Name of the pupil teacher - Krupa Shailesh Chauhan

Name of the School - Abhay International School

Date :- 30/01/2019 Subject :- Mathematics.

Unit - Fractions Sub Unit :- Equivalent fractions.

Previous knowledge - ~~what is a~~ The pupils knows about the fraction. types of fractions. Conversion of fractions.

Teaching Points - • Equivalent fractions
(fractions that represent the same part of the whole are called equivalent fractions)
• We can get the equivalent fractions by multiplying (or dividing) and also cross multiplication

Teaching Method -
1. Deductive Method

Maxims of teaching - 1. Simple to Complex
2. Known to unknown

Teaching Values fulfilled by experience / core elements - Constitutional Obligation.

Micro words -

Teaching aids -

Reference book - Mathematics textbook and google

Teaching point / Content analysis	Objectives and Specification	Pupil teacher's activity	Students activity	Evaluation
• Fractions that represent the same part of the whole are called equivalent fractions. • We can get the equivalent fractions of any fraction by multiplying (or dividing) the numerator and denominator of the fraction by the same non-zero number. • How to find equivalent fractions by multiplication, division and cross-multiplication method. • Exercise - 3 Q.1) i) Identify the fraction which is not equivalent to the others a) $\frac{21}{49}$, $\frac{9}{21}$, $\frac{3}{7}$, $\frac{12}{21}$ Q.2) Find an equivalent fraction of $\frac{3}{4}$ with numerator = 15 Q.4) Check whether the following fractions are equivalent using cross multiplication method (a) $\frac{3}{5}$ and $\frac{16}{24}$	1. Knowledge • The pupil acquires the knowledge about equivalent factors and cross multiplication method. 2. Understanding • The pupil develops understanding about the equivalent factors and cross multiplication method. • The pupil solves sums based on cross-multiplication method and has reflection on equivalent factors. 3. Application • The pupil applies his/her knowledge in new and unfamiliar situations. 4. Skills • The pupil develops skills of finding equivalent factors and cross multiplication (factors) method. The pupil develops Calculating skills	1. Introduction • Fractions that represent the same part of the whole are called equivalent factors. • We can get the equivalent fractions of any fraction by multiplying (or dividing) the numerator and denominator of the fraction by the same non-zero number. • Here I find equivalent fractions by multiplication, division and cross-multiplication method. 2. Statement of aim • Students today we are going to learn more about the fractions & equivalent factors and cross multiplication method. 3. Presentation / Explanation • Explain students the equivalent factors and cross multiplication method. • Students solve some of exercise. Q.2) i) Solution: $\frac{3}{4}$ and $\frac{15}{20}$ $\frac{3}{4} = \frac{15}{20}$ $\Rightarrow 3 \times 20 = 4 \times 15$ $\Rightarrow 60 = 60$ Hence, they are all equivalent fractions. 4. Recapitulation • Before ending the class we revise the concept again. 5. Evaluation • Evaluate by asking questions and solve the sums. 6. Closing • Today we have learnt about the equivalent factors and cross-multiplication method. • Here I find equivalent fractions by multiplication, division and cross-multiplication method. • Now the students find and solve equivalent fractions.	Students listen carefully Students listen carefully Students answer the questions asked and solve the exercise sums	Exercise - 3 Q.4 (a) and Q.5 (a) Q.6 (a) and (b)

Black Board Writing

Subject :- Maths
Unit :- Fractions
Sub-Unit :- Equivalent fractions.

Date :- 30/07/2019
Std :- V th C

Exercise - 3

(Q.5)
(a) numerator : 15

Solution: $\frac{3}{7} = \frac{3 \times 5}{7 \times 5} = \frac{15}{35}$

(b) $\frac{3}{8}$ and $\frac{16}{24}$

Solution:
$\frac{3}{8} \times \frac{16}{24}$

$3 \times 24 = 72$
$8 \times 16 = 128$

Hence $\frac{3}{8}$ and $\frac{16}{24}$ are not equivalent fractions.

Homework

(Q.4)
(b) $\frac{15}{27}, \frac{5}{9}, \frac{45}{72}, \frac{10}{18}$

(Q.5)
(b) denominator : 42

(Q.6)
(c) $\frac{6}{7}$ and $\frac{42}{49}$

Poonam
29/7/19

ABHAY SHIKSHAN KENDRA'S (Regd.)

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B.Ed./D.T.Ed. Lesson Note

Lesson No. (General): _____

Lesson No. (In Method): _____

Sr. No. 4

Name of the Pupil Teacher: Kunal Shirdesh Chettiar

Name of the School: Abhay International School

Date: 2/08/2019 Subject: Mathematics

Unit: fractions Sub-Unit: Equivalent fractions

Previous Knowledge: The pupil knows what about fraction types of fractions and conversion of fractions.

Teaching Points: • Equivalent fractions (Fractions that represents the same part of the whole are called equivalent fractions). We can get the equivalent fractions by multiplying (or dividing) and

Teaching Methodology: Deductive method

Maxims of Teaching: 1. Simple to complex
2. Known to Unknown

Teaching : Values fulfilled (by experience / core elements): Constitutional Obligation

New words in Concept: —

Teaching Aid: —

Reference Books: Mathematics textbook and google.

Teaching Point/Content Analysis	Objective & Specification	Learning Experiences: Pupil Teacher Activities	Learning Experiences: Student's Activities	Evaluation
• Fractions that represent the same part of the whole are called equivalent fractions • We can get the equivalent fractions of any fraction by multiplying (or dividing) the numerator and denominator of the fraction by the same non-zero number.	1. Knowledge • The pupil acquires the knowledge about equivalent factors and cross multiplication method. • The pupil recalls fraction. 2. Understanding • The pupil develops understanding about the equivalent factors and cross multiplication method	1. Introduction • Fractions that represent the same part of the whole are called equivalent factors. • We can get the equivalent fractions of any fraction by multiplying (or dividing) the numerator and denominator of the fraction by multiplication or the same non-zero number. • How to find equivalent fractions by multiplication division and cross.	Students listen carefully	

Teaching Point/Content Analysis	Objective & Specification	Learning Experiences: Pupil Teacher Activities	Learning Experiences: Student's Activities	Evaluation
• How to find equivalent fractions by multiplication division and cross-multiplication methods	• The pupil solves some basic no cross-multiplication method and hence find an equivalent factor. 3. Application	multiplication method. 2. Statement of aim • Students today we are going to learn more about the fractions i.e. equivalent factors and cross multiplication method.		Exercise-3 (a-c) (a) (d-f) (a) (g-i) (a) and (b)
• Exercise-3 (a-c) Identify the fraction which is not equivalent to the others a) $\frac{21}{49}$ $\frac{9}{21}$ $\frac{3}{7}$ $\frac{12}{21}$	• The pupil applies his/her knowledge in class and interactive situations. • The pupil solves some sums based on fractions	3. Resolution/Explanation • Explain students the equivalent factors and cross multiplication method • Also tell students that exists and every	Students listen carefully	

Teaching Point/Learning Analysis	Objective & Specification	Teaching Procedure: Pupil Teacher's Activities	Teaching Procedure: Students Activities	Evaluation
3.c) Find an equivalent fraction of $\frac{3}{4}$ with denominator = 15	4. SKILLS • The pupil develops skills of finding equivalent fractions and cross-multiplication (factors) method. • The pupil develops calculating skills.	equivalent fraction is found by multiplying the denominator with cross multiplication method. • Teach students step by step to find the answer.		
3.d) Check whether the following fractions are equivalent using cross multiplication method.		3.d) a) Solution: $\frac{3}{8}$ and $\frac{16}{24}$ $\frac{3}{8} \times \frac{16}{24}$ $3 \times 24 = 72$ $8 \times 16 = 128$ $72 \neq 128$	Students answer the questions asked and solve the exercise given.	

Teaching Point/Learning Analysis	Objective & Specification	Teaching Procedure: Pupil Teacher's Activities	Teaching Procedure: Students Activities	Evaluation
(b) $\frac{3}{8}$ and $\frac{16}{24}$		Hence $\frac{3}{8}$ and $\frac{16}{24}$ are not equivalent fractions. 4. Recapitulation • Before ending the class we've discussed you can't again • Teacher summarizes the concept again 5. Evaluation — Teacher •• Evaluate by asking questions and making them solve the exercise.		
(b) $\frac{2}{3}$ and $\frac{18}{24}$				

Teaching Point/Content Analysis	Objective & Specification	Learning Experience		
		Pupil Teacher's Activities	Student's Activities	Evaluation
		6. Closure • So Today, we learnt about the equivalent factors and cross-multiplication method.		

BLACK BOARD WRITING

Date: 3/10/2019 Subject: Mathematics Int: 8th Div: C

Unit: Fractions

Topic: Equivalent fractions

Exercise 3

(a+c) (a) numerators: 15

Solution: $\frac{3}{7} = \frac{3 \times 5}{7 \times 5} = \frac{15}{35}$

(a+c) $\frac{3}{8}$ and $\frac{16}{25}$

Solution $\frac{3}{8}$ $\frac{16}{24}$

$3 \times 24 = 72$

$8 \times 16 = 128$ $72 \neq 128$

Hence $\frac{3}{8}$ and $\frac{16}{24}$ are not equivalent fractions.

Homework

(a+c)(b) $\frac{15}{35}$, $\frac{5}{7}$, $\frac{45}{72}$, $\frac{10}{18}$

(a+c)(b) denominator = 42

(a+c)(i) $\frac{6}{7}$ and $\frac{42}{49}$

Lesson Evaluation

Lesson Observation Points:

1. Introduction: V.G
2. Teacher's Personality (Dress, Expressions, students behavior): V.G
3. Subject Knowledge: V.G
4. Content Analysis: V.G
5. Appropriate use of Teaching Aid: V.G
6. Black Board Writing:
7. Class Management: V.G
8. Students Participation:
9. Concluding Part of Lesson: V.G

Lesson Observation Points

Good Points in Teaching	Positive Points for improving Teaching
*Introduction was based on previous knowledge *Explanation was good * B.B. writing was done systematically * Sir revised whole lesson very systematically. *Evaluation was done (Bhadra) 2019 overall lesson was good.	

Supervising Professor: Guiding Professor:

Lesson Plan
①

Name of the pupil teacher - Krupa Shailesh Chothani

Name of the school - Abhay International School

Date - 22/07/2019 Subject - Mathematics

Unit - Time Sub-Unit - Addition of Time

Previous knowledge - Conversion of Units (Day, hour, minute, year, decade, century, month, week etc)

Teaching Points - To add the units of time. (First arrange the units alternate then add)

Teaching Method - Deductive ~~Teaching method~~ method.

Maxims of teaching - 1) Simple to Complex
2) Known to Unknown

Teaching Values fulfilled by experience / learn elements - Inculcation of scientific temper.

New words - 9

Teaching aids - Charts - Clock

Reference book - [illegible]
[illegible]

Teaching Points / Content Analysis	Objectives and Specification	Learning Experiences Pupil Teacher activity	Students Activity	Evaluation
• To add the units of time • First arrange the units columnwise then add. • In times, minutes and seconds if the total exceeds then convert. (Total the conversion of units and the calculations) • The same rule is applied for days, months and years. • Example 1: a) 4 hrs 6 mins 24 secs 6 hrs and 2 hours 54 mins 19 secs Solution: Hrs Mins Secs 4 6 24 + 2 54 19 6 hrs 4 mins 53 secs • (46 + 54 mins = 100 mins) (100 mins = 60 + 40 mins) (60 mins = 1 hour) (carrying 1 to the hours column and write 40 in the mins column)	Application • The pupil applies his/her knowledge in new and unfamiliar situations. • The pupil solves the sums based on the conversion and addition of units. Skill • The pupil develops the skill of calculations. • The pupil develops the skill of problem solving. Understanding • The pupil understands the conversion and addition of units. Knowledge • The pupil recalls the knowledge about conversion of time and calculations.	Introduction • To add the units of time. • Explain children about the conversion of time and takes with the help of examples more students understand the calculations. • Also ask questions to keep students involved and make them understand the concept clearly. Statement of aim • Students today we are going to learn more about the addition of units and the conversion. Presentation / Explanation • Explain the rule the conversion of time (1 Day = 24 hours, 1 min = 60 secs, 1 month = 30 days etc.) • Takes some time, more to carry over the unit while the calculation. Also take one of the solved examples and few some from exercise (and 1 day 14 hours and 1 day 12 hours) Recapitulation • Before ending the class revise the concept. Evaluation • Evaluate by asking questions and calculations Closure • Today we have learnt about the addition and subtraction of units.	Students listen carefully. Students listen carefully. Students answer (Active participation) (Ans: 15 days 2 hours) Students solve the exercise problems.	Add Q1. 3 hours 42 mins 34 secs and 12 hours 15 mins 35 secs. Q) Add 11 years 7 months and 18 months.

Black Board Writing

Date:- 22/07/19 Subject:- Mathematics

Std:- I^th C Unit:- Time

Sub-Unit:- Addition.

Chart:

1 month = 30 days
1 year = 12 months
1 day = 24 hours
1 minute = 60 seconds
1 hour = 60 minutes.

• Solved Examples

(a)

Hours	minutes	seconds
①		
6	46	34
+ 2	54	19
9	40	53

(34 + 19) seconds = 53 seconds
(46 + 54) minutes = 100 minutes
= (60 + 40) minutes
= 1 hour + 40 mins

[Carry over 1 to the hours column and write 40 under minutes column]

(1 + 6 + 2) hours = 9 hours.

Home-Work

(a) Add:
24 hours 12 mins 34 secs and 12 hours 15 mins 54 secs.

(b) Add: 7 days 14 hours and 5 days 12 hours.

Kumar
22/7/19

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B.Ed./D.T.Ed. Lesson Note

Sr. No. 2

Lesson No. (General) _____

Lesson No. (In Method) _____

Name of the Pupil Teacher: Kanpa Shailesh Chodhari

Name of the School: Abhay International School

Date: 23/07/2019 Subject: Mathematics

Unit: Time Sub-Unit: Addition of Time

Previous Knowledge: Conversion of Units (Day, Hour, Minute, Year, Decade, Century, Month, Week, Leap year etc)

Teaching Points: To add the units of time (First arrange the units colomnwise then add)

Teaching Methodology: Deductive method

Maxims of Teaching: 1. Simple to Complex
2. Known to Unknown

Teaching | Values fulfilled by experience | core elements: Inculcation of scientific temper

New words in Concept: –

Teaching Aid: Clock

References Books: Mathematics textbook (Grade V) and google.

• To add the units of time.	1. Knowledge	1. Introduction		
• And arrange the units in ascending order.	- The pupil acquires the knowledge about conversion of time and calculation	• To add the units of time. • Explain students about the conversion of time and later with the help of examples make students understand the calculation. • Also ask questions to keep students involved and make them understand the target clearly.	Students listen carefully.	
• In hours min and seconds. If the total crosses three consecutive units (hours) (calculations)	• Pupil results addition.			
	2. Understanding			
	- The pupil develops understanding about the conversion and addition of units.	2. Statement of aim	Students listen carefully.	
• The same rule is applied for days, months and years.	• The pupil solves conversion and addition	• Students today we are going to learn some about the addition of units and the conversion.		

• Examples of units.	of units.	3. Presentation / Explanation		
a) Add: (hrs, mins, secs) (hours and min) (mins, secs)	3. Application	• Explain students the conversion of time (1 day = 24 hours, 1 month = 30 days, 1 year = 12 months) (1 hour = 60 min, 1 min = 60 sec, 1 hour = 60 min etc.)	Students answer (active participation)	a) Add:- 3 hours 15 mins 36 secs and 12 hours 13 mins 5 secs
Solution: hrs mins secs	- The pupil applies his/her knowledge to convert information structure.			
2 46 34	- The pupil applies it in his/her practical life.	- Ask students how to convert one the units after the calculation.	Students solve the exercise.	b) Add:- 12 years 7 months and 18 months
2 54 19				
19 40 52				
(hours, mins, secs)	4. SKILL	• Mistakes are at the school compound and also some from exercise)	Pupils	
(hours, mins, secs)	• The pupil develops the skill of calculation.	• Ex - 3	Ans - 15 days 2 hours	
(hours, mins, secs)	- The skills of pupil are developed.	a) Add 9 days 18 hours and 5 days 14 hours		
(years, months, days)				
(years, months, days)				
(years, months, days)				
(years, months, days)				
(years, months, days)				
(years, months, days)				
(years, months, days)				
(years, months, days)				

Teaching Plan/Content Analysis	Objective & Specification	Learning Experience		
		Pupil Teacher's Activities	Student's Activities	Evaluation
40mins down) (5+2+1)hrs = 9hrs.				
		4 Recapitulation		
		· Before ending the class revise the concept.		
		5. Evaluation		
		Evaluate by asking questions		
		6 Closure		
		Today we learnt about the addition of time and conversion of units.		

BLACK BOARD WRITING

Date: 23/01/2019 Subject: Mathematics Std: V th Div: C

Unit: Time

Sub-Unit: Addition of time

Chart:

1 month = 30 days
1 hour = 60 minutes
1 min = 60 secs
1 day = 24 hours
1 year = 12 months

* Solved Example

(a)

Hrs (I)	Mins	Secs
6	45	34
+ 2	54	19
ans 8 hrs	39 mins	53 secs

(234+19) secs = 53 secs
(45+54) mins = 39 mins
(6+2) hrs = 8 hrs
(Teachers: for 4 homework)
(Learners: 1 hour 45 mins)
[(Carry over 1 to the hours column and 60 minutes = 1 hr)]

Home work

for - 3

Q.1)
(b) Add:
4 hours 12 mins 34 secs
and 12 hours 15 mins
54 secs.

Lesson Evaluation

Lesson Observation Points :

1. Introduction : G
2. Teacher's Personality (Dress, Expressions, Students behavior) :
3. Subject Knowledge : V.G
4. Content Analysis : V.V.G
5. Appropriate use of Teaching Aid : G
6. Black Board Writing : G
7. Class Management : G
8. Students Participation : V.G
9. Concluding Part of Lesson

Lesson Observation Points

Good Points in Teaching	Positive Points for Improving Teaching
* Introduction was based on previous knowledge as well as using teaching aids in it.	* Pls. use various colours for B.B. Writing
* St. tr. explained each and every steps of solving sums very deeply and systematically.	* Don't accept chorus answers.
* whole class involved in the solving sums	
* Black board writing was done systematically	
* St. tr. gives pay attention to whole class	

Upcoming Professor: Phadke 23/1/19

Guiding Professor:

* Overall lesson was very good.
* St. tr. was taken active participation of students in the lesson

Name of the pupil teacher:- Krupa Shailesh Chotharani

Name of the school:- Abhay International School

Date:- 23/07/2019 Subject:- Mathematics

Unit:- Time Sub-Unit:- Subtraction of time

Previous knowledge:- Conversion of time, Addition of time, Conversion of units (Sec, Hour, Minute, Year, Decade, Century, Month, Week, Leap year etc)

Teaching Points:- To subtract the units of time (First arrange the units solumnwise then subtract)

Teaching method:- Deductive Method

Maxims of teaching:- 1. Simple to Complex
2. Known to Unknown

Teaching Values fulfilled by experience / core elements:- Inculcation of scientific temper Constitutional Obligation

New words in concept:- —

Teaching Aids:- Clock

Reference Book:- Mathematics textbook (Class II) and google.

Teaching Points / Content Analysis	Objectives and Specification	Pupil teacher activity	Students activity	Evaluation
• To subtract the units of time. • First arrange the units columnwise then subtract. • In hours, minutes and seconds if the digit is smaller than the digit given for subtraction, we borrow from another unit. • The same rule is applied for days, years and months. Solved Example 1. a) Subtract 18 hours 26 minutes 16 secs from 18 hours 55 min 18 secs. Solution: Hrs mins secs 18 55 18 − 16 26 54 Ans: 2 hrs 0 mins 32 secs (Here 54>16, so we borrow 1 minute = 60 secs and then 60+18 = 78 leaving 26 mins behind) (secs: 78 − 54 = 24 seconds) (mins: 55 − 26 = 29 mins) (hrs: 18 − 16 = 2 hours) Solved Example 2 a) Subtract 12 years 8 months from 18 years. Solution: Years months 18 0 − 12 8 5 years 4 months (We borrow 1 year = 12 months from 18 years leaving behind 17 years) Now (12 − 08 = 04 months) (17 − 12 = 05 years)	1. Knowledge • The pupil acquires the knowledge about conversion of time and calculation. • Pupil recalls subtraction about the time. 2. Understanding • The pupil develops understanding about the conversion and subtraction of units. • The pupil solves sums based on conversion and subtraction of units. 3. Application • The pupil applies his/her knowledge in new and unfamiliar situations. • The pupil application helps/has practical life. • Solve sums based on addition and conversion. 4. Skill • The pupil develops the skill of calculations, conversion of units and subtraction. • The state of pupil and probably develops "The pupil develops calculating skills".	1. Introduction • To subtract the units of time. • Explain students about the conversion of time and later with the help of examples make students understand the calculation. • Also ask questions to make students involved and make them understand the concept clearly. 2. Statement of aim: • Students, today we are going to learn more about the subtraction of units and its conversion. 3. Presentation/Explanation: • Explain students the conversion of time. (1 Day = 24 hours, 1 month = 30 days, 1 year = 12 months, 1 minute = 60 secs, 1 hour = 60 mins etc) • Later teach them how to borrow the unit after taking the required calculations. • Also take two different solved examples and two sums from the class exercise. [process of conversion] Ex. 3 (Pg. 181) Q.1) Subtract: a) 5 hours 15 mins 24 seconds from 8 hours 8 mins 18 secs. b) 9 days 4 hours from 9 days 9 hours. 4. Recapitulation: • Before ending the class revise the concept. 5. Evaluation: Evaluate by asking questions and solving sums. 6. Closure: Today, we learnt about the subtraction of time and conversion of units.	Students listen carefully Students listen carefully Students answer (active participation) Students solve the exercise sums. (Ans: 1 − a) 3 hours 53 mins 42 secs b) 1 Day 19 hours)	a) 2 b) Subtract: 2 years 11 months from 10 years 8 months

Black Board Writing

Date:- 23/01/2019 Subject:- Maths

Std:- V th C Unit:- Time

Sub-Unit:- Subtraction of time

• Charts

1 month = 30 days
1 hour = 60 mins
1 min = 60 secs
1 Day = 24 hours
1 year = 12 months

• Solved Examples

a) 16 hours 25 mins 54 secs from 18 hours 30 mins 16 seconds

Solution:

	Hrs	Mins	Secs
		(29)	(76)
	18	30	16
−	16	25	54
Ans:	2 hrs	4 mins	22 secs

C Here 54 > 16, so we borrow 1 minute = 60 seconds from 30 mins leaving 29 mins behind)
(60 + 16 = 76 seconds)
(76 − 54 = 22 seconds)
(29 − 25 = 4 mins)
(18 − 16 = 2 hours)

Home Work

Q.2) Subtracts

a) 5 hours 15 minutes 17 seconds from 6 hours?

Parveen 23/1/19

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B.Ed./D.T.Ed. Lesson Note

Lesson No. (General): _____

Lesson No. (In Method): _____

Sr. No. 2

Name of the Pupil Teacher: Kruga Shailesh Chethani

Name of the School: Abhay International School

Date: 24/07/2019 Subject: Mathematics

Unit: Time Sub-Unit: Subtraction of time

Previous Knowledge: Conversion of time. Addition of time. Conversion of units (Day, Hour, Minute, Year, Decade, Century, Month, Week, Leap year etc)

Teaching Points:

To subtract the units of time (First arrange the units consecutive then subtract)

Teaching Methodology: Deductive Method

Maxims of Teaching: 1. Simple to Complex
2. Known to Unknown

Teaching / Values fulfilled by experience / core elements: Constitutional Obligation

New words in Concept: –

Teaching Aid: Clock

Reference Books: Mathematics textbook (Grade I) and google.

Teaching Point/Learning Purpose	Objectives & Specification	Learning Experiences: Pupil Teacher's Activities	Learning Experiences: Students Activities	Evaluation
• To subtract the units of time • Pupil arrange the units of time in order from smallest to biggest • In how many minutes is one hour • How many seconds are in one minute • The pupil is able to solve problems with • The pupil is able to apply hours, days and weeks • Solve problems	1. Knowledge • The pupil acquire the knowledge about conversion of time and calculation • Pupil recalls about the time 2. Understanding • The pupil develops understanding about the conversion and subtraction of units • The pupil solve some times on conversion and subtraction of units	Introduction: • To subtract the units of time • Explain students about the conversion of time and take a little bit of example to make students understand the calculation • Give questions to help students recall and make them understand the concept clearly. 2. Statement of aim Students today we are going to learn more about the subtraction of units and its conversion.	Students listen carefully Students listen carefully	

Teaching Point/Learning Purpose	Objectives & Specification	Learning Experiences: Pupil Teacher's Activities	Learning Experiences: Students Activities	Evaluation
a) Subtract the units of time from the given times Solution: [illegible] [illegible] [illegible] (i) (5:15 - 11:00) (ii) (14:45 - 11:00) (iii) (14-15-11:00)	3. Application • The pupil apply the knowledge in real life situations • The pupil solve some sums based on subtraction and conversion of units 4. Skill • The pupil develops calculating	3. Production / Exploration • Explain students the procedure of time (Hours - whole hours, Minutes - whole minutes, Seconds - whole seconds (60 minutes etc) • Later, train the students how to use also in solve the required calculations • Give them two different solved examples and ask them solve the exercise • Example - 1 (Solved) a) Subtract 3 hours 45 minutes 15 seconds from 9 hours 45 minutes 18 seconds b) I have 5 hours for 2	Students watch Students participate Students solve the exercise given (Ans) a) 6 hours 30 minutes 3 seconds b) [illegible]	a) Subtract: Express in minutes from 11 years 8 months.

Teaching Point/Content Analysis	Objective & Specification	Learning Experience: Pupil Teacher's Activities	Learning Experience: Student's Activities	Evaluation
3.2) Subtract 12 years 6 months from 18 years.		4. Recapitulation • Before ending the class revise the concept. • Teacher Summarises the concept.		
Solution		5. Evaluation: • Evaluate by asking question and solving sums.		
Years Months (17) (12) ~~18~~ ~~00~~ 12 06 05 years 06 months		6. Closure: • Today, we learnt about the subtraction of time and conversion of units.		
We borrow 1 year = 12 months from 18 years leaving behind 17 years.				

BLACK BOARD WRITING

Date: 23 Jul 2014 Subject: Mathematics Std: I^th Div: C

Unit: Time

Sub-Unit: Subtraction of time

• Chart: Twenty stange,
1 hour = 60 minute, 1 min = 60 sec
1 day = 24 hours, 1 year = 12 months
• Solved Examples
1) 14 hrs 25 min 30 sec minus 5 hrs 10 min 15 sec

Solution:

	Hrs	Mins	Secs
		25	30
	10	10	15
−	14	25	34
Ans →	3 hrs	15 mins	15 secs

(Here 34 > 15, so we borrow 1 min = 60 secs from 10 mins, leaving 9 mins 60 secs) = (14 − 5 = 9 hours)
(9 − 10 = 1 min) + (60 − 25 = 35 secs)
(14 − 10 = 03 hours)

Home Work

1) Subtract:

1) 5 hours 15 minutes 17 seconds from 6 hours.

Lesson Evaluation

Lesson Observation Points :

1. Introduction : V·G
2. Teacher's Personality (Dress, Expressions, students behavior) : V·G
3. Subject Knowledge : V·G
4. Content Analysis : V·G
5. Appropriate use of teaching Aid : V·G
6. Black Board Writing : V·G
7. Class Management : V·G
8. Students Participation : V·G
9. Concluding Part of Lesson : V·G

Lesson Observation Points

Good Points in Teaching	Positive Points for Improving Teaching
* Introduction was based on previous knowledge * St. Tr explained every step of solving sums very neatly * St. Tr try to solved students doubts * St. Tr give pay attention to each students. * Evaluation was done systematically	

Supervising Professor: Guiding Professor:

* Overall lesson was good.

Lesson No. 1

Name of the Pupil Teacher :- Shraddha Pawar

Name of the School :- National High School

Date :- 3rd March 2020 Subject :- Economics
Std :- IX

Unit :- Urbanisation

Sub Unit :- Introduction of Urbanisation and Reasons for Urbanisation

Previous Knowledge :- Students are aware of concept Urbanisation the process of the formation & growth of cities

Teaching Methodology :- Lecture Cum Discussion Method

Teaching Points :- 1) Introduction to Urbanisation
2) Reasons of Urbanisation

Maxim of Teaching :- Known to Unknown
simple to complex

Values fulfilled by experience / core elements :
1) Protection of Environment
2) Historical [illegible]

Teaching Aids :- Charts showing concept and Reasons of Urbanisation

Reference Books :- 1) IX th Economic Textbook
2) Internet / Newspaper

TEACHING POINTS	OBJECTIVES	PUPIL TEACHERS ACTIVITIES	STUDENTS ACTIVITIES	EVALUATION
CONTENT: ANALYSIS URBANIZATION	SPECIFIC OBJECTIVES Knowledge	INTRODUCTION The pupil teacher introduces the topic by asking the question about Urbanization	discuss among the question asked	1) Explain the concept of Urbanization
Urbanization refers to the population shift from rural areas to Urban areas in which such society adapts to this change	1) The pupil compares rural area and Urban area 2) The pupil defines about the concept of Urbanization	Introducing of Urbanization Urbanization refers to the population shift from rural areas to Urban areas in which such society adapts to this change		
Reasons for Urbanization 1) Industrialization 2) Trade 3) Mechanization & Technology 4) Transport & communication 5) Migration	3) The pupil discussed the reasons of Urbanization 4) The pupil find the Knowledge by comparing rural area and Urban area 5) The pupil analyse the reasons occurring for the Urbanization	Statement of Aim By students we are going to learn more about the Urbanization of town Explanation Student teacher explain the topic with the help of Teaching aids, Charts and Examples Urbanization is the development of rural areas to Urban areas Geographical Explanation 1) Looking at our Country, countries is the main population in rural areas Various industries have started coming up in rural areas the basic structure of the village start changing and shifting	Students were listening carefully	Example of villages turning into Urban area ?
	UNDERSTANDING 1) The pupil develops the understanding of Urbanization 2) The pupil analyse the effect of Urbanization which occurs due to rural area development			

Application: The pupil applies his/her knowledge to know about causes of Urbanization. Skills: The pupil interest in understanding the practical changes happened in Rwandan urban due to urbanization	1) Due to Urbanization in India, the urban population has been increased from 1981 to 2011. REASONS OF URBANIZATION 1) Industrialization: the development of industries in a country or town on a wide scale. It is a change that transforms a human society from agricultural society into a industrial society. In it's being number grow rapidly because of people move to cities.	Students view listening & interacting	1) Advantages of Industrialization
	2) Trade: The action of buying & selling goods & services. Urbanization also is advancing due to trading from various locations of Rwanda, and this is facilitate people to move to the location where has been established.	Students view listening & giving examples	2) Importance of Trade
	3) Mechanization and Technology: Due to advancement of mechanization & technology it has helped urbanization. Use of technology & mechanization has increased in agricultural sector & lack of manual tool.	Students view listening	
	4) Transport and communication: Due to Urbanization transport facilitate the trading & helping people in selling their goods. Rural people become very eager towards village (city centre).		4) Importance of transport & communication related to growth of Urbanization
	5) Migration: Migration is a major factor of city Urbanization. Migration means from rural area, people to move from one place to another place.		Home work: Pupil draw a table showing on their own the Indian Urbanization and compare it with Rwandan Urbanization.

Recapitulation:-
Pupil Teacher conduct the topic by asking questions to the students.

Evaluation:-
Pupil Teacher evaluate the topic by asking questions to the students.

Home work:-
1. Explain urbanisation and reasons occurring for urbanisation

Closing:-
By teaching we have learned about concept and meaning of urbanisation and reasons occurring upon urbanisation.

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B.Ed./D.T.Ed. Lesson Note

Lesson No. (General) _____

Lesson No. (In Method) _____

Sr. No.

Name of the Pupil Teacher: Shraddha Pawar

Name of the School: National High school

Date: Subject: Economics

Unit: Urbanisation Sub-Unit: Introduction of Urbanisation & Reasons for Urbanisation

Previous Knowledge: students are aware of the process of the formation and growth of cities.

Teaching Points: 1) Introduction to Urbanisation
2) Reasons of Urbanisation.

Teaching Methodology: Lecture cum Discussion Method

Meaning of Teaching: Known to Unknown
Simple to Complex

Teaching / Values fulfilled (by experience / core elements): 1) Protection of Environment
2) Cultural Heritage

New words in Context:

Teaching Aid: Charts showing Concept

Reference Books: 1) 7th std Economic Textbook
2) Internet / Wikipedia

Teaching Point/Content Analysis	Objectives & Specifications	Learning Experiences: Pupil Teacher's Activities	Pupils' Activities	Evaluation
URBANISATION Urbanisation refers to the population shift from rural areas to urban areas in which each society adapts to the change. Urbanisation refers to the increasing number of people that live in urban areas. It is a rapid and historic transformation of human social and spatial scale.	Knowledge :- i) The pupil compares rural area and urban area. ii) The pupil defines about the concept of urbanisation. iii) The pupil identified the causes of urbanisation. iv) The pupil find the knowledge by comparing rural area and urban area.	Introduction The pupil teacher introduces the topic by asking the questions on the concept of urbanisation. Urbanisation refers to the population shift from rural areas to urban areas in which each society adapts to the change. Statement of aim :- At the end of this lesson, going to learn more about the urbanisation and causes.	Students answer the question	i) Explain the concept of urbanisation
Reasons for urbanisation i) Industrialisation It is the process by which an economy is transformed from primarily agricultural, to one based on the manufacturing of goods. ii) Trade :- Trade is a basic economic concept involving the	iv) The pupil analyse the reasons causing for the urbanisation. Understanding :- i) The pupil describe the understanding of urbanisation. ii) The pupil analyse the effect of urbanisation which occur due to rural area development.	Explanation :- Student teacher explain the topic with the help of teaching aids, questions & examples. Urbanisation is the development of rural area to urban area. Geographical Explanation i) Looking at our country, agriculture is the main occupation in rural area. Industrialisation has started coming in rural areas. The face structure of the village also changing and developing.	Students listening carefully	Pupils concentrate village learning and urban and

Teaching Point/Content to be taught	Objectives & Specifications	Teacher's Activities	Learner's Activities	Evaluation
		4) Transportation and communication: Due to advancement in transport facility like Roadways and Railways developed where [illegible] local area because only example: Amarpur village (East Bolangir)		a) Simple Types of transport & communication which are results of the development
		5) Migration:- Migration is major factor influencing the population. Times from small to small towns. Source of to other area or nation to other area.		
		6) Distribution:- Pupil Teacher conclude the topic by asking questions to the students.		

Teaching Point/Content to be taught	Objectives & Specifications	Teacher's Activities	Learner's Activities	Evaluation
		Evaluation:- Pupil Teacher evaluate the topic by asking questions to the students.		a) Level of urbanisation b) Reasons of urbanisation? c) Advantages of urbanisation and Cities? d) Transportation plays a role in development? e) Selection of communication & transportation?
		Conclusion:- a) Selection and distribution of population?		

BLACK BOARD WRITING

Date: _____ Subject: Economics Std: IX Div: _____

Unit: Urbanisation

Sub-Unit: Introduction of Urbanisation & Reasons

Meaning of urbanisation:-

Urbanisation refers to the population shift from rural area to urban areas in which each society adapts to change.

Reasons for Urbanisation:

1) Industrialisation 2) Trade
3) Mechanisation 4) Technology
5) Transport & communication
6) Migration

HOME WORK

Q1) Explain Urbanisation and reasons occuring for urbanisation?

Lesson Evaluation

Lesson Observation Points :

1. Introduction : V.G
2. Teachers Personality (Dress, Expressions, students behavior) :
3. Subject Knowledge : V.G
4. Content Analysis : V.G
5. Appropriate use of Teaching Aid : V.G
6. Black Board Writing : V.G
7. Class Management : V.G
8. Students Participation : V.G
9. Concluding Part of Lesson : V.G

Lesson Observation Points

Good Points in Teaching	Positive Points for Improving Teaching
* Introduction was based on previous knowledge * Explanation done systematically. * Sir tr. were handling the whole class very efficently. * whole class involved in the lesson. * Class control is good	

Supervising Professor : Guiding Professor :

Lesson no 2

Name of the Pupil Teacher : Shraddha Pawar

Name of the school :- National High school

Date Subject : Sociology
Std : IX

Unit : Urbanization

Sub Unit : Advantages & Problems of Urbanization

Previous Knowledge : Students are aware of development of rural areas and benefits gain.

Teaching Methodology : Lecture cum Discussion Method

Teaching Points :- 1) Revision of Urbanization & Reasons
2) Advantages & Problems of Urbanization

Medium of Teaching :- Known to Unknown
Simple to Complex

Values fulfilled by Experience / Learning Elements :-
1) Protection of Environment
2) Cultural Ideology
3) National Integrity

Teaching Aids :- Charts showing Advantages and Problems of Urbanization

Reference Books :- "IX" Sociology Textbook
Internet / Wikipedia

CONTENT ANALYSIS	SPECIFICATION	INTRODUCTION PUPIL TEACHERS ACTIVITIES	STUDENTS ACTIVITIES	ELABORATION
Advantages of Urbanisation	Knowledge	Introduction		
1. Social Harmony:- Cultural and social Harmony, social customs & tradition are changed	1) The pupil recite the concept & Meaning of Urbanisation	The pupil teacher introduces the topic by asking the questions on previous week of Urbanisation	Students were listening and answering the questions asked	
2. Urbanisation:- The process of adapting dwelling & modes and of habits	2) The pupil discussed advantages of the problem areas	Introduction to the Problem and Advantages of Urbanisation:- As we know due to Urbanisation dramatic of a nation has changed largely. In this change there are many advantages of Urbanisation. Some problems also arise.		What is the effect of Urbanisation?
3) Immigration Facilities:- Amenities refer to things that do depend to provide comfort with facilities such as to clean to facilitate goods in Ability specific needs.	3) The pupil find the advantage by comparing the meaning of urbanisation			
	4) The pupil recognise the concept of advantages and problems.	Aim of Lesson:- So students you are going to learn more about the advantages and problems faced by people in urban areas.		
Problems of Urbanisation:-	5) The pupil differentiate advantages & problems of Urbanisation by giving examples.	Explanation:- Student Teacher explain the topic with the help of teaching aids, questions and examples	students were listening carefully	
1. Slums:- It denoted used overcrowded under-ground or distinct occupied by very poor people	Understanding:- 1) The pupil displayed the understanding of advantages and	Advantages:- 1) Social Harmony:- Due to Urbanisation traditional activities increase. These lead to mixing with more population		What do you mean by the social Harmony
2) Pollution:-	problems of the	Due to the political and social		Importance of Social

3) Traffic Jam:- A line or lines of very slow moving traffic caused by accidents or heavy congestion.	problems of the urban areas. b) The pupil analyse and initiate ways the environment clean and healthy.	due to the cultural and social systems and traditions are exchanged as people from different parts live together in the cities, which make social Harmony.		Importance of Social Harmony in life?
3) Pollution:- The process of introduction into environment which has harmful or poisonous effect.	3) The pupil understand the concept of culture & social Harmony.	3) Modernization:- Modernization is a concept that refers to process in which society uses through industrialization, urbanization. When people from different areas migrate and their culture, skills & knowledge is exchanged easily.	Students listening and interacting.	
4) Crime:- an action or an offence and is punishable by law.	Application:- The pupils applies his/her knowledge to know about the advantages & problems of urban areas.	3) Amenities & facilities:- Various facilities & amenities developed in urban areas because of Modernization. Transportation, medical, communication, educational facilities developed.	Students answer by giving example	What are the Amenities & Facilities developed in Urban areas
	skills 1) The pupil interest in understanding the practical changes happened in Urban areas.	■ Problems of Urbanization:- Problems: Because of Urbanization the population in the towns rapidly but housing facilities are not increased in the same proportion as the population. Most of the people migrated in search of employment because of which density of housing is very high also in which slums sprung up in city.	Students were listening carefully	Improve Sanitary with Slums and traffic jam.
	3) The pupil learnes to think about the employment in urban areas.	3) Traffic Jams:- As time grows, people start living in the outskirts and suburbs of the city. People travel from suburbs to centre of city for business, trade, jobs & education etc. This leads to an increase in traffic jams.		

1) The pupil measure the [illegible] 2) [illegible] causes pollution in cities	1) Pollution :- Pollution is a major problem in the cities. It has adverse effects on urban life. The pollution - noise pollution, air pollution, water pollution are [illegible] (trees, [illegible] etc cities grows), pollution also increase.	Students answer by giving example	What are types of pollutions are there.
	2) Slums :- The people migrated people do not always find development facilities of which they are not able to fulfil their needs and wants. So urbanite of this people earn money through illegal ways. This leads etc on increase in slums.		
	Recapitulation :- Pupil teacher conduct the topic by asking questions to the students		
	Evaluation :- Pupil Teacher evaluate the topic by asking questions to the students		1) Importance of urbanization & pollution ?
			2) Advantages of social Mobility.
			3) State advantages and problems of Urbanization with examples.
	Homework :- Explain with examples Advantages and Problems of Urbanization ?		
	Aims :- Students are have learned about advantages and problems of urbanization.		Ans

Black Board Writing

Date :

Subject : Economics Std : IX
Unit : Urbanisation
Sub :-
Unit :- Advantages & Problems of Urbanisation.

INTRODUCTION	HOME WORK
Advantages :-	
1) Social Harmony	Q:) Explain with examples Advantages and Problems of Urbanisation ?
2) Modernisation	
3) Amenities & facilities	
Problems :-	
1) Slump	
2) Traffic Jams	
3) Pollution	
4) Crime	

Attest
4/03/2020

ABHAY SHIKSHAN KENDRA'S (Regd.)

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B.P.E.D./B.Ed. Lesson Note

Lesson No. (General) _____

Lesson No. (In Method) _____

Sr. No.

Name of the Pupil Teacher: Shraddha P. Pawar

Name of the School: National High School

Date: Subject: Economics

Unit: Urbanisation Sub-Unit: Advantages & Problems of Urbanisation

Previous Knowledge: students are aware of development of rural areas.

Teaching Points: 1) Definition of Urbanisation & Reasons
2) Advantages & Problems of urbanisation

Teaching Methodology: Lecture cum Discussion Method

Maxims of Teaching: Known to Unknown
Simple to complex

Teaching - Values fulfilled by experience / new standard: 1) Protection of Environment
2) Cultural Heritage
3) National Integrity

New words to Concept:

Teaching Aid: Charts showing Advantages & Problems of urbanisation

Reference Books: 1) IX th Economic Textbook
2) Internet / Wikipedia

Teaching Point/Content Analysis	Objective & Specification	Learning Experiences		
		Pupil Teacher's Activities	Student's Activities	Evaluation
Advantages of Urbanization Cultural Harmony Cultural and social harmony. Social customs and tradition are exchanged. There is an increase in boundary, being contribution with urbanization. Have economic activities increase There come grow rapidly this create social harmony.	Knowledge 1) The pupil revise the concept & reasons of urbanization. 2) The pupil discussed advantages of the urban area. 3) The pupil find the knowledge by comparing the reasons of urbanization. 4) The pupil recognise the concept of advantage and problems. 5) The pupil differentiate	Introduction The pupil teacher introduces the topic by asking the questions on previous unit of urbanization. Advantages of Urbanization:- As we can see due to urbanization characteristic of a region has changed largely. In this change there are many advantages of urbanization and some problems also arise. Statement of Aim:- As students today we are going to learn more about the advantages & problem faced by people in urban area.	Students interacting the questions.	1) What is the effect of urbanization

Teaching Point/Content Analysis	Objective & Specification	Learning Experience: Pupil Teacher's Activities	Learning Experience: Student's Activities	Evaluation
2) Modernization:- The process of adopting something to modern needs or habits. In cities people from different areas migrate. Their wisdom, skills & knowledge is exchanged easily. These areas are the first to get advantage of updated knowledge & literature.	advantages & problems of urbanization by giving examples. Understanding:- 1) The pupil developed the understanding of advantages and problems of the urban area. 2) The pupil analyse and initiated to keep the environment clean and healthy.	Explaination:- Student teacher explain the topic with the help of teaching aids, questions and examples. Advantages:- 1) Social Harmony:- Due to urbanization economic activities increase. These areas grow rapidly with more population due to this cultural & social customs and traditions are exchanged as people from different parts live together in the cities which create social harmony.	Students listening carefully	What do you mean by social harmony. 2) Give some importance of social harmony in cities.

Teaching Point/Content Analysis	Objective & Specification	Learning Experience		
		Pupil Teacher's Activities	Student's Activities	Evaluation
2) Amenities & facilities Amenities refer to things that are designed to provide comfort while facilities refers to plans to facilitate aspects in their specific needs. Transportation, communication, educational and medical facilities etc are very important.	Application :- The pupils applies his/her knowledge to know about advantages and problems of urban areas. Skills :- 1) The pupil interest in understanding the medical changes happened in Mehkar area. 2) The pupil comes to know about the employment in urban areas.	1) Modernization :- Modernization is a concept that refers to process in which society goes through industrialization, urbanization. Where people from different areas migrate and their wisdom, skills & knowledge is exchanged easily. 2) Amenities & Facilities :- Various facilities and amenities developed in urban areas because of urbanization. Transportation, medical, communication, educational facilities developed.	Students listening and interacting Students answered by giving examples	What are the amenities & facilities developed in urban area.

Teaching Points/Content Analysis	Objective & Specification	Learning Experiences: Pupil Teaching Activities	Teacher's Activities	Evaluation
Problems of urbanisation :- 1) slums :- A crowded overcrowded urban slum or district created by rural people in slum. The population in cities increases rapidly but housing facilities do not increase in the same proportion this give rise to slum, rise to crime and health related issues.	3) The pupil measures to maintain disease pollution in cities.	Problems of Urbanisation :- 1) slums :- Because of urbanisation the population in cities increases rapidly but housing facilities do not increase in the same proportion as the population. Most of the people migrated in hope of employment because of which density of slums is very high due to which slums flourish mining.	Students listening carefully	2) What is the reasons for rise of slums in cities?
		2) Traffic Jams :- In cities, when people travel living in the outskirts of the city. People travel from suburbs to centre of city for business, trade, job and		3) Temporary migration with slums and Traffic jams.

Teaching Point/Content Analysis	Objective & Specification	Learning Experiences: Pupil Teacher's Activities	Student's Activities	Evaluation
2) Traffic Jam :- - As cities grow, people start living in the outskirts & suburbs of the city. people commute from the suburbs to the city for business and industries, trade, jobs, education etc. This leads to an increase in traffic jams & travelling time increases significantly.		education etc. This leads to an increase in traffic jams.		
3) Pollution :- Pollution is a		3) Pollution :- Pollution is a major problem in the cities. It has adverse effects on urban life. Air pollution, noise pollution and water pollution are three major... As cities grow, pollution also increases.	Students answered by giving examples	8) What all types of pollution can affect the atmosphere.
		4) Crime :- As people migrated, people do not always find employment because of which they are not able to fulfill their needs and wants, the because of this		

Teaching Point/Content Analysis	Objectives & Specification	Learning Experience: Pupil Teacher's Activities	Learning Experience: Student's Activities	Evaluation
major problem in the cities. It has adverse effects on urban life. Air pollution, noise pollution & water pollution are visible.		people earn income through illegal ways. This leads to an increase in crime.		
		Presentation:- Pupil Teacher contact the topic by making questions to the students.		
2) Crime:- The people who have migrated do not always find employment in the cities due because of the crime rate in the cities. Thefts, murder burglaries are the crimes that happen in the cities.		Evaluation:- Pupil teacher evaluate the topic by asking questions to the students.		1) Importance of migration & facilities. 2) Advantages of social harmony & state advantages and problems of urbanization with the examples:-

BLACK BOARD WRITING

Date : _____ Subject : Economics Std : IX th Div : _____

Unit : Urbanisation

Sub-Unit : Advantages & Problems of Urbanisation

INTRODUCTION	HOME WORK
Advantages 1) Social Harmony 2) Modernisation 3) Amenities & Facilities Problems 1) Slums 2) Traffic Jams 3) Pollution 4) Crime	1) Explain with examples advantages and problems of urbanisation ?

Lesson Evaluation

Lesson Observation Points :

1. Introduction : G
2. Teacher's Personality (Dress, Expressions, student's behavior) :
3. Subject Knowledge : V. G
4. Content Analysis : V. G
5. Appropriate use of Teaching Aid : V. G
6. Black Board Writing : V. G
7. Class Management : V. G
8. Students Participation : V. G
9. Concluding Part of Lesson : V. G

Lesson Observation Points

Good Points in Teaching	Positive Points for Improving Teaching

Supervising Professor : P. Khadir

Guiding Professor :

Lesson No 3

Name of the Pupil Teacher :- Shraddha Pawar

Name of the School :- National High School

Date :- Subject :- Economics
Std :- IX

Unit :- Tourism

Sub Unit :- Introduction of Tourism and Types of Tourism

Previous Knowledge :- Students are aware of Vacation and Journey

Teaching Methodology :- Lecture cum Discussion Method

Teaching Points :- 1) Introduction to Tourism
2) Types of Tourism

Maxim of Teaching :- Known to Unknown
simple to Complex

Value fulfilled by exploring New elements :-
1) Scenic attractions
2) Historical & Cultural factors
3) Passing weather

Teaching Aids :- Charts showing concept of Tourism & Types

Reference Books :- 1) IX Economic Textbook
2) Internet / Wikipedia

CONTENT ANALYSIS	SPECIFICATION	PUPIL TEACHER ACTIVITIES	STUDENT'S ACTIVITIES	EVALUATION
TOURISM :- Tourism is the act and power of spending time away from home and pleasure.	Knowledge :- 1) The pupil states the meaning and concept of Tourism.	Introduction The pupil Teacher introduces the topic by asking the students to mention certain of Tourism.		
Types of Tourism :-	2) The pupil list the types of Tourist.	Concept of Tourism:- Tourism is travel for pleasure or business, the business of collecting, accommodating, feeding, transporting the activities of persons travelling to and staying in places outside their usual environment.	Students have listening & participating the question	What is the concept of Tourism.
1) Domestic Tourism :- Domestic Tourism involve residents of one country travelling only within that country.	3) The pupil find the knowledge they acquired various other and tourist places.	Development of Aim :- The students are here trying to learn more about the World explore the various tourist and value the importance of such various places.		
2) International / Foreign Tourism :- International Tourism refers to tourism that crosses national borders.	4) The pupil classified types of places visited by people all around the world	Explanation :- Student teacher explain the topic with the help of teaching aids, charts and examples.	Students were listening carefully	
3) Eco Tourism :- Eco tourism refers to pleasure travel of which the aim is the primary focus.	Understanding :- 5) The pupil describe the understanding of tourism and its value	Tourism is a travel for pleasure or business, the act and power of spending time away from home. Geographical Explanation :- Visiting various Place away from our home for [illegible] Holiday [illegible]		Visiting various place away from home is known as ?

Teaching aids, page 1, Social Studies

5) Health Tourism:- Health tourism is an act where people travel all around the world are travelling to	2) The pupil understand to present the cultural heritage of a country. 3) The pupil understand the sign of Tourism and Specialities of the destination. Application:- The pupil application has had knowledge to know more about Tourism and various types of tourist destination Skills:- 1) The pupil collect more information of Tourism and various places to be visited. 2) The pupil endeavour to understanding the basic facilities should be developed at travel places.	2) Some places which are known famous due to different reasons for example cultural beauty, pleasant weather, hot springs, etc. coral, historical monuments etc are major attractions of for Tourism Types of Tourism:- 1) Domestic Tourism:- Tourism within the limits of a country is called domestic Tourism. For example a person from Mgbidi going to Bangalamai for travel would be Tourism. 2) International / foreign Tourism:- Crossing the boundaries and visiting a different country for Tourism is called international Tourism. For example an Indian going to Switzerland for travel for Tourism. 3) Sea Tourism:- Sea Tourism or Marine Tourism refers to those travel in which the use of the following form of activities. Sea Tourism Tourism may form including swimming recreation and fishing exploration	Students were carefully listening and observing charts.	Form accomplished the class then you will be clearly which type of tourism it is. Note: Travelling from Enugu to Nsukka which type of tourism this is?

4) Health Tourism :-

Health Tourism is a wider term for travel that focuses on medical treatments and the use of healthcare services. It covers a wide field of health-oriented and health conscious treatment to rehabilitation wellness and health tourism is a restricted field.

Students were listening carefully

To visit a medical treatment in a specialist centre. Some went to Kerala

Recapitulation :-

Pupil teacher conducted the topic by asking questions to the students

Evaluation :-

Pupil teacher evaluate the topic by asking questions to the students

1) Explain concept of tourism and types of tourism ?

2) Differentiate between Domestic tourism & Health tourism.

3) Name family travel to Africa Continent

4) Mention some tourist places with their major attractions ?

Homework :- Explain correlation between tourism and its impact & Domestic & International tourism

Closure :- Today we have learned about concept of tourism and types of tourism

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B.Ed./D.T.Ed. Lesson Note

Lesson No. (General) _____

Sr. No. _____ Lesson No. (In Method) _____

Name of the Pupil Teacher: Shraddha P. Pawar

Name of the School: National High school

Date: Subject: Economic

Unit: Tourism Sub-Unit: Introduction of Tourism & Types of Tourism

Previous Knowledge: Students are aware of vacation and journey.

Teaching Points: 1) Introduction to Tourism
2) Types of Tourism

Teaching Methodology: Lecture cum discussion Method

Means of Teaching: Known to unknown
simple to complex

Teaching Values fulfilled by experience / core elements: 1) Scenic attractions
2) Historical & Cultural factors
3) Planning together

New words / in Concept:

Teaching Aid: Charts showing concept of tourism & types

Reference Books: 1) 12th Economics Textbook
2) Internet / computer

Teaching Point/Content Analysis	Objectives & Rationalisation	Learning Experiences: Pupil Teacher Activities	Pupil's Activities	Evaluation
Tourism :- Tourism is the act and process of spending time away from home and pleasure. In order for tourism to happen there must be intention to travel using any type of means of transportation. Tourism both domestic or international.	Knowledge :- i) The pupil define the meaning and concept of tourism. ii) The pupil list the places of tourist. iii) The pupil find the knowledge by comparing various cities and tourist place. iv) The pupil gave concept of tourist places in different countries.	Set and Aim The pupil teacher introduces the topic by asking the questions in regard of previous unit of tourism. Concept of tourism Tourism is travel for the pleasure of leisure, some business of others, tourism involves spending money, the attraction of places, travelling to and staying in places outside their usual environment. Statement of Aim :- At the end of this we are going to know more about	Pupils answering the question	Pupil's answer the concept of tourism.

Teaching Point/Content Analysis	Objectives & Rationalisation	Learning Experiences: Pupil Teacher Activities	Pupil's Activities	Evaluation
Types of tourism i) Domestic Tourism Domestic tourism involves residents of one country travelling only within that country. It does not involve crossing of international borders at only points. Most domestic tourism has only results concerned due to continued access and utilization of	3) The pupil classified types of places visited by people all around the world. Understanding :- i) The pupil develops the understanding of tourism and its value. ii) The pupil understand to preserve the cultural heritage of a country. iii) The pupil understand the uses of language and symbols of the civilization.	the place explore to visitors countries and also the importance of such place. Exploration :- Student teacher explain the topic with the help of looking, slide, questions and conversation. Tourism is travel for pleasure or business, the attractions of spending time away from home. Geographical Exploration :- Visiting various places many people are known for getting pay entertainment	Students listening carefully	Visiting various places away from home in Nigeria are?

Teaching Points and Learning Outcomes	Objectives & Specifications	Pupil Teacher Activities	Teaching Aids	Evaluation
Tourism might necessitate visits, leisure and relaxation.	Application:- The pupil applies his/her knowledge to know more about tourism and examine types of tourist attraction.	Teacher: Having defined tourism, he/she will now explain how the tourist has become famous in example different places. Without the tourist attraction, the economy of the area might be affected. Tourism is the main source of income for tourism.		
International tourism refers to tourism that involves international travel. Domestic tourism involves travelling within one country.	Skills:- The pupil collect more information on types of tourism and tourist attractions in his/her state and writing down other countries for tourism to be called.	Types of tourism:- Domestic tourism:- Tourism within the limits of a country. International tourism:- For example:- A person from Nigeria travels to Ghana.	Attitude Lecturing Carefully	Then mention the three main ways in which the tourist attractions are classified.
Tourism is called International tourism when people travel to other countries for tourism.	The pupil indicate the basic facilities which should be developed	Nigeria to Ghana and vice versa.		
		Tourist attraction:- Tourist attraction refers to places to which people travel for tourism.		
		Tourism is going to a foreign land, the land of the tourist.		
		Tourist:- A tourist is a person who travels to a place other than his/her own place of residence for pleasure, business or other purpose.		
		The economy of a country can be affected by the number of tourists visiting the country. Tourism contributes to the economy of a country.		

Teaching Points and Learning Outcomes	Objectives & Specifications	Pupil Teacher Activities	Teaching Aids	Evaluation
Tourism: Foreign tourism which promote social contact and intercultural understanding. Examination of tourism: It involves the study of history of the people. Form of other tourism: Religious tourism of history and culture in addition to promoting political understanding among different peoples.	of tourist places.	Tourism:- Tourism is a leisure activity involving travelling and staying outside the country for tourism to be called international tourism. For example:- Travelling to Ghana and the land of the tourist.	Attitude Lecturing Carefully	The travelling from the land of the tourist. The tourist attraction. Types of tourism.
		Why do tourists:- The tourists are those people who travel to other places for tourism. The economy of a country the tourist travels may increase including tourism, education, sale of fishing equipment.		What are the forms of the tourists?

Teaching Point/Learning Analysis	Objectives & Specifications	Teaching Experiences: Teacher's Activities	Students' Activities	Evaluation
3) Medical Tourism: Medical Tourism refers to planned travel in which the aim is the primary focus. Medical Tourism refers to planned travel in which the aim is the primary focus of activities. Medical Tourism includes cosmetic surgery, restoration and fitness expeditions		Health Tourism:- Health Tourism is a wide term for travel that focuses on related lifestyle and the use of healthcare services. It includes wide field of health-related and health-enhancing travel to rehabilitation centers and health in a related field. Description:- Pupil Teacher explain the topic by interaction to the students	Students listening the explanation	To add a medical treatment in a specific region. Also used to know which type of tourism it is?

Teaching Point/Learning Analysis	Objectives & Specifications	Teaching Experiences: Teacher's Activities	Students' Activities	Evaluation
4) Health Tourism: Health Tourism is an act where people from all around the world are traveling to visit a country or a wide field of health. Medical Tourism ranging from facilities and health conditions treatment to rehabilitation and cosmetic forms of travel.		Evaluation:- Pupil Teacher asks the type by using questions to the students Homework:- Explain Tourism & Different Levels of International Tourism Aims:- To Identify the new level and types of tourism and types of tourism		1) Explain length of tourism and types of tourism: 2) Differentiate between Medical Tourism and Health Tourism 3) Tourism finally used to spend longer which type of tourism it is? 4) How can travel flourish through tourism?

BLACK BOARD WRITING

Date: _____ Subject: Economics Std: II Sec: _____

Unit: Tourism

Subtopic: Concept and Types of Tourism

INTRODUCTION	HOME WORK
Concept of Tourism :- Tourism is the act and process of spending time away from home and pleasure.	Q1) Explain the concept, of Types of Tourism ?
Types of Tourism	
1) Domestic Tourism	
2) International / Foreign Tourism	
3) Sea Tourism	
4) Health Tourism	
5) [illegible]	

Lesson Evaluation

Lesson Observation Points :

1. Introduction :
2. Teacher's Personality (Dress, Expressions, students behavior
3. Subject Knowledge :
4. Content Analysis :
5. Appropriate use of Teaching Aid :
6. Black Board Writing
7. Class Management
8. Students Participation
9. Concluding Part of Lesson

Lesson Observation Points

Good Points in Teaching	Positive Points for improving Teaching

Supervising Professor: _____ Guiding Professor: _____

* Lesson Plan :- 01

Name of the Pupil Teacher :- Sonali A. Nigam

Name of the School :- Sandesh College of Arts, Commerce and Science.

Date :- Elective Subject :- Organisation of Commerce and Management (XII)

Unit :- Principles of Management

Sub Unit :- 1.1. Introduction of Management
1.2 Meaning and Definition of Principles of Management
1.3 Nature of Principles of Management

Only 4 lectures

Previous Knowledge :- Student are aware about the term Management

Teaching Methods :- Lecture cum Discussion Method

Teaching Point :- Introduction to Management
- Meaning and Definition
- Nature of Principles of Management

Maxim of Teaching :- Known to Unknown
- Simple to Complex

Teaching Values fulfilled by exposure / core elements :- Equity and Justice

New words in Concept :- -XY

Teaching Aid :- Showing flow chart on Nature of Principles of Management

Reference :- Textbook of 11th Standard

Write Tasks

Teaching points/ Lesson Analysis	Objectives and Justification	Learning Pupil Teacher	Experiences Activities Student Activities	Evaluation
* Introduction:- We have studied that management is an process following steps of business organisation for business operation and management with its components is applied. * Meaning and Definition:- Management means an individual or an of management and all activities organisation is the [illegible] always important in the [illegible] Different types of management techniques management [illegible] Principal [illegible] of management [illegible] Functions of management [illegible] Functions of management [illegible]	* Knowledge: Pupil [illegible] the topic [illegible] Skilling [illegible] * Pupil will be able to [illegible] * Pupil [illegible] Pupil [illegible] Techniques are [illegible] Principles of management [illegible] Functions of management [illegible]	* Introduction: • Pupil teacher [illegible] the topic [illegible] * Pupil [illegible] [illegible] * Explanation: Pupil [illegible] [illegible]	Students [illegible] Students [illegible] Students [illegible] Students [illegible]	Students [illegible] Students [illegible] Students [illegible] Students [illegible]

Teaching Cycle	Point / Analysis	Objectives and Specification	Learning Experience: Pupil Teacher Activities	Learning Experience: Students Activities	Evaluation
* Nature of Principles of Management		* Application • Pupil apply their knowledge in new situations • Pupil recognise of behavioral principle of Management which emerging from future work. • Pupil practise Principle of Management while doing his work.	* Nature of Principles of Management 1) Universal Application 2) Principles are based on experiments 3) Principles are flexible * Values and Objectives Equity and Fairness Employee initiative * Explanation • Pupil teacher explain the topic with the help of summarizing * Evaluation • Pupil teacher evaluate the topic with the help of questioning	Students are listening carefully Students are listening carefully Students answering the questions	1. What is the relation of Equity in Principles of Management Fill in the blanks 1) _____ is a complete 2) Techniques or systems which put one directional matter are called as _____ 3) Management applied to all organizations. Principle of

Teaching Point / Content Analysis	Objectives and Specification	Learning Pupil	Teaching	Experience Activities	Models & Skills	Evaluation
1) Introduction to Management						
The management principles are dealing particularly with through research work						
2) Electrical Eng.						
Management Principles are useful in solving the business situation. Keep in Changing the organization have their Principle of requirement of organization						

Black Board Writing

Date :- 01/08/20 Subject :- Organisation of Commerce and Management

Unit :- Principles of Management

Sub Unit :- Introduction of Management

→ Meaning and Definition of Principles of Management

→ Nature of Principles of Management

→ Nature of Principles of Management

1) Universal Application
2) General Guidelines
3) Principles are formed by practice and experiments
4) Flexibility

Homework

Q. What is Principles of Management?

Q. Principles of Management are flexible in nature — Justify.

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B.Ed./D.T.Ed. Lesson Note

Sr. No. 01

Lesson No. (General) _____

Lesson No. (In Method) _____

Name of the Pupil Teacher: Sonali · A · Nigam

Name of the School: Sandesh College of Arts, Commerce and Science.

Date: 8/08/22 Subject: Organisation of Commerce and Management

Unit: Principles of Management Sub-Unit: —

Previous Knowledge: Student are aware about the term Management

Teaching Points: Introduction to Management
→ Meaning and Definition
→ Nature of Principles of Management

Teaching Methodology: Lecture cum Discussion Method.

Maxim of Teaching: Known to Unknown
Simple to Complex

Teaching Values fulfilled by implementation / core elements: Equity and Justice

New words in Concept: —

Teaching Aid: Showing flow chart on Nature of Principles of Management

Reference Books: Textbook of 11th Standard
Website :- yourarticlelibrary.com

* Introduction Before study that management is important in every type of human organization and business organization and even in social life management is important	* Knowledge * The pupil required knowledge of meaning principle of management * Pupil will be able explaining an important role of principle of management in the organization * Pupil noting the advantage under principle of Management and its nature	* Introduction * Teacher mention introduce the topic by story telling * Illustration of story teacher going to main more about the principle of Management and its nature	Students are listening carefully Students are listening and question	Q. What do you mean by Management? Q. What is principles
* Planning and Definition While achieving goal of an	* Understanding * Pupil elucidate the understanding nature of principle of Management	* Explanation * Teacher has been explain the topic with the help of Teaching aids, Questioning and explanation explanation	Students are listening carefully.	

Individual or an organization it is always important to use different systems or techniques for achieving goal of this	* Pupil can explain about principle of Management and its nature. * Application * The pupil applying Knowledge of principle of Management in our daily life * Pupil can implement principle of Management which improve our future * Pupil prefer principle of Management while doing homework	* Planning = while achieving goal of an individual or an organization it is always important to use different systems or techniques. Some of these techniques are accepted universally. Planning has rules or principles. Principles of principle of Management 1) Universal Application 2) Long Objectives 3) Flexibility 4) Planning are based on practical and logical thinking 5) Planning Value and Low Elements Equity and Justice		

Teaching Points/Content to be taught	Objectives & Rationale	Learning Experiences: Pupil Teacher's Activities	Pupils' Activities	Evaluation
[illegible]		[illegible]	[illegible]	[illegible]
[illegible]		[illegible]	[illegible]	[illegible]

Teaching Points/Content to be taught	Objectives & Rationale	Learning Experiences: Pupil Teacher's Activities	Pupils' Activities	Evaluation
[illegible]		[illegible]	[illegible]	[illegible]

BLACK BOARD WRITING

Date: 08/08/22 Subject: Organisation of Commerce & Management Class: XII

Unit: Principles of Management

Sub-Unit:

	Homework
→ Nature of Principles of Management → 1) Universal Application → 2) General Guidelines → 3) Principles are formed by practice and experiments → 4) Flexibility	Q → What is Principles of Management? Q → Principle of Management are flexible in nature. Justify

Lesson Evaluation

Lesson Observation Points :

1. Introduction : S
2. Subject Knowledge : S
3. Appropriate use of Teaching Aid : S
4. Black Board Writing : S
5. Students Participation : S
6. Teacher's Personality (Dress, Expressions, Modulation, Language) : S
7. Content Analysis : S
8. Class Management : S
9. Concluding Part of Lesson : S

Lesson Observation Points

Good Points in Teaching	Practical Points for Improving Teaching
→ Revision was based on previous knowledge. → Student - teacher explain the Principles of management with example and question. → Whole school time → Education done.	→ next move slow → Time management required

Signature of Teacher

Signature of Supervisor

* Lesson Plan :- 02

Name of the Pupil Teacher :- Sonali A. Nigam

Name of the School :- Sandesh College of Arts, Commerce and Science

Date :- 10/08/22 Subject :- Organization of Commerce and Management

Unit :- Principles of Management

Sub Unit :- 1.1 Nature of Principles of Management
1.4 Significance of Management Principles

Previous Knowledge :- Student are aware about the Nature of Principles of the Management

Teaching Methodology :- Lecture cum Discussion Method

Teaching Point :- Nature of Principles of Management
Significance of Management Principles

Meaning of Teaching :- Known to Unknown
Simple to Complex

Teaching :- Values fulfilled by experience learning through Equity and Justice

- New words in concept :- X

- Teaching Aid :- Showing flow chart on Nature of Principles and Significance of Management Principles

- Reference :- Textbook of 11th standard
Website yourarticlelibrary.com

Introduction of Lesson Topic	Objectives with Specification	Lesson Topic	Lesson Procedure Activities	Students Activities	Evaluation
* Meaning of Principles of Management Introduction Management principles are guides and influence the behaviour of employees. The principles should be based on best practices, education, experience, experiments and all the principles of regulation. Main Features a) Principles are rational Management is a group activity. Management also including internal through a group of human being b) Cause and effect relationship Principles of Management are the basis for taking decision. They determine the cause and effect relationship. Effective effect they represent of good wage and reward helps in increasing the output of workers.	* Knowledge * The pupil should be able to define the Principles of Management * Pupil will be able to explain the meaning of Principles of Management in the classroom * Pupil will be able to define the meaning of Principles of Management * Pupil will be able to explain the meaning of Principles of Management and the significance	* Introduction Pupil will be able to the topic * Pupil will be able to explain the meaning of Principles of Management in the classroom Nature and significance of Management Principle * Evaluation Pupil should be able to evaluate the topic with the help of example, Walking, Talking, Writing and explanation * Closing - Management principles are guides and influence the behaviour of employees. These principles should be based on best practices, education, experience, experiments and all the principles of regulation	Student listening carefully Student answering the questions Students are listening carefully Students are listening carefully	What is the Principles of Management What do you mean by Universal Application

Teaching Points / Content Brought	Objectives and Specifications	Teaching Learning Activities	Students Activities	Evaluation
1) The principles are of great importance to all principles of management and of equal importance and to be practical positively to get results in the form of achievement of particular goals	• Definition • The main applying principles of management in new or familiar situation • Find out from the principles of Management which are useful in Nigeria • Stupid position principles of Management which they are not	• Lecture / Discussion of Management 1) Behavioral principle 2) Cause and effect relationship 3) The principle are of equal importance • Significance of Management principles 1) Provide useful insight to managers 2) Improve efficient utilization of resources • Other examples Guide and Tutor • Examples in Nigeria • Stupid are from which the Nigeria and the help of summer job	Students are listening carefully Students are listening carefully	5- How all Principles of Management are given equal importance.

• Principles of Management Theories

1) Provide useful insight to managers

The principles of management help the manager to understand the organization, the study of the principles help to improve the understanding of the situation and problems. Help the efficient utilization of resources. Technical organization and the principles are useful in solving problems and human social management.

Experience Activities	Students Activities	Evaluation
When topic help of	Students answering the questions	Evaluation Q→ Give any two values of principles of management A-
Have three and of principles will mean the same	students are listening carefully	
writing blackboard		

Teaching Point/ Content Analysis	Objectives and Specification	Learning Pupil Teacher	Experiences Activities	Students Activities	Evaluation
		* Evaluation			Evaluation
		* Pupil teacher evaluate with the questioning	Teacher explain the rule of	Students answering the questions	Students can know values of principles of management
		* Lesson for today [illegible] Small part of significance of management principles are clear in [illegible]	Teacher [illegible]	Students are listening carefully	
		* Homework Pupil Teacher Homework on	Teacher [illegible]		

Black Board Writing

Date:- 10/06/22 Subject:- Organization of Commerce Std-1
Unit 1- Principles of Management
Sub-Unit :-> Nature of Principles of Management
-> Significance of Management

-> Nature of Principles of Management	Homework
5) Behavioral in nature 6) Cause and Effect Relationship 7) All principles are of equal importance	Q- ~~How~~ Explain cause effect relationship with example
-> Significance of Management Principles	Q- Management Principle provide useful insight to manager - Justify
1) Provides useful insight to managers. 2) Helpful in efficient utilisation of resources.	

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B.Ed./D.T.Ed. Lesson Note

Sr. No. 02

Lesson No. (General) _____

Lesson No. (In Method) _____

Name of the Pupil Teacher: Sonali · A · Nigam

Name of the School: Sandesh College of Arts, Commerce and Science

Date: 10/08/22 Subject: Organisation of Commerce and Management

Unit: Principles of Management Sub-Unit: —

Previous Knowledge: Student are aware about the term Management

Teaching Points: → Nature of Principles of Management
→ Significance of Management Principles

Teaching Methodology: Lecture cum Discussion Method.

Maxim of Teaching: Known to Unknown.
Simple to Complex

Teaching Values fulfilled by experience / core elements: Equity and Justice

New Words In Concept: —

Teaching Aid: Showing flow chart on Nature and Significance of Management Principles.

Reference Books: Textbook of 11th standard
Website :- yourarticlelibrary.com

* Nature of Management * Management principles are formed to guide the behaviour of employees. These principles also focus on best co-ordination between superior subordinates and all the members of organization * Nature / Feature * Behavioral in nature Management is	* Knowledge * The pupil acquires knowledge of Nature of Principles of Management * Pupil get the idea according to Importance of Principles of Management in the organization * Pupil relating the knowledge about nature and significance of Management Principles * Understanding * Pupil develope the understanding nature of Principles of	* Introduction * Pupil teacher introduce the topic by questioning * Statement of fact Today we are going to learn more about Nature and significance of Management Principles	Students are listening carefully Students are listening carefully Student answer the questions Students are listening carefully	Q. What is the Principles of Management? Q. What do you mean by Universal Application?

group activity Management should be attaining critical point through a group of Interpreting Cause and effect relationship Principles of Management are the basis for being decision making process. Facilitate action on reason to predict in future Aim: To give support of good organized environment helps in increasing the output of workers	Management * Pupil can explain about Principles of Management and its significance * Application * The pupil applying his/her knowledge to new or similar situation * Pupil can implement Principles of management while managing his self * Pupil practice principles of management while doing the work	* Explanation * Pupil teacher has been explain the topic with the help of examples, Teaching Aids, Brainstorming and Explanation * Meaning → Management principles are formed to guide and influence the behavior of employees. These principles also focus on best co-ordination between superior subordinates and all the members of organization * Nature / Feature 1) Behavioral in nature 2) Cause and effect relationship 3) All principles are of equal importance	Students are listening carefully	

Teaching Point/Learning Activity	Objectives & Specifications	Learning Experiences: Teacher's Activities	Learners' Activities	Evaluation
principle is equal importance All principles of management are of equal importance. These are the practical guidelines to be strictly followed in the case of achievement of predefined goals.		* Significance of Management Principles: 1) Provide useful insight to managers. 2) Helpful in organized utilization of resources.		
		* Value and Use: Equity and Stability	Students are listening carefully	Review all Principles of Management are of Equal importance equally
* Significance of Management Principles: 1) Provide useful insight to management.		* Recapitulation: - Pupil Teacher recap the topic with the help of summarizing	Students are listening carefully	
		* Conclusion: - Pupil Teacher conclude the	Students	(E-) Tell any two uses of Principle

Teaching Point/Learning Activity	Objectives & Specifications	Learning Experiences: Teacher's Activities	Learners' Activities	Evaluation
management help the manager to understand the principles. The study of the principles helps to improve the understanding of the situation and problems.		Conclusion	pupils	of Management. (5-) What are the types of resources that a manager uses? State the [illegible]
		* Homework: Pupil Teacher will give homework on the board. * Closure: - Today we have learnt today and some point of significance of management principle, and the students learnt about the three.		

BLACK BOARD WRITING

Date: 10/08/22 Subject: Organisation of Commerce & Management Std: XII Div: F

Unit: Principles of Management

Sub-Unit:

→ Nature of Principle of Management 5) Behavioral in nature 6) Cause and Effect Relationship 7) All principles are of equal importance → Significance of Management Principles 1) Provides useful insight to managers. 2) Helpful in efficient utilization of resources	Homework Q → Explain cause and effect relationship with management Q → Management Principles provides useful insight to managers → Justify

Lesson Evaluation

Lesson Observation Points

1. Introduction : ✓
2. Teacher's Personality (Dress, Expressions, Students Behavior) : ✓
3. Subject Knowledge : ✓
4. Content Analysis : ✓
5. Appropriate use of Teaching Aid : ✓
6. Black Board Writing : ✓
7. Class Management : ✓
8. Students Participation : ✓
9. Contributing Part of Lesson : ✓

Lesson Observation Points

Good Points in Teaching	Positive Points for improving Teaching
→ Introduction were based on questions. → Teaching Aids Displayed and concepts connected. → Explanation of difference of principles of management done → Evaluation done → Homework given	→ Small Aspect gap. → Teaching Aids should be visual. → More explanation of management → Social Sciences and questions to be interactive → Quiz Process

Signature

Lesson Plan :- 03

Name of the Pupil Teacher :- Sonali . A . Nigoni

Name of the School :- Sankesh College of Arts, Commerce and Science

Date :- 14/8/22 Subject :- Organisation of Commerce and Management

Unit :- Principles of Management

Sub Unit :-

Previous knowledge :- Students are aware about the term Management

Teaching Methodology :- Lecture cum Discussion Method

Teaching Point :- Significance of Management Principles

Maxims of Teaching :- Known to Unknown
simple to the Complex

Teaching :- Values fulfilled by experience / concrete
elements :- Equality

New words in concept :- X

Teaching Aid :- Showing Pictorial Topics Showing the Significance of Management Principles

Reference :- Textbook of 11th Standard.
Website :- yourarticlelibrary.com

* Lesson Plan :- 03

Name of the Pupil Teacher :- Sonali . A . Nigam

Name of the School :- Sandesh College of Arts, Commerce and Science.

Date :- 12/08/22 Subject :- Organisation of Commerce and Management

Unit :- Principles of Management

Sub Unit :- X

Previous Knowledge :- Students are aware about the term Management.

Teaching Methodology :- Lecture cum Discuss Method

Teaching Point :- Significance of Management Principles.

Maxims of Teaching :- Known to Unknown
Simple to the Complex.

Teaching - Values fulfilled by experience / core elements - Equality

New words in concept - X

Teaching Aid :- Showing Chart Paper Showing the Significance of Management Principles.

Reference :- Textbook of 11th Standard.
Website :- yourarticlelibrary.com

Teaching Learning Points / Analysis	Objectives and Specification	Lesson Expectations Pupil Teacher Activities	Student Activities	Evaluation
* Significance of Management Principles 1) Understanding Social responsibility Management principles are based on several objectives and organizations that are defined by their unique point of view, providing the resources effectively that they guide management for understanding social responsibility of organization. Helping Manufacturing products at a reasonable price from competition. Raw Communication etc 2) Encourages Research and Development (R&D) Functions of management are dynamic in nature, open to changing along with the challenges in the business world. Management adopts new trends of working place automatically for e.g. R&D department which encourages employees to change etc	Objectives and Specification * Introduction • The purpose of knowledge of significance of Management Principles • Pupil relating the knowledge about significance of Management Principles • Further the face explaining as important role of principles of Management in the organization * Understanding • Pupil describes the understanding significance of Management Principles • Pupil can explain about Management Principles • Pupil can develop	* Introduction • Pupil teacher introduce the topic * Statement Aim So today we are going to talk about the significance of Management * Explanation • Pupil teacher can explain the purpose with the help of examples, Teaching Aids, Illustrations and explanation * Understanding Significance of Management Principles 1) Understanding social responsibilities 2) Encourages Research and Development (R&D) 3) Helps to coordinate and unite 4) Develops effective operations	Introduce questioning Student answering the questions Students are listening carefully Students are listening carefully.	Evaluation Q-2 How principles of Management are useful in utilizing of resources?

Teaching points / Content Analysis	Objectives and Specification	Pupil Learning Experiences and Activities	Teacher's Activities	Evaluation
production, finance, marketing, human resources etc. c) Helps to coordinate and control. Management principles are the guidelines for better coordination and control. It is very challenging to bring coordination and cooperation among different employees working in different departments. 4) Develop objective approach with the help of various principles of management. One can develop an objective approach. Managers have ability the "Principles" appropriately, want should of the problems to resolve them and can provide appropriate solution to it.	• Application • The pupil can applying different knowledge in real as complex situation. • Pupil can implement Principle of Management in real managing the varieties of factors • Pupil realize the Principles of Management while doing his work.	• Values and Equality • Recognition • Pupil can Interaction of various • Evaluation • Pupil build the topic with help of Q	Students are listening carefully Students are listening carefully Students answering the questions	5. What is the role of Equality in Principles of Management Evaluation Questions. 1) Fill 1) Principle of Management are 2) _____ are the guidelines for better coordination and control 3) _____ adapts management trends at working place automatically. 4) What are do you mean by Management "Principles" 5) Give any 2 significance of Management "Principles"

Teaching Point / Content	Objectives and Specifications	Lesson Pupil Teacher Activities	Experience Activities	Students Activities	Evaluation
		• Homework Pupil Teacher Homework on Blackboard • Class Discussion on Assort & Indi Management Explain Class Rules more Principles of Management	writing		

Black Board Writing

Date :- 25/08/22 Subject :- Organisation of Commerce and Management

Unit :- Principles of Management.

3) Significance of Management Principles

4) Understanding social responsibility.

5) Encourages Research and Development [R&D]

6) Helps for coordinate and control.

7) Develops objective approach.

- Homework

Q-) Principles of Management Procedure Research and Development [R&D] Justify.

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B.Ed./D.T.Ed. Lesson Note

No. 03

Lesson No. (General) _____

Lesson No. (In Method) _____

Name of the Pupil Teacher: Sonali A. Nigam

Name of the School: Sandesh College of Arts, Commerce and Science

Date: 25/08/22 Subject: Organization of Commerce and Management

Unit: Principles of Management Sub-Unit: —

Previous Knowledge: Students are aware about the term Management

Teaching Points: Significance of Management Principles

Teaching Methodology: Lectures cum Discussion Method.

Maxim of teaching: Known to Unknown
Simple to Complex

Value imbibed by experiences / core elements: Equality

Vocabulary Concept: —

Aids: Chart Paper Showing the Significance of Management Principles

Reference Books: Textbook of 11th Standard
Website: yourarticlelibrary.com

		Teaching Learning Activities		
		Pupil Teacher Activities		
Significance of Management Principles and understanding social responsibility of Management principles are very important in organizing aspect of organization. They are not developed only from other point of view but they guide management and authority social responsibility	* Knowledge • The pupil acquire knowledge of Significance of Management Principles • Pupil realizing the knowledge about Significance of Management Principles • Pupil gain idea regarding the important role of Principles of Management to the organization.	* Introduction • Pupil teacher discuss the topic by questioning	Students are listening carefully Students answering the questions	Role Base Principles of Management are useful in solving problems of organization
	* Understanding • Pupil develops the understanding about role of Management Principles • Pupil can explain about Management	* Statement of the topic Teacher are arranging a short story about significance of Management	Students are listening carefully	
		* Explanation • Pupil teacher has been explain the topic with the help of examples teaching		

of organization. The 4 Quality practice of organization point of view (competition, Market Monopolies, etc)	Principles * Application • The pupil applying his knowledge of management in new situation, as influential as situation • Pupil can implement principle of management	Note Making and explanation * Significance of Management Principles. 1) Understanding social responsibility 2) Training as Research and Development (R & D) 3) Ability to consider social cost 4) Develop objective approach	Students are listening carefully	
11) Knowledge Management principle & Practical (R & D) = Principle of Management and Market Theory with changing the Principles of Management in the changing Market situation. Management principles should be based on Market situation and should be flexible.	Principle of management helps managing the work to achieve the objectives • Pupils practice the principles of Management in the changing Market situation.	* Various need for Management Equality	Students are listening carefully	Attribute to the role of Equality to Principles of Management

In the field of production from marketing human resources etc. effective coordinate and control. Management principles are very helpful in solving challenging job work coordination and cooperation among different employees working in different departments.		* Recapitulation • Teacher recap the topic with the help of Q&A.	Students are listening carefully.	
		* Evaluation • Teacher evaluate the topic with the help of Questioning.	Students answering the questions	1) Explain why is significance of management principles? 2) How do you mean by principle? 3) Why principles of management develop objective approach? 4) Fill up 5) Principles of Management are

4) Develop objective approach with the help of which principles of management are taken according to objective approach. Management can identify the various expectations and needs of the workers in current manner and can provide appropriate satisfaction to it.		* Assignment Pupil Teacher writing on Homework Homework and Worksheet * Closing So, today we have learnt significance of Management principles, we also have more about Principles of Management.		1) ____ are the guidelines for better coordination and control. 2) ____ explain three kinds of activities performed by a manager.

BLACK BOARD WRITING

Date: 8/08/22 Subject: Organisation of Commerce & Management Class: XII Sec: D

Unit: Principles of Management

Sub-Unit: —

→ Significance of Management Principles 4) Understanding social responsibility. 5) Encourages Research and Development (R&D) 6) Helps to co-ordinate and control. 7) Develops objective approach.	Homework Q-) Principles of Management encourages Research and Development (R&D) → True

Lesson Evaluation

Lesson Observation Points :

1. Introduction : G
2. Teacher's Personality (Dress, Expressions, Students behaviour) : G
3. Subject Knowledge : VV G
4. Content Analysis : G
5. Appropriate use of Teaching aids : VV G
6. Black Board Writing : S
7. Class Management : VV G
8. Students Participation : G
9. Concluding Part of Lesson : VV G

Lesson Observation Points

Good Points in Teaching	Positive Points for Improving Teaching
→ Very teaching aids were good. → Confidence was good. → Student-Teacher Ratio was good. → to provide Stimulating Variation by various Examples of Principle of management. → Well done	→ Don't repeat the text. → Improve Black Board Writing → Attendance recorded on white board.

Supervising Professor: [signature] 24/8/22

[signature]