



ब्रह्मा वळेली शिक्षणशास्त्र महाविद्यालय

अंजनेरी, नाशिक - ४२२ २१३



Internship Lesson Plan (छात्रसेवाकाल पाठ टाचण) शे.वर्ष - २०२१ -२०२२

Sudent Teacher's Name : Ramraje Pradnya kailas
छात्राधिकारी नाव :

Roll No.: 39

हजारी क्र.:

School Name : Bramha Valley Vidyalaya,
शाळेचे नाव : Anjaneri, Nashik

Lesson No.: 3

पाठ क्र.:

Subject : Mathematics
विषय :

Unit : quadrilateral

Sub-Unit : Rhombus

पटक : construction.

उपषटक :

Date : 1/12/2021
दिनांक :

Time : 30 min

Std. :

वेळ. : 30 min

इयता :

8th

Required Previous Knowledge : Students know about the Rhombus.
अपेक्षित पूर्वज्ञान :

Teaching Method :
अध्यापन पद्धती : Black-Board writing method.

Values :
मुल्य : Important to understand Basic concept in math.

Core Elements
गाभारमत पटक : Scientific attitude

Life Skills :
जीवन कौशल्य : self-awakening

Teachin Aids :
निर्मित शैक्षणिक साहित्य : Black-Board, Scale, charts etc.

Black Board Writing (फलक लेखन)

Date :- 1/12/21

Sub-: Math

std: 8th

unit-: Quadrilateral construction

Subunit-: Rhombus .

Date : 1/12/21
दिनांक :

R.B.Nayak
Signature of Guide Professor
मार्गदर्शक प्राध्यापकांची स्वाक्षरी

Steps of Lesson पाठाच्या पायऱ्या	Content आशाय / पाठ्यमुद्दे	Objectives & Specification उदिष्टे व स्पष्टीकरणे
I N T R O D U C T H O N		<p>knowledge - :-</p> <p>Students draw the rhombus .</p>
E X P L A Q U I N A Q U A T I O N	<p>Rhombus - :-</p> <p>If all sides of a quadrilateral are of equal length (congruent) it is called as rhombus .</p>	<p>understanding - :-</p> <p>Students understand the properties of the Rhombus .</p>

Teacher's Activity शिक्षक कृती	Student's Activity विद्यार्थी कृती	Teaching Aids शैक्षणिक साहित्य
Good morning students	Good morning mam.	
In previous lecture we learned about the construction of the square.		
Now in these lecture we study the construction of the Rhombus, Now open your maths textbook page Number 45.	Students open the maths textbook.	
If all sides of a quadrilateral are of equal length (congruent), it is called a rhombus.	students write down the statement in notebook.	
Q. Draw a rhombus EFGH by taking convenient length of side and convenient measure of an angle. Draw its diagonals and name their point of intersection as M.	Students write question in the notebook.	

Steps of Lesson पाठाच्या पायन्या	Content आशाय / पाठ्यमुद्दे	Objectives & Specification उदिष्टे व स्पष्टीकरणे
I L		
U S		
T R	properties :-	
A T	① Opposite angles are congruent.	understanding :- Students understand
I O		the construction of the
N /	② Diagonals bisect opposite angles of a rhombus.	Rhombus .
P		
R E S E N	③ Diagonals bisect each other and they are perpendi- cular to each other.	
T A T I O N		

Teacher's Activity शिक्षक कृती	Student's Activity विद्यार्थी कृती	Teaching Aids शिक्षणिक साहित्य
① Measure the ten opposite angles of the quadrilateral and angles at the point M.	students understand the steps of the construction.	
② Measure the two parts of every angle made by the diagonal.		fig. Rhombus.
③ Measure the lengths of both diagonals. Measure the two parts of diagonals made by point M.		
From these measures you will get the following properties of a rhombus:	students write down the properties of the rhombus.	
① opposite angles are congruent.		
② Diagonals bisect opposite angles of a rhombus.		
③ Diagonals bisect		

Steps of Lesson पाठाच्या पायन्या	Content आशाय / पाठ्यमुद्दे	Objectives & Specification उदिष्टे व स्पष्टीकरणे
Recapitulation		
Questioning Skill		
	knowledge - :- Students solve the other examples based upon these concept.	
Homework		
closure.		

Teacher's Activity शिक्षक कृती	Student's Activity विद्यार्थी कृती	Teaching Aids शैक्षणिक साहित्य
each other and they are perpendicular to each other.	Students pay attention.	
Now here construction of the Rhombus is completed. So, Tell me		
① what is opposite angles.	Students answered.	
② Tell me two properties of the rhombus.	Students answered.	
Solve it .		
Find the length of a diagonal of a square of side 6 cm.	Students solve these example by using pythagoras theorem.	
The practice set 8.2 is based upon these type of the examples. So you all student solve these exercise in your homework notebook.	Students says yes mam.	
And next period I will check this homework.		
We will continue in next period.	Student says thank you mam !	

LESSON EVALUATION SCHEME (पाठ मुल्यमापन योजना)

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

No. अ.क्र.	Steps पायऱ्या	Criteria निकष	1	2	3	4	5
1	Lesson Note पाठ टाचण	Neat, Correct & Complete नीटनेटके, अचूक आणि परिपूर्ण					✓
2		Relevant & stimulating सुसंगत आणि उत्साहवर्धक					✓
3	Introduction प्रस्तावना	Revival of previous knowledge & linking with the topic पूर्वज्ञान जागृती व पाठ्यघटकाशी योग्य सांगठ				✓	
4		Statement of Aim & Title writing हेतूकथन आणि शिर्षकलेखन				✓	
5		Clarity & Fluency in Narration / Illustration कथन व स्पष्टीकरणातील अचूकता व ओधवतेपणी					✓
6		Questions-Clear, Concise & Grammatically correct प्रश्न-स्पष्ट, संक्षिप्त आणि व्याकरणदृष्ट्या अचूक				✓	
7		Logical & thought provoking questions तार्किक व विचारप्रवर्तक प्रश्न				✓	
8	Presetation/ Explanation सादरीकरण/ विषय प्रतिपादन/ स्पष्टीकरण	Distribution of questions & Reinforcement प्रश्नांचे व प्रवलनाचे वितरण					✓
9		Black Board Work फलक लेखन कार्य				✓	
10		Clarity in Reading / Domonstration वाचन व दिग्दर्शनातील स्पष्टता				✓	
11		Classroom interaction वर्गातील आंतराक्रिया					✓
12		Use of Teaching Aids / Use of Examples शैक्षणिक साधनांचा वापर/उदाहरणांचा वापर				✓	
13		Mastery over the content विषयावरील प्रभुत्व				✓	
14	Recapitulation संकलन	As per objectives उद्दीप निहाय					✓
15		Students response विद्यार्थी प्रतिसाद				✓	
16	Application उपयोजन	Appropriate/Creative application योग्य / सृजनात्मक उपाययोजना				✓	
17	Home Work स्वार्थ्याय	Appropriate / Activity based Home work योग्य / कृती आधारित सध्याय					✓
18		Inclusion of core elements, values & life skills गाभारूत घटक, मूल्ये व जीवन कौशल्ये यांचा समावेश				✓	
19		Class control & Time Management वर्ग नियंत्रण व वेळेचे नियोजन					✓
20		Overall impression एकंदरित प्रभाव					✓

(Qualitative Feedback) गुणात्मक शेरे five

* Teacher had fluency in enunciation + Teaching aids, small
 * Classroom arrangement was good. * BB work ~~was good~~

Date : 1 /12/2

Obtained Marks - 87/100

Observer's Sign.
पाठ निरिक्षकाची स्वाक्षरी

ब्रह्मा वृँली शिक्षणशास्त्र महाविद्यालय

Internship Lesson Plan (छात्रसेवाकाल पाठ टाचण) शे. वर्ष २०२०-२१

Student Teacher's Name <u>Vansha Sarayaj Samale</u> छात्राध्यापकाचे नाव		Roll No. <u>18.</u> हजेरी क्र.
School Name <u>Kanya Vidyalaya Trimbakeshwar Nashik.</u> शाळेचे नाव		Lesson No. <u>1</u> पाठ क्र.
Subject <u>English</u> विषय	Unit <u>Poem</u> घटक	Sub-Unit <u>where the Mind is without Fear</u> उपघटक
Date <u>01/04/21</u> दिनांक	Time <u>8:30am - 9:10am</u> वेळ <u>40 mins.</u>	Std. <u>10th A</u> इयत्ता
Required Previous Knowledge <u>Students have some previous knowledge about the poem 'Play Wings'.</u> अपेक्षित पूर्वज्ञान		
Teaching Method <u>Traditional Method</u> अध्यापन पद्धती		
Values <u>Scientific Attitude</u> मूल्य		
Core Elements <u>Co-ordination between Emotion, action and Intelligence</u> गाभाभमत घटक		
Life Skills <u>Problem solving, Critical thinking</u> जीवन कौशल्ये		
Teaching Aids <u>chart, model, flash card etc.</u> नियोजित शैक्षणिक साहित्य		

फलक लेखन (Black Board Writing)

Date : 01/04/21 Unit : Poetry Where the Mind is without Fear Standard - X-A
Subject - English

Word-Meanings

- dead habit :- old traditional rituals and customs that are harmful.
- ever-widening :- forever broadening one's outlook.

- fireside striving :- continuous efforts and struggle.
- stretches in aim :- aims at achieving a goal.

Date / /
दिनांक 01/04/21


Signature of Guide Professor
मार्गदर्शक प्राध्यापकांची स्वाक्षरी

Steps of Lesson पाठाच्या पायऱ्या	Content आशाय / पाठ्यमुद्रे	Objectives & Specification उद्दिष्ट व स्पष्टीकरणे
INTRODUCTION प्रारंभाचा वर्णन	<p><u>Outline of the Poem</u></p> <p>'where the Mind is without Fear' was included in the volume called Naibedya. The poem is a prayer to god to protect the nation from evil effects.</p>	<p>To revise previous knowledge.</p>
	<p>Poet has utmost faith in god. He prays to god with all his heart that he should guide the counter-tyrants to work hard, speak the truth.</p>	
STUDY OF POEM पाठ्याचा अध्ययन		<p>To get ready to learn new Topic.</p>
EXPLANATION व्याख्या		<p><u>Knowledge</u> Students tells about the pronunciation of words.</p>
COMPREHENSION सम्प्रेक्षण		<p><u>Comprehension</u> Students know about the author.</p>

Teacher's Activity शिक्षक कृती	Student's Activity विद्यार्थी कृती	Teaching aids शैक्षणिक साहित्य
Teacher asks questions based on previous knowledge :- Q- who has composed National Anthem of India?	Students give answers :- → Rabindranath Tagore.	
Q- who is Rabindranath Tagore ?	→ He was a poet, writer, playwright, composer, social-reformer and painter.	
Q- why Rabindranath Tagore is so famous ?	→ In 1913, he was the first non-European writer to be awarded the Nobel Prize for Literature.	
So, today we will learn a Poem written by Rabindranath Tagore.	Students listen carefully.	
Teacher recites the Poem with correct pronunciation & tone.	Students listen carefully.	
Teacher asks the students to recite the poem after her.	Students recites the poem.	

Steps of Lesson पाठाच्या पायऱ्या	Content आशाय / पाठ्यमुद्देश्य	Objectives & Specification उद्दिष्ट व स्पष्टीकरणे
<u>S</u> <u>X</u>	<u>Summary</u>	<u>Knowledge</u>
<u>P</u> <u>L</u> <u>A</u> <u>A</u> <u>E</u> <u>T</u> <u>I</u> <u>O</u> <u>N</u>	<p>In this poem, the poet is praying to God to grant his country such freedom of thoughts and expressions.</p> <p>He prays that his country should be free from the fear of oppression. There should be an atmosphere of fearlessness. He prays that Indians should be logical.</p>	<p>Students talk about the meaning of the poem.</p> <p><u>Comprehension</u> Students know about the summary of the poem.</p>
<u>C</u> <u>R</u> <u>O</u> <u>T</u> <u>E</u> <u>D</u> <u>E</u> <u>R</u> <u>O</u> <u>R</u> <u>D</u>		<p><u>Application</u> Students apply the message from the poem in their day to day life.</p>
<u>G</u> <u>L</u> <u>A</u> <u>C</u> <u>E</u> <u>B</u> <u>O</u> <u>R</u> <u>D</u> <u>O</u> <u>T</u> <u>I</u> <u>N</u> <u>G</u>		<p><u>Skills</u> Students develop the skill from the poem.</p>

Teacher's Activity शिक्षक कृति	Student's Activity विद्यार्थी कृति	Teaching aids शिक्षणिक साहित्य
<p>Teacher explains the outline of the poem → 'where the mind is without fear' was included in the volume called Naibedya. The poem is a prayer to God to protect the nation from evil effects.</p>	<p>students listen carefully and try to understand it.</p>	?
<p>Teacher explains each and every stanza of the poem.</p>	<p>students listen carefully.</p>	
<p>Teacher shows P.P.T and explains the Poem.</p>	<p>Students observe the P.P.T</p>	
<p>Teacher writes the meaning of the words on B.B.</p>	<p>Students note down the meaning in their notebook.</p>	
<p>Teacher shows the P.P.T for questions and answers of the Poem. Teacher explains the questions and answers to the students.</p>	<p>Students observe the P.P.T and try to understand it.</p>	

Steps of Lesson पाठाच्या पायन्या	Content आशाय / पाठ्यमुद्रे	Objectives & Specification उद्दिष्ट व स्पष्टीकरणे
Introduction प्रवेश	<u>About the Author</u>	To revise acquired knowledge
Description प्रक्रिया	Rabindranath Tagore (7 May, 1861 - 7 Aug, 1941) was born in	
	Kolkata. He was a polymath who wrote on various	
	subjects and established Bengali literature.	
	His compositions were chosen by two nations	
	as national anthems: India's Jana Gana Mana and Bangladesh's	
	Amar Shonar Bangal. He is the author of Gitayali.	To use acquired knowledge in daily life.
Evaluation प्रतीक्षा		To evaluate acquired knowledge
Homework स्टॅटर्टप		
		To inspire students to do self study.

Teacher's Activity
शिक्षक कृति

Student's Activity
विद्यार्थी कृति

Teaching aids
शैक्षणिक सहित्य

Teacher asks questions related to the Poem :-

Q - who is the writer of the Poem?

Students give answers :-

→ Rabindranath Tagore.

Q - What do the expressions 'mind is without fear' and 'head is held high' mean?

→ The poet says that no courtlyman of his should live in fear in fear on his mind at all times and should have confidence in themselves.

Teacher gives the final statement.

Students listen carefully.

→ It is a prayer to the Almighty for a nation free from any kind of manipulative powers.

It is a reflection of the poet's good and ideal nature.

~~Teacher gives~~

~~homework?~~

→ Write the summary of the poem.

Students note

down the H-W

in their note-book.

EVALUATION SCHEME (पाठ मूल्यमापन योजना)

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

No. अ. क्र.	Criteria निकष	1	2	3	4	5
1	Neat, correct & complete lesson note नीटनेटके, अचूक आणि परिपूर्ण पथ टाचण				✓	
2	Previous knowledge & aims of the lesson पूर्वज्ञान आणि पाठाचे उद्देश					✓
3	Objectives & specification उद्दिष्ट आणि स्पष्टीकरणे					✓
4	Consideration of student with diverse needs भिन्न गरजा असणाऱ्या विद्यार्थ्याचे परिशळन					✓
5	Introduction - attractive, based on previous knowledge प्रस्तावना – आकर्षक व पूर्वज्ञानावर आधारित					
6	Presentation - suitable learning experiences & proper teaching aids सादरीकरण – सुयोग्य अध्ययन अनुभव आणि शैक्षणिक साधनांचा योग्य वापर					✓
7	Space for student with special needs भिन्न गरजा असणारा विद्यार्थ्यांसाठी संधी					✓
8	Define role of student & their participation विद्यार्थ्याची भुमिका व सहभाग यांची निश्चिती					✓
9	Expected responses of students विद्यार्थ्याचे अपेक्षित प्रतिसाद					✓
10	Evaluation strategy मूल्यमापन योजना					✓

(Qualitative feedback) गूणात्मक शेरे

(*) Lesson note is neat, correct and complete.

(*) Explanation is good.

Date 01/04/21 Obtained Marks -

(41)
/50

M. D. Patil
Observer's sign.
पाठ निरिक्षकाची स्वाक्षरी

ब्रह्मा वृंती शिक्षणशास्त्र महाविद्यालय

Internship Lesson Plan (छात्रसेवा काल पाठ टाचण) शे. वर्ष २०१९-२०

Student Teacher's Name छात्राच्यापकाचे नाव	Malt. Vishnu chaturvedi	Roll No. हजेरी क्र.	49
School Name शाळेचे नाव	Karamveer Bhawseeb Hiray school CIDCO	Lesson No. पाठ क्र.	3
Subject विषय	Maths	Unit घटक	Variation
Date दिनांक	7/11/2020 / /	Time वेळ	30 min
Required Previous Knowledge अपेक्षित पूर्वज्ञान	Students know about ratio and same proportion	Std. इयता	8th
Teaching Method अध्यापन पद्धती	Traditional Method		
Values मूल्ये	Scientific Attitude		
Core Elements गाभारूत घटक	Scientific Temper		
Life Skills जीवन कौशल्ये	logical thinking		
Teaching Aids नियोजित शैक्षणिक साहित्य	Board, charts, Rolling board		

फलक लेखन (Black Board Writing)

Date	Sub - Maths	std - 8th
	Unit - Variation	Div - B
	Subunit - Direct Variation	

Date 08/11/20

दिनांक / /

Signature of Guide Professor

मार्गदर्शक प्राध्यापकांची स्वाक्षरी

Steps of Lesson पाठाच्या पायऱ्या	Content आशय / पाठ्यमुद्दे	Objectives & Specifications उद्दिष्ट व स्पष्टीकरणे
Set indu- ction		
		9
Aim of statement		

Teacher's activity शिक्षक कृती	Student's activity विद्यार्थी कृती	Teaching aids शिक्षणिक साहित्य
Good morning to all students Let's concentrate in our Maths class	Good morning	

Student are you going to the shop for shopping Now tell me complete the following table the, If the rate of note books is Rs.2 per dozen, what is the cost of 3 note books?	9	Find the cost of 9 books & 24 notebook	Number of Note books(x)	12	9	24
			cost (In Rupees) (y)	240	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		$\Rightarrow 240 \div 12$				
		$= 20$ Rs.				
		cost of 3 note books				
		$= 20 \times 3$				
		$=$ Rs. 60				

Very Good.	Student Observes chart
Teacher shows the table on charte klessee ratio of number of books & their cost are in same proportion	
so today we have studied about	Black board

Steps of Lesson पाठाच्या पायऱ्या	Content आशय / पाठभूष्ये	Objectives & Specifications उद्दिष्टे व स्पष्टीकरणे
E	Direct Variation	
X	The statement	
P	x and y are in same proportion	knowledge :-
A	-n can be written in the form of ' x ' and ' y '	Students know about ratio and proportion
N	' y ' is indirect variation or	
A	between x & y	Understanding -
O	denoted by $x \propto y$	student understand the equation of variation
N		
		Application -
		Can students can apply knowledge in daily life

Teacher's activity शिक्षक कृती	Student's activity विद्यार्थी कृती	Teaching aids शिक्षणिक साहित्य
variation. Teacher write on board	student write in not book.	Black board
Using mathematical symbol & (alpha) direct variation between x & y written as $x \propto y$		
[\propto (alpha) is a greek letter, used to denote variation]	students Listen carefully	
It is also written in the form of $x = ky$		
k is a constant of variation	students write the equation in notebook	
$x = ky$ or		
$\frac{x}{y} = k$		
is the equation form of direct variation where k is the constant	Student write in notebook	
Variation		
Teacher write the equation on board		Black Board

Steps of Lesson पाठाच्या पायऱ्या	Content आशय / पाठाच्यामध्ये	Objectives & Specifications उद्दिष्ट व स्पष्टीकरणे
Conclusion on		<p style="color: orange;">Skill</p> <p>student solve the problem skillfully</p>
Reciprocation		
Application	knowledge applied in daily life	
Evaluation of student knowledge		
Assignment		

Teacher's activity शिक्षक कृती	Student's activity विद्यार्थी कृती	Teaching aids शिक्षणिक साहित्य
so today we have studied about the Direct Variation.	student Listen carefully.	
Teacher asks the question		
① How to write $x \& Y$ in same proportion by different way?	student answer ed the question.	
② $x \& Y$ how to write in the form of equation	Maths Q what is the equation of the variation & constant of variation?	
Teacher ask the question on Rolling board		
Solve practice set page no: 7, 1	Student writes Homework in notebook.	

LESSON EVALUATION SCHEME

(पाठ मूल्यमापन योजना)

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

Sr.No. अ.क्र.	Criteria निकष	1	2	3	4	5
1	Neat, correct & complete lesson note नीटनेटके, अचूक आणि परिषूर्प पथ टाचण					✓
2	Previous knowledge & aims of the lesson पूर्वज्ञान आणि पाठाचे उद्देश					✓
3	Objectives & specification उद्दिष्टे आणि स्पष्टीकरणे					✓
4	Consideration of student with diverse needs भिन्न गरजा असणाऱ्या विद्यार्थ्यांचे परिशीलन				✓	
5	Introduction - attractive, based on previous knowledge प्रस्तावना - आकर्षक व पूर्वज्ञानावर आधारीत					✓
6	Presentation - Suitable learning experiences & proper teaching aids सादरीकरण - सुयोग्य अध्ययन अनुभव आणि शैक्षणिक साधनांचा योग्य वापर					✓
7	Space for student with special needs भिन्न गरजा असणाऱ्या विद्यार्थ्यांसाठी संधी					✓
8	Define role of student & their participation विद्यार्थ्यांची मुभिका व सहभाग यांची निश्चिती					✓
9	Expected responses of students विद्यार्थ्यांचे अपेक्षित प्रतिसाद					✓
10	Evaluation strategy मूल्यमापन योजना				✓	

(Qualitative feedback) गूणात्मक शेरे

38
—
50

Date 08/01/20 Obtained Marks-

/100

Observer's Sign.
पाठ निरिक्षकाची स्वाक्षरी

ब्रह्मा घॅली शिक्षणशास्त्र महाविद्यालय

Internship Lesson Plan(छात्रसेवकाळ पाठ सत्रण) 2021-22

Student Teacher's Name <u>Sunita Uttam Medhane</u> छात्राध्यापकाचे नाव		Roll No. <u>96</u> हजेरी क्र.
School Name <u>Vidya prashala vidyalaya Talegaon</u> शाळेचे नाव <u>Nashik</u>		Lesson No. <u>1</u> पाठ क्र.
Subject <u>science</u> विषय	Unit <u>pollution</u> घटक	Sub-Unit <u>Air pollution</u> उपघटक
Date <u>20/10/21</u> दिनांक	Time वेळ	Std. <u>8th</u> इयत्ता
Required Previous Knowledge <u>Students known about pollution</u> अपेक्षित पूर्वज्ञान		
Teaching Method <u>Traditional method</u> अध्यापन पद्धती		
Values <u>scientific attitude</u> मूल्ये		
Core Elements गाभाभूत घटक		
Life Skills <u>problem solving, critical thinking</u> जीवन कौशल्ये		
Teaching Aids <u>Rollar, Board</u> नियोजित शैक्षणिक साहित्य		

फलक लेखन (Black Board Writing)

Date:— <u>20/10/21</u>	✓	subject— <u>science</u> unit— <u>pollution</u> sub unit— <u>Air pollution</u>	std:—
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Date 20/ 10/ 21
दिनांक / /

(P)
Signature of Guide Professor
मार्गदर्शक प्राध्यापकांची स्वाक्षरी

Steps of Lesson पाठाच्या पायऱ्या	Content आशाय / पाठ्यमुद्दे	Objectives & Specification उद्दिष्ट व स्पष्टीकरणे
Introduction		To revise the previous knowledge of pollution.
Explanation		To get ready to learn new topic.
Air pollution:- contamination of air by harmful substance like poisonous gases are released through fuel is called air pollution.		

Teacher's Activity शिक्षक कृती	Student's Activity विद्यार्थी कृती	Teaching Aids शैक्षणिक साहित्य
Good morning , students . Today we study new chapter that is "pollution" first of all, I asked some questions to all of you.		
① can you heard the word pollu- tions →	→ Yes	
② Then what is pollution ? → Today we will learn Air pollut- ion .	→ contamination of natural enviro- nment that will harmful to eco- system is called pollution	use of black board
Teacher write heading " Air pollution " on board .	Students looked at the black board .	
Teacher explained the air pollution	students looked concentrately .	
Teacher explained reason of air pollution .		

Teacher's Activity शिक्षक कृती	Student's Activity विद्यार्थी कृती	Teaching Aids शैक्षणिक साहित्य
Teacher write title on board that is reason of Air pollution	Students looked carefully	use of black board.
Teacher explained reason of air pollution	Students listen carefully	
Teacher write two types of reason of air pollution 1) Natural Reason. 2) Manmade Reason	Students looked carefully	
Teacher explained this two type of Reason.		
Also teacher explained source and effects of air pollutants	Students listen carefully	
Teacher write heading on board that is effect of air pollution on plants and animals.		

Steps of Lesson
पाठाच्या पायन्या

Content
आशाय / पारचमुदे

Objectives & Specification
उदिष्ट व स्पष्टीकरणे

To evaluate acquire
knowledge.

explanation
Acid Rain:-
oxides of
sulphur and
nitrogen are
released into
atmosphere
through burning
of coal, timber
and fuel oils,
For Those
oxides mix
with rain
water and
come down
as a rain

To inspire
student to do
self study.

Teacher's Activity शिक्षक कृती	Student's Activity विद्यार्थी कृती	Teaching Aids शैक्षणिक साहित्य
Now teacher ask question	students answer the question	
① Are you heard about acid Rain?	→ Yes	
→		
② What is meant by acid Rain?	→ Acid mix with rain drop and snow and come down as rain	
→		
③ Have you heard about prevention of air pollution	→ Yes	
→		
④ What we should do to prevent air pollution	→ ① pollution controlling machinery should be used ② control on CFC production etc.	
→		
Teacher explained Acid Rain concept.		
Teacher asked students about their query.		
In this way, we saw air pollution. In next period, we will see water pollution.		

LESSON EVALUATION SCHEME (पाठ मुल्यमापन योजना)

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

No. अ.क्र.	Steps पायऱ्या	Criteria निकष	1	2	3	4	5
1	Lesson Note पाठ टाचण	Neat, Correct & Complete नीटनेटके, अचूक आणि परिपूर्ण					✓
2		Relevant & stimulating सुसंगत आणि उत्साहवर्धक				✓	
3	Introduction प्रस्तावना	Revival of previous knowledge & linking with the topic पूर्वज्ञान जागृती व पाठ्यपटकारी योग्य सांगठ			✓		
4		Statement of Aim & Title writing हेतृकथन आणि शिर्षकलेखन				✓	
5		Clarity & Fluency in Narration / Illustration कथन व स्पष्टीकरणातील अचूकता व ओधवतेपणा				✓	
6		Questions-Clear, Concise & Grammatically correct प्रश्न-स्पष्ट, संक्षिप्त आणि व्याकरणदृच्छ्य अचूक			✓		
7		Logical & thought provoking questions तार्किक व विचारप्रवर्तक प्रश्न				✓	
8	Presetation/ Explanation सादरीकरण/ विषय प्रतिपादन/ स्पष्टीकरण	Distribution of questions & Reinforcement प्रश्नांचे व प्रवलनाचे वितरण				✓	
9		Black Board Work फलक लेखन कार्य					✓
10		Clarity in Reading / Domonstration वाचन व दिवदर्शनातील स्पष्टता					✓
11		Classroom interaction वर्गातील आंतरक्रिया			✓		
12		Use of Teaching Aids / Use of Exaples शैक्षणिक साधनांचा वापर/उदाहरणांचा वापर				✓	
13		Mastery over the content विषयावरील प्रभुत्व			✓		
14	Recapitulation संकलन	As per objectives उद्दीप्त निहाय				✓	
15		Students response विद्यार्थी प्रतिसाद				✓	
16	Application उपयोजन	Appropriate/Creative application योग्य / सृजनात्मक उपाययोजना				✓	
17	Home Work स्वाध्याय	Appropriate / Activity based Home work योग्य / कृती आधारित सध्याय				✓	
18		Inclusion of core elements, values & life skills गाभाभूत घटक, मूल्ये व जीवन कौशल्ये यांचा समावेश				✓	
19		Class control & Time Management वर्ग नियंत्रण व वेळेचे नियोजन				✓	
20		Overall impression एकंदरित प्रभाव					✓

(Qualitative Feedback) गुणात्मक शेरे

Introduction is relevant & stimulating

Observer's Sign.
पाठ नियंत्रकाची स्वाक्षरी

Date : 20/10/21

Obtained Marks - 75 / 100



ब्रह्मा वैली शिक्षणशास्त्र महाविद्यालय

अंजनेरी, नाशिक - ४२२ २१३



Internship Lesson Plan (छात्रसेवाकाल पाठ टाचण) शै.वर्ष - २०२१ -२०, २२

Sudent Teacher's Name : Ashwini Bhawudas Patel	Roll No.: 41
छात्राधिपकाचे नाव :	हजेरी क्र.:
School Name : Brahma Valley Public School	Lesson No.: 4
शाळेचे नाव : Ajmeri Nashik	पाठ क्र.:
Subject : Mathematics	Sub-Unit : Distance between two points on a number line
विषय :	घटक : Geometry उपघटक : Two points on a number line
Date : 25 / 11 / 21	Time : 10:20 - 10:50
दिनांक :	वेळ. : 30 min Std. : 10th (A)
इयता :	

Required Previous Knowledge : Student know about how to find distance between any two points on number line
अपेक्षित पूर्वज्ञान : distance between any two points on number line

Teaching Method : Traditional Method
अध्यापन पद्धती :

Values : Scientific attitude
मुल्य :

Core Elements : Inculcation of Scientific Temper
गाभारमत घटक

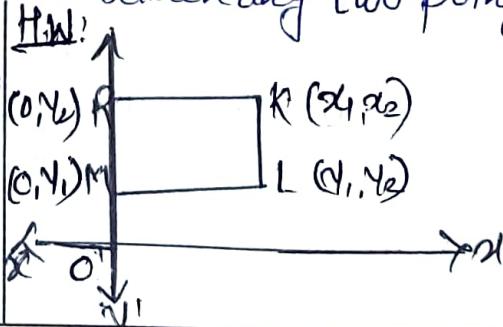
Life Skills : Problem Solving
जीवन कौशल्ये

Teachin Aids : Roller Board
नियुक्ति शैक्षणिक साहित्य :

Black Board Writing (फलक लेखन)

Sub - Math
Unit - Co-ordinate Geometry
Sub-Unit - Distance between any two points on an axis.

* Distance between any two points on an axis.



Date : 25 / 11 / 21
दिनांक :

R.B. Patel
Signature of Guide Professor
मार्गदर्शक प्राध्यापकांची स्वाक्षरी

Steps of Lesson
पाठाच्या पायऱ्या

Content
आशाय / पाठ्यमुद्दे

Objectives & Specification
उदिष्ट व स्पष्टीकरणे

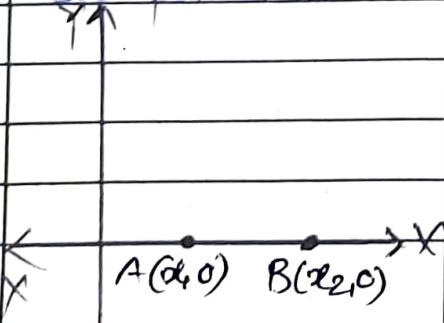
Set
Induction

Statement
of Aim

Explanation Co-ordinate Geometry

To Find Distance
between any two
points on an axes.

① To Find distance between
two points on X-axis



Understanding.

Student Understanding
the topic teacher
by the teacher

Teacher's Activity
शिक्षक कृती

Student's Activity
विद्यार्थी कृती

Teaching Aids
शैक्षणिक साहित्य

Good morning Student.
You all already studied about how to find distance between any two points on number line.

So, From this Fig
If G-coordinates of point P, Q, R are -1, -5 & 4 resp, then what is the length of seg. PQ, seg QR.

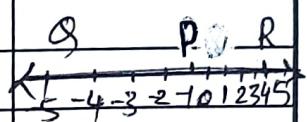
- Very good,

So, using same concept we can find the distance between two points on same axis in XY Plane.

So, today we are going to study Topic Co-ordinate Geometry.

Teachers, write the topic name on B.R.

Teacher explain the How to find distance between any two points on the axis & explaining example on B.R.



$$\text{Seg } PQ = -1 - (-5) = -1 + 5 = 4$$

$$\text{Seg } QR = 4 - (-5) = 4 + 5 = 9$$

Blackboard
Writing

Student listen

Carefully.

Student observing,
listening and solving
example on their
notebook.

Steps of Lesson
पाठाच्या पायन्या

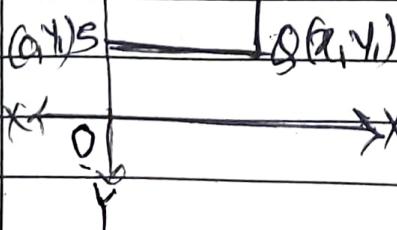
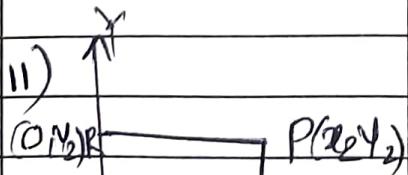
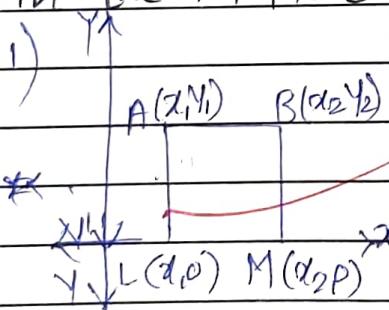
Content
आशाय / पाठ्यमुद्दे

Objectives & Specification
उदिष्टे व स्पष्टीकरणे

I To find dist. betw
two points on X-axis

L
L
U
S
T
R
A
T
I
O
N

To Find the dist. betw
two points if the seg.
joining these points is
parallel to any axis
in the XY Plane



Understanding
Student understand
the topic.

Teacher's Activity
शिक्षक कृती

Student's Activity
विद्यार्थी कृती

Teaching Aids
शैक्षणिक साहित्य

In above Fig. Points
 $A(x_1, 0)$ & $B(x_2, 0)$ are on
 x -axis such that $x_2 > x_1$

$$\therefore d(A, B) = x_2 - x_1$$

Teacher gives another example to student from Roller Board.

Teacher explaining another example step by step on blackboard

- In Fig. Seg AB is parallel to x -axis

\therefore Y-coordinates of Point A & B are equal

Draw Seg- AL & Seg RM
~~perpendicular to x -axis~~

$\therefore \square ABML$ is a rectangle

$$AB = LM$$

$$\text{But } LM = x_2 - x_1$$

$$\therefore d(A, B) = x_2 - x_1$$

Teacher give another example to student

Student Listen Carefully

Student Solve Example on their notebook.

In the above fig, Points

$P(0, y_1)$ & $(0, y_2)$ are

on y -axis such that $y_2 > y_1$,

$$\therefore d(P, Q) = y_2 - y_1$$

Roller Board

- In Fig. Seg PQ is parallel to y -axis

\therefore X-coordinates of Point P & Q are equal

Draw Seg- PR & Seg QS
~~perpendicular to y -axis~~

$\therefore \square PQRS$ is a rectangle

$$PQ = RS$$

$$\text{But } RS = y_2 - y_1$$

$$\therefore d(P, Q) = y_2 - y_1$$

Teacher give another example to student

In the Fig, Seg PQ is parallel to y -axis
 \therefore X co-ordinate of

Points P & Q are equal

Draw Seg PR & Seg QS

Perpendicular to y -axis

Steps of Lesson
पाठाच्या पायन्या

Content
आशाय / पाठ्यमुद्दे

Objectives & Specification
उदिष्टे व स्पष्टीकरणे

Conclusion

Recapitulation

Application

Assignments

~~knowledge:~~
~~Knowledge is applied daily life~~

Making effort for
Study & self
study.

Teacher's Activity
शिक्षक कृती

Student's Activity
विद्यार्थी कृती

Teaching Aids
शैक्षणिक साहित्य

∴ $\square PQSR$ is rectangle
 $\therefore PQ = RS$
 But $RS = Y_2 - Y_1$
 $\therefore d(P, Q) = Y_2 - Y_1$

Q. Today we have studied
 How to find distance
 between two points if the seg.
 Joining these points is
 parallel to any axis in
 the XY plane. What is
 distance between,

$$d(A, B) = ? \quad &$$

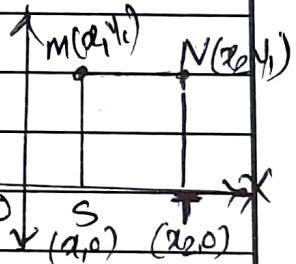
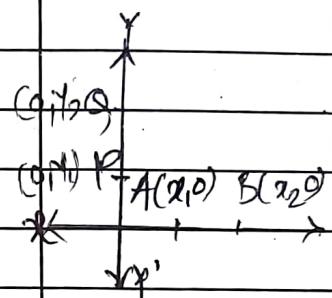
$$d(P, Q) = ?$$

what is distance b/w
 two points if Seg.

Joining these points
 is parallel to
 X-axis, $d(M, N) = ?$

$$= x_2 - x_1$$

$$= Y_2 - Y_1$$



Teacher give Homework
 On Blackboard.

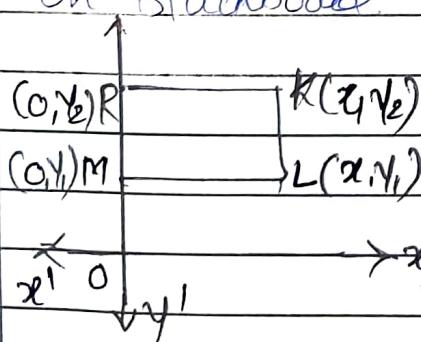
Student write

H.W

Homework in

Their Notebook

Blackboard
 writing



What is distance b/w

two points if Seg.

Joining these points is

parallel to X-axis

LESSON EVALUATION SCHEME (पाठ मुल्यमापन योजना)

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

No. अ.क्र.	Steps पायऱ्या	Criteria निकष	1	2	3	4	5
1	Lesson Note पाठ टाचण	Neat, Correct & Complete नीटनेटके, अचूक आणि परिपूर्ण				✓	
2		Relevant & stimulating सुसंगत आणि उत्साहवर्धक				✓	
3	Introduction प्रस्तावना	Revival of previous knowledge & linking with the topic पूर्वज्ञान जागृती व पाठ्यघटकाशी योग्य सांगड				✓	
4		Statement of Aim & Title writing हेतूकथन आणि शिर्षकलेखन				✓	
5		Clarity & Fluency in Narration / Illustration कथन व स्पष्टीकरणातील अदूकता व ओघवतेपणा				✓	
6		Questions-Clear, Concise & Grammatically correct प्रश्न-स्पष्ट, संक्षिप्त आणि व्याकरणदृच्छ्या अचूक				✓	
7		Logical & thought provoking questions तात्काक व विचारप्रवर्तक प्रश्न				✓	
8	Presetation/ Explanation सादरीकरण/ विषय प्रतिपादन/ स्पष्टीकरण	Distribution of questions & Reinforcement प्रश्नांचे व प्रवलनांचे वितरण				✓	
9		Black Board Work फटक लेखन कार्य				✓	
10		Clarity in Reading / Demonstration दाचन व दिग्दर्शनातील स्पष्टता				✓	
11		Classroom interaction वर्गातील आंतरक्रिया				✓	
12		Use of Teaching Aids / Use of Examples शैक्षणिक साधनांचा वापर/उदाहरणांचा वापर				✓	
13		Mastery over the content विषयावरील प्रभुत्व				✓	
14	Recapitulation संकलन	As per objectives उद्दीष्ट निहाय				✓	
15		Students response विद्यार्थी प्रतिसाद				✓	
16	Application उपयोजन	Appropriate/Creative application योग्य / सृजनात्मक उपाययोजना				✓	
17	Home Work स्वद्याय	Appropriate / Activity based Home work योग्य / कृती आधारित सध्याय				✓	
18		Inclusion of core elements, values & life skills गाभाभूत घटक, मूल्ये व जीवन कौशल्ये यांचा समावेश				✓	
19		Class control & Time Management वर्ग नियंत्रण व वेळेचे नियोजन				✓	
20		Overall impression एकंदरित प्रभाव				✓	

(Qualitative Feedback) गुणात्मक शेरे HU

-VE

* B.B was ~~wantdy~~ and neat * Questions were not done
 * Recap was as per the objectives * Revival of ~~topic~~ not done ~~topic~~

Date : 25/11/21

Obtained Marks - 84 / 100

Observer's Sign.
पाठ निरक्षकाची स्वाक्षरी