

K. D. PAWAR SHIKSHAN MAHAVIDYALAYA

AANGEWADA, NAGPUR ROAD, SAONER DIST- NAGPUR-441107 (Recognized by N.C.T.E. & R.T.M. Nagpur University, Nagpur) Mob. No. 9822697899

N.C.T.E. Code: APW03501/1234513 RTM Nagpur University College Code: 348

Ref: NAAC 2024/MLD/Cr-2.4.5

Date-07/05/2024

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

K.D.Pawar Shikshan Mehavidyalaya Sauner, Dist. Nagpus

Appendix I

Appendix II

के. डी. पवार शिक्षण महाविद्यालय सावनेर, जि. नागपूर

K. D. PAWAR SHIKSHAN MAHAVIDYALAYA, SAONER

शैक्षणिक सत्र 2021 - 2023 (Session)



स्राव पाठ तियोजत पुस्तिका (Practice Teaching Planning Book)

छात्र अध्यापकाचे नांव		LI .
(Student-Teacher's N	ame)	
क्रमांक		
(Roll No.)	$C1 \cdot 1$	
अध्यापन पध्दती	: 9) Chemistary	
(Methods)		
,	Maths	
	3)	
2		

अनुक्रमणिका (Index)

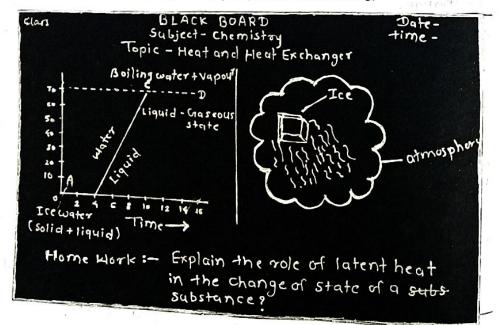
अ नुक्र म णि का (Index)

		2000	वर्ग	विषय	पर्यवेक्षकाची सही — (Sign. of Supervise)		दिनांक	शाळा	वर्ग	विषय	पर्यवेक्षकाची सही
क्रमांक	दिनांक (Date)	Topic	(Class)	(Subject)	(Sign. of Supervisors	क्रमाक ir.No.)	(Date)	(School)	(Class)	(Subject)	(Sign. of Supervisor)
(Sr.No.)	13/9/22	Heat and Heat	و اله	Chemisty			5/12/2	2 Atomic Structure	8th .	Chemistry	
1	15/3122	Exchange			(13)	13/12/2	Acid and Base	gth	Chemiston	support of the second of the s
2	19/9/22	Carbon and Hydrocarbon	10 ^{1h}	Chemistry	(1	<u>ब</u>		Neutralization	J	Chemistry	
3	27 9 22	Matter and State of Matter	gth	Chemistry	v tood 6			Fossil fuel coal.		Chemistry	completed pringeri
9	6/10/22	Atoms and	gin !	Chemisty	Completed (3	9)		Petroleum oil		Chemistry	Birghi
		Note Care.	= 17 1 1	1.	Sugar (18	9	G/01/23	Natural Glas.	8th C	hemistry	
⑤	10/10/22	Metal and Non- Metal.	lo th	Chemistry	19	9 6	3/01/23	Chemical Bonding	g+h C	hemistry	
©	18/10/22	Physical change and chemical change.	g+h	Chemistry	(6	9 1	10/01/23	chemical Reaction		hemistry	
9	27/10/22	Thermal conduct- ivity.	gin	hemistry	-29	7	4/01/23	language of chemistry	8+n C	hemishy	note inde
8	1/11/22	Tsomerism	g+n G	hemisty				Blue Point with test +		. ()	
		Combustion and Flame.	8th C	nemis ₁ 24				Atom and Molecule			
(10)	11/11/22	Force and Pressur	8th C	hemistry							
		Chemical effect of	gin c	hemistry					.5		
(12)	29/11/22	electric current. Fraction	8th Ch	remistry							

पाठ क्रमांक (Less विद्यालयाचे नांव : (School Name) पाठ साहित्य : ं (Teaching Aids)	Nagar Parishad High	पूर्वज्ञान : (Previous Knowledge)	उपविषयांश: 1 Heat (Sub-Topic)	বিনাক (Date) : इयत्ता (Class) : ্বিনাক নামিকা : ্বুড়া বিজ : বুড়া স (Period) (Time)
पाठाच्या पायऱ्या	अध्यापन मुद्दे	उद्दिष्टे व स्पष्टीकरणे (Objectives with Specification	3 . , (2001)	ning Experience)
(Steps of Lesson)	(Teaching Points)			विद्यार्थी कृती (Pupil Activity)
प्रस्तावना : (Introduction)	diam to the	2) To create an atmo	Teacher asks some questions based on previous knowledge. (1) Elhere do Houses Jose heat?	Students give expected answer. Around windows and doors and about 10% of heat will
	- 20 to 10 10 10 10 10 10 10 10 10 10 10 10 10	3) To correlate Previous knowledge to present topic (4) To let the Student	(3) can heat travel down	Steel spoon, iron griddle, water, soil and wax will absorb heat
	dizer i lindressi (Know the importar of the topic. To develop Scientific attitude	Contract (see April	→ Heat can move up & down and side ways, depending on the situation. → Warm air is lighter. → Heat is transferred in to a
हेतूकथन : (Statement of Aim)	So today we are	going to Jearn	about "Heat and Heat	through the atmospher. Exchange."
विषय प्रतिपादन : (Presentation)	Convection	ion	Teacher explains about Heat. The amount of heat energy absorbed at constant	Students listen carefully.
	HEAT TRANSFER		of a solid to convert into liquid phase is called the specific Latent heat of fusion. During transition of solid	

	अध्यापन मुद्दे	उद्दिष्टे व स्पष्टीकरणे			
पाठाच्या पायऱ्या	(Teaching Points)	(Objectives with Specification			
(Spets of Lesson)	1,000		शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)	
			Phase to liquid the object absorbs heat energy, but its temperature does not increase This heat energy is utilised for weakening the bonds		
		about heat. under standing-	between the atoms or mole- cules in the solid and tran- sform it into diquid phase. Teacher asks some question. (i) kinat do diquids expand with heat? (2) kingt is the difference between Heat and tempe-	Students give answers. All three states of matter Solid. Liquid and gass expar when heated. Heat - it is a type of energy.	
i ve v		Heat and temperature.	between Heat and tempe- rature.	feel hot or cold: Temperature of a body is the parameterw indicates how hot or coldits	
	Heat Exchange Hotter before Cool	tone of home	Teacher explains Heat Exchange. The heat exchange between two objects is proportional to the difference of their temperatures a heat	Students listen carefully	
Mark . es e	Hotler	er wiedge-student ore gnize 4 tells	exchanger is a system used to transfer heatbeto a source and a working fluid Heat exchangers are used in both cooling and heating process. Heat exchangers regulate fluid temp.	students give answers. Tour objects is proportional to the difference of their	
		entigive different examples on head exchange.		temperatures. Refrigeration, heating and airconditioning systems, power plants etc.	

पाठाच्या पायऱ्या	अध्यापन मुद्दे	उद्दिष्टे व स्पष्टीकरणे (Objectives with Specification	अध्ययनानुभव (Lea	rning Experience)
(Spets of Lesson)	(Teaching Points)		शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)
पुनरावलोकन : (Recapitulation)		trais .	Teacher summaries the topic and ask some question on it. Diking is heat exchanges important in chemical industry?	Students give answer. A heat exchanger is a device used to efficiently transfer energy from one fluid into another fluid.
1 148	elican nga hafi de gen kiji b nga a Landan Le a Steadyn	4 To test student	heat?	> Natural gas , propan e(LP), Oil coal , wood , electricity thea pump , ground source heat Pump and solar energy.
गृहपाठ : (Home-Work)		(1) To develop the habit of self Study. ② To develop writing Skill and implement ation of student. ③ To use leisure time at home.	Teacher write Home - work on the black board. Desploin the role of latent heat in the change of state of a substances?	Students Notedown their Home - work in Notebook.



अभिप्राय (Remarks)

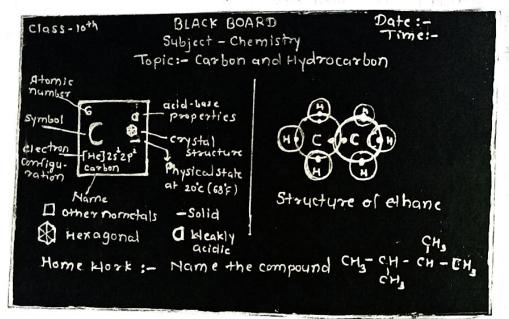
lesson was good proper.

	No.): Nagaz Parishad High School, Samer. Model, duster, chalk, lack, board, Pointer etc.	(Previous Knowledge)	Chemistry उपविषयांश: () Carbon (Sub-Topic) (2) Hydrocarbon	বিনাফ (Date) : इयत्ता (Class) : 10 ^{†h} तासिका : 15 [†] येळ : শুরু শাস
(Teaching Aids) B	अध्यापन मुद्दे	उद्दिष्टे व स्पष्टीकरणे	अध्ययनानुभव (Lear	ning Experience)
पाठाच्या पायऱ्या (Steps of Lesson)	(Teaching Points)	(Objectives with Specification		विद्यार्थी कृती (Pupil Activity)
प्रस्तावना : (Introduction)		2 To create an atmosphere in class. 3 To correlate Previous knowledge to present topic. 4 To let the student knowth e important	(3) kihat is Example of compound?	wood, fuels are made of
हेतूकथन : (Statement of Aim)	so today we are going	to learn about	" A carbon and Hydroca	rbon."
विषय प्रतिपादन : (Presentation)	Valence electron of Carbon Carbon Gelectro CARBON Newton		Teacher explains about carbon. Carbon is from Latin word carbo "Coal" is a chemical element with the symbolic and atomic number is 6. It is non metallic and tetravalent its atom making four electrons available to form covalent chemical bonds. It belongs to group 19 of the Periodic table. The uses of carbon and its compound	Students listen carefully.

	अध्यापन मुद्दे	उद्दिष्टे व स्पष्टीकरणे (Objectives with Specification	अध्ययनानुभव (Lear	ning Experience)
पाठाच्या पायऱ्या (Spets of Lesson)	(Teaching Points)	(Objectives With Specification	शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)
(Spets of Losson)	r de	knowledge - Student	are extremely varied. It can form alloys with iron of which the most common is carbon steel. Teacher ask some question.	studentsgive Answers.
		tells about carbon and bonds of carbon.	1) How is carbon used today?	ocarbon is used in someway in most every industry in the form of coal, methane gas, and coude oil.
11 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	and to	differentia a	1 How many bonds can carbon form?	-> Four bonds can carbon form.
	Hydrocarbons	of the state of the pro-	Teacher explains about Hydrocarbons. The element hydrogen is	Students listen carefully.
		ofoursel fit on	extent to a smaller or large extent in majority of carbon compounds. The campounds which contain carbon and	
Markett e		t sill reads par	hydrogen as the only two elements are called Hydrocarbons are	
	in the start	har nodes A	the simplest and the fundamental organic compound The smallest hydrocarbon	
TV (1 2)** A	end parties to a trace trace to a trace to a trace to a trace and	n in stody or work of and some of the sound some of the sound some of the sound some of the sound soun	is methane (CH4) formed by combination of an carbon atom and four hydrogen atoms. Teacher draw Structure	
		knowledge - studen	formula on the black board Teacher ask some question H H H Hame of this	. Stacking give most
		the name of structure.	A H alkane. (2) Alhat is the name of the adjecent of hydrocarbon?	

	अध्यापन मुद्दे	उद्दिष्टे व स्पष्टीकरणे (Objectives with Specification	अध्ययनानभव (Lea	rning Experience)
पाठाच्या पायऱ्या (Spets of Lesson)	(Teaching Points)	To change		विद्यार्थी कृती (Pupil Activity)
पुनरावलोकन : (Recapitulation)	There is a second of the secon	acquired knowled acquired knowled in revise the top knowledge To recall the gain knowledge To test student To summerise the given topic To clevelop the habit of selfstudy To develop within skill and implement tation of student To use leisure time at home	Teacher Summaries the topic and ask some question. (i) kiny is carbon the back bone of life? (i) kinat is carbon used for? (ii) the carbon used for? (iii) the name of the structural formula. Teacher write homework on the black board. (iii) CH3-CH-CH-CH3	Students give answers. The reason is carbon's ability to form Stable bonds with many elements, including itself. This used for fuel in the form of coal, methane gas and crude oil. Cyclohexene. Students notedown their Home work in Notebook.

फलक - लेखन (Black-Board Writing)



Boot class control otherwise. Good class control otherwise. Students were attentive.

		विषय (Subject) :	Chemistry	दिनांक (Date) :
पाठ क्रमांक (Lesson विद्यालयाचे नांव : (School Name)	School, Samer.	विषयांश : MaHer (Topic) States of Nath	उपविषयांश: (1) Matter Sub-Topic) (2) States of Matter.	इयत्ता (Class): 9 th तासिका: 2 वेळ: 30 m/n
	Model, duster, chalk, black,	(Previous Knowledge)		(Period) (Time)
पाठाच्या पायऱ्या	अध्यापन मुद्दे	उद्दिष्टे व स्पष्टीकरणे (Objectives with Specification	अध्ययनानुभव (Learn शिक्षक कृती (Teacher Activity)	ing Experience) विद्यार्थी कृती (Pupil Activity)
(Steps of Lesson)	(Teaching Points)	1 To arise previous	Teacher ask some question	Studentsgive experted
प्रस्तावना : (Introduction)	1 2 1 2	Enowledge. (2) create an atmo- spher in class	based on previous knowledge to the Student. (i) What are objects made of ?	All the objects are made up of one or more materials.
	A TO A STATE OF THE STATE OF TH	3 To corelate Previous knowledge	@ Give some examples ?	Table is made of wood and Nails are made of iron so wood
	2 14 2 2 m n n n n n n n n n n n n n n n n n	to present topic. (4) To let the student know the important of the topic.	3 kiny are objects made of different materials?	iron is material Objects and every day structur are made up of different materials.
		5 To develop scientific attitude.	around us are made up ?	
हेतूकथन : (Statement of Aim)	so tuday we are going	to Jean about	"Matter and States of	Matter."
विषय प्रतिपादन : (Presentation)	Matter		Tencher explainsabout Matter. Matter is a substance made up of various types of particles that occupies	Students listen carefully.
			Physical space and has inertia Matter occupies space. Two objects cannot occupy the same space at the same time. The mass is a physical quantity which expresses the amount of	

	अध्यापन मुद्दे	उद्दिष्टे व स्पष्टीकरणे (Objectives with Specification)	अध्ययनानुभव (Learning Experience)		
पाठाच्या पायऱ्या (Spets of Lesson)	(Teaching Points)	(Objectives with opecification)_	शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)	
		knowledge-Student secognize and tells	matter in a body. The space inside the constaines that is occupied by matter is it I volume.		
1 54		about Matter. Understanding - students gives	Teacher ask some question. ① Klhat is Matter?	Students give answers. → Matter is anything that takes up space and an be weight.	
		examples on Matter.	(2) that is crive matter :	> Examples pen, pencil stouth brush water, milk careta.	
	States of Matter.	ole promotes to	Teacher explains about States of Matter. classify into three States Solid, Jiquids, Grases	Students Jisten carefully	
		The second of th	Solid - Matters which have fixed volume and Shape are called Solid. Liquid - Matters which have		
	SOLID LIQUID GA	> 100 8911 cm **	fixed volume but indefinite Shap are called liquids. Gases - Matters which hav	e	
	Rigid Not Rigid Not		indefinite shape and volur are et called gases.		
	fixed volume of fixed volume one fi	red style and sout liquid for	Teacher ask some question (1) kilhat is Jiquid?	that conforms to the shape of	
		rstanding -	@ Difference between solice and liquid.	container in which it is held and which acquires a define surface in the presence of gravity. Tiquid are close together will no regular arrangement and solid are tightly packed usually in a regular pattern	

पाठाच्या पायऱ्या	अध्यापन मुद्दे (Teaching Points)	उद्दिष्टे व स्पष्टीकरणे (Objectives with Specification
(Spets of Lesson) पुनरावलोकन : (Recapitulation)		1) To Strengthen acquired knowles 3) To recall the gain knowledge. 4) To test student knowledge. 5) To summeries the given topic
गृहपाउ : Home-Work)		To develop the habit of self study To develop writing skill and implemed intation of student. To use leisure time at home.

अध्ययनानुभव (Lea	rning Experience)
शिक्षक কূনী (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)
Teacher Summaries the topic and ask some question of kilhat is matter made of	Students gives Answers. Solid liquid & gass are made of tiny particles called atom and molecules.
1) How many types of Matter ?	Solid Liquid and gass.
(3) What is non matter?	Non matter includes the Light from a torch , the hear from a fire and the sound of a police siren.
Teacher write Home work on black board. ① Show the composition of Matter?	Students Note down their Home work in Note Book.
And the History	

फलक - लेखन (Black-Board Writing)

Subje	LACK BOARD ect - Chemistry Matter 4 State		Class-g+h Time-
1 (Jas 3	69	State of M	latter
evape Condensing liquid melting to freezing	Solid Rubbi Plast Suga Bric	or Mater	Crases Carbon Hydrogen Oxygen Melium Ozone
Homework: Shou	e the comp	osition of	Mattery

BB. Work was good according to

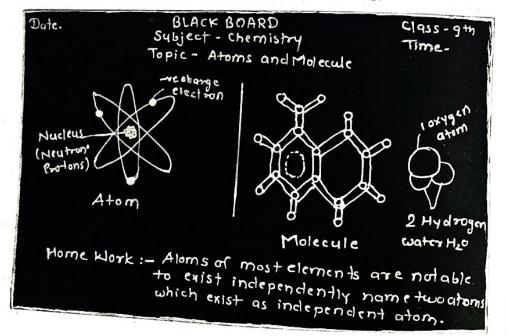
पाठ क्रमांक (Lesson विद्यालयाचे नांव : (School Name) पाठ साहित्य : N (Teaching Aids)	Model duster, chalk, black and, pointeretc.	प्रदिष्टे र 🖚	Chemistry Gualauin: (1) Atom (Sub-Topic) (1) Molecule	दिनांक (Date) : इयत्ता (Class) : ਭੂ [†] । तासिका : ਤੂੰ ਕੋਲ : ৪০ ጦਨ
पाठाच्या पायऱ्या	(Teaching Points)	(Objectives with Specifican	अध्ययनानुभव (Learni	
(Steps of Lesson)		(1) To grise mai	शिवपः पृशा (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)
प्रस्तावना : (Introduction)		1 To Create	based on previous knowledge	Students give expected answer. Table chair Book Pencil etc are present in our surrounding Scientist's has given a specific derms 'Matter' for there.
		3 To correlate previous knowledge to present to 4 To let the student know the important of the topic	The table chair all these are matter so what is the matter made up of? The matter made up of?	-) Matter is made up of Particles
हेतूकथन : (Statement of	So today we are going to	tific attitude	come when particles obtain	Tindividual particle is called as atom.
Aim)	0 0			
विषय प्रतिपादन : (Presentation)	① Atom		Teacher explains about Atom. Have you ever observe a building, It has collection of rooms and rooms are formed	Studentslisten carefully.
	Structure of Atom		by walls. what is the smallest unit of these buildings? Wall is the smallest unit of buildings similarly the smallest building of all matters is atoms. Atoms are very small, they are smaller than anything that we can imagine or	

अध्यापन मुद्दे	उद्दिप्टे व स्पाप्टीकरणे (Objectives with Specification	अध्ययनानुभव (Learning Experience)		
पाठाच्या पायऱ्या (Spets of Lesson)	(Teaching Points)	(Objectives with openication	शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)
Spers of Ecocomy	3	5 t. (5) (5) f (1)	More than millions of atoms when Stacked they would make a layer barely as thick	
		knowledge-Student recognize and tells about atom.	as this sheet of paper. Teacher ask some question. () what we inhale? () what is the defination of atom.	Students give answer. The oxygen we inhale is form from oxygen atom, the wate we drink the things we us everything is made up of ato An atom is the smallest uni of an element In an atom subcrtomic particles like protons and neutrons.
g : = 0,	1 Molecule.		Teacher explains about of molecule. In general a molecule is a group of two or more atoms	
, al ffee.	(0)	strong and some has a bank of bank amath	that are chemically bound together. tightly hold together er by attraction forces. Atoms of all same elements are join together to form a molecule. Such as a molecule of oxyge	Studentslisten carefully.
vitelomo	Structure of Molecule	Pencher explains a Alam Par you ever been	Consist of atoms of oxygen thence it know as diatomic molecule.	
	9	knowledge - Student recognize	(i) kingt is the defination of Molecule?	→ The smallest particle of a Substance that has all of
	10 kelio 5 tr 11s 1 Smoth 61 pe	and tells about molecule and example of molecule.	1 Give the example of Molecule?	the physical and chemical properties of that substant of Molecule H20 (klater), N2 (nitroge 03 (020ne), Cao Calcium oxide).

पाठाच्या पायऱ्या (Spets of Lesson)	अध्यापन मु (Teaching Po	हे nts)	उद्दिष्टे व स्पष्टीकरणे (Objectives with Specifical) To Strength acquire
पुनरावलोकन : (Recapitulation)			To revise the topic. To recall the gain a knowledge.
		a lina tawa en	5) To summerise (
गृहपाठ : (Home-Work)		p 10 5 1 1 1 2 5	of self study. To develop writing Skill and implementation
		to agil de l'	To use leisure time at home.

अध्ययनानुभव (Learning Experience) विद्यार्थी कृती (Pupil Activity) शिक्षक कृती (Teacher Activity) Teacher symmaties the Students give answere. topic and ask some question -> The charge of proton is +ve. on it. 1) What is the charge of proton? Yes. Ozone a moleculeit madeur 3) Ozone is a molecule? of threee oxygen atoms. 3) Which is the example Hater (430) is the molecule of molecule compound? compound. Teacher write Homework Students Note down their on the black board. Home work in note book. Atoms of most elements are not able to exist independently Name two atoms which exist as independent atom

फलक - लेखन (Black-Board Writing)



अभिप्राय (Remarks)

Escamples were proper and related to the topic.
Good Command on voice.

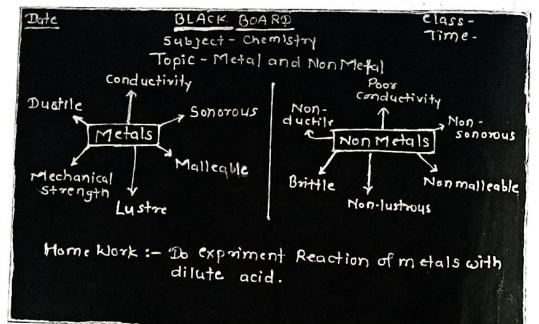
विषय (Subject) : ै Chemista पाठ क्रमांक (Lesson No.): दिनांक (Date) : Nagar Parishad High विषयांश : Metaland School, Samer. (Topic) Non metal suravair : 1 Metal इयत्ता (Class): Loth (School Name) पूर्वज्ञान : (Sub-Topic) Model, duster, chalk, black पाठ साहित्य : (Previous Knowledge) तासिका : 4 वेळ : 30 Min (2) Non Metal board , Pointer etc. (Teaching Aids) (Period) (Time) उद्दिष्टे व स्पप्टीकरणे अध्यापन मुद्दे अध्ययनानुभव (Learning Experience) पाठाच्या पायऱ्या (Objectives with Specification (Teaching Points) (Steps of Lesson) शिक्षक कृती (Teacher Activity) विद्यार्थी कृती (Pupil Activity) 1) To arise previous Teacher asks somequestion Students give expected knowledge. प्रस्तावना : based on previous knowledge answer. (Introduction) 1) Did you observed that there - Aluminium, iron. Steel 1) Tocreate an atmosphere in are different kind of Hard class etc. gold, silver etc. material around you? 3) To correlate Previous knowled @ Did you observed that -> Iron, Aluminium etc. to present topic few of the conductor of electricity. (4) To let the Student Gold, Silver, Aluminium Did you observed that know-the importan (3) ete of the topicmany object are lustuseret To develop Did you observed that dryice, foozen carbondioxide sci entific rocker, bricks, most metals etc many solid molecules? attitude. हेतूकथन : so today we are going to learn about. " Metal and Non Metall." (Statement of Aim) 1 Metal Teacher explains about the index to 'Metal' विषय प्रतिपादन : Metal exist mainly insolic (Presentation) state the metals namely, Students listen carefully in liquid state at room tem. Prature Metals possess luster. The metallic luster goes on decreasing due to exposeire to atmospheric GOLD IRON oxygen and moisture and also in presence of some reactive gases. Metal have properties namely ductility

पाठाच्या पायऱ्या	अध्यापन मुद्दे	उद्दिप्टे व स्पप्टीकरणे (Objectives with Specification	अध्ययनानुभव (Learr	ning Experience)
(Spets of Lesson)	(Teaching Points)	(0.0)	शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)
(Spets of Lesson)	(a) Non Metal CARBON BOOK NON- METALS	knowledge-Student recognize and tellsabow Metals and Examples of Metals.	and malleability all metals are good conductors of heat and electricity. Metal are reactive they lose electrons easily. Teacher ask some question. O what is Metals? Teacher explains about Hon metals. Nonmetals are in solid stable while some are in gaseous State. Exception is the non metal bromine which exist in liquid state. Nonmetals do not passes luster, but iodine is the exception as its crystals are shiny prothard. Diamond which as an allotrope of carbon is the exception hard. Diamond which as an allotrope of carbon is the exception nonmetals have low melting, and boiling point Nonmetals are bad conduct	students give answer The tals are very good conductors of heat and electricity Texample of Metals iron, aluminium etc. Students listen carefully.
	ichten gulle besich hersten har mach sense Hart here	knowledge - students recog- nize and tells about Aleta non metals and hardes non- metal.	Teacher ask some question (1) kind is nonmetals? (2) kind is the hardest nonmetal?	Students given answer. Nonmetals are the element that do not conduct electriciand are neither malleable norductile Silicon corbide is the hardest Nonmetal.

पाठाच्या पायऱ्या (Spets of Lesson)	अध्यापन मुद्दे (Teaching Points)	उद्दिष्टे व स्पष्टीकरणे (Objectives with Specificalio –	
,,	1. Logi 1	1) To Strengthen	शिक्षक कृती (
पुनरावलोकनः (Recapitulation)	art e est	acquired knowled - To revise the topic To recall the gain (Teacher sur topic and o How are n tous?
		knowledge.) kity non called elected elements.
गृहपाठ : (Home-Work)	i de la metra de la composición del composición de la composición del composición de la composición del composición de la composición del composición del composición del composición del composición del composición del composició	To develop the habit of self study To develop conting Skill and impleme. Thation of student To use leisure time at home.	Teacher word on the blace of metal cicid.

अध्ययनानुभव (Lear	अध्ययनानुभव (Learning Experience)		
शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)		
Teacher summaries the topic and ask some question) How are metals useful tous? I kind non metals are called electronegative elements.	Stydents give answer. Metals are also good anductor of electricity and head which makes them useful for electrics and cooking pans. Non metals form negatively charge ions by accepting electron because is called electronegative.		
Teacher write Home work on the black board. ① Do expriment Reaction of metals with dilute acid.	Students Notedown their home work in note book.		

फलक - लेखन (Black-Board Writing)



Mice presentation.

Pice presentation.

B.B. Work was good.

over all lesson was good.

Binguis

पर्यवेक्षकाची सही (Sign. of Supervisor)

पाठ क्रमांक (Lesso	n No.):	विषय (Subject) :	chemistry	दिनांक (Date) :
विद्यालयाचे नांव : (School Name)	Magar Parishad High Uschool Samer. Model, duster, chalk, black 20000d, Pointer etc.	- C . Stranges	उपविषयांश: 1) Physical Changes (Sub-Topic)	इयत्ता (Class): ਤ੍ਰੀ । तासिका : ਹੈ ਕੋਲ : 30 Min. (Period) (Time)
(Teaching Alds)		उद्दिष्टे व स्पष्टीकरणे	अध्ययनानुभव (Lear	ning Experience)
पाठाच्या पायऱ्या (Steps of Lesson)	अध्यापन मुद्दे (Teaching Points)	(Objectives with Specification		विद्यार्थी कृती (Pupil Activity)
प्रस्तावना : (Introduction)		To aniseprevious knowledge. Oreate an atmospher in class. To corelate previous knowledge to present knowledge. To let the student knowledge than of the topic. To develop scientific attitude.	based on previous knowledge of the student. (1) kinat is water made of? (2) Is water a Mixture?	Students give expected answer. A water molecule har three atoms two hydrogen (H) atoms and one oxygen (o) atom. That's why water is sumetimes referred to as H20. Klater H20 is apure substance a compound made of hydroge and oxygen. The main compounds of milk are lactore and casein and it is also called a colloidal Mixture. Therefore milkis
हेतूकथन : (Statement of Aim)	So today we are going	to learn about	" Physical Changes and	Chemical changes."
विषय प्रतिपादन : (Presentation)	Physical Changes		Teacher explains about Physical changes Physical changes are changed affecting the form of a chemical substance, but not its chemical composition Physical changes are used to separate mixtures into their component compounds, but can not usually be used to separate compounds into chemical elements or simpler compounds. Physical change	Students lister carefully

	अध्यापन मुद्दे	उद्दिष्टे व स्पष्टीकरणे	अध्ययनानुभव (Learni	ng Experience)
पाठाच्या पायऱ्या Spets of Lesson)	(Teaching Points)	(Objectives with Specification	शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)
pea or an			occur when objects or substance undergo a change that does not change their chemical compo-	
		knowledge. Student recognize and tells about	involves a change in physical properties.	students give answer. Thysical change, the material involved in the change is struturally the same before and
3,14		Physical change and Example of Physical change.	@ Examples of Physical Change?	adder the change
	1 Chemical Changes	- I was a stem or	Teacher explains about Chemical Changes When a substance combines with another to form a new substance called chemical synthesis or	
V 10	Physical Physical	a language of the second secon	decomposition into two or more different substance. These processes are called themical reactions and ir general are not reversible except by further chemical reactions. Some reactions produce heat and arecalled exothermic reactions.	
	change Chemica	lent occognize and tells out chemical	Teacher ask some question Lihat is chemical change? Description Example of chemical Changes?	Students give answer. I a change of materials into another new materials with different proporties and or more than one new substances are formed. Themical changes Example are color change, formation of a gas

	उद्दिष्टे व स्पष्टीकरणे (Objectives with Specificalio	अध्यापन मुद्दे (Teaching Points)	पाठाच्या पायऱ्या
Teacher summar to topic and ask so	1) To strengthen acquired knowledge 3 To recall the gain knowledge.		(Spets of Lesson) पुनरावलोकन : (Recapitulation)
2 Can humans ca	To test student knowledge. To summerise the given topic.		
Teacher corite H. Black board. tin How is plant a no important?	To develop the habit of self study To develop writin skill and impleme entation of student To use leisure time at home.		गृहपाठ : (Home-Work)

फलक - लेख-	(Black-Board Writing)
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Date BLACK BO Subject - Chen		class- Time-
Physical Change - easily reversible - no new product. - often just a State change. - eg. ice melting.	hange and change Chem not eas new pr reactar Oftenh fizzing electric a precip	nical change sily reversed boduct (s) formed. Int used up leat 1 light / sound/ occurs. City may be produced Itatemay form of buring.
Home Work - How is plan	t air impo	rtant 9

अध्ययनानुभव (Learning Experience)		
शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)	
Teacher summaries the topic and ask some question. This do we water crops? Can humans create water?	erous process too create water oxygen and hydrogen at	
Teacher write Home work on Black board. How is plant air important?	Students Note down their Home work in Book.	

lisson was taken.

Pecapitulation was proper.

Birghi

n No.) :	विषय (Subject) :		दिनांक (Date) :
Model, duster, chalk, black	7-1-11		
	, , , , , , , , , , , , , , , , , , , ,	C mema resistance	(Period) (Time)
		अध्ययनानुभव (Lear	7.28¢0 ▼ Chaig • pp. 200 chaig • •
		शिक्षक कृता (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)
	Knowledge. To create an atmospher in class To corelate Previous knowled to present topic To let the Stude know the important of the topic.	based on previous knowledge of the student. (1) What is heat explain? (2) What is the sources of heat? (3) How is theat produced?	Students give expected answer. Heat is the transfer of kine energy from one medium or object to another, or from a energy source to a medium or object. The sun electrical appliance barning wood, eating food and frotton kinen a rise in temperature causes atoms and moleculation move faster and collid with each other
So today we are going	to learn about	"Thermal conductivity an	radiation and convection
1) Thermal concluctivity.	j	Teacher explains about thermal Conductivity of a material is a measure of its ability to a particular material conduct heat. It is Commonly denoted by K. I Heat transfer occurs at a Jower rate in materials of low thermal conductivity than in materials of high thermal conductivity The de-lining equation for thermal conductivity is	Students listen correfully.
	Model, duster, chalk, black board, etc. अध्यापन मुद्दे (Teaching Points) So today we are going	विषयांश : The may (Topic) conductivity पूर्वजान : (Previous Knowledge) अध्यापन मुद्दे (Teaching Points) (Objectives with Specification (Objectives with	Thermal Conductivity on the mal conductivity of a material so measure of the mal conductivity on the mal conductivity of a material so measure of the materials of the

		उद्दिष्टे व स्पष्टीकरणे	अध्ययनानुभव (Learn	ing Experience)
पाठाच्या पायऱ्या ।	aching Solia	(Objectives with Specification	शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)
(Spets of Lesson)	Hot environment	knowledge-Studen	9=-KVT, where q is the heat flux, k is the thermal cond uctivity, VT is the tempera. Three gradient.	Students give answer.
Environmit	7 × 1	recognized and	1) What is the smal conductivity	Thermal conductivity refers the amount / speed of heat transmitted through a mate
THERMAL	CONDUCTIVITY	conductivity. and Examples	2 Crive Example of thermal conductivity?	-> Example of the omal conductions of spoon getting hot when in contact with hot vessel. ① Heat from liquid makes the
average are		concluctivity.	p g livets at the	cup hot.
	nal Resistance:	bend .	Teacher explainsabout thermal resistance is the	
Harry Per Book (in the change	and fantal and	inverse of thermal conductor nce. It is a convenient measure to use in multico	1
	or of the confirmation of	edt en todti Fred in	al resistances are additive when occurring in sertes.	
0.00		Huban Lamesdi	There is also a measure known as the heat transcording the quantity of	
	* 1	nadoraciólos rod : Finitarios Lorges i	heat that passes per unit time through a unit area	
the formation of	istant to pliv	medical is a west	al a blate of base condi	
		hobos biole	faces differ in temperature by one kelvin. Teacher ask some question	students give answer.
	o fin a	student recognized ized and tells	1 What does thermal resist ance mean?	difference between the
	deid odi yl	Resistance and Example of thermal Resista	1) What is thermal resistance example?	rate of heat flow per area. The thermal resistants of a characteristic of

पाठाच्या पायऱ्या	अध्यापन मुद्दे (Teaching Points)	उद्दिष्टे व स्पष्टीकरणे (Objectives with Specificat
(Spets of Lesson)		OTO Strengthen
		acquired lengel
पुनरावलोकनः	*	To revise the topi
(Recapitulation)	a fine a	3 To secall the gain
* 1		1) To test student
		knowledge.
		5 To summerise
n e a		the given topic
गृहपाठ :		1 To develop the
(Home-Work)		habit of selfstucky
		2 To develop woiti
	≈ 3× ×	skill and impleme
		tation of student
		3) To use leisure

Pate	BLACK BOARD. Subject - Chemistry	ciass-
Malerial have the comal end	Topic - Thermal Conducting westerly Areah High temp High Chergy before	Lowenergy befor collision temperature
Home No	conductivity and the	between thermal mad resistance.

अध्ययनानुभव (Learning Experience)		
शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)	
	Students give Answer. Y - Thermal conductivity is the property of a material to conductivity of the heat. Heat transfer occurs a lower rate across materials of low thermal conductivity than across materials of high thermal conductivity. -> By taking the thickness of a sample and dividing it by its thermal conductivity.	
Teacher write Home work on black board. what is difference between thermal conductivity and thermal resistance.	Home work in Note Book.	

अभिप्राय (Remarks)

Shill min

losson was good was used. Teaching aid was used. Presentation was good.

पाठ क्रमांक (Lesso विद्यालयाचे नांव : (School Name) पाठ साहित्य : ((Teaching Aids)	Model, duster, chark, black board, Pointer etc.		(Sub-Topic) b) . Stere ochemistry.	तासिका : 2 n वेळ : ਉਰ m; n (Period) (Time)
पाठाच्या पायऱ्या	अध्यापन मुद्दे (Teaching Points)	(Objectives with Specification	अध्ययनानुभव (Lear शिक्षक कृती (Teacher Activity)	ning Experience) विद्यार्थी कृती (Pupil Activity)
प्रस्तावना : (Introduction)		To arise previous knowledge. To create an atmospher in class To corelate previous knowled to present topic. To let the Stude know the important of the topic. To develop scientific attitude.	Teacher ask some question based on previous knowledge of the Student. (1) A Whats is an atom? (2) Give example of atom?	Students give expected answer. An atom consists of a central nucleus that is surrounded by one or more negatively charged electrons. Example of atom is hydrogen (H) and neon (Ne) The smallest particle of a substance that has all of the physica and chemical properties of that substance. Example of molecules - H2O, N2103, Cao, C6H12O6, Nacl.
हेतूकथन : (Statement of Aim)	so today we are going	to learn about.	" Isomerism."	
विषय प्रतिपादन : (Presentation)	Isomerism		Teacher explains about Isomerism and The phenomenon that two or more different chemical Compounds have the same molecular formula is called isomerism, from the Greek isos meaning "equal", and meros meaining "Part" a concept and term introduce by the swedish scientist in 1830. There are two types	· · · · · · · · · · · · · · · · · · ·
			of isomerism.	4

पाठाच्या पायऱ्या	अध्यापन मुद्दे (Teaching Points)	उद्दिग्टे व स्पर्टीका (Objectives with Specific		
(Spets of Lesson)	(reading)	abecide	अध्ययनानुभव (Learr	ning Experience)
	a). Structural isomerism	to the training of	शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)
· · · (}			Structural isomerism, also called constitutional isomerism isomers differ from each other in that the constituent	י
		Student recogn	other in that the constituent atoms are linked in different ways and sequences. Teacher ask some question. Di What is structural isomerism?	
		Structural Isomerism	U What is structural isomer- ism?	students give answer → I somerism in which the molecules have the same
	Evans Energy	and type of	Telegram (190)	molecular formula but differer
the second	ale in the country	Isom esism.	Delhat are the different types of Structural	Structural formula is called structural isomerism. Chain, position, functional group are different types of
18173	b). Stereochemistry.		Isomerism?	Structural Isom erism.
	, i 20-1. 112 ve([* 10	<u>Dies</u> t e d lag	Teacher explains about Stereoisomerism or spatial	Students listen carefully.
ry - Stewn town , Ditto - Stark	Isomerism	Frank Comp.	isomerism is a form of isomerism in which molecular have the same molecular formula and sequence of	Students its retriction.
roote, cauto	Structural Isomarism Stereo ison - erism	n-	bonded atom (constitution) but differ in the three-	
	Positional Configura	Hard .	dimensional orientations of their crooms in space.	
	Conformational		Teacher ask some question	·Studentsgive answer.
	geometric a	nowledge - notent recognic at tells about exectisomers	1 How are Stereoisomers formed?	The simplest forms of Stereoisomers are cis and trans isomers, both of whi are created by the restrict rotation about a double bor
	n"tagr bultachi taifara tagricas	Important of stereoisomers	1 kity are Stereoisomers important?	or ring system. The importance of stereor hemistry is pharmaceutle production and the break down of drugs in the body

पाठाच्या पायऱ्या (Spets of Lesson)	अध्यापन मुद्दे (Teaching Points)	उद्दिष्टे व स्पष्टीकरणे (Objectives with Specification
पुनरावलोकन ः (Recapitulation)		To Strengthen acquired knowled To revise the topic. To recall the gain knowledge
		To test student knowledge. To summerise the given topic.
गृहपाउ : (Home-Work)		1) To develop the habit of self stud 2) To develop writing 3 kill and implem
- 1 ¹¹ - 12	Tally and Tally	(3) To use leisure

Date	BLACK BOARD	class -
	Subject - Chemistry	Time-
	Topic - Iso mexism	
* Isome	75. H	,c, va
7 Struc	sutral or constitut-	C = C-R Trans 2-butene
	G-G-OH Propanol	Ctpical Isomers.
FI - C -	C-C-OH Propanol	By By
* Stere	eoisomers	c. c.
→ geor	metale isomers	E CI CIEC H
HC =	= c CH3 cis-26wtene	Mirror
	170	
Flome Wo	rk - How do you iden	tista Stereoisomers?

अध्ययनानुभव (Learning Experience)		
शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)	
Teacher Summarise the topic Dighat is the example of isomerism? Exthat is Stereoisomerism and example? Teacher write Home work on black board. Did How do you identify Stereoisomers?	Students give answer. Example of Isomers. Ethyl alcohol and dimethy ether are isomers of each other as both the compound have the same molecular formula. Cotho while diff structural formula. Stereoisomers are isomer that have the same composibut that differ in the oriente of those part in space. Students Note down their Home work in Note Book.	
	D	

अभिप्राय (Remarks)

lisson was good.

Objectives overe gained.

Birghai

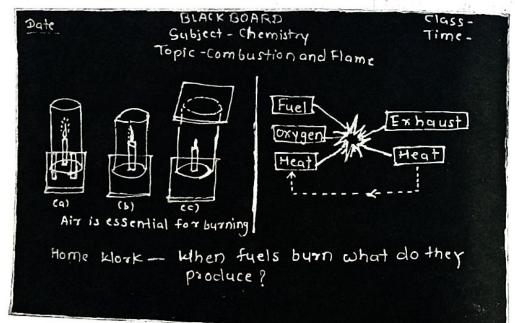
पर्यवेक्षकाची सही (Sign. of Supervisor)

पाठ क्रमांक (Lesson विद्यालयाचे नांव : (School Name) पाठ साहित्य : N (Teaching Aids)	No.): Nagar Parishad high Usechool Samer. lodel duster chalk black oard Pointer etc.	(Previous Knowledge)	Ghemistry उपविषयांश: © Combustion (Sub-Topic)	বিনাক (Date) : इयत्ता (Class) : ৪ ^{+৮} तासिका : ८, ¹ ৮ येळ : ४,5 ៣ ৮ (Period) (Time)
पाठाच्या पायऱ्या	अध्यापन मुद्दे	उद्दिष्टे व स्पष्टीकरणे (Objectives with Specifical)	अध्ययनानुभव (Lear	ning Experience)
(Steps of Lesson)	(Teaching Points)	OTO ariseprevious	शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)
प्रस्तावना : (Introduction) 2		Knowledge. To create an atmospher in close To correlate	Teacher ask some question based on previous knowledge of the Student. (1) what 16 Heat?	Students give expected answer. Heat is the transfer of kinetic energy from one medium or
		previous knowled to present topic To let the student know the important of the topic To develop scientific attitude.	2 How is heat made?	object to another, or from an energy source to a medium or object. It is the motion of particles that creates a form of energy called heat energy that is Present in all matter. The temperature of a cup of coffee may feel hot if you put your hand around it. It is hot because heat from the coffee is
हेतूकथन : (Statement of Aim)	So today we are going to	learn about	"Combustion and flame	the state of the s
विषय प्रतिपादन : (Presentation)	Combustion		Teacher explains about Combustion. Combustion is a redox chemical reaction that takes place between fuel and an oxidant to give a mixture of gases and heat and light combustion does not always give rise to fire. But when it does, the flames are an indicator of the reaction. Incomplete Combustion, the reactants get oxidized or burn in oxygen to give a limited	

पाठाच्या पायऱ्या	अध्यापन मुद्दे (Teaching Points)	उद्दिष्टे व स्पष्टीकरण (Objectives with Specifical	अध्ययनानुभव (Learr	अध्ययनानुभव (Learning Experience)	
(Spets of Lesson)	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1		शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)	
To the second		Knowledge -	Substance that easily catch fire are combustible substance Example- paper, coal, wood do substance that do not catch fire easily are non-combustible substances. Example water, glass, sand etc.		
and the state of		Student becognized and tell about combustion	Teacher ask some question. ① Define combustion.	students give answer. → combustion is the process of burning of substances to give	
multiple	Tillen Uniter	danie da	Mhat name is given to the substances which can burn easily?	heat and light. Ombustible substances.	
at last agent	Hottest part Complete combe	(and it tool)	Teacher explains about Flame - A flame can be defined as a region where gaseous elements burn, generating heat and light.	Students listen carefully	
id of Alba Polytopen Polytopen	Moderately Middle Zone hot Partial combu	ston as its adment	All combustible materials. whether Jiquid or gaseous emit flames as they burn. Both the combustible substance and the combustion		
γ1500 - c	Appenent (place interment bear interment)	11.34-12.6	supporter must be gases in order for combustionto result in a flame.	state de dive encoler	
	CANDLE FRAME	owledge . udent recogni 'd and tell	Teacher ask somequestion. O kind is the definition of flame?	→ A flame is a region where gaseous component burn, releasing heat and light in the process.	
1	coloribations of arty	and example of flame.	2) Crive two examples of inflammable substances.	→ Example of inflammable substances is Petrol one LPG.	

पाठाच्या पायऱ्या (Spets of Lesson)	अध्यापन मुद्दे (Teaching Points)	उद्दिष्टे व स्पष्टीकरणे (Objectives with Specifical)
पुनरावलोकन ः (Recapitulation)		To strengthen acquired knowledge To revise the topic To recall the gain knowledge To test student knowledge Frowledge To summerise the given topic.
गृहपाठ : (Home-Work)		To develop the habit of self study To develop writing skill and imple mentation of student of the student of the at home

लेखन (Black-Board Writing)



अध्ययनानुभव (Learning Experience)			
शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)		
Teacher Summaries the topic combustion and flame. Delhen does a substance start burning? Rihen does aftire brigade arrive? (3) Crive two examples of the combustible substances Teacher write Homework on black Board.	Students give answer. A substance starts buming when its ignition temperature is reached. Then the building catcher fire a fire brigade is called to put off the fire. Examples of the combustible		
when fuels bum what do they produce?			

अभिप्राय (Remarks)

All escamples given was good and propes.

B. B. work was good.

Explain windt

विषय (Subject) : Chemistry पाट क्रमांक (Lesson No.): Nagar Parishad High दिनांक (Date) : विषयांश : Force and (Topic) Pressure विद्यालयाचे नांव : उपविषयांश : (1) निकार इयत्ता (Class): (School Name) पूर्वज्ञान : Model, duster, chalk, black (Sub-Topic) पाठ साहित्य : (Previous Knowledge) तासिका : 2 भल येळ : 45 min board, pointer etc Pressure. (Teaching Aids) (Time) (Period) उद्दिप्टे व स्पप्टीकरण अध्यापन मुद्दे पाठाच्या पायऱ्या अध्ययनानुभव (Learning Experience) (Objectives with Specifical (Teaching Points) (Steps of Lesson) शिक्षकं कृती (Teacher Activity) विद्यार्थी कृती (Pupil Activity) 1 To arise previou knowledge. students give expected Teacher ask some question प्रस्तावना : based on previous knowledge answer. (2) To create an (Introduction) of the Student. atmospher in - The air surrounding us is 1) Define comosphere? Class known as atmosphere. 3) To correlate @ Name the force due to previous knowles - Coravitational force which planets revolve to present topic around the sun. - The force of attraction exerted 1 To let the Stude (3) Hhat is meant by force by the earth on all objects is know the impor of gravitation? tand of the topk called the force of gravitation. When does a force come 1 To develop - An object's interaction with into play ? another object results in a scientific attitude. force between the two objects. हेतूकथन : " Force and Presquire." so today we are going to learn (Statement of about Aim) Force Teacher explainsabout Students listen carefully. Force विषय प्रतिपादन : when an object is displaced (Presentation) or tends to displace from ito original position, it require on external agent which is called force. It is oftoo types push force and pull force. Force is a vector quantity as it has both magnitude and direction III can change the State of the motion. It can

(Spets of Lesson) (Reaching Form (Spets of Lesson) (Reaching Form (Spets of Lesson) (Reaching Form (Spets of Lesson) (Con change the direction of an object II can change the Shape of an object. (Teacher ask some question. (It is about force and give example of force? (It is about force and give example of force? (It is about force and give example of force? (It is about force and give example of force? (It is a square and so of the body. (It is a square and so of the body. (It is a square and so of the body. (It is a square and so of the body. (It is a square and so of the body. (It is a square and square explains about force and square explains about force and square explains about force and square explains about force. (It is a square and square explains about force explains a square and square explains about force expl			- reliante		
Remark of (Teacher Activity) Garding of (Pupil Activity)			उद्दिष्टे व स्पष्टीकरणे Objectives with Specificar	aranana (I par	ning Experience)
Can change the direction of an object. It can change the shape of an object. A ball at rest bains to move when a torax is applied on it. (a) Pressure Teacher ask some question. (b) Lithat is force? (c) Give example of force? Teacher explains about pressure of the body about a trest on the table brings the bow motion. Teacher explains about pressure of on on object is defined as the force acting on its squar unit surface. Pressure = Force / Area of Surface. Its unit is not newton/m² the pressure of the air around us is known as orthospheric pressure of the air around us is known as orthospheric pressure. Both Jiquid and gases excest pressure on the surface. It can be understood with onder or oir, then affer a cectain amount of time it action amount of time it will burst. Teacher ask some question. (c) What is pressure? The amount of force exection. (d) What is pressure? The amount of force exection.		(Teaching Point)	- db		
A ball at rest begins to move when a force is about force and give example of force? The source of force. (2) Pressure Teacher explains about Pressure of the body of the body of force of the source of the body of the body of the body of the body of the table brings the box of the body. A liquid the table brings the box of the table brings the box of the body. Of the body of the body of the body. Of the body of the body of the body. Of the body of the body of the body. Of the body of the body of the body. Of the body of the body of the body. Of	2 - 5			can change the direction of an object. It can change the Shape of an object.	
Teacher explains about the table brings the box motion. Teacher explains about Pressure Pressure Teacher explains about Pressure on an object is defined as the force octing on its squar unit surface. Pressure = force / Area of Surface, Its unit is net newton/m². The pressure of the air around us is known as atmospheric pressure. both Jiquid and gases except poessure to the understood with an example. If we filled a ballow with water or air, then after a certain amount of time it will burst. Teacher ask some question. Students give Answer - The amount of force exerting the amount of fo	22.5	A ball at rest begins to	about force		→ Force is defined as the physica quantity which has the capabili
A liquid exonto pressure on the wells of the container Contai		move when a force is appro-	of force.	@ Give example of force?	of the body. Pushing a box at rest on the table brings the box in
on its squar unit surface. Pressure = Force / Area of Surface. Its unit is not newton / m². The pressure of the air around us is known as atmospheric pressure. both Jiquid and gases exert pressure on the surface. It can be understood with an example. If we filled a ballow with water or air, then after a certain amount of time it will burst. Teacher ask some question. What is pressure? The amount of force exert	Augus Augustig ganna g Augustig anns	1 Pressure		Pressure on an object is	
both Jiquid and gases excel pressure on the surface. It can be understood with an exemple. If we filled a ballon with water or air, then after a certain amount of time it will burst. Teacher ask some question. The amount of force exert What is pressure? The amount of force exert		in the eggs of the eggs of the	of new or it	on its squar unit surface. Pressure = Force / Area of Surface, Its unit is net newton/m2. The pressure of the air around us is known	Students listen carefully.
Knowledge - (i) What is pressure?	the son	exon to pressure	minisper motor	both Jiquid and gases exert pressure on the surface. It can be understood with an example. If we filled a ballow with water or air, then after a certain amount of time it	
1 000001 4010 -1 711			knowledge - Student recognize	Teacher ask some question. ① What is pressure?	→ The amount of force exerted on surface per unit area is defined as pressure.
pressure? pascal (represented as Pa)		dled and	Pressure and		The SI unit of pressure is pascal (represented to Pa) which is equal to on enewton per square metre. (N/m² or kg m² s²)

पाठाच्या पायऱ्या (Spets of Lesson)	अध्यापन मुद्दे (Teaching Points)		उद्दिष्टे व स्पष्टीकरणे (Objectives with Specifical
पुनरावलोकनः			To strengthen aquired knowld To revise the top
(Recapitulation)	switz in the least of	viil ne) ja	3-to recall the gair
		es es Sec	To test student knowledge. To summerise the given topic
गृहपाठ : (Home-Work)	pat at Jana, sa	funda silva si silva si silva si silva si silva si si silva si si si si si si si si si si si si si	To develop the habit of self stud. To develop writing skill and implementation of student. To use leisure time at home.

Date - BLACK !	BOARD	class -
Subject - (hemistry	Time-
Topic - Force		
FORCE	PR	ESSURE
• Force is the push and pull of an object. • It's SI unit is 'Newton' denoted by N. • It is measured by spring balance or dynamo-meter. • It is a vector Quantity. • It applies to faces, vertiand edges.	It's SI denote of the meter of the control of the c	iscular quantity. ies to faces only. ocity cannol be
Home work - using a mo	onometer ho	

at the same depth ?

अध्ययनानुभव (Learning Experience)			
शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)		
Teacher symmaties the topic.	Students give answer.		
(1) kind happens to the speed of a body when a force is applied? (2) kind is meand by contact force?	The speed of a body can be increased or decreased by applying force. A force which is applied only when it is in contact with an object is called contact force. Pressing a rubber ball with the hand changes its Shape		
Teacher write Home work on black board. using a manometer how can you show that the liquid pressure remains same at the same depth?	Students Note down their Home work in Note book.		

अभिप्राय (Remarks)

lesson plan was good. lesson was good. Good command on teaching

पर्यवेक्षकाची सही (Sign. of Supervisor)

पाठ क्रमांक (Lesso विद्यालयाचे नांव : (School Name) पाठ साहित्य : - (Teaching Aids)	Magar Parishad High School samer. Model, duster, chalk, black board, pointer etc.	3-1	Chemistry Guardanian: Triction (Sub-Topic) (Sub-Topic)	বিनांक (Date) : इयत्ता (Class) : স্থান : तासिका : ড্ৰাম যুক্ত স্নাণ (Period) (Time)
पाठाच्या पायऱ्या	अध्यापन मुद्दे (Teaching Points)	उद्दिष्टे व स्पष्टीकरणे (Objectives with Specifical	अध्ययनानुभव (Lear	ning Experience)
(Steps of Lesson)	(reaching romm)	1) To civise previou	शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)
प्रस्तावना : (Introduction)		Enowledge. To create an almosphere in class. To correlate	Teacher ask some question based on previous knowledge (1) What is force? (2) What is motion?	→ A force is a push or pullon an object that is caused by an interaction with another object → When an object or a body
		previous knowled to present topic To let the studing know the important of the topic. To develop scientific	3 What is direction? (1) What is heat?	changes it's position with respect to time then the body is said to be in motion. A direction is the general line that someone or something is moving or pointing in. The flow of energy from a warm to a cooler object.
हेतूकथन : (Statement of	So today we are going	to learn	about "Friction."	
Aim) विषय प्रतिपादन : (Presentation)	Friction		Teacher explainsabout Fraction. It is a force which opposes motion of one object over another object in contact with it. In easy language, It is a force which makes moving object stop. Friction always acts in the opposite direction of motion If we push a book on table from left to right Force of friction moves in opposite	

+ 11-2

पाठाच्या पायऱ्या	अध्यापन मुद्दे (Teaching Points)	उद्दिष्टे व स्पष्टीकरणे (Objectives with Specifical	अध्ययनानुभव (Leari	ning Experience)
(Spets of Lesson)			शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)
		knowledge- Student recognize and tellsabout friction and example of friction.	Similarly, if we push a book on tuble from right to left force of friction moves in opposite direction from left to right. Teacher ask some question. (1) What is friction?	Students give answer. Triction is a force that opposes motion between any surfaces that are touching. Friction can work for or against us. Example putting sand on an Icy Sidewalk increases friction so you are less likely to slip on the other hand, too much frieton between
Managari Angari Angari	DIRECTION OF FRICE When book moves towards I Motion of Book Motion of Book Motion is always opposition to the direction of moi	Knowledge— Student recognized and tells about causes of transion and main somoce of friction.		Students listen carefully. Students listen carefully. Friction is caused due to the irregularities on the two surfaces in contact. The causes of restrive force are molecular adhesion, Surface roughness and deformations.

पाठाच्या पायऱ्या	अध्यापन मुद्दे (Teaching Points)	उद्दिप्टे व स्पार्टीकर्ष (Objectives with Specific
(Spets of Lesson पुनरावलोकन : (Recapitulation)		To strengthen acquired knowled 2 To revise the top knowledge. To test student knowledge. To summerise the given tople.
रूदपाठ : Home-Work)		To develop the habit of selfstudy To develop waiting Skill and impled mentation of Student To use leisure timeat home.

Date FRACTI	BLACK BOARD. Subject-Chemistry Topic - Fraction	Clay
1 P P P P P P P P P P P P P P P P P P P	ractions:- rismaller than of a co	of Fraction:— consists hote number and a
greater.	toris equal or	1 2
	tr children were asked to any Static and Sliding friction.	arrange force due to thous in a decreasing

अध्ययनानुभव (Learning Experience)			
शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)		
Teacher Summaries the topic and ask somequestion. O What are effects of friction? O What are the type of friction?	Students give answer. The produces heat, that helps in heating pasts of any object or to warm object. There are three kinds of friction. rolling friction, Starting friction, and stiding friction.		
Teacher write Homework on black Board. ① Four children were asked to arrange force due to rolling Static and sliding frictions in a decreasing order.	Student Note down their Home work in Note book.		

अभिप्राय (Remarks)

Micely trackle with students.
Escalaination was propose.
Tearning aid was used.

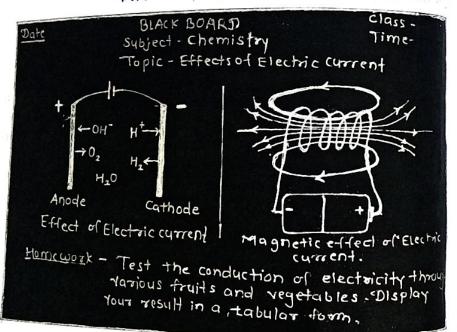
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पर्यवेक्षकाची सही (Sign. of Supervisor)

विद्यालयाचे नांव : (School Name) पाठ साहित्य : (Teaching Aids)	Model duster, chare torder board, pointer etc.	(Previous Knowledge)	Chemistry Sub-Topic) Passing current through water.	বিনাক (Date) : इयत्ता (Class) : ৪ [†] ৮ तासिका : 5 [†] ৮ वेळ : পুরু m i n (Period) (Time)
पाठाच्या पायऱ्या	(Teaching Points)	(Objectives with Specie	अध्ययनानुभव (Lea	rning Experience)
(Steps of Lesson)		(1) To onice	शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)
प्रस्तावना : (Introduction)		Enowledge. To create an atmosphese ir class To correlate previous knowledge. To correlate previous knowledge. To let the student know the important of the topic. To develop scientific attitude.	Duhat is an electrode?	Students give expected answer. > Electric current is the flow of electric charges (electrons) in an electric ctrcuit. > An electrode is a conductor of electricity that can carry electric current into non-metals and other poor conductors of electricity. > A solution is a homogeneous mixture of two or more components in which the particle size is smaller than I nm.
हेतूकथन : (Statement of	So today we are going	to learn	about, " Chemical effect	of Electric Current."
Aim) विषय प्रतिपादन : (Presentation)	Activity		Teacher explains about Passing current through water Take out carbon rods care- fully from two discarded cells crean their metal caps with sand paper. Usap copp wires around the metal cap of the carbon rods and join them to a battery. we call these two rods electrodes: (Instead of carbon rods you may take two iron nails about 6 cm long) Pour a cupful of	

	अध्यापन मुद्दे	उद्दिष्टे च स्पष्टीकरणे (Objectives with Specific		
पाठाच्या पायऱ्या (Spets of Lesson)	(Teaching Points)		अध्ययनानुभव (Learn शिक्षक कृती (Teacher Activity)	ing Experience) विद्यार्थी कृती (Pupil Activity)
(Open v			conter in a glass / plastic bowl. Add a teaspoonful of salt ora	idaidi qii (i apiiroimi)
	11	property of	ting. Now immersethe electrodes in this solution. Make sure that the metal caps of corbon rods are out	Students listen corefully.
	Carbon rod carbon rod	note as it looks	side the water. Hait for 3-4 minutes. Observe the electrodes carefully. Do you notic any gas bubbles near the electrodes? Can we call	
roman i el mil	1 Klater	oltera et san	the change taking place in the solution a chemical	
aron mi	Fig: Passing Current through Water	or hereof a "T. Fage	Change? When an electric current is passed through a conducting solution, some chemical reaction takes place in the solution. This is among the chemical effect of electric current.	,
4,197 - 681	foods April Ap	Knowledge - Student reco- gnized and tells about electric current	Teacher ask some question. O kinat are the chemical effects of electric current give example?	Students give answer. I when an electric current is passed through water, then water dissociates into hydrogen and arress.
	gen ful s ngen gen et ign) filmin		Mhatage the uses of Chemical effect?	and oxygen. → Parts of a bicycle and moto bike are chrome plated through electroplating.
	10 Jane 1	Student tell application of chemical effect.	(s) kihat is the application of chemical effect?	Flech-oploting and electrolists ore the applications of chemical effect of electric
1	" ON AL VICEL	nip 2 har a di		current.

	अध्यापन मुद्दे (Teaching Points)	उद्दिष्टे व स्पर्धिकत् (Objectives with Specific
पाठाच्या पायऱ्या (Spets of Lesson		acoust of the
		To recall the
पुनरायलोकनः (Recapitulation)		Knowledge Jah
		5 To summe.
	7 (*	-topic.
		To develop the
गृहपाठ : (Home-Work)	granula (To develop with Skill and imple
	e i desert ; en e e e e e	Student of
1		-time at home



अध्ययनानुभव (Learning Experience)			
शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)		
Teacher summaries the topic and ask some question. () What are the types of current? () What are the Chemical effects of current?	Students give answer. There are two kinds of current electricity direct current (Dc) and alternating current (Ac). Hhen an electric current flows through a conducting solution, within the solution some chemica reactions take place.		
Teacher write Homework on black board. Test the conduction of electricity through various fruits and vegetables. Display your result in a tabular form.	Students Note down their Home work in Note book.		

अभिप्राय (Remarks)

lesson was good.

presentation was good,

presentation was good,

time managed property

Bigmi

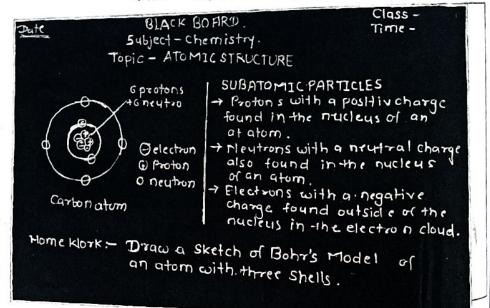
पर्यवेक्षकाची सही (Sign. of Supervisor)

विषय (Subject) : Chemistn दिनांक (Date) : पाट क्रमांक (Lesson No.): विषयांश : Atomic (Topic) Stoucture School samer. उपविषयांश: (f) Subptomic Particles इयत्ता (Class): विद्यालयाचे नांव (Sub-Topic) model, duster, chalk, black पूर्वज्ञान : (School Name) 40 min (Previous Knowledge) येळ ः तासिका : Atomic Structure. board. Pointer etc. पाठ साहित्य (Time) (Period) (Teaching Aids) उद्दिष्टे व स्पष्टीकर्ण अध्ययनानुभव (Learning Experience) 🗸 अध्यापन मुद्दे (Objectives with Specifical पाठाच्या पायऱ्या (Teaching Points) शिक्षक कृती (Teacher Activity) विद्यार्थी कृती (Pupil Activity) (Steps of Lesson) 1. To arise previous Teacher asks some question knowledge. Students give expected based on previous knowledge answer. → An atom is a particle of matter प्रस्तावना : To create an 1) What is atom? (Introduction) that uniquely defines a atmosphere in class chemical element. (5) What is electrons and To correlate Electrons are negatively protons ? previous knowled charged particles with to present topic negligible mass. Mucleus is generally sphoial 17 To let the Stude What is nucleus of a know the impor body and located in the cell ? centre of the cell tant of the @ What is electron ? An electron is a negatively topic. charged subatomic particle (5) To develop that can be either bound to an scientific atom or free attitude. " Atomic Structure: हेतुकथन : So today we are going learn to (Statement of Aim) Teacher explains about subatomic particles Subatomic Particles Atomic Stoucture refers to Studentslisten carefully विषय प्रतिपादन : the structure of an atom (Presentation) comprising a nucleus in which the protons (tve) and neutrons (mentral) are preven The negatively charged past icles called elections revolve around the centre of the nucleus. The advances in atomic structure and quantum mechanics haveled to the discovery

पाठाच्या पायऱ्या	अध्यापन मुदे (Teaching Points)	उद्दिष्टे च स्पष्टीकरणे (Objectives with Specification)
(Spets of Lesson)		
		knowledge Student recognize and tells about subatomic particles
	The second secon	yadishiri iy jawita bi ama ilaying
	Alomic Structure	
n the second	Fig - The Structure of ATOM	side for a section of
		Student recog- nized and tells about atomic structure.

अध्ययनानुभव (Learning Experience)			
शिक्षक कृती (Teacher Activity)	Experience)		
or other fundament	विद्यार्थी कृती (Pupil Activity)		
particles has been in			
for many other discoveries and inventions.			
Teacher ask some question.			
1) What are subatomic	Studentsgive answer.		
Particles?	Subatomic pasticles are the		
	that constitute an		
steptime, and	orenerally this terms as for		
2 Isthich subatomic particles	neutrons, electrons, and		
are electrically charged?	-> Protons and electrons are the		
Partition of the same and	only two subatomic particles		
Teacher explains about	with electrical charges.		
Atomic Structure.			
The colomic structure of malt			
-ex is made up of protons.			
ciccisons and neutrons.	Students listen carefull.		
The protons and neutrons	, serred count.		
make up the nucleus of the			
by the electrons belonging	***		
to the atom. The atomic			
number of protons in its			
nu eleus. Neutral atoms			
have equal numbers of			
Protons and electrons.			
However atoms may gain			
or lose electrons, in order to			
"increase their stability			
and the sesulting charged entity is called an ion.			
Teacher ask some question.	Studentsgiveanswer.		
1 What is atomic	- Atoms consist of an extremely		
	Small, positively changed		
Staucture?	nucleus surrounded by a		
	cloud of negatively charged		
	electrons.		

	अध्यापन मुद्दे		उद्दिष्टे व स्पष्टीकरणे (Objectives with Specification)
_{पाठाच्या} पायऱ्या (Spets of Lesson)	(Teaching Points)		O To strengthen acquired knowledge
पुनरावलोकन : (Recapitulation)	a Explor		To revise the topic. To recall the gain knowledge.
		, 1ma * 1	Enowledge. To summerise the give-topic.
गृहपाठ :	3 1 3 3 3 1 3 1 3 1 3 1 3 1 3 1 3 1 3 1		Oto develop the habit of self study. To develop writing
(Home-Work)		٠	skill and implement
		and the said	To use leisuac -Hme at home.



अध्ययनानुभव (Learning Experience)		
शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)	
Teacher summaris the topic and ask some question. Thow do you make an atomic structure? I what is subatomic level?	Students give answer. The basic Structure of an atom involves a nucleus and the orbiting electrons. The subatomic scale is the domain of Physical size that encompasses objects smaller than an atom.	
Teacher write Home work on black Board. ① Draw a sketch of Bohr's model of an atom with three shells.	Students Notedown their Home work in Notebook.	

अभिप्राय (Remarks)

Atractive beging was truce. Students avere attentive & listen carefully.

विषय (Subject) : Chemish विषयांश : Acid and पाठ क्रमांक (Lesson No.) : (Topic) Base Uschool samer. पूर्वज्ञान : Model duster, chalk, black board, Pointer, etc. विद्यालयाचे नांव : (Previous Knowledge) (School Name) पाठ साहित्य : उद्दिष्टे व स्पष्टीकरणे (Teaching Aids) (Objectives with Specification) अध्यापन मुद्दे (Teaching Points) O To arise previous पाठाच्या पायऱ्या (Steps of Lesson) To create an atmosphere in प्रस्तावना : class. (Introduction) 3 To correlate previous knowledge topresent topic To let the Student know the impor. tant of the topic. 5 To develop scientific attitude to learn So today we are going हेतूकथन : (Statement of Aim) Acids and Bases विषय प्रतिपादन : (Presentation)

Chemistry	
उपविषयांश: () Acide and Base	दिनांक (Date) : इयत्ता (Class): 9 ⁺ भ
@ Properties of Acid and Base	নামিকা : । হ দ বল্প বল্প বল্প বল্প বল্প বল্প বল্প বল্প
अध्ययनानुभव (Lear	ning Experience)
(Treacher Activity)	Damed _ Damed
Teacher ask some question based on previous knowledge Do you test lemon? How it is. Ts lemon juice sour? Shinat is called compound? (a) kinat is compound in Example?	Studentsgive expected -answer. Ter. It is sour. Sour taste is usually found in fruits like orange grapes.
about "Acids and Base	s.''
Teacher explainsabout Acids. It is defined as a chemical compound with a sour tuste and a pH value less than 7 Examples of organic acids are acetic acid (vinegar citric acid (lemon juice) lactic acid (Milk) and organic acids are hydrochloric acid (HCI) sulphunic acid (HSO4)	

	अध्यापन मुद्दे	उद्दिष्टे व स्पष्टीकरणे (Objectives with Specification)
पाठाच्या पायऱ्या (Spets of Lesson)	(Teaching Points)	
		1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
		en or in the land
		student secogn
1310	201	a how let ilw
and April 18	and alternation	is acid.
1 J. 1	Properties of Acids an	d
e i gagarie I pr	Base.	
Constant		Theorem of facts
1 2 2 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	A STATE OF THE STA	an also A." Josefo
150,	Salt + whiter	denther english of Ariels Ariels The defined os a les Trapeural wilber sou
		sir procle intomo
	11.00). 101 1010).	student recognize and tells about How to reach acid.

Ristor acid Holog Base It is defined as a Chemical compound which has a bitter taste and a pH value more than T. Example ore Socilium hydroxide (NaOH). Calctum hydroxide (NaOH). Calctum hydroxide (NaOH). Potassium hydroxide (NaOH). Teacher ask Some question. O kinat is acid? Teacher explains about capable of donating a proof (hydrogen ion) to another substance. Themical properties of Acids and Bases. Natural Indicators are lithous turneric and Red cabbage. Petals of flowers like Petunia and Geranium; Lithous is a natural most common indictor used to determine the pti Value of any Substance. Students listen carefully and used to determine the pti Value of any Substance Acids Change the colour of blue lithous to red while Bases change the colour of red lithous papers to blue. Synthetic Indicator are Methyl orange and Phenoleph holein syntesized in lab to test acids and bases. Teacher ask some questin. O what is called en acids. An acid is any substance.
Base It is defined as a Chemical compound which has a bitter teste and a pt value more than 7. Example are socium hydroxide (NaOH). Calcium hydroxide (NaOH). Potassium hydroxide (NaOH). Teacher ask Some question. (I) What is acid? Teacher explains about Chemical properties of Acids and Bases. Natural Indicators are lithous Turmeric and Red cabbage, petals of flowers like Petunia and Geranium; titmus is a natural. most common indictor used to determine the pt Value of any Substance Acids Change the colour of blue lithous to red while Bases change the colour of red lithous paper to blue. Synthetic Indicator are Methyl orange and Phenolph halein syntesized in both to trst acids and bases. Teacher ask some questin. Students give answer. Students give answer.
chemical compound which has a bitter taste and a pH value more than 7. Example are Socilum hydroxide (NaOH). Calcium hydroxide (NaOH). Potassium hydroxide (KoH). Teacher ask Some question. (1) What is acid? Teacher explains about Chemical properties of Acids and Bases. Natural Indicators are litmus Turmeric and Red cabbage. Students listen confully and Geranium; Litmus is a natural most commonindictor used to determine the pH Value of any Substance Acids Change the colour of blue litmus to red while Bases change the colour of red litmus papers to blue. Synthetic Indicator are Methyl orange and Phenoliph hale in syntesized in lab to test acids and bases. Teacher ask some question. Students give answer.
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a bitter taste and a pH value more than 7. Example are Socilium hydroxide (NaOH) Calcium hydroxide (Ca(OH)) Potassium hydroxide (KOH) Teacher ask Some question. (i) What is acid? Teacher explains about Chemical properties of Acids and Bases. Natural Indicators are limus Turmeric and Red cabbage, petals of flowers like Petunia and Geranium; Litmus is a hatural, most common indictor used to determine the pH Value of any Substance Acids Change the colour of blue litmus to red while Bases Change the colour of red litmus paper to blue Synthetic Indicator are Methyl orange and Phenol- phtholein syntesized in lob to test acids and bases. Teacher ask some question An acid is any substance Students give answer.
Calcium hydroxide (NaOH) Potassium hydroxide (Ca(OH)) Teacher ask Some question O kinat is acid? Teacher explains about Chemical properties of Acids and Bases. Natural Indicators are lithous Turmeric and Red cabbage, Petals of flowers like Petunia and Gieranium; Lithous is a hatural, most commonindictor used to determine the pit Volue of any Substance Acids Change the colour of blue lithous tored while Bases change the colour of solue lithous paper to blue. Synthetic Indicator are Methyl orange and Phenol- Phiholein syntesized in lab to test acids and bases. Teacher ask some questin
Potassium hydroxide (ca(oH)) Potassium hydroxide (koH) Teacher ask Some question (I) What is acid? Teacher explains about Chemical properties of Acids and Bases. Natural Indicators are lithous Turmeric and Red cabbage, petals of flowers like Petunia and Geranium; Lithous is a hatural, most commonindictor used to determine the pth Value of any Substance Acids Change the colour of blue lithous to red while Bases change the colour of red lithous paper to blue. Synthetic Indicator are Methyl orange and Phenol- phthalein syntesized in lab to test acids and bases. Teacher ask some questin
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Change the colour of blue litmus to red while Bases change the colour of red litmus paper to blue. Synthetic Indicator are Methyl orange and Phenol. Phtholein syntesized in lab to test acids and bases. Teacher ask some questin
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Methyl orange and Phenol- phtholein syntesized in lab to test acids and bares. Teacher ask some questin
to test acids and bases. Teacher ask some questin
Teacher ask some questin
Teacher ask summe question
1) kind is called ea acid? in water solution taste
changes blue litmus pap
sed, seacts with some
to liberate hydrogen , or
and promotes chemical
and promotes chemical

	अध्यापन मुद्दे	उद्दिष्टे व स्पष्टीकरणे (Objectives with Specification)
पाठाच्या पायऱ्या (Spets of Lesson)	(Teaching Points)	O To strengthen acquired knowledge
पुनरावलोकन : (Recapitulation)		To revise the topic. To recall the gain knowledge. To test student knowledge To summerise the given topic.
गृहपाठ : (Home-Work)		To develop the habit of self study. To develop writing skill and implementation of student. To use leisure time at home

Class-9th BLACK BOA	RD Date -
	s and Bases
ACID	BASE
+ sour in taste	-> Bitter in taste
→ Changethe blue litmus to red.	-t Change red litmus to
→ eg. Hydroch lori e Acid Ha	→ eg. Sodium hydroxide Nach
→ SulphuricAcid HSO4	- Potassium hydroxide Kon
7 Nitric Acid HNO2	-> Calcium hydroxide Ca (OH)2
Acetic Acid Chy COOH	Ammonium hydroxide
Hearle Hearke: How do	You ideal: C

शिक्षक कृती (Teacher Activity)	rning Experience)
Teacher summa	विद्यार्थी करी (Durit A. a. i.)
topic and ask some question on it.	Students give answer.
Okthat 16 base ?	A bose is a malesule exion
@ What is acid Example?	ion from onacid. The word acid comes from the
6.7	which mean icours i conse
Teacher write Home work on the black board.	in water is sour taste vinege. Students note down their
and bases?	Home work in Notebook.
5.01 (50.07 a)	
taste total	

अभिप्राय (Remarks)

B. B. work was good rearing aid was used.

Bigui

पाठ क्रमांक (Les विद्यालयाचे नांव (School Name) पाठ साहित्य : (Teaching Aids)	1 comes.	विषयांश : Neu tadia (Topic) पूर्वज्ञान : (Previous Knowledge) उदिप्टे व स्पप्टीकरणे
पाठाच्या पायऱ्या (Steps of Lesson)	अध्यापन मुद्द (Teaching Points)	(Objectives with Specification To asise previous knowledge.
प्रस्तावना : (Introduction)		To create an atmosphere in class
		3 To correlate previous lenowledge to present topic To let the student know theimportant of the topic To develop scientific attitude.
हेतूकथन : (Statement of Aim)	So, today we are going	to learn
	1) Neutralization	
विषय प्रतिपादन : (Presentation)		

(Sub-Topic) (Sub-Topic) (Sub-Topic) (Sub-Topic) (Sub-Topic) (Sub-Topic)	ion तासिका : 2 ^{ncl} वेळ : sea min
शिक्षक कृती (Teacher Activity)	rning Experience) (Time)
Teacher ach	A
Teacher asks some question based on previous knowledge	विद्यार्थी कृती (Pupil Activity)
1 Klhat is acid? Knowledge	Students give expected
	-> An acid is any substance
3 11)- 1 go 1	man in water colution taster
@ lahat & base?	l changes, blue litmus
	- A base is a substance that can
3 kihat is the function of	neutralize the acid by
election proton and	
~	POOTON Janes
4) what is Neutralize	while the electron orbits
solution?	around it.
	an acid and a base reaction where with each other
	with each other quantitative
about " Neutralization P	end: "
	edetion.
Teache explainsabout	
reutralization.	
A neutralization reaction	
an be defined as a chemil	Studentslisten carefully.
al reaction in which an	Carefully.
acid and base aug nitativity	
together to form	
Sally and water as	\
Products. In a neutra-	
" cation reaction, there	
is a combination of Ht	*
ions and OHT ions which	1

form water.

पाठाच्या पायऱ्या (Spets of Lesson)	अध्यापन मुद्दे (Teaching Points)	उद्दिष्टे व स्पष्टीकरणे (Objectives with Specification)
. ,		1. 1. 1. 1. 1. 1. 1. 1.
		knowledge Student recog- nize and fells
	Frank of party of the same	about neutralization.
1 11 11 11	Neutralisation Reaction	,
		e in I d faction is
		Γ.
	acid+ base(alkuli) -> 11+ laboter	interest is the form
	HCL NGOH HENGEL	rollulati
	ACID + BASE - HOH'+ SAIT	ortund " tunde
	Fig - Neutralization Reaction Equation	erinic explains
-1111-00	o stemi o udentististen e	a newly alizadian
		or of anthona la
	forthe like one	un good know bit
	nestrone -Detrone -Detrone -Detrone -Detrone	knowledge Student recognize and tells reaction and type of reaction is
1	ns which	neutralization,

शिक्षक कृती (Teacher Activity)	
A Deuts (Teacher Activity)	ning Experience
is generally an acid harm	Control (
is generally an acid base	विद्यार्थी कृती (Pupil Activity)
	-Princewity)
LEGGINEY OCL	
Teacher ask some question. Oklhat is called a prestion.	
1) kihal is called neutrali-	Students give answer.
sation & mentuali-	391ve answer
- Marian	chemical reaction in a type of
Total	chemical reaction in which
Teacher explains about The neutralization reaction	acid magain which
The neutralisation reaction.	to form salt wand water.
The neutralisation raction. Is best seprented as	10 A M
2 DEZT DED HOW I OU SECUCIAN	4
ACICI + Base - CII	
Acid+Base - Salt+Water.	Manager and the second
with a strong acid reacts resultant salt is neither acidic nor basic in not	Students listen coorfully
sesultant strong base the	- Castally
acidi, " salt is neither	
Examp when Her	
losic acid) a sta	
base, the accular astrong	<u>.</u>
is sodium chloride water	
Cillo old e Wota	x x
HCI + NOOH - Nacl + H20	
o 3 taona ocid	
with weak base the resul-	
tant salt is acidic in	
nature.	
SHNO + FOLOUR > FOLOUR	
3HNOg+Fe(OH)3>Fe(NOg)	·
Teacher ask some +340.	
Question.	Studentsgiveanswer.
	5500 S S S S
TOW TO NEUTRALIS & NAOH	-> HCI (aq) + NGOH (aq) -> Naci (ag
with He1 ?	
(1) Lihat type of reaction	- A reaction between an acid
is neutralization?	The state of the s
The GIVAII ZUTION Y	I will be considered
	to be a type of displacement
	reaction.
	2

	अध्यापन मुद्दे	उद्दिष्टे व स्पष्टीकरणे (Objectives with Specification)
पाठाच्या पायऱ्या (Spets of Lesson)	(Teaching Points)	Oro strengthen acquired knowledge or revise the topic.
पुनरायलोकनः (Recapitulation)		3 To recall the gain
		knowledge.
	a manifest	5 To summerise the given topic
गृहपाठ : (Home-Work)	the factor of	OTO develop the habit of self study. OTO develop writing skill and implementation of
	1. 2.	Student. 3 To use leisure time at home.

Date Subject - C Topic - New	hemistry		Class- Time-
NEURALIZATION	Acids and products	Yanes.	
H ₃ 0 ⁺ +0H ⁻ → 2H ₂ 0	Strength of Aciel	Strength of base	Resultant PH
(A) (B) (B) (B) (B) (B) (B) (B) (B) (B) (B	Strong	Strong	7
	Strong	Weak	<7
Neytralization Reaction	weak	strong	77
acid+ base(akali) - satt+	Weak	weak.	if kark 6=791
klater			Kq=1 <b 791<="" =="" td="">
Home klook: - Khat is the	e PH value	of Stron	ng acid
and base d	uring neu	tralisati	00 8

शिक्षक कृती (Teacher Activity)	rning Experience)
Teacher Summaries the topic and ask some question. (i) Lihat is Neutralisation given example? What is the neutralization reaction used indaily life? Teacher write Home work on black board. Lihat is the pH value of strong acid and base during neutralisation?	विद्यार्थी कृती (Pupil Activity) Students gives Answers → Example - When Sodium Hydroxide (NaOH), a base

अभिप्राय (Remarks)

Class control was these concept was teach properly, Good lesson.

Birghi

पाठ क्रमांक (Les विद्यालयाचे नांव (School Name) पाठ साहित्य : (Teaching Aids)	Nagar	विषयांश : Fossil fue (Topic) Coal (Previous Knowledge) उद्दिष्टे व स्पष्टीकरणे (Objectives with Specification
पाठाच्या पायऱ्या (Steps of Lesson)	(Teaching Points)	1) To asise previous knowledge.
प्रस्तावना : (Introduction)		To create an atmosphere in class. To correlate Previous renowledge to present topic. To let the student know the important of the topic. To develop scientific attitude.
हेतूकथन : (Statement of Aim)	So, today we are going	to learn
विषय प्रतिपादन : (Presentation)	Fossil	

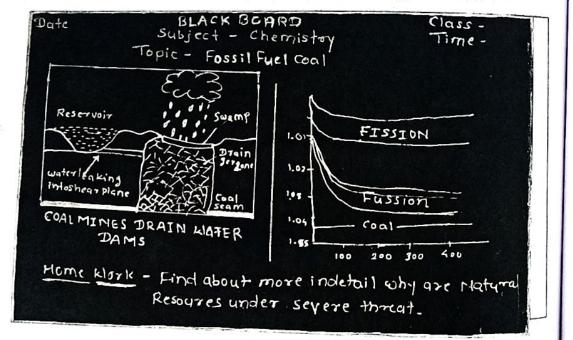
उपविषयांशः () Fossil	दिनांक (Date) :
@ coal and carbonization	इयत्ता (Class): 8 ⁺ h
	नासिका : 5 ² h येळ : 45 min
अध्ययनानुमव (Lea शिक्षक कृती (Teacher Activity)	ning Experience) (Time)
TOGG NEX OSK COM	A n
teacher ask some question based on previous knowledge	विद्यार्थी कृती (Pupil Activity) Studentsgive expected
O Resourses Like Air, Sunlight, water, minerals, Soil are	→ Air water sum!
D What's meaning of Resource?	-) Resource manage to
§ How are Natural Resources classified?	equillibrium and can be used
Paints, fibres, explosives, drugs are called as ?	They are classified as, i) Renewable Natural Resource 2) Non - Renewable. Plastic, Paints, fibre, explosion drugs, etc are called Man-made
about "AA fossil fuel coal."	resources,
Teacher explains about Fossil:- Fossil are formed where dead animals and plants which died millions of	Shadaala listaa aa Car
In earth and got covered with sediments like Sand. Ston Scawail from	Students listen carefully.
of air. Due to high and extremal pressure inside earth converted into fossils	,
Natural fuel formed from	

पाठाच्या पायऱ्या	अध्यापन मुद्दे (Teaching Points)	उद्दिष्टे व स्पष्टीकरणे (Objectives with Specification)
(Spets of Lesson)		knowledge - Studentnecall meaning of Fossils, understanding Student tells ine types of fossil fue
or the last	Coal and carbonization. Process.	Control of traffic to
	Fossil fuels Fossil fuels	The state of the s

अध्ययनानम्य ॥ ०००	
अध्ययनानुभव (Lean शिक्षक कृती (Teacher Activity)	ning Experience)
due to external and	विद्यार्थी कृती (Pupil Activity)
due to external pressure and temperature are fossil fuels. They are three types @ coal i) Petroleum 31 Natural Gas. Teacher ask question. (1) State meaning of word "fossil"? (2) Kihat ore types of fossil fuel?	Students give answer. Fossils are sediments formed from remains of dead organisms of ep inside earth. Coal, Petrol, Diesel, Crude. Natural Gas etc orc types of
Teacher explains about coal	
and carbonization. Coal is hard black, combustion ble mineral that consists mainly of carbon. Carbon is an element found in earths bestood found heavily in all living organisms. The Slow process by which dead plants and organisms buried deep in earths best converted into black rock sediment called coal. Cto2 — Co2+ Heat (4) energy. Coal is also used formalce	Students listen carefully
colce, coal Tair, coal goss. etc. Teacher ask somequestlar Define Coal.	. Stuclentsgive answer. → Coal is a dark hard combustible mineral.
2 Idhat elements is coal made upof? 3 How is coal formed by which process?	→ Carbon 1, present in coal. → Carbonization is process for coal formation.

पाठाच्या पायऱ्या (Spets of Lesson)	अध्यापन मु (Teaching Po	उद्दिप्टे व स्पप्टीकरणे (Objectives with Specification)
पुनरावलोकन : (Recapitulation)		To strengthen acquired knowledge To revise the topic To recall the gain knowledge. To test student knowledge To summerise the given
गृहपाठ : Home-Work)		topic. To develop the habit of self study To develop withing Skill and imple to mentation of student. To use leisure time at home.

फलक - लेखन (Black-Board Writing)



शिक्षक कृती (Teacher Activity)	rning Experience)
Teacher Summaries the topic and ask some quertion on it. (i) what is real source of energy for coal? (i) where is coal found in India? (ii) Approx how many year was coal formed? Teacher write Home work on the black board. Find about more indetail why are Natural Resourcs under severe threat.	विद्यार्थी कृती (Pupil Activity) Students give answer. → Solar energy is real source of energy for coal. → 300 millions years ago coal coas formed. Students Note down their home work in note book.

अभिप्राय (Remarks)

Mice performand on subject.

Good command on subject.

Peaching aid used proposty.

विषय (Subject) : Nagar Parishad High पाठ क्रमांक (Lesson No.): U school samer. (Topic) पूर्वज्ञान : विद्यालयाचे नांव Model, duster, chalk, black board, pointer etc. (Previous Knowledge) (School Name) पाठ साहित्य उद्दिष्टे व स्पप्टीकरणे (Teaching Aids) (Objectives with Specification) अध्यापन मुद्दे (Teaching Points) पाठाच्या पायऱ्या To arise previous knowledge. (Steps of Lesson) 1 To create an प्रस्तावना : atmosphere in class. (Introduction) 3 To correlate previous kno wedge to parsent topic. (9) To let the student know the important of the topic. STodevelop scientific attitude. so, today we are going leam हेतूकथन : (Statement of Aim) Petroleum oil विषय प्रतिपादन : (Presentation)

2	
Chemistry	
	दिनांक (Date) :
प्रविषयांश () Petroleum Oil Sub-Topic)	इयत्ता (Class): g+h
Refining of Petroleum oil	নামিকা : ু চন যক্ত : প্র ভু চ চ চ ব ব ব ভ : প্র ভু চ চ চ চ চ
अध्ययनानुभव (Lear	ning Experience)
शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)
Teacher ask some question based on previous knowledge of the Student. () what is a liquid fuel used an light automobile? () what is a liquid fuel used in heavy automobile? () which gas is used in name to cook food? () Name a liquid which is used in stoves and was and cantens?	-> Petrol is used in Light and Small automobile.
about "Petroleum oil"	
Teacher explains about Petroleum oil. It is dark coloured thick crude oil found deep below the ground in certain aras. It is a complex mixture of compounds known as hydrocarbons. Just like coal, Petroleum is also a fossil fuel. Petroleum oil was formed by the decomposition of the remains of plants and animal brusied unde	Students listen carefully.

पाठाच्या पायऱ्या (Spets of Lesson)	अध्यापन मुद्दे (Teaching Points)		ाच्या पायऱ्या अध्यापन मुद्दे (Objectives with Specificati		उद्दिप्टे व स्पप्टीकरणे (Objectives with Specification)
85.				Der Caralina	
	The sales of		Understanding Student a realit to explain process of formation		
ne lapit s	le parament public front	Same the State	of petroleum oil in own words.		
	Refining of Per	holeum	a dur propet d mangag dinah, a dung phonogra		
, e ya k	Anticline	fault trap	to a mining a		
	0/) 9a1		THE STATE OF THE S		
· 12 u u u u	Spil plane	gas	b multiples to g		
3	Fig- Petrole		wiedge- iden-f		
	tax .	e opto si he	and fel & about Retining of Petroleum		

SETTI	
	सत् ।।
3	Learnin
TAAL .	भव (Learning Experi

शिक्षक कृती (Teacher Activity) ago Due to heigh pressure and femperature, action of bacteria, absense of air th dead remains slowly converted into petroleum Teacher ask some question

© Petroleum is a non-senew → Non-Renewable Tesourses ore

@ what is petroleum in nature ?

Teacher explains about Refining of Petroleumoil. The process of separating Crude petroleum oil into more useful Ractions is called Refining. The refining of petroleum Into different broduct Is based on fact that di-flerent products have different boiling Points. Refining is carried out in oil Refinary, and

Various products obtained Petrol - LPh - Diesel Kerosene-Lubricatingoil. Teacher ook some question.

1 Kingre is petroleum Re-fining carried out?

(Crive exemple of various) peteroleum components?

विद्यार्थी कृती (Pupil Activity)

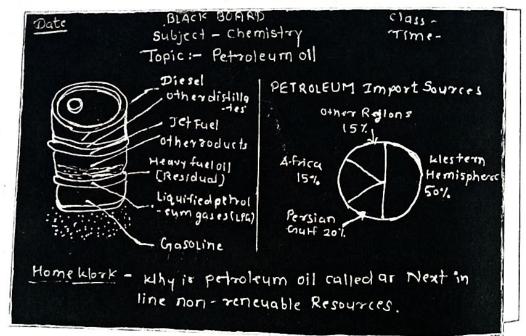
once which once used up takes million Home to form. And Petrolwhich is limited in orgin. > Petroleum is a hydrocarbonit ir dark coloured and density to less then water.

Studentilisten carefully.

Studentigive answer.

- -> In oil Refining with fractional Distillation.
- Petrol, Diesel, Kerosene, LPG are various components of Liqude oil.

पाठाच्या पायऱ्या	अध्यापन र् (Teaching Po	हि jints)	उद्दिष्टे व स्पष्टीकरणे (Objectives with Specification)
(Spets of Lesson)	(1.5.5	1 2 - 11	1 To strength
पुनरावलोकन :		14-14	acquisedknowledge Torevise the topic
(Recapitulation)			3 To recall the gain
	and a land and T	*	1 To test student
	The state of the		knowledge.
1 - 1	1 1 1 2 2		To summerise
			the given
13.5	**************************************		Otodevelop the
गृहपाठ :	3 70 4 7 1	4	Ortodevelop writing
(Home-Work)		155 64 05 1	Skill and imple- d
			mentation of
		Total Titol	Student.
a di gran de s	and the fact."	3 - 1 - 1 - 1	1 To use leisure time at home



अध्ययनानुमव (Leal	rning Experience)
Teacher Summaries the topic and ask some question on it. O kinat is Petroleum Refining? O How is Petroleum oil formed in nature?	विद्यार्थी कृती (Pupil Activity) Studentsgive answers. → The process by which petro leur oil is seperated into various) components. → Petroleum oil is former due to extrenu conditions being subjected on dead burited plants and animals descent
Teacher write Home work on the black board. O kiny is Petroleum oil called as Next in line Hon-reneuable Resources.	Students Note down their home work in Note Book.

अभिप्राय (Remarks)

luson was so good. Good Austien answerz skill Nice lesson.

प्राची सदी

पर्यवेक्षकाची सही (Sign. of Supervisor)

विषय (Subject) : पाठ क्रमांक (Lesson No.) : Nagar Protshad High विषयांश : Naturalga: Uschool, Samer. विद्यालयाचे नांव : (Topic) (School Name) पूर्वज्ञान : Model duster challe black board, pointer etc. (Previous Knowledge) पाठ साहित्य : (Teaching Aids) उद्दिप्टे व स्पप्टीकरणे अध्यापन मुद्दे पाठाच्या पायऱ्या (Objectives with Specification) (Teaching Points) (Steps of Lesson) U To asise previous knowledge प्रस्तावना : To create an (Introduction) atmosphere in class. 3) To correlate previous knowledge to present topic. 1 To let the student know the impor tant of the topic. Stodevelop scientife attitude So today we are going to learn हेतूकथन : (Statement of Aim) 1 Matural gas विषय प्रतिपादन : (Presentation)

अध्ययनानुमव (Lea	दिनांक (Date) : इयत्ता (Class) : ४ [†] ५ तासिका : २ ⁿ ० वेळ :कुग्गि
शिक्षक कृती (Teacher Activity)	a Experience)
Teacher ask some question based on previous knowledge of the Student.	विद्यार्थी कृती (Pupil Activity) Studentsgive ax pected answer.
(1) What is gas? (2) Crive example of gas? (3) What is an example of a gas at home?	→ Mothers which have indefinited Shape and volume are called goses. → Example - air, oxygen involved nitrogen, carbon-dioxide etc. → Gras used in homes is either propane, butane or a mixture of the two. The other type of gas used in homes is natural gasor cna, buth of which ore methane.
about " Natural gas!"	memane.
Teacher explains about Natural gas. Natural gas is a fossilfuel It consist of mainly methane with small quantities of ethens and propone. Methane is usually in amount. Occurance - Natural gas is found deep in earths coust either above oralong with oil above petrolum deposits thus, some wells dug into earth	Students listen carefully.

पाठाच्या पायऱ्या (Spets of Lesson)	अध्यापन मुदे (Teaching Points)	उद्दिष्टे व स्पष्टीकरणे (Objectives with Specification
(Spets of Lesson)		knowledge - student recognize and tells about Natural gas.
	Type of Natural Gas.	regarded autority
	Carbon Dioxid Ethane 1 Nitrogen Trace gases	e 1.54
η Unit soci	Natural Glas	en to control to
	Letter and the second of the s	Understanding. Student areable to emplain How natural gar is produced and uses of natural gas.

अध्ययनानमव् ॥ ००००	
अध्ययनानुभव (Learn शिक्षक कृती (Teacher Activity)	
and Natural gas. It is formed above decomposition of vegetables matter lying under water.	विद्यार्थी कृती (Pupil Activity)
Teacher ask somequestion (i) kinat is Natural gas? (i) kinat is Natural gas made upol?	Studenfsgive answer. The ina fossil fuel found deep in earth's crust. 35% methaniand 5% propune ethane makes Not.
Teacher explains about Types of Natural was. Natural gas that is economical to extract and easily accessible ir considered, "conventional" conventional gas is trapped in permea- ble material beneath impermeable sock. Naturo gas found in other geolo- gical setting is not always so easy or practical to extract. This gas is called "unconventional". New technologies and processes are always being develop to make this unconvention gas more accessible and economically viable. Teacher ask some question. Teacher ask some question. Thow natural gas is produced? What are the 3 biggest uses of natural gas?	Students listen carefully.

पाठाच्या पायऱ्या (Spets of Lesson)	अध्यापन मुद्दे (Teaching Points)	उद्दिष्टे व स्पष्टीकरणे (Objectives with Specification)
पुनरावलोकन : (Recapitulation)		To strengthen acquired knowledge. To revise the topic. To recall the gain knowledge. To test student knowledge. To summerise the given to pic.
गृहपाठ : Hom e -Work)	The second secon	To develop the habit of selfishedy. To develop writing skill and imple of mentation of Student. To use leisure time athorne.

Date	GLACK BOARD Subject - Chemistry	class -
	Topic - Natural Gra.	
Real gas la and FVF. Correspor Viscosity	s of Natural Gas and properties trese. w.z-factor density of: ading states of natural gas city and heat ratio.	Natural gas is 96%. Methane gas - CH4 o contains small percentage Ethane 2.1%. Propane <1%. Butane <1%. Mentane <1%. Hexane <1%. Hexane <1%.

अध्ययनानुमव (Leal	Experience)
and ask some question on Hay it it called batural gas ? (1) kinat is natural gas	Students give answer. A naturally occurring flamma gas that can be used as a fuel or source of energy for a widerange of purpose like cooking heating generation, and power generation. Natural gas examples are Methane ethane butane and propane. Students Note downthely home work in Note book.

अभिप्राय (Remarks)

Presentation was good.

Transduction was proper.

Body language was good.

Bighi

पर्यवेक्षकाची सही (Sign. of Supervisor)

पाठ क्रमांक (Lesson No.): विषय (Subject) : Magax Parishad High विषयांश : Chemical विद्यालयाचे नांव : (School Name) bunding (Topic) पूर्वज्ञान ः पाठ साहित्य : Model, duster, chalk, black (Teaching Aids) (Previous Knowledge) board, pointer etc. उद्दिष्टे व स्पष्टीकरणे पाठाच्या पायऱ्या अध्यापन मुद्दे (Steps of Lesson) (Teaching Points) (Objectives with Specification) 1 To onise previous प्रस्तावना : knowledge (Introduction) 1 To create an atmosphere in class. To correlate Previous knowledge to present topic. 3 To let the Student knowthe important of the topic. 1 To develop scientific attitude हेतूकथन : So today we are going to learn (Statement of Aim) . chemical bonding विषय प्रतिपादन : (Presentation)

garatati () Chemical bondin	तासिका :
अध्ययनानुमव (Lear शिक्षक कृती (Teacher Activity)	(Time) Thing Experience) (Time)
Teacher ask some question based on previous knowledge of the student. () what is bond? () Bond can be form by? () kinen the bond can be form? () Atoms shows the presence of?	A 7
about " Chemical bondi	ng ".
chemical bonding to chemical bonding to chemical bond tormed between atoms of non-metal. They do not form loos when bonding Happens with valance electrons only. Properties. © Exists as solid Jiquid and gasous.	Students listen carefully.

पाठाच्या पायऱ्या (Spets of Lesson)	अध्यापन मुद्दे (Teaching Points)	उद्दिष्टे व स्पष्टीकरणे (Objectives with Specification)
	Chemical Bonding Tonic Covalent Na.:ci: Na.:ci: H H H	Thomas at the title of the state of the stat
y Mail con	thody beneficial taken to the control of the contro	Understand - Student give the example of sonic bondand at tell knowledge-Studen recognize and tellsabout chemical bond.

अध्ययनान्मव () ००	
अध्ययनानुमव (Learnin शिक्षक कृती (Teacher Activity)	g Experience)
@ Bad conductor dinul	विद्यार्थी कृती (Pupil Activity)
1. 10.0. 20111871	
3 Low melting 4 boiling point.	
a create ions an charged	
type-	Students lieten correlally.
Ionic bond 4 covelent	(
It is force of a-Hociction	
or bond tormed due to	
transfer of electron. It	
Shows cation 4 anion	
Cation is chemical spain	
that consies positive	
Charge.	Ri e. J
Ex Na+, A13+, K2+, Mg2+	*
Anion is chemical specier	*
that carries -ve charge	
eg clibs.	
Teacher ask some	01 101 1
question.	Students give answer
O Give an example of Jonic bond	-> Nacl is the example of Ionic bond [Nacl -> Nat (1)
Chemical bund.	-) Chemical bond is bod conductor 4 insulable in polar solvents.
(8) Chemical bond can be form in which States?	-> It can be form in solid, liquid 4 gases state.

पाठाच्या पायऱ्या	अध्यापन मुहे (Teaching Poi	nts)	उद्दिष्टे व स्पष्टीकरणे (Objectives with Specification)
(Spets of Lesson)	(Teaching : C.		1 To Strengthen
		gate of his	1) To Strengthen acquired knowledge
पुनरावलोकनः		. FA	12 To revise the topic
(Recapitulation)		printed	3 To recall the gain
(Necapitalian)		1.	knowledge.
20		(2) 45 100	10 To test student
			knowledge.
41 Kg - 0 K Ho V	profit of the second		5) To summerise
गृहपाठ : (Home-Work)			thegiven
		1481 W -)	the given
		7.11	1 To develop the
			habit of self
			1 Study.
		and and	To develop writing
			skilland imple of
		13. 15.17.	La Student.
		Completed to	3 To use lei sure
		9.0111799	time at home

Date	BLACK BO Subject-Cher		Class-
		nical bonding	
7-1pe of	Chemical Bonds	1	
1 Ionic 6		@ Covalent	Bond
Metalatom to nonmet Na :::-		Two nonm share elec Drygen atoms	
Home Work	chemical b its example.	and formati	ation about on itypes and

अध्ययनानम् ॥	•
अध्ययनानुमव (Learn शिक्षक कृती (Teacher Activity)	ning Experience)
eacher summaries the topic ask some question on it. O kinatare covalent bond? O physical properties	Students give answer. A coverent band consists of mutual sharing of one or more pair of electrons between two atoms. Sodium It have generally low melting 4 boiling point.

अभिप्राय (Remarks)

Student's response was profes.

Creplemation was good

Lesson was good

Birgui

पाठ क्रमांक (Lesso	on No.):	विषय (Subject) Chemistay
विद्यालयाचे नांव : (School Name)	Nagar Parishad fligh School Samer.	विषयांश : Chemical (Topic) Reaction.
पाठ साहित्य : ⁻ (Teaching Aids)	board, pointer etc.	k पूर्वज्ञान : \$tuden-) (Previous Knowledge)
पाठाच्या पायन्या (Steps of Lesson)	अध्यापन मुद्दे (Teaching Points)	उद्दिप्टे व रपप्टीकरणे (Objectives with Specification)
प्रस्तावना : (Introduction)		1 to arise previous knowledge. 2 To create an atmosphere in class:
		To corretate previous knowledge to present topic. To let the Student know the emp ortant of the topic. To develop scientific attitude.
हेतूकथन : ' (Statement of Aim)	so today we are going	
	O Chemical Reaction.	
विपय प्रतिपादन : (Presentation)		
	Type of chemical Reactions. a) Combition Reaction	

Chemistry	
of Type of Reaction	दिनांक (Date) :
knowledge about valency an	इयत्ता (Class): हिम्म तासिका : 2 गर्व वेळ : 💯 😅
अध्ययनानुभव (Lear शिक्षक कृती (Teacher Activity)	ning Experience) (Time)
classes (ISA See	(Association of the control of the c
reacher ask some question based on provious knowledge of the student.	विद्यार्थी कृती (Pupil Activity) Studentsgive expected answer.
Elalis the symbol of magnesium oxygen and carbon is the valency of magnesium, oxygen and carbon	Symbole of magnesium, oxygen and carbon are Mg, o, c Yalency of magnesium, oxygen and carbon are 2, 2, 4 The Substance which take part in a chemical reaction are called reaction.
about " Chemical Reaction	ית ."
Teacher explains about chemical Reaction. Chemical Reaction is the process subject transferme one or more substance into new substance with new properties.	Students listen carefully.
Type of Chemical Reaction O Combination Reaction - The reaction in which two or more substance combinate form a single substance under suitable condition are called combination	

पाठाच्या पायऱ्या (Sasta of Largon)	अध्यापन मुद्दे (Teaching Points)	उद्दिप्टे च रपप्टीकरणे (Objectives with Specification)	
(Spets of Lesson)	b) Decomposition Reaction	the second second	
	And the second of the second o	knowledge - Student recognize and tells about chemical Reaction:	
J. 10 1 1 1	The first of the f	Understanding- student clear the reaction of combition and decomposition	
	c) Displacement 4 Double Displacement, Reaction.	o topo of ment (3)	
r de la grande , de la tendrale , de la tendrale , de la tendrale	AB + CD -> CB +	basta of 4	
nji isa ka	A and c are cutions (Positive B and D are Anions (Negation	lons)	
	DOUBLE DISPLACEMENT REAC	TION Samuel MOIT	
	Anit : Trails ant daig	chemical Reaction	
	ട്ടപ്പാ - ട മാവട് പ്രി വര്ട്ട - പ	student clear inc reaction of dis- placement and	
		Double displace- ment reaction.	

अध्ययनानुभव (Learning Experience)		
Main S. J. Andriol McIMM		
Decomposition Reaction	विद्यार्थी कृती (Pupil Activity)	
The reaction in which a	, and an analysis	
single substance decompo-		
Ses mill two ox more	2.	
Simple Substance un la		
Sultable condition are call	gi e	
decomposition Reaction		
Teacher ask some question	Student	
(1) Lan 100 give an example		
of combition pactices	Example of combition Reaction.	
© can you give an example of Decomposition	-> Example of decomposition	
reaction?	5101113	
	2kc10 ₃ → 2kcl+30 ₂	
Teacher explain about		
Type of chemical reaction.	* * * /	
Displacement Reaction:		
The chemical Reaction in which one element of a		
reactant takes the place		
of another element presen	Students listen carefully.	
in another reactant is	1.	
Called displacment Reaction	n	
Double Displacement		
Reaction: - A chemical		
reaction in which one con	n.	
Ponent each of both the	1	
exchanged to form new		
exchanged to form new		
Product is called double		
The secretion	Students give answer.	
- Cache ask some quest	in the second	
Unive example of Displace	Reaction Zn+ cusoy → ZnSoy + cu.	
reaction?	2 1 1 4 4	
- Crive example of Doub	le - Example of Double displace -	
displacement reaction		
	P AgNos+ Nacl - Agel+NaNos	
	1	

पाठाच्या पायऱ्या (Spets of Lesson)	अध्यापन मु (Teaching Po		उद्दिष्टे व स्पष्टीकरणे (Objectives with Specification)
पुनरावलोकन : (Recapitulation)			To strengthen acquired knowledge. To revise the topic. To recall the gain knowledge. To test student in wowledge. To summerise the given topic.
गृहपाठ : (Home-Work)		de jag	1 To develop the habit of self study. To develop writing skill and imp- lementation of Student. To use leisure time at home

Date	BLACK BORRD	Class - 8th
	Subject - Chemistry	Time-45 min
	Topic - Chemical Rea	ction.
1 Combi	nation Reaction AB	ble Displacement ction. + CD
AB -	position Reaction rec	dation 4 Reduction action. oxidation t H2
	× A×+L	Reduction
D	lassify the following reisplacement reaction.	

अध्ययनानुमव ॥ ००	
Reaction: O Carlet Write Home-work on the black board. Classify the following reaction in the combitation Displace. Meaction: O Carlet Hall Teacher Activity) Teacher write Home-work on the black board. Classify the following reaction as combitation, Displace. Meaction: O C2H4+H2→ C2H6 NH4CI → NH3+HCI	निद्यार्थी कृती (Pupil Activity) Students give answer. → A process in which one or more substances, also called reactants, are converted to one or more different substances, as products. → Combition Reaction Example. 2 So ₂ + O ₂ → 2So ₃ Students Note down their home work in Note hook
(14) (17)	

अभिप्राय (Remarks)

polavals ur pal formina plantitu

dessin was good.
Objectives were gained.

Chemiston विषय (Subject) पाठ क्रमांक (Lesson No.) : विषयांश of chemistry U School Samer. विद्यालयाचे नांव : (Topic) (School Name) पूर्वज्ञान : Students Periodic table, black board पाठ साहित्य (Previous Knowledge) . chalk etc. (Teaching Aids) उहिष्टे व स्पप्टीकरणे अध्यापन मुद्दे पाठाच्या पायऱ्या (Objectives with Specification) (Teaching Points) (Steps of Lesson) (i) To arise previous Prowledge. प्रस्तावना : 2) To create an (Introduction) atmosphere inclass. To correlate previous knowledge to present topic (4) To let the Student know the impor-tant of the topic. To develop scientific attitude हेतूकथन : so today we are going to learn (Statement of Aim) 1) Law of conservation of Mass विषय प्रतिपादन : (Presentation) Reactants Products CONSERVATION OF MASS

	दिनांक (Date) :
Marin: O Balancing a chemi	cal इयत्ता (Class): 8 th.
chemical formula.	तासिका : 3 rd वेळ : 80 min
अध्ययनानुभव (Lea	rning Experience) (Time)
शिक्षक कृती (Teacher Activity)	
Teacher ask some questions bosed on previous knowledge. of the student. Okhat are the symbole of copper, Dxygen 4 calcium? Ocan you tell me the valency of copper 4 oxygen? Ocan you all find the formula of copper oxide?	विद्यार्थी क्ती (Pupil Activity) Students give expected answer. → Symbole of copper, Oxygen f calcium are cu. O. ca. → Valency of copper d oxygen are +2 and -2 respectively. → Formula of copper Oxide is Cu.O.
about " Language of C	nemistry".
Teacher explains about Law of Conservation of Mass: - Mass can be neither be created nor destroyed. In a chemical reaction the total mass of the product is always equal to the sum of masses of all the reactante Exa. (1)(1) + (1) (1)(1) (1)(1) (1)(1)(1)(1)(1)(1)(1)(1)(1)(1)(1)(1)(1)(Students listen carefully.

पाठाच्या पायऱ्या	अध्यापन मुद्दे (Teaching Points)	उद्दिष्टे च स्पष्टीकरणे (Objectives with Specification)
(Spets of Lesson)		knowledge-Student recognize and tells Noss can neither be created nordestroyed understanding - student clear the Reaction.
	1 Step for bulancing the equation.	
f.	BALANCING EQUATION	m mydsob " fuoda
. M. Lasse	rotally as fair	o company of the comp
		recognize and tell

अध्ययनानुभव (Learning Experience)		
शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)	
Teacher as k some question O what can neither be created nor destroyed? Ochildren you all solve this B+ 0 ->	Students give answer. Mass can heither be created nor destroyed. Reaction ()+ () -> (0)	
Teacher explain about step for balancing the equation kie start by balancing Fe, since it has a high mole cular mass atom and only appeare once on the reactent of the product side. We see that there are three Fe atoms on the product side so we can balance fe by adding	Students listen carefully.	
a coefficient '3' to Fe on the reactant side. Having balanced Fe, we can then turn to 0xygen since it Dccure with Fe in Fe 304. and we have already balanced Fe. The arefour atom of 0xygen on the product side so, we coefficient of '4' in from coefficient of '4' in from		
Teacher ask some que ① Equation will be 3 Fe + H20 → ② 3 Fe + 4 H20 →	Students give answer. 3 Fe + H ₂ 0 \longrightarrow 1 Fe ₃ 04 + H ₂ 3 Fe + 4 H ₂ 0 \longrightarrow 1 Fe ₃ 04 + H ₂	

पाठाच्या पायऱ्या	अध्यापन मुद्दे (Teaching Points)	उद्दिघ्टे व स्पष्टीकरणे (Objectives with Specification)
(Spets of Lesson) पुनरावलोकन : (Recapitulation)		To strengthen acquired renowledge To revise the topic To recall the gain renowledge. To test student renowledge.
गृहपाठ : (Home-Work)		To summerise the given topic To develop the habit of self-study To develop writing skill and implemed ntation of student. To use leisure time at home.

subject - Ch	BLACK BOARD Subject - Chemistry Topic-Language of chemistry	
* Law of Conservation of Mass. C+0 - + C0 Steps:- Fet H10 - Fe 104 + H2 Adding 3 to Fe in the left side.	Adding 4 to + Adding 4 to e Product sid 3Fc + 4 H20 - Adding 8 hyd side in product 3 Fe + 4 H20 -	e. → 1 Fe304 + H2 royen wnright uct. → 1 Fc304 + 4 H
Home Work: - () Hhat is a balanced chemical equation? (a) Balancing the following equation. Zn+NaoH Na2ZnO3+ H2		

अध्ययनान्मव ॥ ०००	
अध्ययनानुभव (Lear शिक्षक कृती (Teacher Activity)	ning Experience)
Teacher Summaries the	विद्यार्थी कृती (Pupil Activity)
topic and ask some	Students give answer.
equation be balanced?	The law of conversation of mass states that the mass
Quation for Co, h, o and C6H12O6O2?	GCO2+GH2O -> C6H12O6+GO
Teacher write Homework on the Black Board.	Students Notedown their
O what is a balanced chemi- cal equation?	Note Book.
Balancing the following equation.	
In + NaOH-+ Nazzng+H	

अभिप्राय (Remarks)

Lesson was good.

Evaluate students properly.

Evaluate students properly.

Veccopitalation was proper

Chemista विषय (Subject) पाठ क्रमांक (Lesson No.): Nagar Parishad High विषयांश : निनेवर विद्यालयाचे नांव : school samer (Topic) (School Name) पूर्वज्ञानः पाठ साहित्य ः (Previous Knowledge) (Teaching Aids) उद्दिप्टे व स्पप्टीकरणे अध्यापन मुद्दे पाठाच्या पायऱ्या (Objectives with Specification) (Teaching Points) (Steps of Lesson) 1) To asise porvious knowledge. प्रस्तावना : 1 To create an (Introduction) atmosphere in Class. To correlate previous knowledge to present topic 1 To let the Student know the important of the topic (5) To develop scientific attitude. So today we are going to learn about " Atom and Molecule." हेतूकथन : (Statement of Aim) विषय प्रतिपादन : (Presentation)

संविधान तक्ता (Blue Print)

उपघटक (Sub Unit)	ज्ञान (Knowledge)			उरिस्टे (Objectives) अकलन (Understanding) उपयोजन (Application)							
(300 0)	बस्तुनिष्ठ (Objective	तपुत्तरी (Short					उपयोजन (Application)			एकुण गुण	
	Type)	Type)	(Essay Type)	(Objective Type)	(Short Type)	(Essay (Type)	दातुनिख (Objective Type)	तपुत्वरी (Short (T)pe)	दिपॉस्तरी (Essay 1) (F)	. (Total Marks)	
Atom	1(2)				1(2)		4. 5	11	4(1)	8	
			20	٠,				1			
subatomic Particle	1(2)		.,1		2(6	
5 0			r v					1			
Molecule	163)			2(2)			4() 11	
(3 1 car (8)				1		1	W = 5			-	
			T.	1	1	1		- 1	-	,	
एकुण गुण (Total Marks)	7				ι	0			. 8	25	

%	327	247,	91.55	100%
Marks	σ.	9	6°5.1 =	25
Subunit	1	Subatom	Molecule	Total Mask
552	0	3	9	

5.	Objective	Marks	70
ó			3000
0	knowledge	٥	.787
) (1.5		oi Te
3	Under Standing	0	40%
6	Application	80	32%
	I		0
	Total More	25	100%

Objective 14pl Tike Short Ans. Essaye 14pe	Se	Type of auc.	Marks	%
Short Ans. 10 - 4 Essaye 8 3 Aype	0	- 1	1	
Short Ans. 10 6 Essaye 8 3	$\overline{}$	Asp / Tike	7	287.
00 K	3	Short Ans.	10	1,017
20		Essaye	φ.	327,
		type	25	1:00.1

घटक चाचणी संविधान तक्ता (Unit Test with Blue Print)

Time	-35min <u>Subject</u> - Chemistry <u>Total Mark</u> -	25.
Time	Topic - Atoms and Molecule	
Ouga	[4Mar	ks]
One 1)	Electron posse charge.	
①	and are found in the cent	er
0	of an atom.	
(3)	Mass of Proton is	
9	Atom have some number of and	-•
	n = correction	Les Sala
Que 27	Tick the correct Answer. [3 Mar	rks]
0	What is the charge of proton?	
	a). Positive b) Negative e) Both d) Neutral	SCII
2	Ozone is a molecule.	
1	a). Diatomic b). Triatomic c). Monatomic 4). None of these	
3	Which is the example of molecular	12.
1	Compaind.	
- 1	a) 0 ₂ b) Cl ₂	
	C). H ₂ O d) O ₃	<u> </u>
1 3	그 레시티의 경기 전체 (1987 - 유)	
		7
	John Coeld Its ac	-

Qu 3)	Give the correct answer of the Buestion
0	What do you mean L. [10 Marks]
	· · · · · · · · · · · · · · · · · · ·
0	kinat are sub-atomic particle?
(3)	anscovered neutron?
9	What is molecule?
6	How molecule of compound is different from molecule?
Que4)	Give the correct onswer of the Question in [8 Marks]
0	Describe sub-atomic particle?
0	Define Molecule and Molecule of compound with example?
- 0	
	p ~ f

के. डी. पवार शिक्षण महाविद्यालय सावनेर, जि. नागपूर

K. D. PAWAR SHIKSHAN MAHAVIDYALAYA, SAONER

शैक्षणिक सत्र 2021 - 2023 (Session)



सराव पाठ तियोजत पुस्तिका (Practice Teaching Planning Book)

छात्र अध्यापकाचे र (Student-Teacher's)	PALAK CHAUHAN	
क्रमांक (Roll No.)	:-			
अध्यापन पध्दती (Methods)	:	۹) .	BIDLOUY	
		۶) .	CHEMISTRY	

अनुक्रमणिका (Index)

	4			~		
3	न	क्र	म	णि	का	(Index)

			1 (A	mulder of a						
क्रमांक (Sr.No.)	दिनांक (Date)	शाळा (School)	वर्ग (Class)	विषय (Subject)	पर्यवेक्षकाची सही (Sign. of Supervisor)	क्रमांक (Sr.No.)	दिनांक (Date)	शाळा (School)	वर्ग (Class)	विषय (Subject)	पर्यवेक्षकाची सही (Sign. of Supervisor)
1	14/09/2	water pollution.	q4n	Biology	_	15.	20/12/22	classification of	q Li	Biology	
2.	20/09/22	bood ni unstivetur	1	Biology		16.	27/12/22		82 Ls	Biology	
3.	२११०१।८	Types of join	8th	Biology.			04/01/25	prot-	8th	Biology.	
4.	7/10/22	Types of habital	1	Biology			101 41/1	MINISTER O DESCRIPTIONS.		70	
5.	14/10/11	animali.	824	Biology	V. 6000	_18.	org) oils	Havenful Moro.	8 th	Biology	Bigui
6.	20/10/22	Types of teeth	8751	Biology.	completed_	19.	13/01/23	Human earouatooy usyskm.	8th	Biology	
7.	28/10/22	isteps of digistion	8m	Biology		20.	14/01/23	Accobir and Anaro	10th	Biology	
8.	2/11/22	Mode of Nutaition in plant	gh	Biology	Birgni			bic respiration	(0	15/5/09/9	
9,	10/11/22	Blood	gth	Biolog y							5 4- 21
10.	18/11/11	Digestion in Amoeba	8 pm	Biology.			z)	page on rel	inhyt	1,5	15.00
(1.	25/11/22	Offerent is owner of water.	1	Biology							, a rolling of
12.	30/11/22	Parts of Plans	812	Biology	5-00 de 10-00 	ļ .		,			
13 . 6	11/12	Breathing		Biology						=	
4. 14	1/12/22/1	tow do we boreath?		Biology	1				<i>\$</i>		

	charles , paperarile	उद्दिष्टे व स्पष्टीकाल	Biology उपविषयांश: Water Pollution (Sub-Topic) Water Pollution shden aerognise & tell about कार्य ध्योग Pollut अध्ययनानुमव (Lear	
पाठाच्या पायऱ्या (Steps of Lesson)	(Teaching Points)	(Objectives with Specification)	शिक्षक কृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)
प्रस्तावना : (Introduction)		To axise paevious Kenadedge. Attoactive beigning. To developing Scientific attitude. To link poverious Knoroledge to pousent	Teacher ask questions on pou- vious knowledge: (i) what are the basic needs of humans? (ii) How we get water? (iii) How we get water?	Shalende give expected answers: Basic needs of humans are air, water, food, Shelter etc. we get water from fain, lakes, Ponde etc.
हेतूकथन : (Statement of Aim) विषय प्रतिपादन : (Presentation)	So, today we are	9 0	about," water pollution". Teacher explains about the topic by showing a model: Whenever harmful substeined with as grabage toxic chemitals mixed to the water, water becomes polluted.	

	अध्यापन मुद्दे	(Objectives with Specification)	अध्ययनानुभव (Learni	ing Experience)
पाठाच्या पायऱ्या (Spets of Lesson)	(Teaching Points)		शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)
Speca or 2	nn off EIT	9	A shedy by the world wich	
4	GANGA PROJECT		fund for nature (WWF) found	
	Ball S		that Ganga is one of the 10	
= = =	3		most endangered ouvers in	
		and the second	the world.	
1		The state of the first	An ambition plan lo saye	
			the given called - the Ganga	
		of the first of the	Action plan' was launched in	
	A AMAS SOUTH	1	1985 TI WING IN DUCCERCE ITS	
	THE THE		pollution level of suver.	
a to a long	WHA CHINA		There are some ways too purifying	•
		A Profession County	waler:)
	water pollution	-	() How () Moing households use	
4.5			bailing as a method for obtaining	
	mico-organism		water, drinking, water, Boiling	
	c - Nutrient		O chavimation is a commonly	
	suspended solids and wediments Thoragani pollution		used Chemical Method food	
	and wedliments		puritying water.	
	1 Inougani polluhun	0.0	Teacher ask question on topic!	
	5 . Thermal polluto Radioactive pollu	Knowledge	(1) what makes water polluled?	Contemination in water mal
j'ea	(3) Radioactive pullu	shedul orecall	•	l water political
100		and give oursion,	(02) How does water get polluted?	25
- 17			Ja politica.	Many industries orclease has but chamicals into viver.
	. 1	Sinderstanding		Penplayord also sylver
		Shelmt explain Overwater affel	m) Dan mulu Aul	Into the oriver.
		Sheller explant	O) Does polluled wall after	Yes et aband Late
		How water afre	living beings 9	yes it after both animals a

पाठाच्या पायऱ्या	अध्यापन मुद्दे	उद्दिष्टे व स्पष्टीकरणे (Objectives with Specification)	अध्ययनानुभव (Lear	ning Experience)
(Spets of Lesson)	(Teaching Points)	- To fix the gain	शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)
पुनरावलोकनः (Recapitulation)		Summing up the face topic of	In which water gets towards	
*	Alegy	To evaluate in a shiclente	an you help rudue water pollution?	10 Laws Should be I truitly implement 10 we should save water at our live!
गृहपाठ : (Home-Work)		To clevelop skelf-shidt nabbit. (To use the lessur De time, u To fix the gain	teacher gives home work on faught topic. (e) Make a list of Measures Lhad would help your hour to ensure the isupply of clean water.	Studente waiting down

Deute = 14/09/22 SUB-8101-91 water Pollution Clubs: 914 water pollution is the unlami-- oil pollution shorage nation of water bodges -> underground e-g. = takes, vivors, oceans. * water pollution courses by Diseases like Cholona, - Marine Dumping Malarra, Typhord. Industry'al wast Aquatic life gets dutyed mounty from households due to well pollution Nuclear waste Make a list of measures that would help your hour अभिप्राय (Remarks)

losson was xaleer

पाठ क्रमांक (Lesson विद्यालयाचे नांव :		विषयं (Subject) : विषयांश : Tmpsumului (Topic) 6 - Wind 3000	Biology . उपविषयांश : Natwed in prod ! (Sub-Topic) Natorust	दिनांक (Date) : 20109 122 इयत्ता (Class) : व्यक्
	have paper,	(Previous Knowledge)	under Herognic about the	(Period) 9 (Time) 11.5 Decr
पाठाच्या पायऱ्या	अध्यापन मुद्दे (Teaching Points)	(Objectives with Specification)	अध्ययनानुभव (Learn शिक्षक कृती (Teacher Activity)	ning Experience) विद्यार्थी कृती (Pupil Activity)
(Steps of Lesson) प्ररतायना : (Introduction)	The state of the s	Scientific attitud.	Teacher ask questions on previous mowledge; (01) when is impositent foor us to live? (01) How do we get food?	Food, Ais, water are imported to live.
i do		knowledge to parried knowledge	(0s) why tood is imposted too	we get bood from plants and animals. Food is important to get energy and garowth.
		ishiolenti.	own gorowth? (05) Dowall the newtoniuite are hissesary for our body?	Nutralende are essential for our genout. You all the nutricul are vory necessary for our body.
हेतूकथन : (Statement of Aim)	so today we are		about " Mutorients in Food".	
विषय प्रतिपादन : (Presentation)		î	teacher explains the topic by showing chart paper. we know that each and every took item are made up of different	eshederale listening core fully
,	Nutowerle	,	inguident. Componente that an nucled by own body are could 'Hutstends' Examples! Fed, vitamin, perotein combohydrale, mineral.	

	अध्यापन मुद्दे	उद्दिप्टे व स्पष्टीकरणे		
पाठाच्या पायऱ्या	(Teaching Points)	(Objectives with Specification	अध्ययनानुभव (Lear	ning Experience)
(Spets of Lesson)			शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)
	an bohydoral e		O carbohydrade:- paovide energy to our body.	
	Fals		Tats: perovide energy to	
		Halming a veg	so, carbohydrale and fall are	
a '' I' wê like	Component of Food	Jan value of	called " Energy giving bood!" Ex: wheal, mark, sweet polabous.	
rantin I i	\$ 00 6 A M 1941	Some all grown	1 Powhins: Dequired hox grow. In and Depairs of our body.	
- F 30 150	THE BOOK HOW	Prince to the con-	building tood! Ex: meal, eggs, fish.	
	Minerals	no elp	Porotective food. Ex: fourth and regetables. Minutals: They maintain our health.	
		ha shall but the	Teacher ask some Questrons!	
	1.2	Shederle reedl	(1) which type of bood is good for us?	Mutution wich food is good for us.
y references	mula in the first	what is numbered	(02) what is nutoritente?	a living ming alive and help to
L 1	, i en	understanding!	(03) lohad are enough giving took ?	Carbohydrate and fall are energy giving book.
	0-1-29	undorskindig! shedul destribe the energy brod.	on Give examples of body-build-	eggs and milk are body-building

पाठाच्या पायऱ्या (Spets of Lesson)	अध्यापन मुद्दे (Teaching Points)	उद्दिष्टे व स्पष्टीकरणे (Objectives with Specification	आध्ययनानुभव (Leal	rning Experience)
(Opera of Zeason)		To fix the gain	शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)
पुनरावलोकनः (Recapitulation)		Knowledge sup the fama we topic	In order to oreall, Teacher ask usone question on what is taught!	sudent answer the questions!
		Recalling what is taught	(01) what are nutrients?	components that are needed by our body to keep healthy.
nema :	i de la ph	- To evaluate to shided	VII Le maio a	To powell own body. Vitamin A, Vitamin B, Vitaminc, Vitamin D, E, K & Bumples.
गृहपाठ् : (Home-Work)		To develop wedry	(a) Make all of bood we ear	, a a logilio d

Sub- Biology Date = 20 09/22 Mutouble in hood cless - 94 1 Carbohydrale out Seaford. bood : 4) Wilamins: - Rice, potatous, Bound fourth, vegetables, Pasker. Crowns, buent, soyabean Source of Facts: @ Mineral! :- Red mat, Milk, Seahud -> Butter, Nuts, Avacadoes 1) Powlerne: - Egg, Mead, Dairy, freed mit. [4.2] => Maice a left of hood we east and mention the numbered.

अभिप्राय (Remarks)

Jessen von prod

	*3	चिषय (Subject) :		(3)
पाठ क्रमांक (Lesson	No.): 63	विषयांश : Body	Biology.	दिनांक (Date) : 29 0 4 22
	Handle Street	- पर्वज्ञान :	उपविषयांश: निष्ठा की Join	इयत्ता (Class): १५
(School Name)	hard papa, 30 Mood	(Previous Knowledge) उद्दिप्टे व स्पप्टीकरणे	snielent know about types	নামিকা: येळ : (Period) ১৮০ (Time) 8 :3০৫৯
(Teaching Artos)	क्रमापन मद्दे	(Objectives with Specification	अघ्ययनानुभय (Lear	ning Experience)
पाठाच्या पायऱ्या	(Teaching Points)	To MILE DAM	शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)
(Steps of Lesson)	The state of the s	Knowledge Knowledge	Teach or ask questions on previous knowledge:	studente gine expected answar
प्रस्तावना :	1 6 8	Attender bed	knowledge!	O .
(Introduction)		The derive odigning	i) when you or un which part	Feet is the part of body which make
		10 generol aim	of the body more bast?	more fast.
0 1 7 3		attilud.	box when stiren now maker co	the flore to the state of the
		1		Hands moves when we write.
- 1	× 1	knowledge to pour	O .	
74 - 14		Knowledge.	03) why own shomach does not	because their are no joint
	* * *	To motivale underly	show any monement?	in Ishmach.
	a l	Zruduny,	U	
			1	
हेतूकथन :			"Times of Toints"	Markey Control of
(Statement of	so, today Ne au goi	of to learn about	19pa of 301103.	
Aim)	307	(V		
	Ĭ		eacher write defination on the	
विषय प्रतिपादन : (Presentation)	p.		placeboard and explain about bones	and the first
(Flesentation)	h		,	
	Bones		Bones: Bonus are the original	studente liskning
			in part of endusiceleton of vertebriate	carafully
			Verte bride	0
	*		They support and poroted to	
			various oggans of the body.	
		4	9	

	अध्यापन मुद्दे	उद्दिष्टे च रपप्टीकरणे (Objectives with Specifical)	अध्ययनानभव ((ea	rning Experience)
पाठाच्या पायऱ्या	(Teaching Points)		^{Dn}) शिक्षक ফুনী (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)
pets of Lesson)	Joints	_ 1/ LI	Joints: - joint is a connection rade between bones. There are 5	
	HINGE JOINT		in hinge joint, articular countains and molded to each other as to	Students listening carefully
as a plan	to a boint		point motion in one plane.	4
	Pivot Joint		ivol joints helps in violation normally as well as enternally. It enables us to move on head up down, left ought.	
	Hinga joint pivot join		3) GLIDING JOINT: The a joint which under physiolo- Hical conditions allow only glid- ing movements. 4) BALL & SOCKET JUINT: It is a Joint in which ball Shaped Struct- we of one pround bone fix into the other cup like deposession of bone.	Shiclardi tory to unclesssand The topic.
		_ na eq. 1 f	5) FIXED JOINT: Thuse one found in upper Jaw, Skull and books. Teacher ask the following questions:	
17:		Knowledge	Dui) What are joints ?	Joints au wonestron between
)		should being	142) How many types of joints are	There are five types of joints.
	el m	Strelew to placery	ewa) where both and sucked joint is found?	Ball & sucket joint are tound in hips.

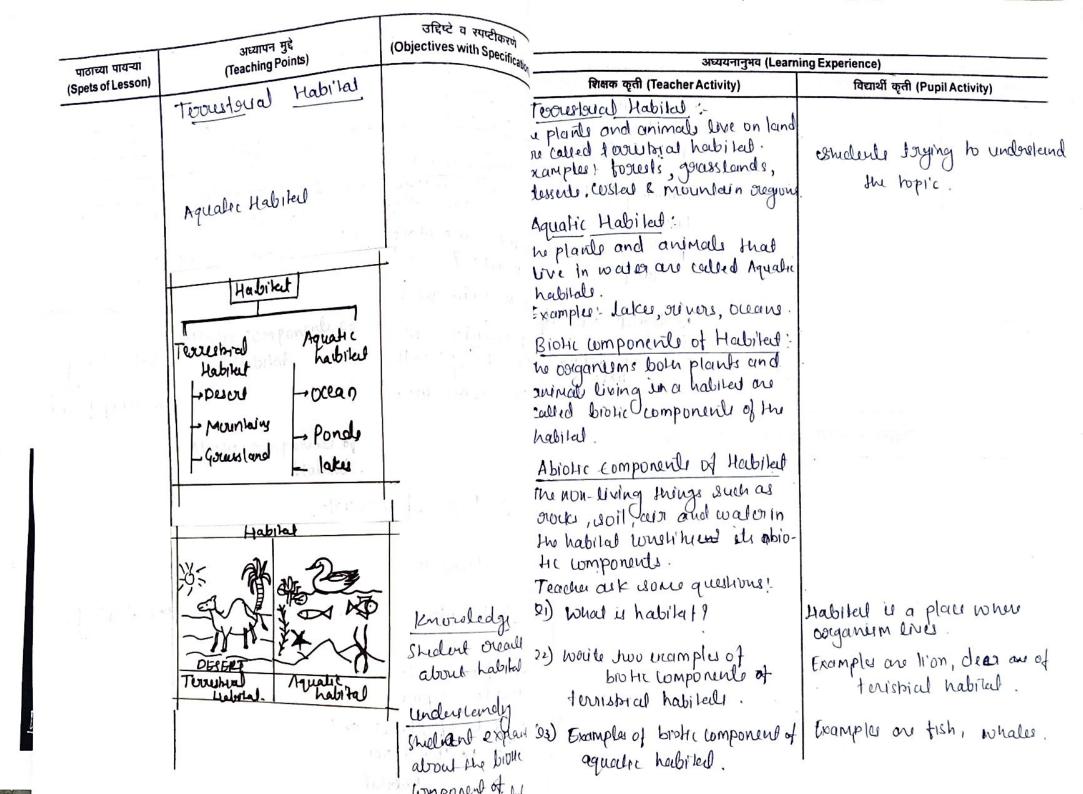
	अध्यापन मुद्दे	उद्दिष्टे व स्पष्टीकरणे (Objectives with Specificalical	7	.2
पाठाच्या पायऱ्या	(Teaching Points)	- Specification	अध्ययनानुभव (Lea	rning Experience)
(Spets of Lesson)	, , ,	- To tix the gour	शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)
पुनरावलोकनः (Recapitulation)	5	- Bumming up the F	To order to orecall the topic eacher ask some quistions;	istudente bying to give answers:
,		o kugu	known as ?	It is known as fixed joins. By allumate coordination and
		10 evaluate cstudy	03) which type of soint is allow joint?	relaxation of two sets of muscles. Hinge point is elbow joint.
गृहपाठ : (Home-Work)		To fix the gain Fromiledge T To develop usuf u Study attile To use the Lessur	eacher give home work to Shiderly; u) Make a Charl paper on the" type of joints!	istudante worthing down the

Date = 29/09/4 Sub-Biolog Types of Joins !-3 synovial joint 1) Ball & socicet Joints → It is trice a ball in a succept - bound between bones that moves against each other, such as it is surended and of one the joints of the limbs. bone fits into the hollow Ex:- (hip, knee) 1 Hinge joint @ Pivot joint - a type of soint that exists in -It is forcely movable joint the body and some to allow that allows only orotary menunut MULTUR polimoouly in one plane. awand a ungle axis. [in-hy] = Maice a chart on "hype of joint"

अभिप्राय (Remarks)

gorodución was grad

		विषय (Subject) :		(4)
पाठ क्रमांक (Lesso	unflower school	विषयांश : प्राप्त कर	Biology.	दिनांक (Date) : न 10 22
विद्यालयाचे नांव : (School Name)		(Topic) and House पूर्वज्ञान : (Previous Knowledge)	उपविषयांश: types of habitals	इयत्ता (Class): १४५
पाठ साहित्य : ((Teaching Aids)	how paper	1181	under orlugue about	नासिका : वेळ : 9 '30 am
	अध्यापन मुद्दे (Teaching Points)	(Objectives with Specifical	अध्ययनानुमव (Lear	rning Experience)
पाठाच्या पायऱ्या (Steps of Lesson)	(Teaching town)	To ause prince	शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)
प्रस्तावना :	A proportion of the	Knowledge Attackers and	Teacher ask questions on pore- vious knowledge:	answers: 10 give expected
(Introduction)	(f)	1.0	21) Name dome places with	Jammy, Shimla, Manal and places with cold weather.
		1. 200 allic office	Questi land land	1 h-1 . h. 2 11 h day 20044
	i nd	To link previous	Name difficulty found to a	live there.
Par b	.a. (8)	knowledge to pru	ps) Name animals bound mostly bot and dry weather? D4) Name some animals bound	Devou 4 mostly hot and dry.
		knowledge	D4) Naru some animali found	Camele, orall one mostly found in desirt.
	ar die		there ?	In desire.
			. 94.4	1
हेतूकथन : (Statement of Aim)	so, today we are	going to lear	about," types of habitals"	
			Teacher employer the topic in	
विषय प्रतिपादन : (Presentation)	Habilat		deteil: - The place where cong-	Bridents liking carefully
			num live is called habital.	0 0
			+ provide food, water, shellors	,
	* ·	*:	ener needs to organisms.	
			Seneral lands of plants and	
			nimabilite in the same	I
	ı	1	habital.	



	अध्यापन मुद्दे	उद्दिच्टे व स्पष्टीकरणे (Objectives with Specification	ě.	2
पाठाच्या पायऱ्या (Spets of Lesson)	(Teaching Points)	To the the god	अध्ययनानुभव (Lea	rning Experience)
(Spets of Lesson,	1 1 m	Karnestal	शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)
पुनरायलोकनः	Taran San	10 evaluado H.	teacher ask some questions!	Students trying to give answers
(Recapitulation)	x + 1	Summing up the	ferrubial habital?	Examples are generaland, Desert, borest.
	,	toward what	(b) Name example of Aqualic habital!	sea, ocean, laces au examples of aquatic habital.
गृहपाठ : (Home-Work)		To develop self-shel	LUCIONON OUNTS MINIS MINIS MUNICIPALITY ON	Because of the saturty of water.
		Am. D	APICHE COMPUNERO OF LOCKING OF	underds writing down Les home work in notebook.
	फलक - लेखन (Black-Board V	Vriting)	end aquatre habitects in your noteboo	k

Dute = Biolog 4 7/10/4 Types Of Habitals * Habitat: The place where asganim leve is collect historical. The organisms both plants and * Teorestorial Habitat: The Plants and animals line un Called brote components of the land are called turnsmal habited . habilhat . * AbioHc Component of Hat * Aquatic Habital: Non- Living Image such a The Plants and animals that like in water are called water it some amporting (4.W/) list brotec &abiotec components of tennismal & aquelis

अभिप्राय (Remarks)

& B conk was

पाठ क्रमांक (Lesso	on No.):	विषय (Subject) विषयांश : Numbush (Topic)	Biology.	ि दिनांक (Date) : 14 110122
	Chart paper, How chart	पूर्वज्ञान :' (Previous Knowledge)	(Sub-Topic) classification of awmounded know about the	इयल्ता (Class): 🖁 🕍
	अध्यापन मुद्दे (Teaching Points)	(Objectives with Specifics	अध्ययनानुभव (Lear	
पाठाच्या पायऱ्या (Steps of Lesson)	(leaching)	Alteractive has	शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)
प्रस्तावना : (Introduction)		Knowledge a	মিধক ক্নী (Teacher Activity) Teacher ask some questions based on poerious knowledge:- i) why do we eat food?	Sudende give expected answers!
		To cleve top sund of altitute among ship	(04) Dou all animals earl only plants peroduct?	we get out tood from planti and animals. Milk, honey, meat are some food items we get from animals. No, all animals does not ead plant product only.
हेतूकथन : (Statement of Aim)	so, Today we one	going to loon	about " classifications of ani	mals".
विषय प्रतिपादन : (Presentation)		†	Teacher explains the classificative by showing a flow chard on black board: there are those types of cartegosicals of animals. O Herbirosces. O Camirones	and the April inco
			3 Omnimours.	

	अध्यापन मुद्दे	उद्दिष्टे व स्पष्टीकरणे (Objectives with Specifical)	अध्ययनानुभव (Learr	ning Experience)
पाठाच्या पायऱ्या	(Teaching Points)	- Specification	शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)
(Spets of Lesson)	Hobrogus		HERBIVORES :-	
	Howitt	1	animals which ear only plants	
			or plant peroducts are called	e Special
	10.00	the State of the second	realis odes.	
	1 monale	to the second	Examples! Devoi, Debora, cow, elephant, goat, Panda etc.	
	Classification of Animale	The work and	elephant, goat , Panda etc.	
	HERRIVOLE = 1	of being a	CAPMIVORES:	
	((420))	1 / 4 / 100 % 6	The animals which eat officer	
	(nou) = Deovenie)		inimals are called DM Coani-	
	and the second	1 4	Vores.	
	OMNIVALE = CO (HUMAN)	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Gramples: Beaus, Lion, Figer,	
	OMINAR (Human)	- and of the	fox, wolf etc.	×.
	Community (Execution OF SALE		
	GMN VOJUS	January don't	DMNIVORES:	
1.5	Classification of an mal		The animals which earl both	
1 -			plante and animals are called omnivores animals.	*
	(Hexpirose	1		
	(An animal that)	1200 102 (30)	examples! Squirrels, Dogs, Luman bungs.	
	(only ent plants)			
	OMnivotu	Levil Mileland In	Teacher ask some questions!	
	Animal extract	Knowledge	Oi) In which Caligory humans falls?	Human will fall in omnivares
	(aunitora Plants New 0)	- //	• •	Cartigoony.
edit.	Plant Had cat	Shelot reall	Oz) Give examples of carniv-	Tiger, Lion, for are examples of
	(only meat	- hermon fulls.	oars animals.	Countrove animal.
			as) Define ominuones	The second secon
	·	understandly		Those animals which ead both
		Endent desdib		plante and animals.
		Om mirony.		I

	अध्यापन मुद्दे	उद्दिष्टे व स्पष्टीकरणे (Objectives with Specifical)		22
पाठाच्या पायऱ्या (Spets of Lesson)	(Teaching Points)	to for the gain	अध्ययनानुभव (Lear	ning Experience)
(Spets of Edds)	1 1 1 1 1 1 1	Man Y I	£ (विद्यार्थी कृती (Pupil Activity)
पुनरावलोकन : (Recapitulation)		To evaluate the	oi) List examples of hesbivnes,	Horbivons = coro god Carnivons = tron, Hyper.
		, C (W	cornivores and omnivores. (22) total wheel are the product we get from animals.	OMNIMORY - Dog human being
गृहपाठ : (Home-Work)		To use lorgung by	Teacher grees home-work to ishicleuls. Due) Poepare a chart and public pichne of herbivorus, counivorus 2 omnivorus.	conclude writing deron the homework into their notebook

Date = Killolu 310/094 Classification of animals. 1 Horbirones: VONES. The animals which eat only Examplu: Beaus, Lon, tiger, plants our plant peroduct are rox, wulfer. called herbivoxes. 3 OMNIVOREJ: The animals much eat but Ex. Deer, Zebaa, cow, elephant: plants and animals another (estivores) omnivores animals. The animals which eat other Ex; Dog, Human being. animals are called Couni-- Poupare a chart & pasto picheres of herbivosuris,

अभिप्राय (Remarks)

Good Class Control.

8	पाठ क्रमांक (Lesson l विद्यालयाचे नांव : (School Name) पाठ साहित्य : (Teaching Aids)	hard paper , ppl.	विषयं (Subject) : विषयांश : Nuloulita (Topic) humal पूर्वज्ञान : (Previous Knowledge) उद्दिष्टे व स्परीकरा	shider de wynes about the	हिनांक (Date) : 20/10/22 इयत्ता (Class) : श्रीम , तासिका : येळ : 9'30 t m
	पाठाच्या पायऱ्या	(Teaching Points)	(Objectives with Specific	शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)
	(Steps of Lesson) प्रस्तावना :		> 10 aruse pruvion Knowledge Attoractive Am	Teacher ask questions on privious	stidenti give experted amours:
	(Introduction)	14.	Developing scion	helps in chuoing the bood? Where the mouth How many teeths are there	Teeth helps as in chewing the frod.
	8 V I	· Carlo	To Motival Structury	in an adult?	There are 32 teels in on adult.
		e a seid	To link pouring	in shape and size? (a) why our teels break after 180 me Linus?	No, teethe are different inshapes and size. because those teethe are not permanent keth.
	हेतूकथन : (Statement of Aim)	so, today we are going	to leaven about	"Types of feeths". Teacher explains the term milk	
	विषय प्रतिपादन : (Presentation)	MILKTEFTY		MILK TEETH: Babi'us are booin without any voth. They get their first o feeth behiven the age of two and a half years, these feeths are couled to lk leeth.	Student liking carufully.
		MILKTEFTH		Babics are booin without any with. They get their first of leeth between the age of two and a half years,	Shedwit libeing caruful

(3)

	अध्यापन मुद्दे	उद्दिष्टे व स्पष्टीकरणे (Objectives with Specifical	अध्ययनानुभव (Learn	ning Experience)
पाठाच्या पायऱ्या	(Teaching Points)	- Cab	शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)
(Spets of Lesson)	Permanent feeth		PERMANENT TEFTH: IK testing stands by fall out one by re form usix to twelve years and	
	Type of Tuh.		rown as permanent feeth. Types of feeths: Icisaus: Incisaus are the Shar- 28t teeth and have Crusel like	-
and the second		diffica	shape. Shape. Shape. They are called 'the aring teeth'. They are pousent ne on each side of the insusore.	Ishidenle trying to understan
ach et e j	Canine Molary	1 . sa 1	complar are used from teasurage teeth. Canines are called the crack feeth and are present	the topic.
	premoleu Indisoru		rest to conine feeths. 90lars: Molars are grunding eeths. They are boroader than rumblars. They are poresent ent to premolars.	
		Knowledge) Name the teeth which comes	pormanent beeth comes after fulling of milk beeth
	S Resign	Student ordall !	after falling of milk teeth? (12) First leeth of new born bedry is coulted?	Milk feeth
	4) 9 t 1	isnely dishibe	13) what one conines called?	Canine are called the colack teeth.

पाठाच्या पायऱ्या	अध्यापन मुद्दे (Teaching Points	उद्दिप्टे व स्पारीकरणे (Objectives with Specifical		
(Spets of Lesson)		To bis the gain	अध्ययनानुभव (Lea	rning Experience)
	1.7	KANDA I	शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)
पुनरावलोकनः (Recapitulation)		- Samming 11-11	In aside to second the topic teacher ask following question:	istudent gives expected answer
		Recalling what	h) How many types of teeths	there are four your of heath.
		To evalual to	(22) what is the use of	The use of poumotars is to gound the food.
			(03) what are milk teeth?	Fiscal leath of new bosin baby is called milk feeth.
गृहपाठ : (Home-Work)		- To clene lop (self- shedy habbit	teacher gives home-work to	student writing down in
	8 1 8 7 6 7	To use the lerson	Due) 1901aw a well labelled	nolebook
	-1	To fix the gain Knowledge	dragram of various types of leeth.	

class = 84 20/10/11 Types of teeths: Set = Biology O INCISURS: PREMOLARS: -> located at the fount → located at the country - used how culting hood Of the mouth. - used for coushing and @ CANINES: Hearing hood. - located at the coorner 4 MOLARS: of the moreth. - located adjacent to -> used her Leaving twel. → Wed from crushing and grundling for [H.W] > Down well Labelle dragger of various Mps of

अभिप्राय (Remarks)

(earning aid used posperty

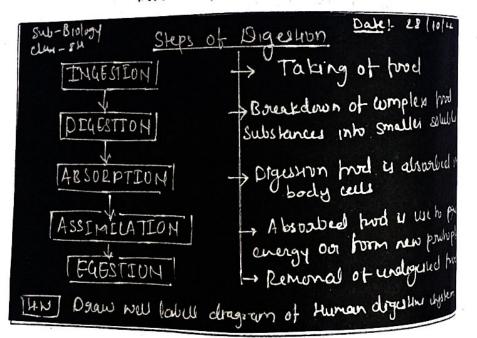
12

		विषय (Subject) :		\bigcirc
पाठ क्रमांक (Lessor	charflower.	विषयांश : निर्म	Biology.	दिनांक (Date) : 28/10/22 इयत्ता (Class) : 815
विद्यालयाचे नांव : (School Name) पाठ साहित्य : (Teaching Aids)	chart paper	(Previous Knowledge)	(Sub-Topic) useps of disselven should Know is mething about the topic.	নামিকা : যুগ্র বিজ্ঞ : (Period) থুগুর (Time) ৭ ও্রত্বশ
	अध्यापन मुद्दे	उद्दिष्टे व स्पष्टीकर्ण (Objectives with Specifica)	अध्ययनानुभव (Lear	ning Experience)
पाठाच्या पायऱ्या (Steps of Lesson)				विद्यार्थी कृती (Pupil Activity)
(Otope 1		Knowld,	Teacher ask question on pouri-	istidenti gives expected answers:
प्रस्तावना : (Introduction)		- ATT. TOLO 141.	on knowledge:- on) why do we need brod?	to get energy we need hood.
	in the second second	→ Developing summer altitude.	own frod?	No animal cannot poupou their
, a ¹⁶³		→ To link pouring knowledge to pour knowledge	or your bord get toranspoorled	Food a torounspoonled by a usyestem.
	*	r violetagi.	en) what is the system is called?	It is known as digestive usyestem.
हेतूकथन : (Statement of Aim)	so, today we are goi	ng to learn alia	"Steps of Digestion"	
विषय प्रतिपादन : (Presentation)	THUESTION		Teacher explaining the uncept of digistion: TNGESTION: we take the food thowagh mouth	
	60		into the body is called inglishion	Ishiclands lestening
		549.	tood is pused down with	1,
			the help of well of the brodpipe	

पाठाच्या पायऱ्या	अध्यापन मुद्दे (Teaching Points)	उद्दिष्टे व खप्टीक (Objectives with Specif	अध्ययनानुभय (Learn	ning Experience)
(Spets of Lesson)			शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)
- H	Absorphion		a powers in which I'm digested	Student
	Human digestine system		mel passes into the walls of	historing carefully
	5		mall intestrno es called	0 0
	Howing & Bophagus		biogiphon.	Ţ.
, h (d - 1	LNIA Shoneh	evi vo	Assimilation:	
and a	blake ponerey	1 9 Demor	hen towarsported to different	
			organ of the body thorough blood	, * · · ·
- 1 h	creal for former former	H Int I al	resselv, it is called assimilation.	
	The Court of the C		Egestion:	
-	Anus.	-	orge interine absorb water	Shedevile teste bying to
And the first		Para Pina	not isalls from the undegested and the oumaning waste	understanding the Ropic.
-	* STEPS OF DELIPSTOWN		rasses to orechim the faced matter	
1-	(Ingulian)		withan oumoved thorough anus.	F
1			his powers of vernoval of undig-	
1.	(Digestion)		sted food on waste matter is	
4.5	Night		'alled Egeshon.	
	(not growd A)		Teacher ask following questions:	
- 1) what do you mean by the	The parouss of taking food is
	(Frimilation)	Knowledge	term Ingestion.	called Ingestion.
10				
	(Egushon)	about Ingestin) when happens in the powers	Removal of waste material is
*		1. A Handy	of Egestion.	called Egustion.
1	The State of	understanding	20 1: 1 . 1:	conned English discould in
1	villa and a	Student lel	3) Food is digisted in which #	wonach Food is digested in ushomach.
1		When World digular.	wyw.	i whiteen,

	अध्यापन मुद्दे (Teaching Points)	उद्दिष्टे व स्पर्टीकरू (Objectives with Specific		
पाठाच्या पायऱ्या	(Teaching	- to kin I	अध्ययनानुभव (Lea	rning Experience)
(Spets of Lesson)		to bix the gain	शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)
पुनरावलोकन :	1	ויוניאט נגבו	In order to ouvise the topic	ishederle give expected answers:
(Recapitulation)		Gumming up H) prince of butines hood IND	The powers is called ingustion.
	1	remain Uharz	find i pushed down with	food is pushed down with
		-> Recalling in	use help of which pipe	the help of poel pipe.
	Davi	9 James	Name all no says	The skys involve ingestion,
			in Digeshon polocoss?	Digustion, Absountion,
	1, 43	To develop	Teacher gives home work	Assimilition, Egestion.
गृहपाठ : (Home-Work)	V- 11,	authud, "	on range of the	, , , , , , , , , , , , , , , , , , ,
		To use the loss	one) Drown a well Jabelled	ishidente writing down
		- To develop win,	digaon of human digestine isystem on charle paper.	the home work.

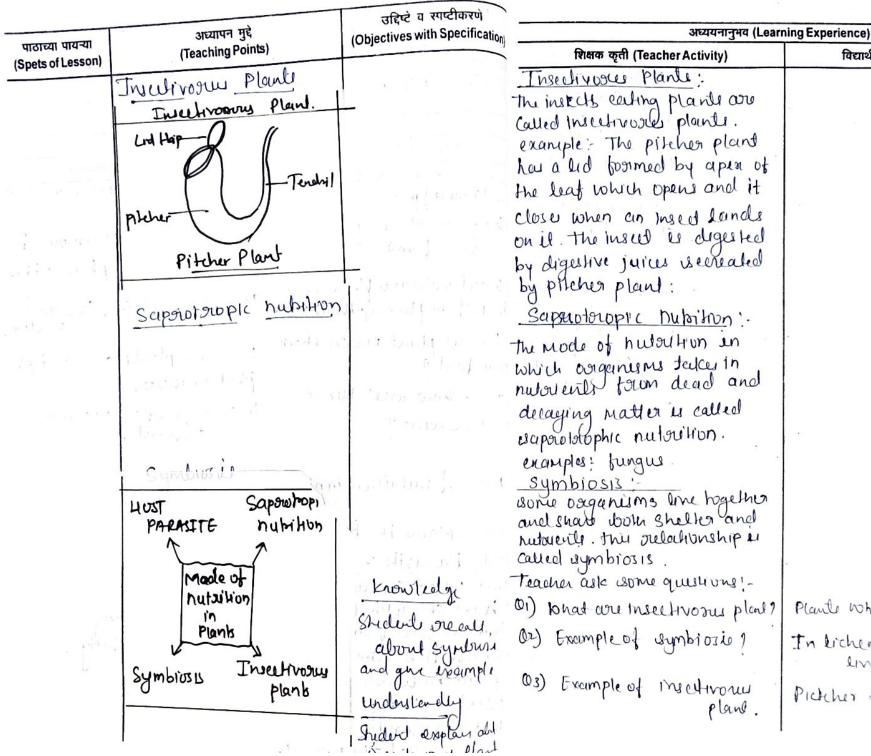
फलक - लेखन (Black-Board Writing)



अभिप्राय (Remarks)

lesson was taken

पाठ क्रमांक (Lesso विद्यालयाचे नांव : (School Name) पाठ साहित्य : (Teaching Aids)	Charles perper.	विषय (Subject) : विषयांश : Nuhyha, (Topic) पूर्वज्ञान : Plant (Previous Knowledge)	Biology. Brode of rubihum mp (Sub-Topic) Sudial Jell about the hope	
पाठाच्या पायऱ्या	अध्यापन मुद्दे (Teaching Points)	उद्दिष्टे व स्वष्टीकरणे (Objectives with Specifical)	अध्ययनानुभव (Lea	rning Experience)
(Steps of Lesson)	(leacing.	-> Attoractive has	शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)
प्रस्तावना : (Introduction)		To Develop sounds altitude. To Must vale whole To but privious	bi) Where do plants get their find from? b) what substance plant need to perform phonographics? b) Do all plant mades their	Plants prepare their own food by the papers of phonosynthesis They need sunlight, Coz and water.
हेतूकथन : (Statement of Aim)	so today we are going	poresent knowledge	own food? Out Then how will brose plant survive? " mode of nutrition in plants'	thern mode of nubilion is different.
विषय प्रतिपादन : (Presentation)	Host Parasite.		Host-Parasite: Plant called custutta does who beans chlosophyses It takes redymacle food from the plant on which it is climbing. The plant in which it climb is called host since it deposives the host of valuable nutorients inscribe in called the paraesite	Budente lèvening Carefully.



	9p
शिक्षक ফূনী (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)
The institution Plants: The institute earling plants are called inscitivopies plants. example: The pitchen plant how a lid foormed by apen of the leaf which opens and it close when an insent lands on it. The insent is digested	विद्यार्थी कृती (Pupil Activity)
by pricher plant: Saparotoropic Nubrition: The mode of huboution in which organisms tedas in redoublish forom dead and	
delaging matter is called examples: fungus Symbiosis: Some organisms line hogether and share both shelter and nutrients. This orelationship is called symbiosis. Teacher ask some questions!	
Or) Example of symbiosis? Os) Example of insertivorus	Plante Which east insects. In lichens: algae and fungion live hogether. Pickher Plant.
plane.	, mera , joint ,

पाठाच्या पायऱ्या (Spets of Lesson)	अध्यापन मुद्दे (Teaching Points)	उद्दिष्टे व स्पर्धाकरणे (Objectives with Specifica
		- To fix the gain
पुनरावलोकनः		knowledg
(Recapitulation)		To evaluate the studen
		Recalling what i
	4	
		t summing up the
	k u	· summing up the
		9.
ृहपाठ : Home-Work)		To use the leisur
	3.4	my.
		To develop delt
		dudy
	2.0	To develop hal

cum - sh mode of hyl	misson in Plants Date = 2/11/12
DHUST-PARASITE: Tone in which one organism, the percente, lines off another organism: the host, haming it and possibly causing dust. Dinsectionius plants: Plants that eat insects one edi- ed insectionius plant. Ex: Pikhu plant.	(3) SAponotocopic nutrition The mode of nutrition in which organism takes in nutrition to a dead and decaying maken is (alled capanopophic numition). (4) Symbiosis: - Some organis me line hosether and show both shelter & numerics. This relationship is called symbiosis.
[H.w] = And out 5 examples o	t all types of much of nutrition

अध्ययनानुभव (Lear	ning Experience)
	विद्यार्थी कृती (Pupil Activity)
शिक्षक कृती (Teacher Activity) In oorder To overthe the topic feach as now questions; a) pefine host - parasile orelation. or) what is supprotoropic nubition? os) state an example of isaponomore nubition.	pland kulcus food from the other plant on which its climbing. In which originism kulco hubie from deal & decaying matter.
Teacher gines home-work to isucleul. (a) find out 5 examples of all types of mode of nutrition In plants.	

अभिप्राय (Remarks)

por accept answers.

		उद्दिष्टे व स्पष्टीकरणे		
	अध्यापन मुद्दे	(Objectives with Specification	अध्ययनानुभव (Learni	ng Experience)
पाठाच्या पायऱ्या (Spets of Lesson)	(Teaching Points)	1	शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)
(Зреш от дости		_	Blood is made of iservial components	
_	Componente of Blued	_	O RED BIODD CELLS (RBC):-	
	Oprir one of		= ppe conteun a prament collect	er .
			> Life upon of RRI: 120 days	
			+ oucycled in the liver and spleen.	
			- shape of LBCU biconcave with	
	Real blood white blood		brattened center	
	- Celle -	L. Deriv	- RBC have no nucleus and can	
	\ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \		easily change shape:	
	Platelite	7 1 31 31 15 10 1	1 WHITE BLOOD CELLS (WBL)	
	\sim	* 1 1 1	+ WBC is also called - leukocyles.	
÷ 1		a vertice of a st	- WBC posoteds our body from	
		1.9	- They are also colled soilders	•
		1 rather than 1 was t	of own body	
	A CONTRACT OF THE CONTRACT OF		- white blood cells are framed	
	PLAKLELI	12 220 22	continually.	
			3 Platelets:	
			platelate help the blood clothing.	
		100 300	esticking to the lining of injured	
			blood versel on which fromulate	
	1	3 1 100 - 2	a platform.	
			Teacher as some questions!	
	Va. 7	Knowledge	(1) what is blood ?	Blood is a fluid which present
)	The state of the s		Instell the body
	the state of the s	Shieleday Durcour	Or) what one WBL also	WBC in also called Soilders of
		shieledul ore colle	called?	ou body.
	10.18	e. A la deu	03) What happen if higher	to hange a work challeng will
		androrender	amount of platelates are homed	to unnessasory dotting will occur in our body.
	7 3.2 1	Shider explain	1 12000	occur in our pody.
	1	What happen wills high plateless		
		high planter		

पाटाच्या पायऱ्या Spets of Lesson)	अध्यापन मुद्दे (Teaching Points)	उद्दिष्टं व स्पर्धीकरणं (Objectives with Specification		*
		, Poemcation	अध्ययनानुभव (Lea	rning Experience)
नरावलोकन :		- to to the goin	शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)
Recapitulation)		mowledge.	In hope leacher are following	Underde gres expected consider
		- Resalling what is taught	oi) what are platelel!	Platelet makes the blood clots paviess.
		bhole topic	(12) What is the ble span of RB(9	lifespan of RB(11 120 days.
		To walual shidul	02) What is In the span of RBC9 O3) what makes our coloniof blood red!	Harmoglobin priesent in blood
गृहपाठ : (Home-Work)			Teacher gives homework to be Shidal: Make a lest of 10 trunctions of blood.	Studente worting down the homework.

Sub-Bloky colulu BLOUD. clus - 4 - powered our body from infection @ RED BLUDO CELLS (ESI) - called wilders of our body conteins harmoglobin. 3 PLATELETS : Life span = 120 days. bara reas - RBC home no nucleur and - Sticks to the limiting of @ WHITE BLUDD LELLS hosnulate platform. → called lenkoy to was; W.W = Lut 10 functions of blood.

अभिप्राय (Remarks)

greplanedion was god

6

पाठ क्रमांक (Lesson विद्यालयाचे नांव : (School Name) पाठ साहित्य : (Teaching Aids)	Sunttower Charl Paper.	विषय (Subject) : विषयांश : Leppeduda (Topic) IN AMMAL पूर्वज्ञान : (Previous Knowledge)	Brology Sudadin : Digestion in Amoeb Sudad Know allow pro	
7	अध्यापन मुद्दे	उद्दिप्टे व स्पप्टीकरणे	38777777777 (1 02)	rning Experience)
पाटाच्या पायऱ्या (Steps of Lesson)	(Teaching Points)	(Objectives with Specification	शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)
प्रस्तावना : (Introduction)		Attoractive bygning To come pourious Knowledge To develop scentic attende To motivate Studie To Link pourious Knowledge to poused Knowledge to poused	Where the food is digested in human body! None an organism Made up of wingle cell.	Shiduit gives experted cursions we take one food through our north. Find is digited into shomach. Ambibais made up of single cell. No we cannot see amoeba
हेतूकथन : (Statement of Aim)	so today we are goin	g to leasin about	the topic," Digestron in Amor	wiln nated eys.
विषय प्रतिपादन : (Presentation)	AMOLBA		Eacher explains the topic:- AMDEBA:- Throuba is a microscopic single iested organism forund in pound wester. Amorba how a cell membrano, a orounded deuse neicleus and vacuales. Amorba constantly change its Shape and position.	<i>y</i>

THE PROPERTY OF THE PROPERTY O	अध्यापन मुद्दे	उद्दिष्टे व स्पष्टीकरणे (Objectives with Specification	े अध्ययनानुभय (Lear	ning Evnerience\
पाठाच्या पायऱ्या (Spets of Lesson)	(Teaching Points)	100,	शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)
			I) has finger like projections,	e v span conny,
	Digestion in Arweba.	4	for moment and carpen of bood when it is ever food, it	
	Number Number	and the state of the	pushes ow pseudopodia around in food particle and engulsit. The food becomes trapped in a	
. Lawrence	Psudo)	per a la para de	food vacuole.	, ,
Jen - 100.	Je Grande.	M LANGE TO SERVE	In bood variable They all on the bood and break it down	
retjinare s	tion of the	r dy grond i de la comina. La partico	the food and substance. The absorbed substance one used foor growth, mountenance and multiplication. The undigested overdue of the	
	how hat a		tood is expelled outside by the	
	9/00,12 270	Knowledge	Teacher cuse following questions. (a) Lohal are pseudopodici?	the finger-like powjedowns present in amoeba called. pseudopod
	trust of	and sell about of sedupodea.	02) In Amorba, the also off- tion of cligested tood teckes place in ?	In cyloplasm
	ili peri	Shident explains The digisters of twell in Armel	. h. l	The eligibition of bood lakes place in Food vacuals:

पाठाच्या पायऱ्या (Spets of Lesson)	अध्यापन मुद्दे (Teaching Points)	उद्दिष्टे व स्पष्टीकरणे (Objectives with Specifical)
(орего от дости		- To fix the gain
	* ; .	Inowledge
पुनरावलोकनः (Recapitulation)		Comming up the
(кесарішайон)	·	Janghi ropic
	1 I I	- Recalling what is
		- Recalling what is taught
	P 1	to evaluate the
		Buden
		the the said
गृहपाठ :	const. I see	
(Home-Work)	e e	To develop self-
		To develop self- shedy habit
		To clevel op coucaking
		To use the lessine 19

sub-Biology Digestrun in	Amorba Date - 19/1/14
AMBERA:	into the hood
wingle celled organism bound	The absurbed chubstein on
in pound water.	used for gavulh, mainkna.
- It has finger like powerfun	na.
Called pseudopodia.	- The undigeskol oceandus of
- when it clease trad it pured out predupadia.	the had is expected outside
pulsed out predupodra.	by the valuable
[4.4] = Make a digram of a	steps in wher in degulion

अध्ययनानुभय (Lear	rning Experience)
शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)
In order to oursesse topic teacher curk some questions!	studenti gine expected answer;
(01) Gine an example of multiell- ular animal. (01) What is mode of Nubstition	Hultrellula organismis Human Beirgs
in Amorba!	Mode of Nubstran in Ambeba
03) where does Amorba is	Amueba ex hound in pound water.
teacher gives thome-work to shidens. (a) Malce o digigram of sleps Throme in digestion of amorba.	Budent writing duon honour

अभिप्राय (Remarks)

presentation was grad

B

पर्यवेक्षकाची सही (Sign. of Supervisor)

पाठ क्रमांक (Lesson विद्यालयाचे नांव : (School Name) पाठ साहित्य : (Teaching Aids)	No.): 11 Sunfower hard paper surry 現象 (Teaching Points)	विषय (Subject) : विषयांश : Waller o हिंद (Topic) Revolution : (Previous Knowledge) उद्दिष्टे व स्पष्टीकरणे (Objectives with Specification	(Sub-Topic) Water Know about the hopic	तासिका : येळ : (Period) (Time) 11:30 an
(Steps of Lesson)	(Teaching Former)	-> Attoractive		विद्यार्थी कृती (Pupil Activity)
प्रस्तावना : (Introduction)		To develop scientify attitude To arese previous knowledge To motivale shedente	Teacher ask questions on pouvious knowledge: (01) What would you do When you feel thirty? (01) What is the new source of walu? (03) Where downged waler from? (04) Does crainwaler is pure waler?	Students give expected answers. We drink water when we feel Hursty. Moun June of water is realn. We get water from well, pond, later etc. No reunwater is not pure form of water.
हेतूकथन : (Statement of Aim) विषय प्रतिपादन : (Presentation)	so today ne are going	to study about	teacher explains the topic in detail; - water is one of the natural bounties that we have. - water exist in all thru States in nature: - as vapour in the air as liquid in sivers as solid in polar augions. - water every nearly thous touch of earth surface	studente listening corefully.

पाठाच्या पायऱ्या	अध्यापन मुद्दे (Teaching Points)	उद्दिष्टे व स्पष्टीकरणे (Objectives with Specification)	अध्ययनान्भव (Lea	rning Experience)
(Spets of Lesson)			शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)
	surface water		* Surface water:	(i upiractivity)
			- Rivers, lakes and punds are	
			called is wifar water.	
			- Suorface water is used from	
			clonestic purpose and for	
		tive need 1	mouganon.	
1		de an House of the	-> can als are constructed to	
	Crowned water		Carry water from iswifere water	
	Contains March	port to 1 d	bouse to vrop field.	
		The state of the s	* Gogiund water:	
1			The ocesorvois of water collect	
1	Sounce of water	<u> </u>	eel abone imporvious called	1
Ţ	75		- Gorand water has been	
		The fall of the first	withred by diging well.	
	Tap VIVI		- The modelin way to trapping	1
	Rain		againd water is to pump it out	
	[Eath]		with the help of power operated	-
	1	1 1 1 1 1	hibewells.	
1			+ pain water:	
lle	DICKE H A		- Rain water is our poimary source of water.	
	"144		- It is the own that ouplenishes	
1	River Handpump		our sources of wurface water.	
		half a magazi	- weller on the earth is marnler	
87	A 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	not and them to	med to millions of yeous due to water eyele.	
police of	27 x 4 1	Charles .	Teacher ark Questions!	
4	for a figure	+Mande orge	(0) 121-1 001 - 0112 1 - 1 - 1 0	evers lake and ponds are
		Uncleate superebot	and or surface towar!	called isuface water.
		tells about surface!		
		understanding	Oz) what upamary wource of	Pain water is primary source
L		Shidenly explain a	(03) Surface water is used for	under water is used hos
		Line of the Market	which pumpose 1	154 igention

	अध्यापन मुद्दे	उद्दिष्टे व स्पष्टीकरण (Objectives with Specification)
पाठाच्या पायऱ्या (Spets of Lesson)	(Teaching Points)	To for the gain knowledge
पुनरावलोकन : (Recapitulation)		summing up the faught topic feealling what is taught to the shots
गृहपाठ : (Hom e-W ork)		To use the leisure line To denelop creativity To fine the gain known To denelop is elf shedy

	Date - 25 (11/2
sub-Brology source of a	विकास
	Pissiand ocean water:
Surfau Noto:	ment are hugs whose of
water present on the surface	water. Million of litur of
of Earth is called durfall water.	water is present in them.
Rain water: Rain water is	Growind water: is the water
the purely from of water.	under the ground where the soil
River, lakes: The water in	is completely filled on Satu-
The water bodies when on meeting his mow.	rates with water.
H-M	

अध्ययनानुभव (Learning Experience)		
शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)	
In order to orecall beache ask some questions!	ishidenti gives expected answer	
(Que) whater exist in how many ustages!	mater exert in those stages on nature - O as verpour on as liquid River, laces are examples of	
cls) what are the examples of governd water?	well, hibs well are examples of ground walks.	
teacher gines homework to shiderlys. ones) paste photos of different sources of waleasts Charl paper.	istudente kosuitting the	

अभिप्राय (Remarks)

fecapitalation was arrachive and arrachive

		विषय (Subject) :
पाठ क्रमांक (Lesson विद्यालयाचे नांव : (School Name)	Sunflow or Charle paper.	विषयांश : (Topic) पूर्वज्ञान : (Previous Knowledge)
(Teaching Alds)	महे	उद्दिप्टे व स्पप्टीकरणे (Objectives with Specification
पाठाच्या पायऱ्या (Steps of Lesson)	(Teaching Points)	+ Attractive begins
प्ररतावना : (Introduction)		To artise previous knowledge To develop strentile altitute.
		To link premius knowledge to present knowledge.
हेतूकथन : (Statement of Aim)	so today we an	going to lean
विषय प्रतिपादन : (Presentation)		

Biology.	दिनांक (Date) : 30 11 22
उपविषयांश : Park of Plant	इयत्ता (Class):
student know about the topic	নামিকা: ১৮০ वेळ : ৭০:३० এ৮ (Period) (Time)
अध्ययनानुमय (Lear	ning Experience)
शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)
Teacher ask questions on previous byic:	consider larging to give expect
Oi) what do you ead when you one hungory?	We led bood when we are hungory.
02) what do you ead in trod?	Vegetables, truits, Rice, pulses.
(03) Forom when wight fourle	we get fourth and negetables from plants.
(04) which part of plant you eat when you are eating leafly veglables.	we ear leaves of the plane.
about, " Parls of plant we ex Teacher explain the topic; Different parts of a plant are: 2001, Stem, found, when,	isnedent likening
Planti closs not use all the book made by leaves, they show the extra difficult pate. * We can their extra trock shows by Plants.	Conefully.

	# # P	उद्दिष्टे व स्पष्टीकरणे (Objectives with Specification)	अध्ययनानुभव (Learn	ng Experience)
	अध्यापन मुद्दे (Teaching Points)	(6.5)	शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)
पाठाच्या पायऱ्या Spets of Lesson)	(leating)		Teacher dessure about each part of	Em (capacitation)
	ROOTS		- Roots of some plants are swollen	
			in there or who extraot Below	ishidents listening conefully.
	STEM		OSTEM Raduh.	
	Parts of Plant Pooxer	r.au*	we eat stems of some plant also → These plants ishow their extra	
	I Paul		Frod in India State Fro Poledo, Gingor, Sugurcare.	
	Skem Skem		we also eat fourth of some plant	i
	Bud	aj je na tovi t	or negerables. These plants show them extra food in these prints. Ex! Brinjal, Tomalo.	Shelente bying to understand the topic.
	Rual Parall		we sat flower of some plants there we sat flower of some plants their plant show their expertances. Brokeli	
	LEAVES	Latt was	Plant ston their extra prod into their leuts Ex: Spirach, mint.	
				le l
		knordedge	(a) Do plant use all the tood mad	leat, 00001, bruil, flower and she are different parts of pland.
8	4.8	Lelle the answer	(c) Do plant use all the tood mad by leaves?	No, they store the extra tood into their different parts.
		understeinding show	ocools we est as vigetable.	Beetavot, Radish, caroot.

	अध्यापन मुद्दे	उद्दिष्टे व स्पष्टीकरणे (Objectives with Specification)
पाठाच्या पायऱ्या (Spets of Lesson)	(Teaching Points)	- to Hx In gour
पुनरावलोकनः (Recapitulation)	, ,	To evaluate the
		Recalling what is knight - summing up the whole tops
गृहपाठ : (Home-Work)		To evaluate the
(Louis-Mork)		To develop delf- study to use lessup habit

sw-Birling Poods of Plant D: 30/11/11
1 Flower: we cat Hower of
- Roots of Jone plants are some plants. These plant Store their
dustan.
in their own to ext cornet
Bushing (3) [Leaves !] Plant istures their
- we eat show of some plant entre book into these leaves
ex: Polaho, Ginger. ex: Spmach
1 Fourti we also eat forib mont.
Cr. 1. Brinjal Timeto. Corriendes.
[H.W] Make were labbelled dragram of parts of plant.
assigned of back of bland.

अध्ययनानुभव (Learning Experience)		
शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)	
on the In order to outlie to	sudenti gives expected answer:	
01) Name isome regulables who es is lem wi soil! 02) what are leaves of the plants we east as regetables! 03) what else plants gives to us!	we sail sken of Potato, Ginger, sugar cane. Cooperender, Mind, spinach we get as regetables. Plants gives us oxygen, fruits an Vegetables also	
teacher gives how work to unduly. - (one) Make a well labelled diggram of parts of plants.	under writing down the honowork.	

अभिप्राय (Remarks)

. sound should be little louder.

	— विषय (Subject) :
いい! [3] USUNTWWU School Charl Paper Starter また (Teaching Points)	विषयांश : (Topic) पूर्वज्ञान : (Previous Knowledge) उद्दिष्टे व स्पष्टीकरणे (Objectives with Specification) Al (Mauly) (Stign beginning)
	To arive previous knowledge To develop Scientific altitute. To link previous knowledge with present knowledge
so, today we are go	ing to Study about
	Usunfwwu Schoo) Charl Papel Starty 明读 (Teaching Points)

Biology	दिनांक (Date) : 6 11 12
उपविषयांश: Boeathera	इयत्ता (Class):
about laners about topic	নামিকা : ব ব ব ব ব ব ব ব ব ব ব ব ব ব ব ব ব ব
अध्ययनानुमव (Lea	rning Experience)
शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)
to previous knowledge.	studente gives expected answer
(i) why do we suspise?	we prespire to get energy from
02) what we inhab during the protection!	we inhale oxygen dusing verpination.
(03) what we exhalo during overpination?	we exhalo conbundioxide du
(24) Age there organisms that can survive in the absence of 2197)	Yes, like yeous Leternus Ean survine in absence of acon.
" Rupitation ". Breathing	
Teacher explains the topic in detert:	
Boreathing is only on porveus Inal debrure oxygen to where it is needed in the body and one more corbon droxiels. The number of prespirationy cycles per minute is the breathing at Respiratory oral.	Studente lielenma

पाठाच्या पायऱ्या	अध्यापन मुद्दे (Teaching Points)	उद्दिष्टे च स्पष्टीकरणे (Objectives with Specification)
(Spets of Lesson)	Inhalation and exhalation	
	Breaking Rate	
	9000	distribush priz
^.	Breathing	resident at least of per la resident to the re-
	Breathing-in Breathing-	
, *	Diap warm	R tell authorius, ina
	inhalation Exhalation	F * ~ 111 . 1
	s filligs Konse	e sign proper a control
	1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1	Enoubledge Stident viewgauso tills about Breathin
		understanding ustralent explains

अध्ययनानुभव (Learning Experience)		
शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)	
* Inhalation and extralation		
The taking of all vuch in oxygen into		
the body is called inhalation and		
giving ow of as such in carbondi	1	
profile is known as exhalation.		
* Bowathing Rale:		
the number of times a person.		
breath in a min. Is called breathing		
orale & Boreath counts:		
On an average an adult human		
being at sest breather in and out		
15-98 times in a min. During heavy		
excession it increase up to 25 since		
poi min.		
* Function:		
Bouathing has other imposted		
- It powricles mechanism too .	*	
speech, laughter and similar		
expressions of the emotions.		
- It also used to for outlines		
Such as yourning, coughing &	-	
Teache aix some ques:		
O) Define Bocathing?	Bacatury et a paviers which absorbs oxygen into our body.	
(02) Define Boceathing Rate?	The number of time as person	
	breach in a min is called breathing	
O3) what are the two 'steps of		
breating?	Inhalation & Explandation are two steps of breathing.	
, 3,	TWO SIRPS OF BLUELLOW,	

	अध्यापन मुद्दे	उद्दिष्टे व स्पष्टीकरणे (Objectives with Specification)
पाठाच्या पायऱ्या (Spets of Lesson)	(Teaching Points)	thousedge
पुनरावलोकन : (Recapitulation)		To evaluate the guidens.
		fought.
		whole hopic
गृहपाठ : (Home-Work)		To develop self- study habit To develop (nealist)
		To use the l'essure

class- con Breat	ning 6/11/12
sur: Brology	10
*Inhalation:	* Bouathing Rute!-
- In taking of also outh in	The number of times a person
oxygen.	breath is called breathing
* Exhalation:	Mate.
- Giving out of air outh	* Boleathing Counts:
in contondionicle.	On an avoiding adult human
Function: used for xeleve	being at stell breather in and
such as yoursing Coughing,	out 15-18 times in a min.
Usneezing!	
[H.W]: - Make a model of	inhalation & exhalation.

अध्ययनानुभव (Learning Experience)			
THE COUNTY AND A STATE OF A STATE OF A			
on the basis of trught tope leach are some questrons; (or) what is breathing count of a normal portion! (or) What is breathing count of a normal portion! (or) What wind Increase in any windthon! Teacher gives homework to smold our) trades a model of inhalation & exhalation on the chard paper.	Giving oud carbondroxide ouch aux is called exhalation. 15-18 count per min. Yu, it increases up to 25 times pound during ixersise. Student withing into their nokebook.		

अभिप्राय (Remarks)

lesson was taken.

		विषय (Subject) :
पाठ क्रमांक (Lessor	1No.): 14	<u>विषयां</u> श : (Topic)
विद्यालयाचे नांव : (School Name)	Surflewer school	पूर्वज्ञानः (Previous Knowledge)
पाठ साहित्य : (Teaching Aids)	When paper	उद्दिष्टे व स्पष्टीकरणे (Objectives with Specification)
पाठाच्या पायऱ्या (Steps of Lesson)	(Teaching Points)	-> Attoractive beginning
प्रस्तावना : , (Introduction)		To arise provious knowledge. To divelop scientify
		To motivate shall
	*-12	thowledge with present knowledge.
हेतूकथन : (Statement of Aim)	so today we are g	oing to learn about
विषय प्रतिपादन : (Presentation)		

Biology	दिनांक (Day)
उपविषयांश: How down brea	বিনাক (Date) : 14 12 ১১ ু इयत्ता (Class) : 1৩৮১
under lonow about prever	
अध्ययनानुमव (Lea	rning Experience)
शिक्षक कृता (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)
acher ask austron on provious Knowledge.	Suclents give expected answer
01) Forom Where do you breaks	we breath through lungs.
(12) which al'91 we tede during 12) which al'91 we tede during	we leake oxygen wt during inhaldron
(03) which air we exhal during exhalation.	we exhal contindropide during exhalation.
04) Found when we take arm	we hade also thorough our
into Lhoraugh!	hostails.
"How do we breath?" Teacher explains about the hopic:- Normally we take in any through own nostable when we inhale air. It passes through own nostable who the nascul coniny. From nasal Cervity, the air reaches our lungs through the wind pipe.	Strolente lidening Carelfully

	अध्ययनानुभव (Learning Experience)		rning Experience)	
	- Hi	उद्दिष्टे च रमष्टीकरणे (Objectives with Specification)	शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)
पाठाच्या पायऱ्या (Tea	अध्यापन मुद्दे aching Points)		, Lungs are possessed in the chest carriery.	
			The carriby is usurrounded by gubs on the wides	
		and the same	of the form to floor of	students listening carefully.
		in the condition of the	the chest country. Boseathing ravolves the monerous	
Charles Mary		grand the arms of gar	of the diaphologin and the Ulb	
i ka it		The substitution of	Downg inhalation, vibe moves	
7, 1		1	case space in our chest cavity	istidente toying to understand
	,		The lungs get filled with out. The lungs get filled with out. The puring exhalation, outs more down	
	3		and inwards. This reduces the size of theil carring and aurits pushed out of the lungs.	
			Teacher aste the following questions!	
	1	knowledge istudent sucall and	(01) what will happen during inhadation?	- Ribs move up and morease the six of the chest.
1.	molecules That exp	fells the the about	(2) what will happen during exhauation?	Ribs move down and acdures the size of the chest cavity.
		understanding	A STATE OF THE STA	
	o.K	ishedart explanation all use of the displanation	Os) Bacathong involve kunemi	of the draphragm.

पाठ क्रमांक (Lessor	1No.):	विषय (Subject) :
विद्यालयाचे नांव : ⁻ (School Name)	Sunflower school	विषयांश : (Topic) पूर्वज्ञान :
पाठ साहित्य : (Teaching Aids)	Charl paper.	(Previous Knowledge) उद्दिप्टे व स्पप्टीकरणे
पाठाच्या पायऱ्या (Steps of Lesson)	अध्यापन मुद्दे (Teaching Points)	(Objectives with Specification)
प्रस्तावना : (Introduction)		To write Parnion Knowledge Altractine bugning
		- to notival shederly. - To develop scientific
		attrhide To link previous knowledge to present knowledge
हेतूकथन : (Statement of Aim)	so today we are going	to leaven about
विषय प्रतिपादन : (Presentation)	HERRS	

Piology	
प्राठीवयांश :	दिनांक (Date) : 20 12 2 2
(Sub-Topic) Classification of Plant	20 12 22
sudent lanows about & hope	इयत्ता (Class):
	(reliod) a_{P} a_{∞} :
अध्ययनानुभव (Lea	rning Experience) (Time) 11:3van
- Tarrity)	
Teacher ask questions on pourious	विद्यार्थी कृती (Pupil Activity)
plante that you have at your home? Do they all look similar? Os) In what way they look different? Ou) Do all plants have throws.	Money Plant, Ashoka, Tometo Plant, hulsi et au plant in ow how. No they are difficult from each other. Some are whost some are hard some are wolf. No all plant does not have flowery.
"classification of Plante"	
Teacher explains the topic in detail:	
→ Horbs are usuall in Size. → Horbs have govern and lender. → Horbs downor have many boranches. Eg: Mint, tomato, etc.	istudente listening Carefully

पाठाच्या पायऱ्या	अध्यापन मुद्दे (Teaching Points)	उद्दिष्टे च स्पष्टीकरणे (Objectives with Specification)n)
(Spets of Lesson)	SHUPBI		
			SK.
	TREE	I one It makes Fly	
15 15		of the war we was do	
2.7	Carrier W. 1974	Lade Land description of the	. ,
	classification of	Tiante de la	
			,
	Totals Heiston Sh	tubs .	
	COMPANY COURS		
	Country Co.		
		loss Hamble F	
		ban u	100
	ar i y are mis	Shelen recall a	nd
	!	knowledge Shelen Freeall ar Tells the clarity of Plant Understanding Whelete explain Climbos	1 lebr
ĺ,		undristanding	
		Shedule explain	
		Climbon	

अध्ययनानुभव (Learning Experience)			
शिक्षक कृती (Teacher Activity)			
SHRUBS:	विद्यार्थी कृती (Pupil Activity)		
should are reduced in size.			
sems of Should is hard but	a /		
hut thick			
Eg: Pose plant, Bush, etc.			
TREE:			
Tours are tall in height.			
They are thick and brown			
is the colour of the bunk			
They have thick becomens.			
Example: Mango tale, Ashoka her			
CLIMBERS:			
· Climbers have weak stem.	93		
" Climbers touch chappoint and	4		
g: Money plant. cloub.			
CREEPERS:			
Creepers have weak stem			
creepers country stand upsight.			
Spould on the ground.			
eg: watermelon, pumplin.			
acher alle some ouishous!	by a classified into herb		
) State the classification of plant.	Plant are classified into herb Shrubs, take, clauber & crupon		
) what are climbers!	Thuse pland who techs usupport of others pland to grow to limber as thoney pland Bean pland.		
s) Example of climbers.	[x. o] climbers are trongy plant		

	अध्यापन मुद्दे	उद्दिष्टे व स्पष्टीकरणे (Objectives with Specification)
पाठाच्या पायऱ्या (Spets of Lesson)	(Teaching Points)	To liv the goun knowledge
पुनरावलोकन : (Recapitulation)		To clouded evaluated in secoling wheel is knight
		- Summing up the topic.
	2 ~	To develop self- swdy habit
गृहपाठ : (Home-Work)		To use the levere Lime. To develop creativity

Biology classification of Planty 20112121	
HERBS - Horbs are small in size - Horbs have green and soft - Horbs have green and soft - Horbs have many - Branches. - Horbs have many - Horbs have branches. - Horbs have have many - Horbs have branches. - Horbs have branches. - Horbs have many - Horbs have have branches. - Horbs have have have h	

अध्ययनानुभव (Lea	rning Experience)
talend and Heacher Activity	विद्यार्थी कृती (Pupil Activity)
In today to oreal leacher ask	studenti gines answers:
oi) what are conspers?	Plant which apped on the grown
or what are the examples of creepers!	wasternellon & pumplan one
03) what are shorts?	Shouls have hard but not thirk
Teacher gines home work to sudente	sum.
one) collect some of the leaves of different categories of plants.	istudente writing down in

अभिप्राय (Remarks)

Home work was given & it was

चिषय (Subject) : पाठ क्रमांक (Lesson No.) : विषयांश : Sunflower School (Topic) विद्यालयाचे नांव : पूर्वज्ञान : (School Name) (Previous Knowledge) Chood paper पाठ साहित्य उद्दिप्टे व स्पप्टीकरणे (Teaching Aids) अध्यापत मुद्दे (Objectives with Specification) (Teaching Points) पाठाच्या पायऱ्या To arise previous (Steps of Lesson) knowledge. प्रस्तावना : To molvale the (Introduction) Sudeal To but provious Knowlege WIThe present knowledge. To develop screntific altitude. हेतूकथन : (Statement of so today we are going Aim) विषय प्रतिपादन : (Presentation)

Biology.	दिनांक (Date) : 2 7 12 22
(Sub-Topic) Types of Hours.	इयत्ता (Class): १०००
indente know about the	
अध्ययनानुमव (Lea	rning Experience)
शिक्षक कृता (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)
Teacher est questions based on pourious knowledge	Chichena
you wear deving winter season?	we were colorlen closhes.
(01) why we wear wollen dolly	becomes they leeps us worm.
(03) Po you know where the	wool comes from the Sheep 8 goods.
on what part of goals does the wood obtain!	wool is obtain from hour of sheep 8 wood goals.
topic " Types of bibous".	
Teacher explains about the topic by showing charl. FIRE ES:	
the thin istands of thoreach that we use one made up of titues Still thinner stounds realled Fibers.	Students listening carefully
There are how types of Fibors (1) Waterood Hebers	

National Fibo	<u>e</u> .	
	12 . 4-1	
11.23	31	Showy row red
W (4)		the stap of a
Polyster Elestane	35.5	I de la deservat
, 0 1 1 1 1		
v 2		Enowledge is ideal and
	n n lede t a	conclore explains
	Bamboo Cotton W (NATURAL FIRE Polyster Flastane	MATURAL FIBERS

अध्ययनानुभव (Learning Experience)		
शिक्षक कृती (Teacher Activity)	ming Experience)	
#NATURAL FARDE	विद्यार्थी कृती (Pupil Activity)	
os cotton, Tule city	-Princusity)	
arithals These are called harval fibres	Sweleile leikning Constilly	
Cotton and jule.	Soul and .	
Fibrus obtained from animals: wool & wilk	1.	
*SILK fibus are chaun from In curron of silkwarm. H_SYNTHETIE FIRRES:- Fibrus are also made from Chenical substance, which are not obtained from plant or armal counces. These are called synthetic fibrus. Examples! Polyster, Hylon, Acrylic. Teacher ask some questions:	Studently bying to understand the topic.	
(01) Wheet are how types of fibres!	Two types of fibrus are natural fibrus & synthetic fibrus.	
Or) Natural filters are observed from 2 ?	from plants and animals.	
03) Name two synthetic fibus?	Nylon and polyska av hvo Synthetic filmes	

	अध्यापन मुद्दे	उद्दिष्टे व स्पष्टीकरणे (Objectives with Specification)
पाठाच्या पायऱ्या (Spets of Lesson)	(Teaching Points)	To try the goun lenow! summing up the whole
पुनरावलोकन : (Recapitulation)		Recalling What is of augus
		To evaluate the
गृहपाठ : (Home-Work)		to develop self- shedy habit. to develop creative
		To use letoure Him

C 435,	BERS Date: 4 12/12
SUB: Bro NATURAL FIBERS	SYENTETIC FIBERS
The fibous of some fabruic F	bou are also made from
which as cotton, jute, Silk, U	remicel bubstances,
& animals.	Not obtained from planton
1000 Up region at a region Planti	animal wowner.
→ cotton & jule -	They are called asyenthetic fibery.
* Fibru oblained from animal F	of O Polysten
+ Silk How are decorb by	1 Nylon Activities
and relicional	1 Actylic
[H.W] colled wome fabric and p	ast them in National & synthete

अध्ययनानुभव (Learning Experience)			
शिक्षक कृती (Teacher Activity)			
In order to see vice the lopic	विद्यार्थी कृती (Pupil Activity) Students glass expected answer		
(01) what are the examples of tibers obtain from plants 1 (02) where does Silk stobleum? (03) Name examples of synthetic tibers: Teacher gives homework;	Cotton and whool are obteun from plants ceilk is obteun from ceilknown Nylon 2 Polyska are synthetic fibers.		
our) collect some fatour and classify them accounting to their source.	Studends writing down in hokbook		

अभिप्राय (Remarks)

Statement of air bringstout students.

		विषय (Subject) :
पाठ क्रमांक (Lesson		
विद्यालयाचे नांव : (School Name)	uniflow school.	(Topic) brend L to:
पाठ साहित्य : (Teaching Aids)	chart paper.	(Previous Knowledge)
पाटाच्या पायऱ्या (Steps of Lesson)	अध्यापन मुद्दे (Teaching Points)	उद्दिप्टे व 'स्पप्टीकरणे (Objectives with Specification)
प्रस्तावना : (Introduction)	•	Frowledge. - Attoractive bugning - To holivate Shidents. - To develop Scientific attitute. - To bink pourious Mountedge to pourous knowledge.
हेतूकथन : (Statement of Aim) विषय प्रतिपादन : (Presentation)	so, today we are goi	ng to learn about

Biology उपविषयांश: Foihendly Micros Shidute know about the bore.	বিনাক (Date) :
शिक्षक कृती (Teacher Activity)	Timing Experience)
Teacher ask questions based on previous knowledge as) what are microsoganisms?	विद्यार्थी क्ती (Pupil Activity) Shelenti gives expected ciriswes!- Micorposeganem is a tiny organism exist in single cooled been as colony of cell.
by natural eye? (03) Able their any harmful Muroorganithus! (04) the omicroorganithus which one not harmful can be called as?	No, we cannot use microorganism from nacced eye. You work Microorganisms are harmful. Followly microorganism.
Teacher explains the topic by surving each: Micropaganeous are used in various purposes they can be used in the proporation of ward, bread e cake. They are also used in cleaning of the enviornment.	Shiduli lulining Carefully,

उद्दिष्टे व स्पष्टीकरणे अध्यापन मुद्दे (Objectives with Specification) (Teaching Points) पाठाच्या पायऱ्या making of board & und. (Spets of Lesson) communical use of Mirororsganum MECLE ORGANISM Badcara Hear yogust milk - your and Penicilli'n Bacteria from line used in making bread in digestion. Krowled Chilate recall and tells the community use of necroorgans anderstanding of eligar into also he

अध्ययनानुमव (Lea	rning Experience)
	ming Experience)
making of balad 2 ward:	विद्यार्थी कृती (Pupil Activity)
The backeyum - actobacillant	puriousity)
per uple the bormation of cural	•
Ractoria also involved in make	
of cheese, practes	
- Badevia and yearst are also	
helpful ros formendedion of sur	
ides & dosa battor.	
* commercial use of Micro orga	
- movoaganime an wed rings	
for the production of alcohol,	
wrne, a cette and (vinegur)	
* Medicinal use of micro-osq.	e e
- The sources of nucleum ans	~
microusganisms.	
- These medicine shops the growth	
of harmful wisosopenum ous	
called antibiotics.	
Antibiolice which are made from	
bendeura : Ostouphomyein	
1 tetoracy den	
3 ezyrnoomycin.	
Teacher ask your questions!	
(1) Forom which with wingendsm	By Lactobecullicu milk is converted
a Mulk is connected into und?	into wed.
	harries at alcohol, whe and
02) What is the cornereral cise	Making of alcohol, whe and Vinger
of Microshinan;	0
03) The unverting sugar into	
alcohol is called?	Formerbakon.
A Guar	

पाठाच्या पायऱ्या (Spets of Lesson)	अध्यापन मुद्दे (Teaching Points)	उद्दिष्टे व स्पष्टीकरणे (Objectives with Specification)
पुनरावलोकनः Recapitulation)		-To fix the gas? From the days - To evaluate the Shelents
		Summing up the tupic. > Recolling what is length.
गृहपाठ : (Home-Work)		To develop sell- Shalaj habit To use lessure home
		To clevelup Collaboration

Rology Foriendly m	ichonganisms Dute 10143
of helpful uses of mirrorganis	(a) yet is added to bread
1 Bacteria used to forment milk as part of cheuse making	on if male bi odde.
1 Yest bermind the cont	leaves, plants decomositing it creating compost.
Make alimbolic wine	6) Anthonica used to least
(3) Yoghunt is made using mill that has been sowed by backens	bactoria - that cause infeeds Ex! Penicillium.
[HW Lut how microagan	un help you in everyday lite.

अध्ययनात्रात् ॥	
शिक्षक कृती (Teacher Activity)	rning Experience)
In corder to orecall the hopic feache ask questions? (1) what are antibiotic made up from berting and lunging of which crops?	Traing Experience) Patrol of Pupil Activity) Medicines which kill out shop good of hosomful microsoganisms and Culted antibrothes. Starptomycin, tetracyclin are hach up from backeria & burger. Joanley, wheal juice etc.
Teacher gines homework to whicherty !	
Oue) List how microorgenum	Student copying down the
help you in your energy life.	Student copying down the nothbook

अभिप्राय (Remarks)

Diagram was proper nisty
and labelled nisty

Biology दिनांक (Date) : — विषयांशः 09/01/23 Haamhel Milroo gening armi (Class): (Sub-Topic) 814 know about states shideile तासिका:of matter वेळ : 9 :30 am (Period) अध्ययनानुभव (Learning Experience) शिक्षक कृती (Teacher Activity) विद्यार्थी कृती (Pupil Activity) tion) Feacher ask questions on Shidenti ghes expected answer: previous knowledge. 01) The MI (900 Doganums Lhad are They are called foundly microsogweful from us 4 called ? anum b) why we should keep a hankerchief on the nose and To prevent the spread of mouth while snering? popular Communicable (13) Are all houganisms are No, Usono Missosojanum one good for us! hour mful. 04) What can we have those We ten say them Harmful Missonganun! Micronganym Harmful mimonganum aboul " teacher explains the hopic in defeil. # HARMFUL MILRO-DRYANISMS: The microorganisms that course listening carefully. disease in living beings ar moron as pathogens. - there are many ways in which misso organisms can have

W;

diseas.

	on No.): 18	विषय (Subject) :	
पाठ क्रमांक (Less विद्यालयाचे नांव : (School Name)	complower when	विषयांश : १४१८०० -००९ (Topic) जिल्ली १ ७० पूर्वज्ञान :	
पाठ साहित्यः - (Teaching Aids)	Chart Paper.	(Previous Knowledge)	
पाठाच्या पायऱ्या (Steps of Lesson)	अध्यापन मुद्दे (Teaching Points)	उद्दिप्टे व स्पप्टीकरणे (Objectives with Specificati	
प्रस्तावना : (Introduction)		To Aruse previous knowledge Afterwelve beigning Developing Scientific altitude. To Link previous knowledge to present knowledge	
हेतूकथन : (Statement of Aim) विषय प्रतिपादन : (Presentation)	so, today we are goir	g to learn	

पाठाच्या पायऱ्या (Spets of Lesson)	अध्यापन मुद्दे (Teaching Points)	उद्दिप्टे च रमष्टीकरणे (Objectives with Specification)
	The second	
	and the second s	and the second second
		the sale of
50 0 11	1 31	All things to detail the
		the rest of
	,	A Maria de la companya della companya de la companya de la companya della company
	the transfer of the transfer o	27
Harrison .	7017	ragar la same
*	FOOD SPORLAGE BY	
	MICRO-ORGANISM	The state of the s
	HAPMFUL MACRODEGANISM	<u> </u>
to in the	Saimonella Pina -	
	Francis Ring -	
	Chician	The deep of the state
	Co Ecoli - Athlete	1
	found on of had	The state of the s
	gravo ment of 1001.	1 0 1
ı		Knowledge
		tells about pathogens
		tells about parriogers
		Understanding Whielend Explains
	invoid a	Shedens explains
		two communicable
		disease.

अध्ययनानभः	//
	Learning 5
	(Learning Experie

शिक्षक कृती (Teacher Activity)

विद्यार्थी कृती (Pupil Activity)

moving as water & towd.

The diseases which are totansmitted

the diseases which are totansmitted

the diseases which are totansmitted

person.

The diseases common cold,

have culcus etc.

piseases caused by microorga.

piseases caused by micoborgy.

more in Animals:

foot & Moruth closers: - Vialls.

piseases caused by Micoo-onganisms in Plants:

bust of wheal - Fungi.

pust of wheal - Fungi.

Citous canker - Bacteria

* FOOD SPOTLAGE BY MICED-OPLIANISMS

as main courses of proel spoilage.

- Bactura an can cause the spoilage of bood with increased water activity. eg: Milk proclude

Teacher ask wome questrons!

- (01) What are pathogens?
- (D2) What are communicable disease?
- (23) State & noo communicable disease.

Microrganisms and Spread disease are called pathogen.

bor one person to another.

Common Cold and hibrariosis

पाठाच्या पायऱ्या (Spets of Lesson)	अध्यापन मुद्दे (Teaching Points)	उद्दिष्टे व स्पष्टीकरणे (Objectives with Specification)
पुनरावलोकनः (Recapitulation)		- To to a gurn moculeage - To evaluate the Shedent.
		Denelop Scientife. altitude To link previous knowledge to present knowledge
गृहपाठ् : (Home-Work)	7	To use lisere fine. To develop crednosy,

(1) Food poistoning	o con be	(Athletis foot was caused by
caused by badd	ad throng deep	
@ Chiken pox 20 a viscus. It spou	eds vory	6) Plague on our feeth is formed when bacture in the mouth.
(3) Influenza vi flu symphomi	rus course like headans,	The tung that grow on hood are called imoulds.

अध्ययनानुभव (Lea	Ifning 5
mat can be added to partial when pathogung who in body? Found you homework to principle what in body? Found you have my day life.	Bacteria, Moulds and years Bacteria, Moulds and years and the Nam causes of tood spoilage. Pathogen entry in our body through our, water & hood. Sudauly working down the Limination in now book.

अभिप्राय (Remarks)

Jesson was taken.

विद्यालयाचे नांव : (School Name)	isinflower school	विषयांश : Totanspolation (Topic) ठी प्राधीवार
	charle paper, 30 Module.	पूर्वज्ञानः (Previous Knowledge)
पाठाच्या पायऱ्या (Steps of Lesson)	अध्यापन मुद्दे (Teaching Points)	उद्दिष्टे व स्पप्टीकरणे' (Objectives with Specification)
प्रस्तावना : (Introduction)		To arise pouriais Knowledge AHOIARHUE beginny
,		Dueloping scientific
		roline previous renowledge to present lanowledge
हेतूकथन : Statement of Aim) वेषय प्रतिपादन :	so today we are go	ing to learn
Presentation)		

BIDINGIA - BM (ARA PO	दिनांक (Date)
- HUMAN COURT	दिनांक (Date) : 3 0 1 23
h know acous the h	Up (Period) 2 hd +
अध्ययनानुमव	(Learning Experience)
Catch Chill (Icachici vichalita)	
mehrar questions based	विद्यार्थी कृती (Pupil Activity) Student gross expected answer
phu do we eat brodi	we eat food through Mouth.
where does the bood goes after earling by mouth?	Food goes down into the shomacl.
bud of hoppen with	For d gets digusted by digustive
after digestive system.	wash material will get out
What is the process talled	of the body
www " Human exceehm	jsyslem.
THOMAN IS NO OSTORNA CNISTEN	
Excretory system	1.
the burne arganism is known	Consolly
togan that are involved in H	ho
hody is called exception system	em

			अध्ययनानुभव (Learnin	7.00
			THE (TEACHET ACTIVITY)	'g Experience)
पाठाच्या पायऱ्या	अध्यापन मुद्दे (Teaching Points)	उद्दिष्टे व स्पष्टीकरणे (Objectives with Specification)	alous aystem are as	विद्यार्थी कृती (Pupil Activity)
Spets of Lesson)	Human Bacouchony System vena cone St. Aorta		INDIESS. IDNE FILTURED to DIEMUNO LINGUI The filturation is performed the planation of performed the blood capalleries present in the blood capalleries present in the	Studente Listening Confully.
	- Uninary Hadda Unethra		wall are removed as write which wall are removed as write heart with in exygen from the heart wigh the orienal art will wigh the orienal art will which	
	Usetous	County of the State of the Stat	UPETERS:- Two tube-like Showshies which	Shedende bying to undorg the hopic.
	Usethro	euronal Tanco	whay bladder are carred diverers. Whe is sent our thorough the	
		Knowledge shidure record tell the poor of excreating agystem	· .	8 unethia are part of extress
	algent ; or jobs	Concentencing	De Purification of blood is down in? Des wrat is writteny bladds?	It is done in kidney. Pouch the structur which the

पाठाच्या पायऱ्या (Spets of Lesson)	अध्यापन मुद्दे (Teaching Points)	उद्दिष्टे व स्पष्टीकरणे (Objectives with Specification)
पुनरावलोकन : (Recapitulation)		- To fix the gain moroleoly - To evaluate the indente
		- summing up the topic - fecall the tought.
गृहपाठ : (Horne-Work)	1 1.1 c	To develop self- snedy habit. To use lossing
	1. 1.	To develop creativity

	naon Doard Willing)
Biolog Human Exe	15/01/23 (5/01/23
1 Kidney	3 usunary bladder
- Dank red, bean shaped	- Resorvoins of war in the
- Right one is slightly lower	pelvic ecavily
than left one. U	- This bring is wimposed
in bozine	of toransitioned epithelym.
(Usreto:	4 Use Hora:
- Navious open into unhand	best entirete will bound -
- tubular divoctor.	opens to exterior by constrained
	hidre of excelling system.
	subord of exocial system.

अध्ययनानुभव (Learning Experience)		
कृती (Teacher Activity)	Armed C	
to deval the horiz	The experted and	
to deval the hope all to be all proming questions	tube arises from winny bladder helps to expel white our of	
plut is the hundrion of westers?	Tube like smither worned the reduced to the winary bladde. Removal of week to be from	
put is exception?	Remonal of weate material to the body.	
you give home-work to unclose	Shedenle withing homework	
e seel sout	into the notebook.	

अभिप्राय (Remarks)

Eze Corcton | System Exeplained
vicely.

			Biology -	दिनांक (Date) : 14 0 12 3
पाठ क्रमांक (Lesso	n No.): 20	विषय (Subject) ः	Sub-Topic) Areobic and Aneu which	इयत्ता (Class):
विद्यालयाचे नांव : (School Name)	Uninflower isther	(Topic)	istudente know about the	तासिका : 3 र वेळ : (Time) 10 '30 a~
पाठ साहित्य : ¯ (Teaching Aids)	chard paper.	पूर्वज्ञान ः (Previous Knowledge)	₩ १८८. अध्ययनानुभव (Learn	
पाठाच्या पायऱ्या	अध्यापन मुद्दे	उद्दिप्टे व स्पप्टीकरणे	शिक्षक कृती (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)
(Steps of Lesson) प्रस्तावना : (Introduction)	(Teaching Points)	(Objectives with Specification) To arise provious Known beigning. To develop Scientic altitude To link provious knowledge be present knowledge.	Teacher asig isom questions: base on previous knowledge: when you or un fast than brow happen with you? what do you get by breaking test! In which form you get energy? what is Respondition?	Suduends give expected answers: we get Energy be get energy in the form of Oxygen. In inhabation of oxygen and exhabition of los gas is could observation.
(Statement of Aim) विषय प्रतिपादन : (Presentation)	so today we are go	ng to learn about	Parobic and Anaerbic suprading in the cells within Hissur, and the west of (or in opposite dured in Acader of wespistation Anaerobic overspiration	ishedenti listening

			अध्ययनानुभव (Learni	ng Experience)
पाठाच्या पायऱ्या (Spets of Lesson)	अध्यापन मुद्दे (Teaching Points)	उद्दिष्टे व स्पष्टीकरणे (Objectives with Specification)	(Alar & M. (Leacher Activity)	विद्यार्थी कृती (Pupil Activity)
(Opers of Lesson)	ATROBIC RESPIRATION		FROBEL PESPIPATION: TO GIVE Melabobe viloution and teaker place in the presence of involves the exchange of use between the organism and re outside environment. Provess of respondent takes are in the cytoplasm & neitochundre quees bacaks down into (02 and water. All higher organism unch as ammals perform this type of verposation. ANAFRORIC RESPIRATION! No requirement of orygen. Takes place in the cytoplasm only queuse breaks down to ethyl derbol i core & energy lower organism such as backerer our other protectivotes and growt in the protectivotes and growt	Student leitening Conefully
	Toluv eng	Knowledge Whidoth needle and fells about orespirate Understanding Understanding Understand explains About Anobic neeper	bollow the type of respondent in the bollow the type of responding! Which words of respondent of unygen? Which oxygen teday place in the	Aprobic rupprahon below place an presence of oxygen. Anaerobic respiration ledous place in abscense of oxygen.

पाठाच्या पायऱ्या (Spets of Lesson)	अध्यापन मुद्दे (Teaching Points)	उद्दिष्टे व स्पष्टीकरणे (Objectives with Specification)
		- To for the gain know!
पुनरावलोकनः		know
(Recapitulation)		- To closelop enalust The shielents - summing up the by byle - lecalling what a lay
		the shielents
		- surring up the by
alla fi	1	la l
		- Recalling what a lay
	9	O .
	y dy a	to a most, but the
गृहपाठ :	x 13	In an American
(Home-Work)		to use lessur some
		To develop Self-Shidy
1		The half of habit O
		To develop Creativity

Sub-Biolog Types of R	spittation pala-14/01/2
AFRUSIC RESPIRATION	AMAGRUBIC RESPIRATION
- It involve in exchange of gas between the organism and the outside environs	- ho originament of origina - alueuse breaks down to
- taku place in posesseus of oxygen	- Found in lower energy
- Gluevs. break down into	cocpers my
	three Anerbu & Amerobic respons

अध्ययनानुभव (Learning Experience)		
शिक्षक कृता (Teacher Activity)	विद्यार्थी कृती (Pupil Activity)	
order le grevise leachar ack	Stidents trying to give answer!	
had a kespisationy	through lungs.	
ont two year of Responding	There are two year of respiration	
vane main yer of Anaerobic ouspirection.	DAUDER HERPHALIUM DANCESUBIE HERPHALIUM Lactic and formentation	
state greghes homework to Shelvel:- state the different between areobic respiration and analystic respirat	Student whiting down the homework.	

अभिप्राय (Remarks)

Jesser was good and was proper.