2.7.5

DOCUMENTS UPLOAD

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Sector - 8, Khanda Colony, New Panvel(W), Dist. Raigad - 410 206, Tel : 22935554 / 27464161.

LESSON NOTE

Name of the Student Teacher: Poonam Shah
Roll No. 70 Subject Economics
Lesson No.: 1
Topic Trade
Subtopic Trade and Types of trade

Practising School / College AFAC
Std. IX Div.
Date 16-1-20 Time

Previous knowledge of the class The pupil are aware of their basic needs and wants. And they are aware of how to get them.

General Objectives / Instructional Objectives	Learning Outcomes
Remembering - The pupil remembers the concept of trade.	Remembering - The pupil recalls the meaning of trade.
Understanding - The pupil develops an understanding of different types of trade.	Understanding - The pupil explains different types of trade.
Applying - The pupil applies his/her knowledge on types of trade in new and day to day situation.	Applying - The pupil will be able to classify the type of trade in his day to day life with reason.

Introduction The teacher will ask student to work in pair and share 5 things they require each day and where do they get it from. Students will be 3 minutes to share with their partner. And some of the pairs will share their conversations in the class.

Statement of Aim So, today we will learn more about trade and types of trade.

Reference Book/Websites: Std IX textbook (Geography) chapter 9 - Trade

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Teaching Points Content Analysis	Teacher Activities	Students Response / Activities
Meaning of trade: The buying or selling of goods or services between people or countries is called trade.	Teacher shows flashcards of demand, supply buyer and seller. She asks students to share their understanding about each word. Q – How are each of them related? [Concept of trade] (CE)	Students speak about when demand is created, the seller supplies the goods or services and the buyer buys them.
Types of Trade: A] According to quantity of goods 1) Wholesale trade 2) Retail trade. B] According to the extent of Region 3) Domestic trade 4) International trade 5) Export and Import	Teacher to divide the class into 5 groups. Each group will be given one type of trade to understand and present it to the class. The teacher will act as a facilitator and will assist if required. Q1] Who is the buyer and who is the seller in each of the type of trade who is involved? Q2] Why does the trade take place? 1) Wholesale trade Involves Quantity of goods 2) Retail trade Involves Quantity of goods 3) Domestic trade Involves the region 4) International trade Involves countries 5) Export and Import Involves countries	The students will present their given type of trade to the others in the class with one eg. of each. 1) The trade is between the producer and retailer on large scale. 2) The trade is between the retailer and the consumer 3) The trade is b/w two regions of the same country 4) It is the trade between countries 5) It involves two countries.
Closure	So, Today we have learnt about trade and types of trade.	

Blackboard Work Topic - Trade Date: Std: IX

Sub - Economics Sub topic - Trade and types of trade.

Meaning -
The buying or selling of goods or services between people or countries is called trade.

Types of trade
1) Wholesale Trade
2) Retail trade
3) Domestic trade
4) International trade
5) Export and Import

Teaching Aids (Specify)
- Flashcards of words - Demand, Supply, Buyer and Seller
- 5 Chart paper, marker
- Textbooks

Core Element (Description)
Constitutional Obligation -
It is the duty of each citizen to be aware of consumer protection act 1986

Evaluation
Q1) What do you mean by trade?
Q2) Explain any one type of trade?
Q3) What is the difference between Wholesale and Retail trade? Give eg.
Q4) What is the difference between Domestic and International trade? Give eg.
Q5) What is the difference between Import and Export? Give eg.

Values (Description)
- We should be proud of our diversity in culture and regions and should preserve our culture while getting engaged in International trade.
- Value our artisans

Applying/Analyzing/Evaluating/Creating
- Give examples of the type of trades that we learnt today.
- Create a flowchart showing the types of trade.

Methodology Adopted
Lecture cum workshop method (presentation method)

Assignment From textbook - Excercise Q1, Q2 (A&B), Q3 (ABC) and Q4

Remark Criteria	
Set induction	
Model Reading	
Model Recitation	
Objective Qns.	
Silent Reading	
Narrations	
Explanations	
Illustrations	
Apt Questions	
Use of teaching aids	
Class participation	
Black Board work	
Experiments	
Demonstration	
Specimen observation	
Dramatization	
Students's reading/recitation/drill	
Core Elements	
Values	
Closure	
Teacher 's knowledge of Content	
Teacher 's prep aration of Lesson	
Method of teaching	
Interest created	
Class control	

* Any one of the following remarks:

Excellent (E)	Very Good (VG)
Good (G)	Very Satisfactory (VS)
Satisfactory (S)	Very Fair (VF)
Fair (F)	Poor (P)

Suggestions

Dear Poonam,

- Set induction was done through questioning by dividing the students into teams and taking their responses.
- It was connected properly to statement of aim.
- C.B. work is neat & tidy.
- Explanation is in depth & clear.
- C.B. work is systematic
- Questioning is apt
- Very Confident & Well prepared.
- Content knowledge is good
- Student Participation is good

Overall a good attempt.

Supervisor's Sign.

Reflections

I was satisfied by the lesson that I executed. I went in a systematic manner from the introduction to connecting the lesson to the development part. I am happy that I could deliver the lesson that was interactive.

I will ensure that next time the pictures could be specific so that I dont have to probe and can save time and the lesson doesnt get lengthy.

Guiding Professor's Signature

Co-Teaching with Peers

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NaiTalim - Experiential Learning Work Education

Name: KAVIYA GANDHI Roll No. 56 Subject: English.

Date: 10.2.2021 Std: VII . Unit/Topic: SAFETY MEASURES IN SCHOOL.

Lesson No. 09. Practice Teaching School: Chembur Karnataka High School.

LESSON OUTCOME:

Cognitive competencies: The students will be able to:
To enlist all the safety measures that a school must take in order to ensure complete precaution on reopening of the schools.

Psychomotor competencies: The students will be able to:
Create a poster on the various safety measures that need to be taken by a school in order to spread awareness with respect to COVID-19.

Affective competencies: The students will develop:
The students shall understand the importance of these posters in the premises.

LESSON STRUCTURE:

Introduction	Teaching Approaches
The teacher introduces the topic with the following questions –	The tr makes them aware that safety measures in any situation is better to take for one & all.
Q.1 What do you mean by the word safety measures? [activities & precautions taken to improve safety i.e. reduce risk to human health]	
Q.2 Do you think its imp. to take such safety measures? [Yes]	

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Content Analysis: Teaching points

1. What are safety measures to be taken in COVID-19 when in school
2. ~~What~~ The Importance of these Measures.
3. The Benefits of these safety measures.

Main Content:	Teaching Approaches
→ The teacher teaches the topic through a brainstorming session on the 'Safety Measures to be taken when in school'. → The teacher creates a mindmap to show the safety measures that one can take when the school reopens.	- Teacher asks Q.'s like - Q.1. Which virus has spread in our country & over to various parts of the world? Q.2. What are the various ways in which we can protect ourselves? Q.3. Do you think it's imp & beneficial? How?
Steps: The Tr. encourages the students to select any one safety measure & create a poster. - She briefs the students the things that they need to keep in mind - Size - Min A3 size. Picture - Illustration should be there. Caption - A catchy caption should be there. Attractive & Colourful - So that it catches attention.	Pupils will choose various measures - - wearing mask - sanitizing hands. - maintaining a min. distance of 6 ft. - If ill visit the Dr. - Sneeze with folded elbows., etc
Precautions: - The Tr. ensures the students do not use any unsafe craft material. - The Tr. ensures the students are selecting different topics so as to avoid repetition. - The Tr. ensures all student work is displayed on the premise at various spots to solve the purpose of this activity.	After the activity is done, the students go around stick their posters at important places. They also do a gallery walk in order to see their peers work.

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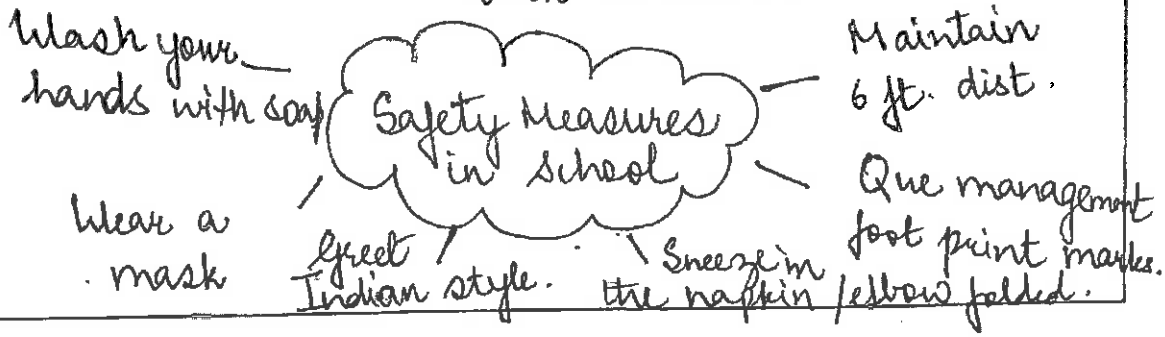
Tools and Resources:	Reflection:
- A sample of a poster would be shown to the students.	The pupil reflects on the various posters their friends have designed.

CLOSURE: So, Today we have understood the importance of safety measures to be taken when the school ~~is~~ has resumed.

BLACK BOARD

Dt.- _____ Subject : English Std. VII

Topic : 'Safety measures when in school'.



ASSESSMENT

EVALUATION/ ASSESSMENT	STRATEGIES
EVALUATION: Give any 1 eg. of protecting ourselves ~~when~~ of the virus when in school. **ANALYSING:** How will creating posters & putting them around in the school help everyone? **CRITICAL REFLECTION:** Through this activity the students shall come to know the importance of spreading awareness of safety measures through these posters.	The strategies used by the teacher for this lesson are: 1. Questioning + Mind map. 2. Poster making by the the student wherein they illustrate.

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LESSON NOTE Co-teaching with peer.

Name of the Student Teacher: Kunali Sanghvi
Roll No. 47 Subject English (Grammar)
Lesson No.: 8
Topic Adjectives
Subtopic Types of Adjectives.

Practising School / College SIES High School
Std. VI Div.
Date 5/2/21 Time

Previous knowledge of the class The pupil are aware of adjectives (describing words).

General Objectives / Instructional Objectives

Remembering :-
The pupil remembers the types of adjectives.

Understanding :-
The pupil develops understanding of types of adjectives.

Applying :-
The pupil uses his knowledge & understanding of the types of adjectives in new & unfamiliar situations.

Learning Outcomes

Remembering :-
The pupil recalls the names of the three types of adjectives.

Understanding :-
1) The pupils explains how an adjective can be formed from nouns.
2) The pupil illustrates the types of adjectives.

Applying :-
The pupil gives own examples of types of adjectives.

✓ Peer

Introduction Tr. shows a flower vase and asks qs. (1) what do you see? (A flower vase) (2) Give words that come to your mind when you see a flower vase. (St. ans). (3) How is the flower vase? (beautiful, pretty) (4) How are the flowers? (colourful, .. big, small). Tr. shows a ball & asks qs. (5) what is this? (ball) (6) what is a colour of the ball? (red) (7) what shape is the ball? (round) (8) Is it big or small? (small) All these words describe the things like a flower vase & a ball. They give us more information about the nouns.

Statement of Aim So today, we will learn about the types of adjectives in the chapter 'Adjectives'.

Reference Book/Websites: Grammar for High school English by Wren & Martin.

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Teaching Points Content Analysis	Teacher Activities	Students Response / Activities
1) Adjectives of Quality :- They are also called Descriptive adjective. It shows kind or quality of a person or thing. For eg :- brave, beautiful sharp, nice, round etc.	The tr. puts up examples of adjectives of quality & asks the following q/s. 1) Heena is a brave girl. (c.v) 2) The peacock is a beautiful bird. *(c.E) 3) This is a sharp knife. Identify the nouns in the above sentences. Q) Which word act as adjectives in the above sentences ie describe or tell about the quality of that person place, animal or thing. Q) Define the same in your own words.	Heena, girl, peacock, bird. knife. brave, beautiful, sharp. St. define in their own words
2) Adjectives of Quantity :- It shows the quantity of a thing or how much of a thing is meant. For eg :- enough, some, all, little etc...	The tr. puts up examples of adjectives of quantity & asks the following q.s. 4) Children must get enough nutrition daily. 5) I ate some vegetables 6) She has lost all her wealth. Q) How many nouns are there in the sentences? Identify them. Which words act as adjective or show how much of a thing is described? Q) Define the same in your own words.	Children, nutrition, I, She - Pronouns enough, some, all. St. define in their own words.
Adjectives of number (Numerical Adjectives) These show how many persons or things are meant or in what order a person or thing stands as For eg : five, no, first, many etc..	The tr. puts ex. of adjectives of number & asks the following q.s. 7) The hand has five fingers. 8) There are no pictures in the book. 9) Sunday is the first day of the week. Q) Identify the nouns. Q) Which words act as an adj. ie. show how many things or order in which it stands. *	hand, fingers, book, Sunday, week - five, no, first.

Closure So today we have learnt the types of Adjectives in the chapter "Adjectives".

*Q) Define the same in your own words. St. define in their own words

Q) Tr. asks pupil to give their own examples.

Blackboard Work Subject: English (Grammar) Std: VI

Date: Topic: Adjectives

Sub-topic: Types of adjectives.

Sentences :-	Noun	Adjective	Definition
1) Heena is a brave girl.	Heena, girl.	brave	Adjective of a quality Show a kind quality of a person or thing. Eg. sharp, brave.
2) Peacock is a beautiful bird.	Peacock bird.	beautiful	
3) This is a sharp knife.	Knife	sharp	
4) Children must get enough nutrition daily.	Children nutrition	enough	Adjective of quantity Show how much of a thing is meant Eg:- enough, some
5) I ate some vegetables		some	
6) She has lost all her wealth.	She, I, wealth	all	
7) The hand has five fingers.	hands, fingers	five	Adjective of number Show how many persons or things are meant or in what order a person or thing stands
8) There are no pictures in this book.	pictures book	no	
9) Sunday is the first day of the week.	Sunday week	first	

Teaching Aids (Specify)

Charts for definition flower vase, ball.

Core Element (Description)

Content essential to nurture Indian National identity

Tr. speaks about Peacock which is the National bird of India.

Evaluation Peer

Identify the adjectives & state it's type.

1). Raj is an honest man.

2) Mumbai is a large city.

3) There is little water in the water.

Values (Description)

Egalitarianism. Girls & boys should be treated equally based on skills & abilities & not on gender or their strength.

Applying/Analyzing/Evaluating/Creating

4) We have two ears.

5) Most boys like football.

6) January is the first month of the year.

Methodology Adopted

Inducto-Deductive method.

Assignment Write 2 sentences in each of the types of Adjectives.

Macro Lesson #4

Poetry

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LESSON NOTE

Name of the Student Teacher: KAVITA GANDHI.
Roll No. 56 Subject ENGLISH
Lesson No.: 04
Topic POETRY.
Subtopic If I can stop one heart from breaking.

Practising School / College Chembur Karnataka High School
Std. VI Div.
Date 27.1.2021 Time

Previous knowledge of the class The pupil is aware of how one should be kind & helpful to all.

General Objectives / Instructional Objectives

Remembering -
The pupil remembers the central idea of the poem.

Understanding -
The pupil develops understanding of the central idea of the poem.

Applying -
The pupil applies his knowledge & understanding of the theme of the poem in a new & unfamiliar situation.

Learning Outcomes

Remembering -
1) The pupil recalls the -
→ types/theme of poems Emily Dickinson writes.
→ name of any of her famous work.

Understanding -
→ The pupil explains the rhyming scheme.
→ The pupil picks out the figures of speech used.

Applying -
→ The pupil identifies opportunities to help people around them.
→ The pupil recites the poem with correct pronunciation & modulation.

Introduction The Tr. shows the picture of Mother Teresa & Heller Keller & asks the following questions - (a) Can you identify these famous personalities. (b) Why are they famous? [They are famous as they put the needs of others above their own & help people in need] * [C.E.]

Statement of Aim So, Today we are going to learn about yet another poet who through her poem tries to tell her readers to bring happiness in others life

Reference Book/Websites: Poetryfoundation.org
thoughtco.com

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Teaching Points Content Analysis	Teacher Activities	Students Response / Activities
1) Background of the poet - Emily Elizabeth Dickinson is known as America's most important poets. She was born in 1830 in US & lived alone taking care of her parents. She wrote 1000's of poems, most published after her death in 1886. The central theme being death. She wrote a few poems like - I taste a liquor never brewed, success is counted sweetest.	The Tr. recites the poem with proper pronunciation intonation & voice modulation.	- Listen
	The tr. asks the students to recite the poem with their books open.	- Follow the poem.
	The Tr. puts up the picture of Emily Dickinson & elaborates about his style of writing.	
	The Tr. puts up the picture of a boy helping a robin unto his nest & asks the following questions :-	Students observe the picture.
2) The meaning of the poem - This poem is a poem on selfless-love. It's a selfless proclamation of wanting to assist another person in life to give meaning to life. The 1st stanza says that so long as the ability exists to "help another, life can be something that is worth experiencing. Lines 5 & 6 solidifies the theory that she does not care who or what she assists, only that this assistance will make her life worth experiencing. She ends with the same declaration that others can create a life that is worthwhile. The poet concerns herself with a wide variety of interests - she looks to nature, refers to a breaking heart & finally concentrates on the quality of a person's life.	1) What is the boy doing?	→ helping the bird.
	2) What is the meaning of the line - 'If I can stop one heart from breaking.'	→ The poet is expressing her desire to stop someone from having her heart broken.
	3) Which figure of speech is seen in the lines - 'Or help one fainting robin unto his nest again.'	- Metaphor. compares the fainting robin to a troubled soul.
	4) What is the rhyming scheme of the poem?	- ABAB (in the first 4 lines) then free.
	5) What does the poet mean when she says - "I shall not live in vain."	she means that her life will be more meaningful.
3) Figures of speech Metaphor comparing the robin to someone in a troubled state.		

Closure So today we have learnt about how to selflessly help others in the poem 'If I can stop one heart from bleeding by Emily Dickinson.

Blackboard Work

Dt.

Subject: English (Poetry) Cl. VI

Topic: If I can stop one heart from breaking.

— Emily Dickinson

— America's most imp. poet

- 1830 – 1886.
- lived like a recluse in U.S.
- Poems got published after her death.
- Famous work – I taste a liquor never brewed.

Central Idea – A life that is devoted to another's welfare is a life well-lived.

Figures of Speech

Metaphor.

Teaching Aids (Specify)

- Picture of Mother Teresa & Hellen Keller.
- Picture of Emily Dickinson.

Core Element (Description)

Content Essential to Nurture India's National Identity –

The Tr. speaks about Mother Teresa & Hellen Keller how their selfless love towards the needy changed the lives of millions of people around the world.

Evaluation

1) Name any of Emily Dickinson's famous work?

2) What is the rhyming scheme of the poem?

3) What is the central theme of the poem? If you wanted to help people around you, how would you do so?

Values (Description)

Always help people in need. If God has given you the ability to help, one must not leave that chance.

Applying/Analyzing/Evaluating/Creating

Loud Recitation by students.

Methodology Adopted

Lecture cum discussion.

Assignment Read the poem 'Success is counted sweetest' by Emily Dickinson

Co-Teaching with Peer 3.

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LESSON NOTE

Name of the Student Teacher: KAVITA GANDHI
Roll No. 56 Subject ENGLISH
Lesson No.: 08.
Topic PROSE
Subtopic SEVEN SISTERS.

Practising School / College Chembur Karnataka High School
Std. VI Div.
Date 5.2.2021. Time

Previous knowledge of the class The pupil is aware of various locations in India & what are they famous for.

General Objectives / instructional Objectives

Remembering -
The pupil remembers the central idea of the chapter.

Understanding -
The pupil develops an understanding of the chapter.

Applying -
The pupil applies his knowledge & understanding in new & unfamiliar situations.

Learning Outcomes

Remembering -
1. The pupil recalls which place is referred to as - Land of the Rising Sun.
2. The pupil states the place which is also called Ahom.

Understanding -
1) The pupil describes the unique features of Arunachal Pradesh.
2) The pupil picks out new words from the chapter.

Applying
1) The pupil frames sentences with the new words.
2) The pupil reads the lesson with

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Introduction The Tr. puts up a map of Maharastra & ask the students to identify it - Then she asks the students to brainstorm as to - What is it famous for - * [C.E] - Ajanta & Ellora caves, misal pav, vada pav, lavani (dance), ganesh chathurthi etc.

Statement of Aim So, today we shall learn about North East India which is unexplored nature beauty in the chapter "Seven Sisters".

Teaching Points Content Analysis	Teacher Activities	Students Response / Activities
1] Arunachal Pradesh - called the Land of the Rising Sun. - Food - rice with fish, meat & green vegetables. Kavita Popular dish - Momos. - Nature's haven with waterfalls, forest reserves. - Famous Tourist spot - 400 yr. old Buddhist monastery at Tawang & India's 1st Orchid Sanctuary.	Tr. reads the passage with correct pronunciation intonation & voice modu. Tr. teaches with the help of the following Q.'s. 1) What attractions would you visit when in A.P.? Would you ask your friend to visit? 2) Why would nature lovers like to visit A.P.? 3) Which word means a natural reserve? Frame a sentence. 4) Which word means a bldg where monks live? Frame a sent.	Students listen with books open. - Buddhist Monastery + Orchid Sanctuary. - lot of monasteries. lush green forests lakes, waterfalls, & deep R. valleys. - sanctuary monastery.
2] Assam - - Also know as Ahom & is between valleys of Brahmaputra & Barak rivers. Peer - Famous for - cuisine, culture artistic heritage, dance, temples & TEA & palaces. - Home to World Heritage sites like - Kaziranga National Park & Manas National Park. - Land is rich in petroleum, natural gas, coal, limestone, minerals. - Famous silks Fabrics - 'Eri' 'Muga' & 'Pat'. - Festival - Bihu.	5) What is Assam famous for? 6) Why is Assam's land considered Rich? 7) Which are the World Heritage Sites ?* [C.E.]. 7) Which word out here means a thing that is kept as a reminder of a person, place or event? Can you frame a sentence with the word.	Tea, temples, palaces, cuisine culture & festival. - As it is rich in petrol gas, coal, limestone, minerals etc. - souvenir.
3] Meghalaya - - capital city Shillong called as 'Scotland of the East'. Lavita - Languages spoken - Khasi Pnar & Garo. - Home to Cherapunji - the wettest place on Earth - Famous caves - Krem Liat Prah & Synrang Pamiang	8) What are the languages spoken? 10) What is the capital city Shillong addressed as? 10) Name the famous caves of Meghalaya?	- Khasi, Pnar & Garo. - Scotland of the East. - Krem Liat Prah Synrang Pamiang.
Closure So today we learnt about the beauty of North East India		

→ where do you see them (

Blackboard Work

Date Subject: English (Prose) Std VI
Topic : Seven Sisters

New Words -

sanctuary - a natural reserve.
monastery - a building occupied by a community of monks living under religious vows.
souvenir - a thing that is kept as a reminder of a person, place or event.

Teaching Aids (Specify)

- Picture of a map of Maharashtra, Arunachal Pradesh, Assam.
- Pics of A.P, Assam - clothes, food, dance, buddhist monastery, KNP, MNP.

Core Element (Description)

Content Essential to Nurture India's National identity -
- Talk about Maharashtra.
- Tr. to discuss about the buddhist monastery.
- Tr. to discuss about KZP & MNP as World Heritage Sites.

Evaluation

Pair

Q.1) Which place is called the Land of the rising Sun.
Q.2) Which place is also known as Aham?
Q.3) Describe the unique features of Arunachal Pradesh.
Q.4) Where is the wettest place on Earth situated? What is it called?

Values (Description)

The tr. discusses how there is more & enough places in India to visit and it's imp. we start by visiting these sites rather than going to other countries.

Applying/Analyzing/Evaluating/Creating

Loud Reading by students.

Methodology Adopted

Lecture cum Discussion.

Assignment Write a friendly letter to a friend describing the beauty of Assam and why he / she must visit it.

2.3.4(1)

Name : Vairavalakshmi

Roll no : 98

FY.B.Ed. (20-22)

CCA : Activity 3

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CCA
Activity 3

15 5 21

Assembly Report.

* Day and Date : 12th, May 2021 International Nurses Day
Wednesday

* Theme for the month : Internationalism

* Group : Vaishnavi, Valencia and Niravarshini
⇒ Vaishnavi has done the greetings, introduction, was a part of the group prayer, given voiceover for the nurses day video and spoken on florence nightingale & submitted the report.

⇒ Valencia covered the thought and value of the day, has done group prayer and given voice over for the video

* prayer : The prayer we chose was asking god to give us the strength for this ongoing pandemic. Too many souls have left this world due to this deadly virus. We prayed to god to make this disease go away and bring everyone's life back to normal. We asked for mercy to the almighty. We asked to give us the lost strength, we prayed to the lord for the survival of the poor people who lost their livelihood and to the people who are battling for their life. And in the end we asked for strength in mind and heart.

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* Thought of the day : "Humankind to service to God"
This thought has been chosen by Valencia. She started off with the definition of the term service as, act of helping

people without thinking about ones self for the betterment of the people. Emphasis given at the point by her were, it is true; service to humankind is equal to worshipping God an example given by her is ongoing pandemic due to the outbreak of the corona virus, where millions of people are greatly affected by it all kind of healthcare workers putting their life on the line to help these affected people. and their only motive is the recovery of the patient and bringing back the life they always had and hence in these difficult time we do see god in the people who works diversly for others to live and service, it is thus a selfless act.

* Values choosen: The value we choose is gratitude, the reason behind choosing this as the assembly day was International nurses day. Nurses play an important role in saving life of patients the only thing we can return is by showing gratitude to healthcare workers. Valencia highlighted the attitude of gratitude as one had to learn and count their blessings in life. when one does so you will find that they outnumbered the difficulties and problems faced in life. further an attitude of gratitude helps one to value the simple joys of life. The conclusion given were a heart of gratitude brings joy to god's heart and makes one richer than all billionaries.

* Your contribution: I discussed about the International Nurses day as this day is celebrated to mark the anniversary of Florence Nightingale's birth and to celebrate the achievements of the nursing profession. International Nurses Day has

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been created so that we can pay honor and tribute to all the nurses around the world and the incredible work they do. The theme chosen by International Council of nurses is adequate lead - a vision to future healthcare. The global covid-19 pandemic has shown the world the important role that nurses play in keeping people healthy across the lifespan. While there has been significant disruption in healthcare. There has also been significant innovation too. Nurses have a very varied role and they are responsible for a number of different things in workplace. This day is all about celebrating Nurses endless contribution to the society. We have to show our gratitude to these healthcare the least we could do is thanking them for their service.

We also made a video for the nurses day, and I have given voice over for few lines, I have also done the editing of the video including the poster for nurses day. I was also been apart of group prayer.

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The wave gave out significance of water. It showed how much water is available to Human beings. And how much is available for consumption. Water that is contaminated with feaces takes away millions of lives "WATER IS LIFE and we must VALUE IT"

There was a presentation on importance of water. The aim was to create an awareness for the 2.2 billion people who donot have access to safe water; to take action to tackle the world-wide water crisis The theme for World water Day was 'valuing water'.

MY CONTRIBUTION : My contribution in the special Assembly was the PRAYER.

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PAGE NO.:
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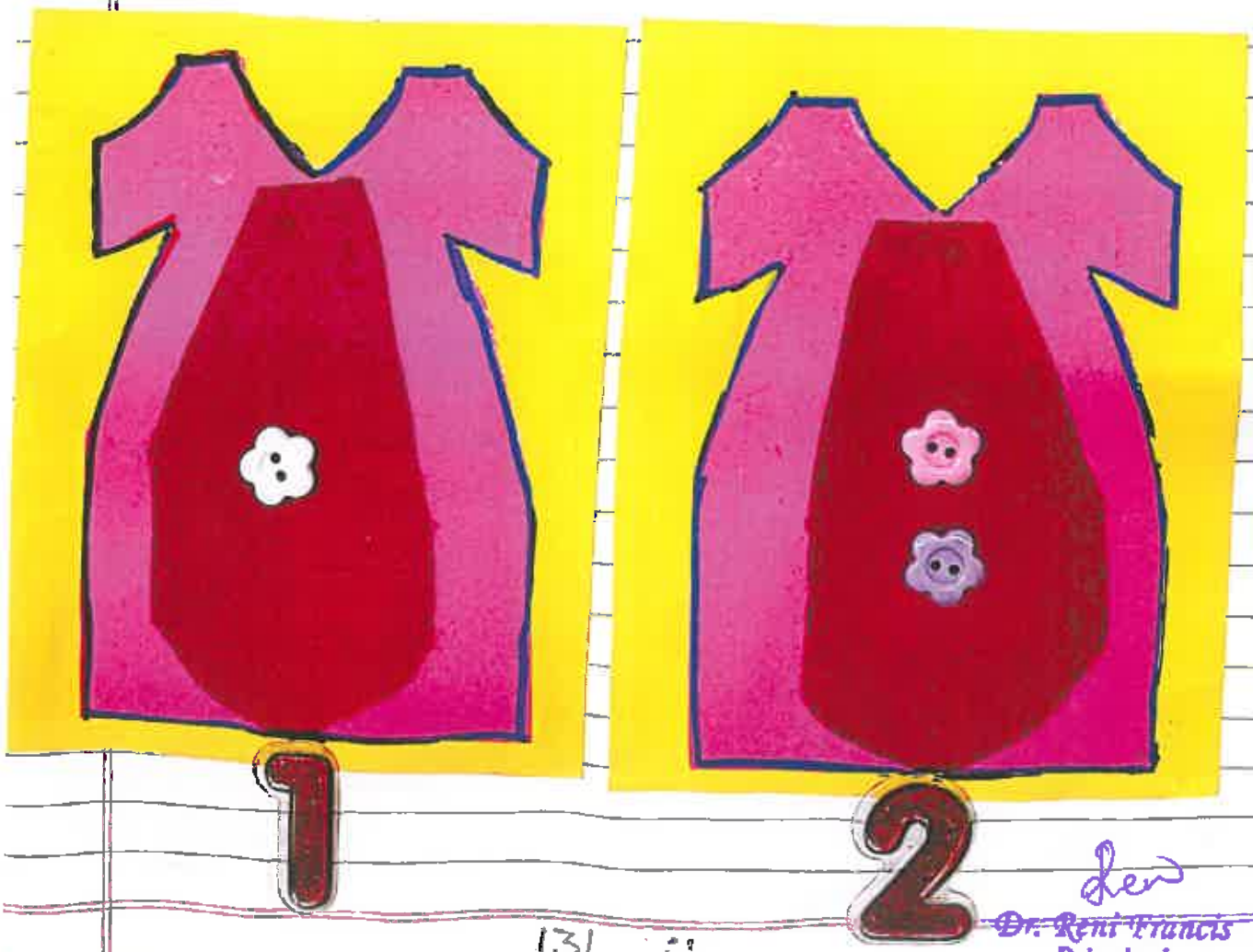
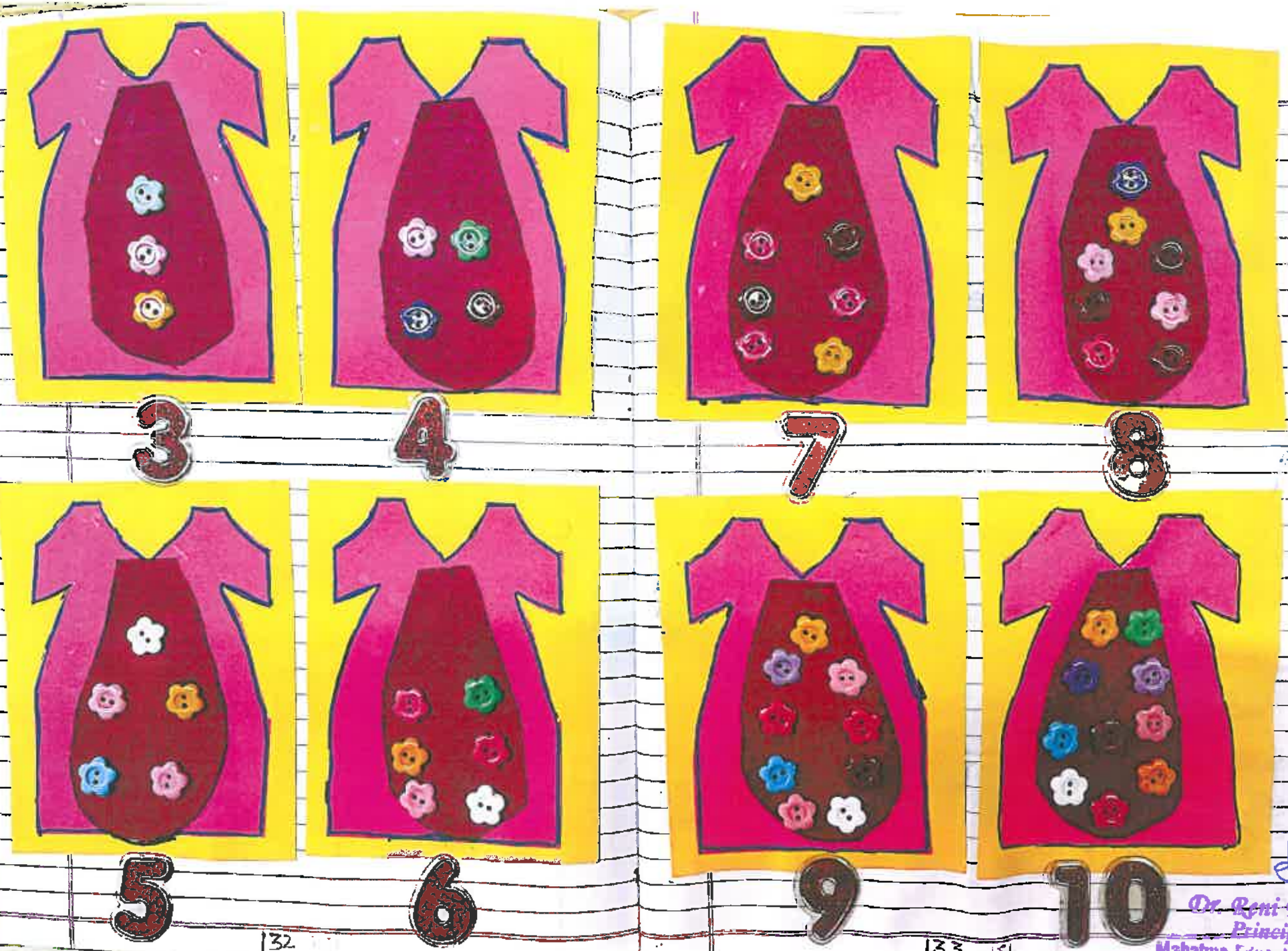
ASSIGNMENT - II

Different ICT technologies to cater to needs of children with special needs

1. NUMBERS.





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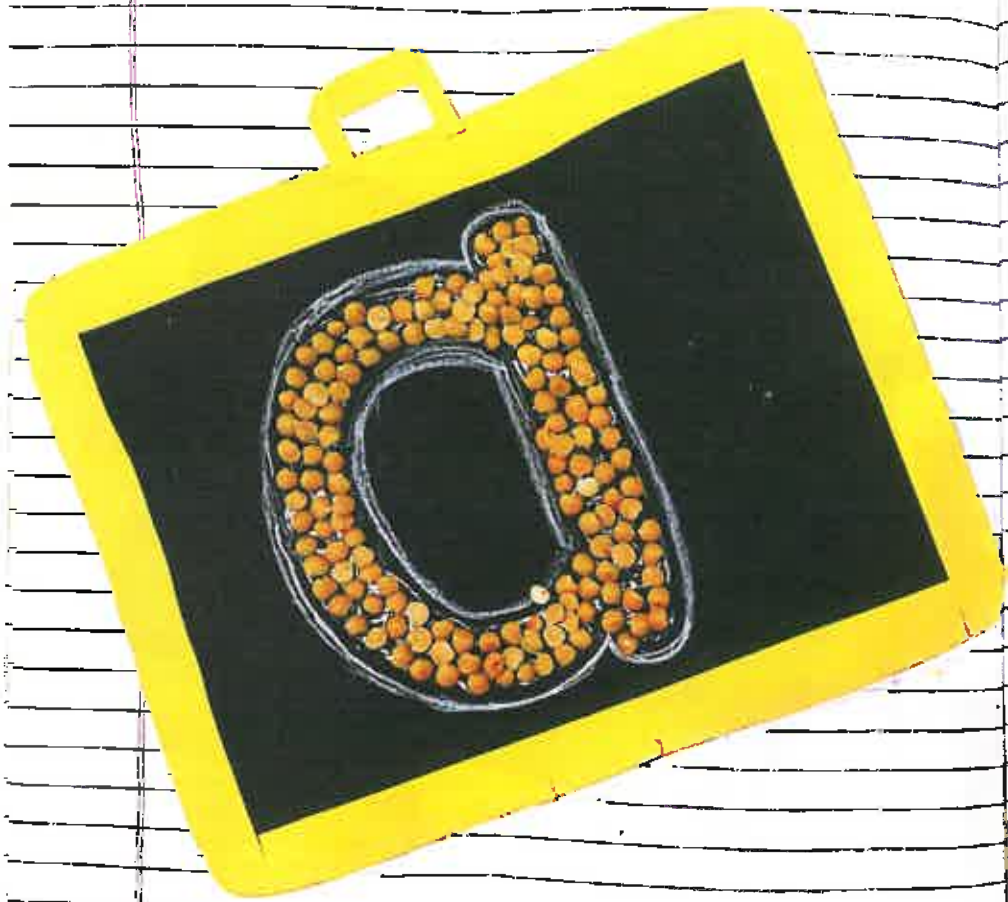

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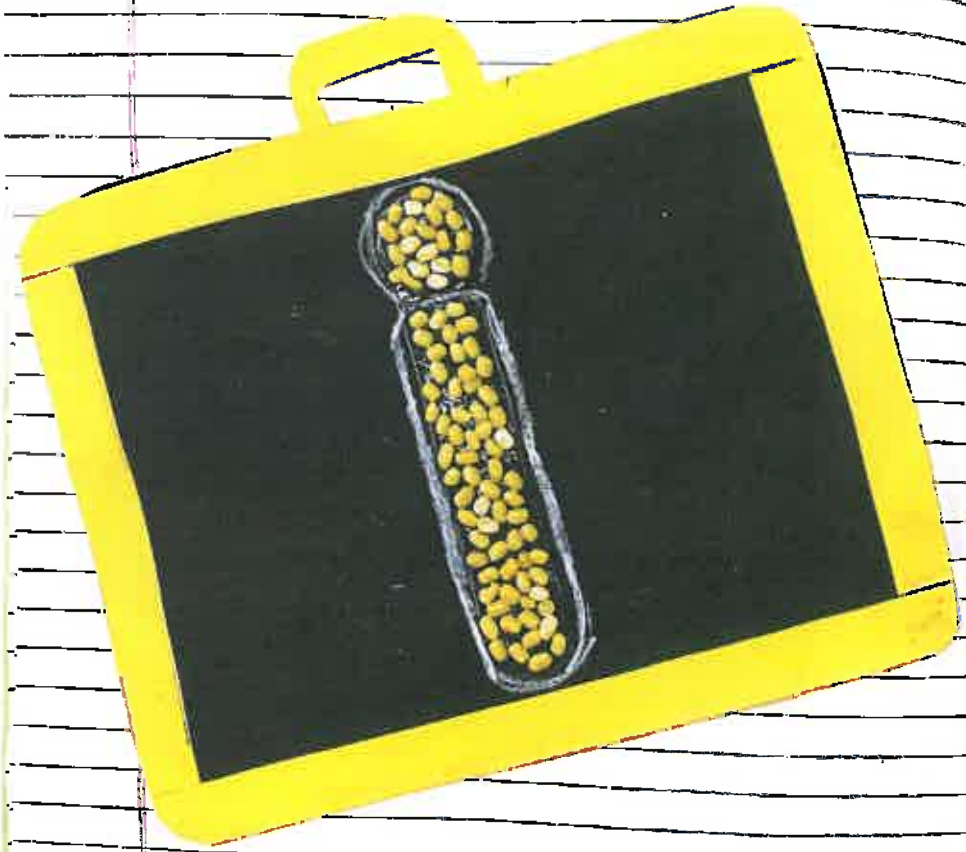

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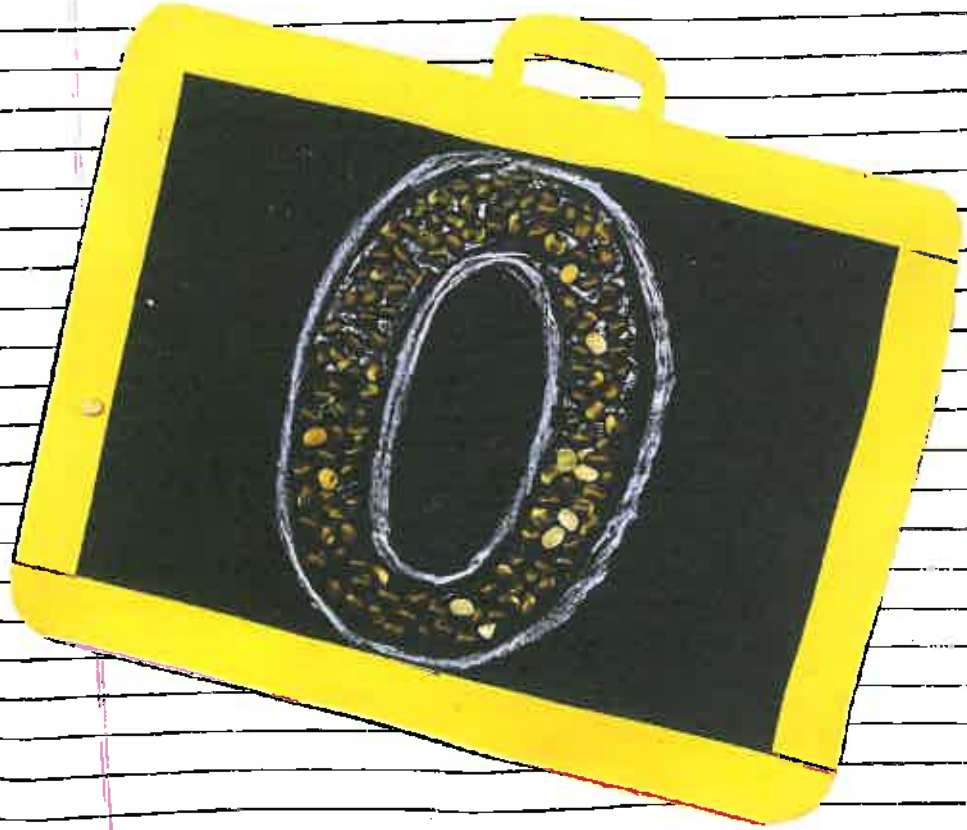

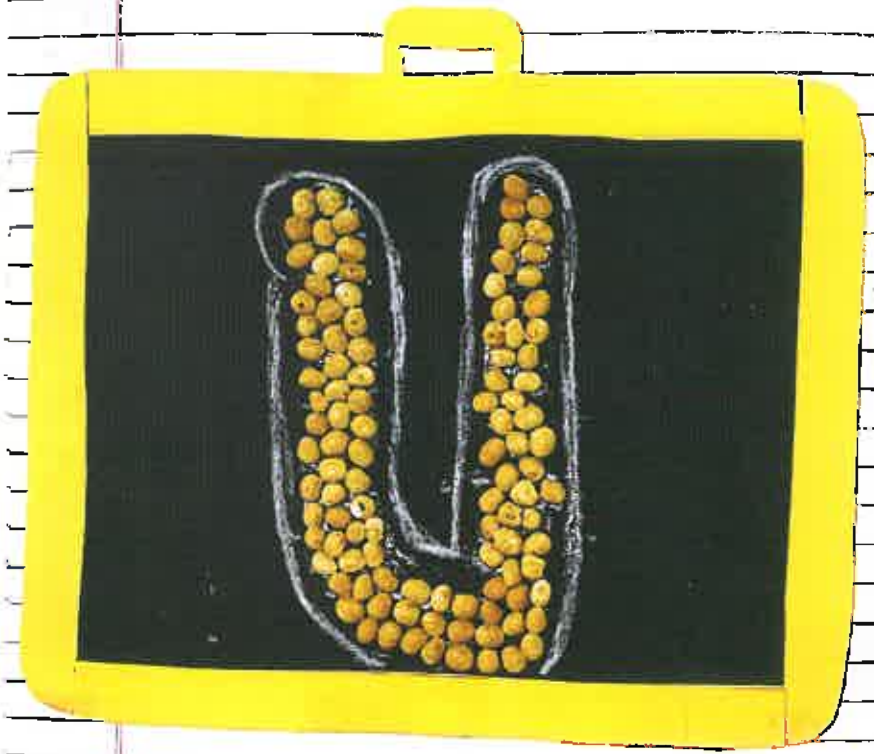

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3. OPPOSITES.

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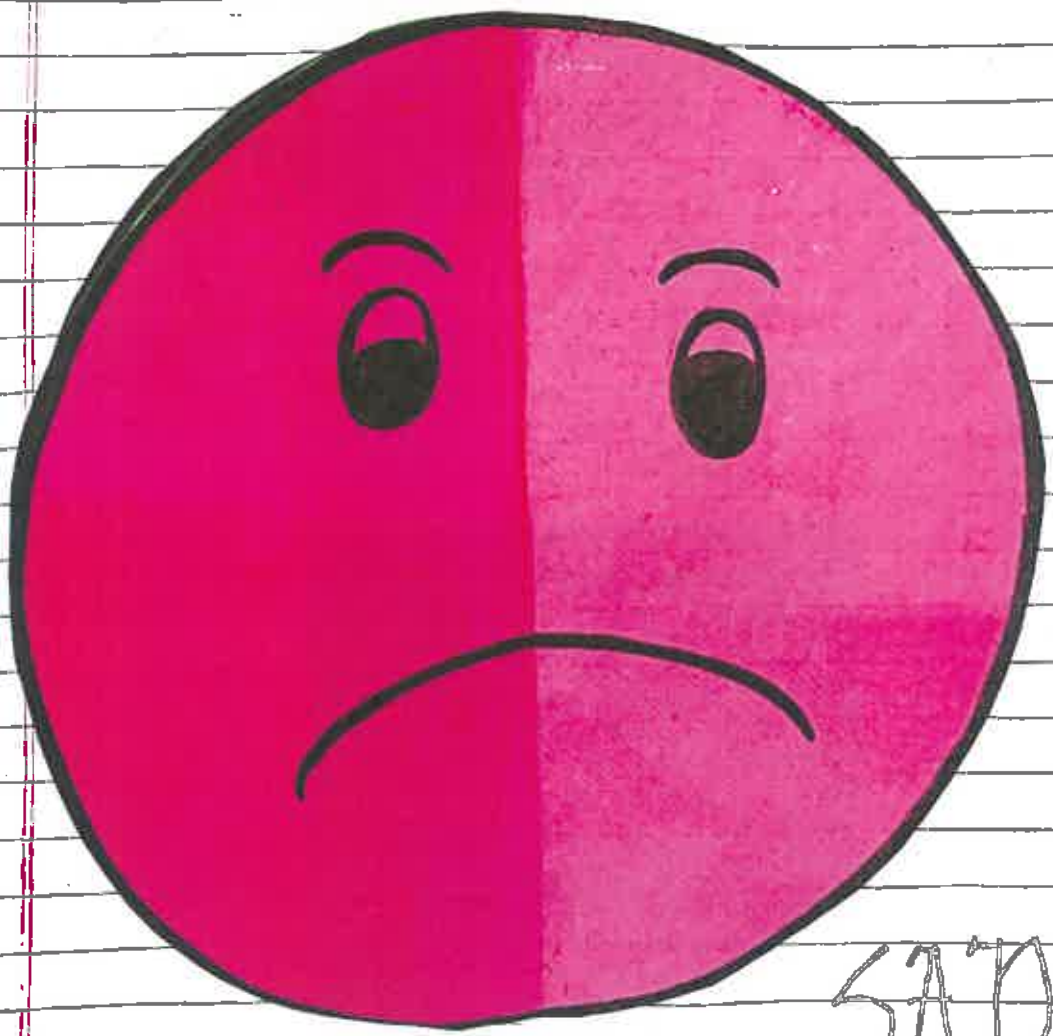

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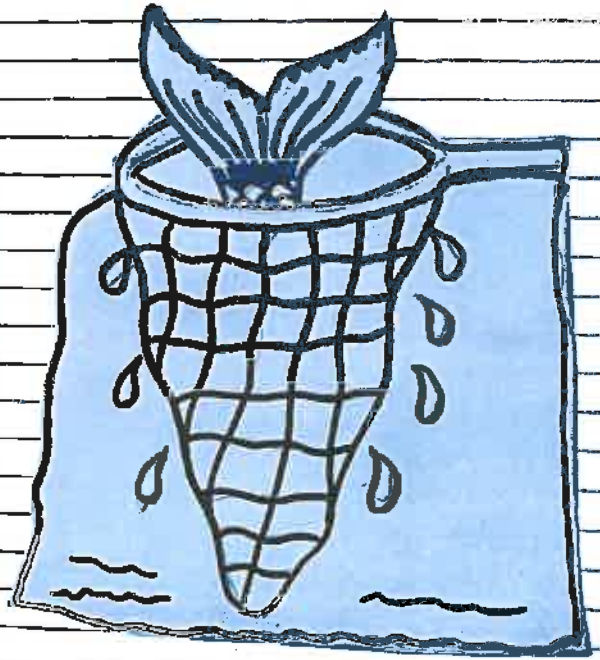

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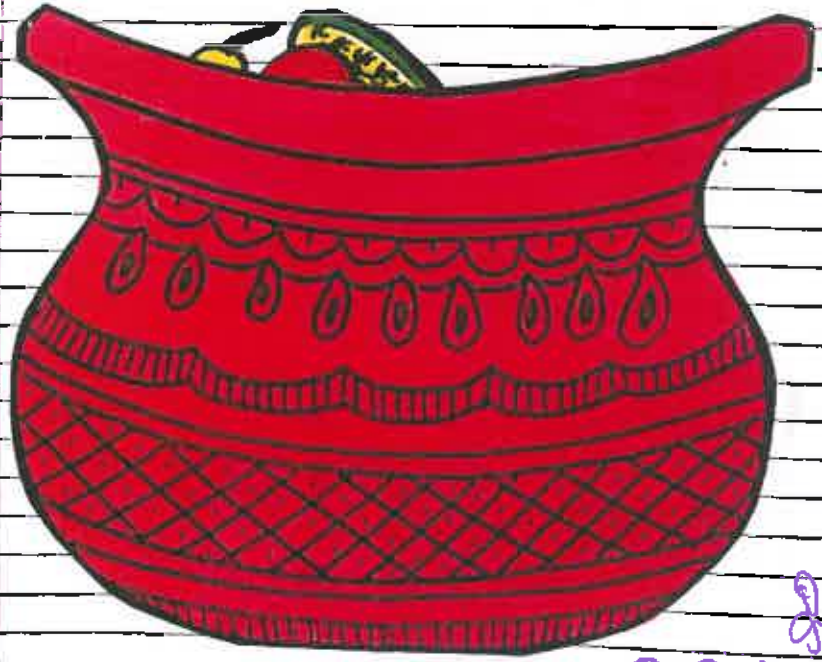

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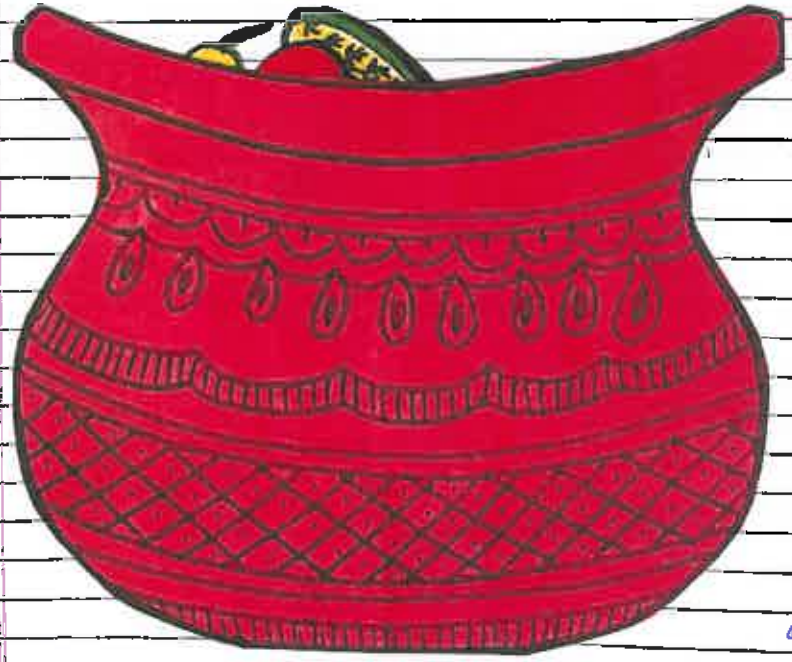

NAME:- Ankita S Sawant Roll no:- 09 BATCH:- 2019-2021 DATE:- 25-09-2020
SUBJECT:- Geography/Economics STD:- 7th Total no. of working days:- 180.

UNIT	CHAPTER	CONTENT ANALYSIS	LEARNING OUTCOMES	METHODS OF TEACHING	METHODS OF TESTING
1.	Distributional map (Ques. 1)	(i) The main aim of the map is to show the location of the place (ii) We can study about various distinct states through maps.	(i) Understanding: The pupil states the dot method (ii) Applying: The pupil gives reason for dot method.	(i) The content was taught through lecture method (ii) The content was closed through discussion method	(i) Fill in the blanks (ii) Answer in one sentence
2.	Epicentre Movement (Ques. 2)	(i) An earthquake is a natural phenomena (ii) Nepal was facing a severe earthquake last	(i) Understanding: The pupil states the epicentre movements (ii) Applying: The pupil gives reason for earthquake movement	(i) The concept was taught through lecture method (ii) The content was closed through debate method	(i) Answer in two or three sentences (ii) Answer the following in Brief
	Introduction to economics (Ques. 3)	(i) Adam Smith is known as the father of economics (ii) He defined economics as the theory of wealth.	(i) Applying: The pupil gives reason for distribution (ii) Remembering: The pupil gets national economy.	(i) The concept was taught through lecture method. (ii) The concept was closed through discussion method.	(i) Fill in the blanks. (ii) Answer the following in one sentence

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NO	Subject	Lesson Analysis	Learning Objectives	Methods & Techniques	Methods & Techniques
2.	Geography (Geography ch 5)	(i) Rainfall prices rise because of the fare workers on the farms. (ii) Looking at breaking of the rock is a natural phenomena	Knowledge: The pupil recalls about the different factors understanding factors affecting rainfall	(i) The content was taught through lecture method. (ii) It was closed through discussion method.	(i) Answer the following in two to sentences. (ii) Short notes
	Geography (Geography ch 4)	(i) Fare water was as my because of erosion. (ii) Running water flows downwards in a canyon and due to gravity along the slope and water flows away.	(i) Applying: The pupil gives reason for erosion of River valleys. (ii) Evaluation: The pupil compare the erosion of River and erosion by glaciers.	(i) The content was taught through lecture method. (ii) The content was closed through discussion method.	(i) Answer the following in one sentence. (ii) Short notes
	Trade (110 - 119 - 2)	(i) Buying and selling of goods and stocks is called retail trade. (ii) The Headquarter of WTO is not known (Geneva)	(i) Understanding: The pupil states the meaning of trade. (ii) Applying: The pupil states given reason for retail trade.	(i) The content was taught by lecture method. (ii) The concept was closed through page method.	(i) Short notes (ii) Give reasons

UNIT	CHAPTER	CONTENT ANALYSIS	LEARNING OBJECTIVES	METHOD OF TEACHING	MEASURE OF TEACHING
3.	Precipitation (Geography - 5)	(i) 71% of part of the earth surface is full of water. (ii) When the temperature in the atmosphere falls below the freezing point water droplets directly turns into snowflakes.	(i) Remembering: The pupil recalls about the various types of season. (ii) Understanding: The pupil states the precipitation	(i) The content was taught through lecture method (ii) The content was given through discussion method	(i) Give reasons (ii) Answer the following in one sentence each.
	The properties of Sea water (Geography - 6)	(i) The surface temperature of sea water is not uniform throughout (ii) Salt is used for making various chemicals and medicines.	Analysing: The pupil judges the properties of the Hydrosphere. Evaluation: The pupil states the factor affecting the salinity of sea water.	(i) The content was taught through lecture method (ii) The content was given through Quiz method.	(i) Answer in brief. (ii) Answer in one or three sentences each.
	Urbanisation (Human life - 10)	Predicting: The pupil states it (i) The development and concentration of industries and population is a function of urbanisation (ii) It is increasing mental geography	Understanding: The pupil states the meaning of urbanisation. Analysing: The pupil justifies the effects of urbanisation.	(i) The content was taught through discussion method. (ii) The content was given through lecture method.	(i) Answer the following in brief (ii) Give reasons

Rew

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UNIT	CHAPTERS	CONTENT ANALYSIS	LEARNING OUTCOMES	TEACHING METHODS	TEACHING MATERIALS
4.	International date line (Geography ch 7)	(i) Different nations have different timings at the same time. (ii) Earth's rotation and revolution is a natural phenomena.	Understanding: The pupil states the International date line. Applying: The pupil finds reasons for IDL to be very useful in today's time. Application:	(i) The concept was taught through discussion method. (ii) The concept was cleared through discussion	(i) TTU to the board. (ii) Answer in one sentence.
	Transport and communication (Economics II)	Transportation can be done from one place through other stations/pathways. (ii) Transportation pays a huge role for the development of the country.	(i) The pupil states the meaning of transportation. Analysis: The pupil justifies the future of transportation.	(i) The concept was taught through lecture method. (ii) The concept was cleared through discussion method	(i) Answer in two or three sentences. (ii) Answer in brief
	Tourism (Economics II)	(i) Tourism refers to visits of a country to called foreign tourists. (ii) Visiting country other than own and visiting some other country for business called international tourism	Understanding: The pupil states the domestic tourism. Applying: The pupil gives reason for international tourism	(i) The concept was taught through lecture method. (ii) The concept was cleared through discussion method	(i) Give Reasons. (ii) Answer the following in brief

SUB:- HISTORY
STD:- V

YEAR PLAN OBJECTIVES

Srno	TOPIC	TEACHING PERIOD	TESTING PERIOD	Knowledge	Understanding	Application	Skill	Interest	Aptitude
	UNIT :- I 1. Cultural Diversity in India 2. Age of Renaissance in Europe 3. New Ideas : New vision	13	5	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓		✓ ✓	✓ ✓
	UNIT :- II 1. Science and human life 2. Armed revolution	12	5	✓ ✓	✓ ✓	✓ ✓		✓	✓
	UNIT :- III 1. Advent of British and Establishment of their rule 2. National Uprising of 1857 3. Impact of British rule	12	4	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓		✓ ✓	
	UNIT :- IV 1. Non - Co-operation Movement 2. Civil Disobedience 3. Quit India	14	5	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓		✓ ✓	✓
	UNIT :- V 1. Establishment of Indian National Congress 2. The National Movement Spreads 3. Indian Nation National Army	14	5	✓ ✓ ✓	✓ ✓ ✓	✓ ✓ ✓		✓ ✓ ✓	✓ ✓
	UNIT :- VI Our Country Our Democracy	8	4	✓ ✓	✓ ✓	✓ ✓		✓	✓ ✓
	UNIT :- VII Our Constitution	8	4	✓ ✓	✓ ✓	✓ ✓		✓ ✓	✓

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UNIT PLAN

CONTENT ANALYSIS	OBJECTIVE	SPECIFICATION	TEACHING LEARNING ACTIVITIES: TEACHER'S ACTIVITY	TEACHING LEARNING ACTIVITIES: PUPIL'S ACTIVITY	EVALUATION TECHNIQUE
UNIT :- XII					
OUR CONSTITUTION The constitution of India is the law of the land. It lays down the rules according to which government of the country is carried out.	KNOWLEDGE :- The pupil acquires knowledge of our constitution. UNDERSTANDING :- The pupil develops an understanding of concept of constitution economically	KNOWLEDGE :- The pupil recognizes the pictures of Dr. Rajendra Prasad and Dr. Babasaheb Ambedkar UNDERSTANDING :- The pupil explains about the constitution of India	Teacher shows the picture of Dr. Rajendra prasad and Dr. Babasaheb Ambedkar Teacher shows the book of the constitution of India	Student recognizes the picture Student observe	1) Objective type questions 2) Answer one or two sentences 3) Write short note on
[illegible]	APPLICATION :- The pupil applies his knowledge and understanding in new and unfamiliar situation.	APPLICATION :- The pupil analyze his duties and rights given by our constitution	Teacher asks the developmental questions	Student gives the answer of the questions	4) Essay type questions
PERSONALITY :- Dr. Rajendra Prasad Dr. Babasaheb Ambedkar					
OUR GOVERNANCE					
FORM :- Parliamentary democracy is a form of government	KNOWLEDGE :- The pupil acquires knowledge about the parliamentary	KNOWLEDGE :- The pupil recalls about parliament democracy	Teacher asks the questions	Student gives the answer of the questions	Objective type questions 2) Short Ans

CONTENT ANALYSIS	OBJECTIVE	SPECIFICATION	TEACHING LEARNING ACTIVITIES TEACHER'S ACTIVITY	PUPIL'S ACTIVITY	EVALUATION TECHNIQUE
table elected by people for 5 years. the country CONCEPT: Federal system: the government union looks after the defence, foreign affairs, railways, the state government maintain law and order	democracy and federal system UNDERSTANDING:- The pupil develops an understanding of relationship between state government and union government APPLICATION:- The pupil applies his knowledge and understanding in new and unfamiliar situation	UNDERSTANDING:- The pupil explains about union government and state government APPLICATION:- The pupil predicts the outcome of constitutional change	teacher asks the question	The student gives the answer of the questions	i) Objective questions ii) Answer in one or two sentences iii) Essay type questions

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CONTENT ANALYSIS	OBJECTIVE	SPECIFICATION	TEACHING LEARNING ACTIVITY TEACHER'S ACTIVITY	PUPIL'S ACTIVITY	EVALUATION
OUR DUTIES					
a. PERSONAL DUTIES:- We share our joy and happiness while celebrating festivals. We should be clean and pleasant in our appearance. The area around house must be kept clean and hygienic.	KNOWLEDGE:- The pupil acquires knowledge about Duties	KNOWLEDGE:- The pupil recalls one different kind of duties	Teacher shows different pictures of types of Duties	Student observes it	Pupils answers by having to question
	UNDERSTANDING:- The pupil develops an understanding of different kinds of Duties	UNDERSTANDING:- a) The pupil understands different Duties b) The pupil compares personal Duties, Social Duties and Consumer Duties	Teacher explains the personal social and consumer duties	Student listens it	By answering in one or two sentences
b. SOCIAL DUTIES:- We must come forward to clean our locality our local compound. It is our duty to respect our teacher, parent and others.	APPLICATION:- The pupil applies his knowledge and understanding in new and unfamiliar situations	APPLICATION:- The pupil explains how they will implement these duties in their day to day life			
c. CONSUMER DUTIES:- We should never buy product that are spoiled or damaged. We must see whether the price of a commodity is reasonable.					

1. WEIGHTAGE TO OBJECTIVES

Sr No	OBJECTIVES	MARKS	PERCENTAGE
1.	Knowledge	4	20%
2.	Understanding	10	50%
3.	Application	4	20%
4.	Skill	2	10%
	TOTAL	20	100%

2. WEIGHTAGE TO CONTENT

Sr No	TOPIC	MARKS	PERCENTAGE
1.	Our Constitution	8	40%
2.	Our Governance	6	30%
3.	Our Duties	6	30%
	TOTAL	20	100%

3. WEIGHTAGE TO DIFFICULT FORM OF QUESTIONS

Sr No	TYPES OF QUESTIONS	MARKS	PERCENTAGE
1.	Essay Type	4	20%
2.	Short Notes	6	30%
3.	Objective Type	10	50%
	TOTAL	20	100%

4. WEIGHTAGE TO DIFFICULTY LEVEL

Sr No	DIFFICULTY	MARKS	PERCENTAGE
1.	Easy	4	20%
2.	Average	6	30%
3.	Difficult	10	50%
	TOTAL	20	100%

BLUE PRINT

OBJECTIVE	KNOWLEDGE			UNDERSTANDING			APPLICATION			SKILL			TOTAL
FORM OF QUESTION / CONTENT	E	S	O	E	S	O	E	S	O	E	S	O	
TOPIC - I			1 (1)			2 (1)	2 (1)		1 (1)		2 (2)		8
TOPIC - II			1 (1)		2 (2)	2 (2)					1		6
TOPIC - III			1 (1)	4 (2)					1 (1)				6
TOTAL	–	–	4	4	2	4	2	–	2	–	2		20

INDEX

YEAR PLAN FOR SUBJECT : SCIENCE STD : VIII

UNIT NO.	TOPIC	TEACHING PERIOD.	TESTING PERIOD	OBJECTIVES								
				REMEMBERING	UNDERSTANDING	APPLYING	ANALYSING	EVALUATING	CREATING	SKILLS	INTEREST	APPTITUDE
I	1. Stars and our solar system	4	1	✓	✓	✓	✓	✓	✓		✓	✓
II	1. The structure of an Atom 2. Chemical Reaction & their types 3. Properties of Substances 4. Metals and Non metals. 5. Carbon and Carbon compounds	56	13	✓	✓	✓	✓	✓	✓		✓	✓
III	1. The structure of a cell & microorganisms 2. Diseases.	25	6	✓	✓	✓	✓	✓	✓		✓	✓
IV	1. Atmospheric Pressure 2. Air	35	7	✓	✓	✓	✓	✓	✓		✓	✓
V	1. Magnetism 2. Reflection of Light 3. Sources of Energy 4. Electric current.	40	9	✓	✓	✓	✓	✓	✓		✓	✓
VI	1. Biological Diversity 2. Soil 3. Agriculture 4. Animal Husbandary.	35	9	✓	✓	✓	✓	✓	✓		✓	✓
		195	45									

Total No : 240

UNIT PLAN

Subject : Science

STD : VIII

UNIT III 1.) The structure of a cell and Microorganisms
2.) Diseases.

CONTENT ANALYSIS	OBJECTIVES and SPECIFICATIONS	LEARNING ACTIVITY: TEACHERS ACTIVITY	LEARNING ACTIVITY: STUDENT RESPONSES	EVALUATION TECHNIQUES
1.) The structure of a cell and micro-organisms. ⇒ New terms : Cytology, infinitesimal, organelles, the cell membrane, the cellwall, Nucleus, Cytoplasm, Mitochondria, Golgi bodies, Vacuole, micro-organisms - viruses, bacteria, algae, fungii, yeast cells, protozoa, Antibiotics, compound microscope and electron microscope, DNA RNA, nitrogen fixing. Concepts : ⇒ Functions of some organelles Differences between animal cell and Plant cell. ⇒ Microorganisms : Useful & Harmful - Virus → No cell organells, covering of proteins, DNA/RNA and structure - Bacteria → No nucleus, useful - rhizobium, Harmful - Staphyllococcus. - Fungus → Chlorophyll, Antibiotics, Alexander flemming, Examples. - Yeast cells → Fermentation, Examples of fermented foods. - Protozoa → Unicellular, No chlorophyll, Harmful - Amoeba.	Remembering : 1.) Pupil remembers the different cell organelles. 2) Pupil can list the functions of cell organelles. 3.) Pupil remembers micro-organisms. Understanding : 1.) Pupil explains the function of cell organelles. 2.) Pupil classifies the micro-organisms. 3) Pupil understands the differences between plant & animal cell. 4.) Pupil describes the structures of different microorganism. Applying : 1.) Pupil applies his knowledge and understanding of different cell organelles and structure. 2.) Pupil uses his knowledge to compare and contrast plant and animal cell.	1.) Teacher explains the functions of cell organelles. 2.) Teacher displays a picture of showing differences between plant cell & animal cell and explains. 3.) Teacher explains about microorganisms (useful & harmful) 4.) Teacher displays slide show (presentation) on structure and description of viruses, Bacteria, Fungus, Yeast cells, Protozoa and Algae. 5) Teacher describes uses and harmful effects of the microorganisms described above.	student listens carefully student observes Student listens carefully. students observes student listens carefully.	1) Fill in the blanks 2.) Choose the right word to fill in the blanks. 3.) Differentiate between 4.) Answer the following 5.) Write notes on

UNIT PLAN
(continued)

CONTENT ANALYSIS	OBJECTIVES and SPECIFICATIONS	LEARNING ACTIVITY: TEACHERS ACTIVITY	LEARNING ACTIVITY: STUDENTS RESPONSES	EVALUATION TECHNIQUES
2.) Diseases				
⇒ New terms Epidemic, Communicable, contagious diseases, Chickenpox, Polio, Rabies, Tuberculosis, Typhoid, Cholera, Enteritis, Diarrhoea, Dehydration, measles, hepatitis, AIDS/HIV, constipation, conjunctivitis, influenza	Remembering: 1.) Pupil remembers the meaning of epidemic diseases, communicable diseases and contagious diseases 2.) Pupil recalls types of diseases.	1.) Teacher explains the types of diseases	Student listens carefully.	1.) Match the following diseases accordingly with the symptons.
		2.) Teacher explains the concept of mode of infection, symptons and preventive measures.	Student listens carefully.	2.) Define
				3.) What are the symptons of following diseases?
concepts: ⇒ Mode of Infection, Main symptons, preventive measures and Treatment of following diseases individually:- 1. Chicken pox 2. Polio 3. Rabies 4. Tuberculosis 5. Typhoid 6. Cholera 7. Enteritis 8. Diarrhoea 9. AIDS	Understanding: 1.) Pupil explains the definition of epidemic diseases, communicable diseases and contagious diseases 2.) Pupil understands the mode of infection, symptons & preventive measures. 3.) Pupil ~~can~~ classifies the diseases into its different types.	3.) Teacher explains new Terms in symptons – constipation & conjunctivitis	Students listens carefully.	4.) What measures can be taken to prevent the following diseases?
		4.) Teacher displays an vedio showing Mode of infection, symptons & preventive measures & treatment of diseases.	Student observes carefully.	5.) What will you do when?
				6.) Give Reasons.
		5) Teacher explains the terms - vaccination pulse polio campaign DOTS., National AIDS control Programme.	Student listens.	
	Applying: 1.) Pupil applies his knowledge and understanding of different diseases mode of infection & prevention. 2.) Pupil uses his knowledge to compare & contrast between two diseases.			

WEIGHTAGE TABLE

Subject : Science

STD : VIII

Table No: 1 Weightage to Objective

Sr. No.	OBJECTIVE	MARKS	PERCENTAGE
1	Remembering	6	24
2	Understanding	10	40
3	Applying	5	20
4	Analysing	4	16
	Total :-	25	100

Table No: 2 weightage to content.

Sr. No.	CONTENT	MARKS	PERCENTAGE
1.	The structure of cell and microorganisms	13	52
2.	Diseases	12	48
	Total :-	25	100

Table No. 3 Weightage to different forms of Questions.

Sr. No	FORM OF QUESTION	MARKS	PERCENTAGE
1.	Objective type	8	32
2.	Short answer type	12	48
3.	Essay type	5	20
	Total :-	25	100

Table No : 4 Weightage of difficulty.

Sr. No.	DIFFICULTY LEVEL	MARKS	PERCENTAGE
1.	Easy	7	28
2.	Average	13	52
3.	Difficult	5	20
	Total :-	25	100

BLUE PRINT

Subject : Science STD : VIII

OBJECTIVE / CONTENT	REMEMBERING			UNDERSTANDING			APPLICATION			ANALYSING			TOTAL
	E	S	O	E	S	O	E	S	O	E	S	O	
1.) The structure of cell and microorganisms		2	2	3	2			1	1			2	13
2.) Diseases		1	1		4	1	2		1		1	1	12
Total	6			10			5			4			25

UNIT TEST

Subject : Science STD : VIII

Unit III

Instructions : (a) Attempt all Questions Time : 1hr
(b) Marks are indicated on the right hand side. Marks : 25

Q no		Marks.
Q1 a)	Fill in the blanks :	(4)
i)	The cell wall of the plant cell consists of the substance _____	
ii)	Constant sharing of space with a diseased person can result in _____ disease.	
iii)	_____ is the powerhouse of the cell	
iv)	_____ vaccination is preventive measure for tuberculosis.	
b)	Match the following :	(4)

A	B
i) Chloromycetin	(a) Streptomyces aureofaciens
ii) Cholera	(b) Blisters & scabs
iii) Chicken pox	(c) Streptomyces venezuelae
iv) Tetracycline	(d) Dry skin & Sunken eyes

Q2. a)	Answer the following :- (2-3 sentences)	(6)
i)	List the characteristics of cell wall	
ii)	Explain the function of the nucleus	
iii)	What is meant by epidemic diseases?	
iv)	What are the symptoms of Polio disease?	
v)	What measures can be taken to prevent Rabies diseases?	
vi)	What is meant by vaccination?	

Q. no.		Marks.
Q2. b)	Differentiate between the following :-	(6)
i)	Plant cell and Animal cell	
ii)	Epidemic diseases and Contagious diseases	
Q3	Give Reasons.	
i)	Fungus are called parasites.	(1)
ii)	Rizobium bacteria are known as nitrogen fixing agents.	(2)
iii)	People suffering from communicable diseases should avoid going to public places.	(2)

SCORING KEY

Subject : Science

STD : VIII

Q. No.	EXPECTED ANSWER	MARKS	INSTRUCTIONS
Q1. a.)			
	i) Cellulose	1	–
	ii) Communicalbe	1	–
	iii) mitochondria	1	–
	iv) B.C.G	1	–
b.)			
	i) Chloromycetin - Streptomyces venezuelae	1	–
	ii) cholera - Dry skin & Sunken eyes	1	–
	iii) Chickenpox - Blisters & Scabs	1	–
	iv) Tetracycline - Streptomyces aurefaciens	1	–

MARKING SCHEME

Subject : Science STD : VIII

Q. No.	EXPECTED ANSWERS	MARKS	INSTRUCTIONS
Q2. a)	i) Characteristics of cell wall :- The covering of the plant cell outside the cell membrane is called cell wall. It is made of a substance called cellulose. Other substances can pass through it. It gives the cell strength and definite shape and protection to inner components.	1	—
	ii) Function of nucleus :- The nucleus controlls all the functions of the cell. It takes part in cell division Inherited characteristics are transmitted to the next generations through chromosomes inside the nucleus.	1	—
	iii) Certain changes in the weather, contamination of water, etc can cause many people to get the same disease simultaneously. Such a disease is called an epidemic diseases. eg Cholera, typhoid, influenza, conjunctivitis etc.	1	—
	iv) Symptoms of Polio : Fever, Throat becomes red, Strain is felt in the muscles of back & legs, weakness in the muscles of arms or legs, Growth of muscles is arrested, Muscles become flaccid & cause disability.	1	—
	v) Preventive measures : Clear the wound caused by the dog bite by flushing with soap and plenty of water, go to doctor at once and take the required number of injections, give all pet animals in your house antirabies vaccine.	1	—
	vi) Vaccination is administration of vaccine to stimulate individual's immune system to develop adaptive immunity to pathogens.	1	—

MARKING SCHEME
(continued)

Q. No.	EXPECTED ANSWERS	MARKS	INSTRUCTIONS
Q2. b: i)	Plant cell and Animal cell.		
	Plant cell: • The cell wall surrounds the cell membrane • Vacuoles are large • The cell has chlorophyll.	Animal cell. • There is no covering around the cell membrane • Vacuoles are small • There is no chlorophyll.	(3)	–
ii)	Epidemic Diseases: • Caused by certain changes in weather • Eg: Cholera, Typhoid • Can cause to many people at same time	Contagious diseases. • Caused by constant sharing of space with diseased person. • Eg. Scabies & eczema. • Can cause to person body direct ~~con~~ or close contact.	(3)	–
Q3. i)	Fungi grow in damp places on organic substances. These plant cells donot contain chlorophyll. That is why, they are called parasites		(1)	–
ii)	Rizobium bacteria transform nitrogen in air to nitrogen compounds. These nitrogen compounds enter the soil and make soil fertile. Hence they are known as nitrogen fixing agents.		(2)	–
iii)	Constant sharing of space with a diseased person with communicable disease results in disease producing germs to enter a healthy person's body through air. Hence, a ~~person~~ People suffering from communicable diseases should avoid going to public places.		(2)	–

QUESTIONWISE ANALYSIS

Subject : Science

STD : VIII

Q. NO.	OBJECTIVES	SPECIFICATIONS	CONTENT	TYPE OF QUESTIONS	DIFFICULTY LEVELS	MARKS	TIME REQUIRED
Q1. a)							
i)	Remembering	PUPIL RECALLS	The structure of cell and microorganism	Objective type	Easy	1	1min
ii)	Remembering	Puppil recalls	Diseases	Objective type	Average	1	1min
iii)	Remembering	pupil recalls	The structure of cell and microorganism	Objective type	Easy	1	1min
iv)	Remembering	pupil recalls	Diseases.	Objective type	Average	1	1min
b) i)	Understanding	pupil understands	The structure of cell and microorganism	Objective type	Easy	1	2 min
ii)	Remembering	pupil recalls	Diseases	Objective type	Easy	1	2min
iii)	Remembering	pupil recalls.	The structure of cell and microorganism	Objective type	Easy	1	2min
iv)	Understanding	pupil understands	Disease.	Objective type.	Easy	1	2min
Q2. a) i)	Understanding	pupil states	The structure of cell and microorganism	Short answer type	Average	1	5min
ii)	Understanding	pupil states	The structure of cell and microorganisms	Short answer type	Average	1	5min
iii)	Understanding	pupil describes	Diseasels	Short answer type	Difficult	1	5min
iv)	Understanding	pupil describes.	Diseases.	Short answer type	Average	1	5min
v)	Applying	pupil applies.	Diseases	Short answer type.	Difficult	1	5min
vi)	Understanding	pupil describes	Diseases	Short answer type	Difficult.	1	5min
b) i)	Applying	pupil constrast	The structure of cell and microorganism	Short answer type	Average	3	5min
ii)	Applying	pupil contrasts	Diseases	Short answer type	Average.	3	5min.
Q3. i)	Analysing	pupil analyses	The structure of cell and microorganism	Essay type	Easy	1	3 min
ii)	Analysing	pupil analyses	The structure of cell and microorganism	Essay type	Difficult	2	5min
iii)	Analysing	pupil analyses.	Diseases.	Essay type	Difficult	2	5min

S1 Meaning & need of sustainable development

The concept of sustainable development (SD) can be defined as maintenance and sustainable utilization of the functions (goods & services) provided by natural ecosystems & biospheric processess.

Sustainable development is development that meets the needs of the present without compromising the ability of future generations to meet their own need. Sustainable development requires meeting the basic needs of all & extending to all opportunity to satisfy their aspirations for a better life

Sustainable development can be defined as an approach to economic development of a country without compromising the quality of the environment for future generation. In the name of economic development, the price of environmental damage is paid in the form of land degradation, soil erosion, air & water pollution, deforestation etc. This damage may surpass the advantages of having more quality output of good and services

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The goal of sustainable development is to promote the kind of development that minimizes environmental problem & to meet the needs of existing generation without compromising the quality of the environment for future generation.

- To maximise the biological system goals (genetic diversity, resilience biological productivity), economic system goals (meeting basic minimum needs, equity etc), & social system goals (social justice, people's participation etc) thus improving the quality of human life

* Need of sustainable development

The need & importance of sustainable development are to balance our economic environment & social needs allowing well being for now & up coming generations. Sustainable development encourages us to conserve and enhance our resource base by gradually changing the methods in which we develop and use technologies

Countries must be allowed to meet their basic needs of employment, food, energy, water & sanitation. It implies those ways in which development activities does not cause damage to the environment. No doubt it sets certain limits on the human activities.

When supply cannot be increased the needs must be reduced there is no other way out. Sustainable development increased the use of perpetual natural resources & decreases the use of non renewable ones. It makes careful management of the renewable resources.

Sustainable development brings harmony between human beings & nature. Needs of people are better fulfilled & it makes human consumers realize the value of nature. Sustainable development ensures meaningful investment of capital & other means because development is smooth & durable & even the environment is protected

~~It~~ Protection of environment is not only the job of environmental care & two or more individuals or country. A greater level of

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collaboration is needed to manage & to tackle great environmental changes such as climate change. Countries at their individual levels should integrate conservation activities. Private sectors which controls national economy to large extent should also be responsible towards environmental care

Our religions imply the forest, land, water etc must be reserved & preserved as they preserve life. Respect for the environment should be developed among all human consumers.

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Q3b) Solid Waste Management

Solid waste refers to the range of garbage materials arising from animal and human activities that are discarded as unwanted & useless solid waste is generated from industrial, residential & commercial activities.

Solid waste management is a term that is used to refer to the process of collecting and treating solid wastes. Solid waste management includes, collecting, treating and disposing of solid material that is discarded because it has served it purpose or is no longer useful

Solid waste management is defined as the discipline associated with control of generation, storage, collection, transport, processing and disposal of solid waste materials in a way that best addresses the range of public health, conservation and other environmental considerations

The scope of solid waste management includes planning, administrative, financial, engineering and legal functions

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Solid waste management practices differ for residential & industrial producers ~~than~~ for urban & rural areas and for developed & developing nations

The primary goal of solid waste management is reducing and eliminating adverse impacts of waste materials on human health and the environment to support economic development & superior quality of life.

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Q3 Short notes

a] Significance of Mangrove Management

Mangroves are an indigenous species They are major contributor to the littoral & marine environments Mangroves are halophytes that thrives in salty conditions & have the ability to grow where no other tree can grow thereby making significant contributions that benefit the coastal ecology.

1] Minimize the fury of cyclones

Mangrove ~~for~~ forest protects all types of coastal communities from the fury of cyclones & storms

2] Reducing the green house effects

Mangroves are known to remove CO_2 from the atmosphere through photosynthesis. They are capable of accumulating & storing carbon in soil in large quantities

3] They encourage ecotourism

Sustainable tourism offers a stimulus to preserve existing mangroves areas

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for local inhabitants. If held at sustainable levels, ecotourism could provide the perfect motivation to protect mangroves instead of clearing them for mass tourism developments

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OBJECTIVES	LEARNING OUTCOMES
1. REMEMBERING	
The pupil remembers the concept types of sentences	The pupil recalls the concept of types of sentences
2. UNDERSTANDING	
The pupil develops the understanding of the four types of sentences	The pupil lists the four types of sentences
3. APPLYING	
The pupil applies the knowledge of sentences in new and unfamiliar situations	The pupil gives examples of the types of sentences
4. ANALYZING	
The pupil analyzes the different types of sentences	The pupil differentiates between the different types of sentences.
5. EVALUATING.	
The pupil evaluates the given sentences	The pupil forms an idea about the given statement.
6. CREATING:	
The pupil develops creative ideas to solve exercises.	The pupil solves the given exercises.
SKILL (Psychomotor domain)	
The pupil develops the skill to create sentences	The pupil creates and differentiates between types of sentences

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STD: SYB.Ed

DIV: 'A'

ROLLNO: 22

SUBJECT: READING & REFLECTING.

ASSIGNMENT NO. 3

TEXT TO SELF, TEXT TO ENVIRONMENT, TEXT TO LIFE.

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-- INTRODUCTION --

In this assignment, we were asked to read a book written by Sudha Murthy titled, How I Taught My Grandmother To Read.

For this particular assignment, we were given few instructions as to how to go about. This assignment will reflect about three main components i.e, Text to Self, Text to Environment & Text to Life.

In order to reflect upon these components, we need to study/read atleast 3 stories through which we could connect it through our life, self & environment. The beauty of this book is that each stories are connected with one's life. Each stories incorporate atleast one to two values which each one of us should respect and follow it. It is bound to take its readers on a journey of learning and wisdom.

Interesting fact is that many of the stories are from the author's own life experiences but there are also some from popular folktales. Gender & social messages is the highlight of each stories.

TEXT TO SELF:

The Red Rice Granary

This story highlights upon how each & every year our country faces problems like drought, earthquake, floods etc. Many people donate things as almsgiving in order to help the affected people due to such calamities. Once Sudha Murthy went to one of the reputed company as she was invited by them to give a speech on Corporate Social Responsibility. Everyone in the conference room was well touched & got emotional through her speech. Few even came & discussed issues regarding this to her & few even asked that if they would donate something & that it should reach the needy one.

Sudha Murthy too encouraged them & gave them a promise that the things which they would like to donate shall reach to the right person & hence asked them to drop in their things in her Infosys Office. Later a whole lot of bags got collected & when they opened it Sudha

Murthy was shocked looking at those things. It included all kinds of scrap and hardly few items were in a condition to use. Sudha Murthy was so sad that if this is that condition of the literate people donating such things then what should we expect from illiterates.

Through these incidents, Sudha Murthy remembered her childhood days where in her house, there were two granaries, one in front & the other at the back. The good quality rice was kept in the front granary & the little thick & red quality rice was kept at the back. whenever any beggar used to come, her grandmother used to give the best quality rice from the front granary & for personal use she used to ask Sudha Murthy to get the rice from the granary at the back of the house.

Sudha Murthy once asked her grandmother, that, "why should we eat the red rice always at night when it is not so good, & give those poor people the better quality rice?". To this, her grandmother gave the best answer that 'whenever you want to give something to somebody, give the best in you, never the second best.' Through such values

even her grandfather answered by answering it in the Vedas. These lessons from her grandparents helped her to help others, serve others & she always thanked her grandparents for incubating such values in her & she describes them as a simple souls. She even states that such values she didnt learnt them in any school or colleges but through her grandparents.

This was the main content of the story.

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How It Connects To My Life -

We usually come across so many people who are needy, beggars asking for help or for some clothes, etc so that they live in atleast for a day. Mostly, what we do is we give them those clothes which are either torn, faded colours, spots on clothes, etc. We don't even think for a minute that if we can't wear them how can we expect from them to wear such clothes.

While reading this story, it does forced me to reflect upon my life that how sometimes we do the same mistake as these corporate people did & how Sudha Murthy shared a wonderful experience about "donation" which her grandmother used to ~~do to~~ do. This reminded me of how my college do stand with her values by organising a 'Jumble Sale' where, we donate books, clothes, etc for the needy people. I still remember the smile these kids had when they ~~bore~~ saw books, items etc. Thus, the act of giving plays a much greater role than the act of taking.

FOR EDUCATIONAL USE

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TEXT OF ENVIRONMENT

A HISTORY LESSON ON TEACHER'S DAY

This story highlights upon the importance of the Teacher's Day. Every year Sudha-Murthy celebrate Teacher's Day with her students where they used to go out, watch movies, go to ~~restaurant~~ eat where her students pool in their money gave treat to her. But this teacher's day, she was not with them as she was out of town and was missing her students. Her friend suggested to watch a movie so that she is not stressed.

There was a long queue and Sudha Murthy started chatting with few students regarding why aren't they at school?, as it was teacher's day, the response from them shocked her as they gave least importance to the teachers, & to the teacher's day. Sudha Murthy later asked them regarding few important days

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like 26th Jan, 15th August, 2nd October, 14th November, etc. Hardly from that students group, only one knew that 2nd October is Gandhji's birthday.

Later Sudha Murthy told them about Dr. Sarvapalli Radhakrishnan as a famous philosopher and a great teacher & the importance about Teacher's Day. Sudha-Murthy even suggested them to read few books of him & to honour teachers. Those group of students were ashamed of their behaviour regarding teachers.

At the end, Sudha Murthy says that children should be led by example and teachers are the best examples. What we preach, we should practise.

This is the content of this story.

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How It Connects To My Environment -

In schools, colleges, etc. we give holidays to students without telling them why there is a holiday, its importance etc. In our environment we see so many people who atleast remember the days but hardly know the importance.

Nowadays, people give importance to holidays rather than researching upon why government gives holidays only for a particular day or such. Teachers day is celebrated all over India, but hardly students know the importance of this day & the reason behind celebrating it. In my environment I see so many students who hardly wish & respect their teachers and few just ignore their teachers.

A kind act of smile, wishing your teacher would not only make your day but also of your teacher as well. When you smile, your surrounding environment becomes positive, & this leads to the teacher their importance in students life.

TEXT TO LIFE ---

'A' FOR HONESTY

This story revolves around Sudha Murthy, sharing his son's story regarding honesty. Her son studies abroad & he is very interested in computer science. Once her son called up her and said that he didnot do well in his exams. To this Sudha Murthy consoled him stating that 'as a teacher, I don't give too much of importance to marks because I am aware of such situations, Don't worry.' But her son wasnot all pleased & said You do not know the difficulties of students.

One thing her son forgot is that Sudha Murthy too was a student. Later, almost few days after this call, her son was happy and said that he scored 'A' grade in that paper & Sudha Murthy too was surprised & asked him the reason behind it. Her son told that though I was happy, but for me grades are important but honesty is even more important." He told his professor about this, & then

professor said to him that he hadnot given the marks by mistake, It was delibrate He knows that ~~he~~ he (son) has a keen knowledge & passion for subject & thus, he gave him marks.

~~Her son~~ recollected his childhood memory while talking to Sudha Murthy that when he was small, the shopkeeper mistook Rupees fifty as rupees hundred & gave him back the change & when Sudha Murty found out, she scolded him that if you don't give the money back to the shopkeeper, no dinner for you!. Thus, the seed of honesty was first sown in him during his childhood.

This is ~~mean~~ the content of the story.

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HOW IT CONNECTS TO LIFE...

Right from our childhood, our parents are the role model, who sow seeds of various values in our life, like to be honest, to be truthful, to be helpful, etc. Similarly, in this story, due to the shopkeeper incident, her son remembered the value of honesty & thus reached to the conclusion that, though grades are important but honesty is much more important and this led to know the professor's thinking for him.

Honesty is not just about telling the truth. It's about being real with yourself and others, about who you are, what you want & what you need to live your most authentic life. Honesty allows us to observe everything around us with clarity. One has rightly said that you should behave with others the same way you want others to behave with you. If you are honest, surely you will bear its fruit. In our life, such act of values do play a significant role in near future.

MY REFLECTION

Through this activity, it helped us to know about important values plays an essential role in one's life. By reading Sudha Murthy's book, it has lead us to know the indepth about values.

Other than these 3 stories, the very popular story is 'How I Taught My Grandmother To Read'. After reading this, I came to know that there are people who are so keen to educate themselves, but due to improper resources, lack of opportunities, etc some couldnot receive it. Being an literate people, it can become easy to tell the illiterate as few stereotypical names but what if we extend our help towards them to make them read & write. The kind of satisfaction & gratitude is beyond imaginable.

Values, gender etc are few highlights of her stories. As an individual, it our sole duty to live upto the values which our parents, teachers have taught us. Through this activity, we were able to connect few stories through our self, our life and our environment. Few stories thus, do have a greater impact on our lives & may act as a turning point in our life.

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Std: Sy B.Ed Div: A

Roll No: 57

Subject: Reading &
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Cultural Perspective in Text

CULTURAL PERSPECTIVES IN TEXT

Introduction:-

A short story is a piece of prose fiction that typically can be read in one sitting & focuses on a self-contained incident or series of linked incidents, with the intent of evoking a "single effect" or mood.
A short story is usually concerned with a single effect conveyed in only one or a few significant episodes or scenes. The form encourages economy of setting, concise, narrative, and the omission of a complex plot; character is disclosed in action and dramatic encounter but is seldom fully developed. A short story is a short narrative with includes exposition, complication, crisis, climax & resolution of crisis. However, it is not essential that all short stories follow the same pattern.

The short stories we read are:

The tell-tale heart - by Edgar Allan Poe
The Gift of the Magi - by O. Henry
The Story of an Hour - by Kate Chopin
The Bet - by Anton Chekhov
The Lottery - by Shirley Jackson
The Necklace - by Guy de Maupassant

About The Story

The story I like the most is The Necklace written by Guy de Maupassant. The story had connected due to some cultural reasons.

About the author:

Henri René Albert Guy de Maupassant was a 19th century French author, remembered as a master of the short story form, and as a representative of Naturalist School.
Maupassant is consided a father of the modern short story.
The ten years from 1880 to 1890 were remarkable for their productivity, he published some 300 short stories, 6 novels, 3 travel books, and his only volume of verse.
By the second half of the 20th century, it was generally recognized that Maupassant's popularity as a short story writer and declined and that he was more widely read in the English speaking countries than France.

The other famous stories written by him are:
Boule de Suif, The Horla, The piece of string, Two friends, Piernot, Mother Savage, Imprudence, La Maison Tellier, A Party Servant, Useless beauty, Paste, etc.

* Content of the story:

"The necklace" focuses on Mathilde Loisel, a young woman married to a minor official. All she wants is to be rich & to have more material goods. One day she & her husband are invited to a ball & she buys a dress & borrows a beautiful diamond necklace from her rich friend, Madame Forestier, for the occasion. Mathilde has a wonderful time at the ball & briefly forgets her status. However, upon leaving the ball, she has to put on her old coat & she was severely disappointed to go back to her old life.

During the evening, she loses the necklace & is unable to find it. To replace it, she & Monsieur Loisel borrow huge amounts of money and it taken them 10 years to pay it off. After this time, she runs into her rich friend again & tells her what has happened, blaming Madame Forestie for her poverty. Madame Forestier than reveals that the necklace was actually a fake & she had no idea they had replaced it with a real one.

* How this story connect due to cultural reasons :-

The story describes the role of a women. The story describes the miserable poor situation of a women like for women who have no caste or class, ~~their~~ her beauty, grace, and charm is only served for birth or family. This description of women in the story reveals their limited role in the society, thus, presenting the concept of women's restriction

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in the society. The story also describes that man should be authoritative as a husband, and always rule on her wife. The story also connects to me, because in the story their is a society stigma that women should dress well & costly clothes for any occassions.
In this century also, these culturedls has been followed by many people's that is why I had connected with this story.

TEXT BROADEN OUR CULTURAL PERSPECTIVES:

This text had broaden my cultural perspective, in various ways like women should not be served for birth & family, women should be given more power in various field so that they can get independent, women ~~sh~~ & men should have equal power in all ~~humen~~ home activities, and women should be treated ~~a~~ well and as like any material. And most important thing that I had learned from this ~~story~~ ~~stor~~ short story is, we should buy the things which we are capable of, not & live happily with ~~a~~ the things we have.

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Reflection on the activity:

I pessonally don't like to read the short stories, on the other hand I really like to hear it. But through this activity I read 6 short stories and each of this stories has its own significance towards the perspective of life and pattern of life. From all this 6 short stories I had choosen The Necklace written by Guy de Maupassant. This story has describes the particular role of women which had explain women is inferior to men and has limited role in the society. This story also explained the stigma that women should dress well in any occassion. Through this activity I had learned that man society should assign equal power to women also to know what all women can acheived if she have same quality of love & respect from others. Each of the 6 stories has taught us some way or the other our culture has sub-ordinate things over the other, it is our choice know ~~how~~ whether we should follow it or little bit change it for welfare or growth of others.

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COLLEGE OF EDUCATION

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NAME : RAFFELLIA · C ·

FONSECA

CLASS : SYB Ed

DIV : A

ROLL NO : 58

BATCH : 2018-2020

SUBJECT :- R&R A4 Short Stori

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INTRODUCTION:

Our entire S.Y.B.Ed batch was given an assignment of Short Stories of Cultural Perspectives in text.

We were told to read stories which were basically short and many more. Though I love reading, it was really a fun filled experience of reading.

So reading short stories is fine but also knowing what are they? what impact they have on you?

How did the text widen our cultural perspective?

Is of realy importance.

So basically doing the whole assignment is fun and I learnt a lot.

I must say it thus broadens your knowledge

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WHAT ARE SHORT STORIES :-

A short story is a piece of prose fiction that typically can be read in one sitting and focusses on a self-contained incident or series of linked incidents, with the intent of evoking a "single effect" or mood.

- WIKIPEDIA

"An invented prose narrative shorter than a novel usually dealing with a few characters and aiming at unity of effect and often concentrating on the creation of mood rather than plot"

- DICTIONARY

Short stories is a crafted form in its own right, the word count is 1000 - 4000

Short story writers may define their work as part of the artistic and personal expression of the form.

They may also attempt to resist categorization by genre and fixed formation.

Short stories have deep roots and the power of short fiction has been recognised in the modern society for hundreds of years.

Short stories seem to answer something very deep in our nature as if, for the duration of its telling something special has been created some essence of our experience extrapolated towards the grave and oblivion.

Page No.
Date

MENTION THE SHORT STORIES YOU READ?

The Lottery (1948) by Shirley Jackson

The Bet by Anton Chekhov

The story of an Hour by Kate Chopin

The Tell Tale Heart by Edgar Allan Poe

The Gift of the Magi

The Necklace by Guy De Maupassant

These are the above short stories that I read. It was a beautiful experience reading them. It was quite knowledgeable and above all these short stories are beautiful

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ABOUT THE STORY CHOSEN:

I chose this story bring it is a short story and

The most prominent theme in the "The Gift of the Magi" is love. Jim and Della were willing to part with their most prized possessions to make each other happy. This story focuses on unconditional love too which we dont see now-a-day. Now people love wealth which is material poverty Some other qualities which are highlighted in this story are generosity, selflessness and poverty

ABOUT THE AUTHOR:

William Sydney Porter lends the pen name "O' Henry" to surprise endings signed officially as Sydney Porter.

His biography shows where he found inspiration for his characters. Their voices and his language were products of his era.

He was born in 1862 in Greensboro North Carolina He left school at fifteen. In 1884 he went to work in a real estate office and spent four years as a draftsman. His wife and his newborn died and he was survived by his daughter Margaret. He worked in a poorly run bank and was fired from there too. Then he moved on to writing

HOW DID THE TEXT BROADEN YOUR CULTURAL PERSPECTIVE?

Certain stories do dwell into the different aspects of culture. It also at times throws light on the struggle that goes on between extreme wealth and extreme poverty that exists in the Indian culture. It at times also demonstrates a lot of cruel issues and injustice that face those unfortunate enough to live in poorer areas. Certain stories touch on both broad and personal topics from all political way that divide relationships evolve over time and what responsibility people have towards their families.

Certain stories do tell us about what a life is living like in a country with political turmoil.

Different short stories display different cultural aspects it could be personal, professional, social, and political. It revolves around the lives of people of different background.

There are so many more beautiful stories that give insight into different cultures all over the world.

REFLECTION:-

The assignment was really good I learnt a lot Actually many things! The assignment was not actually bound to reading books and only analysing stuff and all it was actually way more The way short stories depict different cultures and portray difficult situation of people with different backgrounds one gets to know a lot about their cultures and their beliefs and what they are actually going through

All one needs to do is to open your mind and heart to more as there is so much to learn and experience

As it is well said "One needs to walk around in someone elses shoes for a bit"

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LEARNING RESOURCES

MEANING :-

Learning resources are those devices and procedures that help to make teaching and learning more interesting, more stimulating, more reinforcing and more effective.

CONCEPT :-

Learning resources are texts, Videos, Software, Models and other materials that teachers use to assist students to meet the expectations for learning defined by provincial or local curricula.

Before a learning resource is used in a classroom, it must be evaluated and approved at the provincial or local level.

Chalk, Black board, Duster, Charts, AV-aids, Educational Software, library and instructional material are some of the examples of learning resources.

A resource Center is a facility within a School, staffed by a Specialist, Containing several information Sources.

Library is also a learning resource because there are books in the library that helps you to learn Subject books and lots of other books.

MY WORKING MODEL :-

KIDNEY WORKING MODEL :-

Kidney Model Create a Clay model about the size of a human fist and bean Shaped. On the upper part of each kidney is the adrenal gland which brings blood to be filtered by the kidneys. The other part of the kidneys has tubes called ureters, which run to the bladder and carry the waste produced from filtering the blood.

Healthy kidneys filter about a half cup of blood every minute, removing wastes and extra water to make urine. The urine flows from the kidneys to the bladder through two thin tubes of muscle called ureters, one on each side of our bladder. Our bladder stores urine.

The kidney's job is to filter our blood. They remove wastes, control the body's fluid balance, and keep the right levels of electrolytes.

We can used this kidney working model in std: VIII.

The Students can understand the function of kidney by this working model.

CONCLUSION :-

It is a known fact that the kidneys are the most important of the human body for its proper functioning.

Its major function is to remove waste products and excess fluid from the body.

The excess or the waste is removed by the kidneys in the form of urine.

Apart from removing the waste, it also produces hormones that would affect the function of other organs.

~ x ~ x ~

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Inbox (50) - rfrancis@mes.ac | Classwork for Common Clas | English Prose Demo.mp4 | Classes

drive.google.com/file/d/17NRZZGxNPdd-L1hG6DMHiKD48jhZwvzb/view

Update

9/6/ 20

Subject: English (Prose)
Chapter:

Std. VII

New words:

Panorama

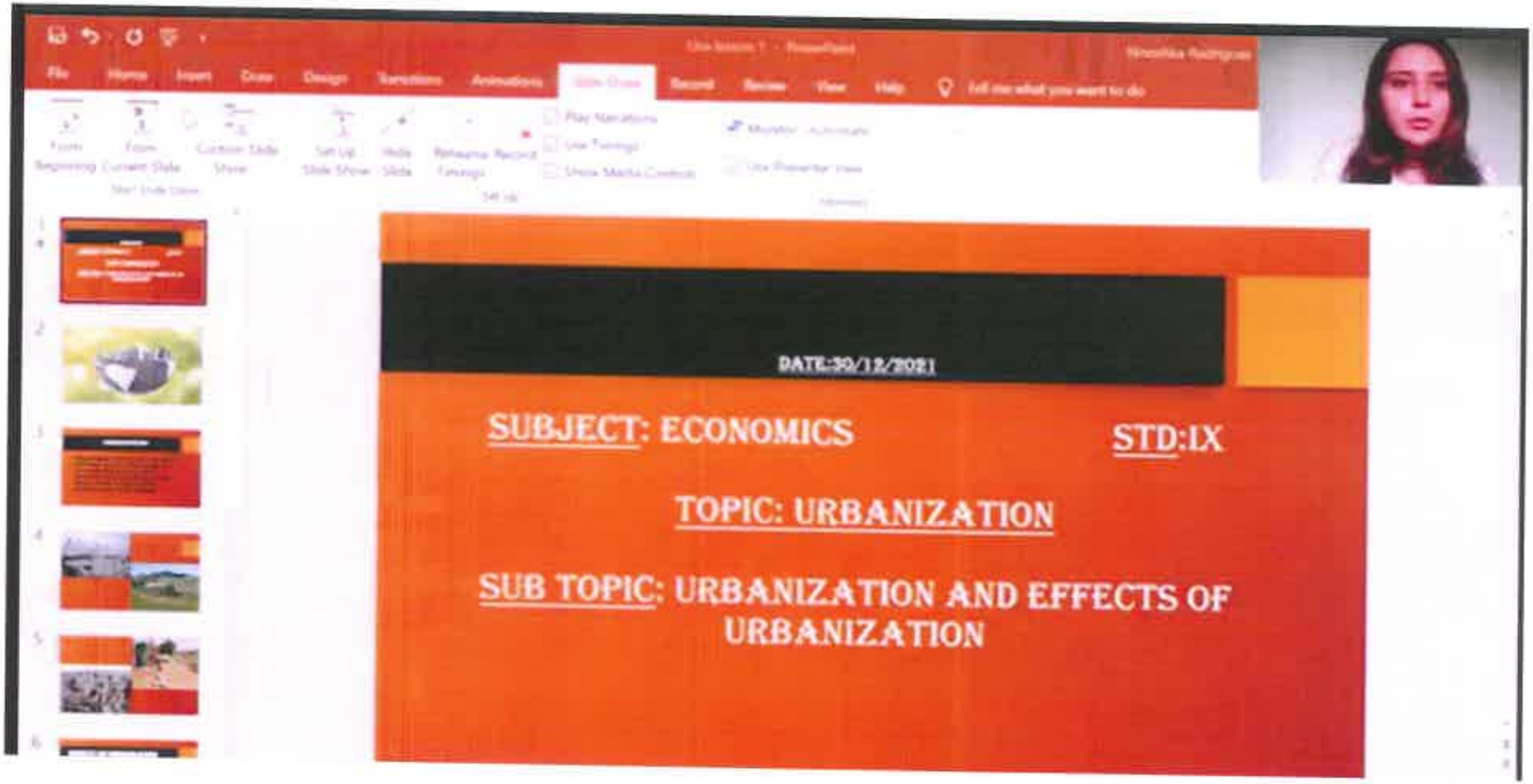
Abate

7:05

Inbox (50) - rfrancis@mes.ac | Classwork for Common Clas | MVI_0202.MOV - Google | Classes

drive.google.com/file/d/1_ZTCUL5-zTSsXCiiRQxBkWHHqa54Ut0a/new

Update



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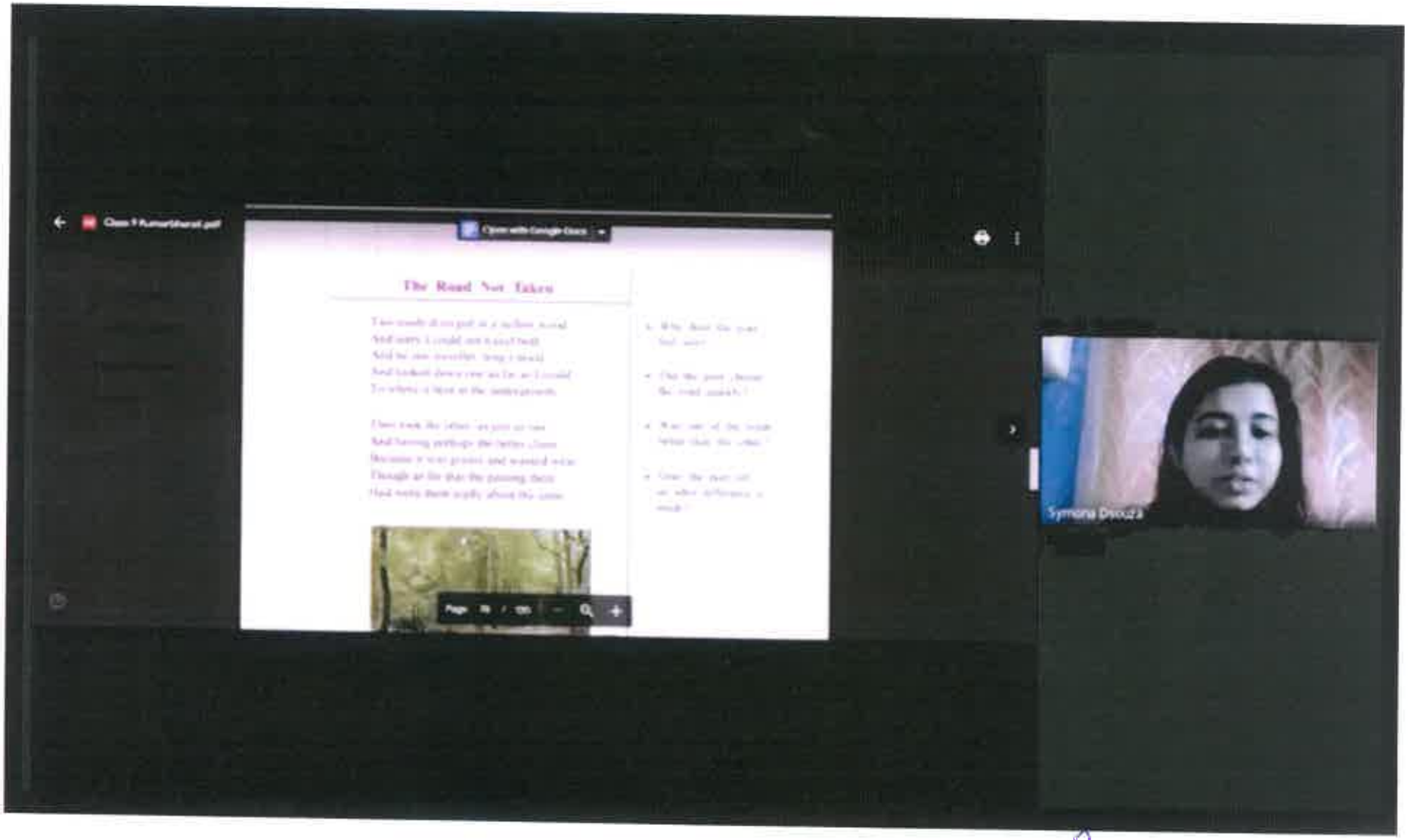

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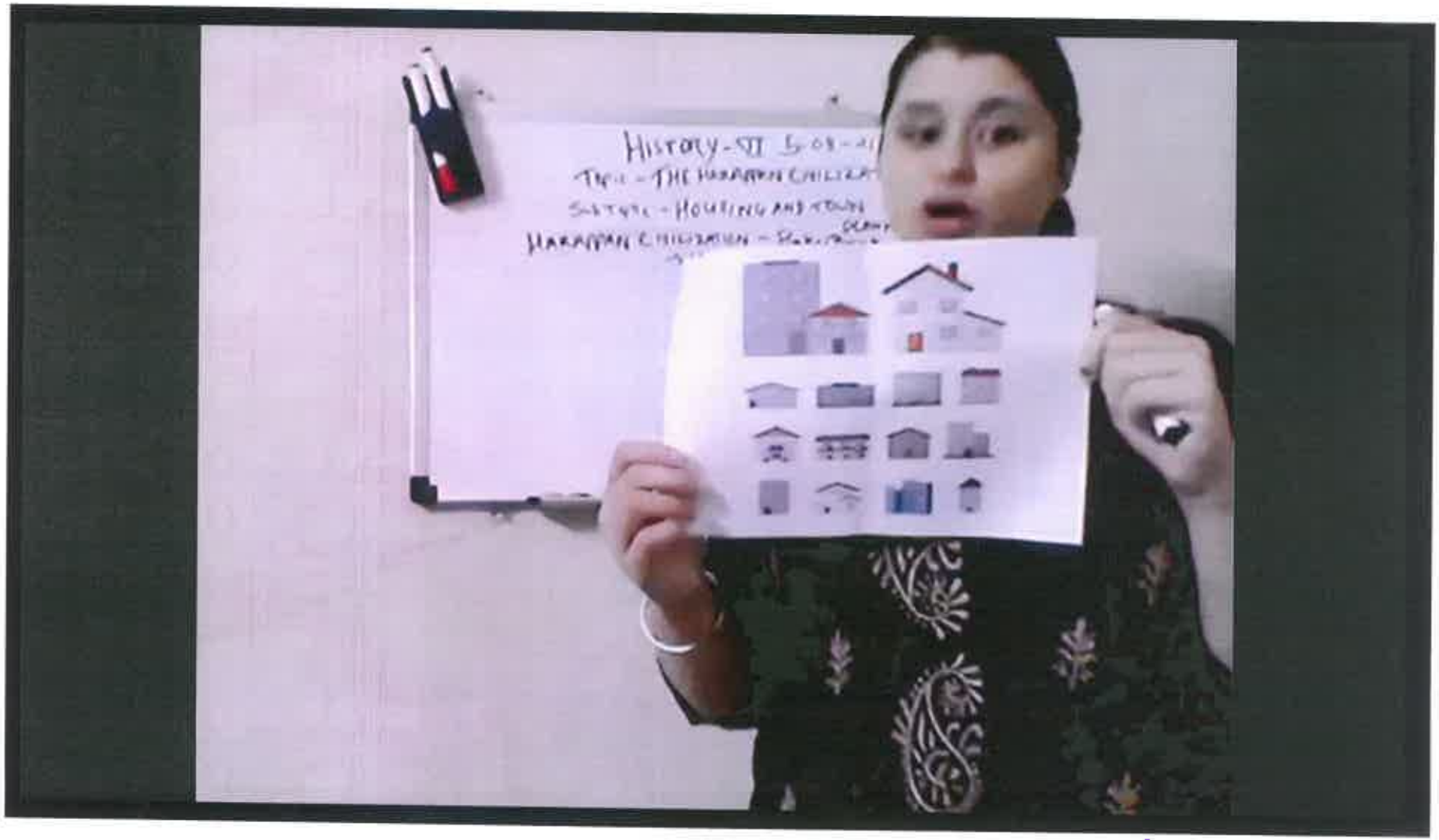

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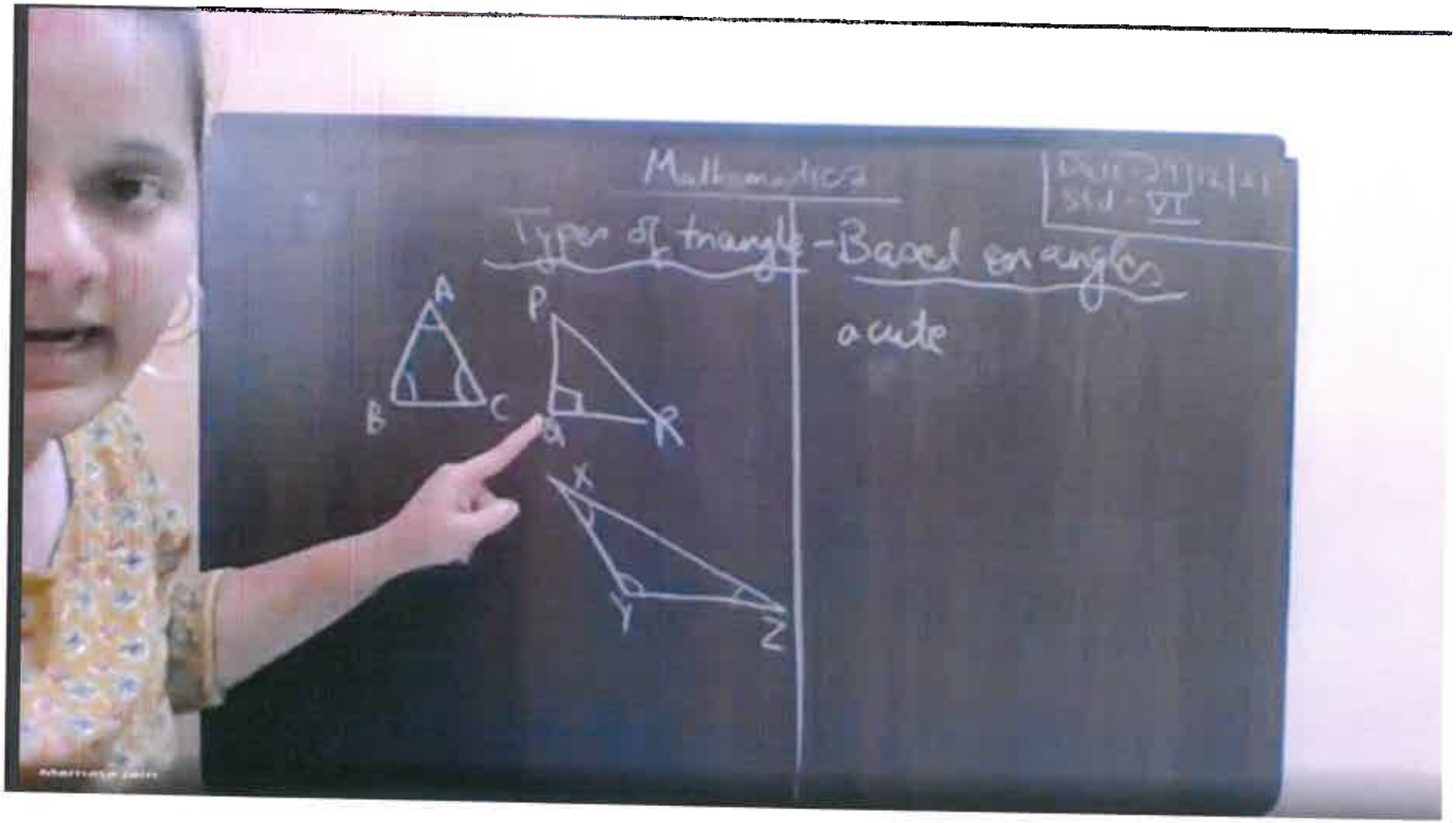

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Internship – Student teacher teaching in School

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Expert Session by Dr. Matthew W. on global perspectives of curriculum

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j

Expert Session by alumni Ms. Rakhi Pandey on innovative teaching methods and International perspective of teaching

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Gallery Walk on EVS

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Indoor games

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Indoor games

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Publication - Horizon

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Women Development Cell activity

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Women Development Cell activity

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Session organised by Women Development Cell

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Inter collegiate Competition

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Special Assembly Celebration

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Group work – Presentation

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Special Assembly

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Cleanliness Drive

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Organising event at Practice Teaching School - SIES

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HINDUSTAN TIMES, MUMBAI
FRIDAY, SEPTEMBER 20, 2019

Chembur school pays tributes to Hindi poets

On the occasion of Hindi Diwas, the students and teachers of MES Chembur English High School rendered poems composed by several eminent poets of Hindi language.

MUMBAI: MES Chembur English High School celebrated Hindi Diwas with great pomp. The programme was graced by school principal Annamma Paul and deputy CEO of Mahatma Education Society, GT Ochani.

The school organised a variety programmes on the occasion, stressing on the significance of the language. Students rendered poems composed by eminent Hindi poets. Students of Class 8 enacted a comical skit in Hindi and extracts from literary masterpieces were displayed.

STUDENTS MADE AWARE OF CHILD SEXUAL ABUSE

To make students of Class 5 and Class 6 aware of child sexual abuse, the Chembur English High School held a short film screening session, in which students were shown a film, which educates children on safe and unsafe touch and teaches children how to protect themselves and seek help in situations where they feel threatened.

After the movie-screening session, the BEd students of MES's Pillai College of Education and Research from the anti-sexual harassment cell oriented the school students about good touch and bad touch and shared real life incidents and also made them repeat the slogan '*Meri Awaaz Suno*' as an awareness to voice their opinion in case of child abuse.

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Internship School – AFAC High School

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Concept Mapping

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Creating a learning story board

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Experiential Learning - Participatory Approach-Representative of society group in curriculum construction

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Experiential Learning – Gallery Walk on Activity method of teaching by Gandhiji

Dr. Reni Francis
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Experiential Learning - Participatory Approach

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Experiential Learning – Activity based learning

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Experiential Learning –Activity method of teaching by Gandhiji

Dr. Rani Francis
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Experiential Learning – Swachh Abhiyaan

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Experiential Learning – Swachh Abhiyaan

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Seminar presentation – Values of teaching

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Brainstorming Sessions

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Scenario based learning

Reni

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Community Outreach Programme

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Community Outreach Programme – Fistful of Grains

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Special Assembly – Freshers Day

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Celebration of days of importance – National festivals

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Seminar Presentation by students at Gandhi Shikshan Bhavan

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Book Donation Drive

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Community Outreach – Jumble Sale

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Preparing of Learning Resources for Practice teaching Schools

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Intra-collegiate Competition

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Outdoor Sports – Basketball

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Felicitation of Non-teaching staff

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Think – Pair – Share learning activity

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Gallery Walk – Art and Drama in Education

Dr. Reni Francis
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Gallery Walk – Art and Drama in Education

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Gallery Walk – Pedagogy of History

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Student Council Elections

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Inter-collegiate event – Felizia

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Annual Sports Day

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Annual Sports Day

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Annual Day

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Community Outreach – Mangrove Cleaning

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Community Outreach – Mangrove Cleaning

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Degree Distribution Day

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Facilitating Online Social Media Platforms

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Brainstorming Session – Round Robin

CC 3- Learning and Teaching

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Creative resources for Practice teaching Schools

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Celebration of Special Days – Festival Baishaki

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National Level Seminar

PCER - SIES

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National Level Seminar

PCER - SIES

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PCER - SIES

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Inquiry based teaching – Problem solving methods

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E-learning platforms

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Digital India

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Digital India

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50 years Celebrations – Golden Jubilee

Mahatma Education Society

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Learning Resources for Practice teaching Schools

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Educational Visit - Goa

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Multidisciplinary approach to learning

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Importance of Mother language day

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Multidisciplinary approach to learning

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Seminar Presentation – Group Work

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Teaching Aids Competition

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Teaching Aids Competition

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Socially Useful Productive Work (SUPW)

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Dramatization

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Field trip – Experiential Learning

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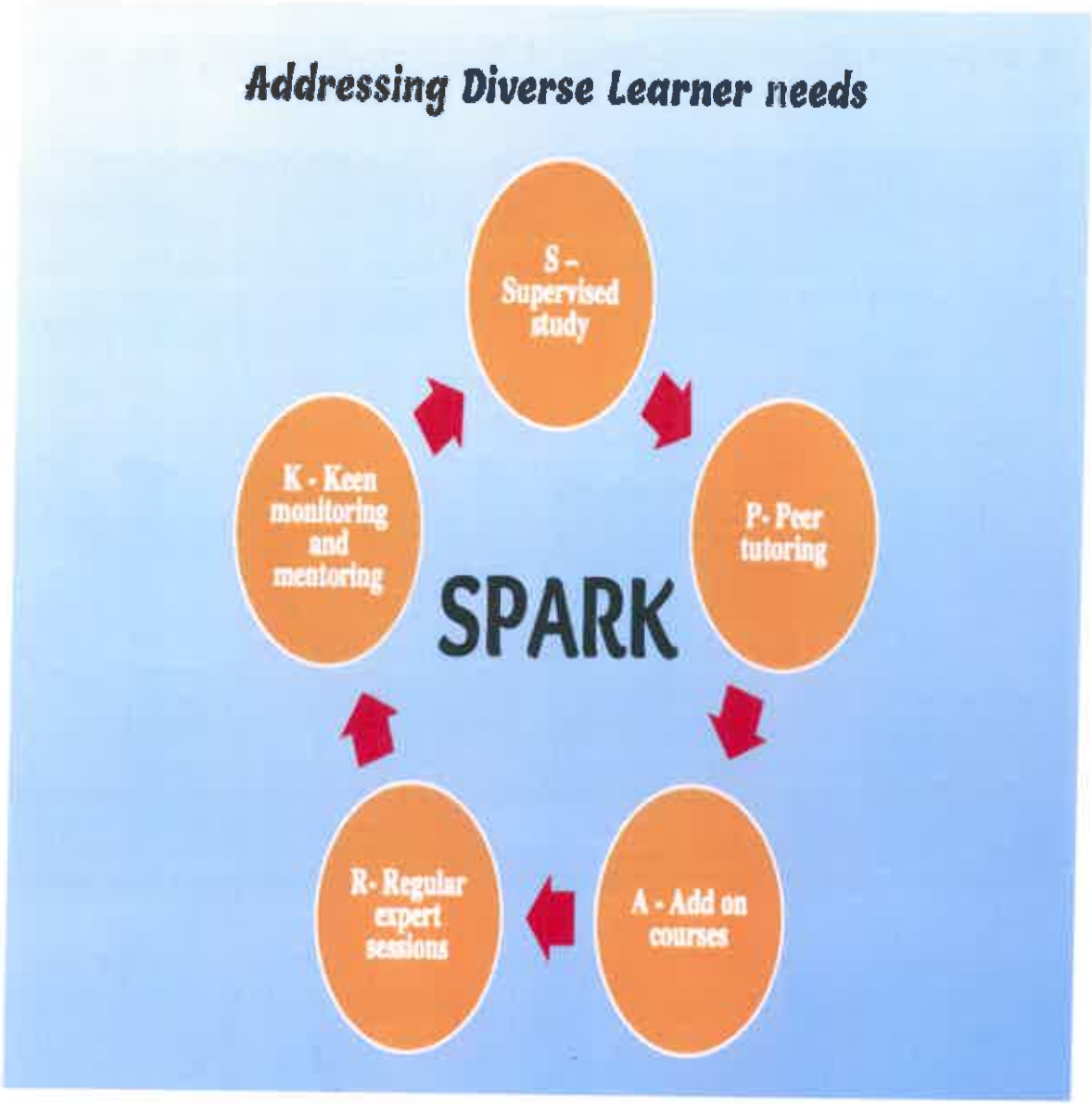
2.2.3 (A, B, C, D)

MAHATMA EDUCATION SOCIETY'S
PILLAI COLLEGE OF EDUCATION & RESEARCH
Chembur Naka, Mumbai - 400 071 Tel.: 2522 4856 / 2522 8414 Fax: 2522 9587
Website: www.pcer.ac.in
NCTE:- WRC/5-6/2k300 dated: 15/01/2001, NCTE College Code No:-113125

NAAC reaccredited
'A' Grade, CGPA - 3.36
(3rd Cycle)

Addressing Diverse Learner Needs at PCER,Chembur



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Addressing Diverse Learner Needs at PCER,Chembur – SPARK

Supervised Study

Students as per their pedagogy or tutorials come together to be a part of the supervised study. The Mentor/ Guide conducts regularly the Supervised Study and is reflected in the Timetable. The Mentor/ Guide provides learning tasks such as preparation of notes, preparation of lesson plans, teaching aids, learning resources.

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Addressing Diverse Learner Needs at PCER,Chembur – SPARK

Peer Tutoring

Peer learning is an important aspect in learning. At the B.Ed course, peer feedback in lessons, co-teaching, group work, assignments, curricular and co-curricular activities all have a great impact in shaping one's personality. Peer tutoring is planned on identifying appropriate peer groups – this could be either pedagogy wise, tutorial wise or PT school wise. The guide is by the side to understand the peer tutoring process.

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Addressing Diverse Learner Needs at PCER,Chembur – SPARK

Add on courses

Adding extra learning opportunity to students is indeed a great advantage, hence value added courses, self-study courses etc are planned in the Time table, opportunity to develop personally and professionally is provided.

Dr. Reni Francis
Principal
Mahatma Education Society's
Pillai College of Education & Research
Chembur, Mumbai - 400 071.

Addressing Diverse Learner Needs at PCER,Chembur – SPARK

Regular Expert session

PCER, Chembur conducts several expert sessions for students on variety of topics such as wellness, health, teaching aids, innovative teaching strategies, self-help, personality development, professional competence, research, new trends in teaching and learning.

Dr. Reni Francis
Principal
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Pillai College of Education & Research
Chembur, Mumbai - 400 071.

Addressing Diverse Learner Needs at PCER,Chembur – SPARK

Keen Mentoring and Monitoring

Regular monitoring helps in understanding the challenges and issues faced by students, the same are addressed by the mentors/guides and solutions are sought.

Dr. Reni Francis

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ROLL NO.
72

SIONA RAJ

F.Y. B.Ed.

REPORT BOOK

Name : SIONA RAJ

Std. : F.Y. B.Ed Div. : A Roll No. : 72

Sub. : Report Book (Semester - 2)

School / College : MES Pillai College of Education and Research

INDEX

Sundaram®
Books for Success...

Sr. No.	Date	Subject	Page No.	Sign.
1.		Day 1 - 18th July 2022		
2.		Day 2 - 20th July 2022		
3.		Day 3 - 22nd July 2022		
4.		Day 4 - 25th July 2022		
5.		Day 5 - 27th July 2022		
6.		Day 6 - 29th July 2022		
7.		Day 7 - 1st August 2022		
8.		Day 8 - 3rd August 2022		
9.		Day 9 - 5th August 2022		
		CCA Activities		
10.		Singing Competition		
11.		Drawing and Poster Making Competition		
12.		Value - Based Lesson		
13.		Parents - Teacher Meeting		

Dr. Reni Francis
Principal
Mahatma Education Society's
Pillai College of Education & Research
Chembur, Mumbai - 400 071.

ABOUT PRACTICE TEACHING SCHOOL

The school that I was allotted for my practice teaching was 'Padua High School' which is located in Mankhurd. Established in 1962, it is a Christian Minority School founded and Administered by St. Anthony's Church. The school is affiliated to the 'Archdiocesan Board of Education (ABE) under the patronage of Archdiocese of Bombay.

The school aims at education primarily of the Catholic Community around to the extent possible of the members, of all other communities.

The school's motto is 'Each one, Teach one' which carries the meaning of giving to others in need what we receive. The School stands for academic excellence, development of skills and character formation based on the love of God and the service of man, as modelled in Jesus Christ, with a view to training citizens distinguished for their all round development and sincere commitment to God and the country.

The school has a private building, which consists of 15 classrooms for instructional purposes, all of them are well maintained and in good condition. It has 2 other rooms for non-teaching activities. The school has a library which has 1680 books in it. The school has 6 boys and 8 girls toilet and all are

functional. There is a computer lab with almost 25 computers. The school owns a playground for sports and extra-curricular activities.

PAGE No.
DATE / /

Day 1:- 18th July 2022

My group consisted of nine members, With anxiety and excitement in our hearts we reached school at 6:30am. We had a brief discussion about each one's strengths and weaknesses so that we could bond better for the days we spend together.
The school bell rang at 7:00 am following which the assembly started. The assembly was made up of a hymn, short prayer, school anthem, national anthem, pledge, bible reading, thought of the day and concluded by wishing the teachers and the students a good day.
After the assembly got over Nikitha, my co-leader and I went to the Principal ma'am Mrs. Bindu to discuss about our day's responsibilities. In the second period and the third period, I prepared for my lesson. In the following lecture, a class was taken by me in 5th A wherein I taught them the English prose 'Dhyan chand'. In the fifth period, I was completing my observation book. We were half way through the day, and our break was from 10:00am - 10:15am.
In the second half of the day, I started writing in my report book for the 6th and the 7th period. In the 8th period I took a lecture in class 6th C wherein I made them play a vocabulary game to test their knowledge. The last two periods went by discussing the

activity we would conduct for the co-curricular activity. The last bell rang and the day concluded with the prayer after class.

The first day of our internship came to an end, where we learnt a lot of new things. We all shared our first day experience in a line or two to the group. We departed from the school at 1:10 pm with a little sense of relief of completing our first day successfully.

PAGE No.
DATE / /

Day 2:- 20th July 2022

The second day we reached school together at 6:50 am. The first bell rang and the assembly for the was conducted till 7:15 am followed by the start of the first lecture which was a prozy taken by Nikitha and me in 10th A. We started with taking the class attendance following which Nikitha took a revision of some Algebra sums and I was maintaining the discipline of the class. In the second period, I prepared for my observation Lesson. Later, in the third period took a class in 8th B wherein I took revision of the English lessons taught to them. In the next two periods I tried to complete my observation and report books.

After the 15 minutes interval, I observed the class of Mrs. Lyra who taught रोज़ मेरी that day. It was an interesting class where I learnt how to make a dry topic of grammar more interactive, connective and simple for the students. In the sixth and the seventh period, since both Nikitha and I were free, we prepared the timetable for the next day of internship. Afterwards, in the last two periods we started preparing the decorations for our CCA with the help of the entire group.

Day 2 was a day where I faced my fear of handling a higher class, it made me overcome

PAGE No.
DATE / /

my anxiety of facing my fear. I growed and developed more as a student-teacher. The day ended at 1:20pm for us when we left school.

PAGE No.
DATE / /

Day 3:- 22nd July 2022

The third day of our internship was a friday and the day we were all a little nervous about, since it was our first observation day in school. We reached school at 6:45 am. All of us did our best in calming and encouraging each other. The prayer for the day was conducted. Nikitha and I visited the Principal ma'am to receive our daily duties. Before anyone could go in for their presentation we said a small prayer within our group to perform to the best of our abilities. In the second period I went to observe my peer Ms. Sana Shaikh in class 6th B she taught science's topic 'Diversity in living things and their classification'. She was very meticulous and gave in-depth information about the topic. In the third period I observed another peer Ms. Lymriana Pinto, she taught how to write informal letters to class 6th A. The way she engaged her class in active participatory learning was interesting. It was my turn for presenting my lesson. I taught an English prose 'Revathi's Musical Plants' in the class 8th B. I felt accomplished and relieved after giving a successful lecture. Just to relax a bit we started making the backdrops of our CCA activity. After the break we distributed chits and

divided ourselves into pair of two or group of three for our value-based lesson. After that in the eight period, I observed the lesson of my peer Ms. Aaliya Dakhane She taught math in class 8th C. In the following period, I took a lecture in 6th A in which I taught them different figures of speech. In the last period, Nikitha and I sat down to make the timetable for the next day.

After the ending prayer, Mrs. Aathira ma'am gave us our feedbacks and points in which we could improve more. Her suggestion were reflective and helpful. She also encouraged us to point out each other's strengths and what we could learn from them. We had a very engrossing discussion after which we headed home from school at 1:30 pm.

PAGE No.
DATE / /

Day 4:- 25th July 2022

This was our second week in the school. We got a bit familiarized with the working system of the school. This was the second day of our observation. We reached school at 6:50 am together as a team. After the assembly got over, Nikitha and I went to principal ma'am office to discuss about the daily work. Ms. Diandra Pinto ma'am had come to the school to observe us. In the second period, I observed Nikitha's lesson 'Health and diseases' that she taught in 8th C. The content was so up-to the mark plus her voice modulation really kept the students connected to the lesson! In the following period, I was guiding ma'am for the observations. Afterwards, in the fourth period I observed the lesson of my peer Ms. Jayalaxmi Anil Kumar in class 7th B. Her topic was 'Maharashtra Before the time of Shivaji Maharaj'. In the fifth period, Nikitha and I prepared the time-table for the next day.

After the recess, I directed ma'am for the observation in the sixth and seventh period. Later, in the 6th C class I had my presentation I taugh them the lesson 'Param Vir Chakra: Our Heroes'. In the ninth period, ma'am gave us her feedbacks which helped us reflect and improve on our mistakes and sharpen our stronger attributes further. After

ma'am left we continued making decorations. In the last period I took a class in 5th A wherein I played a word-cross puzzle with them.
As the day finished we were a bit relieved since we all had completed our lesson observations. We left the school at 1:10 pm on that day.

PAGE No.
DATE / /

Day 5:- 27th July 2022

We reached school together at 6:45am. After which we had a small discussion and sharing of our two observations days and how it went. The school bell rang at 7:00am followed by the assembly in the same format from 7:00am - 7:15am. In the first period Nikitha and I went to the Principal ma'am office to receive our day's work. Afterwards in the second period I observed the lesson of Ms. Ruba Ebsiba in class 5th C wherein she taught the E.V.S - II lesson 'History and the concept of time' the delivery of the lesson was so well planned with appropriate teaching aids. In the third period I observed the class of Mr. Ganesh Sir. He is a mathematics teacher and taught the class 8th A. The students were so involved and enthusiastic in learning the chapter 'Altitude and Median' because of his unique teaching style. In the fourth period, I observed the class of Mrs. Anandhi ma'am in 9th B. She taught the lesson 'Polynomials' to the students. Her way of explaining a concept encouraged the students to actively participate in the class. My last teacher observation was of Mrs. Prabha in the class 9th C. A truly inspiring and aura she contains. She taught the Economics chapter of 'Urbanisation'. Her voice modulation, content research and delivery and class involvement

control really set a bar for me.
After the break, I took a class in 7th A wherein I taught them a poem 'In the time of silver rain'. In the 6th and the 7th period Nikitha and I instructed all the classes from Std V to Std X for their drawing and poster making competition joining in the celebration of the 75th Independence Day of our Nation. Afterwards again I took a lecture in 7th A wherein I completed the poem I had already started in the previous class. In the last period, we were requested to have a run-through of the Inter-House Singing competition so we were occupied with that.
My group and I left school at 1:15pm on that day discussing our very eventful next day on our way back home.

PAGE No.
DATE / /

Day 6:- 29th July 2022

The last day of our second week in school. The day we were all excited and well prepared for. It was the most eventful day of our internship journey. Everyone in the group were on their tiptoes and presented the best side of themselves. My group and I reached school at 6:20 am and without wasting anytime, we started making place to keep the papers that we will receive for the drawing and poster making competition. Soon after the prayer service we divided ourselves in pairs and went to collect the drawings and posters from different classes. Later we started judging all the drawings and posters and came up with the winners of the competition on the basis of majority. In the third period I along with Jayalaxmi Anil Kumar took our value-based lesson in class 6th A wherein we taught them the value of 'Emphathy' and it's importance in our lives. In the next four periods, I did teacher shadowing of Mrs. Betsy Jaison. She is an enthusiastic teacher that makes learning a fun process. She teaches English, History, Geography and Work Experience to the students of class 9th and 10th. She is the class teacher of 9th B and also the person co-ordinating all the extra-curricular activities in the school. From Eight period onwards we started with the Inter-House Singing competition. The competition was a

grand success and everyone enjoyed being a part of it.
We left the school at 1:30 pm with our hearts filled with happiness. We were really proud of ourselves for the show we put up that day. It was also the last day we were a part of a actual school timetable, since from the next week they had scheduled their first unit test examination.

PAGE No.
DATE

Day 7:- 1st August 2022

As we ushered into the last week of our internship we were a bit relaxed because we had completed majority of our tasks assigned by then. On this day, we reached school at 6:43 am. The day's assembly was conducted, after which we had to meet Principal ma'am. She divided us into pairs and instructed us on the ways to supervise a class effectively. She also allocated each pair a class from class 5 to class 8 for about 30 minutes each, so that supervisor in the class is relieved for sometime. Nikitha and I were paired together and we supervised in the following classes 6th C (7:15 am - 8:00) am, 6th A (8:00 am - 8:30 am), 7th C (8:30 am - 9 am) and in 8th C (9:00 am - 10:00 am) after which the students left for the day. We had the duty to make sure students were writing their exams without any malpractice taking place and to maintain the discipline in the class. We got a small break of 15 minutes, after which the Principal ma'am called us for the arrangement of question paper for the next exam. She explained how the procedure takes place and also showed the demo along with the peon's of the school. We arranged the papers according to the instructions given to us. Everything got over by 1:00 pm and we left the school by 1:10 in the afternoon.

Day 8:- 3rd August 2022

We reached school by 6:50 am. The day started with the assembly. This was the third day of their examination. We remained in the same group of pair and each of us were allocated classes. Nikitha and I got the following classes 5th A (7:15 am - 8:00 am), 6th A (8:00 am - 8:30 am) 7th A (8:30 am - 9:00 am) 8th A (9:00 am - 9:30 am) and 8th C (9:30 am - 10:00 am). Our duties remained the same, to see that the students write their examination truthfully. If they were caught in any malpractice, they were sent to the Principal's office. After the break of 15 minutes, we were called to arrange the papers for the next day's examination and put it into a proper folder allocated to the class. We left the school by 1:15 pm on that day.

PAGE No.
DATE / /

Day 9:- 5th August 2022

This was the last day of our internship. We reached school at 6:47am reflecting on our learning experience from this practice teaching internship. The school started with the assembly. We were allocated classes according to our pairs. That day Nikitha and I supervised classes 5th B (7:15am - 8:00am), 6th B (8:00am - 8:30 am), 7th B (8:30am - 9:00 am) and a simultaneous supervision in 8th B and 8th C from (9:00 am - 10:00 am). In the 8th class two students were caught by us copying and they weren't allowed to write their first paper. We got a break of 15 minutes, afterwhich we were called to arrange the papers for the next exam. This continued till 12:00 pm. Afterwards we conducted a short thank you program for the staff and the non-teaching staff to show our gratitude for the help and guidance they rendered to us in the past three weeks. It all wrapped up by 1:00 pm and we left school by 1:10 pm with a bag filled with memories and experiences we will always cherish. It was our first step into the real teaching experience of our B.Ed course and it helped us significantly.

GCA ACTIVITIES

(I) Inter-House Singing Competition

The Inter-House singing competition was held on 29th July 2022 in the ground floor multi-purpose hall. Though the event was only for three hours, a lot of back stage work was done by the teachers of the school and us. The teachers of the School selected children from their respective class and then the house in-charge teachers - Ganesh Sir (Yellow House), Ashish Sir (Red House) and Ashok Sir (Green House) took the auditions of the students from their own house.

We were given the responsibility of conducting the event, judging the event and decorating the hall for the competition.

We started with dividing ourselves into smaller groups. The decoration team consisted of Reema Nair who make paper mics, Rutuja she made the music notes along with Jayalaxmi, Aaliya Dakhave she was responsible for making paper keyboards (piano) and I who made the letters of the inter-house singing competition. The crowd management committee had Jayalaxmi Anil Kumar, Rutuja Khopade, Reema Nair, Lymriana Pinto and Aaliya Dakhave. In the judging team there were Sana Shaikh, Nikitha Anna John and Sana Shaikh.

PAGE No.
DATE / /

On the day of the event, we started decorating the hall from 10:15 am soon after the break. We finished it in an hour. The event started at 11:15am with a short prayer service and a brief introduction of the judges. The audience of the event were the students of Standard V. The competition was hosted by me. There were three categories in the event. Category one had the students of Standard V and VI, Secondary category consisted of participants from class VII and VIII and the third category had students of standard IX and X. The event started with category one moving towards category three as the competition progressed.

The event ended with a short vote of thanks by us and by the Principal Ma'am. We took some time to calculate the result of the competition. The winners were announced soon after. The event concluded by felicitating the winners of the competition.

PAGE No.
DATE / /

II) Drawing and Poster-Making Competition

The students of all standard were informed about the competition on the 27th of July 2022. Each class was given a different topic. The topics allocated are as follows
Standard V - Clean India, Green India
Standard VI - Patriotism
Standard VII - Saluting the Heroes of India
Standard VIII - Future India
Standard IX - Your picture of India
Standard X - Nation First, Always First.
The students of classes five and classes six had drawing competition while the rest had poster making competition. They had to make the drawing and poster at home and come and submit to us on the 29th of July 2022. We went through all the drawings and posters and decided on the winners according to each class. We announced the winners on the intercom and they were felicitated after the inter-house singing competition.
This event was conducted to celebrate the 75th Independence Day celebration 'Azadi ka Amrit Mahotsav'. We got around 560 participants. It was a very successful event and we received many creative posters and drawing.

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PAGE No.
DATE / /

PICTURES OF CO-CURRICULAR ACTIVITIES

↑ Backdrop decoration ↑

↑ Hosting the event ↑

← Our Group Picture

A picture with the singing competition winners →

← Picture of Principal Ma'am and winners with us.

↑ DRAWINGS AND POSTERS WE ↑
RECEIVED

↑ PRIZES WE GAVE THE ↑
WINNERS OF THE
COMPETITION

↑ FEW WINNERS OF THE POSTER ↑
AND DRAWING COMPETITION

↑ NARRATING THE STORY ↑

↑ STUDENTS PROVIDING THEIR ↑
INPUTS

VALUE - BASED EDUCATION

On 29th July 2022, Jayalaxmi Anil Kumar and I conducted our value based lesson in class 6th A. Our topic was 'Empathy'. We chose the topic because students in that age understand the concept of sympathy, but they do not have a clear picture of emphathy.

We started our class with a small activity, we told them to clear their desk and whichever row finished first we gave them a positive point. After the activity, to calm the student we guided them to meditate for 2 minutes. Afterwards we began by telling them a story related to the value. After narrating the story we asked the students understood from the story.

The story was about a boy and how we went to buy a pet dog, but none of the dog he felt like a connection. On one corner he saw a dog with only one leg, he instantly connected to him. The shopowner was very reluctant to give him the dog But then he showed the owner his limped leg. The students were very touched by the story. Later, jayalaxmi explained how we can practice empathy in our daily lives. We continued by asking questions to the students about their input regarding the topic.

They were very enthusiastic and gave us many innovative ideas. We concluded the topic by a short summary of whatever happened in the class.

PARENTS- TEACHERS' MEETING

The parents - teachers meeting (PTM) was held on 23rd August 2022 at 10:30 am in the ground floor multipurpose hall. It was the first PTM meeting of the year. The members present in the meeting were Principal, Teachers and the Parent-teacher Association members. The PTA members were the parent representative of each class who had volunteered or who had been selected by the class teachers to represent the class in the PTA.

The meeting began by a brief address by the Principal Ma'am - Mrs. Bindu. She welcomed all the members of the PTA, followed by a brief explanation of their roles and responsibilities. She then asked all the PTA members of each standard to form a group and discuss all the problems, issues / difficulties they were facing from the school and list it down on a piece of paper and put it in the box placed at the foot of the stage.

Mrs. Bindu then handed over the mic to Mrs. Betsy Jaison who listed down the various problems the teachers of each class were facing some of the points that were said by her were:

→ The lack of attention of children during class after the pandemic

→ The parents negligence in disciplining the ward

PAGE No.
DATE / /

at home.

-> Lack of participation of the children in extra curricular activities

-> Slower writing and grasping speed and the unwillingness to come to school daily.

She later also explained the steps that can be taken together as a team to overcome these problem. There was a short snack break afterwhich the meeting continued with Mrs. Prabha giving an entire year planner to the representative. She explained each and every point in the year planner and answered to all the doubt that arised.

The session continued with an assurity given by the staff of the school to solve all the problems that are put in the box. The meeting concluded with a prayer service based on unity and team work. The meeting ended at 1:00pm afterwhich the parents if they wished could speak to the respective class teachers.

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Practice Teaching

OBSERVATION NOTE BOOK

Semester II

Name of the Student Teacher Siona Raj

Roll No. 72 Year 2021 - 2023

Practice Teaching School Padua High School, Mankhurd

Name of the Student Teacher Siona Raj

Roll No : 72 Div A

Medium: English Method : I English

Method : II

Practice Teaching School Padua High School

Prof.-in-charge :

INDEX OF SCHOOL ACTIVITIES

DEMONSTRATION LESSONS

Sr. no.	Method	Date	School / College	Sign. of the Supervisor
1	Economics	8th July 2022	MES Pillai College of Education and Research	
2	Science	16th July 2022	MES Pillai College of Education and Research	
3	English	8th July 2022	MES Pillai College of Education and Research	
4	Math	9th July 2022	MES Pillai College of Education and Research	
5	Science	11th July 2022	MES Pillai College of Education and Research	

SCHOOL TEACHER'S LESSONS

Sr. no.	Method	Date	School / College	Sign. of the Supervisor
1	Hindi	20th July 2022	Padua High School	
2	E.V.S-II	27th July 2022	Padua High School	
3	Math	27th July	Padua High School	
4	Math	27th July 2022	Padua High School	
5	Economics	27th July 2022	Padua High School	

INDEX OF SCHOOL ACTIVITIES

PEER LESSONS

Sr. no.	Method	Date	School / College	Sign. of the Supervisor
1	Science	22nd July 2022	Padua High School	
2	English	22nd July 2022	Padua High School	
3	Maths	22nd July 2022	Padua High School	
4	Science	25th July 2022	Padua High School	
5	History	25th July 2022	Padua High School	

OBSERVATION OF SCHOOL ACTIVITIES

Sr. no.	Date	Activity Conducted	Sign. of the Supervisor
1	18th July to 22nd July	Interhouse chess competition.	
2	29th July 2022	CCA - Inter-House Singing competition	
3	1st August to 6th August	1st Unit Test	

ABOUT PRACTICE TEACHING SCHOOL

Name of the School: Padua High School

Address: Padua High School, Near St. Anthony's Church, Mankhurd, Mumbai - 400088

Contact No: 022-25551914

- **Aim of the School/ Motto of the school:**

The school aims at education primarily of the Catholic community around to the extent possible of the members of all other communities. The motto of the school is 'Each one, Teach one' which carries the meaning of giving to others in need what we receive.

- **Objectives/ Values of the school:**

The school stands for academic excellence, development of skills and character formation based on the love of God and the service of man, as modelled in Jesus Christ, with a view to training citizens distinguished for their all-round development and sincere commitment to God and the country.

- **Trust / Management:**

Padua High School is a Christian School, established and administered by St. Anthony's Church. The school is affiliated to the 'Archdiocesan Board of Education' (ABE) under the patronage of Archdiocese of Bombay.

- **Infrastructure facilities:**

The school has a private building, which consists of 15 classrooms for instructional purposes, all of them are well maintained and in good condition. It has 2 other rooms for non-teaching activities. The school has a library which has 1680 books in it. The school has 6 boys and 8 girls toilet and all are functional. There is a computer lab with almost 25 computers. The school owns a playground for sports and extracurricular activities.

- **Activities conducted:**

The school conducts various extracurricular activities and educational competitions which are divided and distributed equally in each month. Some of the extracurricular activities are conducted as inter-house competitions like singing, sports, dancing and chess competition. While educational activities are conducted on individual basis like debate, essay writing and poem writing competition.

- **Assessment techniques used :**

The main structure of assessment adopted by the school is formative & summative pattern. The formative side includes regular test, student's participation in class and unit test and the summative side includes semester test and final examination at the end of the year.

- **Challenges faced by the teacher:**

The student's that come to the school majority of them come from a very humble background, the teachers there face a lot of issues such as language barriers, problem solving of family issues, due to lack of staff the teachers are overloaded with work and get only limited free time.

INTERNSHIP PROGRAMME

INTERNSHIP PROGRAMME

Date: 18th July 2022

Period	Activity
(1) 7:15-8:00	Discussion of day's work with Principal
(2) 8:00-8:30	Lesson 1 preparation
(3) 8:30-9:00	Lesson 1 preparation
(4) 9:00-9:30	Lecture taken in 5th A
(5) 9:30-10:00	Completion of Observation Book
(6) 10:15-11:00	Completion of Report Book
(7) 11:00-11:30	Completion of Report Book
(8) 11:30-12:00	Lecture taken in 6th C
(9) 12:00-12:30	Discussion with group members about CCA
(10) 12:30-1:00	Discussion with group members about CCA

Initials of the Supervisor

PADUA HIGH SCHOOL School stamp Mankhurd, Mumbai-88.

Principal (School / Jr. College)

INTERNSHIP PROGRAMME

Date: 20th July 2022

Period	Activity
(1) 7:15 - 8:00	Proxy taken in 10th A
(2) 8:00 - 8:30	Lesson 2 preparation
(3) 8:30 - 9:00	Lecture taken in 8th B
(4) 9:00 - 9:30	Completion of Observation Book
(5) 9:30 - 10:00	Completion of Report Book
BREAK	
(6) 10:15 - 11:00	Teacher observation (Lyra)
(7) 11:00 - 11:30	Preparing timetable for the next day
(8) 11:30 - 12:00	Preparing timetable for the next day
(9) 12:00 - 12:30	Making decorations for the CCA
(10) 12:30 - 1:00	Making decorations for the CCA

Initials of the Supervisor

PADUA HIGH SCHOOL Mankhurd, School stamp

Principal (School / Jr. College)

INTERNSHIP PROGRAMME

Date: 22nd July 2022

Period	Activity
(1) 7:15 - 8:00	Discussion of daily work with Principal
(2) 8:00 - 8:30	Peer observation in 6th B (Sana Shaikh)
(3) 8:30 - 9:00	Peer observation in 6th A (Lymsiana Pinto)
(4) 9:00 - 9:30	Lesson taken in 8th A
(5) 9:30 - 10:00	Making the backdrop for CCA
BREAK	
(6) 10:15 - 11:00	Distributing groups for the value based lessons
(7) 11:00 - 11:30	Making the backdrop for CCA
(8) 11:30 - 12:00	Peer observation in 8th C (Aaliya Dakhave)
(9) 12:00 - 12:30	Lecture taken in 6th A
(10) 12:30 - 1:00	Preparing timetable for the next day

Initials of the Supervisor

PADUA HIGH SCHOOL
School stamp
Mankhurd, Mumbai-88.

Principal
(School / Jr. College)

INTERNSHIP PROGRAMME

Date: 25th July 2022

Period	Activity
(1) 7:15 - 8:00	Discussion of daily work with Principal
(2) 8:00 - 8:30	Peer observation in 8th A (Nikitha Anna John)
(3) 8:30 - 9:00	Directing the teacher for lesson observations
(4) 9:00 - 9:30	Peer observation in 7th B (Jayalaxmi Anil Kumar)
(5) 9:30 - 10:00	Making the timetable for the next day.
BREAK	
(6) 10:15 - 11:00	Directing the teacher for lesson observation
(7) 11:00 - 11:30	Directing the teacher for lesson observation
(8) 11:30 - 12:00	Lesson taken in 6th C
(9) 12:00 - 12:30	Making decorations for the CCA
(10) 12:30 - 1:00	Lecture taken in 5th A

Initials of the Supervisor

PADUA HIGH SCHOOL
School stamp
...rd, Mumbai-88.

Principal
(School / Jr. College)

INTERNSHIP PROGRAMME

Date: 27th July 2022

Period	Activity
(1) 7:15 - 8:00	Discussion of daily work with Principal
(2) 8:00 - 8:30	Teacher observation (Ruby)
(3) 8:30 - 9:00	Teacher observation (Ganesh)
(4) 9:00 - 9:30	Teacher observation (Anandi)
(5) 9:30 - 10:00	Teacher observation (Prabha)
BREAK	
(6) 10:15 - 11:00	Lecture taken in 7th A
(7) 11:00 - 11:30	Directing the children of Std V for drawing.
(8) 11:30 - 12:00	Directing the children of Std VI for drawing competition
(9) 12:00 - 12:30	Lecture taken in 7th A
(10) 12:30 - 11:00	Taking practice for the Interhouse competition

Initials of the Supervisor

PADUA HIGH SCHOOL
School stamp
Mankhurd, Mumbai-88.

Principal
(School / Jr. College)

INTERNSHIP PROGRAMME

Date: 29th July 2022

Period	Activity
(1) 7:15-8:00	Independence day Drawing & Poster Competition.
(2) 8:00-8:30	Independence day Drawing & Poster Competition.
(3) 8:30-9:00	Value Based Lesson taken in 6th A
(4) 9:00-9:30	Proxy taken in 9th B (Shadowing in teacher)
(5) 9:30-10:00	Preparation for the CCA (Shadowing in teacher)
BREAK	
(6) 10:15-11:00	(Shadowing of teacher) CCA - Interhouse Singing Competition
(7) 11:00-11:30	(Shadowing of teacher) CCA - Interhouse Singing Competition
(8) 11:30-12:00	CCA - Interhouse Singing Competition
(9) 12:00-12:30	CCA - Interhouse Singing Competition
(10) 12:30-1:00	CCA - Interhouse Singing Competition

Initials of the Supervisor

PADUA HIGH SCHOOL Mazgaon, Mumbai-88.

School stamp

Principal (School / Jr. College)

INTERNSHIP PROGRAMME

Date: 1st August 2022

Period	Activity
(1) 7:15-8:00	Supervision in 6th C
(2) 8:00-8:30	Supervision in 6th A
(3) 8:30-9:00	Supervision in 7th C
(4) 9:00-9:30	Supervision in 8th C
(5) 9:30-10:00	Supervision in 8th C
BREAK	
(6) 10:15-11:00	Arrangement of paper for the next exam
(7) 11:00-11:30	Arrangement of paper for the next exam
(8) 11:30-12:00	Arrangement of paper for the next exam
(9) 12:00-12:30	Arrangement of paper for the next exam
(10) 12:30-1:00	Arrangement of paper for the next exam

Initials of the Supervisor

PADUA HIGH SCHOOL
School stamp
Mankhurd, Mumbai-88.

Principal
(School / Jr. College)

INTERNSHIP PROGRAMME

Date: 3rd August 2022

Period	Activity
(1) 7:15-8:00	Supervision in 5th A
(2) 8:00-8:30	Supervision in 6th A
(3) 8:30-9:00	Supervision in 7th A
(4) 9:00-9:30	Supervision in 8th A
(5) 9:30-10:00	Supervision in 8th C
BREAK	
(6) 10:15-11:00	Arrangement of paper for the next exam.
(7) 11:00-11:30	Arrangement of paper for the next exam.
(8) 11:30-12:00	Arrangement of paper for the next exam.
(9) 12:00-12:30	Arrangement of paper for the next exam.
(10) 12:30-1:00	Arrangement of paper for the next exam.

Initials of the Supervisor

PADUA HIGH SCHOOL
School stamp
Mankhurd, Mumbai-88.

Principal
(School / Jr. College)

INTERNSHIP PROGRAMME

Date: 5th August 2022

Period	Activity
(1) 7:15 - 8:00	Superwision in 5th B
(2) 8:00-8:30	Superwision in 6th B
(3) 8:30-9:00	Supervision in 7th B
(4) 9:00-9:30	Superwision in 8th B
(5) 9:30-10:00	Superwision in 8th C
BREAK	
(6) 10:15-11:00	Arrangement of paper for the next exam.
(7) 11:00-11:30	Arrangement of paper for the next exam.
(8) 11:30-12:00	Arrangement of paper for the next exam.
(9) 12:00-12:30	Arrangement of paper for the next exam.
(10) 12:30-1:00	Arrangement of paper for the next exam.

Initials of the Supervisor

PADUA HIGH SCHOOL School stamp Mankhurd, Mumbai-88.

Principal
(School / Jr. College)

DEMONSTRATION LESSONS

LESSON OBSERVATION

Name of the Teacher: Mrs. Reni Francis

Name of the School: MES Pillai College of Education and Research

Date: 8th July Std. & Div: IX Subject: Economics

Time: 1:30pm - 2:00pm Topic: Urbanisation

- **Learning outcome:**

The pupil recalls the concept of urbanisation.
The pupil explains the reasons of urbanisation and gives examples of it.

- **Introduction:**

The teacher introduces the chapter by showing pictures of rural and urban areas and asks the students to explain what they see in the picture and also state the points of differentiation.

- **Methodology adopted :**

Lecture cum Discussion method was used.

- **Use of Learning Resources:**

Pictures of :
(1) Rural area
(2) Urban area

- **Black Board work :**

Blackboard was divided into two parts. One part was used for pictures and other part was used to write points. Blackboard was very organized, neat and clean.

- **Teacher – pupil interaction :**

The session was student centered. The students were actively participating and answering to the questions asked by the teacher.

- **Activities involved/ Scope for Creativity :**

The teacher showed pictures and asked students to state reasons. Comparison of rural and urban areas helped the students to explain the reasons.

- **Class management :**

The teacher was able to maintain discipline in the class. Instructions were given at the start of the session which was followed throughout by students.

- **Teacher's preparation of the lesson/ Approach towards teaching:**

The teacher was well prepared. The teacher was able to get answers from the students by showing pictures which helped the students to use their creativity and answer in their own words.

- **Evaluation of the lesson by the subject teacher :**

After explaination of the topic the teacher asked questions based on the topic taught.

- **Overall impression of the lesson:**

The lesson was explained in a very simplistic yet effective way which captured the mind of the learner. Overall the lesson was well executed.

Rijna·R
Sign. of the Observer

Sign. of Supervisor

LESSON OBSERVATION

Name of the Teacher: Ms. Bhakti ma'am

Name of the School: MES Pillai College of Education and Reseach

Date: 16th July Std. & Div: VII Subject: Science

Time: 1:30pm - 2:00pm Topic: Nutrition in Living Organisms.

- **Learning outcome:**

The pupil recalls how living organisms gain nutrition

- **Introduction:**

The teacher asked the students to observe the things around them, leading to topic that how plants get nutrition. Then she started explaining the lesson.

- **Methodology adopted :**

Lecture cum Discussion methodology was adopted.

- **Use of Learning Resources:**

Images used were relevant to the topic such as autotrophic, hetrotrophic plants were shown.

- **Black Board work :**

Blackboard was well organised and done in an orderly manner.

- **Teacher – pupil interaction :**

Teacher - pupil interaction was very good. Teacher asked frequent questions to engage all the students.

- **Activities involved/ Scope for Creativity :**

- **Class management :**

Teacher's class management was very good. She gave very clear instructions. All students were engaged

- **Teacher's preparation of the lesson/ Approach towards teaching:**

Teacher was well prepared and approach towards teaching was good.

- **Evaluation of the lesson by the subject teacher :**

Teacher asked follow up questions to evaluate the students understanding.

- **Overall impression of the lesson:**

Overall a very good impression of the lesson. The examples given were related to the topic.

Aiona R
Sign. of the Observer

for
Sign. of Supervisor

LESSON OBSERVATION

Name of the Teacher: Dr. Swati Dhar

Name of the School: MES Pillai College of Education and Research

Date: 8th July Std. & Div: VII Subject: English

Time: 2:00pm - 2:30 pm Topic: The Souvenir

- **Learning outcome:**

→ The pupil recalls the name of the longest trip taken during sayli's grandmother's time.
→ The pupil recalls the place where Sayli landed
→ The pupil describes sayali's feeling on seeing the moon
→ The pupil picks out new words from the lesson.

- **Introduction:**

The teacher puts up the picture of moon and asks the students to identify it. The teacher asks the student about their knowledge about the moon along with the following questions: (1) Who was the first man to land on the moon?
(2) Whom did man land on the moon?

- **Methodology adopted:**

Lecture cum Discussion Method

- **Use of Learning Resources:**

Pictures of: Earth and Moon
→ Neil Armstrong
→ Astronauts of Apollo II Mission

- **Black Board work:**

Blackboard was neat and well organized

- **Teacher – pupil interaction :**

Students were very interactive throughout the session.

- **Activities involved/ Scope for Creativity :**

The teacher could have conducted an activity asking the students to draw what they would like to receive as a souvenir.

- **Class management :**

Class management was good. Students were attentive.

- **Teacher's preparation of the lesson/ Approach towards teaching:**

Teacher knew the content to be taught, and was well prepared for the lecture

- **Evaluation of the lesson by the subject teacher :**

Teacher asked multiple questions to the students as a part of evaluation.

- **Overall impression of the lesson:**

Value was inculcated while explaining the lesson. Well-organised lesson. Lecture was very informative.

Aiona. R

Sign. of the Observer

Sign. of Supervisor

LESSON OBSERVATION

Name of the Teacher: Mrs. Vani Achari

Name of the School: MES Pillai College of Education and Research

Date: 9th July Std. & Div: VIII Subject: Mathematics

Time: 1:30pm - 2:00pm Topic: Volume and Surface Area

- **Learning outcome:**

The pupil recognises the components of the volume of a cylinder. The pupil recalls the formula and solves problems based on the volume of cylinder

- **Introduction:**

The teacher introduces the topic by narrating a story to the students where amount of capacity to hold the liquid is to be calculated.

- **Methodology adopted :**

Lecture cum demonstration methodology was adopted.

- **Use of Learning Resources:**

Charts with diagrams were used.

- **Black Board work :**

Blackboard was divided in three parts. In one part formulas were written and in the other two parts problems were solved in steps.

- **Teacher – pupil interaction :**

The teacher was able to keep the class attentive and students were actively participating in the session by answering the question that was asked to them by the teacher.

- **Activities involved/ Scope for Creativity :**

The classroom teacher explained the topic using real-time examples.

- **Class management :**

The classroom was well managed.

- **Teacher's preparation of the lesson/ Approach towards teaching:**

The teacher was well prepared with the topic. She was able to explain the topic in a easy way with simple language and examples.

- **Evaluation of the lesson by the subject teacher :**

The teacher asked the students to solve problems based on the topic using formulas that were explained. The students were asked to solve the sums with proper steps.

- **Overall impression of the lesson:**

The lesson presentation was very good. The students were able to understand the formula and apply it accordingly.

Shona. R
Sign. of the Observer

Sign. of Supervisor

LESSON OBSERVATION

Name of the Teacher: Marygeorge Varghese

Name of the School: MES Pillai College of Education and Research

Date: 11th July Std. & Div: VI Subject: Science

Time: 1:30pm - 2:00pm Topic: Parts of Plants

- **Learning outcome:**

The pupil understands the different parts of the plant and its functions.

- **Introduction:**

Teacher introduces the topic by explaining, as we humans have different parts of the body similarly there are parts of the plant.

- **Methodology adopted :**

Lecture cum discussion Method

- **Use of Learning Resources:**

Picture of structure of the plant in Powerpoint presentation

- **Black Board work :**

Overall blackboard was systematic

- **Teacher – pupil interaction :**

The students actively took part in the session

- **Activities involved/ Scope for Creativity :**

Labelling the parts of the plant. Drawing the complete structure of the plant

- **Class management :**

The good engagement in the class made the class more interactive. Overall class management was very good.

- **Teacher's preparation of the lesson/ Approach towards teaching:**

Teacher was well prepared for the lesson. Well planned lesson

- **Evaluation of the lesson by the subject teacher :**

Teacher asked students to label the different parts of the plant.

- **Overall impression of the lesson:**

Very informative lesson. The functions of each part of the plant was explained very clearly.

Sliona.R
Sign. of the Observer

Sign. of Supervisor

SHADOWING OF SCHOOL TEACHER

TEACHERS DETAILS

Name of the Teacher Betsy Jaison

Subjects taught English, History, Geography and Work Experience

Class Taught to: 9th and 10th

Other Activities & Responsibilities:
She is a class teacher and also the person co-ordinating all the extra-curricular activities in the school. She is the scout and guide teacher for the higher grades.

Brief Description:
Mrs. Betsy Jaison, is one of the most enthusiastic teacher that makes learning a fun process. She teaches English in 9A and is also their class teacher. History is taught by her in 9B and 10B. She teaches Geography in 9B and 10A. She is also the Scout and Guide teacher in 9B and 10th A.
A person with small stature but innovative ways of teaching and a very creative mind, she taught std 10th the topic climate with the help of a PPT, which explained the climate in various countries and their characteristics. She performed a role play with the help of various students to explain the various North-Eastern states and their geographical features to std 9 students. Ma'am also explained finite and infinite verbs with the help of simple daily life example and also later picked out students to classify and pick out infinite and finite verbs from the sentences. She doesn't let her proxy lectures also go away empty, Ma'am revises the topic she has previously taught in the class with the help of puzzles and riddles.
Teacher Betsy Jaison, is the prime example to stay calm and helpful under all circumstances. She explained very briefly about the working of the school and it's activities to us, and also lended a helping & guiding hand to us during the co-curricular activity.

TEACHERS SCHEDULE FOR THE WEEK

Period		I	II	III	IV	V		VI	VII	VIII	IX	X
	7:00 a.m. to 7:15 a.m.	7:15 to 8:00	8:00 to 8:30	8:30 to 9:00	9:00 to 9:30	9:30 to 10:00		10:15 to 11:00	11:00 to 11:30	11:30 to 12:00	12:00 to 12:30	12:30 to 1:00
Mon.	Assembly (Prayer, School Anthem, National Anthem, Pledge & Thought of the Day)	English 9A		Geography 9C	English 10A	Hist. 10B	Recess (10:00 a.m. - 10:15 a.m.)	English 10A	History 9B			Geo 10A
Tues.		English 9A		History 9B		Hist. 10B		English 10A	Geography 9C		WS 9B	English 10A
Wed.		English 9A	English 9A		Geography 10A	Geo 9C			History 9B	English 10A	Guide 9B	Guide 9B
Thurs.				H	O	L		I	D	A	Y	
Fri.		Mass Drill 9A	English 9A	English 9A	History 10B			History 9B	Geography 10A			English 10A
Sat.		English 9A	Geography 10A	Geography 9C		Hist. 10B		English 10A		WS 9B	Guide 10A	Guide 10A

Sign. of Supervisor

LESSON OBSERVATION

Name of the Teacher: Liara Ma'am

Name of the School: Padua High School

Date: 20th June Std. & Div: VIII - A Subject: Hindi

Time: 10:15 am - 11:00 am Topic: शब्द भेद

- **Learning outcome:**

The pupil recalls शब्द भेद, they understand the concept of विकारी and अविकारी शब्द with its different types. The pupil understant and explains the concept of संज्ञा which is a type of विकारी शब्द.

- **Introduction:**

The teacher introduces the topic by asking questions based on the previous knowledge of विकारी शब्द. Then she further explains the topic of संज्ञा and it's types by giving examples of each of them.

- **Methodology adopted :**

Lecture cum Discussion method was adopted to teach this lesson.

- **Use of Learning Resources:**

Audio - Visual media was used to teach.

- **Black Board work :**

शब्दभेद

विकारी
- संज्ञा
- सर्वनाम
- विशेषण
- क्रिया

अविकारी
- अव्यय

संज्ञा के प्रकार
- → व्यक्तिवाचक
- → जातिवाचक
- → भाववाचक
- → द्रव्यवाचक
- → समुहवाचक

- **Teacher – pupil interaction :**

Active participation of the students were observed.

- **Activities involved/ Scope for Creativity :**

The teacher would have used more creative methods during the questioning part.

- **Class management :**

Very good class control with equal opportunity given to all students. Instructions were given very clearly and was followed by the students.

- **Teacher's preparation of the lesson/ Approach towards teaching:**

Content knowledge was very good with good presentation of the topic

- **Evaluation of the lesson by the subject teacher :**

Questioning method was adopted. The teacher also gave sentences to the students to identify the type of संज्ञा

- **Overall impression of the lesson:**

Excellent presentation of the lesson with apt examples

Rina.R

Sign. of the Observer

Sign. of Supervisor

LESSON OBSERVATION

Name of the Teacher: Ruby Ebsiba Ma'am

Name of the School: Padua High School

Date: 27th July Std. & Div: V - C Subject: EVS - II

Time: 8:00am - 8:30 am Topic: History and concept of time

- **Learning outcome:**

→ The pupil can describe how the first century of the common era written

→ The pupil recalls the units of measuring time

- **Introduction:**

The teacher introduces the topic by showing a cut of a calender and asking the students the following questions:

(1) How many days are there in a month?

(2) How many hours are there in a day?

- **Methodology adopted :**

Lecture cum Discussion Method

- **Use of Learning Resources:**

A chart depicting a scale of different eras and Audio Visual aids

- **Black Board work :**

The blackboard was divided into two parts. It was very neat and organised.

- **Teacher – pupil interaction :**

The teacher-pupil interaction was good. The students were very interactive and were able to answer the questions asked to them.

- **Activities involved/ Scope for Creativity :**

The teacher could've conducted an activity wherein she could have told a few people to enact the various features of different times.

- **Class management :**

The class management was excellent. Students maintained discipline throughout the lecture and only spoke when they were asked too.

- **Teacher's preparation of the lesson/ Approach towards teaching:**

The teacher was very well prepared with her lesson and examples. She was well prepared to answer the questions coming her way.

- **Evaluation of the lesson by the subject teacher :**

The teacher adapted questioning method wherein she asked the students question related to the history and concept of time

- **Overall impression of the lesson:**

The lesson and its presentation was very impressive. Mass participation was excellent. However, activity could've been conducted.

Riona.R
Sign. of the Observer

Sign. of Supervisor

LESSON OBSERVATION

Name of the Teacher: Ganesh Sir

Name of the School: Padua High School

Date: 27th July Std. & Div: VIII - A Subject: Mathematics

Time: 8:30 am - 9:00 am Topic: Altitude and Median

- **Learning outcome:**

The pupil recalls the definition of orthocentre
The pupil explains the orthocentre in different types of triangle.

- **Introduction:**

The teacher introduces the chapter by asking questions related to different types of triangles

- **Methodology adopted :**

Lecture cum Discussion Method was adopted

- **Use of Learning Resources:**

Charts were used as a learning resource.

- **Black Board work :**

The Blackboard work was neat and clean.

- **Teacher – pupil interaction :**

The students were actively participating in the session.

- **Activities involved/ Scope for Creativity :**

The teacher asked students to apply formulas based on sum requirements.

- **Class management :**

The classroom was well managed with proper instructions and discipline.

- **Teacher's preparation of the lesson/ Approach towards teaching:**

The teacher was well prepared with the content. Each concept was explained and after every concept questions were asked to the students

- **Evaluation of the lesson by the subject teacher :**

Problems were solved after explaination of the concept. The teacher asked the students to solve the sums and then checked the answers

- **Overall impression of the lesson:**

The teacher was able to engage student in solving sums and making them think and making them solve in their mind before writing it on the board.

Ruona.R
Sign. of the Observer

Sign. of Supervisor

LESSON OBSERVATION

Name of the Teacher: Anandhi Ma'am

Name of the School: Padua High School

Date: 27th July Std. & Div: IX - B Subject: Mathematics

Time: 9:00 am - 9:30 am Topic: Polynomial

- **Learning outcome:**

→ The pupil recalls the definition of polynomials.

→ The pupil can explain different types of polynomials in one variable based on degree

- **Introduction:**

The teacher introduced the chapter by asking few questions to the student related to algebric expression.

- **Methodology adopted :**

Lecture cum Discussion method

- **Use of Learning Resources:**

Charts showing types of polynomials

- **Black Board work :**

Blackboard work was neat and clear. Each solved sum was done on the board. The teacher divided the board into two parts.

- **Teacher – pupil interaction :**

Active participation of the students were seen throughout the session.

- **Activities involved/ Scope for Creativity :**

The teacher could have asked the students to give examples of types of polynomials promoting critical thinking in the children.

- **Class management :**

Teacher had a good class control, she paid attention to all the students.

- **Teacher's preparation of the lesson/ Approach towards teaching:**

The teacher was well prepared for the topic with a good content knowledge and appropriate examples.

- **Evaluation of the lesson by the subject teacher :**

Problem solving by students. The teacher asked the students to read the question, understand and then solve it on their own, which was later clarified by the teacher

- **Overall impression of the lesson:**

Teacher was confident about the lesson to be taught. Overall excellent presentation and preparation.

Reena R
Sign. of the Observer

Sign. of Supervisor

LESSON OBSERVATION

Name of the Teacher: Prabha Ma'am

Name of the School: Padua High School

Date: 27th July Std. & Div: IX - C Subject: Economics

Time: 9:30 am - 10:00 am Topic: Urbanisation

- **Learning outcome:**

The pupil recalls the concept of Urbanisation
The pupil explains the importance of Urbanisation

- **Introduction:**

The teacher introduces the chapter by asking the students their understanding about urbanisation. The teacher explains urbanisation by doing a role play between two students.

- **Methodology adopted :**

Lecture cum discussion method was opted to teach this lesson.

- **Use of Learning Resources:**

Pictures were shown of rural and urban area.

- **Black Board work :**

Black board work was organised and neatly done

- **Teacher – pupil interaction :**

Students were actively involved during the lesson. They were enthusiastic during the question - answer session.

- **Activities involved/ Scope for Creativity :**

Role play of characters: Tatya and Suresh was enacted by two students.

- **Class management :**

Instructions were clear and class control was very good.

- **Teacher's preparation of the lesson/ Approach towards teaching:**

The content knowledge were very good. Teacher tries to connect the topic with the recent developments and how it is affecting the environment.

- **Evaluation of the lesson by the subject teacher :**

Questioning method was opted for the evaluation of the lesson.

- **Overall impression of the lesson:**

Very good lesson presentation and it was very lucid to understand.

Rina. R
Sign. of the Observer

Sign. of Supervisor

PEER

LESSONS

LESSON OBSERVATION

Name of the Teacher: Sana Shaikh

Name of the School: Padua High School

Date: 22nd July Std. & Div: VI - B Subject: Science

Time: 8:00 am - 8:30 am Topic: Diversity in Living things and their classification.

- **Learning outcome:**

The pupil recalls the parts of a plant. They are able to explain the functions of different parts of a plant. The pupil distinguishes between the various types of plants.

- **Introduction:**

The teacher puts up the picture of the structure of a plant and labels the various parts, she continued by asking the following questions: (1) Which is the most attractive part of a plant?
(2) What are the things we get from the plant?

- **Methodology adopted:**

Lecture cum Discussion method was adopted to teach the lesson.

- **Use of Learning Resources:**

Pictures of :- Autotropic Plants, Hetrotrophic plants and Insectivorous plants.

Specimen of:- Various types of leaves.

- **Black Board work:**

Pictures of : Autotropic, Hetrotrophic and Insectivorous plants

Functions of various parts of a plant:

(1) Flower - Attractive part of the plant.
(2) Leaf - Photosynthesis.
(3) Stem - Gives support.
(4) Root - Absorbs water and nutrients.

- **Teacher – pupil interaction :**

The participation of students was very good in all the activity and questioning that took place. The teacher gave equal opportunity to everyone to answer.

- **Activities involved/ Scope for Creativity :**

The teacher showed real spicemen of the different types of leaves and called the students out the name them and stick it on to the board writing their correct type

- **Class management :**

The teacher could have managed the class in a more effective manner, most of her attention was towards the front benches only.

- **Teacher's preparation of the lesson/ Approach towards teaching:**

The teacher was very well prepared and also gave extra informations to the students connecting and linking them to the environment around them.

- **Evaluation of the lesson by the subject teacher :**

Questioning method was opted for the evaluation based on the various types of plants, it's features and about functions of various parts of a plant.

- **Overall impression of the lesson:**

The lesson was very informative and engaging to the students, they got an indepth knowledge about the topic. Only care should be taken for better class and time management.

Aliona R
Sign. of the Observer

Sign. of Supervisor

LESSON OBSERVATION

Name of the Teacher: Lymsiana Pinto

Name of the School: Padua High School

Date: 22nd July Std. & Div: VI - A Subject: English

Time: 8:30 am to 9:00 am Topic: Informal Letter

- **Learning outcome:**

The pupil recalls the different ways of communication, they can specify by examples of letter written to different people.

- **Introduction:**

The teacher introduced the topic by asking the students to recall how communication was done during olden days and puts forward the following questions: (1) When there were no smartphones how did people communicate? (2) Do you feel communicating with each other is important? (3) Why do we communicate?

- **Methodology adopted:**

Lecture cum Illustration with example method was adopted.

- **Use of Learning Resources:**

Chart - Explaining the various parts of an informal letter.

- **Black Board work:**

Chart was stuck

Salutation

Main Body

Subscription

- **Teacher – pupil interaction :**

Teacher - pupil interaction was excellent. Every student was involved.

- **Activities involved/ Scope for Creativity :**

Teacher could had shown pictures of letters of olden times and type of pen they used (ink and feather)

- **Class management :**

Excellent classroom management.

- **Teacher's preparation of the lesson/ Approach towards teaching:**

Good preparation. The chart was attractive and innovative.

- **Evaluation of the lesson by the subject teacher :**

The teacher asked the following questions to evaluate:

(1) What are the three parts of the main body?

(2) Who's address do we write in the begining of the letter?

(3) To whom do we write the informal letter?

- **Overall impression of the lesson:**

Overall lesson was very good with maximum interaction and this method made learning composition very fun for the students.

Riona.R

Sign. of the Observer

Sign. of Supervisor

LESSON OBSERVATION

Name of the Teacher: Aaliya Dakhave

Name of the School: Padua High School

Date: 22nd July Std. & Div: VIII - C Subject: Mathematics

Time: 11:30 am - 12:00 am Topic: Indices and Cube Root

- **Learning outcome:**
  The pupil recalls the concept of square root and solve new sums based on cube roots.

- **Introduction:** Teacher sticks the chart $6 \times 6 = 36$. Based on this teacher asked the following questions :(1) What are we doing? followed by sticking one more six, making the equation to $6 \times 6 \times 6 = 216$, by multiplying same number thrice what are we doing?

- **Methodology adopted :**
  Lecture cum Discussion Method

- **Use of Learning Resources:**
  Charts of numbers.

- **Black Board work :**

$6 \times 6 = 36$ $6 \times 6 \times 6 = 216$ Cube	Cube root → Cube root of 729 → Cube root of (-10648)	Find the cube of : → (-19) Cube root of → (-512) H.W Practice set 3.3 (Q1)

- **Teacher – pupil interaction :**

There was an active participation of students throughout the class. The student responded well when asked to solve the questions.

- **Activities involved/ Scope for Creativity :**

Activity based more on critical thinking can be added in a creative way.

- **Class management :**

Classroom management was good. The teacher paid heed to all the students and corrected them whenever necessary.

- **Teacher's preparation of the lesson/ Approach towards teaching:**

The teacher was well prepared with the content to be taught.

- **Evaluation of the lesson by the subject teacher :**

Problem solving was done as a part of the evaluation. Teacher gave sums and asked the students to solve it and bring out answer.

- **Overall impression of the lesson:**

The student teacher was well prepared and presented very nicely. The only factor to be taken care of is audibility.

Diona. R
Sign. of the Observer

Sign. of Supervisor

LESSON OBSERVATION

Name of the Teacher: Nikitha Anna John

Name of the School: Padua High School

Date: 25th July Std. & Div: VIII - A Subject: Science

Time: 8:00 am - 8:30 am Topic: Health and disease

- **Learning outcome:**

The pupil recalls the definition of health and the factors affecting the health.

- **Introduction:**

The teacher showed the picture of different food items (vegetables, fruits, pizza etc) and asked the following questions

(1) What can you say after seeing these images?

(2) Are any of these food items good for you? Why?

- **Methodology adopted :**

Lecture cum Discussion method was adopted to teach the lesson.

- **Use of Learning Resources:**

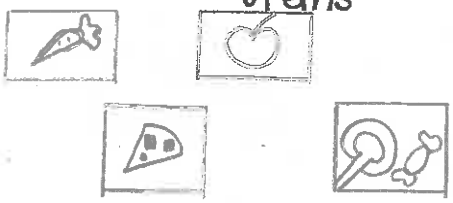
→ Pictures of Food items

→ Pictures of War

→ Web diagram

- **Black Board work :**

Pictures of food Items



Pictures of War

• Definition of Health

• Factors affecting health (Web diagram)

- **Teacher – pupil interaction :**

The pupil were actively participating in the session.

- **Activities involved/ Scope for Creativity :**

The teacher could have asked the children as well to draw the web diagram stating the factors affecting health

- **Class management :**

Instructions were given clearly and class was managed very effectively.

- **Teacher's preparation of the lesson/ Approach towards teaching:**

The student teacher used different ways to explain the topic and also connected it with real life scenarios.

- **Evaluation of the lesson by the subject teacher :**

Analysing type of questions were used by the teacher to evaluate the students.

- **Overall impression of the lesson:**

Overall the lesson was taught well with the help of proper and appropriate examples and excellent voice modulations.

Riona R
Sign. of the Observer

Sign. of Supervisor

LESSON OBSERVATION

Name of the Teacher: Jayalaxmi Anil Kumar

Name of the School: Padua High School

Date: 25th July Std. & Div: VII - B Subject: History

Time: 9:00 am - 9:30 am. Topic: Maharashtra Before the times of Shivaji Maharaj

- **Learning outcome:**

The pupil recalls the term chief of village.
The pupil explains the difference between a Kasba and a Pargana

- **Introduction:**

The teacher introduces the topic with the help of the following questions:
(1) Do you all like going to your village?
(2) What is the difference between a village and a city?

- **Methodology adopted :**

Lecture cum Discussion method was adopted.

- **Use of Learning Resources:**

Picture of: Villages
Kasba & Pargana

- **Black Board work :**

Pictures of	Information of Kasba	Information of Pargana
-> Villages -> Kasba & Pargana		

- **Teacher – pupil interaction :**

Students were actively taking part in the question-answer session.

- **Activities involved/ Scope for Creativity :**

The teacher could have used more interactive methods for various features of Kasba and Pargana like a Web diagram.

- **Class management :**

Class control was fairly done.

- **Teacher's preparation of the lesson/ Approach towards teaching:**

Content preparation was satisfactory, but a little more effort could be taken in finding out more information

- **Evaluation of the lesson by the subject teacher :**

Questioning method was opted for the evaluation of the lesson.

- **Overall impression of the lesson:**

Lesson presentation could have been more better with proper teaching aids. Overall lesson was okay. Care should be taken for proper spellings written on the board.

Sliona · R
Sign. of the Observer

Sign. of Supervisor

OBSERVATION OF SCHOOL ACTIVITIES

Interhouse Chess Competition

The interhouse chess competition was held from the 18th of July till the 22nd of July 2022. The entire event was co-ordinated by the head-boy and his team of various house representatives. The event commenced by voluntary participation of the students for the competition. The event further moved ahead in three stages. Stage I- Elimination of various students of the same house and in the same standard, Stage II - The selected students of the house will move ahead to compete with the students of other opponent houses. Stage III - The winners of the previous stage will proceed forward and compete with other standards students of opponent house.

This process was a very long chain but it made the players really work hard for a single win and score a point for their house.

This was the first event which was conducted in the school and the entire responsibility was in the hands of the headboy and his team, they really took charge of the entire event and made sure the event went on smoothly. They had a proper well discussed plan in place to execute well in hand before the event began, and they executed the plan very systematically.

The organising team had to submit a detailed report to each house incharge to take note of the points they gained or lost. Overall the event was managed very well by those little yet responsible youths / individuals.

Inter-House Singing Competition (CCA)

The Inter-House Singing Competition was held on 29th July 2022 in the ground floor multipurpose hall from 10:15 am to 1:00pm. The audience for the event was the students of Standard 5, they made the event more lively and enthusiastic. The event judges were Ms. Nikitha Anna John, Mr. Pramod Kumar Pandey and Ms. Sana Shaikh, these kind and smiling judges made the atmosphere light and colourful.

Though it was only a day's event but there took a lot of efforts of the incharge teachers, Ashish Sir, Ganesh Sir and Kishore Sir they were the backbone of the event. Right from selecting the singers from their respective houses right to training them for the event they took all the pain and efforts.

The event with a short prayer service followed by a brief introduction of the judges. The participants were divided into 3 categories; I (Std V & Std VI) II, (Std VII & Std VIII) and III (Std IX & Std X) the participants were called according to their categories only.

It was a very melodious event with the theme of 'Patriotic song'. Each participant performed to the best of their abilities. The event ended by a short vote of thanks and announcing the winners of the event.

The event was a very well organised with mesmerizing backdrop and ear soothing music. It also taught the value of standing by motivating and helping other without giving a thought about ourselves.

Examination : 1st Unit Test

The yearly examination begins with the unit test which was conducted from 1st August to 6th August 2022. The foremost part for the examination is the preparation of the question paper which the teachers have to make and submit it to the Principal two weeks prior that was 18th July 2022, so that the necessary corrections can be made and the papers are sent for printing.

The students are allocated their class of examination. The unit test begins from 7:30am to 10:30 am. All the students had to be present inside the school by 7:00am and they are allowed to carry writing pad and pouch during examination. Instructions were clearly given regarding the consequences of the malpractice if caught. The peon of the schools are really on their toes during this period as they are the ones that give the paper to each class to the teacher allocated to sight after the examination arranging the papers into various files for the next examination. A chain like structure is followed for the exams and each person plays an significant role in the system.