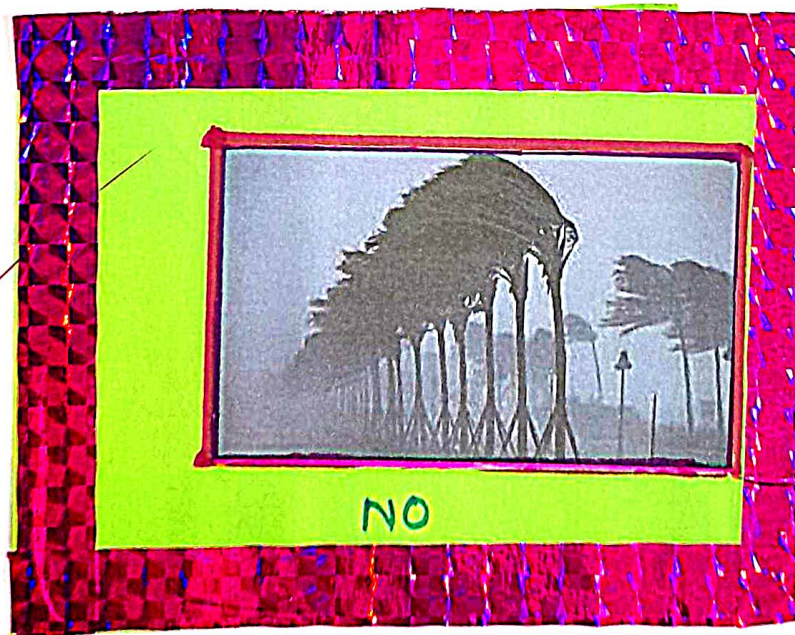
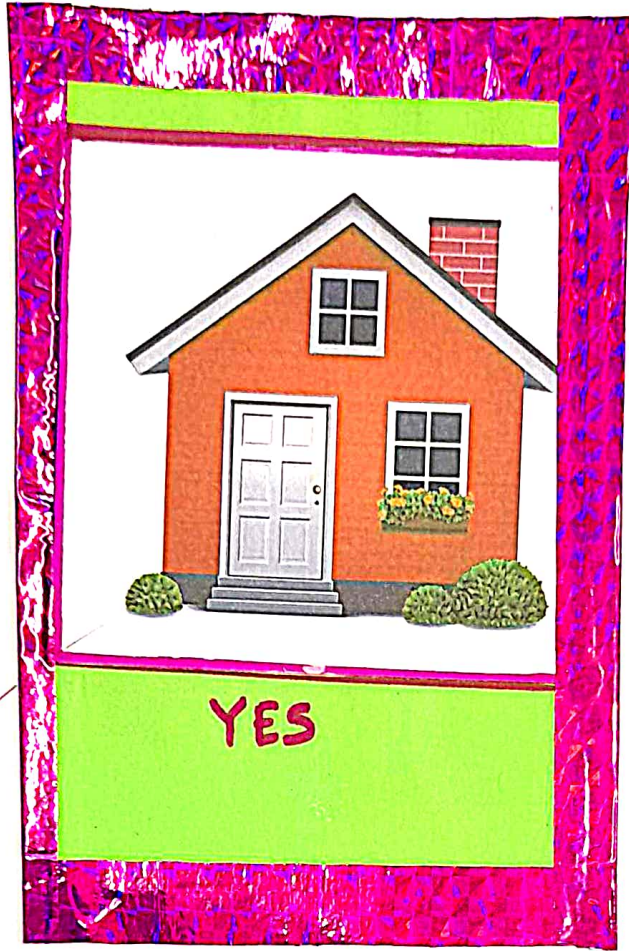
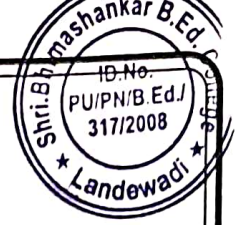
YES



NO

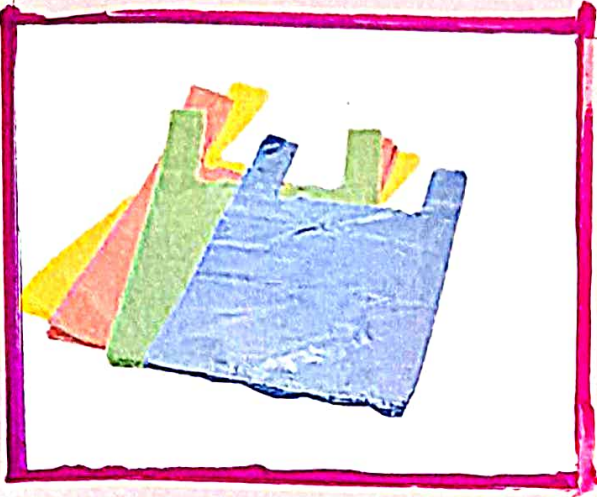
शैक्षणिक साहित्य

Teaching Aids

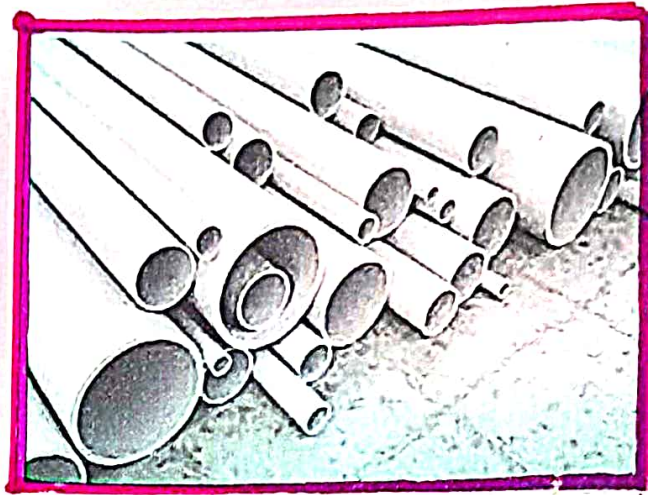


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Chart - 2



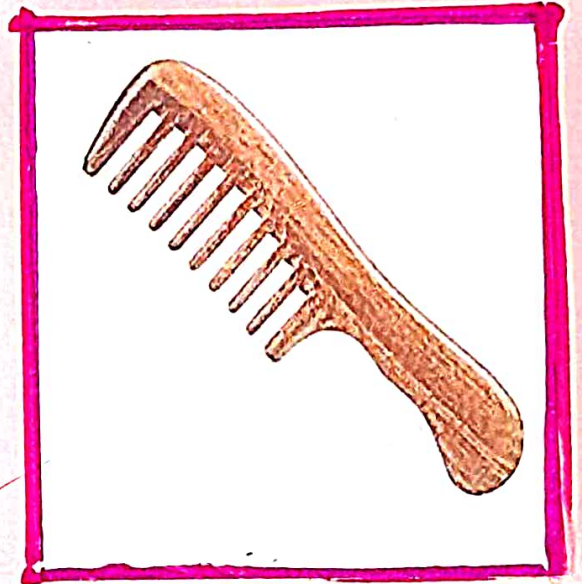
YES



YES



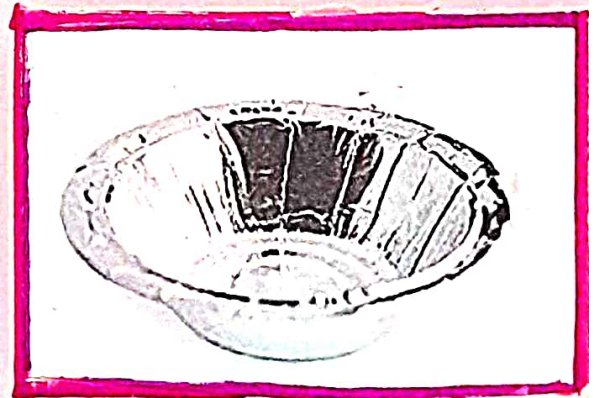
YES/NO



YES/NO



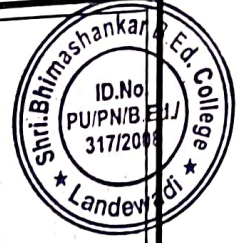
NO



YES/NO

श्री भैरवनाथ शिक्षण प्रसारक मंडळाचे,
श्री भिमशंकर बी.एड. कॉलेज

लांडेवाडी (चिंचोडी), ता. आंबेगाव, जि. पुणे. ४१० ५०३.



Models of Teaching Lesson Note-

प्रशिक्षणार्थीचे नाव : Mane Dipmala Vinayak रोल नं.: 01

शाळेचे नाव : Shree Bhimashankar B. Ed College, Landewadi

पाठ्य विषय : Mathematics घटक : Geo Triangles

इयत्ता व तुकडी : 8th A उपघटक : Types of triangle.

दिनांक : 06.02.2023

अध्यापन पद्धती : Advanced

वेळ : 30 min

organiser model

उद्देशांबिंदू : i] To make the students active in the study.
ii] To develop knowledge of the students.
iii] To develop ability to classify, analyze and draw conclusions.

सामाजिक प्रणाली : i] The main role of teacher is to create advanced organization, present it and to combine prior knowledge and new knowledge.
ii] Present task and give references and examples about it.

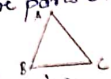
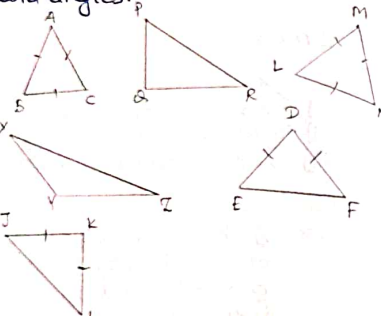
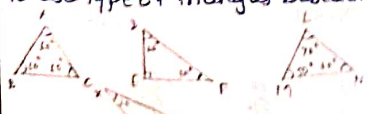
शिक्षण प्रक्रिया तत्त्वे : i] Give motivation to students.
ii] Encourage students to ask questions.
iii] To clarify relationship between prior knowledge and new knowledge, give examples related to student's life.

सहाय्यभूत प्रणाली : charts of types of triangle.

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परिचय	शिक्षक-कृती content
<p>Step I Presentation of advance organizer.</p> <p>A) Clarify aim of the lesson</p> <p>B) Identify defining attributes</p> <p>C) Give examples</p> <p>D) Provide context</p>	<p>Students, you know all parts of triangle. The vertices, sides and angles are parts of triangle.</p>  <p>In given $\triangle ABC$ if we change side AB, BC, AC or if we change $\angle A, \angle B, \angle C$ then shape of triangle will also be changed.</p> <p>Triangle is classified into two types of category based on sides and angles.</p>  <p>There are three groups according to sides. i) All equal sides. ii) Two equal sides. iii) No equal side triangle. Triangle with all equal sides is called equilateral triangle. A triangle with two equal sides called <u>isosceles</u>. A triangle with no equal side is called a <u>scalene</u> triangle.</p> <p>We have to check the statement 'There are types of triangles based on angle'. For that we need to use type of triangles based on angle.</p> 
<p>Step II. Presenting Learning Task.</p> <p>Present material</p>	

Teacher's Action	विद्यार्थी कृती
<p>Teacher draws on black board and asks students 'What are parts of triangle?'</p> <p>'What can be done to change shape of triangle?'</p> <p>Teacher shows chart to students and tells to observe it.</p> <p>Teacher draws diagram of triangle on black board and explains it.</p> <p>Teacher tells students to observe sides of triangle and write in note book.</p> <p>Teacher ask questions 'How many groups are there according to length of sides? and what are those?'</p> <p>- <u>correct</u>.</p> <p>Teacher asks students 'which part we have not checked yet?'</p> <p>Teacher tells students to observe angles of triangle and note down in note book.</p> <p>- How many groups are there? and which one?</p>	<p>Students observe and answer 'sides, angles and vertices are parts of triangle.'</p> <p>Students answer; 'It is needed to change length of side or angle to change shape of triangle.'</p> <p>Students observe chart.</p> <p>Students observe diagrams and compare triangles.</p> <p>Students give answer '3'</p> <p>Students give answer 'angle.'</p> <p>Students observe angles of triangles and compare them.</p> <p>Students give answer '3'</p>




Principal
Shri Bhimashankar B. Ed. College
Laxmibai, Amravati, Maharashtra
Date: 11/12/2018

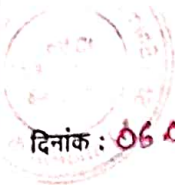
पदबंध	शिक्षक-कृती Content
B) Maintain attention C) Make organisation explicit D) Make logical order of learning material.	There are 3 types of triangle 1) All angle 90° ii) one angle $< 90^\circ$, one angle $= 90^\circ$ and another angle $> 90^\circ$ - A triangle with all acute angle is called <u>acute angled triangle</u> . - A triangle with one right angle is a <u>right angled triangle</u> . - A triangle with one obtuse angle is called <u>obtuse angled triangle</u> . Therefore, There are 3 types based on length of sides and 3 types based on angle of triangle.
Step III - Strengthening Cognitive organization. A) Use principle of integrative reconciliation B) Promote active reception learning material explicit C) Elicit critical approach subject matter. D) Clarify	<ul style="list-style-type: none"> • A equilateral triangle is an acute triangle but acute angled triangle is not necessarily equilateral. • A right angled triangle can be isosceles as well as a scalene triangle. • Isosceles triangle can be acute right angled triangle or obtuse angled triangle. • Scalene triangle can be obtuse triangle and obtuse triangle can be scalene triangle but it is not always the case. ie. although the sides and angles of triangles are known by different names, every triangle is of the angle and side based type.

Teachers Action	विद्यार्थी कृती
Teacher gives name to type of triangles and explains definition.	- Students Listen carefully.
Teacher asks question to students to explain the relationship between sides and angles of the triangles and their types. - 'what are types of right angled triangles?' - 'what is relationship between isosceles triangle and obtuse triangle?'	- Students tells relation between equilateral sides and types of triangle based on angle. - Isosceles triangle and scalene triangle.
Teacher tells students to note down chart in their notebook	- Students note down chart in notebook
Teacher gives homework	- Students writes homework




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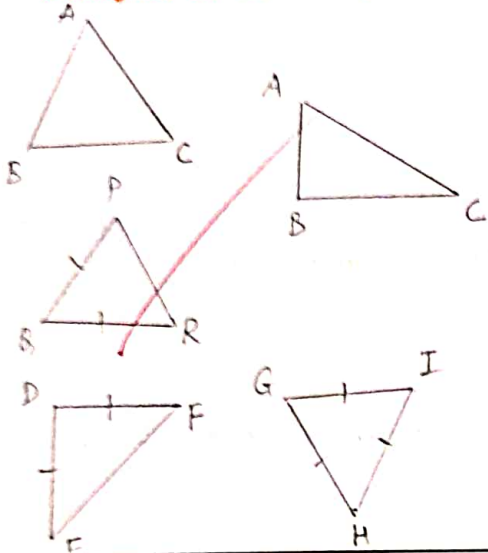
* फलक लेखन *



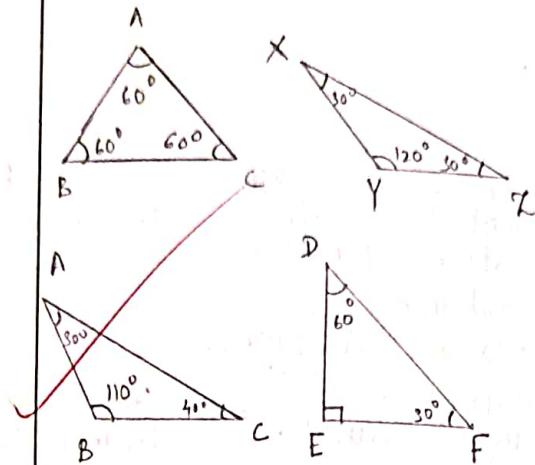
दिनांक : 06.02.23 विषय : Mathematics
 घटक : Triangles
 उपघटक : Types of triangle

इयत्ता : 8th
 रुकडी : A

Types of Triangle
(Based on sides)



Types of Triangle
(Based on angle)



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06/02/23
महाप्रदर्शक प्राध्यापक सही

उल्लेखनीय बाबी

उपचारात्मक सूचना

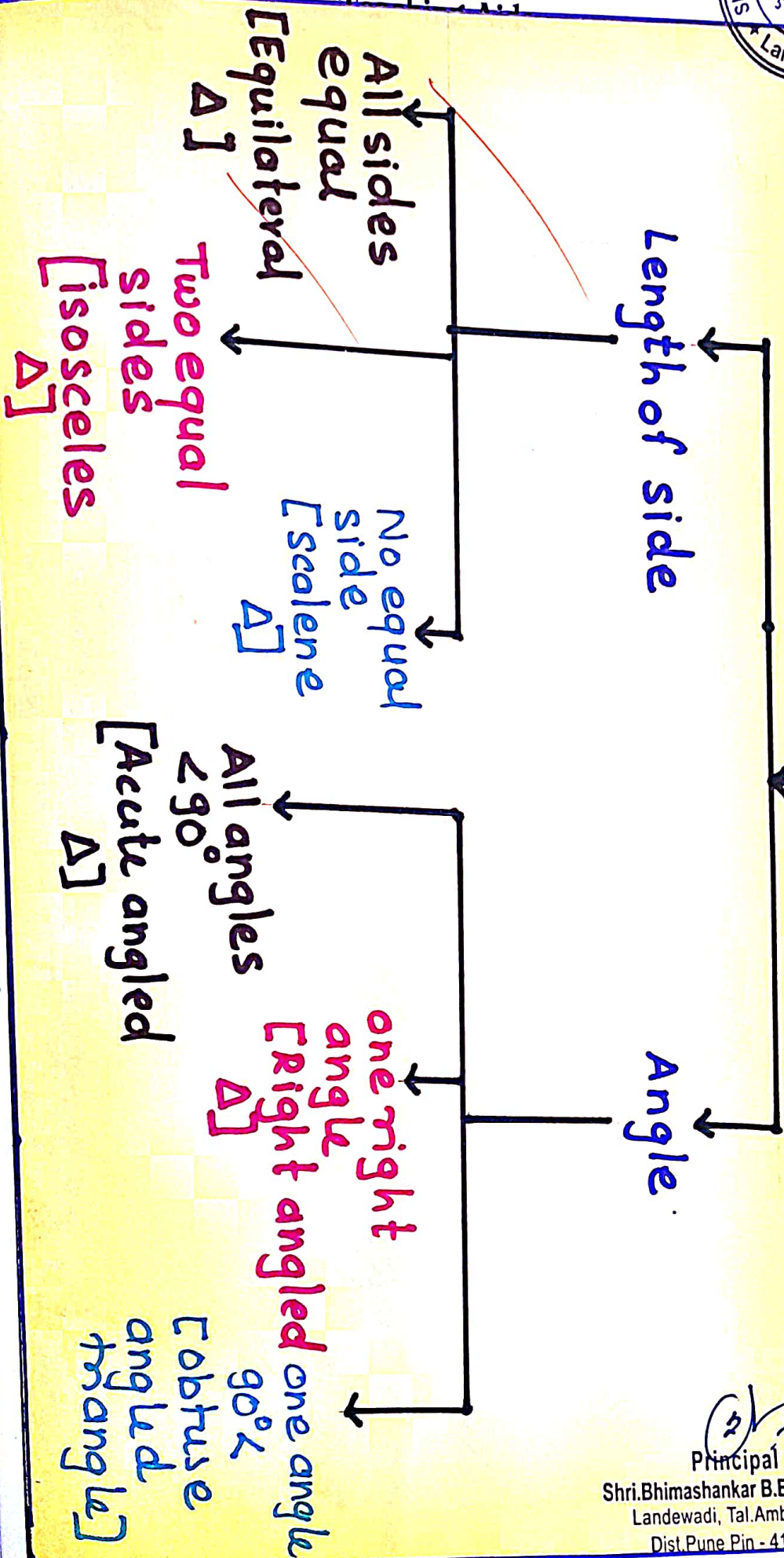
- * lesson plan is proper & neat.
- * Explanation is proper.
- * Revision of main points.
- * Active participation taken of students.
- * content knowledge is good.

* clear the doubts of students.

दिनांक :

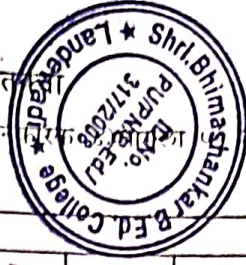
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06/02/23
निरीक्षक प्राध्यापक सही

Types of Triangle



[Signature]
Principal

अग्रत संघटक प्रतिमान मूल्यमापन त...
पदनिश्चयन श्रेणी - १) असमाधानकारक २)साधारण ३) समाधानकारक



१) पाठ्याचण व तयारी:- ५ गुण = ०५						
अ.क्र.	उपमुद्दे	१	२	३	४	५
१	परिपूर्णता / अचूकता / व्यवस्थितपणा / निटनेटकेपणा / स्वच्छता / नकाशे आकृत्या / चित्रे				✓	
२) पायरी I :- २५ गुण = २५						
अ.क्र.	उपमुद्दे	१	२	३	४	५
२	ध्येयाची स्पष्टता				✓	
३	सादरीकरण				✓	
४	उदा.वापर व संदर्भ				✓	
५	प्रमुख मुद्द्यांची उजळणी					✓
६	पूर्वज्ञान पडताळणी / अनुभव				✓	
३) पायरी II :- १५ गुण = १२						
अ.क्र.	उपमुद्दे	१	२	३	४	५
७	आशय सादरीकरण / अध्ययन साहित्य				✓	
८	आशयाचा तार्कीक क्रम / अध्ययन साहित्य				✓	
९	अवधान केंद्रीकरण				✓	
४) पायरी III :- २० गुण = १६						
अ.क्र.	उपमुद्दे	१	२	३	४	५
१०	एकत्रिकरण तत्वाचा वापर				✓	
११	कृतीयुक्त सहभाग					✓
१२	आशय विकसनाचा चिकित्सक दृष्टिकोन				✓	
१३	शंका निराकरण			✓		
५) अध्यापन कौशल्य:- ३५ गुण = २९						
अ.क्र.	उपमुद्दे	१	२	३	४	५
१४	आशय प्रभुत्व					✓
१५	उद्दिष्ट प्राप्ती				✓	
१६	विद्यार्थी शिक्षकाची भूमिका				✓	
१७	प्रतिमान वापरातील सुलभता				✓	
१८	वर्ग व्यवस्थापन				✓	
१९	वेळेचे व्यवस्थापन				✓	
२०	एकंदरीत प्रभाव / प्रभावी अध्यापन				✓	

एकूण = १०० पैकी

८२

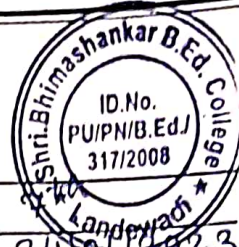
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06/02/23
निरीक्षक प्राध्यापक सही

तंत्रज्ञानपर पाठ निरीक्षण - 9

अध्यापन पद्धती - 1



पाठ घेणाऱ्या विद्यार्थी शिक्षकाचे नाव - Thorat Priyanka Manasaheb

इयत्ता 24/01/23
दिनांक 24/01/23


अध्यापन विषय Science

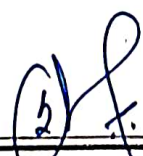
वेळ 30 min


घटक Elements, Compound, & mixtures.

उपघटक Elements.

क्र.	निकष	उल्लेखनीय बाबी	उपचारात्मक सूचना
1.	प्रस्तावना / प्रेरणा	Introduction was done by asking questions for introduction.	Use pictures
2.	स्पष्टीकरण, कथन, स्पष्टता ओघवतेपणा	Explanation was clear & detailed	
3.	आशयानुरूप तंत्रज्ञान/इंटरनेट वापर व हाताळणी	Internet and PPT slide were upto content.	
4.	वाचनातील स्पष्टता/दिग्दर्शन	Clear instructions and demonstration way given	
5.	वर्ग आंतरक्रिया व विद्यार्थी सहभाग	Student response was good.	Increase participation of students.
6.	आशय प्रभूत्व	Clarity on content is good.	
7.	शैक्षणिक साधन व उदाहरणे, दाखल्यांचा वापर	PPT's were used Perfect examples were used	
8.	तंत्रज्ञान वापर विविधता	PPT, Internet, pictures were used.	
9.	संकलन/मूल्यमापन/उपयोजन	Evaluation was done by asking question.	
10.	एकंदरीत प्रभाव	Overall lesson was satisfactory	


विद्यार्थी शिक्षकाची सही


Principal


निरीक्षक प्राध्यापकाची सही

सांघिक पाठ निरीक्षण - 9

अध्यापन पद्धती - 1

Sunita Dhondu Sarogade

पाठ घेणाऱ्या विद्यार्थी शिक्षकाचे नाव -

अध्यापन विषय science
घटक Biology

इयत्ता

दिनांक 30/01/23

वेळ 30 min

उपघटक Human body & Organ System

उपचारात्मक सूचना

क्र.	निकष	उल्लेखनीय बाबी	उपचारात्मक सूचना
1.	आशय निवड	Content selection was good.	
2.	कौशलानुरूप संघ निवड	Group selection according to skill was proper.	
3.	प्रत्यक्ष कार्यवाही व सादरीकरण	Presentation & Lesson was proper.	
4.	शैक्षणिक साधन वापर	Proper teaching aids were used.	
5.	विद्यार्थी शाब्दिक व कृतीयुक्त सहभाग	Students response was good.	
6.	आशय प्रभूत्व	Mastery over content was proper.	
7.	उदाहरण दाखल्यांची परिणामकारकता	Appropriate examples were used.	Use more examples.
8.	मूल्यमापन व प्रबलन	Evaluation was done by asking questions.	Ask all type of question.
9.	गटसमन्वय	Very well group coordination.	
10.	एकंदरीत प्रभाव	Overall lesson was good.	

विद्यार्थी शिक्षकाची सही

निरीक्षक प्राध्यापकाची सही

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Adhalwo
30/01/23

निरीक्षक प्राध्यापकाची सही

अध्यापन प्रतिमानपर पाठ निरीक्षण - १

पाठ घेणाऱ्या विद्यार्थी शिक्षकाचे नाव - Dipali Ashok

संकल्पना प्राप्ती प्रतिमान
Chopade

अध्यापन विषय Science

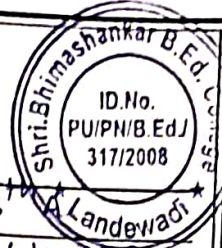
घटक Biology

इयत्ता 8th

दिनांक 04/02/23

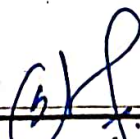
वेळ 30min

उपघटक Health & Disease



क्र.	निकष	उल्लेखनीय बाबी	उपचारात्मक सूचना
१.	आशयानुरूप प्रतिमान निवड	Content was selected according to model.	
२.	पदबंध योग्य क्रम	All steps are sequencewise.	
३.	सहाय्यभूत प्रणाली निर्मिती व वापर	Use of proper teaching	
४.	वर्ग वातावरण	Students were curious.	
५.	शिक्षक विद्यार्थी आंतरक्रिया	Students' response is good.	Increase students participation
६.	समर्पक उदा. वापर	Used proper examples.	
७.	विषय प्रभूत्व व वर्ग नियंत्रण	Mastery over content is good.	Class management is required.
८.	पाठ्यांश व प्रतिमान सांगड	Content & models were appropriate.	
९.	उद्दिष्टपूर्ती	Decided objectives were completed.	
१०.	एकंदरीत प्रभाव	Overall lesson was satisfactory.	


विद्यार्थी शिक्षकाची सही


Principal


निरीक्षक प्राध्यापकाची सही

भूमिकापालन प्रतिमान पाठ

अध्यापन प्रतिमानपर पाठ निरीक्षण - २

भूमिकापालन/अग्रत संघटन/पृच्छा प्रशिक्षण प्रतिमान

Gadge Sonali Shankar

पाठ घेणाऱ्या विद्यार्थी शिक्षकाचे नाव -

इयत्ता

7

अध्यापन विषय

Mathematics

दिनांक

07/02/2023

घटक

Triangle

वेळ

30 min

उपघटक

Type of triangle

क्र.	निकष	उल्लेखनीय बाबी	उपचारात्मक सूचना
१.	पाठ टाचण व तयारी	well prepared lesson note and Good preparation	
२.	आशयानुसार प्रतिमान निवड	Model was selected according to content	
३.	पदबंधाचा सुयोग्य क्रम	Sequence of all steps were conducted properly	
४.	योग्य सामाजिक प्रणाली	appropriate social system was selected	
५.	आशयानुरूप सहाय्यभूत प्रणालीची निवड	Proper system was selected for content	
६.	विषय प्रभूत्व व वर्गनियंत्रण	Mastery over content was good & class was controlled.	Increase students participation.
७.	पाठ्यांश व प्रतिमान सांगड	content and model were well fitted.	
८.	उद्दिष्टपूर्ती	objectives of lessons were fulfilled.	
९.	वेळेचे नियोजन	Time was not sufficient.	Time management is required.
१०.	एकंदरीत प्रभाव	Overall lesson was good.	

विद्यार्थी शिक्षकाची सही

निरीक्षक प्राध्यापकाची सही