



Estd. 2004

NAAC "C" Grade

"Jeevandeep Shaikshanik Sanstha Poi's"

**ARTS, COMMERCE & SCIENCE COLLEGE, GOVELI**

# **CRITERIA -II**



Estd. 2004

NAAC "C" Grade

"Jeevandeep Shaikshanik Sanstha Poi's"

**ARTS, COMMERECE & SCIENCE COLLEGE, GOVELI**

***TEACHING LEARNING  
AND  
EVALUATION***



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**2.3. Teaching- Learning Process**

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## **2.3.1. STUDENT CENTRIC METHODS WRITE UP**



### 2.3.1 Student centric methods, such as experiential learning, participative learning and problem solving methodologies are used for enhancing learning experiences

#### Response:

Learning at the college has always been student-centric. The focus is on knowledge of Transfer and learning through students' active participation and involvement. The faculty provides a platform for students to explore independently, learn through self-study and from their peers, guide them to develop effective and lifelong skills. The following latest teaching and learning methodologies are used to motivate students to learn for higher retention of knowledge through better understanding

#### Regular learning and experimental learning:

The faculty employs theoretical lecture methods, practical class-rooms seminars computer-assisted learning, fieldwork, and other ways whenever and wherever necessary for teaching-learning and evaluation of the students.

#### Participative or experiential learning:-

Field-based experiential learning like service learning and class-based experiential learning like role play, games, case studies, etc active learning. The faculty adopts active learning by involving students in the learning process directly through following activities like quizzes, debate, group discussions model making essay elocution, mini-project, etc.

#### Industrial tours/study tours:-

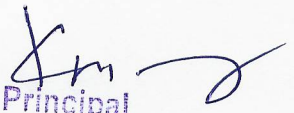
The management makes the students experience the real world by visiting the industry, study tours, and held work.

#### Problem-based learning /project-based learning:-

In project/competition participating students are assigned different tasks, assignments, activities in which students engage in complex challenging problems and collaboratively work toward their solutions by using interdisciplinary knowledge. The institute also encourages and guides the students to participate in the co-curricular and extra co-curricular activities, and national-level competitions organized by other institutes and universities.

SR.NO.	COURSE	TEACHING METHOD USED
1.	B.Sc.	Demonstration work
		You-tube
		z- library
		industrial visit
		participating learning
2.	B.com	ICT Enabled Teaching
		Problem solving method
		You- tube
		PPT
3.	B.A	Group Discussion
		Game
		Case study
4.	BAF	ICT Enabled Teaching
		Problem solving method
		You- tube
		PPT
5.	BMM	Oral
		Group Discussion
		PPT
6.	BMS	Case Study
		Group Discussion
		industrial visit
7.	IT	Group Discussion
		PPT
		industrial visit
		Reachearch Project
		video lectures

8.	M.A	Group Discussion
		Game
		Reachearch Project
		Field project
9.	M.COM	ICT Enabled Teaching
		Problem solving method
		You- tube
		PPT
		Guest lecture
10.	M.Sc	Demonstration work
		You-tube
		z- library
		industrial visit
		participating learning
		Field project
		Reachearch Project

  
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**LESSON PLAN TEACHERS LIST (2021-22)**

SR.NO	DEPARTMENT	DEPARTMENT
1.	B.A	PROF. H.V.SOSHATE
		PROF. D.G.KAMBLE
		PROF. B.G.PAWAR
		PROF. TEJAL BALERAO
		PROF. DIPALI TEMBHE
		PROF. S.KAKADE
		PROF. MEENA MULIK
		PROF. L.N. BHOIR
		PROF. V.HERODE
		PROF. R.R. KANSE
		PROF. GOURKSHANATH TARE
		PROF. NINAD BHARTI
		PROF. P. JADHAV
2.	B.COM	PROF. JAYA DESHMUKH
		PROF. B.C. CHAUDHARI
		PROF. RUPALI TARE
		PROF. V.G.SONAR
		PROF. POOJA BIRAJDAR
3.	B.A.F	PROF. D.G. CHAVAN
		PROF. RUPALI TARE
		PROF. POOJA BIRAJDAR
4.	B.SC	PROF. MAYURI KAMBLE
		PROF. RUCHI SHUKALA
		PROF. SHUBHAM CHAVAN
		PROF. A.S. GAIKAR
		PROF. RUPALI MAGAR
		PROF. P.H.PATIL
		PROF. Y.B.TRIBHUVANE
5.	B.SC (IT)	PROF. P.R.BHOSALE
		PROF. SUMIT FAWARE
		PROF. CHINMAY GURAV
		PROF. VAIBHAV TARE
6.	B.M.S	PROF. PRAVIN GHARE
		PROF. POOJA ISAME
		PROF. B.SINGH
7.	B.M.M	PROF. N.B.GHODVINDE
		PROF. U.B.GAIKAR
		PROF. GEETA GAIKAR
		PROF. RAHUL TAUR

**PRINCIPAL**

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**COURSE PLANNING**

**COURSE TITLE:- T.Y.B.Sc (ORGANIC CHEMISTRY CHEMISTRY-III)**

**❖ INTENT/RATIONALE:-**

Organic chemistry is important because it is the study of life and all of the chemical reactions related to life. Several careers apply an understanding of organic chemistry, such as doctors, veterinarians, dentists, pharmacologists, chemical engineers, and chemists. Organic chemistry plays a part in the development of common household chemicals, foods, plastics, drugs, and fuels most of the chemicals part of daily life. Organic compounds are all around us. Many modern materials are at least partially composed of organic compounds. They're central to economic growth, and are foundational to the fields of biochemistry, biotechnology, and medicine. Examples of where you can find organic compounds include agrichemicals, coatings, cosmetics, detergent, dyestuff, food, fuel, petrochemicals, pharmaceuticals, plastics, and rubber.

**❖ COURSE OUTCOME:**

<b>COURSE NUMBER (CO)</b>	<b>DESCRIPTION OF COURSE OUTCOME</b>
<b>CO 1</b>	To understand the Mechanism of organic reactions
<b>CO 2</b>	Difference between thermal and photochemical reactions. Jablonski diagram, singlet and triplet states, allowed and forbidden transitions, fate of excited molecules, photosensitization.
<b>CO 3</b>	Photochemistry of carbonyl compounds: Norrish I, Norrish II cleavages. Photo reduction
<b>CO 4</b>	General introduction & scope, meaning & examples of insecticides, herbicides, fungicide, rodenticide, pesticides, plant growth regulators
<b>CO 5</b>	Synthesis & application of IAA ( Indole Acetic Acid) & Endosulphan
<b>CO 6</b>	Reactivity and preparation of pyridine-N-oxide, quinoline and iso-quinoline
<b>CO 7</b>	Reactions of quinoline and isoquinoline; oxidation, reduction, nitration, halogenation



❖ **RELATED PROGRAM OUTCOME:**

<b>PROGRAM OUTCOME NUMBER (PO)</b>	<b>DESCRIPTION OF PROGRAM OUTCOME</b>
PO 1	Demonstrate; solve an understanding of major concept in all discipline chemistry.
PO 2	Create an awareness of impact of chemistry on the environment, society and development outside the scientific development.
PO 3	To develop skill to work in chemical environment safely and correctly.
PO 4	Skill in Planning and conducting advanced chemical experiment and applying the structure chemical characterization techniques.
PO 5	Create an awareness of impact of chemistry on the environment, society and development outside the scientific development.
PO 6	Understanding various concept and theories providing the strong academic Foundation.
PO 7	To understanding the different organization criteria which is necessary to work in different position for example if candidate work in pharmaceutical company should have knowledge of FDA. If candidate worked in food industry it should have knowledge of FSSAI Guidelines

❖ **COURSE OUTCOME & PROGRAM OUTCOME MAPPING:**

<b>COURSE OUTCOME NO.</b>	<b>DESCRIPTION OF COURSE OUTCOME</b>	<b>DESCRIPTION OF PROGRAM OUTCOME</b>
CO 1	To understand the Mechanism of organic reactions	Demonstrate; solve an understanding of major concept in all discipline chemistry.
CO 2	Difference between thermal and photochemical reactions. Jablonski diagram, singlet and triplet states, allowed and forbidden transitions, fate of excited molecules, photosensitization.	Create an awareness of impact of chemistry on the environment, society and development outside the scientific development.
CO 3	Photochemistry of carbonyl compounds: Norrish I, Norrish II cleavages. Photo reduction	To develop skill to work in chemical environment safely and correctly.
CO 4	General introduction & scope, meaning & examples of insecticides, herbicides, fungicide, rodenticide, pesticides, plant growth regulators	Understanding various concept and theories providing the strong academic Foundation.
CO 5	Synthesis & application of IAA ( Indole Acetic Acid) & Endosulphan	Skill in Planning and conducting advanced chemical experiment and applying the structure chemical characterization techniques.
CO 6	Reactivity and preparation of pyridine-N-oxide, quinoline and iso-quinoline	Demonstrate; solve an understanding of major concept in all discipline chemistry.
CO 7	Reactions of quinoline and isoquinoline; oxidation, reduction, nitration, halogenation	To understanding the different organization criteria which is necessary to work in different position for example if candidate work in pharmaceutical company should have knowledge of FDA. If candidate worked in food industry it should have knowledge of FSSAI



❖ **COURSE OUTCOME –TEACHING METHOD –ASSESSMENT METHOD:**

(CO) NUMBER	DESCRIPTION OF COURSE OUTCOME	TEACHING METHOD	ASSESSMENT METHOD
CO 1	To understand the Mechanism of organic reactions	ICT	Assignment
CO 2	Difference between thermal and photochemical reactions. Jablonski diagram, singlet and triplet states, allowed and forbidden transitions, fate of excited molecules, photosensitization.	Participatory learning	Class test
CO 3	Photochemistry of carbonyl compounds: Norrish I, Norrish II cleavages. Photo reduction	Self directed learning	Internal test
CO 4	General introduction & scope, meaning & examples of insecticides, herbicides, fungicide, rodenticide, pesticides, plant growth regulators	Project base learning	Project work
CO 5	Synthesis & application of IAA ( Indole Acetic Acid) & Endosulphan	Integrated learning	Assignment
CO 6	Reactivity and preparation of pyridine-N-oxide, quinoline and iso-quinoline	ICT	Assignment
CO 7	Reactions of quinoline and isoquinoline; oxidation, reduction, nitration, halogenation	Self directed learning	Internal test

❖ **LEARNING ACTIVITIES:**

(CO) NUMBER	DESCRIPTION OF COURSE OUTCOME	LEARNING ACTIVITY FOR EXTENSION OF OPPORTUNITY AND REHERSAL
CO 1	To understand the Mechanism of organic reactions	
CO 2	Difference between thermal and photochemical reactions. Jablonski diagram, singlet and triplet states, allowed and forbidden transitions, fate of excited molecules, photosensitization.	Real time reaction Concept mapping
CO 3	Photochemistry of carbonyl compounds: Norrish I, Norrish II cleavages. Photo reduction	Group discussion
CO 4	General introduction & scope, meaning & examples of insecticides, herbicides, fungicide, rodenticide, pesticides, plant growth regulators	Internal test
CO 5	Synthesis & application of IAA ( Indole Acetic Acid) & Endosulphan	PPT



CO 6	Reactivity and preparation of pyridine-N-oxide, quinoline and iso-quinoline	Internal test
CO 7	Reactions of quinoline and isoquinoline; oxidation, reduction, nitration, halogenation	Internal test

❖ REFERENCE BOOKS/JOURNAL/WEB SITE/YOU TUBE etc...

RESOURCES	NAME OF BOOKS / LINKS
BOOKS	HIMALAYA PUBLICATION AND SHET PUBLICATION
YOUTUBE VEDIOS	<a href="https://youtu.be/Ih7tQ7rY2Wc">https://youtu.be/Ih7tQ7rY2Wc</a>
	<a href="https://youtu.be/IEWeanbfnQ">https://youtu.be/IEWeanbfnQ</a>
	<a href="https://youtu.be/JROZc-9DayM">https://youtu.be/JROZc-9DayM</a>
	<a href="https://youtu.be/TOEusBA6G04">https://youtu.be/TOEusBA6G04</a>
	<a href="https://youtu.be/KvQ8iVo3YbU">https://youtu.be/KvQ8iVo3YbU</a>





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**LESSON PLAN**

**COURSE TITLE :- T.Y.B.Sc (ORGANIC CHEMISTRY-III)**

**SUBJECT:- (ORGANIC CHEMISTRY-III)**

**UNIT NO. 1 :- 1.1 Mechanism of organic reactions (10 L)**

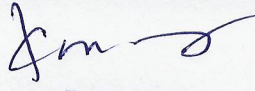
ESSON PLAN NO.	COURSE OUTCOME	TOPIC/SUB TOPIC NAME	TEACHING METHOD	TEACHING MATERIAL	FEED-BACK
1.	to differentiate fission and fusion term along with electrophile and nucleophile	The basic terms & concepts: bond fission, reaction intermediates, electrophiles & nucleophiles, ligand, base, electrophilicity vs. acidity & nucleophilicity vs basicity.	ICT	PPT	students can listen carefully understand electrophilicity acidity & nucleophilicity vs basicity.
2.	to describe the neighbouring group participation with mechanism	Neighbouring group participation in nucleophilic substitution reactions: participation of lone pair of electrons, kinetics and stereochemical outcome.	Participatory learning	Board, Chalk and talk	students got knowledge about Neighbouring group participation
3.	to summarise the nucleophilic substitution reaction in acid and basic compound	Acyl nucleophilic substitution (Tetrahedral mechanism): Acid catalyzed esterification of carboxylic acids (AAC2)	Self directed learning	Youtube	Students can give answer asking related question
4.	to understand the nucleophilic substitution reaction in acid and basic compound	Acyl nucleophilic substitution (Tetrahedral mechanism): base promoted hydrolysis of esters (BAC2).	Project base learning	Chalk and talk	Students can show interest to clarify concept of Acyl nucleophilic substitution
5.	to recall the pericyclic reaction and also describe the classification of pericyclic reaction	Pericyclic reactions, classification and nomenclature	Integrated learning	Videos	students can listen carefully
6.	to differentiate Electro cyclic reactions	Electro cyclic reactions (ring opening and ring closing), cycloaddition, sigma tropic	Participatory learning	Board, Chalk and talk	students can listen carefully understand Electro cyclic reactions.
7.	to understand the Rearrangement, group transfer reactions	Rearrangement, group transfer reactions, cheletropic reaction	Participatory learning	Board, Chalk and talk	students got knowledge about , group transfer



					reactions, cheletropic reaction
8.	to describe the Pyrolytic elimination Cope, with mechanism	Pyrolytic elimination: Cope,	Integrated learning	Videos	students can listen carefully
9.	to recall the Pyrolytic elimination and also describe Chugaev reaction	Pyrolytic elimination Chugaev,	ICT	PPT	students can easily differentiate chugaev reaction
10.	to describe Pyrolytic elimination pyrolysis of acetates	Pyrolytic elimination pyrolysis of acetates	ICT	PPT	students can listen carefully

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LESSON PLAN

COURSE TITLE :- T.Y.B.Sc (ORGANIC CHEMISTRY-III)

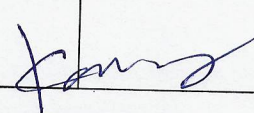
SUBJECT:- (ORGANIC CHEMISTRY-III)

UNIT NO. 1 :- 1.2 Photochemistry (5L)

LESSON PLAN NO.	COURSE OUTCOME	TOPIC/SUB TOPIC NAME	TEACHING METHOD	TEACHING MATERIAL	FEED-BACK
1.	to describe the Jablonski diagram, singlet and triplet states, allowed and forbidden transitions,	Introduction: Difference between thermal and photochemical reactions. Jablonski diagram, singlet and triplet states, allowed and forbidden transitions,	Integrated learning	PPT	students can listen carefully understand Jablonski diagram
2.	to recall fate of excited molecules, photosensitization.	fate of excited molecules, photosensitization.	Participatory learning	Board, Chalk and talk	students got knowledge about photosensitization.
3.	to know the photo isomerization, photochemical rearrangement of 1,4-dienes (di- $\pi$ methane)	Photochemical reactions of olefins: photo isomerization, photochemical rearrangement of 1,4-dienes (di- $\pi$ methane)	Self directed learning	You tube	Students can give answer asking related question
4.	to summarise Photochemistry of carbonyl compound Norrish I, Norrish II	Photochemistry of carbonyl compound Norrish I, Norrish II	Project base learning	Chalk and talk	Students can show interest to clarify concept of Norrish I, Norrish II
5.	To predict and identify photochemical reduction reaction with suitable example.	Photochemistry of carbonyl compound Photo reduction (e.g. benzophenone to benzpinacol)	ICT	Videos	students can listen carefully

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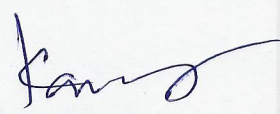
SUBJECT:- (ORGANIC CHEMISTRY-III)

UNIT NO. 2 :- 2.1 Stereochemistry I (5L)

LESSON PLAN NO.	COURSE OUTCOME	TOPIC/SUB TOPIC NAME	TEACHING METHOD	TEACHING MATERIAL	FEED-BACK
1.	to understand Molecular chirality and elements of symmetry	Molecular chirality and elements of symmetry:	ICT	Vedios	students can listencarefully andunderstand Molecular chirality
2.	Students would classify Mirror plane symmetry, inversion center	Mirror plane symmetry, inversion center,	Participatory learning	Board, Chalk and talk	students got knowledge about symmetry,
3.	to know the chirality of compound and stereogenic center	Chirality of compounds without a stereo genic center: <b>cummulenes</b>	Self directed learning	You tube	Students can give answer asking related question
4.	to differentiate the chirality of compound and stereogenic center <b>biphenyls</b> .	Chirality of compounds without a stereo genic center: <b>biphenyls</b> .	Project base learning	Chalk and talk	Students can show interest to clarify concept
5.	to describe the symmetry concept along with inversion centre	Molecular chirality and elements of symmetry:inversion center,	Integrated learning	Board Chalk	students can listen carefully

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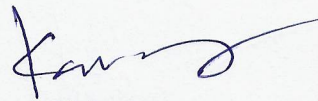
**SUBJECT:- (ORGANIC CHEMISTRY-III)**

**UNIT NO. 2 :- 2.2 Agrochemicals (4L)**

LESSON PLAN NO.	COURSE OUTCOME	TOPIC/SUB TOPIC NAME	TEACHING METHOD	TEACHING MATERIAL	FEED-BACK
1.	to explain General introduction & scope, meaning & examples of agrochemicals	General introduction & scope, meaning & examples of insecticides, herbicides, fungicide, rodenticide, pesticides, plant growth regulators.	Self directed learning	PPT	students can listen carefully and understand example of insecticides
2.	to understand Bio pesticides like Neem oil & Karanj oil.	Bio pesticides – Neem oil & Karanj oil.	Participatory learning	Board, Chalk and talk	students got knowledge about Bio pesticides
3.	to memorise Advantages & disadvantages of agrochemicals	Advantages & disadvantages of agrochemicals	ICT	Videos	students get interest to understand Advantages & disadvantage of agrochemical
4	to explain the Synthesis & application of IAA ( Indole Acetic Acid) & Endosulphan	Synthesis & application of IAA ( Indole Acetic Acid) & Endosulphan,	Self directed learning	You tube	Students can give answer asking related question

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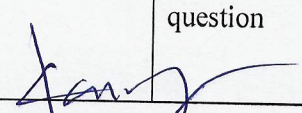
**SUBJECT:- (ORGANIC CHEMISTRY-III)**

**UNIT NO. 2 :- 2.3 Heterocyclic chemistry: (6 L)**

LESSON PLAN NO.	COURSE OUTCOME	TOPIC/SUB TOPIC NAME	TEACHING METHOD	TEACHING MATERIAL	FEED-BACK
1.	to construct Reactivity of pyridine-N-oxide, quinoline and iso-quinoline.	Reactivity of pyridine-N-oxide, quinoline and iso-quinoline.	ICT	Videos	Students can give answer asking related question
2.	to formulate the synthesis pyridine-N-oxide, quinoline (Skraup synthesis)	Preparation of pyridine-N-oxide, quinoline (Skraup synthesis)	Participatory learning	Board, Chalk and talk	students can easily understand preparation of quinoline
3.	to describe the synthesis Preparation of iso-quinoline ( Bischler-Napieralski synthesis).	Preparation of iso-quinoline ( Bischler-Napieralski synthesis).	Self directed learning	Youtube	students can listen carefully and solve synthesis
4.	to explain the Reactions of of pyridine-N-oxide: halogenation, nitration and reaction with NaNH <sub>2</sub> /liq.NH <sub>3</sub> ,	Reactions of pyridine-N-oxide: halogenation, nitration and reaction with NaNH <sub>2</sub> /liq.NH <sub>3</sub> ,	Project base learning	Chalk and talk	students get interest to solve the problems.
5.	to differentiate the Reactions of quinoline and isoquinoline	Reactions of quinoline and isoquinoline; oxidation, reduction, nitration,	Integrated learning	Board Chalk	students got knowledge about reaction of quinoline
6.	Students would be able to understand different Reactions of quinoline and isoquinoline; halogenation	Reactions of quinoline and isoquinoline; halogenation and reaction with NaNH <sub>2</sub> /liq.NH <sub>3</sub> , n-BuLi.	Descriptive learning	PPT	Students can give answer asking related question

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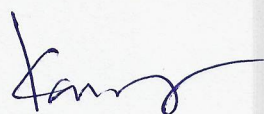
**SUBJECT:- (ORGANIC CHEMISTRY-III)**

**UNIT NO. 3 :- 3.1 IUPAC (5 L)**

LESSON PLAN NO.	COURSE OUTCOME	TOPIC/SUB TOPIC NAME	TEACHING METHOD	TEACHING MATERIAL	FEED-BACK
1.	Students would be able to reconcile different rules of Bicyclic compounds like spiro, fused compound	IUPAC Systematic nomenclature of Bicyclic compounds – spiro, fused	ICT	Vedios	Students can give answer asking related question
2.	Students would be able to construct nomenclature of bridged (upto 11 carbon atoms) – saturated and unsaturated compounds.	IUPAC Systematic nomenclature of bridged (upto 11 carbon atoms) – saturated and unsaturated compounds.	Participatory learning	Board, Chalk and talk	Students analysed bridged compound easily.
3.	to understand IUPAC Systematic nomenclature of Biphenyls.	IUPAC Systematic nomenclature of Biphenyls	Self directed learning	Youtube	student can listen carefully.
4.	to reconcile different rules for identification of cummulene with to triple bond	IUPAC Systematic nomenclature of Cummulenes with upto 3 double bonds	Project base learning	Chalk and talk	Students can give answer asking related question
5.	to understand IUPAC Systematic nomenclature systematic rules.	IUPAC Systematic nomenclature of Quinolines and isoquinolines	Integrated learning	Board Chalk	Student got information about nomenclature of Quinolines

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**“Jeevandeep Shaikshanik Sanstha Poi’s”**  
**ARTS, COMMERCE & SCIENCE COLLEGE, GOVELI**  
(Affiliated to University of Mumbai)  
Goveli, Tal-Kalyan, Dist-Thane 421301

**LESSON PLAN**

**COURSE TITLE :- T.Y.B.Sc (ORGANIC CHEMISTRY-III)**

**SUBJECT:- (ORGANIC CHEMISTRY-III)**

**UNIT NO. 3 :- 3.2 Synthesis of organic compounds (10L)**

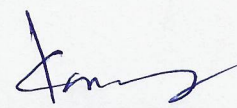
LESSON PLAN NO.	COURSE OUTCOME	TOPIC/SUB TOPIC NAME	TEACHING METHOD	TEACHING MATERIAL	FEED-BACK
1.	To prepare Linear and convergent synthesis, To identify concept of chemoselectivity and regioselectivity.	Introduction: Linear and convergent synthesis, criteria for an ideal synthesis, concept of chemoselectivity and regioselectivity with examples, calculation of yields.	ICT	Videos	Student got information about Linear and convergent synthesis,
2.	to construct Multicomponent Synthesis like Mannich reaction and Biginelli reaction	Multicomponent Synthesis: Mannich reaction and Biginelli reaction. Synthesis with examples (no mechanism)	Participatory learning	Board, Chalk and talk	Students can easily identify Mannich reaction and Biginelli reaction.
3.	to summarise the basic concept of green chemistry along with basic twelve principle	Green chemistry and synthesis: Introduction: Twelve principles of green chemistry,	Self directed learning	Youtube	Students can give answer asking related question
4.	To describe concept of atom economy and E-factor, calculations and their significance,	concept of atom economy and E-factor, calculations and their significance, numerical examples.	Project base learning	Chalk and talk	Students analysed economy and E-factor easily.
5.	to memorised the green solvent and green starting material and also distinguish between chemical and green solvent.	Green reagents: dimethyl carbonate. Green starting materials : D-glucose	Integrated learning	Board Chalk	students get idea about Green starting materials : D-glucose
6.	Students would be able to prepare contract account and understand treatment of profit on incomplete contracts.	iii) Green solvents : supercritical CO <sub>2</sub>	Discriptive leaning	PPT	Student got information about Green solvents : supercritical CO <sub>2</sub>



7.	to understand the planning of synthesis of nitroaniline and effect of aniline	Planning of organic synthesis of nitroanilines. (o&p)	ICT	Videos	Students can easily identify Planning of organic synthesis of nitroanilines. (o&p)
8.	to prepare Planning of organic synthesis of halobenzoic acid.(o&p)	Planning of organic synthesis of halobenzoic acid.(o&p)	Integrated learning	Board Chalk	student listen carefully.
9.	to construct Planning of organic synthesis Alcohols (primary / secondary / tertiary) using Grignard reagents.	Planning of organic synthesis Alcohols (primary / secondary / tertiary) using Grignard reagents.	Descriptive leaning	PPT	Students can easily identify Planning of organic synthesis Alcohols
10.	Students would be able to prepare Planning of organic synthesis Alkanes (using organo lithium compounds)	Planning of organic synthesis Alkanes (using organo lithium compounds)	ICT	Videos	Students can give answer asking related question

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SUBJECT TEACHER

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HEAD OF DEPARTMENT



Principal

Jeevandeep Shaikshaniik Sarathas  
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