



Chopda Education Society's
College of Education Chopda, Dist. Jalgaon

Arunoday Colony, Old Shirpur Road, CHOPDA Dist. Jalgaon

(NAAC Accredited Grade-C)

Phone No.- 02586-220024 KBCNMU College Code- 140024 NCTE Code-113021

Fax No.- 02586-223480E-mail- cbed12@rediffmail.com Website- www.bed.ceschopda.org

Recognised by N.C.T.E. New Delhi and Affiliated to Kavayitri Bahinabai Chaudhari North Maharashtra University, Jalgaon

Outward No.-

Date:

Matrix 2.4.12

- **Assessment criteria of the selected persons (For adopted by each Bachelor and PG Programmes as applicable)**
- **Two filled in sample observation formats for each of the claimed assessors**



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➤ **Assessment criteria of the selected persons (For adopted by each Bachelor and PG Programmes as applicable)**



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Assessment criteria

One of the essential components of the B.Ed. course is the school internship programme. It is often referred to as the backbone of the course. In other words, a school internship programme is a kind of course where aspiring teachers get to practice their skills in a classroom. To give the student-teacher the necessary knowledge and abilities to meet the various requirements of the school's students. School Internship is a major part of B.Ed. Curriculum. All the semesters take part in the internship program. Pupil teachers perform various activities in the school as a teacher.

Morning Assembly: Morning Assembly plays a significant role in the school culture. Pupil teachers attend morning assembly on regular basis. They learn how to conduct morning assembly and maintain discipline among the students and create awareness in students about health and hygiene habits and give moral education also.

Taking Classes as teachers: Pupil-teachers take classes regularly according to their pedagogical subjects. They create and maintain resources for teaching and learning in schools i.e., develops various innovative teaching aids such as charts and models depending upon the subject and level of students.

Preparation of scholastic achievement test-cum-record: Pupil teachers prepare two achievement tests based on Bloom Taxonomy, one at the beginning and one at the end of the internship period on a particular subject taught. Pupil teachers prepare the blueprint and the question paper form.

Competition: Pupil teachers plan activities like Spell-Bee, Poster Making, Handwriting competition, Painting, Quizzes, and Rangoli. These activities are crucial in inculcating a sense of holistic development in children.

Observation of peers and school teachers: It consists of planning presentations using teaching aids and practical demonstration, chalkboard, and personal skills. This practice is recommended as during this the pupil teachers learn how to conduct the lessons in a practical, real-time classroom.

Action Research: It is a type of classroom research taken up by the pupil-teacher with a view to find out what action can be taken to solve a certain problem in the shortest possible time. It includes a variety of evaluations techniques, investigations and analytical research methods designed to eradicate the problem.

Community Work: Community work is an integral part of integrated B.Sc. B.Ed. And B.A. B.Ed. pupil teachers need to be aware of their moral obligation to engage in social regeneration. Pupil teachers perform various activities on a voluntary basis such as cleaning the slum areas, serving food to the poor people and animals. They prepare school students to perform "nukkar natak" such as awareness about superstitions, making them aware of rights, and responsibilities to protect the environment. Pupil teachers plant trees on regular basis and run campaigns to make people aware of social evils and environmental issues. They visit various villages to spread awareness about the hazardous effects of stubble burning.

All these assists to develop the student teachers' understanding in community-based works & their sensitization about it for the all-round development of the personality & confidence building of the student teacher.

They perform community activities such as planting trees, spreading awareness about toll-free numbers, hygiene, etc., and participate with their respective school's students as well as management in several festivals.




Principal
College of Education
Chopda Dist. Jeigaon

घोपडा एज्युकेशन सोसायटी संचलित-

शिक्षणशास्त्र महाविद्यालय, चोपडा

जि. जळगाव



दैनंदिनी य निरीक्षण नोंद यही

नाव :-

अनुक्रमांक / रोल नं. :-

कायमचा पत्ता :-

पाठ क्रमांक -

शाळेचे नाव :- _____

विद्यार्थी शिक्षकाचे नाव :- _____ दिनांक - _____

पाठ निरीक्षक प्राध्यापकाचे नाव _____

इयत्ता :- _____ विषय :- _____

१. कोणत्या गोष्टी चांगल्या वाटल्या -

२. विषयज्ञान -

३. विवेचन व प्रश्न पध्दती -

४. विद्यार्थ्यांचा प्रतिसाद -

५. साहित्याचा वापर -

६. फलक लेखन -

७. वर्ग नियंत्रण -

८. कोणत्या गोष्टी टाळाव्यात -

पाठ घेणाऱ्याची सही

पाठ निरीक्षक विद्यार्थ्यांची सही

पाठ निरीक्षक प्राध्यापकाची सही

Observation chart of Black Board Writing

फलक लेखन	
विषय : _____ इ.	तुकडी
घटक : _____ दि.	
पाठ्यांश घटक : _____	

* अध्यापन कौशल्य- फलक लेखन *

विषय :- _____

T	RT

निरीक्षण तक्ता

अ.नं.	उपघटक	अ	ब	क	ड	ई
१	सुवाद्य व स्पष्ट लेखन कार्य					
२	व्यवस्थित सरळ ओळीत शुद्धलेखन					
३	मुख्य मुद्यांचा क्रमबद्ध समावेश					
४	ठळक व प्रमाणबद्ध आकृत्या					
५	अवधान क्लुप्त्यांचा उपयोग					
६	अक्षरांचा योग्य आकार					

प्रत्याभरण -

निरीक्षकाची सही

दिनांक :-

Observation Chart of Introduction

❁ अध्यापन कौशल्य- प्रस्तावना ❁

विषय :- _____

T	RT

निरीक्षण तबता

अ.नं.	उपघटक	अ	ब	क	द	ई
१	लक्ष्येधक प्रारंभ					
२	पाठ्यांशाचे महत्त्वकथन					
३	पूर्वज्ञान जागृती / उजळणी					
४	प्रस्तावनेची पाठ्यांशाशी सांगड					
५	शैक्षणिक साधनांचा वापर					
६	हेतुबन्धन व शीर्षक लेखन					

प्रत्याभरण-

निरीक्षकाची सही
दिनांक :-

Observation Chart of Stimulus variation

* अध्यापन कौशल्य- चेतक बदल *

विषय :- _____

T	RT

निरीक्षण तक्ता

अ.नं.	उपघटक	अ	ब	क	ड	ई
१	शिक्षकांची सहेतुक हालचाल					
२	शिक्षकांचे हावभाव					
३	बोलण्यातील बदल					
४	संवेदन लक्ष्यातील बदल					
५	विद्यार्थ्यांचा शाब्दिक सहभाग					
६	विद्यार्थ्यांचा कृती युक्त सहभाग					

निरीक्षकाची सही

दिनांक :-

Observation Chart of Explanation

* अध्यापन कौशल्य- स्पष्टीकरण *

विषय :- _____

T	RT

निरीक्षण तक्ता

अ.नं.	उपघटक	अ	ब	क	ड	ई
१	योग्य सुरुवात					
२	स्पष्टीकरण दुव्यांचा वापर					
३	उदाहरण व दाखल्यांचा वापर					
४	दृक श्राव्य साधनांचा वापर					
५	योजनापूर्वक पुनरावृत्ती					
६	समर्पक अंतिम विधान					

निरीक्षकाची सही
दिनांक :-

Observation Chart of Questioning

* अध्यापन कौशल्य- प्रश्नकौशल्य *

विषय :- _____

T	RT

निरीक्षण तक्ता

अ.नं.	उपघटक	अ	ब	क	ड	ई
१	आशय सुसंगती					
२	स्पष्ट व नेमका					
३	व्याकरण दृष्ट्या योग्य					
४	प्रश्न वितरण					
५	प्रतिसाद हाताळणी					
६	योग्य आवाज व गती					

निरीक्षकाची सही

दिनांक :- ...

Observation Chart of Demonstration

* अध्यापन कौशल्य- दिग्दर्शन *

विषय :- _____

T	RT

निरीक्षण तक्ता

अ.नं.	उपघटक	अ	य	क	ड	ई
१	साहित्याची निवड व हाताळणी					
२	साहित्याची योग्य मांडणी					
३	कृतीचा योग्य क्रम					
४	कृतीमधील दक्षता					
५	निष्कर्षाप्रत येण्यासाठी विद्यार्थ्यांचे सहाय्य					

प्रत्याभरण-

निरीक्षकाची सही
दिनांक :-

Observation Chart of Narration

* अध्यापन कौशल्य- कथन *

विषय :- _____

T	RT

निरीक्षण तक्ता

अ.नं.	उपघटक	अ	ब	क	ड	ई
१	विद्यार्थी पातळीशी अनुरूप भाषा					
२	प्रसंगारूप भाषा					
३	योग्य वेळी विराम					
४	हावभावांचा उपयोग					
५	कथनातील सलगता					
६	विशिष्ट मुद्यावर जोर					

निरीक्षकाची सही

दिनांक :-

Observation Chart of Integration Lesson

* अध्यापन कौशल्य- संघटन (एकात्मपाठ) *

विषय :- _____

T	RT

निरीक्षण तक्ता

अ.नं.		उपघटक	अ	ब	क	ड	ई
१	चेतक बदल	शिक्षकाची साहेतूक हालचाल					
२		शिक्षकाचे हावभाव					
३		बोलण्यातील बदल					
४		संबेदन लक्ष्यातील बदल					
५		विद्यार्थ्यांचा शाब्दिक सहभाग					
६		विद्यार्थ्यांचा कृतीयुक्त सहभाग					
७	स्पाहीकरण	योग्य सुरुवात					
८		स्वीकरण दुव्यांचा वापर					
९		उदाहरण व दाखल्यांचा वापर					
१०		दृक श्राव्य साधनांचा वापर					
११		योजनापूर्वक पुनरावृत्ती					
१२		समर्पक अंतिम विधान					
१३	प्रश्न कौशल्य	आशय सुसंगती					
१४		स्पष्ट व नेमका					
१५		व्याकरण दृष्ट्या योग्य					
१६		प्रश्न वितरण					
१७		प्रतिसाद हाताळणी					
१८		योग्य आवाज व गती					
१९	कथन	विद्यार्थी पातळीशी अनुरूप भाषा					
२०		प्रसंगानुरूप भाषा					
२१		आवाजातील बदल					
२२		योग्यवेळी विश्राम					
२३		हावभावांचा उपयोग					
२४		कथनातील सलगता					
२५	विशिष्ट मुद्यावर जोर						
२६	दिग्दर्शन	साहित्याची नियड व हाताळणी					
२७		साहित्याची योग्य मांडणी					
२८		कृतींचा योग्य क्रम					
२९		कृतीतील दक्षता					
३०		निष्कर्षाप्रत येण्यासाठी विद्यार्थ्यांचे सहाय्य					
३१	फलक लेखन	सुवाच्य व स्पष्ट लेखन कार्य					
३२		व्यवस्थित सरळ ओळीत शुध्दलेखन					
३३		मुख्य मुद्यांचा क्रमबद्ध समावेश					
३४		ठळक व प्रमाणबद्ध आकृत्या					
३५		अवधान यत्नपूर्वक उपयोग					
३६		अक्षरांचा योग्य आकार					

प्रत्याभरण-

निरीक्षणाची राही

दिनांक :-

Observation Chart of Practice Lesson

* फलक लेखन *

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* सराव पाठ निरीक्षण *

	उत्कृष्ट	चांगला	समाधानकारक	असमाधानकारक
१) पाठ टाचण व तयारी				
अ) परिपूर्णता व अधुनता				
ब) नितनेटकेपणा व स्वच्छता				
क) नकाशे, आकृत्या व चित्रे				
२) प्रस्तावना व हेतुकथन				
अ) पूर्वज्ञान व पठताळणी				
ब) नादिन्यता-आकर्षकता कुतूहल जागृतता				
क) हेतुकथन स्पष्टता				
३) विषय प्रतिपादन				
अ) प्रश्न सादरीकरण				
ब) स्पष्टीकरण/कथन				
क) शैक्षणिक साधनांचा वापर				
ड) वर्ग वातावरण				
इ) फलक लेखन				
ई) समारोप				
४) मूल्यमापन व स्वाध्याय				
अ) उद्दिष्टानुसार				
ब) आशयानुसार				
५) अन्य मुद्दे				
अ) वेशभूषा				
ब) स्वच्छता, टापटीपपणा				
६) आशय प्रभूत्व				
७) एकूण परिणामकारकता				

निरीक्षकाचा अभिप्राय :-

मार्गदर्शकाची सही व दिनांक

निरीक्षकाची सही व दिनांक

Assessment Chart of Micro-Teaching

Chopda Education Society's
COLLEGE OF EDUCATION, CHOPDA, Dist - Jalgaon.
Micro - Teaching Record
 Academic Year - 20 - 20

Name of the Student : _____

Roll No - ...

Method - I					
Skill	T / RT	Date	Std. Div.	Marks	Signature
Stimulus Variation	T				
	RT				
Explanation	T				
	RT				
Questioning	T				
	RT				
Narration Demonstration	T				
	RT				
Black Board Writing	T				
	RT				
Total Marks					
Integration Lesson	T				
	RT				
Total Marks					

Method - II					
Skill	T / RT	Date	Std. Div.	Marks	Signature
Stimulus Variation	T				
	RT				
Explanation	T				
	RT				
Questioning	T				
	RT				
Narration Demonstration	T				
	RT				
Black Board Writing	T				
	RT				
Total Marks					
Integration Lesson	T				
	RT				
Total Marks					

Micro Lesson - 200 =
 60 =

Integration lesson - 40 =
 20 =

Micro

Int-lesson

Final Total

Index of Practice Lesson

Chopda Education Society's
College of Education, Chopda
Academic Year: 20 -20

Practice Lesson Index

Name of the Student : _____ Roll No. _____

Sr. No.	Name of the School	Method - I -	
		Std. / Div.	Date
1			
2			
3			
4			
5			
6			
7			
8			
Sr. No.	Name of the School	Method - II -	
		Std. / Div.	Date
1			
2			
3			
4			
5			
6			
7			
8			

Head of the Department

Principal

Micro - Teaching Index

चोपडे एज्युकेशन सोसायटी समलित चोपडा
शिक्षणशास्त्र महाविद्यालय चोपडा, जि.जळ्यांव
शैक्षणिक वर्ष - २० - २०

* सूक्ष्म पाठ व एकात्म पाठ अनुक्रमणिका *

विद्यार्थ्यांचे नांव _____ रोल नंबर - _____

अध्यापन पध्दती :- १ -

अध्यापन पध्दती :- २ -

अ.नं.	कौशल्ये	T / RT	दिनांक	विषय	इयत्ता	उप-घटक
१	प्रस्तावना	T				
		RT				
		T				
		RT				
२	चेतक बदल	T				
		RT				
		T				
		RT				
३	स्पष्टीकरण	T				
		RT				
		T				
		RT				
४	प्रश्न कौशल्य	T				
		RT				
		T				
		RT				
५	फलक लेखन	T				
		RT				
		T				
		RT				
६	कथन / दिग्दर्शन	T				
		RT				
		T				
		RT				
७	एकात्म पाठ	T				
		RT				
		T				
		RT				

गट प्रमुख नांव व सही

प्राचार्य सही



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College of Education Chopda, Dist. Jalgaon
Arunoday Colony, Old Shirpur Road, CHOPDA Dist. Jalgaon
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Outward No.-

Date:

Matrix 2.4.12

➤ **Two filled in sample observation formats for each of the claimed assessors**

Index of Practice Lesson



चोपडा एज्युकेशन सोसायटी चोपडा, संचलित -

शिक्षणशास्त्र महाविद्यालय चोपडा जि.जळगांव

शैक्षणिक वर्ष - २० - २०

-० सराव पाठ अनुक्रमणिका ०-

विद्यार्थ्याचे नांव: Rupali Vinod Patilwal रोल नंबर: 24

अध्यापन पध्दती: १ - Science

अ.नं.	शाळेचे नाव	इयता/ तुकडी	दिनांक	उप-घटक	सही
१	P.V.M School	8 th E	11/10/23	Material & matter	
२	P.V.M School	8 th A	11/10/23	Composition of matter	
३	P.V.M School	9 th E	12/10/23	Respiratory system	
४	P.V.M School	9 th F	13/10/23	Excretory system	
५	P.V.M School	9 th E	25/10/23	Digestive system	
६	P.V.M School	8 th A	26/10/23	Disaster Management	
७	P.V.M School	8 th G	26/10/23	Pollution	
८	P.V.M School	8 th E	27/10/23	Man made material (Plastic)	
९					
१०					

अध्यापन पध्दती: २ - Mathematics

अ.नं.	शाळेचे नाव	इयता/ तुकडी	दिनांक	उप-घटक	सही
१	P.V.M School	8 th A	12/10/23	Linear equation	
२	P.V.M School	8 th E	13/10/23	Polynomials	
३	P.V.M School	8 th F	19/10/23	Quadrilaterals	
४	P.V.M School	8 th G	20/10/23	Congruence of Triangles	
५	P.V.M School	8 th C	21/10/23	Discount & Commission	
६	P.V.M School	8 th E	25/10/23	Surface area & Volume	
७	P.V.M School	8 th A	27/10/23	Surface area & Volume	
८	P.V.M School	9 th E	27/10/23	Surface area & Volume (Cylinder)	
९					
१०					

प्राचार्य सही
 शिक्षणशास्त्र महाविद्यालय
 चोपडा जि.जळगांव

Practice Lesson Note



चोपडा एम्प्लोय्मन्ट सोसायटी मंचमिता- शिक्षणशास्त्र महाविद्यालय, चोपडा जि. जळगांव

प्राध्यापकाचे नाव :- Rupali Vinod Paliwal सेल नं. 24

सहकारी शाळेचे नाव :- P.V.M. School इयत्ता :- 9th टुकडी E

पाठ क्रमांक :- 5 दिनांक :- 25/10/23 तारिका :- 2 वेळ :-

विषय :- Science

घटक :- Internal body organ/organ system

सपघटक / घटकशाखा :- Digestive system (Human)

मार्गदर्शक अध्यापकापार्य :- Prof. M.P. Pahi Sir

अपेक्षित पूर्वज्ञान :-

Kids must be having basic knowledge of

● Different body parts, organ & organ system.

पाठ्याचा हेतू :-

To study about different organs of digestive system.

अध्यापनाचे मुद्दे :-

Student will learn organs that form digestive system like mouth, esophagus, stomach, small intestine, large intestine and anus, liver and their functions.

अध्यापन पध्दती :-

Concret to abstract
child centric.

अध्यापन सूत्र :-

Discussion, explanation,
Direction.

अध्ययन- अध्यापनातून साध्य होणारी मूल्ये / गाभाघटक :-

Scientific knowledge
Cognitive skill development.

आशयातील नवे शब्द / संघोष :-

intestine, esophagus, stomach
liver, pancreas, digestion, peristalsis.

शैक्षणिक साहित्य :-

Flash cards, A.V. aids, 3D modes
of digestive system, charts.



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<p>आगत विरलेषण (पाठ्यपुस्तक)</p> <p><u>Introduction-</u></p>	<p>उद्देश्य व स्पष्टीकरण</p>	<p>आधार प्रणाली / श्री. सामग्री</p>
<p>Hello friends you have Learned different body parts in previous classes so today we will learn about very important system of our body that is digestive system. It Def. It is very important system that digest our food and excret the waste material. It consist of different organs.</p>		<p>projector flash cards.</p>
<p><u>हेतुकथन</u> - Students today we will learn about Internal body parts and the different organs present in ^{Digestive} Respiratory system.</p>	<p>knowledge student will understand different organs involved in digestive system working of digestive system</p>	
<p><u>आश्चर्य विचार</u> - Digestive System is a system of organ that digest all food ^{material} nutrients and convert in important nutrients.</p>	<p>उपयोजन student will understand how exactly the food digestion occur in system.</p>	
<p>① <u>Mouth</u> - It is responsible for chewing of food & mix saliva in food item</p>	<p>Skill - Students can draw</p>	
<p>② <u>Esophagus</u> - It allow for the passage of material from the mouth & throat to Stomach.</p>	<p>in digestive system Diagram = 100%</p>	



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अध्ययन - अनुभव

अध्यापक कृती

विद्यार्थी कृती

मूल्यांकन

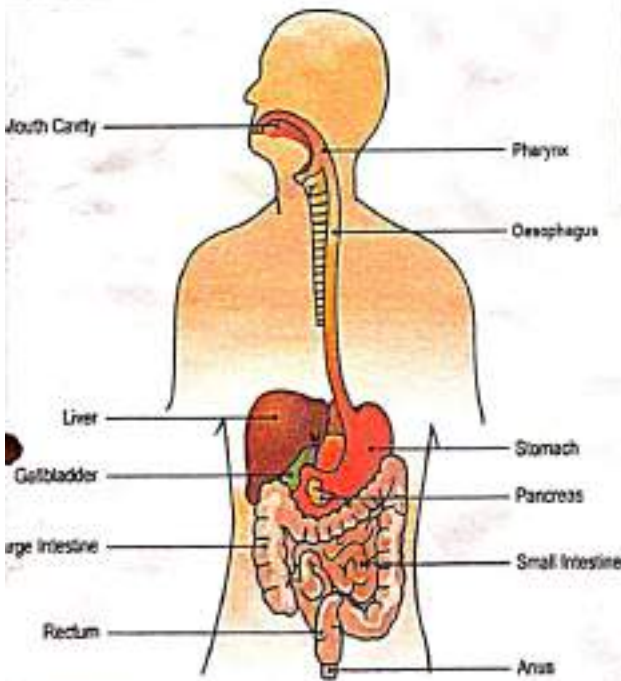
- Teacher will explain all organs with the flash cards and will also show a Audio-Video of digestive system with projector
- Teacher will ask students to draw the diagram of D.S. in their notebook.

Student will take interest & learn

Student will draw neatly.

orally.

written



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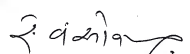
आशय विश्लेषण (पाठ्यपत्र)	उद्दिष्टे व स्विकारणे	आधार प्रणाली / श्री. साधने
<ul style="list-style-type: none"> • <u>Stomach</u> - It is an important organ of most dilated portion of the digestive system. It is a large muscular hollow organ allowing for a capacity to hold food. • <u>Liver</u> - Is the largest solid organ in the body. It removes toxins from the body's blood supply maintain healthy blood sugar level, regulates blood clotting. • <u>Small intestine</u> - is specialized tubular structure betⁿ stomach & large intestine, that absorbs the nutrition from your food. • <u>Pancreas</u> - It is located in the abdomen. It play an essential role in converting the food we eat into fuel for body's cells. It helps in digestion & maintain blood sugar level. • <u>Gallbladder</u> - is a small, pear shaped organ on right side of abdomen. It holds a digestive fluid called bile. • <u>Large intestine</u> - The long tube like organ that is connected to the small intestine at one end and the anus at the other. 	<p>आशय - Student will remember the different organ present in digestive system.</p>	<p>Black Board chalk -</p>



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अध्ययन - अनुभव		मूल्यांकन
अध्यापक कृती	विद्यार्थी कृती	
<p>After Teaching topic teacher will ask questions</p> <p>1. What is the digestive system</p> <p>2. Name different parts of Digestive system?</p> <p>③. Enlist the functions of liver?</p> <p>④ Draw a neat & labelled diagram of liver in notebook.</p>	<p>Student answers correctly</p> <p>Answers correctly</p> <p>Student answers</p> <p>Drawing activity</p>	<p>orally.</p> <p>orally</p> <p>orally</p> <p>written</p>
<p><u>संकलन</u> -</p> <p>① What do mean by digestive system?</p> <p>② Tell the organs of Digestive system?</p>	<p>Student orally answers</p>	<p>oral.</p>
<p><u>प्रवर्धन</u> -</p> <p>Prepare a 3D model of Digestive system in group.</p>	<p>Student will do it.</p>	<p>Actual involvement of student.</p>

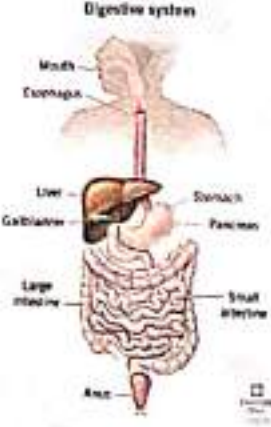



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Observation Chart of Practice Lesson

* फलक लेखन *

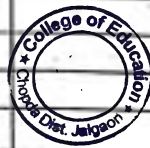
Subject - Science Topic - Human internal body parts. Aim - To study Digestive system.	class - 9 th Date - _____
---	--------------------------------------



Digestive system - Converts the food we eat into their simplest forms like glucose (sugar), Amino acid, fatty Acids, The broken down food is then absorbed into the bloodstream from small intestine.

* सराव पाठ निरीक्षण *

	उत्कृष्ट	धांगला	समाधानकारक	असमाधानकारक
१) पाठ टाचण व तयारी				
अ) परिपूर्णता व अमुकता	✓			
ब) निटनेटकेपणा व स्वच्छता	✓			
क) नकाशे, आकृत्या व चित्रे	✓			
२) प्रस्तावना व हेतूकथन				
अ) पूर्वज्ञान व पडताळणी	✓			
ब) नादिन्यता-आकर्षकता कुणुहुल जागृतता		✓		
क) हेतूकथन स्पष्टता	✓			
३) विषय प्रतिपादन				
अ) प्रश्न सादरीकरण		✓		
ब) स्पष्टीकरण/कथन	✓			
क) शैक्षणिक साधनांचा वापर	✓			
ड) वर्ग वातावरण	✓			
इ) फलक लेखन	✓			
ई) समारोप	✓			
४) मुख्यभाषण व स्वाध्याय				
अ) उद्दिष्टानुसार		✓		
ब) आशयानुसार	✓			
५) अन्य मुद्दे				
अ) देशभूषा	✓			
ब) स्वच्छता, टापटीपण	✓			
६) आशय प्रभूत्व	✓			
७) एकूण परिणामकारकता	✓			



२०/०१/२०२०
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निरीक्षकाचा अभिप्राय :-

* केंद्रकित पाठ-चौगला आहारा *

गान्धिशिबिरी सही व दिनांक

निरीक्षकाची सही व दिनांक

Assessment Record of Practice Lesson



Chopda Education Society's
College of Education, Chopda.
Academic Year - 20

BASIC RECORD OF PRACTICE LESSON

Roll No. : 05

Name of Student : BAVISKAR TUSHAR HARI

Method - I English					
Sr. No.	Date	Std /Div	Period No.	Practice Lesson School	Marks
1.	21-12-22	8 E	2	P.V.M	08
2.	22-12-22	8 E	4	P.V.M	08
3.	24-12-22	9 G	5	P.V.M	08
4.	26-12-22	9 G	4	P.V.M	08
5.	29-12-22	9 A	5	P.V.M	08
6.	31-12-22	8 D	4	P.V.M	08
7.	3-1-23	9 F	3	P.V.M	08
8.	4-1-23	9 A	4	P.V.M	08
9.					
10.					
Method - I Total					64

Method - II History					
Sr. No.	Date	Std /Div	Period No.	Practice Lesson School	Marks
1.	21-12-22	9 C	3	P.V.M	08
2.	22-12-22	8 D	3	P.V.M	08
3.	24-12-22	9 A	3	P.V.M	08
4.	26-12-22	8 B	3	P.V.M	08
5.	29-12-22	9 F	4	P.V.M	08
6.	31-12-22	8 C	5	P.V.M	08
7.	3-1-23	8 A	2	P.V.M	08
8.	4-1-23	9 C	7	P.V.M	08
9.					
10.					
Method - II Total					64

$$\begin{array}{|c|} \hline \text{M-I} \\ \hline 64 \\ \hline \end{array} + \begin{array}{|c|} \hline \text{M-II} \\ \hline 64 \\ \hline \end{array} = \begin{array}{|c|} \hline \text{Total} \\ \hline 128 \\ \hline \end{array}$$

$$\text{Out of } 200 = \frac{128}{160}$$

$$\text{Convert out of 80} = \frac{64}{80}$$

$$\therefore \frac{80}{100}$$



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Assessment Record of Micro - Teaching



Chopda Education Society's
College of Education, Chopda
 Academic Year: 20 - 20
Micro - Teaching Record

Name of the Student- શ્રીમતી પદ્મવતી રામજીવણ Roll No. 08

Method-I: <u>English</u>					
Skill	T/RT	Date	Std./Div.	Marks	Signature
Stimulus Variation	T	3.7.21	8th	07	રવશીભાઈ
	RT	5.7.21	8th	08	રવશીભાઈ
Explanation	T	14.7.21	7th	08	રવશીભાઈ
	RT	15.7.21	7th	09	રવશીભાઈ
Questioning	T	22.7.21	6th	09	રવશીભાઈ
	RT	23.7.21	6th	09	રવશીભાઈ
Narration / Demonstration	T	9.8.21	7th	08	રવશીભાઈ
	RT	10.8.21	7th	09	રવશીભાઈ
Black Board Writing	T	4.8.21	6th	08	રવશીભાઈ
	RT	5.8.21	6th	09	રવશીભાઈ
Set Induction	T	8.7.21	8th	08	રવશીભાઈ
	RT	9.7.21	8th	09	રવશીભાઈ
Integration Lesson	T	17.8.21	9th	07	રવશીભાઈ
	RT	18.8.21	9th	08	રવશીભાઈ
Total Marks				115	

Method-I: <u>Geography</u>					
Skill	T/RT	Date	Std./Div.	Marks	Signature
Stimulus Variation	T	6.7.21	7th	07	રવશીભાઈ
	RT	7.7.21	7th	08	રવશીભાઈ
Explanation	T	16.7.21	8th	08	રવશીભાઈ
	RT	17.7.21	8th	09	રવશીભાઈ
Questioning	T	24.7.21	5th	08	રવશીભાઈ
	RT	26.7.21	5th	09	રવશીભાઈ
Narration / Demonstration	T	11.8.21	5th	08	રવશીભાઈ
	RT	12.8.21	5th	09	રવશીભાઈ
Black Board Writing	T	6.8.21	8th	08	રવશીભાઈ
	RT	7.8.21	8th	09	રવશીભાઈ
Set Induction	T	10.7.21	8th	08	રવશીભાઈ
	RT	12.7.21	8th	09	રવશીભાઈ
Integration Lesson	T	20.8.21	8th	07	રવશીભાઈ
	RT	21.8.21	8th	08	રવશીભાઈ
Total Marks				115	

Micro Lesson 200 - 230
 80 - 66



રવશીભાઈ
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Observation Index of Micro - Teaching

मोठे एज्युकेशन सोसायटी समोहित चोपडा
 शिक्षणशास्त्र महाविद्यालय चोपडा, जि.जळगांव
 शैक्षणिक वर्ष - २०२२ - २०२३

* सूक्ष्म पाठ व एकात्म पाठ अनुक्रमणिका *

विद्यार्थ्यांचे नांव - Rupali Vinod Paliwal 25 रोल नंबर
 अध्यापन पध्दती :- १ - अध्यापन पध्दती :- २ -

अ.नं.	कौशल्ये	T/RT	दिनांक	विषय	इयत्ता	उप-घटक
१	प्रस्तावना	T	1/4/23	Maths	8 th	Surface area of cylinder
		RT	1/4/23	Maths	8 th	Surface area of cylinder
		T	3/4/23	Science	8 th	Properties of Acid
		RT	3/4/23	Science	8 th	Properties of Acid
२	चेतक बदल	T	24/1/23	Maths	5 th	Types of angle
		RT	24/1/23	Maths	5 th	Types of angle
		T	25/1/23	Science	8 th	Structure & function of mitochondria
		RT	25/1/23	Science	8 th	Structure & function of Mitochondria
३	स्पष्टीकरण	T	1/2/23	Maths	8 th	Equation in one variable
		RT	1/2/23	Maths	8 th	Equation in one variable
		T	1/2/23	Science	7 th	Gravitational force
		RT	1/2/23	Science	7 th	Gravitational force
४	प्रश्न कौशल्य	T	10/2/23	Maths	8 th	Surface area & Volume
		RT	10/2/23	Maths	8 th	Surface area & Volume
		T	11/2/23	Science	7 th	Nutrition in living organism
		RT	11/2/23	Science	7 th	Nutrition in living organism
५	फलक लेखन	T	10/2/23	Maths	8 th	Perimeter & Area
		RT	10/2/23	Maths	8 th	Perimeter & Area
		T	11/2/23	Science	9 th	Heridity & variation
		RT	11/2/23	Science	9 th	Heridity & variation
६	कथन/ दिग्दर्शन	T	13/3/23	Maths	8 th	Median of triangle
		RT	13/3/23	Maths	8 th	Median of triangle
		T	14/3/23	Science	5 th	Indicator colour in Acid/ Base
		RT	14/3/23	Science	5 th	Indicator colour in Acid/ base
७	एकात्म पाठ	T	11/4/23	Maths	7 th	Pythagoras theorem
		RT	12/4/23	Maths	7 th	Pythagoras theorem
		T	8/4/23	Science	7 th	Digestive system
		RT	10/4/23	Science	7 th	Digestive system

गट प्रमुख (अध्यापक)



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Lesson Note of Micro - Teaching- Introduction



चोपडा एज्युकेशन सोसायटी संचलित-

शिक्षणशास्त्र महाविद्यालय, चोपडा जि. जळगांव

✓	
T	RT

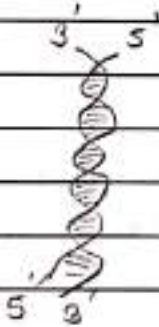

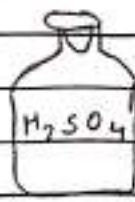
सुक्ष्म अध्यापन पाठ टीपण

नाव : Rupali Vinod Paliwal क्रमांक :- 25
 शाळा : B.Ed. College chopada कोशल्या :- प्रस्तावना
 वार : Wednesday दिनांक 3/4/2023 विषय : Science
 घटक : Acid पाठ्यांश घटक : Properties of Acid
 विद्यार्थ्यांचे पूर्वज्ञान : Student know the taste of various substances

पाठ्यमुद्दे	शिक्षक कृती	विद्यार्थी कृती	उपकौशल्ये
Introduction	Teacher ask question to student Previous knowledge	student listen carefully and gives answer	attractive start
①	What does the food give us	Ans:- Energy	
②	Where do we eat food?	Ans:- From mouth	
③	Which Part of mouth taste the food?	Ans:- Tongue	
④	How many types of taste we experience in daily life by tongue?	Ans:- Sweet, Sour, bitter, tasteless, astringer	use of- previous knowledge
	Teacher gives the lem-		
	on of one student & tell the student to taste it and ask que-	student observe the lemon taste & gives answer	use of appropriate
<u>Lemon</u>	stion. do' student.	Ans:- Sour	device
⑤	what is the taste of lemon?	Ans:- Sour	
	Teacher explain the substance lemon, Pmla	student listen	
	Raw - mango, Tamarind	Carefully	
	are sour in taste		



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पाठ्यांश मुद्दे	शिक्षक कृती
	due to the presence of typical compound in them.
	The substance which impart sour taste are called acid
	Acid are generally divided into two types
	<div style="display: flex; justify-content: center; align-items: center;"> <div style="text-align: center; margin-right: 20px;"> <p>↓</p> <p>Natural or organic Acid</p> </div> <div style="text-align: center; margin-left: 20px;"> <p>↓</p> <p>Mineral Acid</p> </div> </div>
	<p>Natural or organic Acid:- Some acid found in animal and plant, some present in food stuff, some are in our body it called as organic acid</p>
<p>e.g. DNA (Deoxy-ribonucleic acid)</p>	<p>e.g. Protein which are part of our body cell are made up of amino acid</p> <p>(2) DNA (Deoxyribonucleic acid) in our body decides hereditary property</p>
	<p>Mineral Acid:- Teacher shows the hydrochloric acid (HCl) and sulphuric. These acid are very strong, when the concentrated solution (H₂SO₄)</p>
<p>Hydrochloric acid</p>	<p>to student and explain these acid are very strong, when the concentrated solution falls on skin, the skin get burnt. HCl and H₂SO₄ are mineral acid</p>
	<p>Well student now we are study</p>
<p>Sulphuric acid</p>	<p>about the properties of acid</p>
<p>Statement of Aim:-</p>	

Observation Chart of Micro - Teaching Lesson - Introduction

✽ अध्यापन कौशल्य- प्रस्तावना ✽

विषय :- _____

/	
T	RT

निरीक्षण तक्ता

अ.नं.	उपघटक	अ	ब	क	ड	ई
१	लक्ष्येधक प्रारंभ		/			
२	पाठ्यांशाचे महत्त्वकथन	/				
३	पूर्वज्ञान जागृती / उजळणी	/				
४	प्रस्तावनेची पाठ्यांशाशी सांगड	/				
५	शैक्षणिक साधनांचा वापर	/				
६	हेतुकथन व शीर्षक लेखन	/				

प्रत्याभरण-

प्रस्तावना आकर्षक करावी

पाठ्यांशांना आणू



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दिनांक



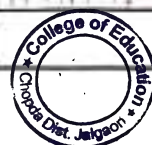
चोपडा एज्युकेशन सोसायटी संचलित-
शिक्षणशास्त्र महाविद्यालय, चोपडा जि. जळगांव

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सुक्ष्म अध्यापन पाठ टीपण

नाव : Rupali Vinad Paliwal क्रमांक :- 25
 शाळा : B.Fd college chopda कौशल्य :- संपदन/ एकत्रित पाठ
 वार : Saturday दिनांक 8/4/2023 विषय : Science
 घटक : Digestive system पाठ्यांश घटक : Digestive system in human
 विद्यार्थ्यांचे पूर्वज्ञान : Student known about the basic concept of the Living organism.

पाठ्यमुद्दे	शिक्षक कृती	विद्यार्थी कृती	उपकौशल्ये
Introduction	Teacher explain & ask question to student previous knowledge?	student listen carefully & give answer	
① What is a cell?	organization level in living organism cell → tissue → organ organism ← organ system	smaller unit of life?	student verbal participation
① Plant produce food by which process?	Teacher will explain nutrition in living organism & ask question	Ans-Photosynthesis	
② What do you mean by herbivores?		Ans-Eat plant only	
③ What do you mean by omnivores?		Ans-Animal eat both plant & animals	
Statement of Aim	Well student today we will study about the digestive system in human.	student listen carefully.	
Presentation	Teacher will explain digestive system in human by using chart. Digestive system responsible for the conversion of food into a soluble form & its absorption into the blood called digestion.	student listen & observe carefully.	



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पाठ्यांश मुद्दे	शिवाक कृती
Digestive system	Digestive System consist of
	<p>Alimentary canal</p> <p>Mouth</p> <p>Pharynx</p> <p>Oesophagus</p> <p>Small intestine</p> <p>Large intestine</p> <p>stomach</p> <p>Anus</p> <p>Digestive gland</p> <p>Salivary gland</p> <p>Liver</p> <p>Pancreas</p>
	Teacher will explain function of all digestive organ in digestive system.
	Food → Mouth → Pharynx → Oesophagus → Stomach → Small Intestine → Large Intestine → Rectum → Anus.
Collection:	Teacher ask question to student.
	<p>① Salivary gland produce which type of product in mouth?</p> <p>② Which gland secrete gastric juice in stomach?</p> <p>③ Food becomes acidic in stomach why?</p> <p>④ Which part takes place digestion & absorption of food in blood?</p> <p>⑤ What is the function of large intestine?</p>
Application:	Teacher ask question to student find the match of 'Group A' From Group 'B'
	<p>Group A</p> <p>① Mouth</p> <p>② Stomach</p> <p>③ Liver</p> <p>④ Pancreas</p> <p>Group B</p> <p>① Bile</p> <p>② Lipose</p> <p>③ Hydrochloric Acid</p> <p>④ Salivary Gland.</p> <p><i>aluminum</i> → ③ Liver</p> <p><i>mucosa bicarbonates</i> → ② Stomach</p>
Self-Study:	Draw figures of Digestive system in Human.

विद्यार्थी कृती	उपकोशल्ये
Student observe attentively	use of teaching aid
Student listen carefully	
Ans: Saliva	
Ans: Gastric gland	Student
Ans: Due to Gastric Juice	Verbal
Ans: Small intestine	participation
Ans: absorption of water & thrown waste outside the body	
Student gives answer on black board	
Ans: Group A Group B	
① Mouth ① Bile	
② Stomach ② Lipase	
③ Liver ③ Hydrochloric acid	
④ Pancreas ④ Salivary gland	
Student will write question in note book	

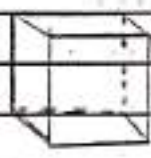




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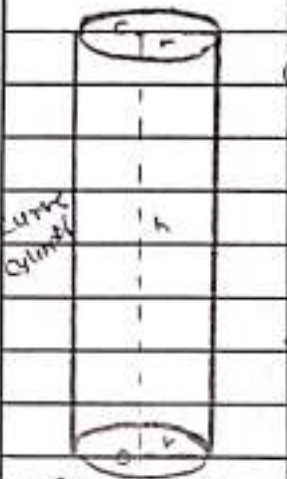
सुक्ष्म अध्यापन पाठ टीपण

नाव: Rupali Vinod Paliwal क्रमांक :- 25
 शाळा: B.Ed college chopda कौशल्य :- प्रश्नकौशल्य
 वार: Friday दिनांक 10/2/2023 विषय: Maths
 घटक: Surface area & Volume पाठ्यांश घटक: Volume of cylinder
 विद्यार्थ्यांचे पूर्वज्ञान: Students known about geometrical diagram

पाठ्यमुद्दे	शिक्षक कृती	विद्यार्थी कृती	उपकौशल्ये
Introduction	Teacher ask question from chart of figures	student listen carefully & gives answer	lower order
	① What is the name of figure? ② Which cube shape thing do you see in surrounding	Ans- The name of fig ① is cube Ans- BOX	question lower order que.
	③ What is the name of fig ②? ④ Are you see cone shape thing in surrounding?	Ans- The name of fig ② is cone Ans- Birthday cap	Lower order que. Lower order que.
	⑤ What is the name of fig ③? ⑥ Which cylinder shape thing do you see in surrounding?	Ans- cylinder Ans- water bottle, pencil chalk	Lower order question Lower order question
statement of Aim	well student today we are studies about volume of cylinder	student listen carefully	
presentation	Teacher explain the figure of cylinder	student listen carefully	



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पाठ्यांश मुद्दे	शिक्षक कृती
	<p>A cylinder has three surface Teacher ask question to student (1) How many circular part in figure (2) where is the curve part in fig show in chart.</p> <p>Now teacher explain a cylinder has two flat circular surface & the remaining surface is curved is called curve surface two circular surface is called base of cylinder.</p> <p>which have two equal radius 'r'. A line joining the center of circle C-O is called height of cylinder it is shown as 'h'</p> <p>Now teacher ask question to student</p> <ol style="list-style-type: none"> show me the center of circular surface on chart? How many center present in fig? What is radius? which alphabet denote height?
<p>Volume of Cylinder</p>	<p>Teacher explain that the area of circular base and height of cylinder are used of to calculate volume of cylinder. The volume of cylinder = area of base \times height</p> <p>we already know that radius of base 'r' & height of cylinder 'h' then Teacher ask question to student</p> <ol style="list-style-type: none"> what is the area of circle? <p style="border: 1px solid black; padding: 5px; display: inline-block;"> $\text{volume of cylinder} = \pi r^2 h$ </p>
<p>last statement</p>	<p>Teacher explain π is imaginary it's value is given 22 or 3.14 so student in this way we study the volume of cylinder.</p>

विद्यार्थी कृती	उपकौशल्ये
student listen carefully and give answers	Lower order Q
Ans - two circular part	:
Ans - student gives Answer showing on chart	Lower order Q
Student listen carefully	:
Student listen carefully and gives answers	Lower order Q
Ans - student show the center of circle	
Ans - two center present in figure	Lower order Q
Ans - A line join from center of circle to any point of circle	Higher order Q
Ans - 'r' denote radius	Lower order Q
Ans - 'h' denote height	Lower order Q
student listen carefully	
student observe attentively	
student observe attentively	
student listen carefully & give answers	Higher order
Ans - πr^2 is the area of circle	Q
Student observe attentively	
student listen carefully	

Observation Chart of Micro - Teaching - Questioning Skill

* अध्यापन कौशल्य- प्रश्नकौशल्य *

विषय :- Maths

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निरीक्षण तक्ता

अ.नं.	उपघटक	अ	ब	क	ड	ई
१	आशय सुसंगती	/				
२	स्पष्ट व नेमका	/				
३	व्याकरण दृष्ट्या योग्य		/			
४	प्रश्न वितरण		/			
५	प्रतिसाद हाताळणी	/				
६	योग्य आवाज व गती	/				

प्रत्याभरण-

- (*) yes/no type प्रश्न टाकलेले
- (*) प्रश्न संपूर्ण वेगळ्या उद्देशाने विचारले
- (*) पाठ-योग्य आवाज



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Assessment Chart of Internship Programme

શિક્ષણશાસ્ત્ર મહાવિદ્યાલય ચોપડા, જિ.જલગમ
આંતરવાસિતા ઉપક્રમ તપસા
વર્ષ - ૨૦૨૨ - ૨૦૨૩

અ. સં.	નામ	આંતરવાસિતા ઉપક્રમનાં ઉપક્રમનાં નિયોજન (૩૦)	ષટક નિયોજન / ષટક યામની (૨૦+૧૦=૩૦)	પાઠ્યપુસ્તક પરિક્ષણ (૩૦)	કલિસંશોધન આરાધના વ અહવાલ (૨૦+૩૦)	૪ ષટક ટાઇમ (૧૦)	મિટી પરિચય (૨૦)	કાર્યાનુક્રમ (૧૦)	સંલગ્નિક સાહિત્ય નિર્મિતી (૨૦)	અભ્યાસપૂરક વ અભ્યાસોત્તર ઉપક્રમનાં ઉપયોગન (૨૦)	લુકુચ (૨૨૦)
૧	Goviskar Rupa Ishwar	૩૦	૨૮	૩૦	૧૮+૨૮	૧૦	૧૮	૧૦	૨૦	૨૦	૨૧૨
૨	Chaudhari Kirtibala Narendra	૩૦	૨૮	૨૮	૧૭+૨૭	૧૦	૧૮	૧૦	૨૦	૨૦	૨૦૬
૩	Nikhil Aishwarya Vijay	૨૬	૨૫	૨૬	૧૬+૨૬	૦૮	૧૬	૦૮	૧૭	૧૭	૧૮૦
૪	Karenkal Diksha Ashok	૩૦	૨૯	૩૦	૧૮+૨૮	૧૦	૧૮	૧૦	૨૦	૨૦	૨૧૨
૫	Koli Rupali Bharat	૨૬	૨૨	૨૨	૧૬+૨૨	૦૭	૧૬	૦૭	૧૬	૧૬	૧૬૬
૬	Patil Jayshree Pitambar	૩૦	૨૮	૩૦	૧૭+૨૭	૧૦	૧૮	૧૦	૨૦	૨૦	૨૧૦
૭	Patil Rakesh Madhukar	૨૬	૨૩	૨૫	૧૬+૨૫	૦૮	૧૬	૦૮	૧૮	૧૬	૧૭૬
૮	Patil Suny Rajendra	૨૬	૨૨	૨૨	૧૬+૨૨	૦૭	૧૬	૦૭	૧૬	૧૬	૧૬૬
૯	Patil Varsha Vasudev	૨૬	૨૫	૨૫	૧૬+૨૬	૦૭	૧૫	૦૮	૧૮	૧૭	૧૭૬
૧૦	Pawara Rahul Dashrath	૨૮	૨૮	૨૮	૧૭+૨૭	૧૦	૧૬	૧૦	૧૯	૧૯	૨૦૨
૧૧	Rajput Punam Rahul	૨૮	૨૮	૩૦	૧૮+૨૬	૧૦	૧૮	૧૦	૨૦	૨૦	૨૦૮
૧૨	Sapkale Amal Gopichand	૩૦	૨૮	૩૦	૧૮+૨૮	૧૦	૧૯	૦૬	૨૦	૨૦	૨૧૨
૧૩	Sonawane Nitish Prataprao	૨૭	૨૮	૨૮	૧૭+૨૭	૦૮	૧૭	૧૦	૧૯	૧૯	૨૦૦
૧૪	Sonawane Vidya Subhas	૨૮	૨૮	૨૮	૧૮+૨૬	૧૦	૧૮	૧૦	૨૦	૨૦	૨૦૬
૧૫	Sapkale Rachita Bhismao	૨૬	૨૨	૨૬	૧૬+૨૫	૦૮	૧૬	૦૮	૧૭	૧૭	૧૭૬
૧૬	Kankhane Shubhangi Paardurao	૨૬	૨૨	૨૫	૧૬+૨૫	૦૮	૧૬	૦૮	૧૮	૧૬	૧૭૬



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