

206

TEACHING
COMPETENCY
IV

PRACTICE LESSONS

AEF's Arihant Education Foundation
 Name of the College : Arihant College of Education
 Name of the Student : Jessica Pathak
 Roll No : 09

S.Y. B.Ed.(2022-2023)

BED 206 Teaching Competency IV: Practice Lessons

Method I:- Eng./ Hin./ Mar./ Hist./ Geo./ Sci./ Maths.

Lesson No.	Date	School's Name	Shift	Std.	Div.	Marks Obtained (out of 100)	Prof. Name	Prof. Sign.
1	15.11.22	St. Joseph's		VII	A	81 ✓	Ms. Anuradha	<i>Anuradha</i>
2	17.11.22	St. Anthony		VIII	A	85 ✓	Ms. Ramakant	<i>Ramakant</i>
Total Marks =200								

Method II :- Eng./ Hin./ Mar./ His./ Geo./ Sci./ Maths.

Lesson No.	Date	School's Name	Shift	Std.	Div.	Marks Obtained (out of 100)	Prof. Name	Prof. Sign.
1	22.11.22	Prakash School		VII	B	85 ✓	Ms. Chaitali	<i>Chaitali</i>
2	23.11.22	Prakash School		VI	A	86 ✓	Ms. Varsha	<i>Varsha</i>
Total Marks =200								

Method III:- Name of Method : GEOGRAPHY

Lesson No.	Date	School's Name	Shift	Std.	Div.	Marks Obtained (out of 100)	Prof. Name	Prof. Sign.
1	16.11.22	St. Joseph's		IX	B	83 ✓	Ms. Varsha	<i>Varsha</i>
2	18.11.22	St. Anthony		VI	B	82 ✓	Ms. Chaitali	<i>Chaitali</i>
Total Marks =200								

MI + MII + MIII	Marks Obtained (out of 600)	Out of 50 = Marks Obtained * 50/600	Checked By Prof. Name	Sign
166 + 171 + 165	502	42 42	Prameshwar	<i>Prameshwar</i>

Declaration

My self Jessica Pathak Roll no. 9 declare that the lesson note submitted by me are original & written by myself; I have taken this lesson under the guidance of Prof.& Prof. There is no ambiguity of any kind. In case of any discrepancies occurred in my lesson notes, I will be solely responsible for the consequences. The college will not be, in any kind, responsible for my failure.

Pathak
 Student's Signature:

Checked OK
 12.5.23

MI

ENGLISH



ARIHANT EDUCATION FOUNDATION
YEAR B.Ed. : First / Second

[illegible]

Content	Objectives and Specifications	Teaching Aids	Teacher's Activity	Student's Activity
The word, in danger of being crushed by a cart or a lorry, or seized by a cat.	Remembering Student tells how the word was fed.		Willis objective question on board Q. How did the boy and the Antelope feed the injured crow?	by pointing it to open greatly
When I picked it up and brought it home it was in a sorry condition, black gaping and had drooping	Understanding Student explains the word by telling how they helped the crow.	Chart of danger by tagging the word	Explain the first paragraph by telling how they saved the crow and how came of it. Illustrates Value of Kindness by telling how we too should be sensitive towards the	listen carefully
He was offered his freedom but he did not take it	Remembering Student tells the meaning of new words		Asking of others. Asks and explains the meaning of new words: I seized a fluttering crow to make a sentence	tell meaning make a sentence
Instead he made himself at home in the house, found shelter, hunt hawk, and even some of the pile objected.	Student make a sentence using new word Understanding Student explains and pass by telling how the crow became		using new words. Explains the second paragraph by telling how the crow slowly became a part of the family. Illustrates the life skill of Empathy by telling how we should be empathetic towards animals and take care of them.	listen carefully
He was not sure that he was male, but we called him Caesar.	Remembering Student tells the meaning of new words.		Asks and explains the meaning of new words: I objected	listen carefully
Before long, Caesar was joining us at meal time, beside joining his own grubs or beetles in the garden. He was always restless, pecking about, investigating things	Applying Student make a sentence using new word Understanding Student explains the meaning of the crow Remembering Student tells meaning Applying Student make a sentence	Chart of Caesar's wildlife	getting rid of Asks to make a sentence using new words. Explains the last paragraph by telling how Caesar started troubling everyone Asks and explains meaning of new words: I birds overture Asks to make a sentence using new words.	make a sentence listen carefully tell meaning make a sentence

Content	Objectives and Specifications	Teaching Aids	Teacher's Activity	Student's Activity
			<u>Evaluation</u>: In this way, we have seen how the boy helped the snow and how it became a part of the family. <u>Recapitulation</u>: What is the name of the snow? What dangers were likely to befall the young snow? What did the family give the snow to eat at mealtime? How would the snow behave by tugging their tails? Should you still take care of the snow even if he started traveling you?	Carrot tongue bowl of meat, soup and vegetables by tugging their tails carefully
			<u>Application</u>: Match the columns by putting the correct one word next to the phrase.	does the activity
			<u>Homework</u>: Find out more books written by Ruskin Bond.	notes down

Black Board Writing

Date: 15-11-22

Unit: English
Unit: Process
Date: 15-11-22
Div: VII
Ave: House

g. How did the boy and the knowledge feel the injured corner?

- 1) How much?
- 2) Suffering
- 3) seized
- 4) getting
- 5) objected
- 6) getting rid of
- 7) dug
- 8) overtook

Sign of Lesson Guide 1) Before Lesson 2) After Lesson

Date:

Lesson Observer's Remark:

→ Revised Previous knowledge by sharing about 80%
→ Before accept clear the Board.

- Statement of values done at proper time.
- Objective is very useful.
- Excellent explanation with eye.
- Attractive by ends.
- Value sensitivity indicated nicely.

Excellent lesson! @

Name of the College: Ashwanti College of Education
Name of the Student: Jayashree Palake
Name of the School: St. Joseph's School
Date: 15-11-2022
Div: A
Ave: House

Lesson Evaluation Scheme

Rating Scale: 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

Sl. No.	Steps	Criteria	1	2	3	4
1	Lesson Plan	Clear, correct and thoughtful, attached map / diagram / picture				
2	Introduction	Relevant and stimulating				
3		Recall of previous knowledge and linking with the topic				
4		Motivation of Able and Gifted				
5	Presentation	Clarity and Fluency in Narration / Illustration				
6		Questions / Answers and grammatically correct				
7		Logical and thought provoking questions				
8		Interrelation of questions and Reinforcement				
9		Black Board Work				
10		Clarity in Reading / Demonstration				
11		Classroom Interaction				
12		Use of Teaching Aids / Use of Examples / Learning experience				
13		Mastery over the content				
14		As per objectives				
15		Use of Teaching Method				
16		Inclusion of Core elements values and Life Skills				
17	Evaluation	Appropriate / Creative Recapitulation				
18		Appropriate / Creative application				
19		Appropriate / Activity based Home Work				
20		Overall Impression - Classroom Management and Time Management				
		Total				
		Total Marks (100)				

Other Points: 1. Guide Professor's Sign: Yes / No

2. Appropriate Dressing: Yes / No

3. Cleanliness and Neatness of Student Teacher: Yes / No

Observer's Sign

Written more than
500 short stories,
64 books for children

Grandfather's Private
Zoo

RUSKIN BOND
(19 May, 1934)
88 years old

1. Sahitya Akademi Award
2. Padma Shri
3. Padma Bhushan
4. John Llewellyn Rhys Prize

Lives with his
adopted family in
Landour, Mussoorie.

ACTIVITY

TONGA

1. A horse drawn vehicle -
2. Make small nervous movement -
3. Torn strips of paper
4. Use force to move apart -

FIDGET

SHREDS

PRIZING

CAESAR'S

MISCHIEFS

Dangers Befalling the CROW



ARIHANT EDUCATION FOUNDATION YEAR B.Ed. : First / Second

College Name : Arihant College of Education		
Student's Name : Jessica Pathak		Roll No. : 09
Date : 17.11.22	Lesson No. : D3	Subject : English
Day : Thursday	Subject Lesson No. 02.	Unit of the Lesson : The Kite Festival
Content	Objectives and Specifications	Teaching Aids
THE KITE FESTIVAL		
The kite festival		
flying begins at dawn		
and continues without		
pause throughout the		
day. People of all		
ages gather on	Remembering	
terraces or rooftops	Student's Activity	
A wonderful	the kite festival in	
memory of kites	field	
Type of Lesson : Practice Lesson		
Teacher's Name : St. Anthony & Cheryl		Std & Division : VIII A
Students Previous Knowledge : Makar Sankranti		Period No. : 10
Core Element : Practition of Environment		Time of the Lesson : 1:00 to 1:30
Life Skill : Interpersonal Relationship		
Teacher's Activity	Student's Activity	
Introduction:		
Ask the students	greet back	
who like to fly kites?	answer carefully	
Ask about Makar Sankranti	January 13th or 14th	
when they celebrate it?		
Ask when Gujarat celebrates		
Makar Sankranti?		
Ask about Uttarayan and		
why is it celebrated?	to mark the end	
Ask more about Uttarayan.	of winter	
Statement of aim: We will in detail how		
Uttarayan is celebrated and more such		
activities in our chapter 'The Kite Festival'.		
Write the title on board.		
Illustration:		
Read Pg no 63 loudly with	listen carefully	
appropriate and intonation.		
Ask students to do silent reading	read silently	
Write objective question on board.		
Where is the International	Mandela Patel Stadium	
kite festival held?	at Police Stadium	

Content	Objectives and Specifications	Teaching Aids	Teacher's Activity	Content
in air and the light bulbs can choose what he wants. The movie various players purports special like for their kite.	<u>Understanding</u> Student explain how Uttarayan is celebrated. <u>Remembering</u> Student tell the meaning of new words Applying	Chart on kite festival	Explains the first few para by telling how Uttarayan is celebrated. Asks and explains the meaning of new words : 1) twinkle 2) rival 3) dedicate Asks to make a sentence using new words	listen carefully tells meaning makes a sentence
Held on the same day. The biggest event however is the International kite Festival at Anandnagar. Organized by the Gujarat State Tourism Corporation.	<u>Remembering</u> Student tells the meaning of new words. <u>Applying</u> Student make a sentence using new words. <u>Understanding</u> Student explain about tukra.	Chart on kite festival	Explains the last few para by telling how Uttarayan is celebrated. Asks and explains the meaning of new words : 1) twinkle 2) rival 3) dedicate Asks to make a sentence using new words	listen carefully tells meaning makes a sentence
It is held at the Jawahar Ball Stadium on the Police Stadium area of the highlight of the festival is the racing on kite bazooka in the heart of Anandnagar. while in open twenty four hours a day and for a whole week.	<u>Remembering</u> Student tell the meaning of new words. <u>Applying</u> Student make a sentence using new words. <u>Understanding</u> Student explain about tukra.	Chart on kite festival	Explains the last few para by telling how Uttarayan is celebrated. Asks and explains the meaning of new words : 1) twinkle 2) rival 3) dedicate Asks to make a sentence using new words	listen carefully tells meaning makes a sentence
The excitement does not end with nightfall Now it is time for illuminated box. kite given string on are done to be launched into the sky, could tukra. Kotwa using new words	<u>Remembering</u> Student tell the meaning of new words. <u>Applying</u> Student make a sentence using new words. <u>Understanding</u> Student explain about tukra.	Chart on kite festival	Explains the last few para by telling how Uttarayan is celebrated. Asks and explains the meaning of new words : 1) twinkle 2) rival 3) dedicate Asks to make a sentence using new words	listen carefully tells meaning makes a sentence

Content	Objectives and Specifications	Teaching Aids	Teacher's Activity	Students Activity
Topic			Introduction. In this way, the kite festival is celebrated in Ahmedabad with enthusiasm. Capitalization. Which city holds the international kite festival? Which countries compete the India in the kite festival? How are kites made? What are their uses? Would you like to participate the kite festival? How would you like your kite?	Ahmedabad. Japan, USA, UK Mixture of glass, paper, bamboo decorated with great joy
Topic			Place: Chand and the kite of Ahmedabad and Ahmedabad next to in correct words.	does the activity
Topic			Introduction: the city has just celebrated the kite festival. write a short report about it for your school newspaper.	notice down
Topic			Chand and the kite of Ahmedabad and Ahmedabad next to in correct words.	does the activity
Topic			Introduction:	
Topic			the city has just celebrated the kite festival. write a short report about it for your school newspaper.	notice down
Topic				
Topic				

Black Board Writing

Date : 17.11.22

Sub: Eng English Std: VIII
Unit: Prose Division: A
Sub Unit: The kite festival

Q. Where is the International Kite Festival held?

- * New words:
- 1) triumph
 - 2) vend
 - 3) allucies
 - 4) extirp
 - 5) hagglng
 - 6) illuminated
 - 7) brilliance

Sign. of Lesson Guide

1) Before Lesson

2) After Lesson

Date :

Lesson Observer's Remark :

Asked questions on previous part & revised previous part
Explained about the kite festival with proper illustration
hand Reading was in proper tone & pronunciation
Teaching aids were used effectively
Classroom interactions were Good
Introduced new words in proper manner
class control was good
Lesson was Excellent!

Name of the College : Arviant College of Education
Name of the Student : jasica Pathak Roll No.: 09
Name of the School : St. Anthony High School Date : 17.11.2022
Std : VIII Div : A Name of the Unit : T

Lesson Evaluation Scheme

Rating Scale : 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

Sr. No.	Steps	Criteria	1	2	3
1	Lesson Note	Neat, Correct and Complete, attached map / diagram / picture			
2	Introduction	Relevant and stimulating			
3		Review of previous knowledge and linking with the topic			
4		Statement of aim and title writing			
5	Presentation	Clarity and Fluency in Narration / Illustration			
6		Questions-Clear, concise and grammatically correct			
7		Logical and thought provoking questions			
8		Distribution of questions and Reinforcement			
9		Black Board Work			
10		Clarity in Reading / Demonstration			
11		Classroom interaction			
12		Use of Teaching Aids / Use of Examples / Learning experience			
13		Mastery over the content			
14		As per objectives			
15		Use of Teaching Method			
16		Inclusion of Core elements values and Life Skills			
17	Evaluation	Appropriate / Creative Recapitulation			
18		Appropriate / Creative application			
19		Appropriate / Activity based Home Work			
20		Overall impression - Classroom Management and Time Management			
		Total			
		Total Marks (100)	85		

Other Points : 1. Guide Professor's Sign. - Yes / No

2. Appropriate Dressing - Yes / No

3. Cleanliness and Neatness of Student Teacher - Yes / No

Observer's Sign

ACTIVITY

WORDS

SYNONYMS

halt

=

pause

triumph

=

victory

soar

=

rise

exotic

=

foreign



Patang
or
Kite Bazar



Open
a week
& 7 days

located
in the heart
of
Mumbai

Kite Obsessed
City

Awel

Inspiring

INTERNATIONAL
KITE
FESTIVAL

Exotic

Marvellous

MAKAR SANKRANTI

Kite flying day Celebrated on 13th or 14th January

UTTARAYAN

Happy
Uttarayan

Sun's journey to the northern hemisphere. Marks the end of winter.

M-II

HISTORY





ARIHANT EDUCATION FOUNDATION
YEAR B. Ed. : First / Second

[illegible]

Content	Objectives and Specifications	Teaching Aids	Teacher's Activity	Student's Activity	Content
<u>Policy regarding agriculture</u>	<u>Remembering</u> Student tells the main occupation of India.	Chart	Asks which is the main occupation of India? Explains Swami's policy regarding Agriculture.	Agriculture listen carefully	
Agriculture was the main occupation of the villages.	<u>Understanding</u> Student explains policy regarding agriculture.		Asks the different occupations in India.	agriculture, animal husbandry	
<u>Village economy of that period</u>	<u>Understanding</u> Student explains village economy.		Explains the village economy of that period.	listen carefully	
In village, many occupations developed to supplement agriculture.	<u>Understanding</u> Student explains Trade and Business.	Chart	Tells the meaning of 'Baluta'. Explains the Trade and Business of Swami.	listen carefully	
Swami knew that a kingdom does not prosper without an intricate in trade.	<u>Understanding</u> Student explains the Military organization.	Chart	Illustrates the lifestyle of Swami - Making by telling how Swami took decisions for people welfare and we should follow his example.	listen carefully	
<u>The Military organization</u>	<u>Understanding</u> Student explains the Intelligence Department.		Explains in detail the Military organization of Swami.	listen carefully	
There were two main divisions of the army.	<u>Remembering</u> Student tells the names of different divisions of the army.	Pictures of forts in Mahanagar.	Explains about the Intelligence Department in detail.	listen carefully	
<u>Intelligence Department</u>	<u>Remembering</u> Student tells the importance of forts.		Asks the names of different forts in Mahanagar.	Raigad, Toranagar	
It was necessary to get precise and timely information about the enemy.	<u>Understanding</u> Student explains the importance of forts.		Explains the importance of forts in medieval age.	listen carefully	
<u>Forts</u>	<u>Applying</u> Student gives examples about how to preserve forts.		Illustrates the Constitutional obligation by telling how it is our duty to preserve forts and not damage it.	listen carefully	
Forts were of great importance in the medieval age.			Asks to give examples on how we can preserve our forts.	Answers carefully	

Content	Objectives and Specifications	Teacher's Activity	Student's Activity
carefully		Conclusion: In this way, we have seen how Shivaji administrated his Swaraj.	
carefully		Recapitulation: What is the Ashtapradhan Council of 8 ministers?	
carefully		What is Baluta?	
carefully		Why did Shivaji Maharaj impose heavy duty on imported salt?	
carefully		Which are the two main divisions of the army?	
carefully		Which are less important?	
carefully		Application: Complete the chart of Military organization of Shivaji Maharaj.	
carefully		Homework: Make a list of all forts that Shivaji Maharaj captured for Swaraj.	
carefully			note down

Name of the College/Institution	Patnaik School
Name of the Student	Jyoti Ch
Name of the School	Patnaik School
Div : B	
Roll No. : 07	
Date : 22-11-2022	
Name of the Unit	
Administrative	

Div: 5

1) Dissatisfied 2) Average 3) Satisfactory 4) Good 5) Excellent

1) Dissatisfied 2) Average 3) Satisfactory 4) Good 5) Excellent

Sl. No	Series	Criteria		
		1	2	3
1	Lesson Note	Vague, Confused and Complete, attached map / diagram / picture		
2	Introduction	Relevant and stimulating		
3		Review of previous knowledge and linking with the topic		
4		Statement of Aim and Topic writing		
5	Presentation	Clarity and Fluency in Narration / Illustration		
6		Questions-Answers concise and grammatically correct		

2) After Lesson



At

142

- * Die funktionen für diese sind:
- * Text auslesen
- * Text ausgeben:

• Take care while giving data to it.

Paradox: This helps
more (you did learn)

Paradox: This helps
more (you did learn)

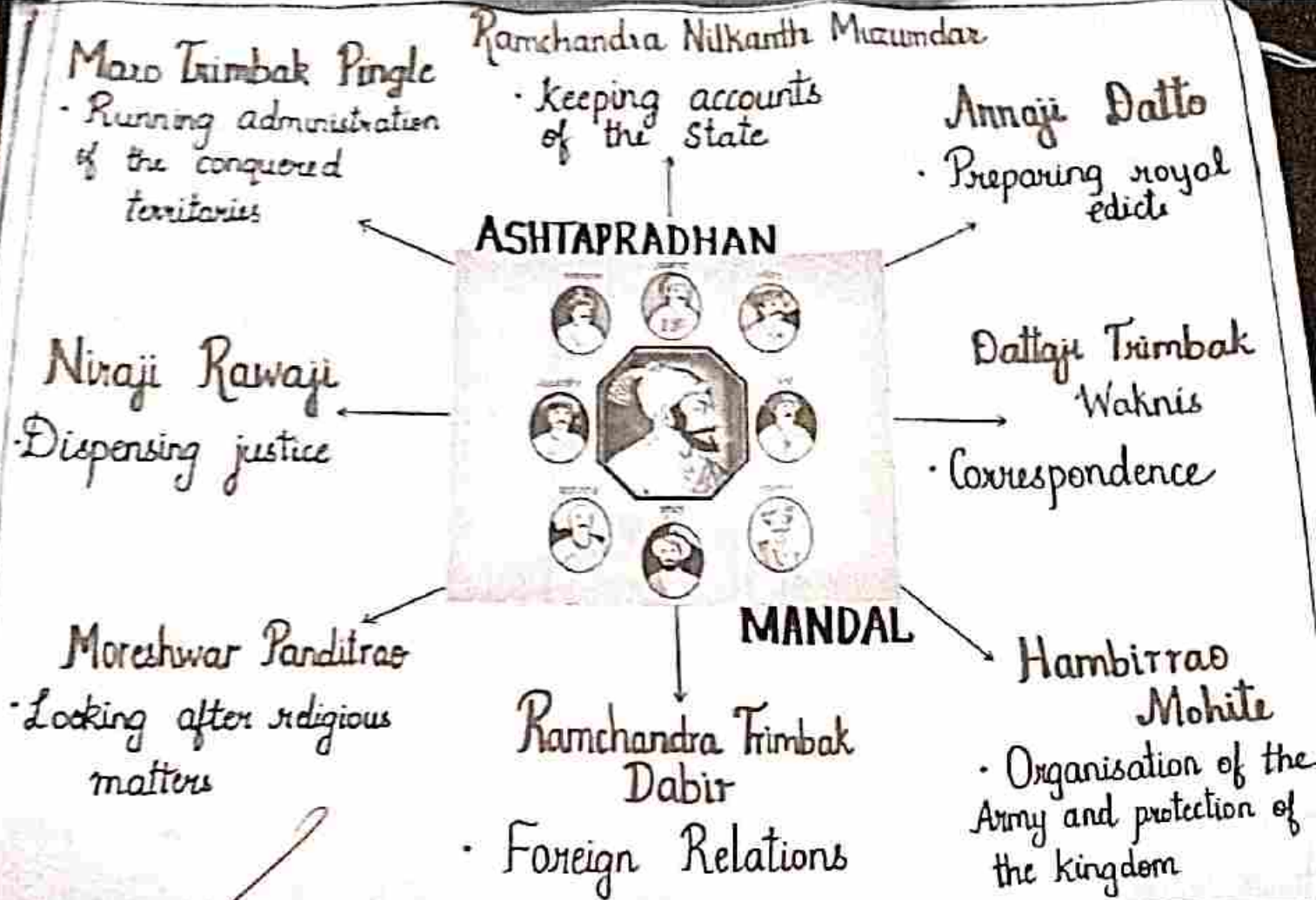
Paradox: This helps
more (you did learn)

Sl. No	Steps	Criteria	1 2 3		
1	Lesson Note	Note, correct and complete, attached map / diagram / picture			
2	Introduction	Review and something			
3		Review of previous knowledge and linking with the topic			
4		Statement of Aim and Title writing			
5	Presentation	Clarity and Fluency in Narration / Illustration			
6		Questions-Answer, concise and grammatically correct			
7		Logical and thought provoking questions			
8		Distribution of questions and Reinforcement			
9		Black Board Work			
10		Clarity in Reading / Demonstration			
11		Classroom interaction			
12		Use of Teaching Aids / Use of Examples / Learning experience			
13		Mastery over the content			
14		As per objectives			
15		Use of Teaching Method			
16		Inclusion of Core elements values and Life Skills			
17	Evaluation	Appropriate / Creative Recapitulation			
18		Appropriate / Creative application			
19		Appropriate / Activity based Home Work			
20		Overall Impression - Classroom Management and Time Management			
		Total			
		Total Marks (100)			

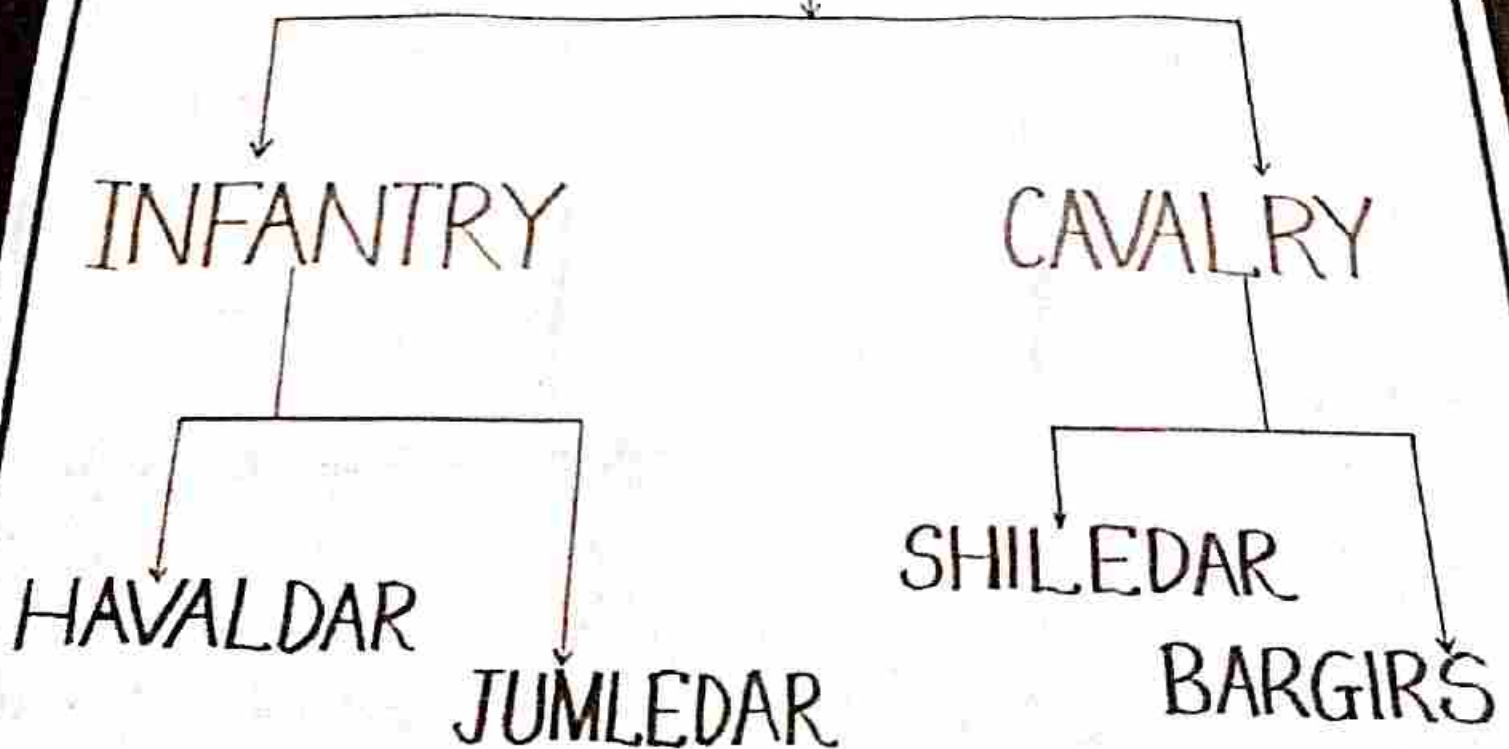
Other Points :

1. Guide Professor's Sign. - Yes / No
2. Appropriate Dressing - Yes / No
3. Cleanliness and Neatness of Student Teacher - Yes / No

Observer's 



MILITARY ORGANISATION





ARIHANT EDUCATION FOUNDATION
YEAR B.Ed. : 1st / Second

YEAR B.Ed.: 1st / Second

College Name : Arunant College of Education					
Student's Name : Tejika Pathak		Roll No. : 09			
Date : 23-11-22	Lesson No. : 06.	Subject : History			
Day : Wednesday	Subject Lesson No. : 02.	Unit of the lesson : Status after the Maurya Empire			
Content		Objectives and Specifications	Teaching Aids	Teacher's Activity	Student's Activity
			Picture of Chandragupta	Inroduction tells the students about a picture of Chandragupta Maurya and asks who was he?	gives back founder of Maurya empire
			Pictures of Emperor Ashoka	tells about his works. Asks about the Maurya Period. asks how it began to decline.	observes carefully pictures carefully
STATES AFTER THE MAURYA PERIOD				attempts of him: In today's chapter, we are going to see what happened in India after the Maurya period in our new chapter, status after the Maurya Period.	
The Shunga Dynasty After Emperors Asoka				narration: explain about the shunga dynasty in detail.	listen carefully
Maurya power started declining The last Maurya Empressor was called Brihadnatha		Understanding student explains the shunga dynasty	chart	talks about Brihadnatha nd Pushyagaitra Shunga with pictures.	listens carefully

Content	Objectives and Specifications	Teaching Aids	Teacher's Activity	Indian
<u>Indo-Greek Kings</u> During this period there were several small kingdoms ruled by Greek kings to the north-west of the Indian subcontinent. They are Indo-Greek kings.	<u>Remembering</u> Student tells meaning of the word 'Indo'. <u>Understanding</u> Student explains the Indo-Greek kings.	Chart	Asks the meaning of the word 'Indo'. Explains about Indo-Greek kings. Tells about the coins during that period with pictures. Illustrates the lifestyle of Greco-Buddhist thinking by telling how even with limited resources they were creative in everything they were about. Kushana kings.	Indian coins
<u>Kushana Kings</u> India was invaded from time to time by several tribes. The Kushanas were one such tribe. Emperor Kanishka Kanishka's empire extended from Kabul in the west to the northern in the east. Gold and silver coins minted by him.	<u>Understanding</u> Student explains the Kushana kings. <u>Remembering</u> Student recognizes Gandhara Buddha. <u>Understanding</u> Student explains about Emperor Kanishka.	Chart	Shows pictures of gold coins. Shows pictures of Gandhara Buddha and asks to recognize Buddha about Emperor Kanishka. Tells about Kanishkapur with pictures. Tells about post Ashvaghosh and Vaidya Charaka. Illustrates the core element of India's common culture heritage by telling how we should preserve and support our ancient Indian culture.	Indian coins
<u>Kanishka's Gold Coin</u> It was minted by Emperor Kanishka. It has the words 'Shao Wao Shao Kanishki Koshano'.	<u>Understanding</u> Student explains the Kanishka's gold coin. <u>Applying</u> Student differentiates between the King Kanishka and Kushana.	Picture of coin	Explains about Kanishka's gold coin. Asks to differentiate between Indo-Greek and Kushana kings. Asks to compare ancient coins and modern coins.	Indian coins

Content	Objectives and Specifications	Teaching Aids	Teacher's Activity	Student's Activity
			<u>Revision</u>: In this way, we have learnt the different kings who ruled after the Maurya period.	
			<u>Appreciation</u>: That was the name of the at Maurya Emperor? The were the Indo-Greek kings?	answers the question
			What is the meaning of a word 'panha'?	answers carefully
			What painted gold coin in India?	Kushana kings
			Which well-known poet and during the reign of Ashoka?	Ashvaghoosh
			<u>Application</u>: Integrate between Ashoka kings and Indo-Greek kings.	does the activity
			<u>Homework</u>: Get out more information about Emperor Kanishka and his works.	notes down

Black Board Writing

Date: 23.11.22

Sub: History
Unit: State after Division
the Maurya Empire

Std: VI

- * The Shunga Dynasty
- * Indo - Greek Kings
- * Kushana Kings
- * Empress Kanishka
- * Kanishka Gold Coin

Sign of Lesson Guide

1) Before Lesson

2) After Lesson

Date:

Lesson Observer's Remark:

Qualitative

- Introduction done properly.

- Used proper charts & appropriate.

- Various examples given.

- B.S. is covered done properly.

- Overall good lesson.

Improvemental

- Don't accept charts answers.

Signature of Observer

Name of the College: Ashwini Patrak
Name of the Student: Jyoti School
Name of the School: Prakash
Std: VI Div: I

Roll No.: 04
Date: 23.11.2022
Name of the Unit: after the Maurya Empire

Lesson Evaluation Scheme

Rating Scale: 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

Sr. No.	Steps	Criteria	1	2	3
1	Lesson Note	Neat, Correct and Complete, attached map / diagram / picture			
2	Introduction	Relevant and stimulating			
3		Review of previous knowledge and linking with the topic			
4		Statement of Aim and Title writing			
5	Presentation	Clarity and Fluency in Narration / Illustration			
6		Questions: Clear, concise and grammatically correct			
7		Logical and thought provoking questions			
8		Distribution of questions and Reinforcement			
9		Black Board Work			
10		Clarity in Reading / Demonstration			
11		Classroom Interaction			
12		Use of Teaching Aids / Use of Examples / Learning experience			
13		Mastery over the content			
14		As per objectives			
15		Use of Teaching Method			
16		Inclusion of Core elements values and Life Skills			
17	Evaluation	Appropriate / Creative Recapitulation			
18		Appropriate / Creative application			
19		Appropriate / Activity based Home Work			
20		Overall Impression - Classroom Management and Time Management			
		Total		86	
		Total Marks (100)		86	

Other Points: 1 Guide Professors Sign Yes / No

2. Appropriate Dressing - Yes / No

3. Cleanliness and Neatness of Student Teacher Yes / No

Signature of Observer

MINTED GOLD
AND COPPER
COINS

VAIDYA
CHARAKA



'Shao Namo Shao
Kaneskhi Koshano'
'King of Kings -
Emperor Kanishka
Kushana'



EMPEROR
KANISHKA
FOURTH BUDDHIST
COUNCIL HELD IN
KASHMIR

ESTABLISHED THE
CITY OF KANISHKAPUR
IN KASHMIR

ASHVAGHOSH
Buddhacharita Vajrasuchi



MENANDER
[Milinda]



MILIND
PANHA



Bhikkhu
Nagasena



Emperor Kanishka



GEN. PUSHYAMITRA

M-III

GEOGRAPHY



ARIHANT EDUCATION FOUNDATION
YEAR B.Ed. : First / Second

YEAR B.Ed. : First / Second

ARHANT FOR SCHOOL					
College Name : Axiom College		Class : Education		Type of Lesson : Practice lesson	
Students Name : Jeeva Patrak		Roll No :		School's Name : St. Joseph's School	
Date : 16.11.2022	Lesson No.: 02.	Subject : Geography		School's Previous Knowledge GMT, UTC, IST	Sid & Division : IX B
Day : Wednesday	Subject Lesson No. 01.	Unit of the Lesson : International Date Line		Student's Element : Scientific Temper	Period No 07
				Core Element : Problem Solving	Time of the Lesson : 3.0 to 12.30
				Life Skill : Teacher's Activity	Student's Activity
Content	Objectives and Specifications	Teaching Aids	Introduction : students. What are horizontal latitude What are vertical lines on longitude What are called? Prime Meridian What is 0° longitude called? Prime Meridian Tell about Prime Meridian and UTC What is the difference between the time for all countries? Statement of time: do students like the UTC divide the time, there is another line that divides the date. do it study in detail The International Date Line. Write the title on board. Presentation: Ask from which direction does the Earth rotate? What to		

Content	Objectives and Specifications	Teaching Aids	Teacher's Activity	Content
are natural phenomenon when you cross the 180° Meridian some situations need to be taken. Meridian of 180° is marked after 12 hours from Prime Meridian, if you go from East to West.	Understanding student explains why 180° was created. Understanding student explains the points taken into consideration.	Chart of different meridian	Shows a chart of the world travelling on different meridians and discuss the change in time.	observes carefully
Therefore the following points were taken into consideration while drawing the 180°	Remembering student tells the name of countries in East and West.	Chart of Earth	Explains why the International Date line (IDL) was created. Explains which points are taken into consideration.	listens carefully
1) The direction of travel.	Applying student calculates the date and explains in his own words.		Explains about countries that will start and end a day. Explains how the travelling direction changes the time. Names some countries in the East and West.	listens carefully
2) The current day and time.			Asks if a person is travelling from East to West on 1 st Jan what will be the date when he lands?	normal countries 2nd January
International Date line			Incubates the Love Element of Scientific Temper by telling how we should have the capacity to adjust with dynamic situations.	listens carefully
Representative of many nations got together under the leadership of American professor Davidson in the year 1884 and decided on the International Date line. The line was drawn with reference to 180° Meridian of 180°	Understanding student explains the importance of IDL	Chart on IDL	Explains about the IDL in detail.	listens carefully
	Understanding student explains the importance of IDL.	Chart on importance of IDL	Incubates the spirit of Problem Solving by telling how we should overcome obstacles and find best solutions to problems.	listens carefully
			Explains the importance of IDL.	listens carefully

Content	Objectives and Specifications	Teaching Aids	Teacher's Activity	Student's Activity
	Applying Student application between the L1 and Primer Revision.		Let to differentiate between the L1 and Primer Revision inclusion. In this way, we have learnt the International Date line. <u>capitulation</u> : which points were taken into consideration while drawing a map of India? Which Revision in the L1 does it refer to? Through which revision does the L1 pass? How was the L1 changed? Why is the L1 referred to as a revision?	Let to differentiate between the L1 and Primer Revision inclusion. In this way, we have learnt the International Date line. <u>capitulation</u> : which points were taken into consideration while drawing a map of India? Which Revision in the L1 does it refer to? Through which revision does the L1 pass? How was the L1 changed? Why is the L1 referred to as a revision?

Black Start Writing

Date: 16-10-22
 Sub: Geography Sst: IX
 Unit: International Division: B
 Page No.

* International Date * Importance of
 Date

- * Date considered
- The division of
- The current day
- and time

Sign. of Lesson Guide 1) Before Lesson 2) After Lesson

Date:

Lesson Observer's Remark:

Qualitative

- Statement of aim done properly.
- Various examples given.
- Various questions asked.
- Teaching aids used Proper.
- Overall good lesson

Improvemental

- Class Control.

Vardhak
 16/10/22

Name of the College: Avihatt Pathak
 Name of the Student: Jashita
 Name of the School: St. Joseph's School
 Div: B
 Roll No.: 09
 Date: 16.11.2022
 Name of the Unit:
 Date

Lesson Evaluation Scheme

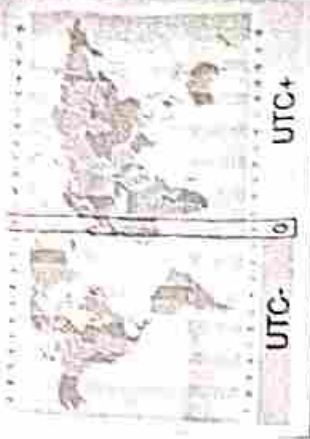
Rating Scale: 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

Sl. No.	Steps	Criteria	1	2	3
1	Lesson Note	Neat, Correct and Complete, attached map / diagram / picture			
2	Introduction	Relevant and stimulating			
3		Recital of previous knowledge and linking with the topic			
4		Statement of Aim and Title writing			
5	Presentation	Clarity and Fluency in Narration / Illustration			
6		Questions-Clear, concise and grammatically correct			
7		Logical and thought provoking questions			
8		Distribution of questions and Reinforcement			
9		Black Board Work			
10		Clarity in Reading / Demonstration			
11		Classroom interaction			
12		Use of Teaching Aids / Use of Examples / Learning experience			
13		Mixery over the content			
14		As per objectives			
15		Use of Teaching Method			
16		Inclusion of Core elements values and Life Skills			
17	Evaluation	Appropriate / Creative Reception			
18		Appropriate / Creative application			
19		Appropriate / Actively based Home Work			
20		Overall Impression - Classroom Management and Time Management			
		Total			
		Total Marks (100)			

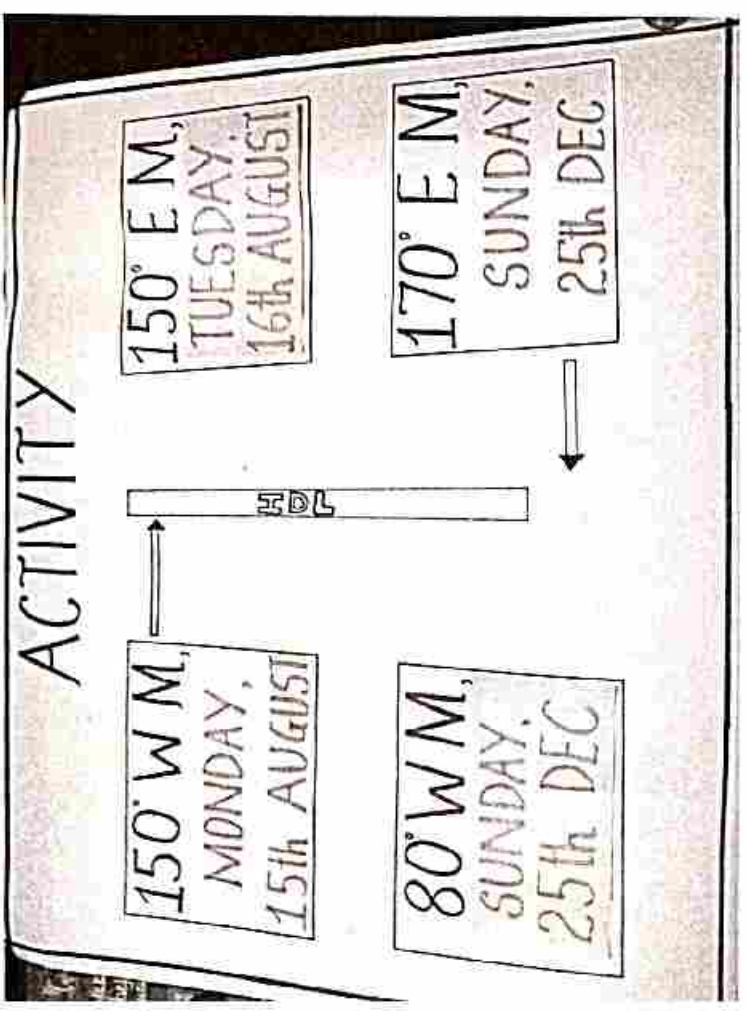
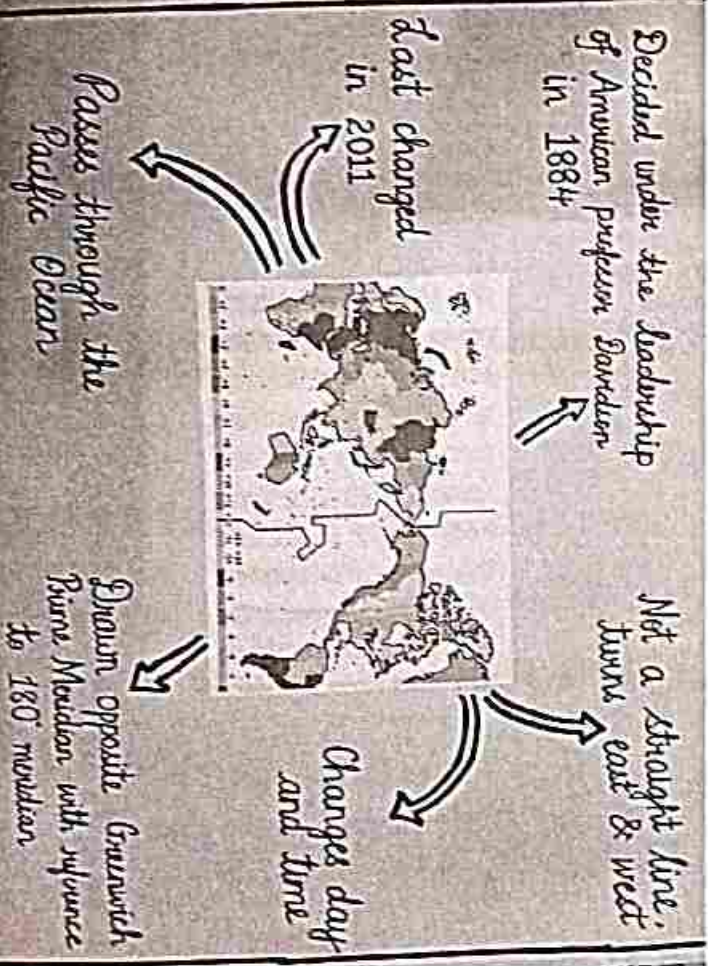
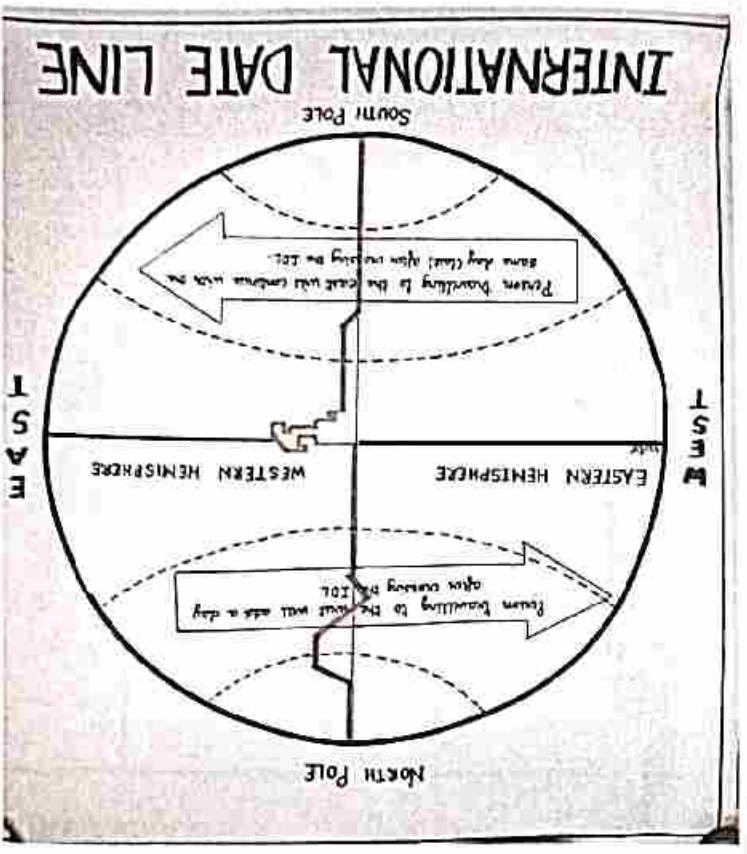
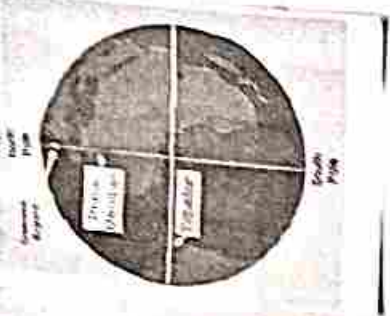
Other Points: 1. Guide Professor's Sign. Yes / No
 2. Appropriate Dressing - Yes / No
 3. Cleanliness and Neatness of Student Teacher - Yes / No

Vardhak
 16/11/22
 Observer's:

GMT: Greenwich
Mean Time
UTC: Universal
Time Coordinated



IST: Indian
Standard Time





ARIHANT EDUCATION FOUNDATION

YEAR B.Ed. : First / Second

College Name: Aarhant College of Education			Roll No.: 09	Type of Lesson: Practical Lesson	School's Name: Dr. Anurag Khatri	Sid. & Division: VI B
Students Name: Javica Pathak	Lesson No.: 04		Subject: Geography	Student's Previous Knowledge / Monuments Core Element: Protection of Environment	Value: Life Skill: Creative Thinking	Period No. 07
Date: 18.11.22	Subject Lesson No. 02		Unit of the Lesson: Rock and Rock Types			Time of the Lesson 12:00 to 12:30
Day: Friday						
Content	Objectives and Specifications	Teaching Aids	Teacher's Activity		Student's Activity	
			<u>Introduction:</u>			
			Starts the students.		gives back	
			Shows pictures of Taj Mahal and Fort Raigarh etc.		suggests pictures	
			Asks to recognize them.			
			Q) Do they all look the same?		No	
			What is the difference between the monuments?		tells the difference	
			Tells how different type of rocks are used to build different structures.		listen carefully	
			Statement of aim: So let's study in detail the different types of rocks in our new chapter 14. no 7. 'Rock and Rock Types'.			
			Writes the title on board.			
			<u>Orientation:</u>			
			Asks what are spheres of the Earth?		Atmosphere, Hydrosphere, Lithosphere	
			Explains rocks in detail and shows pictures.		listen carefully	

Rocks are found on land surface and below it. Rocks are a mixture of different minerals formed by natural processes.	Remembering	Student tells the spheres of the Earth.	Understanding	Student explains Rocks.
--	-------------	---	---------------	-------------------------

ROCK AND ROCK TYPES

Rocks are found on land surface and below it. Rocks are a mixture of different minerals formed by natural processes.

Remembering

Student tells the spheres of the Earth.

Understanding

Student explains

Rock.

Content	Objectives and Specifications	Teaching Aids	Teacher's Story	Learning Objectives
in the lithosphere <u>IGNEOUS ROCKS</u> When the molten material known as magma cools down it gives rise to igneous rocks.	<u>Remembering</u> Student tell what comes out of a volcano. <u>Understanding</u> Student explain igneous rocks.	Chart on igneous rocks	What comes out of a volcano? Explain about igneous rocks in detail and show chart.	define carefully give examples it softens and pressure
<u>SEDIMENTARY ROCKS</u> Due to continuous variations in the temperature, rocks develop cracks.	<u>Understanding</u> Student explain sedimentary rocks. <u>Applying</u> Student give example of sedimentary rocks.	Chart on sedimentary rocks	Explain sedimentary rocks in detail by showing chart. Give some examples of sedimentary rocks.	define carefully give examples
<u>FOSSILS</u> The buried remains of dead animals or plants become subject to heavy pressure, their impression gets marked in the rocks.	<u>Understanding</u> Student explain fossils. <u>Applying</u> Student give example of sedimentary rocks.	Picture of fossil	Shows a picture of fossil and asks to recognize it. Explain fossils with picture. Illustrate the four Elements of formation of Environment by telling how we should preserve fossils and rocks for the future.	observe carefully define carefully
<u>METAMORPHIC ROCKS</u> Volcanic activity and other earth movements constantly take place on the earth. While these are occurring, the igneous or sedimentary rocks in that region are subjected to tremendous pressure. The rocks get metamorphosed.	<u>Understanding</u> Student explain metamorphic rocks. <u>Remembering</u> Student tell metamorphosed form of coal. <u>Applying</u> Student give example on how diamonds are used.	Chart on metamorphic rocks	Explain metamorphic rocks by showing chart. What does a coal turn into after metamorphism? Give examples of how a diamond is used. Illustrate the lifecycle of Granite Thinking by telling how rocks are used creatively to build monuments and to make ornaments.	define carefully diamond give examples define carefully
	<u>Applying</u> Student differentiate between igneous and metamorphic rocks.			tells the difference

Content	Objectives and Specifications	Teaching Aids	Teacher's Activity	Student's Activity
			<u>Conclusion:</u> In this way, we have learnt what are rocks and their different types in our today's lesson. <u>Recapitulation:</u> 1) What are rocks? 2) Name the three types of rocks. 3) What are igneous rocks made of? 4) What does limestone become after it undergoes metamorphism? 5) Which type of rock will you use for building?	mixture of minerals igneous, sedimentary and metamorphic magma (lava) marble does the activity
			<u>Application:</u> Students recognize the type of rock used in the monuments shown on chart.	does the activity
			<u>Homework:</u> Find out the different types of rocks used in the seven wonders of the world.	

Black Board Writing

Date: 18.11.22

Sub: Geography
Unit: Rock and
Rock Types

Std: VI
Division: B

- * Types of Rocks
- * Igneous Rocks
- * Sedimentary Rocks
- * Fossils
- * Metamorphic Rocks

Sign. of Lesson Guide

1) Before Lesson

2) After Lesson

Date:

Lesson Observer's Remark:

GE

IS

Introduction is done by discussing about various monuments of India.

GGH is also and linking these.

Explanation of content is done with examples.

GGH is organized and neat. Writing is good.

Questions are well distributed.

The time management and work appropriately.

Students' interaction is positive and. Work managed well.

* Start with a question which student give answer.

* Also use board.

Name of the College: Ashwini College
Name of the Student: Jaisica Patil
Name of the School: St. Anthony School
Std: VI
Div: B
Roll No.: 09
Date: 18.11.22
Name of the Unit: Rock

Lesson Evaluation Scheme

Rating Scale: 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

Sr. No.	Steps	Criteria	1	2	3	4	5
1	Lesson Note	Verbal, correct and complete, attached map/diagram/picture					
2	Introduction	Relevant and stimulating					
3		Recital of previous knowledge and linking with the topic					
4		Statement of Aim and Title writing					
5	Presentation	Clarity and Fluency in Narration / Illustration					
6		Questions (Verbal, written and grammatically correct)					
7		Length and thought provoking questions					
8		Distribution of questions and Reinforcement					
9		Black Board Work					
10		Clarity in Reading / Demonstration					
11		Classroom interaction					
12		Use of Teaching Aids / Use of Examples / Learning experience					
13		Mastery over the content					
14		As per objectives					
15		Use of Teaching Method					
16		Inclusion of Core elements values and Life Skills					
17	Evaluation	Appropriate / Creative Re-application					
18		Appropriate / Creative application					
19		Appropriate / Activity based Home Work					
20		Overall Impression - Classroom Management and Time Management					
		Total					
		Total Marks (100)					

Other Points: 1 Guide Professor's Sign - Yes / No

2 Appropriate Dressing - Yes / No

3 Cleanliness and Neatness of Student Teacher - Yes / No

Observer's

Monuments & Forts of India



Sedimentary Rocks



Sedimentary rocks are made when erosion, or the breakdown of the land around you, takes place. The small pieces of land that break down are called sediment.



Ex of sedimentary rocks

Fossils



The buried remains of dead animals or plants become subject to heavy pressure. As a result their impressions get marked in the rocks. At times the buried animals get petrified. These are called fossils.

Match the following

Coal

Limestone

Shale

Slate

Marble

Marble

207.

TEACHING COMPETENCY

V

INTERNSHIP

AEF's Arifant College of Education, Pune
 Name of the School : The HDFC SCHOOL
 Name of the Student : JESSICA PATHAK

Roll No: 09

Second Year B.Ed.207 - Teaching Competency Course V (Internship Index)

(a) Conduct of 9 Lessons

Methods	Lesson No.	Date	Time	Std	Div	Marks (out of 100)	Lesson observer
M1 Eng/Hindi/Marathi/Sci/ His. / Geog/ Maths /Eco	1	13.12.22	8:15	VI	B	89 ✓	Ms. Navina
	2	14.12.22	8:50	VI	B	86 ✓	Ms. Navina
	3	24.12.22	10:20	VI	B	88 ✓	Ms. Navina
M2 Eng/Hindi/Marathi/Sci/ His. / Geog/ Maths /Eco	1	2.2.23	9:45	VI	C	90 ✓	Ms. Bhavna
	2	3.2.23	9:45	VI	C	92 ✓	Ms. Bhavna
	3	6.2.23	9:45	VI	C	90 ✓	Ms. Bhavna
M3 GEOGRAPHY	1	25.1.23	9:45	VI	E	88 ✓	Ms. Bhavna
	2	27.1.23	9:45	VI	E	89 ✓	Ms. Bhavna
	3	30.1.23	9:45	VI	E	89 ✓	Ms. Bhavna

Total Marks (Out of 900) = 801

(Out of 75) = $(801 \times 75/900) = 66.75 = 67$

(b) Plan of Evaluation

Methods	Date	Time	Std	Div	Marks (out of 75)	Group Incharge Sign
M1 ENGLISH	12.5.23	9:45	VI	B	68 ✓	2 RS 12.5.23
M2 HISTORY	22.3.23	10:55	VI	C	68 ✓	
M3 GEOGRAPHY	28.2.23	8:15	VI	E	65 ✓	

Total Marks (Out of 225) = 201

(Out of 25) = $(201 \times 25/225) = 22$

(c) Study of Records Maintained by the School

Sr.No	Name of the Record	Marks (out of 25)	Group Incharge Sign
1	Daily log	24 ✓	2 RS 12.5.23
2	Attendance Register	25 ✓	
3	Anecdotal Record	23 ✓	
4	Health Card Register	23 ✓	

Total Marks (Out of 100) = 95

(Out of 25) = $(95 \times 25/100) = 23.7 = 24$

(d) Organization of Co-curricular / activities

Total No. of Activity	Total Marks Out of 250	Marks (out of 25)	Group Incharge Sign
11	235	24	2 RS 12.5.23

(e) Observation of Peers / Teachers

Methods	Lesson No.	Date	Time	Std	Div	Marks (out of 60)	Peer/ Teacher
M1 Eng/Hindi/Marathi/Sci/ His. / Geog/ Maths /Eco	1	27.1.23	8:50	VI	A	58	Ms. Leenama
	2	30.1.23	1:00	VI	B	57	Ms. Vrushali
	3	9.2.23	9:45	VI	E	55	Ms. Navina
M2 Eng/Hindi/Marathi/Sci/ His. / Geog/ Maths /Eco	1	31.1.23	09:45	VI	C	52	Ms. Nikita
	2	2.2.23	8:50	VI	F	44	Ms. Shweta
	3	8.2.23	12:35	VI	D	56	Ms. Roopali
M3 GEOGRAPHY	1	12.1.23	12:35	VI	B	54	Ms. Shilpi
	2	27.1.23	12:35	VI	G	56	Ms. Bhavna
	3	30.1.23	09:45	VI	F	54	Ms. Nikita

Total Marks (Out of 540) = 486

(Out of 25) = $(486 \times 25/540) = 22.5 = 23$

(f) Other School activities / Programmes

Name of the Activity/ Programme	Marks (out of 25)	Group Incharge Sign
In House Training / PTM	23	2 RS 12.5.23

Total Marks = a + b + c + d + e + f

(Out of 200) = $(67) + (22) + (24) + (24) + (23) + (23) = 183$

Name & Sign of Internship Incharge:

2 RS
12.5.23

checked
OK

To whomsoever it may concern

This is to certify that JESSICA PATHAK B.Ed Second Year Student of ARIHANT COLLEGE OF EDUCATION has successfully completed his/her ^{four}~~one~~ month Internship which was held from 1.12.22 to 31.3.23 as per prescribed B.Ed Syllabus of Savitribai Phule Pune University, Pune.

In Internship he/she has completed following activities:

- Conduct of 9 lessons in the school classroom (3lessons X 3methods)
- Plan of Evaluation (Conduct 3 Unit Tests of three different Units) (1 Test X three methods)
- Study of the records maintained by the school.
- Participation in the organisation of co-curricular and extra -co curricular activities & report on the same.
- Observation of 9 lessons of peers / Teachers.
- Other school activities & programmes.

Best Wishes for your future!!!

Principal Sign: 

Date:

Stamp : ✓



AEF's Ardhant College of Education, Pune
Second Year B.Ed. 207 Teaching Competency V: Internship

01.12.2022 to 31.03.2023

Attendance Sheet

Name of the Student: Jessica Pathak

Name of the School: The HDFC School

Sr. No	December		January		February		March	
	Date	Student Sign	Date	Student Sign	Date	Student Sign	Date	Student Sign
1	1.12.22	Pathak	1.1.23	—	1.2.23	Pathak	1.3.23	Pathak
2	2.12.22	Pathak	2.1.23	Pathak	2.2.23	Pathak	2.3.23	HOLIDAY
3	3.12.22	SAT	3.1.23	SICK LEAVE	3.2.23	SICK LEAVE	3.3.23	LEAVE
4	4.12.22	SUN	4.1.23	Pathak	4.2.23	SAT	4.3.23	SAT
5	5.12.22	Pathak	5.1.23	Pathak	5.2.23	SUN	5.3.23	SUN
6	6.12.22	Pathak	6.1.23	Pathak	6.2.23	Pathak	6.3.23	Pathak
7	7.12.22	Pathak	7.1.23	Pathak	7.2.23	Pathak	7.3.23	HOLI
8	8.12.22	Pathak	8.1.23	SUN	8.2.23	Pathak	8.3.23	STUDY
9	9.12.22	Pathak	9.1.23	Pathak	9.2.23	Pathak	9.3.23	LEAVE
10	10.12.22	SAT	10.1.23	Pathak	10.2.23	Pathak	10.3.23	Pathak
11	11.12.22	SUN	11.1.23	Pathak	11.2.23	SAT	11.3.23	SAT
12	12.12.22	Pathak	12.1.23	Pathak	12.2.23	SUN	12.3.23	SUN
13	13.12.22	Pathak	13.1.23	Pathak	13.2.23	Pathak	13.3.23	Pathak
14	14.12.22	Pathak	14.1.23	SAT	14.2.23	Pathak	14.3.23	Pathak
15	15.12.22	Pathak	15.1.23	SUN	15.2.23	Pathak	15.3.23	Pathak
16	16.12.22	Pathak	16.1.23	Pathak	16.2.23	Pathak	16.3.23	STUDY LEAVE
17	17.12.22	Pathak	17.1.23	Pathak	17.2.23	Pathak	17.3.23	Pathak
18	18.12.22	SUN	18.1.23	Pathak	18.2.23	Holiday	18.3.23	SAT
19	19.12.22	Pathak	19.1.23	Pathak	19.2.23	SUN	19.3.23	SUN
20	20.12.22	Pathak	20.1.23	Pathak	20.2.23	Pathak	20.3.23	Pathak
21	21.12.22	Pathak	21.1.23	SAT	21.2.23	Pathak	21.3.23	Pathak
22	22.12.22	Pathak	22.1.23	SUN	22.2.23	Pathak	22.3.23	HOLIDAY
23	23.12.22	Pathak	23.1.23	Pathak	23.2.23	Pathak	23.3.23	HOLIDAY
24	24.12.22	Pathak	24.1.23	Pathak	24.2.23	Pathak	24.3.23	Pathak
25	25.12.22	M	25.1.23	Pathak	25.2.23	SAT	25.3.23	SAT
26	26.12.22	T	26.1.23	Pathak	26.2.23	SUN	26.3.23	SUN
27	27.12.22	W	27.1.23	Pathak	27.2.23	Pathak	27.3.23	Pathak
28	28.12.22	TH	28.1.23	SAT	28.2.23	Pathak	28.3.23	Pathak
29	29.12.22	F	29.1.23	SUN			29.3.23	Pathak
30	30.12.22	S	30.1.23	Pathak			30.3.23	Pathak
31	31.12.22	S	31.1.23	Pathak			31.3.23	Pathak

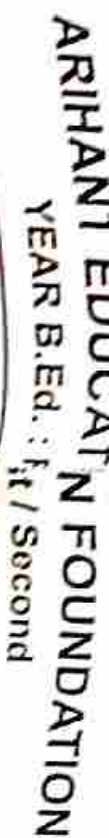
Nukita
Coordinator/ Teacher Sign:
Group Incharge Sign: *202*

CONDUCT OF LESSONS

M-I

ENGLISH



[illegible]

Concept	Definition and Description	Examples	Key Points
Corporate Governance	System of rules and practices that guide and control the way a corporation is directed, administered, and controlled.	Board of Directors, Shareholders, Management	Ensures accountability and transparency.
Stakeholder Theory	Concept that organizations have obligations to a broad range of stakeholders, not just shareholders.	Employees, Customers, Suppliers, Community	Focuses on the interests of all affected parties.
Business Ethics	Moral principles and standards that guide the behavior of individuals and organizations in the business world.	Honesty, Integrity, Fairness	Helps in making ethical decisions.
Strategic Management	Process of formulating and implementing strategies to achieve the organization's long-term goals.	SWOT Analysis, Porter's Five Forces	Involves high-level decision making.
Organizational Behavior	Study of how individuals and groups behave within organizations.	Leadership, Teamwork, Motivation	Helps in understanding human behavior in the workplace.
Business Law	Legal principles and regulations that govern business transactions and operations.	Contracts, Intellectual Property, Labor Laws	Provides a legal framework for business.
Financial Accounting	System of recording, summarizing, and reporting the financial transactions and events of an organization.	Balance Sheet, Income Statement, Cash Flow Statement	Provides a clear picture of the financial health of the organization.
Marketing Management	Process of identifying, analyzing, and selecting target markets and developing marketing programs to serve them.	Market Research, Product Development, Promotion	Focuses on creating value for customers.
Human Resource Management	Process of managing the organization's human capital, including recruitment, training, and development.	Recruitment, Training, Performance Management	Ensures the organization has the right people in the right roles.
Operations Management	Process of managing the production of goods and services, including planning, scheduling, and controlling.	Production Planning, Inventory Management, Quality Control	Focuses on efficiency and cost reduction.
Information Systems Management	Process of managing the organization's information systems, including data management, IT infrastructure, and cybersecurity.	Data Management, IT Infrastructure, Cybersecurity	Ensures the organization's information is secure and accessible.

Content	Objectives and Specifications	Teaching Aids	Teacher's Activity	Student's Activity
lonely and offered but company.			arrange and follow activity the class. <u>elution</u>: In this way, we have learnt a different co-ordinating conjunctions. <u>apitulation</u>: at are conjunctions? which are the two types? conjunctions? are all the co-ordinating junctions by using verbs as examples this will we use the junctions OR / NOR? that would have happened there were no conjunctions a sentence? <u>lication</u>: in the wheel of online spin the wheel I make a sentence ing it <u>needwork</u>: live the worksheets en of co-ordinating junctions	joining words 1) Co-ordinating 2) Subordinating E- For A- And N- Nor B- But O- Or Y- Yet S- So OR- option NOR- No limit answer carefully draw the activity note down

Black Board Writing

Sub: English

Std: VI

Unit: Grammar

Division: B

Sub Unit: Coordinating Conjunctions

Date: 19.12.2023

COORDINATING

COORDINATING

SUBORDINATING

FANBOYS
D N O V R E D
K O R T

Sign of Lesson Guide

1) Before Lesson

2) After Lesson

Date:

Lesson Observer's Remark:

* Questions were asked on previous knowledge
* The lesson was explained with the help of the ppt.
* Examples were given
* Blackboard used effectively
* Overall lesson was good.

Name of the Student: *[Signature]* HDIC 5/20/2023
Name of the School: The
Div: B
Std: VI
Name of the Unit: *[Signature]*

Lesson Evaluation Scheme

Rating Scale: 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

Sl. No.	Steps	Criteria	1	2	3
1	Lesson Note	Neat, Correct and Complete, attached map / diagram / picture			
2	Introduction	Relevant and stimulating			
3		Review of previous knowledge and linking with the topic			
4		Statement of Aim and Title writing			
5	Presentation	Clarity and Fluency in Narration / Illustration			
6		Questions - Clear concise and grammatically correct			
7		Logical and thought provoking questions			
8		Distribution of questions and Reinforcement			
9		Black Board Work			
10		Clarity in Reading / Demonstration			
11		Classroom Interaction			
12		Use of Teaching Aids / Use of Examples / Learning experience			
13		Mastery over the content			
14		As per objectives			
15		Use of Teaching Method			
16		Inclusion of Core elements values and Life Skills			
17	Evaluation	Appropriate / Creative Recapitulation			
18		Appropriate / Creative application			
19		Appropriate / Activity based Home Work			
20		Overall Impression - Classroom Management and Time Management			
		Total			
		Total Marks (100)			

Other Points: 1. Guide Professor's Sign: - Yes / No

2. Appropriate Dressing: - Yes / No

3. Cleanliness and Neatness of Student/ Teacher: - Yes / No

Observer's



Activity:
Make sentences using the given set of words

- Pizza/carrot
- I like pizza but I don't like carrots.
- Shitshoes
- I'm wearing a red shirt and brown shoes.
- Doctor/sick
- Paint the wall/blue/purple

What are Conjunctions?

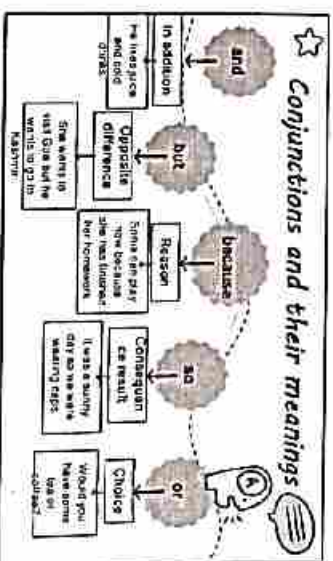
Conjunctions are words that join two or more words, phrases and sentences. They glue words, phrases and sentences together and are made to convey two ideas in one sentence.

Example:
Victor did not come to school because he is not feeling well.



Examples:

- Joining two or more words**
The dog **scratched** and **snarled**
- Joining two or more phrases**
My doctor can choose to **increase** my weight, my **weight** or **weight**
- Joining two or more sentences**
Eric wants to play basketball **but** Sophie wants to play soccer



Co-ordinating Conjunctions

FAVORITE Conjunctions with meanings and sentences

For	Because	I am going home now, for my work finishes.
And	In addition to	I have with me a map of the lake.
Not	And not	Even though I am happy, I don't like the game.
But	However	Let the children run in the park, but not allowed to play in the street.
Or	Either	We could go to a park, or could go to a library.
Yet	But	The weather was hot and wet, yet we enjoyed every minute.
So	Therefore	We were late to the school.

Activity:
Online Conjunction Wheel
<https://workwall.net/resource/2041457/english/subo-dinating-conjunction-wheel>

Exercises

Identifying the problem



1. The problem is that the person is not happy.
2. The person is not happy because they are not getting enough sleep.
3. The person is not getting enough sleep because they are working too long hours.
4. The person is working too long hours because they are trying to finish a project.
5. The person is trying to finish a project because they are under a lot of pressure.
6. The person is under a lot of pressure because they are in a hurry to complete the project.
7. The person is in a hurry to complete the project because they are afraid of losing their job.
8. The person is afraid of losing their job because they are not doing well in their work.
9. The person is not doing well in their work because they are not motivated.
10. The person is not motivated because they are not interested in their work.

To-Do List

1. Check the status of the project.
2. Review the project plan.
3. Update the project plan.
4. Assign tasks to team members.
5. Monitor the progress of the project.
6. Report the progress of the project.
7. Review the project plan.
8. Update the project plan.
9. Assign tasks to team members.
10. Monitor the progress of the project.

Fill in the blanks using a suitable conjunction.

1. I was playing with my _____ when I was a child.
2. I was playing with my _____ when I was a child.
3. I was playing with my _____ when I was a child.
4. I was playing with my _____ when I was a child.
5. I was playing with my _____ when I was a child.
6. I was playing with my _____ when I was a child.
7. I was playing with my _____ when I was a child.
8. I was playing with my _____ when I was a child.
9. I was playing with my _____ when I was a child.
10. I was playing with my _____ when I was a child.

Online Worksheet for Practical

1. Worksheet 1: Introduction to the course.
2. Worksheet 2: Basic concepts of the course.
3. Worksheet 3: Advanced concepts of the course.
4. Worksheet 4: Practical applications of the course.
5. Worksheet 5: Final project of the course.
6. Worksheet 6: Review and feedback.



ARIHANT EDUCATIONAL FOUNDATION

YEAR B.Ed.: 1st / Second

College Name : ARIHANT		Course of Education	
Student's Name : Javica Patnaik		Roll No. :	
Date : 06-01-2023	Lesson No. : 02.	Subject : English	
Day : Friday	Subject Lesson No. 02.	Unit of the Lesson : Types of Adverbs	
Content	Objectives and Specifications	Teaching Aids	

TYPES OF ADVERBS

An adverb is a word which adds to the meaning of a verb, and tells us how a thing is done when it is done or where. Adverbs come before latter verbs. meaning of Adverbs.

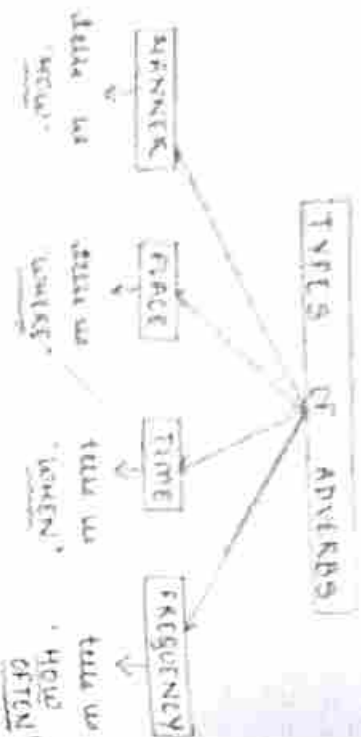
Content	Objectives and Specifications	Teaching Points	Activities	Assessment
<u>USAGES OF MODER</u>	<u>Recognizing</u> Student tells the class of adverb in a sentence	Video of adverb song	Adverb song	before / after verb
Adverbs of manner tell us 'how' the action was carried out eg. carefully, silently, slowly, lightly, proudly, fast, frequently, kindly, loudly, sweetly, easily, early etc.	<u>Understanding</u> Student explains adverbs of manner in his own words	PPT on adverb of manner	Explain adverbs of manner by telling of action carried out question of 'how' action carried Give examples of adverbs of manner Illustrate the value of sensitivity by telling how we should be anxious while describing others proper actions and manners Ask to make a sentence using an adverb of manner	what's correct what's correct what's correct carefully
<u>USAGES OF PLACE</u>	<u>Applying</u> Student gives a sentence using adverb of manner	PPT of adverb of place	Explain adverb of place by giving examples Ask students to give more examples	what's correct gives examples
<u>USAGES OF TIME</u>	<u>Applying</u> Student gives a sentence using adverb of place	PPT of adverb of time	Ask to make a sentence using adverb of place Explain adverb of time by giving examples Ask to give more examples	make a sentence what's correct
Adverbs of Time tell us 'when' the action was carried out eg. immediately, early, late	<u>Understanding</u> Student explains adverb of time	PPT of adverb of frequency	Explain adverb of frequency by telling it answers the question of 'how often'	what's correct
<u>USAGES OF FREQUENCY</u>	<u>Understanding</u> Student explains adverb of frequency	Adverb of frequency	Ask to give examples of adverb of frequency Ask students to identify adverb of frequency from given sentences	gives examples identify adverb

Content	Objectives and Specifications	Teacher's Activity	Student's Activity
an action has occurred eg. one drove thrice, twice etc		Under the header of <u>verb communication</u> by my class students learn and have a quiz paper to understand nothing <u>Lesson</u> In this way we have learnt verbs and its kinds in our English lesson <u>Application</u> What are Adverbs? Name the 4 types of verbs. <u>Example</u> I played a game of basketball very often yesterday very late yesterday <u>Important to us?</u>	Writes down the notes
fastest board and ppt		<u>Location</u> Write the adverb and state its type. <u>Exercise</u> Write a sentence using the 4 types of adverbs.	Writes down the notes

Black Board Writing

Date: 24.11.2023

Sub: English Std: VI
Unit: Comprehension Division: B
Sub Unit: Types of Adverbs



Sign of Lesson Guide

1) Before Lesson

2) After Lesson

Date:

Lesson Observer's Remarks:

- Previous knowledge shared.
- Lesson was explained with the help of an object.
- A lot of examples were used.
- Blackboard used effectively.
- Home assignments asked to smart board.
- Overall lesson was very good.

Name of the College: Assistant College of Education
Name of the Student: Jyashika Patra
Name of the School: The HOC School
Date: 05.01.2024
Div: B
Name of the Unit: VI

Lesson Evaluation Scheme

Rating Scale: 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

Sl. No.	Steps	Criteria	1	2	3	4	5
1	Lesson Note	Neat, correct and complete, attached map, diagram, picture					
2	Introduction	Relevant and stimulating					
3		Retrieval of previous knowledge and linking with the topic					
4		Statement of Aim and Title writing					
5	Presentation	Clarity and Fluency in Narration / Illustration					
6		Questions-Clear, concise and grammatically correct					
7		Expected and thought provoking questions					
8		Distribution of questions and Reinforcement					
9		Black Board Work					
10		Clarity in Reading / Demonstration					
11		Classroom interaction					
12		Use of Teaching Aids / Use of Examples / Learning experience					
13		Mastery over the content					
14		As per objectives					
15		Use of Teaching Method					
16		Inclusion of Core elements values and Life Skills					
17	Evaluation	Appropriate / Creative Recapitulation					
18		Appropriate / Creative application					
19		Appropriate / Activity based Home Work					
20		Overall Impression - Classroom Management and Time Management					
		Total					
		Total Marks (100)					

Other Points: 1. Guide Professor's Sign - Yes / No

2. Appropriate Dressing - Yes / No

3. Cleanliness and Neatness of Student Teacher - Yes / No

Observer's Sign

Who can answer these questions?!!



THE ADVERB CAN!!!

Yes, an Adverb Will Tell Us:

- Where
- When
- How
- To What Extent

[illegible]

1 The bird sang sweetly.
2 Rain came yesterday.
3 The sun shined everywhere.
4 The old man walked slowly.
5 The artist wrote neatly.

An Adverb is a word which adds to the meaning of a verb, and tells us how a thing is done, when it is done or where it is done.

Types of Adverts

Adverts	Age	Sex	Language
1. Local	18-25	Male	English
2. National	18-25	Male	English
3. International	18-25	Male	English
4. Local	18-25	Male	English
5. National	18-25	Male	English
6. International	18-25	Male	English
7. Local	18-25	Male	English
8. National	18-25	Male	English
9. International	18-25	Male	English
10. Local	18-25	Male	English
11. National	18-25	Male	English
12. International	18-25	Male	English
13. Local	18-25	Male	English
14. National	18-25	Male	English
15. International	18-25	Male	English
16. Local	18-25	Male	English
17. National	18-25	Male	English
18. International	18-25	Male	English
19. Local	18-25	Male	English
20. National	18-25	Male	English
21. International	18-25	Male	English
22. Local	18-25	Male	English
23. National	18-25	Male	English
24. International	18-25	Male	English
25. Local	18-25	Male	English
26. National	18-25	Male	English
27. International	18-25	Male	English
28. Local	18-25	Male	English
29. National	18-25	Male	English
30. International	18-25	Male	English
31. Local	18-25	Male	English
32. National	18-25	Male	English
33. International	18-25	Male	English
34. Local	18-25	Male	English
35. National	18-25	Male	English
36. International	18-25	Male	English
37. Local	18-25	Male	English
38. National	18-25	Male	English
39. International	18-25	Male	English
40. Local	18-25	Male	English
41. National	18-25	Male	English
42. International	18-25	Male	English
43. Local	18-25	Male	English
44. National	18-25	Male	English
45. International	18-25	Male	English
46. Local	18-25	Male	English
47. National	18-25	Male	English
48. International	18-25	Male	English
49. Local	18-25	Male	English
50. National	18-25	Male	English
51. International	18-25	Male	English
52. Local	18-25	Male	English
53. National	18-25	Male	English
54. International	18-25	Male	English
55. Local	18-25	Male	English
56. National	18-25	Male	English
57. International	18-25	Male	English
58. Local	18-25	Male	English
59. National	18-25	Male	English
60. International	18-25	Male	English
61. Local	18-25	Male	English
62. National	18-25	Male	English
63. International	18-25	Male	English
64. Local	18-25	Male	English
65. National	18-25	Male	English
66. International	18-25	Male	English
67. Local	18-25	Male	English
68. National	18-25	Male	English
69. International	18-25	Male	English
70. Local	18-25	Male	English
71. National	18-25	Male	English
72. International	18-25	Male	English
73. Local	18-25	Male	English
74. National	18-25	Male	English
75. International	18-25	Male	English
76. Local	18-25	Male	English
77. National	18-25	Male	English
78. International	18-25	Male	English
79. Local	18-25	Male	English
80. National	18-25	Male	English
81. International	18-25	Male	English
82. Local	18-25	Male	English
83. National	18-25	Male	English
84. International	18-25	Male	English
85. Local	18-25	Male	English
86. National	18-25	Male	English
87. International	18-25	Male	English
88. Local	18-25	Male	English
89. National	18-25	Male	English
90. International	18-25	Male	English
91. Local	18-25	Male	English
92. National	18-25	Male	English
93. International	18-25	Male	English
94. Local	18-25	Male	English
95. National	18-25	Male	English
96. International	18-25	Male	English
97. Local			

When?	Where?	How?	How often?
after	above	calmly	always
before	below	beautifully	daily
early	everywhere	exactly	frequently
now	far	happily	never
since	here	joyfully	once
soon	inside	knowingly	rarely
today	near	lovely	seldom
tomorrow	outside	loosely	sometimes
yesterday	there	stiffly	usually

[illegible]

Choose the correct adverbs of manner to complete the sentences.

- The old man walks _____
(always/very slowly/slowly)
- The child sleeps _____
(daily/usually/often)
- We were received very _____
(kindly/kindly/frequently)
- Our song in the concert, _____
(daily/well/everywhere)
- It is raining _____
(heavily/everywhere/daily)

Adverbs of Place:
Some adverbs and adverb phrases answer the question "where". They are called adverbs of place.

Examples:

- The boys are playing upstairs.
- The dog is playing under the table.
- We're going to the riverside for a walk.
- It's very sunny but cold outside. I've lived here for about two years.
- His children go everywhere with him.

Choose the correct adverbs of place to complete the sentences.

- The little lamb followed Mary _____
(frequently)
- You are welcome to come _____
(anywhere)
- _____ and study with me in the evening in my house.
- Along the highway _____
(nearly there/somewhere)
- The soldiers dug a tunnel _____
(somewhere/sometime/under the ground)

Adverbs of Time
Some adverbs and adverb phrases answer the question "when". They are called adverbs of time.

Examples:

- The train has already left.
- We moved into our new house last week.
- I'm going to my new school tomorrow.
- We shall now begin to work.
- I spoke to him yesterday. He comes here daily.
- Mr. Gupta formerly lived here.

Choose the correct adverbs of time to complete the sentences.

- They are to be married _____
(next week/sometime)
- I lost my love _____
(there/yesterday/early)
- My brother arrived _____
(last New Year's/He missed the bus)
- I have heard this _____
(there/never/sometime)
- We go shopping _____
(morning/next here/sometime)

Adverbs of Frequency
Adverbs that answer the question "how often".

Examples:

- He was not careless.
- I am rather busy.
- It is fully prepared.
- Those mangoes are almost ripe.

Put the adverbs of frequency in the right place has been done for you.

- He listens to the radio. (often)
- He often listens to the radio.
- They read a book. (sometimes)
- Four per cent. (never)
- Tom is very friendly. (usually)
- I take sugar in my coffee. (sometimes)
- Kamini is happy. (often)
- Walter helps his father in the kitchen. (usually)

Exercise: Pick out the Adverbs in the following sentences, and say which kind they belong.

- The Rajputs fought bravely.
- She spent her money foolishly.
- The boy is standing outside.
- The doctor is coming immediately.
- The train does not stop here.
- The bus came once in a week.

Thank You!



ARIHANT EDUCATION FOUNDATION
YEAR B.Ed. : Ist / Second

[illegible]

Sheet Board Writing

Date: 24-01-2023

Sub: English
Unit: Grammar
Std: VI
Division: B
Sub Unit: Idioms

* Figurative
An idiom is an expression or phrase whose meaning is not literal. It means something different from the actual words.

* Examples
1) an arm and a leg
2) a piece of cake
3) put your act together
4) beat around the bush

Sign. of Lesson Guide

1) Before Lesson

2) After Lesson

Date:

Lesson Observer's Remark:

Prior knowledge was discussed. Content of the lesson well delivered. With examples. Class management was excellent. Teaching aids (PPT) used.

[Signature]

Name of the College: Aduram
Name of the Student: Jasica
Name of the School: HDFC School
Std: VI
Div: B
Roll No: 09
Date: 24-01-2023
Name of the Unit:

Lesson Evaluation Scheme

Rating Scale: 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

Sl. No.	Steps	Criteria	1	2	3	4	5
1	Lesson Note	Verb. Correct and Complete, attached map / diagram / picture					
2	Introduction	Relevant and stimulating					
3		Review of previous knowledge and linking with the topic					
4		Statement of Aim and Title writing					
5	Presentation	Clarity and Fluency in Narration / Illustration					
6		Questions-Clear, concise and grammatically correct					
7		Logical and thought provoking questions					
8		Distribution of questions and Reinforcement					
9		Black Board Work					
10		Clarity in Reading / Demonstration					
11		Classroom Interaction					
12		Use of Teaching Aids / Use of Examples / Learning experience					
13		Mastery over the content					
14		As per objectives					
15		Use of Teaching Method					
16		Inclusion of Core elements values and Life Skills					
17	Evaluation	Appropriate / Creative Recapitulation					
18		Appropriate / Creative application					
19		Appropriate / Activity based Home Work					
20		Overall Impression - Classroom Management and Time Management					
		Total					
		Total Marks (100)					

Other Points: 1. Guide Professor's Sign - Yes / No
2. Appropriate Dressing - Yes / No
3. Cleanliness and Neatness of Student Teacher - Yes / No

Observer's S

Idioms

Idioms are phrases which people use in everyday language which do not make sense literally but we understand what they mean

What is an idiom?

A 'night owl' is an idiom. If we say that Frank is a 'night owl', we don't mean that he actually is an owl!



the words in the idiom



the meaning of the idiom

An idiom is a group of words that have a special meaning when used together. The meaning of the idiom is different from the meaning of the individual words. Shakespeare used and invented lots of idioms.

An **idiom** is an expression that has a meaning apart from the meanings of its individual words.

■ For example: It's raining cats and dogs. Its literal meaning suggests that cats and dogs are falling from the sky. We interpret it to mean that it is raining hard.

■ Other Examples:

■ To stick your neck out is to say or do something that is bold and a bit dangerous. A similar idiom that is used for slightly more dangerous situations is to "go out on a limb." In both idioms, the idea is that you put yourself in a vulnerable position.

■ To break the ice is to be the first one to say or do something, with the expectation that others will then follow. Another idiom that means something similar is "get the ball rolling."

■ To get long in the tooth means to get old. The expression was originally used when referring to horses since gums recede with age. So the longer the teeth a horse has, the older it is said to be.

■ To have a chip on one's shoulder is usually an expression to describe a person who acts, as you say, rudely or aggressively, but also in a manner that could be described as "aggressively defensive." The person seems always ready for a fight.

Food for thought

These idioms are all about food. Can you explain what they really mean?

- Taking two bits of the cherry
- Selling like hot cakes
- Playing gooseberry
- Going bananas



Feel like a fish out of water Be like a fish out of water



Meaning:

Feel uncomfortable because you are in an unfamiliar situation.

If you **feel like a fish out of water**, you feel awkward or uncomfortable because you are in an unusual or unfamiliar situation.

Example:

I don't like going to the big parties they have. I always **feel like a fish out of water** there.

Todd is a country boy raised in a small town in Northumberland and **was like a fish out of water** when he visited bustling London.

COMMON ENGLISH IDIOMS

Get your tongue!
Can't you speak?



Snug as a bug in a rug
Warm and cozy



Go the extra mile
Make an extra effort



Butterflies in my stomach
Feeling nervous



To go down in flames
To fail spectacularly



Once in a blue moon
Rarely



ThoughtCo

What does this mean really?



And what about this one?

Turn
Someone Off



Numbers up

Lots of idioms are about numbers. See if you can fill in the missing numbers in these says. What do they mean?

- Dressed up to the _____
- Talking _____ to the dozen
- One in a _____
- Playing _____ fiddle
- In _____ heaven



Animal Crackers

- It's raining _____ and dogs!
- I've got a _____ in my throat
- Those are just _____ tears
- He's taken the lion share
- I can smell a _____



ACTIVITY

Match the pictures showing the words in the idiom (left) with the ones showing the meanings (right)



M-II

HISTORY



ARIHANT EDUCATION FOUNDATION

YEAR B.Ed. : 1st / Second

College Name : <u>arihant college of Education</u>		Roll No. : <u>09</u>
Student's Name : <u>Jessica Pathak</u>		
Date : <u>02.01.2023</u>	Lesson No. : <u>01</u>	Subject : <u>History</u>
Day : <u>Thursday</u>	Subject Lesson No. : <u>01</u>	Unit of the Lesson : <u>The World from 1914 to 1945</u>
Content	Objectives and Specifications	Teaching Aids
<u>THE WORLD FROM 1914 to 1945</u>		
<u>The first half of the twentieth century changed the course of world history. The student explain the world fought about effects of war.</u>		
pe of Lesson : <u>Interuniting lesson</u>		
School's Name : <u>The HDPC School</u>		Sid. & Division :
Student's Previous Knowledge : <u>Wars and fights in the Element: Egatarianism, Democracy</u>		Period No. <u>05</u>
Skill : <u>Problem - Solving</u>		Time of the Lesson : <u>9:45 to 10:20</u>
Teacher's Activity	Student's Activity	
<u>Introduction:</u> <u>What did we learn in the first the students</u> <u>is the meaning of 'fight'</u> <u>'war'.</u> <u>What is the meaning of war.</u> <u>A which two countries</u> <u>recently fought a war?</u> <u>What pictures of Ukraine</u> <u>and Russia war.</u> <u>if they know any more</u> <u>war fought until now.</u>	<u>What is fought between</u> <u>two or more countries</u> <u>Russia and Ukraine</u> <u>showing carefully</u> <u>tell the answer</u> <u>important of war. In our today's lesson we are</u> <u>going to learn about a brutal war fought</u> <u>of years ago in our lesson, 'The World from</u> <u>1914 to 1945.</u> <u>What the title on board.</u> <u>Introduction:</u> <u>What is brief about the</u> <u>history and its effects.</u>	

Content	Objectives and Specifics	Teaching Aids	Teacher's Activity	Assessment
could huge destruction and loss of humanity Did <u>first world war</u> was the first world war the first world war was also called the Great War from 28 July 1914 to 11 November 1918 Many countries were involved	Understanding the first world war Understanding the causes of war	PT on page 100 PT on page 101 PT on page 102	ask if they know anything about the first world war explain the first world war through a ppt explain about Allied Powers and Central Powers ask the meaning of alliance explain what caused the war in detail locate the battle of Trench ask if they should solve problems peacefully ask to give examples on how two countries can solve problems peacefully explain how the war was fought ask the meaning of trench ask what weapons and strategies were used to fight the war by showing pictures explain the role of India in the first world war locate the first battle of Ypres explain the meaning of trench ask if they should solve problems peacefully ask to give examples on how two countries can solve problems peacefully explain how the war was fought ask the meaning of trench ask what weapons and strategies were used to fight the war by showing pictures explain the role of India in the first world war locate the first battle of Ypres explain the meaning of trench	ask if they know anything about the first world war ask if they should solve problems peacefully ask to give examples on how two countries can solve problems peacefully ask if they should solve problems peacefully ask to give examples on how two countries can solve problems peacefully ask if they should solve problems peacefully ask to give examples on how two countries can solve problems peacefully ask if they should solve problems peacefully ask to give examples on how two countries can solve problems peacefully

Date: 10/10/2023
 Page: 10 of 10
 Name of the Student: Mr. A. S. G. C.
 Name of the Teacher: Mr. A. S. G. C.
 Date: 10/10/2023
 Page: 10 of 10

Name of the Student: Mr. A. S. G. C.
 Name of the Teacher: Mr. A. S. G. C.
 Date: 10/10/2023
 Page: 10 of 10

Lesson Evaluation Scheme

1. Questionary 2. Interview 3. Self-reflection 4. Peer-review 5. Focus group

No.	Criteria	1	2	3
1	Lesson Goals			
2	Introduction			
3	Body of the lesson			
4	Conclusion			
5	Assessment			
6	Resources			
7	Activities			
8	Homework			
9	Feedback			
10	Overall			
11	Teacher's performance			
12	Students' performance			
13	Classroom management			
14	Use of resources			
15	Use of teaching methods			
16	Use of assessment tools			
17	Use of feedback			
18	Use of technology			
19	Use of time			
20	Use of materials			
21	Use of space			
22	Use of equipment			
23	Use of facilities			
24	Use of services			
25	Use of resources			
26	Use of materials			
27	Use of space			
28	Use of equipment			
29	Use of facilities			
30	Use of services			
31	Use of resources			
32	Use of materials			
33	Use of space			
34	Use of equipment			
35	Use of facilities			
36	Use of services			
37	Use of resources			
38	Use of materials			
39	Use of space			
40	Use of equipment			
41	Use of facilities			
42	Use of services			
43	Use of resources			
44	Use of materials			
45	Use of space			
46	Use of equipment			
47	Use of facilities			
48	Use of services			
49	Use of resources			
50	Use of materials			
51	Use of space			
52	Use of equipment			
53	Use of facilities			
54	Use of services			
55	Use of resources			
56	Use of materials			
57	Use of space			
58	Use of equipment			
59	Use of facilities			
60	Use of services			
61	Use of resources			
62	Use of materials			
63	Use of space			
64	Use of equipment			
65	Use of facilities			
66	Use of services			
67	Use of resources			
68	Use of materials			
69	Use of space			
70	Use of equipment			
71	Use of facilities			
72	Use of services			
73	Use of resources			
74	Use of materials			
75	Use of space			
76	Use of equipment			
77	Use of facilities			
78	Use of services			
79	Use of resources			
80	Use of materials			
81	Use of space			
82	Use of equipment			
83	Use of facilities			
84	Use of services			
85	Use of resources			
86	Use of materials			
87	Use of space			
88	Use of equipment			
89	Use of facilities			
90	Use of services			
91	Use of resources			
92	Use of materials			
93	Use of space			
94	Use of equipment			
95	Use of facilities			
96	Use of services			
97	Use of resources			
98	Use of materials			
99	Use of space			
100	Use of equipment			

Total Marks (100)
 Total

Class Teacher

1. Teacher Feedback & Sign: Yes / No

2. Appropriate Comments: Yes / No

3. Comments and Remarks of Student Teacher: Yes / No

Signature
 Observer's Sign

Topic

Begin of Lesson On

Lesson Content

→ Abstract

→ Concept

→ Principle

→ Method

→ Unit

→ Part

→ Page

→ Chapter

→ Section

→ Topic

→ Subject

→ Class

→ Year

→ Term

→ Page

YEAR B.Ed.: 1st / Second

College Name: Aarohant college of education

Roll No. : 09

Student's Name: Jessica Pathak

Date : 03.02.23

Lesson No.: 08

Subject: History

Day: Friday

Subject Lesson No. 02

Unit of the Lesson: The World from 1914 to 1945

Content

Objectives and Specifications

Teaching Aids

Type of Lesson	Intership	Lesson
----------------	-----------	--------

School's Name: The HDEC School

Sid. & Division :

Previous Knowledge: the first world war

Period No. 03

Integration Thinking

Time of the Lesson: 9:45 to 10:20

Teacher's Activity

Student's Activity

production

What did we learn in
last class?

tells what they
learned

Is about the first world war

belly and show picture

Principles of Learning

the cause of the first

tells causal

plans how the war was fought

3. The malt of India in war. lives carefully

of the India participate in this. The role of

May 7

India

tements of him: In today's lesson, we are

ing to western union did the way end and what

opened after the war in 1945.

ites the little on board.

Annotation:

When did the First

1914

Will you start?

lives when the law
uses carefully

id and how:

When did the war end?	Remembering
The war ended in ✓	Student tells when
November 1918. The	the first war begin
divid Powers merged	Understanding
victims - both sides	Student explains

[illegible]

Content	Objectives and Specifications	Teaching Aids	Teacher's Activity	Student Activity
signed an armistice.	<u>Understanding</u>		Tell the meaning of the word 'armistice'.	listen carefully
<u>The Inter-war Years</u>	Student explains Treaty of Versailles	PPT on Treaty of Versailles	Explain the Treaty of Versailles through a PPT.	listen carefully
After the war a peace conference was held in Paris.	<u>Understanding</u>		Explain the terms of the Treaty.	listen carefully
The Treaty of Versailles was signed between Germany and the allied powers. Germany was blamed for the war.	Student explains terms of Treaty	PPT on League of Nations	Explain about the League of Nations.	listen carefully
The main terms of the Treaty were:	<u>Understanding</u>		Explain the effects of the Great Depression by showing pictures.	listen carefully
• Germany would have to pay a heavy fine.	Student explains the Great Depression	PPT on the Great Depression	Explain the effects of the Great Depression by showing pictures.	listen carefully
• It could increase its military force.	<u>Understanding</u>		Explain the effects of the Great Depression by showing pictures.	listen carefully
• Some of its territory was to be occupied by the allied powers.	Student explains the effects of Great Depression.		Explain the effects of the Great Depression by showing pictures.	listen carefully
The period saw the rise of dictators.	<u>Applying</u>		National integration by telling how all citizens should work towards economic prosperity and stability.	listen carefully
<u>The Second World War</u>	Student gives example how a nation can stay integrated.		Explain the effects of the Great Depression by showing pictures.	listen carefully
The Second World War was more destructive than the first. It started on 1st September 1939.	Student explains the Second World War.		Explain the effects of the Great Depression by showing pictures.	listen carefully

Content	Objectives and Specifications	Teaching Aids	Teacher's Activity	Student's Activity
and last six years.	Understanding student explains the second world war.	PPT on second world war.	explain about the second world war briefly by showing pictures.	listen carefully
			inclusion: In this way, we have learnt that happened after the first world war.	
			capitulation:	
			what is an armistice? which treaty was signed between Germany and the allied powers?	official agreement Treaty of Versailles
			Explain the main terms of the Treaty.	Germany would pay a heavy fine etc
			Why was the League of Nations formed?	to prevent war in the future
			What were some of the facts of the Great Depression?	Trade stopped, banks closed down
		Chart	Application:	
			Complete the chart of the ten - year years.	do the activity
			Homework:	
			Find out more information about Hitler.	note down

Black Board Writing

Date: 23.03.2023

Sub: History
Unit: The World from 1914 to 1945
Std: VI
Division: C

When did the war end?

The inter war years

The second world war

Sign. of Lesson Guide

1) Before Lesson

2) After Lesson

Date:

Lesson Observer's Remark:

→ started the lesson by checking the previous knowledge by asking questions in quiz form.

→ historical pictures were shown to make the concept clear.

→ Made colourful PPT.

→ Appropriate use of coloured cloth.

→ Included the lesson by playing a short game

Name of the College: ADITHYAN
Name of the Student: The HDFC School
Name of the School: Jessica Patnaik
Div: C
Std: VI
Roll No.: 09
Date: 03.03.2023
Name of the Unit: From 1914 to 1945

Lesson Evaluation Scheme

Rating Scale: 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

Sr. No.	Steps	Criteria					
			1	2	3	4	5
1	Lesson Note	Verbal, correct and complete, attached map / diagram / picture					
2	Introduction	Relevant and stimulating					
3		Review of previous knowledge and linking with the topic					
4		Statement of Aim and Title writing					
5	Presentation	Clarity and fluency in Narration / Illustration					
6		(Questions / Verbal, written and grammatically correct)					
7		Logical and thought provoking questions					
8		Distribution of questions and Reinforcement					
9		Black Board Work					
10		Clarity in Reading / Demonstration					
11		Classroom Interaction					
12		Use of Teaching Aids / Use of Examples / Learning experience					
13		Mastery over the content					
14		As per objectives					
15		Use of Teaching Method					
16		Inclusion of Core elements values and Life Skills					
17	Evaluation	Appropriate / Creative Recapitulation					
18		Appropriate / Creative application					
19		Appropriate / Activity based Home Work					
20		Overall Impression - Classroom Management and Time Management					
		Total					
		Total Marks (100)					

Other Points: 1 Guide Professor's Sign - Yes / No

2 Appropriate Dressing - Yes / No

3 Cleanliness and Neatness of Student Teacher - Yes / No

Observer's Sign



ARIHANT
100 OFFICES

ARIHANT EDUCATION FOUNDATION

YEAR B.Ed. :
1st / Second

Excellence

College Name : Arihant College of Education

Roll No. : 09

Student's Name : Jasica Pathak

Date : 06.02.23

Lesson No. : 09

Subject : History

Day : Monday

Subject Lesson No. 03

Unit of the Lesson : The world from 1914 to 1945

Content	Objectives and Specifications	Teaching Aids	Type of Lesson : <u>Internship Lesson</u>	School's Name : <u>The MDRC School</u>	Sit. & Division :
			Students' Previous Knowledge : <u>The inter-war years</u>	Period No. <u>03</u>	
			Core Element : <u>Scientific Temper</u>	Time of the Lesson : <u>9:45 to 10:20</u>	
			Life Skill : <u>Decision - Making</u>		
			Teacher's Activity	Student's Activity	
			<u>Introduction :</u>		
			<u>Introduce the students</u>	<u>go back</u>	
			<u>Ask when did the first world war end ?</u>	<u>1918</u>	
			<u>Explain about the inter-war years.</u>	<u>answer carefully</u>	
		<u>PPT on inter-war years</u>	<u>Ask about the Treaty of Versailles</u>	<u>official agreement</u>	
			<u>Explain the Great Depression</u>	<u>listen carefully</u>	
			<u>Ask about the armistice</u>	<u>names them</u>	
		<u>Pictures of dictators</u>	<u>Ask about the second world war</u>	<u>listen carefully</u>	
			<u>Ask and tell about it.</u>		
			<u>Statement of aim : In our today's lesson, we are going to learn what caused the war in 1914 to 1945.</u>		
<u>THE WORLD FROM 1914 to 1945</u>			<u>in chapter 'The world from 1914 to 1945'.</u>		
			<u>What caused the war?</u>		
<u>Second world war?</u>			<u>in which country paid a heavy fine as punishment</u>	<u>Germany</u>	
<u>Germany made</u>	<u>Remembering</u>		<u>to pay a very heavy fine</u>		
<u>to pay a very heavy fine</u>	<u>Student tells the</u>		<u>name of the country</u>		
<u>name of the country</u>					

Content	Objectives and Specifications	Teaching Aids	Teacher's Activity	Student's Activity
in the first world war. This almost started the German economy.	Understanding Student explains the causes of second war. Understanding	PPT on causes.	Explains the cause of the second world war through PPT. Explains how the war was fought by showing pictures of the who are 'guilt'?	observe and discuss carefully who follow the
How was the 'war fought'?	Student explains how	PPT on	Explains the Holocaust by showing pictures.	discuss and
The war fought	Remembering	Holocaust	Introduce the last Element of diachronic Tempore by telling about the event and how it should be able to discuss dynamic situations.	discuss carefully
as dated in and western powers were on side and others were These were the side and	Understanding		discuss which item Japanese cities were atom bombed?	discussing and Nagasaki
How was Japan	Remembering		Explains how the war came to an end.	discuss carefully
How the war ended? How the victors ended	Understanding		Tell how Japan surrendered and why	discuss carefully and
How the war ended? How the victors ended	Understanding		Explains about the United Nations and shows pictures.	discuss carefully and
How the war ended? How the victors ended	Understanding		Introduce the history of Division - Making by telling how national divisions should take divisions in the welfare of the people.	discuss carefully
How the war ended? How the victors ended	Understanding		discuss to differentiate between the first and the second world war.	discuss carefully
How the war ended? How the victors ended	Understanding			

Black Board Writing

Date: 06.02.23

Sub: History Std: VI
Unit: The World Division: C
from 1914 to 1945

* What caused the second world war?
* How was the war fought?
* When did the world end?

Sign. of Lesson Guide

1) Before Lesson

2) After Lesson

Date:

Lesson Observer's Remark:

→ Introduction done by showing a video and asking questions related to the topic.
→ Good use of board and colourful chalks.
→ Good class control.

Name of the College: Ashant College of Education
Name of the Student: Jeevika Patra
Name of the School: The HDFC School
Std: VI Div: C
Date: 06.02.23
Name of the Unit: from 1914

Lesson Evaluation Scheme

Rating Scale: 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

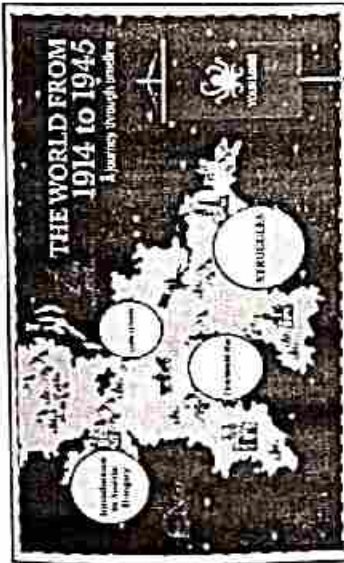
Sr. No.	Steps	Criteria	1	2	3
1	Lesson Note	Neat, Correct and Complete, attached map / diagram / picture			
2	Introduction	Relevant and stimulating			
3		Recital of previous knowledge and linking with the topic			
4		Statement of Aim and Title writing			
5	Presentation	Clarity and Fluency in Narration / Illustration			
6		Questions-Clear, concise and grammatically correct			
7		Logical and thought provoking questions			
8		Distribution of questions and Reinforcement			
9		Black Board Work			
10		Clarity in Reading / Demonstration			
11		Classroom interaction			
12		Use of Teaching Aids / Use of Examples / Learning experience			
13		Mastery over the content			
14		As per objectives			
15		Use of Teaching Method			
16		Inclusion of Core elements values and Life Skills			
17	Evaluation	Appropriate / Creative Recipitation			
18		Appropriate / Creative application			
19		Appropriate / Activity based Home Work			
20		Overall Impression - Classroom Management and Time Management			
		Total			
		Total Marks (100)			

Other Points: 1. Guide Professor's Sign - Yes / No

2. Appropriate Dressing - Yes / No

3. Cleanliness and Neatness of Student Teacher - Yes / No

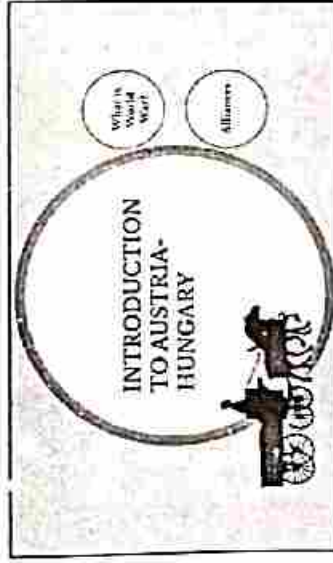
Observer's Sign



What is World War?

Causes of WWI – MANIA!

- Militarism** – policy of building up a strong military to pressure on war
- Alliances** – agreements between nations to join on and defend one another
- Nationalism** – extreme pride in one's country
- Imperialism** – when one country takes over another country economically and politically
- Assassination** – of Archduke Franz Ferdinand



The war was fought between the two blocs

ALLIED POWER	CENTRAL POWER
BRITAIN	GERMANY
FRANCE	AUSTRIA-HUNGARY
RUSSIA	OTTOMAN EMPIRE
ITALY	BULGARIA
USA	
JAPAN	

Countries involved in war

GOVERNMENT STRUCTURE

Hungary and Austria had different parliaments. Each had its own prime minister. The monarch kept the two working together. He had absolute power in theory but very little in reality. The monarch's central government had charge of the army and navy.

When did First World War start?

- The First World War
- Also known as 'the great war'
- Lasted from 28th July 1914 to 11th November 1918
- Fought between allied power and central power

How was the war fought?

- War was fought from trenches
- Soldiers dug open tunnels in the ground
- They hide and fired from them
- Machine guns and heavy artillery were used extensively
- Tanks and poison gas were used

Militarism

	1910-1914 Increase in Defense Expenditures
France	10%
Britain	13%
Russia	39%
Germany	73%

When did the war end?

GREAT WAR ENDS

11 November 1918

Both sides signed an Armistice

Came in 1919

- Trade suffered factories and banks closed down and millions of people lost their jobs
- Berndt Mussolini and Adolf Hitler rise as dictators

Consequences

What were the results?

- Germany surrendered
- Axis invasion Treaty of Versailles
- Germany paid reparations to Allies
- This sets the stage for WWII
- League of Nations formed to try to prevent war in the future

Inter-War Years

Treaty of Versailles

Second World War

1929-1945

Causes

Consequences

Consequences

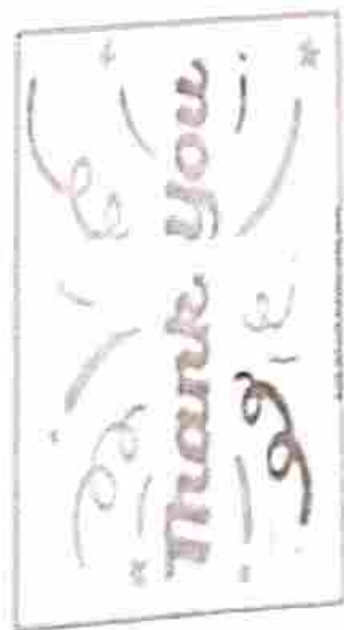
What were the results?

- Germany surrendered
- Axis invasion Treaty of Versailles
- Germany paid reparations to Allies
- This sets the stage for WWII
- League of Nations formed to try to prevent war in the future

Treaty of Versailles

The Treaty of Versailles was the most important of the peace treaties that brought World War I to an end.

- The Treaty ended the state of war between Germany and the Allied Powers.
- It was signed on 28 June 1919 in Versailles, exactly five years after the assassination of Archduke Franz Ferdinand which directly led to World War I.
- The other Central Powers on the German side of World War I signed separate treaties



M-III

GEOGRAPHY



ARIHANT EDUCATION FOUNDATION
YEAR B.Ed. : 1st / Second

[illegible]

Content	Objectives and Specifications	Teaching Aids	Teachers Activity
regions around the North Pole is the Arctic zone. This area is surrounded by Asia, Europe and North America.	Comprehending Student will be able to understand student explains Polar Regions	Map Picture of Polar Region	Ask which are the two poles of the Earth? Explains Polar Regions by showing them on the map. What are the names of the zones around the North Pole? Shows picture of Eric the Red and asks about him. Explains about Greenland by showing its location on the map. Tells the climate of the Greenland with stories. Explains about Inuits by showing pictures. What is the difference between the clothing of Inuits and our clothing? Explains the location of the Greenland on map. Asks what is it - age? Explains the land of Greenland. Asks what are Icebergs? Explains Icebergs by showing pictures.
Largest island in the world situated near the North Pole. This country remains under snow and ice throughout the year. The original inhabitants of Greenland are the Inuits.	Understanding Student explains Greenland Applying Student differentiates Inuits.	Map PPT on Inuits	discuss carefully discuss carefully <

Content	Objectives and Specifications	Teaching Aids	Teacher's Activity	Student's Activity
permanently under snow and ice. Huge pieces of ice often break away from the ice-shelves and slide down into the sea.	our polar regions.		ing? What the likelihood of them - solving by telling importance of identifying them, so we can strike hard solving them. Lesson: In this way, we have learnt about Greenland.	North and South Pole
			What are the two poles of Earth?	
			What are polar regions? Not in the meaning of a hot climate?	Regions around poles
			What is Greenland located? Are icebergs dangerous to the ships?	NE of North America not visible due to thick fog.
			Location: In the following location the globe.	
		Globe	With globe and map show Greenland, Arctic Ocean, Baffin Bay and Davis Strait.	do the activity
			Map:	
			Put out more information on the ice-age and a list of the people that went with due to it.	notes down.

Black Board Writing

Date: 25.01.23

Sub: Geography Sid: VI
Unit: The hand of Division: E
Sno: 6

* Polar Region

* Greenland

* Location

* hand

Sign. of Lesson Guide

1) Before Lesson

2) After Lesson

Date:

Lesson Observer's Remark:

* Started the lesson with a fun activity

* Previous knowledge was revised by asking questions.

* Teaching aids used properly.

* Overall a good lesson.

Name of the College: Ashoka College of Education
Name of the Student: Jyoti Patil Roll No: 04
Name of the School: The UDCC School Date: 25.01.23
Sid: VI Div: E Name of the Unit: 6

Lesson Evaluation Scheme

Rating Scale: 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

Sr. No.	Steps	Criteria	1	2	3	4	5
1	Lesson Note	Neat, correct and complete, attached map / diagram / picture					
2	Introduction	Relevant and stimulating					
3		Revisal of previous knowledge and linking with the topic					
4		Statement of Aim and Title writing					
5	Presentation	Clarity and Fluency in Narration / Illustration					
6		Questions-Clear, concise and grammatically correct					
7		Logical and thought provoking questions					
8		Introduction of questions and Reinforcement					
9		Black Board Work					
10		Clarity in Reading / Demonstration					
11		Classroom Interaction					
12		Use of Teaching Aids / Use of Examples / Learning experience					
13		Mastery over the content					
14		As per objectives					
15		Use of Teaching Method					
16		Inclusion of Core elements values and Life Skills					
17	Evaluation	Appropriate / Creative Recapitulation					
18		Appropriate / Creative application					
19		Appropriate / Activity based Home Work					
20		Overall Impression - Classroom Management and Time Management					
		Total					
		Total Marks (100)					

Other Points: 1. Guide Professor's Sign. - Yes / No
2. Appropriate Dressing - Yes / No
3. Cleanliness and Neatness of Student Teacher - Yes / No

Observer's Sign
Rajashree

College Name: Chhatant College of Education					
Student's Name: Jessica Pathak		Roll No.: 09			
Date: 27-01-23	Lesson No.: 08	Subject: Geography			
Day: Friday	Subject Lesson No.: 02	Unit of the Lesson: The land of Snow			
Course	Objectives and Specifications	Teaching Aids	Teacher's Activity	Student's Activity	
			<u>Introduction:</u>		
			All the students.		
			A what did we study in class last class?		
			that are Polar Regions?		
			there in Greenland located?		
			examine the inhabitants of Greenland.		
			land in the land of Greenland?		
			will the topic by showing ppt.		
			demonstration of dem. In today's class we are going to learn about the climate, vegetation and life of the 'The land of snow'.		
			the the title on board.		
			<u>Conclusion:</u>		
			what is the meaning of the word 'demic'?		
			learn the climate of island by showing picture.		
			differentiate between the state of India and Greenland.		

Content	Objectives and Specifications	Teaching Aids	Teacher's Activity	Student's Activity
VEGETATION Plants germinate and plants grow in the summer season.	<u>Understanding</u> Student explain vegetation of Grewland	MT on vegetation	Explain about the vegetation of Grewland. Ask which plants grow in India?	Listen carefully give example
The only plants that grow here are mosses, lichens, grasses and bushes.	<u>Understanding</u> Student explain why crops cannot grow in Grewland.		Show pictures of plants that grow in Grewland. Explain why crops cannot grow in Grewland.	Listen carefully
Some flowers bloom in spring.			Facilitate the learning of critical thinking by telling how we should think critically while using resources as they are scarce.	Listen carefully
Both summer and spring are very short. No forests and crops can grow here.	<u>Formulating</u> Student tell about a deer animal.		Ask which animals do we usually see in cold regions?	Listen carefully, give answer, etc.
<u>WILDLIFE</u>	<u>Understanding</u> Student explain the wildlife of Grewland.	PPT on wildlife	Explain about wildlife of Grewland. Show pictures of animals of Grewland.	Listen carefully
Only animals with thick furry coats or those which can withstand extreme cold can survive in Grewland.			Tell about the use of bushes and wolf-like dogs.	Listen carefully
Only cold like dogs could survive in such low freezing and low burning and low falling stages.	<u>Applying</u> Student differentiate between wildlife of India and Grewland		Illustrate the four elements of protection of environment by telling how we should preserve the wildlife of all regions as their number is diminishing fast.	Listen carefully
			What is the difference between the wildlife of India and the wildlife of Grewland?	differentiate

Content	Objectives and Specifications	Teaching Aids	Teacher's Activity	Student's Activity
			<u>Introduction:</u> In this way we have learnt the climate, vegetation and wildlife of Greenland.	
			<u>Climate:</u>	
			Describe the climate of Greenland.	Write climate
			Which seasons do the plants grow in Greenland?	Summer
			Are there any plants that grow in Greenland?	mosses, lichens, grasses, bushes
			Explain the wildlife of Greenland.	animals with thick furry coats
			What are the birds used by?	hunting, pulling sledges
			<u>Vegetation:</u>	
			Explain the vegetation and wildlife of Greenland	draw the activity
			<u>Wildlife:</u>	
			Draw a collage of all animals found in Greenland and write down the names.	write down

Black Board Writing

Topic: Vegetation and Wildlife
 Date: 22/11/22
 Page: 100

Sign of Lesson Guide: 1) Before Lesson 2) After Lesson
 Date: 22/11/22

Lesson Observer's Remark:

- * I showed a video and asked questions in order to teach the topic done in the previous class.
- * Introduction of the topic through Illustrations.
- * Good boardwork - different colours were used in order to differentiate.
- * Teaching aids used properly.

Name of the College: St. Xavier's Roll No: 111
 Name of the Student: Shraddha Date: 22/11/22
 Name of the School: St. Xavier's Name of the Day: Thu
 Div: V Div: C

Lesson Evaluation Scheme

Theory: 30% Practical: 70%

Sr. No.	Steps	Criteria	1	2	3
1	Lesson Note	Notes correct and complete, attached map, diagram, picture			
2	Introduction	Interest and stimulating			
3		Recall of previous knowledge and linking with the topic			
4		Statement of Aim and Topic writing			
5	Presentation	Clear and precise in Narration, Illustration			
6		Questions clear, concise and grammatically correct			
7		Logical and thought-provoking questions			
8		Formulation of questions and Reinforcement			
9		Black Board Work			
10		Factors in Teaching - Demonstration			
11		Classroom Interaction			
12		Use of Teaching Aids / Use of Examples / Learning experience			
13		Students over the content			
14		As per objectives			
15		Use of Teaching Method			
16		Inclusion of Core elements values and Life Skills			
17	Evaluation	Appropriate / Creative Reappraisal			
18		Appropriate / Creative application			
19		Appropriate / Activity based Home Work			
20		Overall Impression - (Classroom Management and Time Management)			
Total					
Total Marks (100)					

Other Points: 1. Guide Professor's Sign: Yes / No

2. Appropriate Dressing: Yes / No

3. Content and Neatness of Student Teacher: Yes / No

Observer's



ARIHANT EDUCATION FOUNDATION
YEAR B.Ed. : I / Second

YEAR B.Ed. : 1st / Second

College Name: Shubant College of Education		Student's Name: Jaiica Pathak		Roll No.: 09
Date: 30-01-23	Lesson No: 06	Subject: Geography		
Day: Monday	Subject Lesson No. 03	Unit of the Lesson: The land of snow		
Content	Objectives and Specifications	Teaching Aids	Teacher's Activity	
			<u>Introduction:</u> Ask the students what did we study in last class? that is the climate of Greenland? Which plants grow in Greenland? Why can't crops or forests grow in this region? What is the wildlife in Greenland. Name some. What the topic by Greenland saying PPT. statement of climate in our today's lesson, we are going to learn about the climate of the land of snow. the climate on board. <u>Conclusion:</u> What are the plants? original inhabitants	
			Students back asked what climate meat, fish etc due to the cold climate hussle etc. observed and listen	

Content	Objectives and Specifications	Teaching Aid	Teacher's Activity	Student Activity
to Greenland from North America and settled here many years ago. Ever since they have adapted themselves to the harsh climate.	<u>Understanding</u> Student explain Inuits.		Explain about Inuits by telling about their features and clothing.	Listen carefully.
The people who live in extreme cold build snow-houses or igloos during the winter season. During summer they live in tents called ten pigs.	<u>Remembering</u> Student tell types of houses in India.		Explain the types of houses built by Inuits.	Listen carefully.
	<u>Understanding</u> Student explains houses of Inuits.		What is the difference between Indian houses and that of Inuits?	Listen carefully.
	<u>Applying</u> Student differentiate between Indian and Inuits houses.		Inculcate the concept of Scientific Temper by telling we have to adapt to the dynamic situations taking place around us to survive.	Listen carefully.
	<u>Remembering</u> Student tell the occupations of India.		What are the different occupations of India?	Listen carefully.
<u>OCCUPATION</u> Inuits are skilled fishermen and hunters. They hunt animals for their meat, skin and fat. Earlier they used harpoon to hunt animals. Now they use automatic rifle.	<u>Understanding</u> Student explain occupations of Inuits.		Explain the occupations of Greenland by showing pictures.	Listen carefully.
	<u>Applying</u> Student differentiate occupations between India and Greenland.	PPT on occupation	Why are the occupations of Greenland so different from India?	Listen carefully.
			Inculcate the life skill of Creativity by telling how we should be creative enough to make different things from these resources.	Listen carefully.
<u>CITIES</u> The thick sheet of ice has subjected settlements to the cities of Greenland.	<u>Remembering</u> Student tell capital of India.		Name some capitals of India. I state capitals.	name them.
	<u>Understanding</u> Student explain cities.	PPT on cities	Explain cities of Greenland by showing pictures.	listen carefully.

Content	Objectives and Specifications	Teaching Aids	Teacher's Activity	Student's Activity
central areas. There are very few large towns in Greenland. Nuuk (Godthab) is the capital and the largest city in Greenland.	defining student difficulties between Greenland and India		at major differences I find between our city and that of Greenland?	tell the difference
			Conclusion: In this way, we have learnt about Greenland in our chapter. The end of snow.	
			apitulation:	
			icebergs. Inuits are the different types of houses of Inuits. What are kayaks? Such is the capital of Greenland?	also called Eskimos snow houses low rigs igloos small boats (Nuuk) Godthab
			Why is Greenland called 'the land of snow'?	because it is covered in snow
			Conclusion:	
			relationship between the people of the Inuits by arranging the pictures in the correct column.	do the activity
			Worksheet:	
			in a PPT on Greenland I make atleast two slides on every sub-heading of the lesson.	notes down

Black Board Writing

Date: 30-01-23

Sub: Geography
Unit: The Land of Snow

Sid: 11
Division: E

* Life of the People

* Occupation

* Cities

Sign. of Lesson Guide

1) Before Lesson

2) After Lesson

Date:

Lesson Observer's Remark:

* Introduced the topic through a Role-play.

* Interactive Lesson.

* Teaching aids used effectively.

* Explained about the cities through PPT.

* Good class control.

Name of the College: Ashoka College of Education
Name of the Student: Jellia Faruk Roll No: 09
Name of the School: The HDFC School Date: 30.01.23
Sid: 11 Div: E Name of the Unit:

Lesson Evaluation Scheme

Rating Scale: 1) Unsatisfactory 2) Average 3) Satisfactory 4) Good 5) Excellent

Sr. No.	Steps	Criteria	1	2	3	4	5
1	Lesson Note	Neat, correct and complete, attached map, diagram, picture					
2	Introduction	Interest and stimulating					
3		Revel of previous knowledge and linking with the topic					
4		Statement of Aim and Title writing					
5	Presentation	Clarity and Fluency in Narration / Illustration					
6		Questions & Ans. concise and grammatically correct					
7		Engage and thought provoking questions					
8		Thur/direction of questions and Reinforcement					
9		Black Board Work					
10		Clarity in Reading / Demonstration					
11		Classroom Interaction					
12		Use of Teaching Aids / Use of Examples / Learning experience					
13		Mastery over the content					
14		Appropriate					
15		Use of Teaching Method					
16		Inclusion of Core elements values and Life Skills					
17	Evaluation	Appropriate / Creative / Expectation					
18		Appropriate / Creative application					
19		Appropriate / Activity based Home Work					
20		Overall Impression - Classroom Management and Time Management					
		Total					
		Total Marks (100)					

Other Points: 1. Guide Professor's Sign - Yes / No

2. Appropriate Dressing - Yes / No

3. Cleanliness and Neatness of Student Teacher - Yes / No

Observer's



The Greenland Ice Cap or ice sheet is a vast body of ice covering roughly 80% of the island's surface. It is the second largest ice mass on Earth, after the Antarctic ice sheet.

The ice cap and glaciers have caused the land to sink in some areas. The ice cap is a vast body of ice covering roughly 80% of the island's surface. It is the second largest ice mass on Earth, after the Antarctic ice sheet.



Climate of Greenland

Extremely cold and
chill winds blow
here

Behind icebergs
light rays are visible
and the air is very dry
and light for some
and a half month.

Weather is
sunny and
bright in
coastal areas



What is an Iceberg?

An iceberg is a large piece of ice floating in the sea. They are generally, long in north-south direction and 1000 to 2000 meters long. They are formed by the ice cap of the land. They are formed by the ice cap of the land. They are formed by the ice cap of the land.



Vegetation



Greenland, the world's largest island, is a country in the North Atlantic Ocean. It is the second largest island in the world, after Australia. It is the second largest island in the world, after Australia. It is the second largest island in the world, after Australia.

The island has 44,000 people. The lowest point of the island is 6 meters and the highest point is 3700 meters.



What is an Iceberg?



Wildlife

PLAN

OF

EVALUATION

M-I



ENGLISH

AEF's Arihant College of Education, Pune

Name of the Student: JESSICA PATHAK

Roll No: 09

Name of the School: THE HDFC SCHOOL

Std: VI Div: B

Subject: ENGLISH

Second Year B.Ed. 207 Teaching Competency V: Internship
(b) Plan of Evaluation

EVALUATION SCHEME

Rating Scale - Excellent: 5 Good: 4 Satisfactory: 3 Average: 2 Unsatisfactory: 1

Sr.No.	Criteria	5	4	3	2	1
1.	Name of subunit, teaching points & allocation of periods	✓				
2.	Objective and specifications		✓			
3.	Learning experiences (teaching aids, Examples)		✓			
4.	Life Skills/ value/ core-element		✓			
5.	Evaluation Tools		✓			
6.	Preparation of blue print					
	6.1. Weightage allotted to the objectives	✓				
	6.2. Weightage allotted to the content	✓				
	6.3. Weightage allotted to the types of questions	✓				
7.	Proper instructions given in the test (General, Marks, word limit, time, primary information etc.)	✓				
8.	Appropriate language used to frame the questions.	✓				
9.	Test (Number of questions according to time and marks, Attractiveness, Sequence of questions.)		✓			
10.	Answer Key & Mark distribution	✓				
11.	Conducting online Exam		✓			
12.	Assessment of Answer sheet & Preparation of Mark List		✓			
13.	Overall Impression	✓				
Total Marks out of 75		68				

Name of Guide: PROF. RAMESHWARI SHENDE

Sign of Guide with date :

Declaration

My self Jessica N. Pathak Roll No. 09 declare that the practical submitted by me is original & written by me. I have done this practical under the guidance of Prof. Rameshwari Shende. There is no ambiguity of any kind. In case of any discrepancies occurred in my practical. I will be solely responsible for the consequences. The college will not be, in any kind of responsible for my failure.

Pathak
Signature of the Student

Name of the College : Arihant College of Education
Name of the Student : Jessica Pathak

Name of the School: The HDFC School

Roll No : 09

UNIT PLAN

Subject :- English Unit Name :- Grammar Name of subunit :- Conjunctions Board :- CBSE Standard :- VI

Sr No	Chapter	Teaching Points	No. of Periods Allotted	Objectives & Specifications	Learning Experience	Evaluation Tool
1.	Conjunctions	Meaning and Definition	1.	Understanding: student explains the meaning of conjunctions.	Power-Point Presentation	
				Remembering: student tells the connecting words...	Youtube Video	
				Applying: student makes a sentence using connecting word.		question and answer

Q.	Types of Conjunctions	Understanding: Student explains the different types of conjunctions.	Images, GIFS, Videos	Life Skill: Effective Communication
3.	Examples	Applying: Student differentiates between NOR and OR		
		Applying: Student makes a sentence using co-ordinating adjectives		Core Element: Scientific Temper

Name of the College : Arihant College of Education
 Name of the Student : Jessica Pathak

Name of the School : The HDEC School
 Roll No : 09

UNIT PLAN

Subject :- English Unit Name :- Kinds of Adverbs Name of subunit :- Grammar Board :- CBSE Standard :- VI B

Sr No	Chapter	Teaching Points	No. of Periods Allotted	Objectives & Specifications	Learning Experience	Evaluation Tool
1.	Adverbs and its kinds.	Meaning and Definition	1.	Understanding: Student explains the meaning of adverbs.	Student ppt	
				Remembering: Student tells the place of Adverb in a sentence.	Video on Question and Answer	
2.		Adverbs of Manner		Understanding: Student explains Adverbs of Manner in his own words.	Power Point Presentation	Value Sensitivity
				Applying: Student makes sentence using adverb of manner.		

No.	Allocated		Powerpoint	
3.	Addresses of Place	Understanding: Student explains Address of Place. Presentation	Images	Quality
		Applying: Student makes a sentence using Address of Place.	8 marks	
4.	Addresses of Time	Understanding: Student explains address of Time. Applying: Student makes a sentence using Address of Time.	Videos	
5.	Addresses of Frequency	Understanding: Student explains address of frequency in his own words.	Youtube Videos	Effective Communication
		Remembering: Student identifies address of frequency from the sentence.	Images	

UNIT PLAN

Subject :- English

Unit Name :- Idioms

Name of subunit :- Grammar

Board :- CBSE Standard :- VI B

Sr No	Chapter	Teaching Points	No. of Periods Allotted	Objectives & Specifications	Learning Experience	Evaluation Tool/Life skill, values, core elements
1.	Idioms	What are Idioms?	1.	Understanding: Student explains the meaning of Idioms.	PPT Video	
				Remembering: Student tells the meaning of Idioms.	Images GIFS. PPT on Question examples + answers.	Higher Order Thinking
				Applying: Student makes a sentence using Idioms.		

[illegible]

Name of Student Teacher: JESSICA PATHAK
 School Name: THE HDFC SCHOOL Std. & Div: V B
 Duration: 35 Minutes

Roll No: 09
 Name of Unit: PARTS OF SPEECH
 Max Marks: 20

Weightage to Objectives			
Sr. No.	Objectives	Marks out of	% of Marks
1	Remembering	03 ✓	15
2	Understanding	07 ✓	35
3	Applying	06 ✓	30
4	Skill	04 ✓	20
Total Marks		20	100

Weightage to Types of Questions			
Sr. No.	Types of Questions	Marks out of	% of Marks
1	Essay	03 ✓	15
2	Short Notes	03 ✓	15
3	Objectives	14 ✓	70
Total Marks		20	100

Weightage to Content			
Sr. No.	Content	Marks out of	% of Marks
1	Conjunctions	10.5 ✓	52.5
2	Adverbs	6.5 ✓	32.5
3	Idioms	03 ✓	15
4			
5			
6			
7			
8			
9			
Total Marks		20	100

Blue Print

Sr. No.	Content	Objectives												Total
		Remembering			Understanding			Applying			Skill			
		E	S	Q	E	S	Q	E	S	Q	E	S	Q	
1	Conjunctions					1.5(1)	4(1)	3(1)					2(1)	10.5
2														
3	adverbs			3(1)		1.5(1)							2(1)	6.5
4														
5	Idioms									3(1)				0.3
6														
7														
8														
9														
Total				03		03	04	03		03			04	20

Note: The number inside the bracket indicates number of questions.

The number outside the bracket indicates Marks.

E : Essay Type question S : Short answer type question O : Objective type question

Name of Guide:

Sign of Guide:

Date:

Handwritten signature and date: 12.5.23



The HDFC School EVALUATION TEST

Name: _____ Date: _____
 Grade: VI Subject: English Duration: 35 minutes Marks: 20

Q1. Define the following.

(1.5x2=3)

a. Co-ordinating Conjunctions with examples.

b. Adverb of manner with examples.

Q2. Fill in the blanks with suitable conjunctions.

(1x4=4)

1. The mouse was very scared _____ it spoke to the lion bravely.

2. We can go jogging _____ stay indoors.

3. I don't like running _____ exercising.

4. Her writing is very good, _____ her reading is not so good.

Q3. Make sentences using the following idioms.

(1x3=3)

1. It's a small world: _____

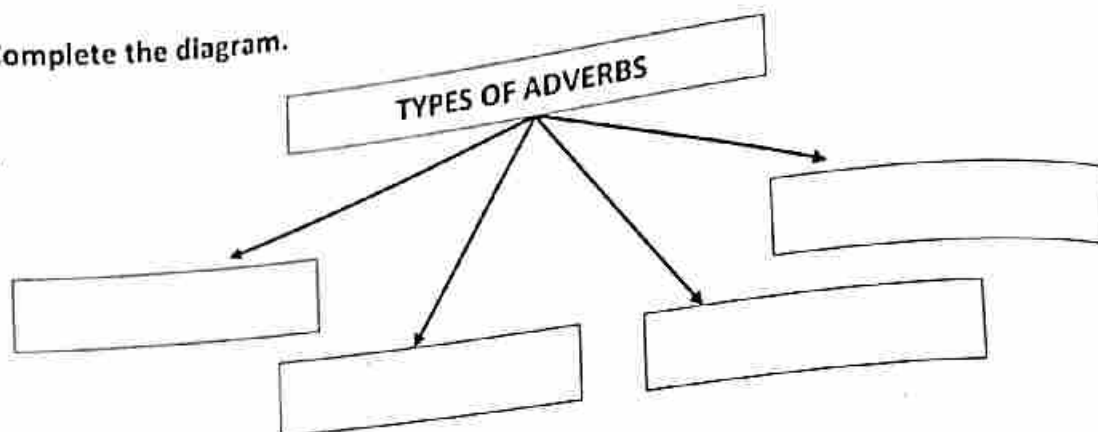
2. Raining cats and dogs: _____

3. An arm and a leg: _____

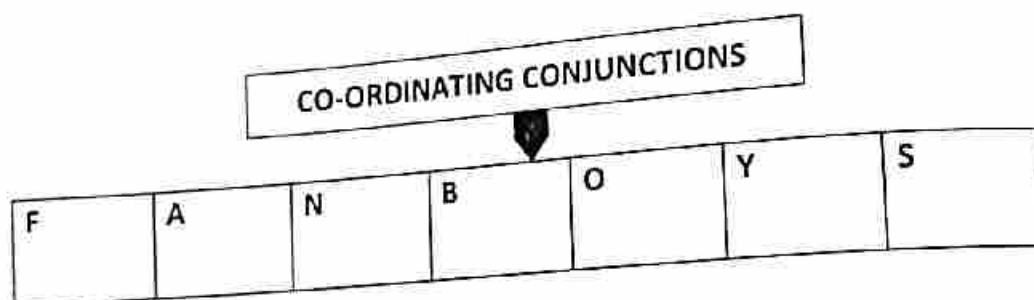
(2x2=4)

Q4. Complete the diagram.

1.



2.



(1x3=3)

Q5. Underline the adverb and state its kind.

1. I went upstairs.

2. I call my mother daily.

3. Sita sings very sweetly.

Q6. Personal Response.

(3x1=3)

1. According to you, why are Conjunctions important in a sentence?

Test

School Name: THE HDFC SCHOOL Sid. & Div.
Date :
Duration: 35 Minutes

Part of Speech

Name of Unit: Grammar
Max Marks: 20

Instructions:

- All the questions are compulsory to attempt.
- Read the questions and instructions carefully.
- Short answer - 30-40 words, Personal Response: 50-60 words
- Total number of questions: 06
- Total number of pages in the question paper: 02

Q1] Define the following. [1.5 x 2 = 3]

a. Co-ordinating conjunctions with examples.

b. Adverb of manner with examples.

Q2] Fill in the blanks with suitable conjunctions. [1 x 4 = 4]

1. The mouse was very scared _____ it spoke to the lion bravely.

2. We can go jogging _____ stay indoors.

3. I don't like running _____ exercising.

4. Her writing is very good, _____ her reading is not so good.

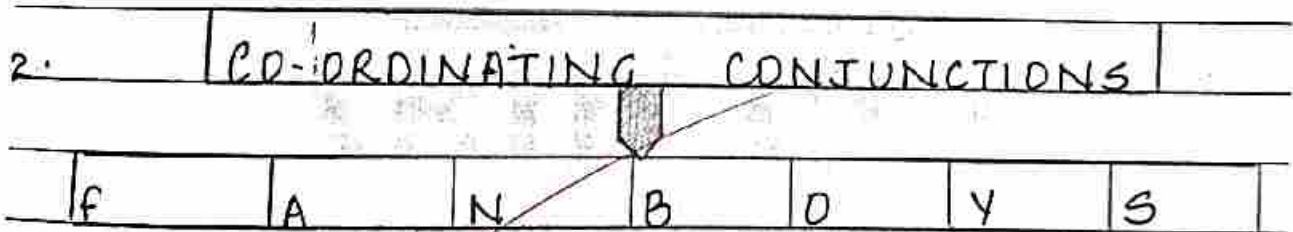
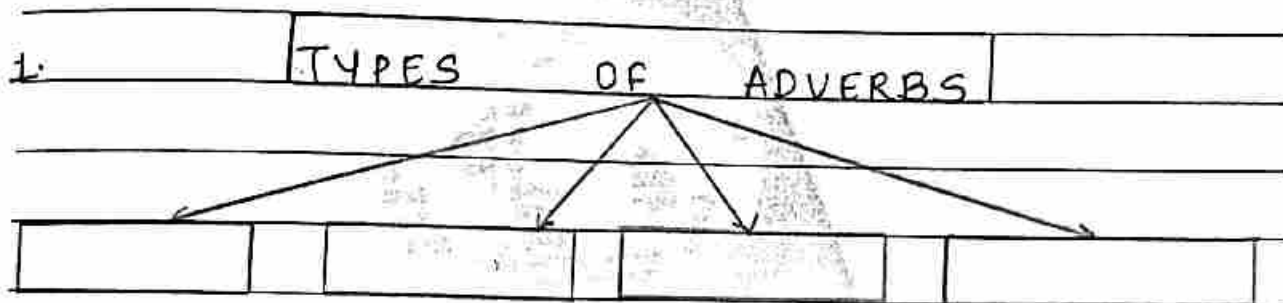
Q3] Make sentences using the following idioms. [1 x 3 = 3]

1. It's a small world :

2. Raining cats and dogs :

3. An arm and a leg :

Q4] Complete the diagram. [2 x 2 = 4]



Q5] Underline the adverb and state its kind. [1 x 3 = 3]

1. I went upstairs.

Best of Luck!!!!!!!!!!!!!!!!!!!!

Sign of student teacher:

Name & Sign of Guide:

Marks:

2. I call my mother daily.

3. Sita sings very sweetly.

Q6] Personal Response.

[3 x 1 = 3]

1. According to you, why are conjunctions important in a sentence?

Best of Luck!!!!!!!!!!!!!!

Sign of student teacher:

Name & Sign of Guide:

Marks:

Answer Key & Marks Distribution

School Name: THE HDFC SCHOOL
Date : 28-02-23

Std. & Div: VI B
Duration: 35 Minutes

Name of Unit: Parts of Speech
Max Marks : 20

Q. No.	Points for Answer	Marks for each Point	Total Marks for sub question
Q1.	Define the following		03
a.	Co-ordinating Conjunctions are joining words that join two words or phrases. Eg: and, for	01 0.5	
b.	Adverb of manner describes 'how' an action takes place. Eg: slowly, patiently	01 0.5	
Q2.	Fill in the blanks with suitable conjunctions		04
1.	but / yet	01	
2.	or	01	
3.	nor	01	
4.	but	01	
Q3.	Make sentences using following idioms. (answers may vary)		03
1.	I bumped into my friend when I went to Japan, it's a small world.	01	
2.	It was raining cats and dogs.	01	
3.	This pen cost me an arm and a leg.	01	

Sign of student teacher:

Name & Sign of Guide:

Marks:

Answer Key & Marks Distribution

School Name: The HDP School
Date : 28-02-23

Std. & Div: V B
Duration: 35 Minutes

Name of Unit: Parts of Speech
Max Marks : 20

Q. No.	Points for Answer	Marks for each Point	Total Marks for sub question
Q4.	Complete the diagram		04
1.	TYPES OF ADVERBS <pre> graph TD A[TYPES OF ADVERBS] --> B[Manner] A --> C[Time] A --> D[Place] A --> E[Frequency] </pre>	02	
2.	Co-ordinating Conjunctions <pre> graph TD A[Co-ordinating Conjunctions] --> B[For] A --> C[And] A --> D[Nor] A --> E[But] A --> F[or] A --> G[Yet] A --> H[So] </pre>	02	
Q5.	Underline the adverb and state its kind.		03
1.	<u>Upstairs</u> - Adverb of Place	01	
2.	<u>daily</u> - Adverb of frequency	01	
3.	<u>sweetly</u> - Adverb of manner	01	
Q6.	Personal Response (answers may vary)		03
1.	Co-ordinating Conjunctions are important because they join words, phrases and sentences due to which repetition of words can be avoided. It becomes easy to understand long sentences without punctuation.		

Sign of student teacher: Mhatre

Name & Sign of Guide: Prof. Rameshwari Shende

Marks:

THE HDEC SCHOOL

UNIT TEST MARKLIST

Class : VI

Total Students : 27

Total Absent Students : 0

Subject : ENGLISH

Max Marks : 20

NAME OF UNIT : PARTS OF SPEECH

ROLL NO	NAME OF STUDENT	MARKS OBTAINED
01.	Anika Gupta	19
02.	Siddhesh Sandge	19
03.	Dhruv	16.5
04.	Saanvi Pawar	16.5
05.	Gayu Chhargani	18.5
06.	Ayushman Khare	14
07.	Kritika Acharya	16
08.	Kabir Singh	18.5
09.	Aaradhya Kokate	17.5
10.	Viaan Dhanwal	18.5

11.	Parth Tale	18
12.	Arush Shinde	17
13.	Tishou Mali	17
14.	Viraj	18
15.	Reyansh Shah	19
16.	Manushi	18
17.	Yashvi Dutta	18
18.	Taha Azam	11
19.	Drishka Chandorkar	11
20.	Devaansh Wadhwa	19
21.	Jaashvi Manerujurkar	17
22.	Sahaj Bhandari	07
23.	Arkibh Burman	04
24.	Shravan Puri	11
25.	Sahil	06
26.	Aroh Dhanar	04
27.	Bhoomi Mishra	09



The HDFC School EVALUATION TEST

19
20 V. Good!

Name: Anika Gupta

Date: 28/2/23

Grade: VI

Subject: English

Duration: 35 minutes

Marks: 20

Q1. Define the following.

(1.5x2=3)

a. Co-ordinating Conjunctions with examples.

Co-ordinating Conjunctions are joining words that join two phrases ~~words~~ or clauses Eg- for, and

b. Adverb of manner with examples.

Adverb of manner describes how an action take place Eg- slowly, ~~patiently~~

Q2. Fill in the blanks with suitable conjunctions.

(1x4=4)

1. The mouse was very scared but it spoke to the lion bravely.

2. We can go jogging or stay indoors.

3. I don't like running nor exercising.

4. Her writing is very good, but her reading is not so good.

Q3. Make sentences using the following idioms.

(1x3=3)

1. It's a small world: I was walking when I bumped saanvi like it's a small world.

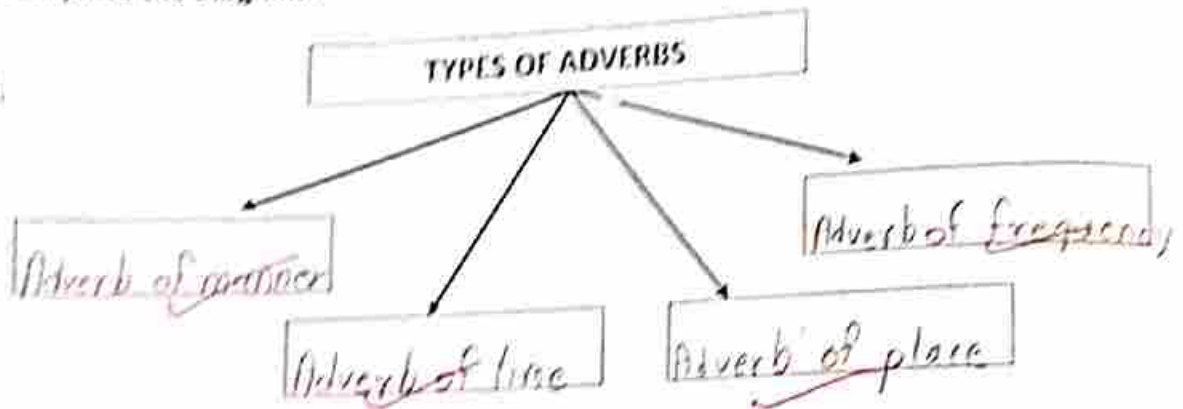
* cats and dogs

2. Raining cats and dogs: I was going to park and it rained.
3. An arm and a leg: I spend an arm and a leg on it.
cat

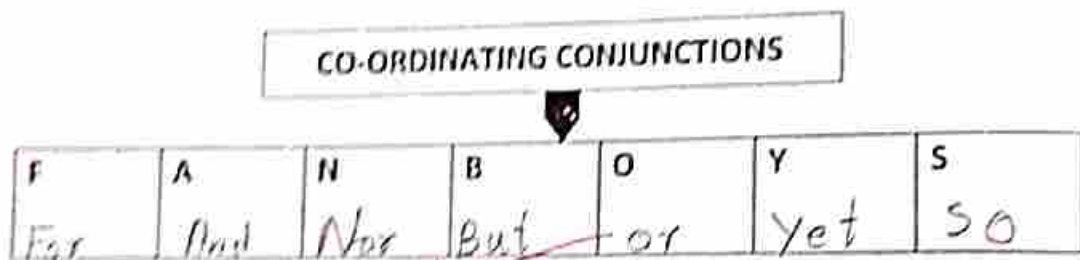
(2x2=4)

Q4. Complete the diagram.

1.



2.



Q5. Underline the adverb and state its kind.

(1x3=3)

1. I went upstairs.

Adverb of place

2. I call my mother daily.

Adverb of frequency

3. Sita sings very sweetly.

Adverb of manner

Q6. Personal Response.

(3x1=3)

1. According to you, why are Conjunctions important in a sentence?

Co-ordinating Conjunctions are joining words that join two phrases, words or clauses that's why they are important

 $\frac{19}{20}$

Excellent!

The HDFC School EVALUATION TEST

Name: Siddhesh SoudgeDate: 28.2.23Grade: VIS 6B Subject: English

Duration: 35 minutes

Marks: 20

Q1. Define the following.

(1.5x2=3)

a. Co-ordinating Conjunctions with examples.

Co-ordinating Conjunctions are words to join words, sentences, phrases, etc. Ex. For, and, nor, but, or, yet, and so.

b. Adverb of manner with examples.

An adverb of manner describes how an action is done. Ex. slowly, quickly, carefully, patiently etc.

Q2. Fill in the blanks with suitable conjunctions.

(1x4=4)

1. The mouse was very scared yet it spoke to the lion bravely.2. We can go jogging or stay indoors.3. I don't like running nor exercising.4. Her writing is very good, but her reading is not so good.

Q3. Make sentences using the following idioms.

(1x3=3)

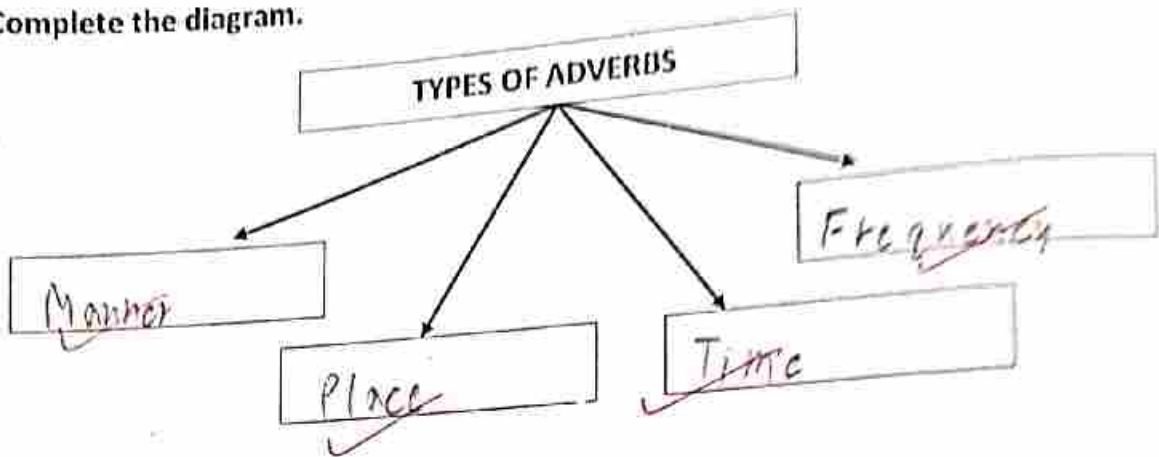
1. It's a small world: I was walking down the streets of Italy and I saw my best friend Paul! It's a small world.

2. Raining cats and dogs: Look up! It's raining cats and dogs!
3. An arm and a leg: To buy that I will have to pay an arm and a leg.

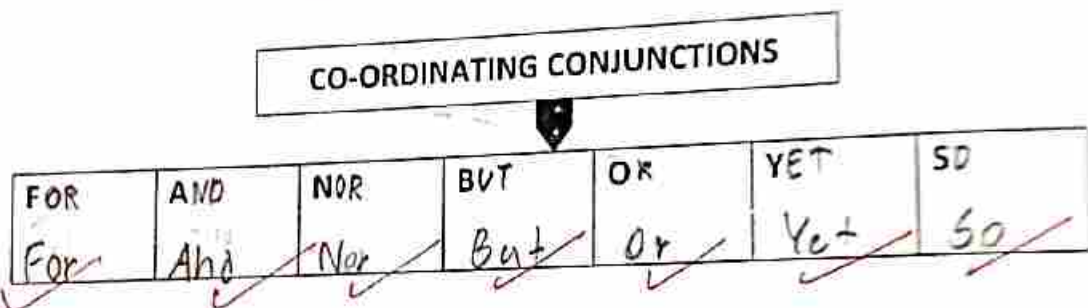
(2x2=4)

Q4. Complete the diagram.

1.



2.



Q5. Underline the adverb and state its kind.

(1x3=3)

1. I went upstairs.Place2. I call my mother daily.Frequency3. Sita sings very sweetly.Manner

Q6. Personal Response.

(3x1=3)

1. According to you, why are Conjunctions important in a sentence?

I think conjunctions are important in a sentence because they can join sentences and so we don't have to write so many different sentences just to tell one or things



16.5
20

The HDFC School EVALUATION TEST

Name: Dhruv

Date: 28/2/23

Grade: VIB

Subject: English

Duration: 35 minutes

Marks: 20

Q1. Define the following.

(1.5x2=3)

a. Co-ordinating Conjunctions with examples.

Co-ordinating conjunctions are joining words that join two phrases, words or clauses eg for, and

b. Adverb of manner with examples.

Adverb of manner describes how an action takes place eg slowly ^{and} perfectly

Q2. Fill in the blanks with suitable conjunctions.

(1x4=4)

1. The mouse was very scared but it spoke to the lion bravely.

2. We can go jogging or stay indoors.

3. I don't like running nor exercising.

4. Her writing is very good, but her reading is not so good.

Q3. Make sentences using the following idioms.

(1x3=3)

1. It's a small world: there is not enough space in the room it is like a

2.

2. Raining cats and dogs:

Today its raining cats and dogs

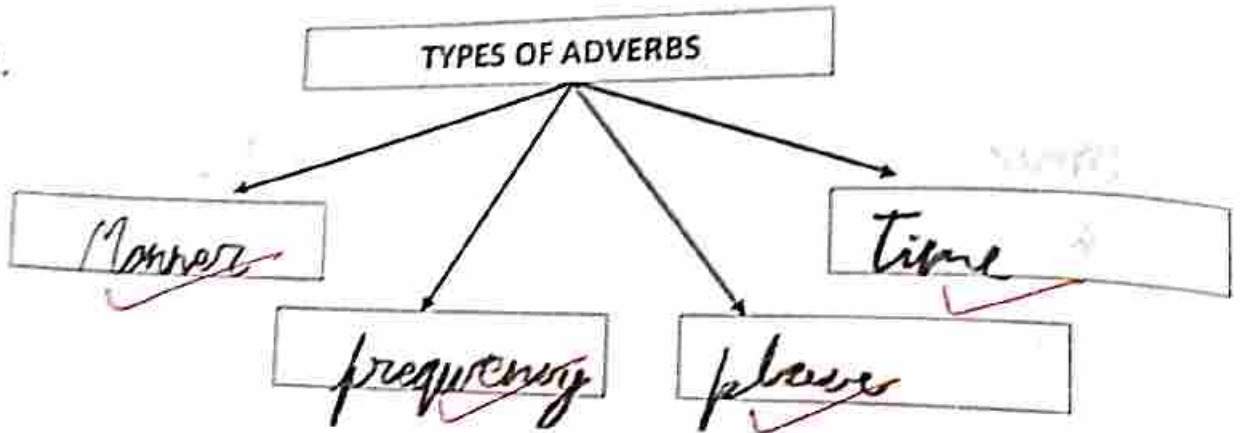
3. An arm and a leg:

A kidney costs an arm and a leg

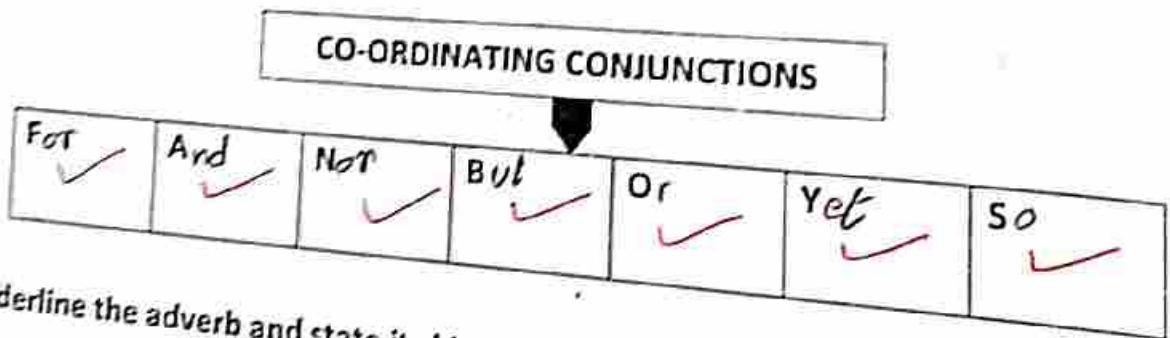
Q4. Complete the diagram.

(2x2=4)

1.



2.



Q5. Underline the adverb and state its kind.

(1x3=3)

1. I went upstairs.

2. I call my mother daily.

3. Sita sings very sweetly.

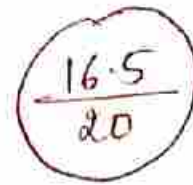
place
frequency
frequency

Q6. Personal Response.

1. According to you, why are Conjunctions important in a sentence?

(3x1=3)

conjunctions are important in a sentence
they join points in a sentence



The HDFC School EVALUATION TEST

Name: Saanvi Pawar

Date: 28/8/2023

Grade: IV-B Subject: English

Duration: 35 minutes

Marks: 20

Q1. Define the following.

(1.5x2=3)

a. Co-ordinating Conjunctions with examples.

Coordinating Conjunctions connect Phrases Sentences words or clauses these are called as joining words eg - for, and, but, yet etc (FANBOYS)

b. Adverb of manner with examples.

Adverb of manner describes 'how' an action takes place eg slowly, patiently, safely

Q2. Fill in the blanks with suitable conjunctions.

(1x4=4)

1. The mouse was very scared yet it spoke to the lion bravely.

2. We can go jogging or stay indoors.

3. I don't like running nor exercising.

4. Her writing is very good, but her reading is not so good.

Q3. Make sentences using the following idioms.

(1x3=3)

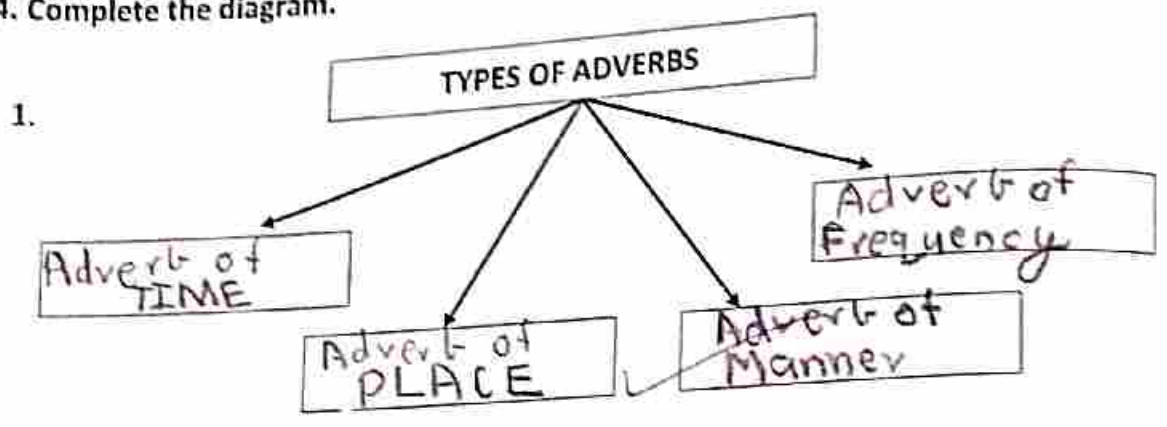
1. It's a small world: I bumped into him yesterday. I saw him after 10 years. It's a small world.

1.5

2. Raining cats and dogs: Yesterday it was Raining cats and dogs
3. An arm and a leg: Buying a house will ^{cost} cause me an arm a leg

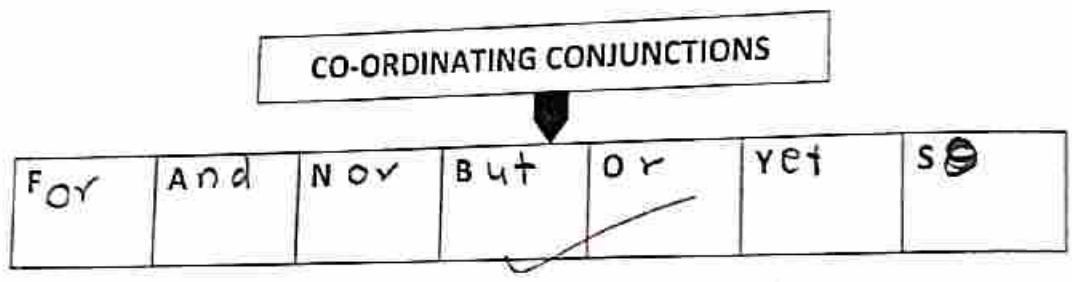
(2x2=4)

Q4. Complete the diagram.



4

2.



Q5. Underline the adverb and state its kind.

(1x3=3)

3

1. I went upstairs.
2. I call my mother daily.
3. Sita sings very sweetly.

Adverb of place

Adverb of frequency

Adverb of manner

Q6. Personal Response.

(3x1=3)

1. According to you, why are Conjunctions important in a sentence?

2

Conjunctions are joining words. Without conjunctions the sentences won't mean anything



18.5
20

Good!

The HDFC School EVALUATION TEST

Name: Garv Chhugani

Date: 28-2-2023

Grade: VI B

Subject: English

Duration: 35 minutes

Marks: 20

Q1. Define the following.

(1.5x2=3)

a. Co-ordinating Conjunctions with examples.

Co-ordinating Conjunctions are joining words that join 2 phrases, words or clauses. Eg: For, And.

b. Adverb of manner with examples.

Adverb of manner describes 'how' an action takes place. Eg: Slowly, Patiently.

Q2. Fill in the blanks with suitable conjunctions.

(1x4=4)

1. The mouse was very scared yet it spoke to the lion bravely.

2. We can go jogging but stay indoors.

3. I don't like running nor exercising.

4. Her writing is very good, but her reading is not so good.

Q3. Make sentences using the following idioms.

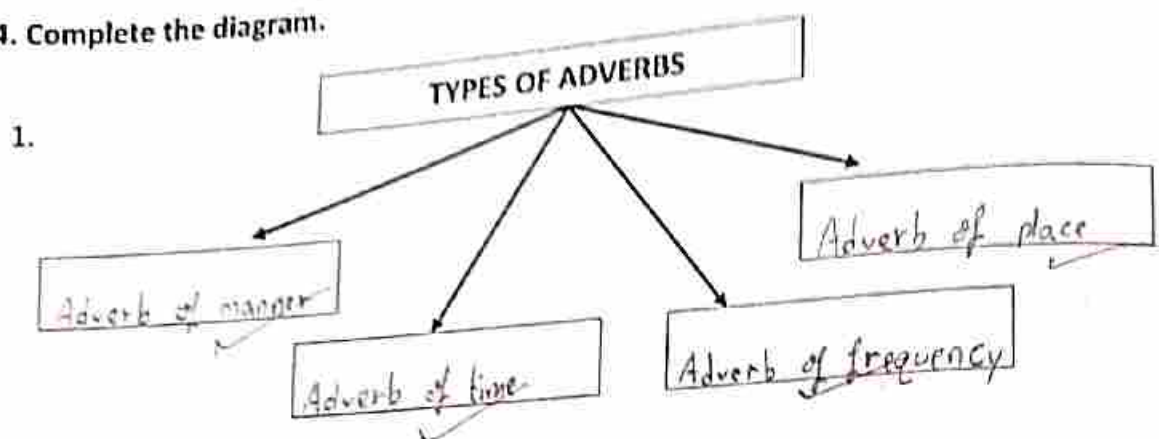
(1x3=3)

1. It's a small world: I went to goa for holiday then I met Kabir! It's a small world.

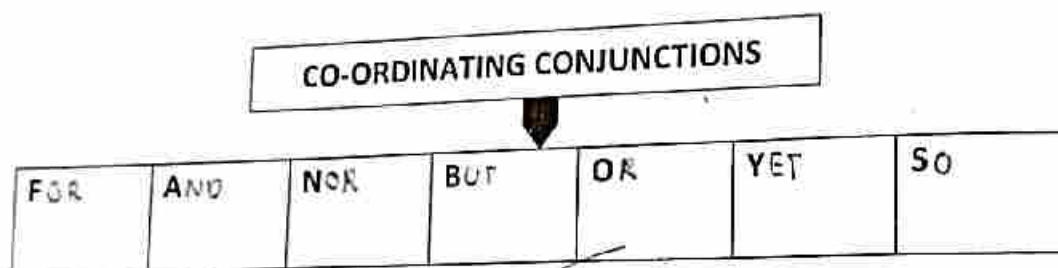
2. Raining cats and dogs: It's raining cats ^{and} dogs in America.
3. An arm and a leg: An electrical rolls royce car costs an arm [&] a leg.

(2x2=4)

Q4. Complete the diagram.



2.



Q5. Underline the adverb and state its kind.

(1x3=3)

1. I went upstairs.
2. I call my mother daily.
3. Sita sings very sweetly.

Adverb of placeAdverb of frequencyAdverb of manner

Q6. Personal Response.

(3x1=3)

1. According to you, why are Conjunctions important in a sentence?

According to me, Conjunctions are important in a sentence because they give it meaning by connecting words, phrases [&] clauses.



The HDFC School EVALUATION TEST



Name: Ayushman Khare

Date: 28/2/2023

Grade: VI-B

Subject: English

Duration: 35 minutes

Marks: 20

Q1. Define the following.

(1.5x2=3)

a. Co-ordinating Conjunctions with examples.

Co-ordinating Conjunction are joining words
that join two phrases, words or clauses
Eg: For, And

b. Adverb of manner with examples.

Adverb of manner describe How an action
takes place. Eg: slowly, softly

Q2. Fill in the blanks with suitable conjunctions.

(1x4=4)

1. The mouse was very scared but it spoke to the lion bravely.

2. We can go jogging or stay indoors.

3. I don't like running and ^{nor} exercising.

4. Her writing is very good, but her reading is not so good.

Q3. Make sentences using the following idioms.

(1x3=3)

1. It's a small world: It's was a small world when
I met my friend in the mall.

(2)

2. Raining cats and dogs:

It's raining cats & dogs

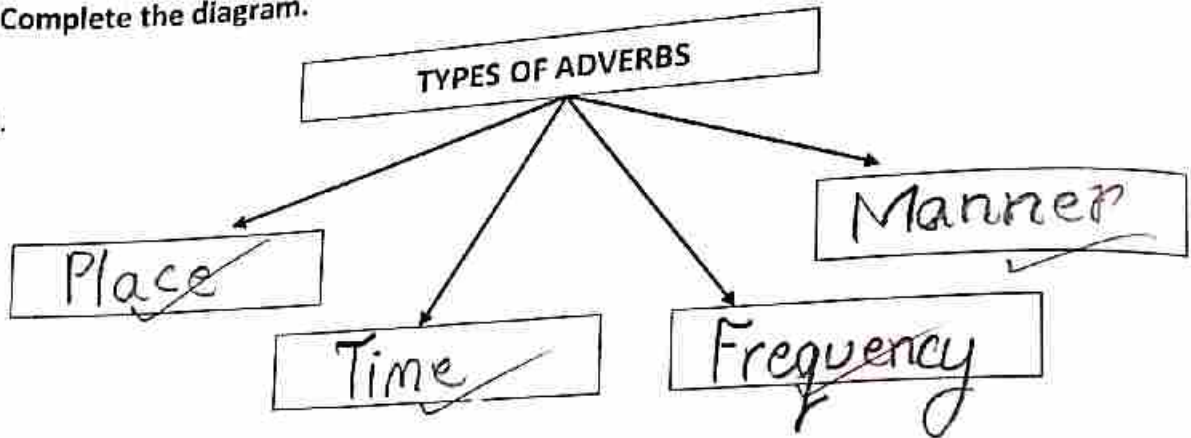
3. An arm and a leg:

Messi owns an arm & a leg

(2x2=4)

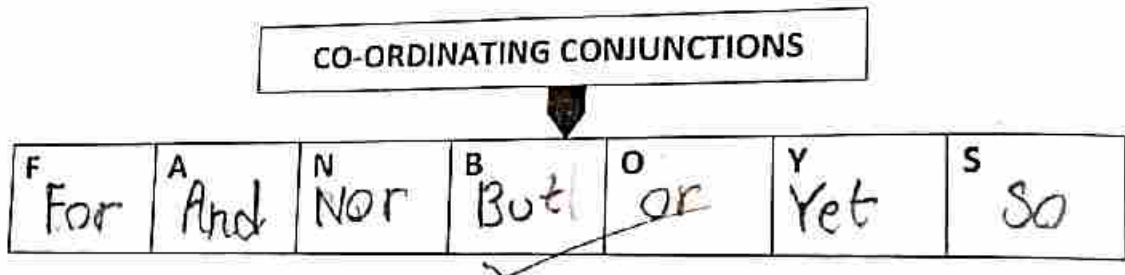
Q4. Complete the diagram.

1.



(4)

2.



Q5. Underline the adverb and state its kind.

(1x3=3)

1. I went upstairs.Adverb of place2. I call my mother daily.Adverb of Frequency3. Sita sings very sweetly.Adverb of Manner

Q6. Personal Response.

(3x1=3)

1. According to you, why are Conjunctions important in a sentence?

it avoids repetition and it joins phrases.



16
20

The HDFC School EVALUATION TEST

Name: Kritika Acharya

Date: 28/2/23

Grade: VI B

Subject: English

Duration: 35 minutes

Marks: 20

Q1. Define the following.

(1.5x2=3)

a. Co-ordinating Conjunctions with examples.

Co-ordinating Conjunctions are
joining words that join phrases & words
or clauses. Eg- For, And

b. Adverb of manner with examples.

Adverb of manner describe 'how'
the action takes place. Eg:

Q2. Fill in the blanks with suitable conjunctions.

(1x4=4)

1. The mouse was very scared but it spoke to the lion bravely.

2. We can go jogging or stay indoors.

3. I don't like running nor exercising.

4. Her writing is very good, but her reading is not so good.

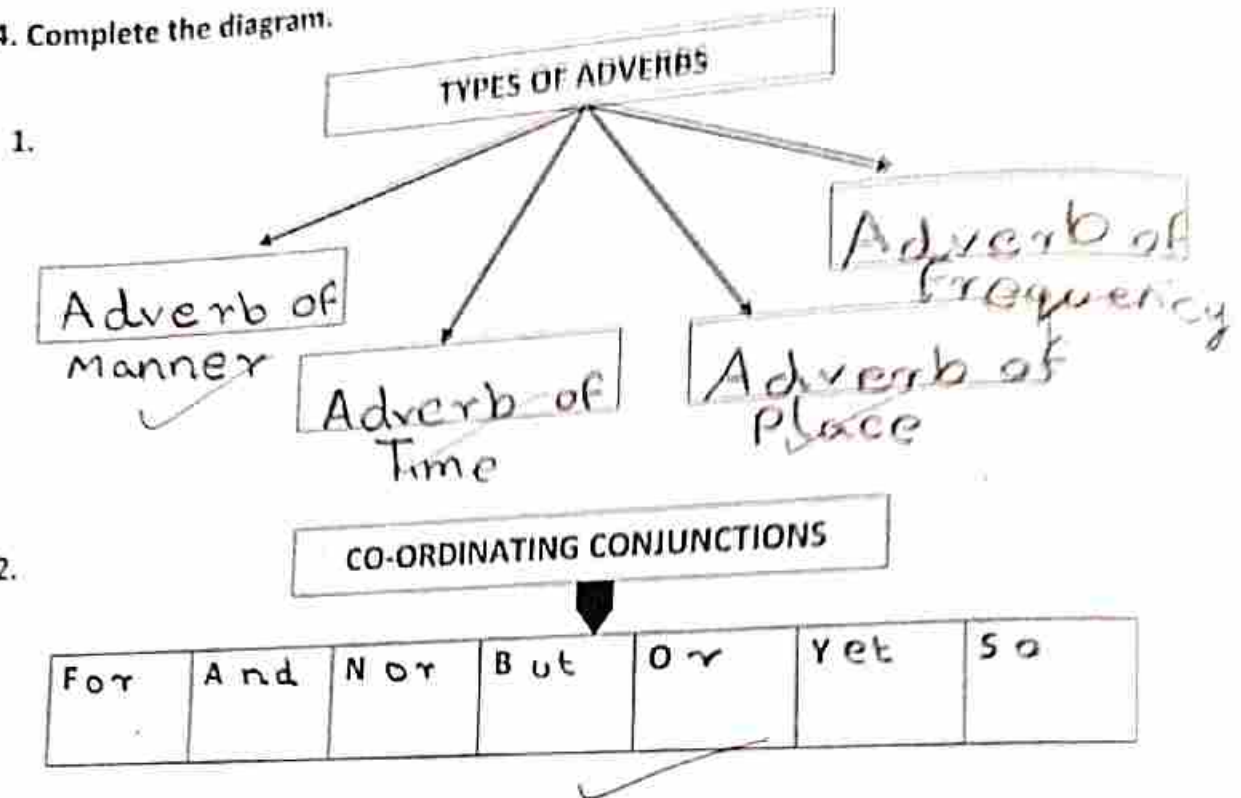
Q3. Make sentences using the following idioms.

(1x3=3)

1. It's a small world: I met Avishka and Bhoomi at a
Shop! It's a small world!

2. Raining cats and dogs: ~~Today it was raining cats and dogs~~
 3. An arm and a leg: ~~Buying a new house will cost me an arm and a leg~~ (2x2=4)

Q4. Complete the diagram.



Q5. Underline the adverb and state its kind.

(1x3=3)

1. I went upstairs.

adverb of place

2. I call my mother daily.

Adverb of frequency

3. Sita sings very sweetly.

Adverb of manner

Q6. Personal Response.

(3x1=3)

1. According to you, why are Conjunctions important in a sentence?

Conjunctions are important in a sentence as they connect sentences, words and phrases together.



18.5
20 Good!

The HDFC School EVALUATION TEST

Name: KABIR Date: 28/12/23
Grade: VI Subject: English Duration: 35 minutes Marks: 20

Q1. Define the following.

(1.5x2=3)

a. Co-ordinating Conjunctions with examples.

Co ordinating conjunctions are joining words that join two phrases, words or clauses Ex-For

b. Adverb of manner with examples.

Adverb of manner describes 'how' an action takes place. Ex- Slowly, Patiently

Q2. Fill in the blanks with suitable conjunctions.

(1x4=4)

- The mouse was very scared yet it spoke to the lion bravely.
- We can go jogging or stay indoors.
- I don't like running nor exercising.
- Her writing is very good, but her reading is not so good.

Q3. Make sentences using the following idioms.

(1x3=3)

- It's a small world: I was walking when I bumped into
my friend it's a small world

2. Raining cats and dogs:

I went to work when it started raining.
cats and dogs

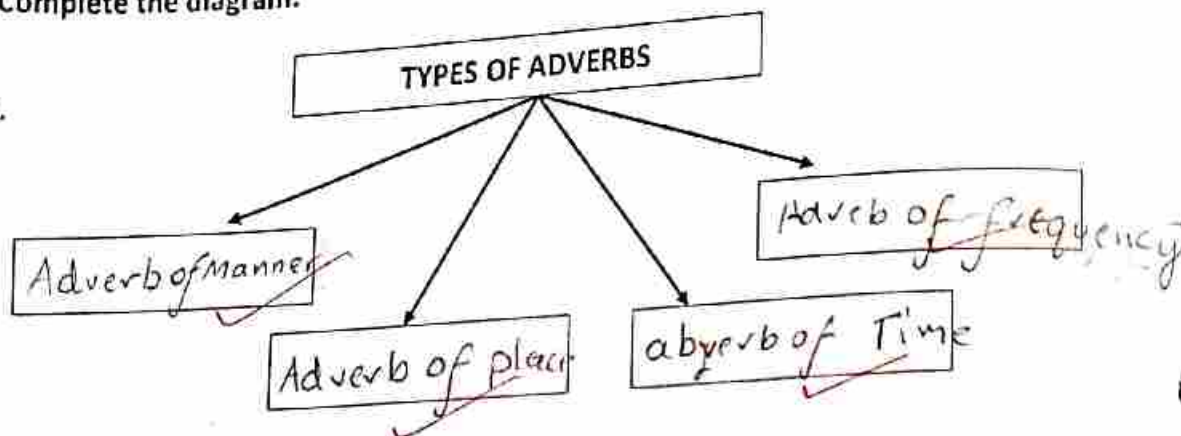
3. An arm and a leg:

I spent an arm and a leg on a car.

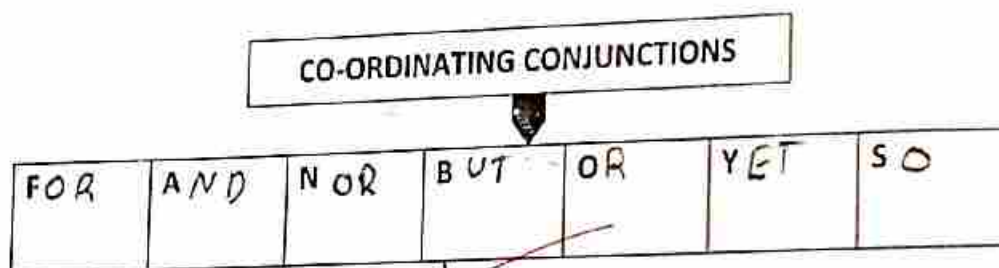
(2x2=4)

Q4. Complete the diagram.

1.



2.



Q5. Underline the adverb and state its kind.

(1x3=3)

1. I went upstairs.

Place

2. I call my mother daily.

Time

3. Sita sings very sweetly.

Manner

Q6. Personal Response.

(3x1=3)

1. According to you, why are Conjunctions important in a sentence?

Conjunctions are important in a sentence

because they join ^{two} points or
sentences.

M-II

HISTORY

AEF's Arihant College of Education, Pune

Name of the Student: JESSICA PATHAK

Roll No: 09

Name of the School: THE HDFC SCHOOL

Std: VI Div: C

Subject: HISTORY

Second Year B.Ed. 207 Teaching Competency V: Internship

(b) Plan of Evaluation

EVALUATION SCHEME

Rating Scale - Excellent: 5 Good: 4 Satisfactory: 3 Average: 2 Unsatisfactory: 1

Sr.No.	Criteria	5	4	3	2	1
1.	Name of subunit, teaching points & allocation of periods	✓				
2.	Objective and specifications	✓				
3.	Learning experiences (teaching aids, Examples)	✓				
4.	Life Skills/ value/ core-element	✓				
5.	Evaluation Tools		✓			
6.	Preparation of blue print					
	6.1. Weightage allotted to the objectives		✓			
	6.2. Weightage allotted to the content		✓			
	6.3. Weightage allotted to the types of questions		✓			
7.	Proper instructions given in the test (General, Marks, word limit, time, primary information etc.)	✓				
8.	Appropriate language used to frame the questions.		✓			
9.	Test (Number of questions according to time and marks, Attractiveness, Sequence of questions.)	✓				
10.	Answer Key & Mark distribution		✓			
11.	Conducting online Exam		✓			
12.	Assessment of Answer sheet & Preparation of Mark List	✓				
13.	Overall Impression	✓				
Total Marks out of 75			68			

Name of Guide: Prof. Anuradha Salvi

Sign of Guide with date :

Declaration

My self Jessica Pathak Roll No. 09 declare that the practical submitted by me is original & written by me. I have done this practical under the guidance of Prof. Anuradha Salvi. There is no ambiguity of any kind. In case of any discrepancies occurred in my practical. I will be solely responsible for the consequences. The college will not be, in any kind of responsible for my failure.

JPathak
Signature of the Student

Name of the School: A THE HDPC School

Name of the Student : Jessica Patnak

Roll No : 09

UNIT PLAN

Subject :- HISTORY Unit Name:- The World from 1914 - 1945

Name of subunit:-

Board:- CBSE Standard:- VI

Sr No	Chapter	Teaching Points	No. of Periods Allotted	Objectives & Specifications	Learning Experience	Evaluation Tool/Life skill, values, core elements
1.	The World from 1914 - 1945	Introduction	1.	Understanding: student explains the effects of war in brief.	PPT	
				Remembering: student tells about the first world war.	Video	Question + answers
2.	The First World War			Understanding: student explains the first world war.	PPT	Value
				Understanding: student explains the powers.	Image	Sensitivity

S. No.	What caused the war?	Periods Allotted	Remembering: Student tells the meaning of Alliance.	Understanding: Student explain causes of war.	Applying: Student gives examples on how problems can be resolved peacefully.	20	20	20	20	20	20
3.	How was the war fought?		Understanding: Student explain how the war was fought.	Remembering: Student tells the meaning of 'Alliance'.	Understanding: Student explains the role of India in the World War.						

Name of the School: The HDFC School
 Name of the Student : Jessica Pathak

Roll No : 09

UNIT PLAN

Subject :- History Unit Name:- The World from 1914 - 1945 Name of subunit:-
 Board:- CBSE Standard:- VI

Sr No	Chapter	Teaching Points	No. of Periods Allotted	Objectives & Specifications	Learning Experience	Evaluation Tool/Life skill, values, core elements
1.	The World War from 1914 - 1945	When did the World War End?	1	Remembering: Student tells when the first world war began -		Higher Order Thinking
				Understanding: Student explains when the war ends.	Images	
2.	The Inter - War Years			Understanding: Student focuses on the Treaty of Versailles.		
				Understanding: student explains the terms of Treaty.		

Name of the School: The HDFC School

Name of the Student : Jessica Pathak

Roll No: 09

UNIT PLAN

Subject :- HISTORY Unit Name:- The World from 1914 - 1945 Name of subunit:- Board:-CSE Standard:- VI

Sr No	Chapter	Teaching Points	No. of Periods Allotted	Objectives & Specifications	Learning Experience	Evaluation Tool/Life skill, values, core elements
1.	The World War?	What caused the world war?	1.	Remembering: Student tells the name of country.	Image	Question
	From 1914 - 1945			Understanding: Student explains the causes of the Second World War.	Power Point Presentation	Drawers
2.		How was the war fought?		Understanding: Student explains how the war was fought.	PPT	Higher Order
				Remembering: Student tells about Jews.	GIFs	Thinking

Sr No	Chapter	Teaching Points	No. of Periods Allotted	Objectives & Specifications	Learning Experience	Evaluation Tool/Life skill/values, core elements
				Understanding: student explains the Holocaust.	PPT	Core Element:
				Remembering: student tells the names of cities.	Pictures	Scientific Simple
5.		When did the war end?		Understanding: student explains how the war ended.	PPT	
				Understanding: student explains the United Nations.	PPT	Life skill Decision making
				Applying: student differentiates between the first and second world war.		

Name of Student Teacher: JESSICA PATHAK
 School Name: THE HDFC SCHOOL Std. & Div: VI C
 Duration: 35 Minutes

Roll No: 09
 Name of Unit: THE WORLD FROM 1914
 Max Marks: to 1945
 20 Marks

Weightage to Objectives

Sr. No.	Objectives	Marks out of	% of Marks
1	Remembering	08	40
2	Understanding	06	30
3	Applying	03	15
4	Skill	03	15
Total Marks		20	100

Weightage to Types of Questions

Sr. No.	Types of Questions	Marks out of	% of Marks
1	Essay	03	15
2	Short Notes	06	30
3	Objectives	11	55
Total Marks		20	100

Weightage to Content

Sr. No.	Content	Marks out of	% of Marks
1	First World War	03	15
2	Inter-war Years	02	10
3	Second World War	08	40
4	How did the war end?	07	35
5			
6			
7			
8			
9			
Total Marks		20	100

Blue Print

Sr. No.	Content	Objectives												Total
		Remembering			Understanding			Applying			Skill			
		E	S	Q	E	S	Q	E	S	Q	E	S	Q	
1	First World War			1(1)		2(1)								03
2	Inter-war Years			1(2)										02
3	Second World War			1(3)		2(1)							3(1)	08
4	How did it End?			1(2)		2(1)				3(1)				07
5														
6														
7														
8														
9														
Total				08		06		03					03	20

• Note: The number inside the bracket indicates number of questions.

The number outside the bracket indicates Marks.

E : Essay Type question S : Short answer type question O : Objective type question

Name of Guide: Prof. Anuradha Salvi Sign of Guide:

Date:

Test

School Name: THE HDFC SCHOOL Std. & Div: VI C
 Date: 07-02-2023

Duration: 35 Minutes

Name of Unit: THE WORLD FROM 1914 to 1945
 Max Marks: 20

Instructions:

- All the questions are compulsory to attempt.
- Read the questions and instructions carefully.
- Short answer: 30-40 words, Personal Response: 50-60 words
- Total number of questions: 05
- Total number of pages in the question paper: 02

Q1] Fill in the blanks with the correct option. [5×1=5]

Britain, Christian, France, Jews,
 24 October, 1945, Hiroshima and
 Nagasaki, Adolf Hitler, Benito Mussolini,
 24 October, 1947, Russia

1] Versailles is situated in _____.

2] Hitler targeted the community of _____ people.

3] In August, the USA dropped atom bombs on _____.

4] _____ was the leader of the Nazi Party.

5] On _____ the United Nations was formed.

QII. Match the following [3 x 1 = 3]

Column A	Column B
1] First World War	1929
2] Second World War	1914
3] The Great Depression	1939
	1916

Ans: 1 () , 2 () , 3 ()

QIII. Draw a Graphic organizer on Second World War with the help of the following points. [3 x 1 = 3]

[Treaty of Versailles, Holocaust, Central Powers, air raids, Austria-Hungary, Pearl Harbour, Benito Mussolini, Axis powers, U-boats]

QIV. Answer in short. [3 x 2 = 6]

1] Which incident led to the first world war?

Best of Luck!!!!!!!!!!!!!!

Sign of student teacher:

Name & Sign of Guide:

Marks:

2) Who was Hitler? How was he responsible for the Second World War?

3) How was Japan finally forced to surrender?

Q5. Personal Response [3 x 1 = 3]

Q1 Why do you think peace is necessary between countries?
Suggest some measures to maintain peace between countries.

Best of Luck!!!!!!!!!!!!!!

Sign of student teacher:

Name & Sign of Guide:

Marks:

Answer Key & Marks Distribution

School Name: THE HDFC SCHOOL Std. & Div: VI C
 Date : 28-02-23 Duration: 35 Minutes

The world from
 Name of Unit: 1914 - 1945
 Max Marks : 20

Q. No.	Points for Answer	Marks for each Point	Total Marks for sub question
Q1.	Fill in the blanks with the correct option .		05
1.	France	01	
2.	Jews	01	
3.	Hiroshima and Nagasaki	01	
4.	Adolf Hitler	01	
5.	24 October, 1945	01	
Q2.	Match the following		03
1.	1914	01	
2.	1939	01	
3.	1929	01	
Q3.	Answer in short		06
a.	On 28 June 1914 Archduke Franz Ferdinand, heir to the throne of Austria - Hungary was assassinated by a Serbian. This led to the First World War.	02	
b.	Hitler was the Chancellor and		

Sign of student teacher:

Name & Sign of Guide:

Marks:

Answer Key & Marks Distribution

School Name: The HDFS School, S.A. & D. B. C.
Date: 22-02-22

Duration: 25 Minutes

The World From
Name of Unit: 1914 - 1945
Max Marks: 20

Q. No.	Points for Answer	Marks for each Point	Total Marks for sub question
	leader of the Nazi Party. His ambition to turn Germany into a superpower led to the second world war.	02	
Q. In August, the USA dropped atom bombs on two Japanese cities, Hiroshima and Nagasaki. This forced Japan to surrender.		02	
Q4. Draw a graphic organizer on the Second World War with the help of the following points.			03
Q5. Personal Response (answers may vary)			03
1. Peace is necessary between countries to avoid wars and conflicts. We should solve problems peacefully and set up organisations like UN.			
Sign of student teacher: <u>Yathak</u>	Name & Sign of Guide: Prof. Anuradha Salvi		
			Marks:

THE HDEC SCHOOL
UNIT TEST MARKLIST

Class : VI

Total Students : 25

Total Absent Students : 02

Subject : HISTORY

Max Marks : 20

NAME OF UNIT : THE WORLD FROM
1914 - 1945

ROLL NO.	NAME OF STUDENT	MARKS OBTAINED
01.	Nisarg Thakkar	19.5
02.	Arsh Singh	20
03.	Veeraj Gupta	18
04.	Shawil Kulkarni	18.5
05.	Pruthvisaj Tupe	15
06.	Anukiti	19.5
07.	Ishika Dave	20
08.	Khush Khatni	19.5
09.	Shambhavi	17
10.	Vidhi Tank	17

11.	Tanish K. Lankar	18
12.	Yadhnya Dave	18
13.	Zahan Shaikh	16
14.	Shayanya Roy	18
15.	Anya	16
16.	Alisha Bhoite	20
17.	Shlok Kartik	20
18.	Shrishti	06
20.	Adinaj Gadekar	Ab.
21.	Rhea M.	20
22.	Reyansh V. S	19
23.	Nikita Shah	16
24.	Anayash Keshwani	Ab.
25.	Ashun Gudipati	20



THE HDFC SCHOOL

EVALUATION TEST

19.5
20 Very Good *

Nisarg Thakkar

Roll no. = 12

SUBJECT: HISTORY

STD: VI-C

TIME: 35 MINUTES

MARKS: 20

Q1. Fill in the blanks with the correct option.

(1x5=5)

Britain, Christian, France, Jews, 24 October 1945, Hiroshima and Nagasaki, Adolf Hitler, Benito Mussolini, 20 October 1945, Russia

- Versailles is situated in France.
- Hitler targeted the community of Jews people.
- In August, the USA dropped atom bombs on Hiroshima and Nagasaki.
- Adolf Hitler was the leader of the Nazi Party.
- On 24 October 1945 the United Nations was formed.

Q2. Match the following.

(1x3=3)

Column A	Column B
1. The First World War	a. 1929
2. The Second World War	b. 1914
3. The Great Depression	c. 1939
	d. 1916

Ans: 1(b) 2(c) 3(a)

Q3. Answer in short.

(2x3=6)

a. Which incident led to the First World War?

The assassination of of Archduke Franz Ferdinand led to the WWI.

b. Who was Hitler? How was he responsible for the Second World War?

Hitler was the leader of Nazi party.
He was responsible as he attacked Pol.

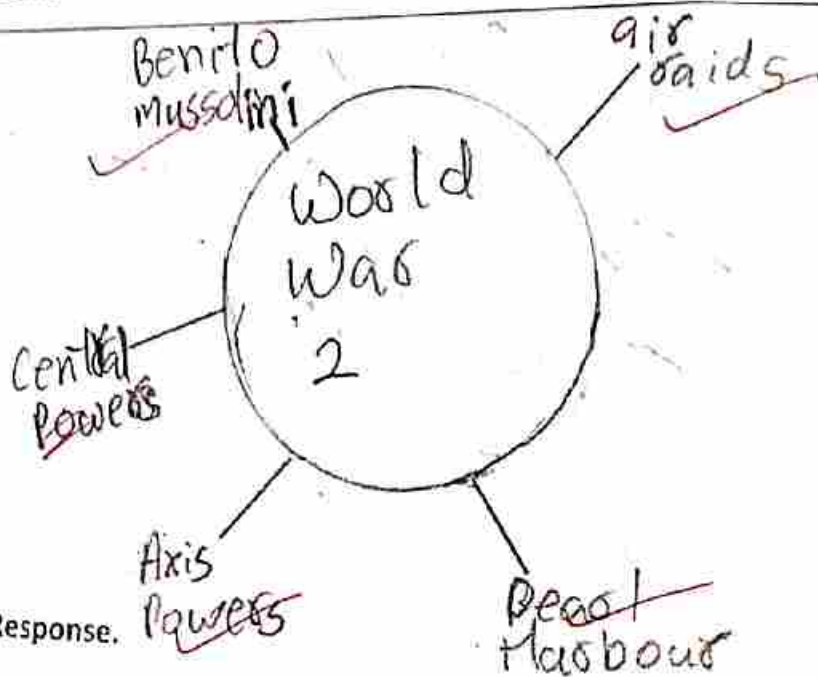
c. How was Japan finally forced to surrender?

When USA dropped two nuclear bombs
in Hiroshima and Nagasaki, two cities in
Japan.

Q4. Draw a graphic organizer on the Second World War with the help of the following points.

(3x1=3)

Treaty of Versailles, Holocaust, Central Powers, air raids, Austria-Hungary, Pearl Harbour, Benito Mussolini, Axis Powers, U-boats



Q5. Personal Response.

(3x1=3)

a. Why do you think peace is necessary between countries? Suggest some measures to maintain peace between countries.

Peace is necessary between countries
as some wars such as WW1 & WW2
can wipe out the world. All the
countries can sign an agreement to
maintain peace, and request peace fully
for anything before attacking.

Arsh Singh

66

Roll.6



THE HDFC SCHOOL

THE HDFC SCHOOL

EVALUATION TEST

20
20

Excellent **

SUBJECT: HISTORY

TIME: 35 MINUTES

STD: VI

MARKS: 20

Q1. Fill in the blanks with the correct option.

(1x5=5)

Britain, Christian, France, Jews, 24 October 1945, Hiroshima and Nagasaki, Adolf Hitler, Benito Mussolini, 20 October 1945, Russia

a. Versailles is situated in France.

b. Hitler targeted the community of Jewish people.

c. In August, the USA dropped atom bombs on Hiroshima & Nagasaki.

d. Adolf Hitler was the leader of the Nazi Party.

e. On 24th October 1945 the United Nations was formed.

Q2. Match the following.

(1x3=3)

Column A	Column B
1. The First World War	a. 1929
2. The Second World War	b. 1914
3. The Great Depression	c. 1939
	d. 1916

Ans: 1(B) 2(C) 3(A)

Q3. Answer in short.

(2x3=6)

a. Which incident led to the First World War?

The assassination of Archduke Franz Ferdinand led to the first world war.

him. Thus, he decided to attack Poland. This was WW2.

b. Who was Hitler? How was he responsible for the Second World War?

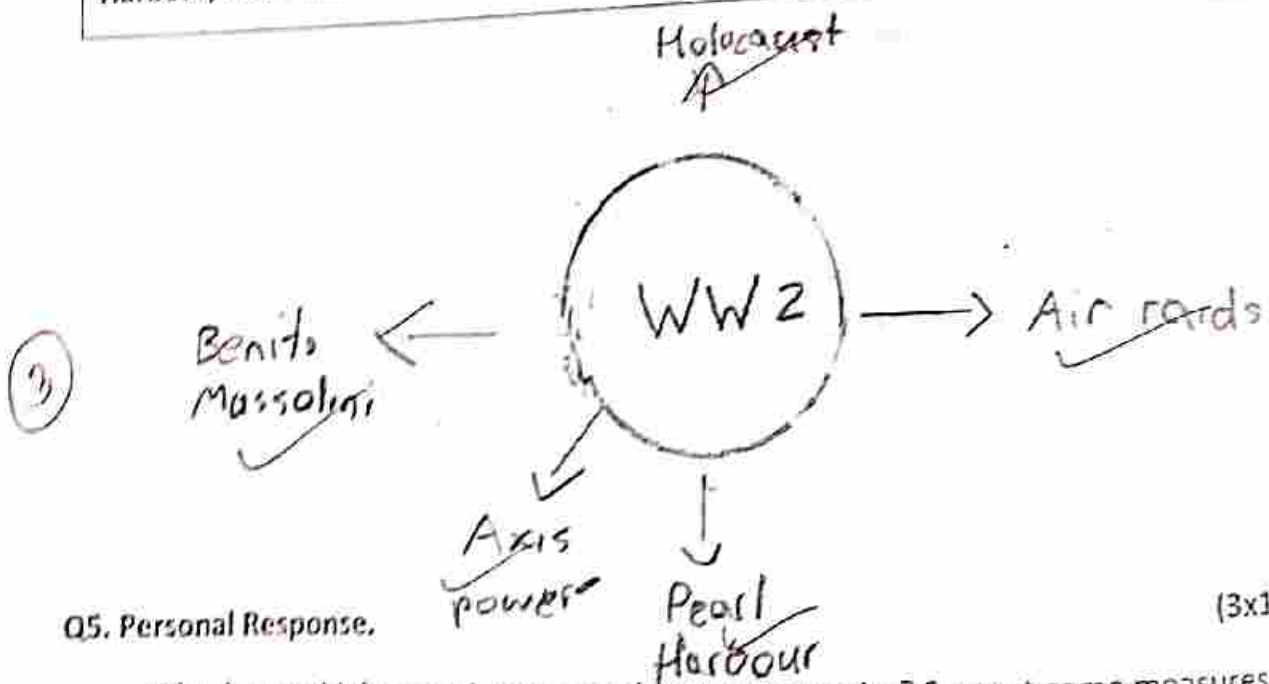
Adolf Hitler was the leader of the Nazis. He said that he would restore the glory of Germany. Thus, people started supporting him.

c. How was Japan finally forced to surrender?

Even after Germany surrendered, Japan continued to defend the Pacific. Thus, USA dropped 2 atomic bombs on Japan, forcing them to surrender.

Q4. Draw a graphic organizer on the Second World War with the help of the following points. (3x1=3)

Treaty of Versailles, Holocaust, Central Powers, air raids, Austria-Hungary, Pearl Harbour, Benito Mussolini, Axis Powers, U-boats



Q5. Personal Response.

(3x1=3)

a. Why do you think peace is necessary between countries? Suggest some measures to maintain peace between countries.

9

Peace is necessary between countries as it stops wars, conflicts, disputes etc. To maintain peace, we should solve disputes among countries and maintain security.

Name - Vedraj Gupta
Class - 6C



18
20

Good!

SUBJECT: HISTORY

TIME: 35 MINUTES

STD: VI

MARKS: 20

Q1. Fill in the blanks with the correct option.

(1x5=5)

Britain, Christian, ~~France~~, Jews, 24 October 1945, Hiroshima and Nagasaki, Adolf Hitler, ~~Benito Mussolini~~, 20 October 1945, Russia

- a. Versailles is situated in France.
- b. Hitler targeted the community of Benito Mussolini people.
- c. In August, the USA dropped atom bombs on Hiroshima, Nagasaki.
- d. Hitler was the leader of the Nazi Party.
- e. On 24 October 1945 the United Nations was formed.

Q2. Match the following.

(1x3=3)

Column A	Column B
1. The First World War	a. 1929
2. The Second World War	b. 1914
3. The Great Depression	c. 1939
	d. 1916

Ans: 1 (b) 2 (c) 3 (a)

Q3. Answer in short.

(2x3=6)

- a. Which incident led to the First World War?

The first world war was started by the Siberia because they assassinated the king of Austria.

b. Who was Hitler? How was he responsible for the Second World War?

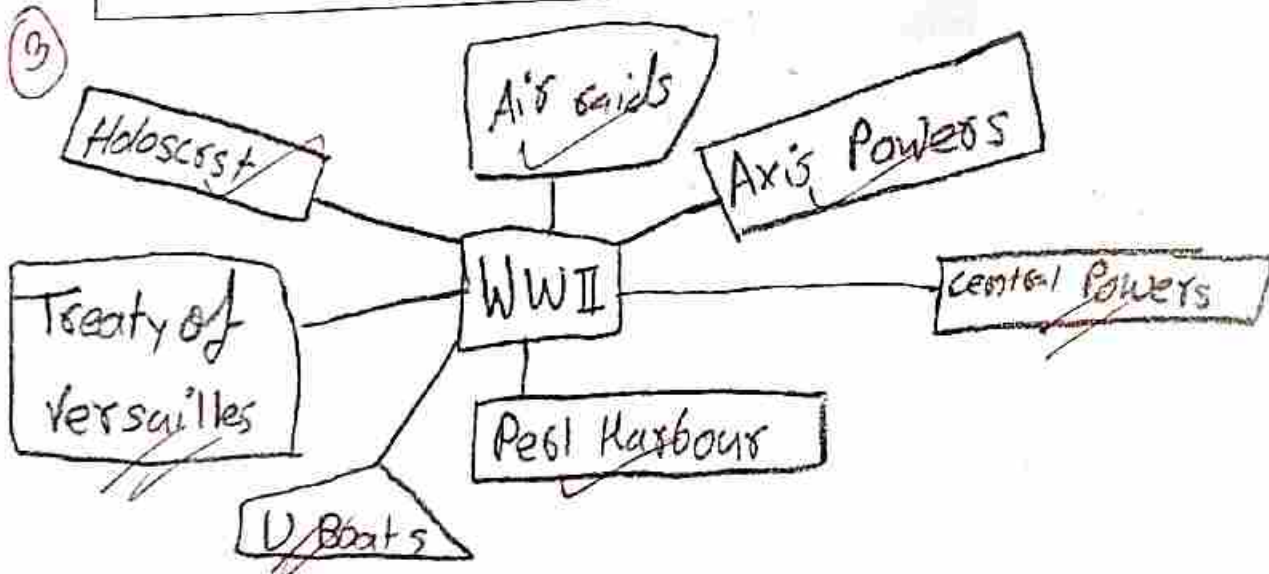
Hitler is the leader of Nazi party.
He is responsible for WW2 because he attacked Poland.

c. How was Japan finally forced to surrender?

Japan finally surrendered because USA did Bombing on Hiroshima & Nagasaki.

Q4. Draw a graphic organizer on the Second World War with the help of the following points. (3x1=3)

Treaty of Versailles, Holocaust, Central Powers, air raids, Austria-Hungary, Pearl Harbour, Benito Mussolini, Axis Powers, U-boats



Q5. Personal Response. (3x1=3)

a. Why do you think peace is necessary between countries? Suggest some measures to maintain peace between countries.

3
Peace is necessary between the countries because if there is no peace all the countries will fight. Measures to maintain peace in world are - Don't fight, UN etc.



THE HDFC SCHOOL

THE HDFC SCHOOL

185
20

Good! *

sharvil Kulkarni

EVALUATION TEST

SUBJECT: HISTORY

STD: VI

TIME: 35 MINUTES

MARKS: 20

Q1. Fill in the blanks with the correct option.

(1x5=5)

Britain, Christian, France, Jews, 24 October 1945, Hiroshima and Nagasaki, Adolf Hitler, Benito Mussolini, 20 October 1945, Russia

a. Versailles is situated in _____.

b. Hitler targeted the community of Jews people.

c. In August, the USA dropped atom bombs on Hiroshima and Nagasaki.

d. Adolf Hitler was the leader of the Nazi Party.

e. On 24 October 1945 the United Nations was formed.

Q2. Match the following.

(1x3=3)

Column A	Column B
1. The First World War	a. 1929
2. The Second World War	b. 1914
3. The Great Depression	c. 1939
	d. 1916

Ans: 1 (b) 2 (c) 3 (a)

Q3. Answer in short.

(2x3=6)

a. Which incident led to the First World War?

Assassination of Franz Archduke Ferdinand
led to the first world war

b. Who was Hitler? How was he responsible for the Second World War?

Hitler was the chancellor of Germany. He started WW2 because he attacked Poland.

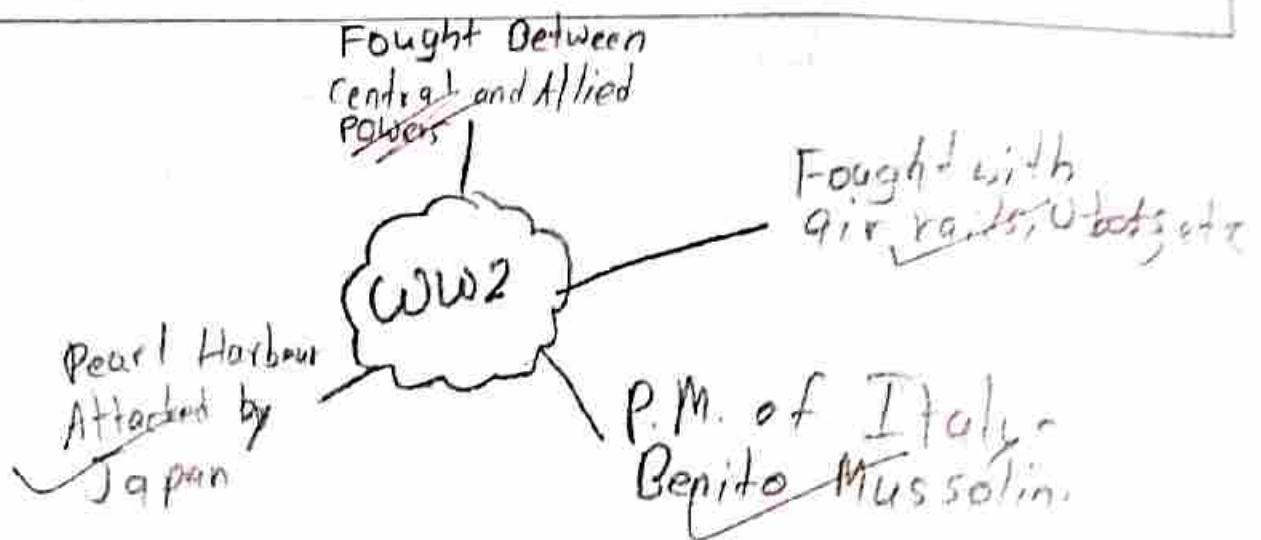
6

c. How was Japan finally forced to surrender?

In 1945, USA dropped 2 atomic bombs on Japan. This forced it to surrender.

Q4. Draw a graphic organizer on the Second World War with the help of the following points. (3x1=3)

Treaty of Versailles, Holocaust, Central Powers, air raids, Austria-Hungary, Pearl Harbour, Benito Mussolini, Axis Powers, U-boats



Q5. Personal Response.

(3x1=3)

a. Why do you think peace is necessary between countries? Suggest some measures to maintain peace between countries.

20 Peace is necessary as in wars, millions of people die. Countries can maintain peace with organizations like United Nations.



THE HDFC SCHOOL

EVALUATION TEST

15
20

SUBJECT: HISTORY

Prathviraj S. Tupe

STD: VI

TIME: 35 MINUTES

28/02/23

Roll No. - 10

MARKS: 20

Q1. Fill in the blanks with the correct option.

(1x5=5)

Britain, Christian, France, Jews, 24 October 1945, Hiroshima and Nagasaki, Adolf Hitler, Benito Mussolini, 20 October 1945, Russia

- a. Versailles is situated in France.
- b. Hitler targeted the community of Christian people.
- c. In August, the USA dropped atom bombs on Hiroshima and Nagasaki.
- d. Adolf Hitler was the leader of the Nazi Party.
- e. On 24 October 1945 the United Nations was formed.

Q2. Match the following.

(1x3=3)

Column A	Column B
1. The First World War	a. 1929
2. The Second World War	b. 1914
3. The Great Depression	c. 1939
	d. 1916

Ans: 1(B) 2(C) 3(A)

(2x3=6)

Q3. Answer in short.

- a. Which incident led to the First World War?

b. Who was Hitler? How was he responsible for the Second World War?

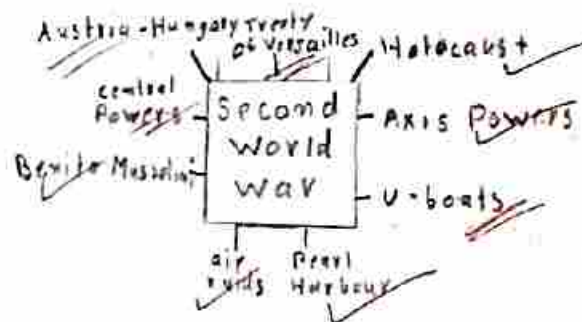
Hitler was a responsible for second world war because he developed his army and attacked ^{governments} ^{Poland}

c. How was Japan finally forced to surrender?

Japan was forced to surrender because the USA dropped two atom bombs on Hiroshima and Nagasaki

Q4. Draw a graphic organizer on the Second World War with the help of the following points. (3x1=3)

Treaty of Versailles, Holocaust, Central Powers, air raids, Austria-Hungary, Pearl Harbour, Benito Mussolini, Axis Powers, U-boats



Q5. Personal Response.

a. Why do you think peace is necessary between countries? Suggest some measures to maintain peace between countries. (3x1=3)

Peace is necessary between countries because if we don't maintain peace it will start a new war. The UN keeps the world safe



THE HDFC SCHOOL

THE HDFC SCHOOL

EVALUATION TEST

19.5
20

Very Good ★

Anukriti

SUBJECT: HISTORY

Roll No - 7

STD: VC

TIME: 35 MINUTES

28/2/23

MARKS: 20

Q1. Fill in the blanks with the correct option.

(1x5=5)

Britain, Christian, France, Jews, 24 October 1945, Hiroshima and Nagasaki, Adolf Hitler, Benito Mussolini, 20 October 1945, Russia

- a. Versailles is situated in France.
- b. Hitler targeted the community of Jews people.
- c. In August, the USA dropped atom bombs on Hiroshima, Nagasaki.
- d. Adolf Hitler was the leader of the Nazi Party.
- e. On 20 October 1945 the United Nations was formed.

Q2. Match the following.

(1x3=3)

Column A	Column B
1. The First World War	a. 1929
2. The Second World War	b. 1914
3. The Great Depression	c. 1939
	d. 1916

Ans: 1 (B) 2 (C) 3 (a)

(2x3=6)

Q3. Answer in short.

- a. Which incident led to the First World War?

The murder of Archduke Ferdinand was

b. Who was Hitler? How was he responsible for the Second World War?

The leader of Nazi party. He was responsible for attacking Poland, so WW II

c. How was Japan finally forced to surrender?

As USA dropped two atomic bombs on Hiroshima and Nagasaki

Q4. Draw a graphic organizer on the Second World War with the help of the following points. (3x1=3)

Treaty of Versailles, Holocaust, Central Powers, air raids, Austria-Hungary, Pearl Harbour, Benito Mussolini, Axis Powers, U-boats

WORLD WAR 2

Benito Mussolini Holocaust Axis Powers Pearl Harbour

Q5. Personal Response.

a. Why do you think peace is necessary between countries? Suggest some measures to maintain peace between countries. (3x1=3)

Peace is necessary between countries because there will be destruction. Measures to maintain peace between countries is 1) Maintain Gender equality 2) Friendship between countries

Ishita
Dare

Roll No. 24



THE HDFC SCHOOL

EVALUATION TEST

20
20

Excellent! **

SUBJECT: HISTORY

TIME: 35 MINUTES

STD: VI

MARKS: 20

Q1. Fill in the blanks with the correct option.

(1x5=5)

Britain, Christian, France, Jews, 24 October 1945, Hiroshima and Nagasaki, Adolf Hitler, Benito Mussolini, 20 October 1945, Russia

- a. Versailles is situated in France.
- b. Hitler targeted the community of Jews people.
- 5 c. In August, the USA dropped atom bombs on Hiroshima and Nagasaki.
- d. Adolf Hitler was the leader of the Nazi Party.
- e. On 24 October 1945 the United Nations was formed.

Q2. Match the following.

(1x3=3)

Column A	Column B
1. The First World War	a. 1929
2. The Second World War	b. 1914
3. The Great Depression	c. 1939
	d. 1916

Ans: 1 (b) 2 (c) 3 (a)

Q3. Answer in short.

(2x3=6)

a. Which incident led to the First World War?

The assassination of Archduke Ferdinand the
heir of Austria-Hungary led to WWI

b. Who was Hitler? How was he responsible for the Second World War?

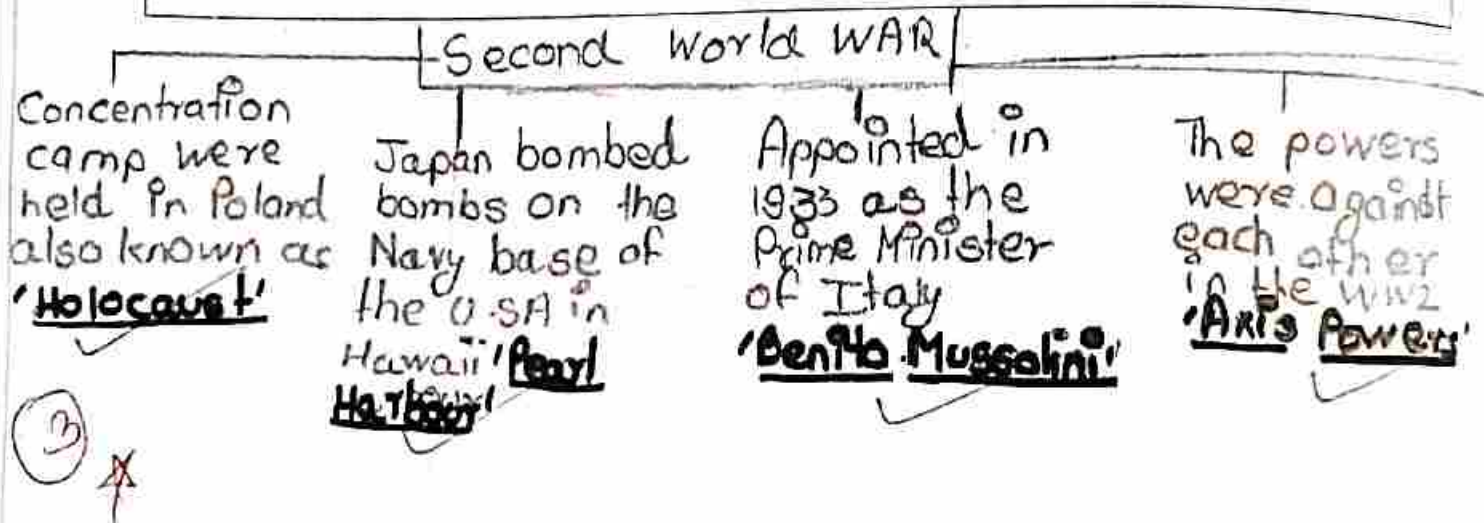
Hitler was the leader of Nazi Party. He was responsible for WW2 as he attacked Poland.

c. How was Japan finally forced to surrender?

After USA bombed the Nuclear bombs on Hiroshima and Nagasaki Japan surrendered.

Q4. Draw a graphic organizer on the Second World War with the help of the following points. (3x1=3)

Treaty of Versailles, Holocaust, Central Powers, air raids, Austria-Hungary, Pearl Harbour, Benito Mussolini, Axis Powers, U-boats



Q5. Personal Response.

a. Why do you think peace is necessary between countries? Suggest some measures to maintain peace between countries. (3x1=3)

Peace is necessary between countries because if we do not maintain peace WW will be there. Some measures to maintain peace are

1) Solve disputes 2) Maintain Security 3) Friendship

Khush Khatri VHC

28-2-23

V-good **

19.5

20

SUBJECT: HISTORY

TIME: 35 MINUTES

STD: VI

MARKS: 20

Q1. Fill in the blanks with the correct option.

(1x5=5)

Britain, Christian, France, Jews, 24 October 1945, Hiroshima and Nagasaki, Adolf Hitler, Benito Mussolini, 20 October 1945, Russia

- Versailles is situated in France.
- Hitler targeted the community of Jewish people.
- In August, the USA dropped atom bombs on Hiroshima and Nagasaki.
- Adolf Hitler was the leader of the Nazi Party.
- On 24 October 1945 the United Nations was formed.

Q2. Match the following.

(1x3=3)

Column A	Column B
1. The First World War	a. 1929
2. The Second World War	b. 1914
3. The Great Depression	c. 1939
	d. 1916

Ans: 1(b) 2(c) 3(a)

Q3. Answer in short.

(2x3=6)

- Which incident led to the First World War?

Assassination of Archduke Franz led to World War 1.

b. Who was Hitler? How was he responsible for the Second World War?

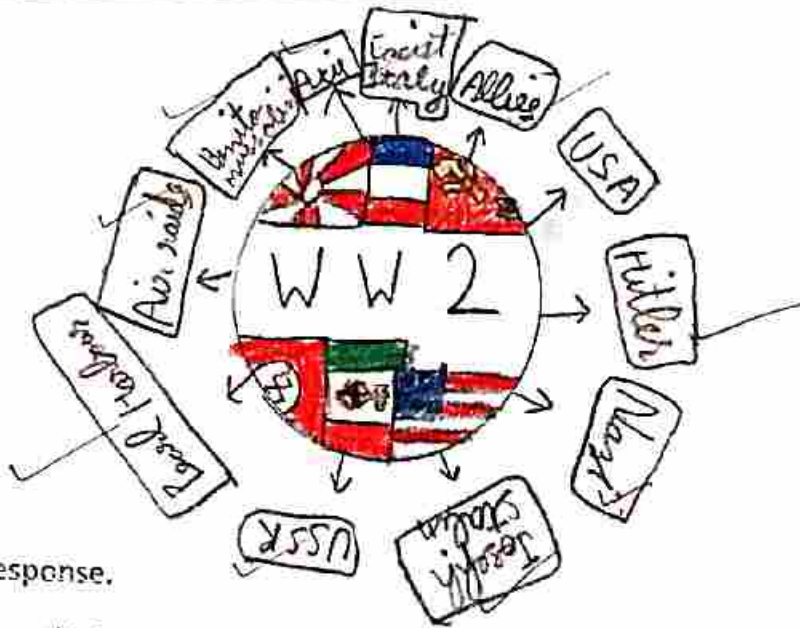
Hitler was chancellor of Nazi. In 1939, he attacked Poland and the WW2 began.

6 c. How was Japan finally forced to surrender?

USA dropped 2 nukes on Hiroshima and Nagasaki in 1945 forcing the Japanese Empire to surrender.

Q4. Draw a graphic organizer on the Second World War with the help of the following points. (3x1=3)

Treaty of Versailles, Holocaust, Central Powers, air raids, Austria-Hungary, Pearl Harbour, Benito Mussolini, Axis Powers, U-boats



Q5. Personal Response.

a. Why do you think peace is necessary between countries? Suggest some measures to maintain peace between countries. (3x1=3)

2.5 Without peace, an infinite amount of world wars would happen. To maintain peace throughout the world, organizations like the UN has been formed.

M-III

GEOGRAPHY

AEF's Arihant College of Education, Pune

Name of the Student: JESSICA PATHAK

Roll No: 09

Name of the School: THE HOFCL SCHOOL

Std: VI Div: E

Subject: GEOGRAPHY

Second Year B.Ed. 207 Teaching Competency V: Internship

(b) Plan of Evaluation

EVALUATION SCHEME

Rating Scale - Excellent: 5 Good: 4 Satisfactory: 3 Average: 2 Unsatisfactory: 1

Sr.No.	Criteria	5	4	3	2	1
1.	Name of subunit, teaching points & allocation of periods		✓			
2.	Objective and specifications	✓				
3.	Learning experiences (teaching aids, Examples)		✓			
4.	Life Skills/ value/ core-element		✓			
5.	Evaluation Tools	✓				
6.	Preparation of blue print					
	6.1. Weightage allotted to the objectives		✓			
	6.2. Weightage allotted to the content	✓				
	6.3. Weightage allotted to the types of questions		✓			
7.	Proper instructions given in the test (General, Marks, word limit, time, primary information etc.)		✓			
8.	Appropriate language used to frame the questions.	✓				
9.	Test (Number of questions according to time and marks, Attractiveness, Sequence of questions.)		✓			
10.	Answer Key & Mark distribution	✓				
11.	Conducting online Exam			✓		
12.	Assessment of Answer sheet & Preparation of Mark List		✓			
13.	Overall Impression	✓				
Total Marks out of 75		65				

Name of Guide: Ms. Rahul V. Sahi.

Sign of Guide with date : [Signature] 11/5/23

Declaration

My self Jessica N. Pathak Roll No. 09 declare that the practical submitted by me is original & written by me. I have done this practical under the guidance of Prof. _____ There is no ambiguity of any kind. In case of any discrepancies occurred in my practical. I will be solely responsible for the consequences. The college will not be, in any kind of responsible for my failure.

Pathak
Signature of the Student

Name of the School: The HDFC School

Name of the Student : Jessica Pathak

Roll No : 09

UNIT PLAN

Subject :- Geography Unit Name:- The land of snow

Name of subunit:-

Board:- CBSE Standard:- VI

Sr No	Chapter	Teaching Points	No. of Periods Allotted	Objectives & Specifications	Learning Experience	Evaluation Tool/Life skill, values, core elements
1.	The land of snow	Introduction	1.	Remembering: student tells the poles of the Earth.	Image	Question & answer
				Understanding: student explains Polar Regions.	PPT	
2.		Greenland		Understanding: student explains Greenland.	Image	
				Understanding: student explains Inuits.	PPT	
				Applying: student differentiates between Indian & Inuits clothing.		Higher Order Thinking

No	Periods Allocated	Experience	Tool/Kit Skill/values, core elements
3.	location	Understanding: student explains location of Greenland. Remembering: student tells the meaning of icebergs. Understanding: student explains icebergs.	Youtube Video Element Position of Environment
4.	land	Applying: student gives examples on how to preserve over polar regions.	Project Problem Solving

Name of the School: The HDFC School

Name of the Student : Jessica Pathak

Roll No : 09

UNIT PLAN

Subject :- Geography Unit Name:- The Land of Snow

Name of subunit:-

Board:- CBSE Standard:- VI

Sr No	Chapter	Teaching Points	No. of Periods Allotted	Objectives & Specifications	Learning Experience	Evaluation Tool/Life skill, values, core elements
1.	The Climate of Snow		1.	Remembering: Student tells the meaning of Arctic.		Question + answer
				Understanding: Student explains Climate of Greenland.	Power Point Presentation	
				Applying: Student differentiates between Climate of Greenland and India.		Higher Order Thinking
2.	Vegetation			Understanding: Student explains Vegetation.	PPT	

Understanding: Student explains why crops cannot grow in Greenland.

Wildlife

Remembering: Student tells the name of extinct animals.

Understanding: Student explains the wildlife of Greenland.

Applying: Student differentiates between image wildlife of Greenland and India.

Image
Core
Element
Protection
of
Environment

Name of the School: The HDEC School

Name of the Student: Jyotika Pathak

Roll No: 09

UNIT PLAN

Subject :- Geography Unit Name:- The land of snow

Name of subunit:-

Board:- CBSE Standard:- VI

Sr No	Chapter	Teaching Points	No. of Periods Allotted	Objectives & Specifications	Learning Experience	Evaluation Tool/Life skill, values, core elements
1.	The land of snow	Life of the people	1.	Remembering: student tells who are Inuits.	Image	Question + answer
				Understanding: student explains Inuits.	Power	
				Remembering: student tells types of houses in India.	Point	
				Understanding: student explains houses of Inuits.	PPT	Core Element
				Applying: student differentiates between Indian and Inuits' houses		Scientific Temper

Q.	Occupation	Remembering: Student will	Image	Q. & A
2.		occupations of India. Understanding: Student explains occupations of India.	ppt	Skill Creativity
3.	cities	Remembering: Student will capitals of India. Understanding: Student explains cities of Greenland. Applying: Student differentiates between Greenland and India.	Image a/c ppt	Q + A Higher Order Thinking

Name of Student Teacher: Jessica Pathak
 School Name: THE HDFC SCHOOL Std. & Div: V E
 Duration: 35 Minutes

Roll No: 09
 Name of Unit: The Land of Snow
 Max Marks: 20

Weightage to Objectives

Sr. No.	Objectives	Marks out of	% of Marks
1	Remembering	09	45
2	Understanding	06	30
3	Applying	03	15
4	Skill	02	10
Total Marks		20	100

Weightage to Types of Questions

Sr. No.	Types of Questions	Marks out of	% of Marks
1	Essay	03	15
2	Short Notes	06	30
3	Objectives	11	55
Total Marks		20	100

Weightage to Content

Sr. No.	Content	Marks out of	% of Marks
1	<u>Luxembourg</u>	05	25
2	<u>Location</u>	02	10
3	<u>Climate</u>	04	20
4	<u>Wildlife</u>	4.5	22.5
5	<u>Life of the People</u>	4.5	22.5
6			
7			
8			
9			
Total Marks		20	100

Blue Print

Sr. No.	Content	Objectives												Total
		Remembering			Understanding			Applying			Skill			
		E	S	Q	E	S	Q	E	S	Q	E	S	Q	
1	Luxembourg			1(1)		2(2)								05
2														
3	Location			1(2)										02
4														
5	Climate			0.5(1)				3(1)						04
6														
7	Wildlife			1(1) 0.5(1)									2(1)	4.5
8														
9	Life of the People			1(1) 0.5(1)		2(1)								4.5
Total				09		06		03					02	20

• Note: The number inside the bracket indicates number of questions.

The number outside the bracket indicates Marks.

E : Essay Type question S : Short answer type question Q : Objective type question

Name of Guide: Mrs. Rakel V. Salvi Sign of Guide: [Signature]

Date: 11/5/23



THE HDFC SCHOOL
THE HDFC SCHOOL
EVALUATION TEST

SUBJECT: GEOGRAPHY

TIME: 35 MINUTES

STD: V/

MARKS: 20

Q1. Fill in the blanks with the correct option.

(1x5=5)

Kalakrit Nunuut, Iceland, north-east, Kalaallit Nunaat, Denmark, north-west, huskies, Icelandic Sheepdog, Inuks, Eskimos, Icelanders

- Greenland is called as _____.
- Greenland is located towards the _____ of North America.
- Wolf like dogs called _____ are used for hunting and for pulling sledges.
- The Inuits are also called as _____.
- Greenland is a part of _____.

Q2. State whether true or false.

(0.5x4=2)

- Greenland is very hot during the summer season.
- Greenland has an arctic type of climate.
- Musk oxen are not found in Greenland.
- The Inuits wear clothes made from the fur of the polar bears.

Q3. Match the following.

(0.5x4=2)

Column A	Column B
1. Huskies	a. clothes
2. Seals	b. Igloos
3. Animal Hide	c. sledges
4. Inuits	d. tou pigs

Ans: 1. () 2. () 3. () 4. ()



THE HDFC SCHOOL
EVALUATION TEST

SUBJECT: GEOGRAPHY

TIME: 35 MINUTES

STD: VI

MARKS: 20

Q1. Fill in the blanks with the correct option.

(1×5=5)

Kalakrit Nanuut, Iceland, north-east, Kalaallit Nunaat, Denmark, north-west, huskies, Icelandic Sheepdog, Inuks, Eskimos, Icelanders

- Greenland is called as _____.
- Greenland is located towards the _____ of North America.
- Wolf like dogs called _____ are used for hunting and for pulling sledges.
- The Inuits are also called as _____.
- Greenland is a part of _____.

Q2. State whether true or false.

(0.5×4=2)

- Greenland is very hot during the summer season. _____
- Greenland has an arctic type of climate. _____
- Musk oxen are not found in Greenland. _____
- The Inuits wear clothes made from the fur of the polar bears. _____

Q3. Match the following.

(0.5×4=2)

Column A	Column B
1. Huskies	a. clothes
2. Seals	b. Igloos
3. Animal Hide	c. sledges
4. Inuits	d. tou pigs

Ans: 1. () 2. () 3. () 4. ()

Test

School Name: THE HOF SCHOOL Std. & Div:

Date :

Duration: 35 Minutes

Name of Unit: THE LAND OF SNOW

Max Marks : 20

Instructions:

- All the questions are compulsory to attempt
- Read the questions and instructions carefully
- Short answer : 30-40 words, Personal Response : 50-60 words
- Total number of questions : 06
- Total number of pages in the question paper : 02

Q1] Fill in the blanks with the correct option. [1 x 5 = 5]

Kalaksit Nannut, Iceland, north-east,
Kalaallit Nunaat, Denmark, north-west,
huskies, Icelandic Sheepdog, Inuits,
Eskimos, Icelanders

a. Greenland is called as _____.

b. Greenland is located towards the _____ of North America.

c. Wolf like dogs called _____ are used for hunting and for pulling sledges.

d. The Inuits are also called as _____.

e. Greenland is a part of _____.

Q2] State whether true or false. [0.5 x 4 = 2]

a. Greenland is very hot during the summer season.

b. Greenland has an arctic type of climate.

c. Husk oxen are not found in Greenland.

d. The Inuits wear clothes made from the fur of the polar bears.

Q3] Match the following [0.5 x 4 = 2]

Column A	Column B
1. Huskies	a. clothes
2. Seals	b. igloos
3. Animal Hide	c. sledges
4. Inuits	d. tow pigs

Ans: 1 () 2 () 3 () 4 ()

Best of Luck!!!!!!!!!!!!!!!!!!!!

Sign of student teacher:

Name & Sign of Guide:

Marks:

Q4. Draw a Graphic organizer on the wildlife of Greenland. [2 × 1 = 2]

Q5. Answer in short [2 × 3 = 6]

a. Where is Greenland situated? Why is the island white?

b. Greenland is often called the 'land of the Midnight Sun'. Why?

c. Write a short note on the life of the people of Greenland.

Q6. Personal Response. [3 × 1 = 3]

a. Do you think Greenland is losing ice and warming up? If yes, what is the reason and how can we help stop it?

Best of Luck!!!!!!!!!!!!!!

Sign of student teacher:

Name & Sign of Guide:

Marks:

Answer Key & Marks Distribution

School Name: THE HDFC School
Date : 28-02-23

Std. & Div: VI E
Duration: 35 Minutes

Name of Unit: The Land of Snow
Max Marks : 20

Q. No.	Points for Answer	Marks for each Point	Total Marks for sub question
Q1.	Fill in the blanks with the correct option.		05
1.	Kalaallit Nunaat	01	
2.	north - east	01	
3.	huskies	01	
4.	Eskimos	01	
5.	Denmark	01	
Q2.	State whether true or false		02
1.	False	0.5	
2.	True	0.5	
3.	False	0.5	
4.	False	0.5	
Q3.	Match the following		02
1.	sledges	0.5	
2.	clothes	0.5	
3.	toe pigs	0.5	
4.	Igloos	0.5	

Sign of student teacher:

Name & Sign of Guide:

Ms. Rahul V. Bhat
(Signature)

Marks:

Answer Key & Marks Distribution

School Name:
Date :

Std. & Div:
Duration: Minutes

Name of Unit:
Max Marks :

Q. No.	Points for Answer	Marks for each Point	Total Marks for sub question
Q4.	Draw a graphic organizer on the wildlife of Greenland.		02
Q5.	Answer in short		06
a.	Greenland is located towards the north-east of North America. It is white because 80% of it is covered with snow and ice.	02	
b.	Greenland is called as the 'land of the midnight sun' because the sun doesn't set for several months and the sun is visible even at midnight.	02	

Sign of student teacher:

Name & Sign of Guide: ~~Ms. Rashid~~ V. Ashi Marks:

Answer Key & Marks Distribution

School Name:

Date :

Std. & Div:

Duration:

Minutes

Name of Unit:

Max Marks :

Q. No.	Points for Answer	Marks for each Point	Total Marks for sub question
c.	The people of Greenland are called Inuits (Eskimos). They are short and hardworking. They wear clothes made from skins of seals. Their main occupations are fishing and hunting.	02	
86.	Personal Response. (Answers may vary)		03
a.	Yes, Greenland is losing ice due to rise in temperature called global warming. We can stop it by reducing pollution and becoming eco-friendly by reusing things and completely avoiding plastics and harmful substances.	01 01 01	

Sign of student teacher:

Patrak

Name & Sign of Guide:

Ms. Rachel V. Dahi

Marks

THE HDFC SCHOOL
UNIT TEST MARKLIST

Class : VI

Total Students : 28

Subject : GEOGRAPHY

Total Absent Students : 03

Max Marks : 20

NAME OF THE UNIT : THE LAND OF SNOW

ROLL NO.	NAME OF STUDENT	MARKS OBTAINED
01.	Dhruv Shreenivasan	20
02.	Khushali Pal	18
03.	Pranjal Gupta	17
04.	Harsh Thakkar	20
05.	Aryun	20
06.	Vedika	20
07.	Kushal	16.5
08.	Taanvi A.	19
09.	Saanvi Singh	17
10.	Jivika Tilekar	Ab.
11.	Aniket Ghia	17

			14
12.	Ganesh		
13.	Vaanshi	Patel	17
14.	Harur	Agarwal	18
15.	Ishan	Majamdar	17
16.	Vishvi	Shiva	18
17.	Daksh	Bhoite	18
18.	Aadarav	Jethwani	17
19.	Reyanish	Tyagi	Ab
20.	Tanishka	Mane	16
21.	Kavya		14
22.	Anuj	P.N	20
23.	Shravya	Kulkarni	20
24.	Rudraksha	Rawat	20
25.	Prisha	Tyagi	20
26.	Ritam	B.	20
27.	Devi	Hebbani	19
28.	Aryan	Bhatnagar	Ab

20
20

Excellent! ★★

Dhruv
Greeniratan



THE HDFC SCHOOL
EVALUATION TEST

Roll No - ① 6-E

28/2/23

SUBJECT: GEOGRAPHY

TIME: 35 MINUTES

STD: VI

MARKS: 20

Q1. Fill in the blanks with the correct option.

Kalakrit Nanuut, Iceland, north-east, Kalaallit Nunaat, Denmark, north-west, huskies, Icelandic Sheepdog, Inuiks, Eskimos, Icelanders (1x5=5)

- a. Greenland is called as Kalaallit Nunaat
- b. Greenland is located towards the north-east of North America.
- c. Wolf like dogs called Huskies are used for hunting and for pulling sledges.
- d. The Inuits are also called as Eskimos
- e. Greenland is a part of Denmark

Q2. State whether true or false.

- a. Greenland is very hot during the summer season.
- b. Greenland has an arctic type of climate.
- c. Musk oxen are not found in Greenland.
- d. The Inuits wear clothes made from the fur of the polar bears.

(0.5x4=2)

False
True
False
False

(0.5x4=2)

Q3. Match the following.

Column A	Column B
1. Huskies	a. clothes
2. Seals	b. Igloos
3. Animal Hide	c. sledges
4. Inuits	d. tou pigs

Ans: 1. (c) 2. (a) 3. (d) 4. (b)

Q4. Draw a Graphic Organizer on the Wildlife of Greenland.

(2x1=2)

2



Q5. Answer in short.

a. Where is Greenland situated? Why is the island white?

Greenland is located towards the north-east of North America. It is white because 80% of it is covered with snow and ice.

b. Greenland is often called the 'Land of the Midnight Sun'. Why?

It is called 'Land of Midnight Sun' because the sun doesn't set for several months and the sun is still there in midnight.

c. Write a short note on the life of the people of Greenland.

The Inuits (also called Eskimos) came to Greenland from North America and settled here many years ago. The Inuits are short and stout. They have flat faces, narrow eyes and copper-yellow skin. They wear clothes made from the skins of animals.

Q6. Personal Response.

a. Do you think Greenland is losing ice and warming up? If yes, what do you think is the reason and how can we help stop it?

Yes, Greenland is losing ice or warming up. Global warming is the major reason for the melting of ice. We can stop it by reducing use of cars and reduce use of A/C and other things.

3



THE HDFC SCHOOL
EVALUATION TEST

18
20

Good!

SUBJECT: GEOGRAPHY

TIME: 35 MINUTES

Khushi Pal

STD: VI

MARKS: 20

Q1. Fill in the blanks with the correct option.

(1x5=5)

Kalakrit Nunuut, Iceland, north-east, Kalaallit Nunaat, Denmark, north-west, huskies, Icelandic Sheepdog, Inuks, Eskimos, Icelanders

- a. Greenland is called as Kalaallit Nunaat.
- b. Greenland is located towards the North-east of North America.
- c. Wolf like dogs called huskies are used for hunting and for pulling sledges.
- d. The Inuits are also called as Eskimos.
- e. Greenland is a part of Denmark.

Q2. State whether true or false.

(0.5x4=2)

- a. Greenland is very hot during the summer season.
- b. Greenland has an arctic type of climate.
- c. Musk oxen are not found in Greenland.
- d. The Inuits wear clothes made from the fur of the polar bears.

False

True

False

False

Q3. Match the following.

(0.5x4=2)

Column A	Column B
1. Huskies	a. clothes
2. Seals	b. Igloos
3. Animal Hide	c. sledges
4. Inuits	d. tou pigs

Ans: 1. (c) 2. (a) 3. (d) 4. (b)

Q4. Draw a Graphic Organizer on the Wildlife of Greenland.

(2x1=2)

Wildlife	
Musk ox	Huskies
Polar Bear	Whale
Reindeer	White-tailed eagle
Walrus	Seals
	Puffin

(2x3=6)

Q5. Answer in short.

a. Where is Greenland situated? Why is the island white?

Greenland is situated to the north-east of North America. The island is white as it permanently under snow & ice.

b. Greenland is often called the 'Land of the Midnight Sun'. Why?

Greenland is called this because there the Sun stays in the sky almost till midnight.

c. Write a short note on the life of the people of Greenland.

The people of Greenland are called Inuits/Eskis. They are short, stout and hardworking. They wear clothes made of skins of seals.

Q6. Personal Response.

(3x1=3)

a. Do you think Greenland is losing ice and warming up? If yes, what do you think is the reason and how can we help stop it?

Yes. This is because of the increase of temperature in the Earth called global warming. We can stop it by reducing the use of cars, stop using A/Cs and spreading awareness. I should reduce the smoke.



THE HDFC SCHOOL

THE HDFC SCHOOL

EVALUATION TEST

16.5
20

Name - Kunal

SUBJECT: GEOGRAPHY

TIME: 35 MINUTES

STD: VE

MARKS: 20

Q1. Fill in the blanks with the correct option.

(1x5=5)

Kalakrit Nunuut, Iceland, north-east, Kalaallit Nunaat, Denmark, north-west, huskies, Icelandic Sheepdog, Inuks, Eskimos, Icelanders

- a. Greenland is called as Kalaallit Nunaat.
- b. Greenland is located towards the north-east of North America.
- c. Wolf like dogs called huskies are used for hunting and for pulling sledges.
- d. The Inuits are also called as Eskimos.
- e. Greenland is a part of Denmark.

Q2. State whether true or false.

(0.5x4=2)

- a. Greenland is very hot during the summer season.
- b. Greenland has an arctic type of climate.
- c. Musk oxen are not found in Greenland.
- d. The Inuits wear clothes made from the fur of the polar bears.

F

T

T

F false

Q3. Match the following.

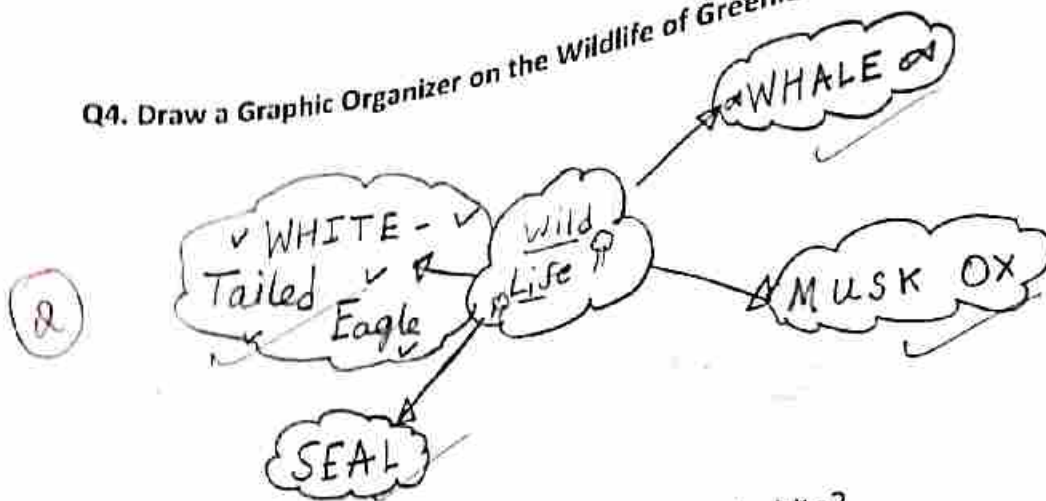
(0.5x4=2)

Column A	Column B
1. Huskies	a. clothes
2. Seals	b. Igloos
3. Animal Hide	c. sledges
4. Inuits	d. tou pigs

Ans: 1. (c) 2. (b) 3. (d) 4. (a)

Q4. Draw a Graphic Organizer on the Wildlife of Greenland.

(2x1=2)



(2x3=6)

Q5. Answer in short.

a. Where is Greenland situated? Why is the island white?

Greenland is situated to the north east of North America. It is white as it is covered with snow, ice and glaciers.

b. Greenland is often called the 'Land of the Midnight Sun'. Why?

14 In Greenland the sun does not ^{set} rise for several month as the result it is often called the 'Land of the midnight sun'.

c. Write a short note on the life of the people of Greenland.

The Inuits (also called Eskimos) came to Greenland from North

America and settled. They have also adapted themselves to the cold harsh climate.

Q6. Personal Response.

(3x1=3)

a. Do you think Greenland is losing ice and warming up? If yes, what do you think is the reason and how can we help stop it?

2 Yes, due to global warming the ice melts and ice berg is breaking due to the heat. We can stop by controlling the pollution.



THE HDFC SCHOOL
EVALUATION TEST

20
20
Excellent

SUBJECT: GEOGRAPHY

TIME: 35 MINUTES

Vedika

STD: VI

MARKS: 20

Q1. Fill in the blanks with the correct option.

(1x5=5)

Kalakrit Nanuut, Iceland, north-east, Kalaallit Nunaat, Denmark, north-west, huskies, Icelandic Sheepdog, Inuks, Eskimos, Icelanders

- Greenland is called as Kalaallit Nunaat.
- Greenland is located towards the North-east of North America.
- Wolf like dogs called huskies are used for hunting and for pulling sledges.
- The Inuits are also called as Eskimos.
- Greenland is a part of Denmark.

Q2. State whether true or false.

(0.5x4=2)

- Greenland is very hot during the summer season.
- Greenland has an arctic type of climate.
- Musk oxen are not found in Greenland.
- The Inuits wear clothes made from the fur of the polar bears.

F
T
F
F

Q3. Match the following.

(0.5x4=2)

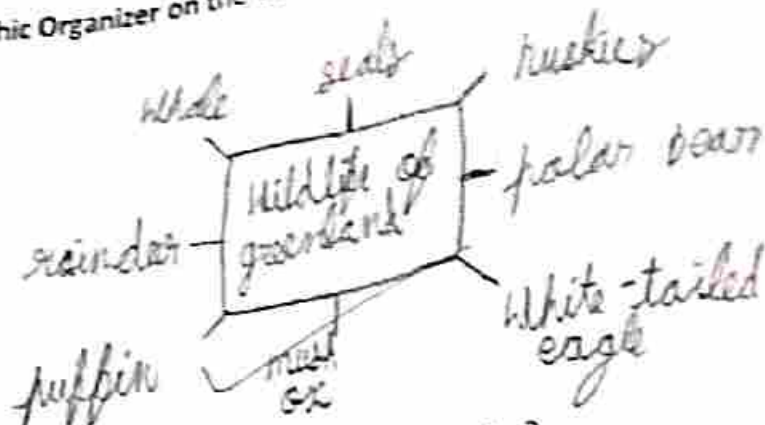
Column A	Column B
1. Huskies	a. clothes
2. Seals	b. Igloos
3. Animal Hide	c. sledges
4. Inuits	d. tou pigs

Ans: 1. (c) 2. (a) 3. (d) 4. (b)

Q4. Draw a Graphic Organizer on the Wildlife of Greenland.

(2x1=2)

(2)



(2x3=6)

Q5. Answer in short.

a. Where is Greenland situated? Why is the island white?

Greenland is located towards the north-east of North America. More than three - fourth of the island is located north of the arctic circle.

b. Greenland is often called the 'Land of the Midnight Sun'. Why?

Greenland is called this because there the sun stays in the sky for almost till midnight especially in summer it stays for several days continuously.

c. Write a short note on the life of the people of Greenland.

The people of Greenland are called Inuits / Eskimos.

They are short, stout, and hardworking. They wear clothes made of seal skin and wear long and high boots. The main food is fishing and hunting.

Q6. Personal Response

(3x1=3)

a. Do you think Greenland is losing ice and warming up? If yes, what do you think is the reason and how can we help stop it?

Yes, this is because of the increase of temperature in the world called global warming. We can stop it by reducing the use of cars, stop using A/C and spreading awareness. We should reduce the smoke caused by various factories.

(3)



THE HDFC SCHOOL

EVALUATION TEST

20
20

Excellent! ★★

SUBJECT: GEOGRAPHY

TIME: 35 MINUTES

Arjun

STD: VI

MARKS: 20

Q1. Fill in the blanks with the correct option.

(1x5=5)

Kalakrit Nunuut, Iceland, north-east, Kalaallit Nunaat, Denmark, north-west, huskies, Icelandic Sheepdog, Inuks, Eskimos, Icelanders

- Greenland is called as Kalaallit Nunaat.
- Greenland is located towards the north-east of North America.
- Wolf like dogs called huskies are used for hunting and for pulling sledges.
- The Inuits are also called as Eskimos.
- Greenland is a part of Denmark.

Q2. State whether true or false.

(0.5x4=2)

- Greenland is very hot during the summer season.
- Greenland has an arctic type of climate.
- Musk oxen are not found in Greenland.
- The Inuits wear clothes made from the fur of the polar bears.

F ✓
T ✓
F ✓
F ✓

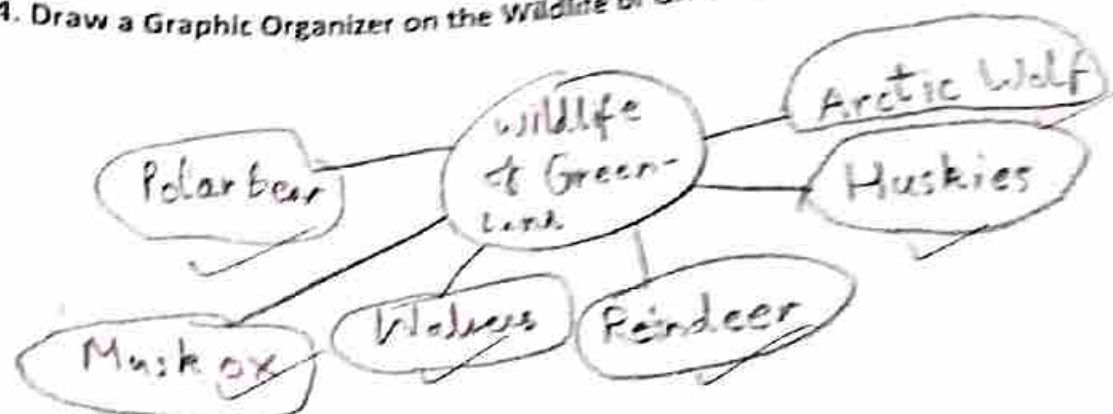
Q3. Match the following.

(0.5x4=2)

Column A	Column B
1. Huskies	a. clothes
2. Seals	b. Igloos
3. Animal Hide	c. sledges
4. Inuits	d. tou pigs

Ans: 1. (c) 2. (b) 3. (d) 4. (a)

Q4. Draw a Graphic Organizer on the Wildlife of Greenland.



(2x3=6)

Q5. Answer in short.

a. Where is Greenland situated? Why is the island white?

Greenland is situated to the North-east of North America. It is white ~~because~~ it is covered in ice.

b. Greenland is often called the 'Land of the Midnight Sun'. Why?

6 Greenland is often called the Land of the Midnight Sun because the Sun does ~~not~~ set for several weeks.

c. Write a short note on the life of the people of Greenland.

The people of Greenland are called Inuites or Eskimos. The main occupation is fishing or hunting they fish using small narrow boats called qajaqs.

Q6. Personal Response.

a. Do you think Greenland is losing ice and warming up? If yes, what do you think is the reason and how can we help stop it?

3 Yes, I do think Greenland is losing ice, it is losing ice because of Global Warming and this will be very bad as water from the ice will raise the sea level. We can stop it by shutting down factories and decreasing the pollution.

Pooja Gupta



THE HDFC SCHOOL
EVALUATION TEST

17
20

Roll no. 3

SUBJECT: GEOGRAPHY

TIME: 35 MINUTES

STD: VI E

MARKS: 20

Q1. Fill in the blanks with the correct option.

(1x5=5)

Kalakrit Nanuut, Iceland, north-east, Kalaallit Nunaat, Denmark, north-west, huskies, Icelandic Sheepdog, Inuks, Eskimos, Icelanders

- a. Greenland is called as Kalakrit Nanuut.
- b. Greenland is located towards the north-east of North America.
- c. Wolf like dogs called huskies are used for hunting and for pulling sledges.
- d. The Inuits are also called as Eskimos.
- e. Greenland is a part of Denmark.

Q2. State whether true or false.

(0.5x4=2)

- a. Greenland is very hot during the summer season.
- b. Greenland has an arctic type of climate.
- c. Musk oxen are not found in Greenland.
- d. The Inuits wear clothes made from the fur of the polar bears.

False

True

False

False

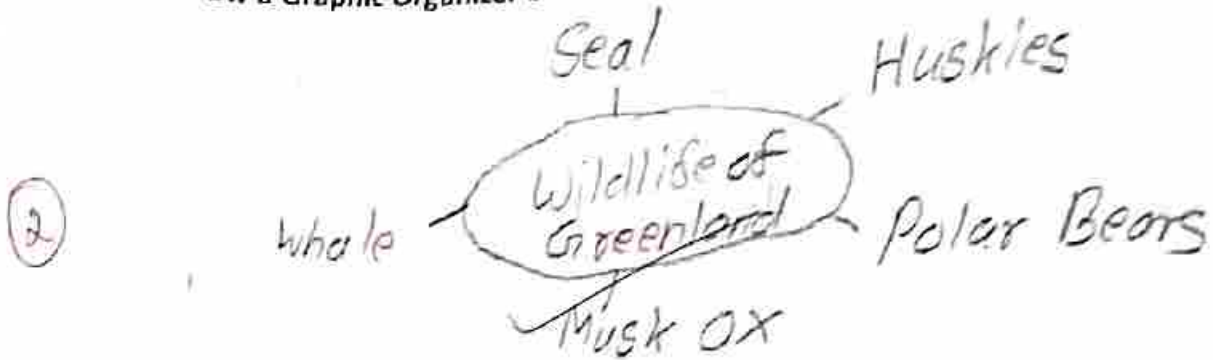
Q3. Match the following.

(0.5x4=2)

Column A	Column B
1. Huskies	a. clothes
2. Seals	b. Igloos
3. Animal Hide	c. sledges
4. Inuits	d. tou pigs

Ans: 1. (c) 2. (a) 3. (d) 4. (b)

Q4. Draw a Graphic Organizer on the Wildlife of Greenland.



(2x3=6)

Q5. Answer in short.

a. Where is Greenland situated? Why is the island white?

Greenland is situated near the North Pole.

The island is white because of its

arctic climate. The winters are long and cold. Summer is short and hot.

b. Greenland is often called the 'Land of the Midnight Sun'. Why?

Greenland is called the Land of the Midnight

Sun because the sun doesn't ^{set} rise for several months.

c. Write a short note on the life of the people of Greenland.

The Inuits are short and stout. They

wear clothes made from skin of Seal.

They have flat faces, narrow eyes and copper-yellow skin. Their jackets called parkas, have hood ^{to cover their head}.

Q6. Personal Response.

a. Do you think Greenland is losing ice and warming up? If yes, what do you think is the reason and how can we help stop it?

(3) No, I don't think Greenland is losing ice and warming up because ice sheets at lower layers can be ^{seen} since the last ice age. The average thickness of these

sheet are 1,500 meters. The sun also doesn't rise for several months, since its ^{near} than P.

Roll 15



THE HDFC SCHOOL
EVALUATION TEST

17
20

SUBJECT: GEOGRAPHY

TIME: 35 MINUTES

Ishan Majumdar

STD: VI

MARKS: 20

Q1. Fill in the blanks with the correct option.

(1x5=5)

Kalakrit Nanuut, Iceland, north-east, Kalaallit Nunaat, Denmark, north-west, huskies, Icelandic Sheepdog, Inuks, Eskimos, Icelanders

- a. Greenland is called as Kalakrit Nanuut.
- b. Greenland is located towards the north-east of North America.
- c. Wolf like dogs called Huskies are used for hunting and for pulling sledges.
- d. The Inuits are also called as Eskimos.
- e. Greenland is a part of Denmark.

Q2. State whether true or false.

(0.5x4=2)

- a. Greenland is very hot during the summer season.
- b. Greenland has an arctic type of climate.
- c. Musk oxen are not found in Greenland.
- d. The Inuits wear clothes made from the fur of the polar bears.

False ✓
True ✓
False ✓
False ✓

Q3. Match the following.

(0.5x4=2)

Column A	Column B
1. Huskies	a. clothes
2. Seals	b. Igloos
3. Animal Hide	c. sledges
4. Inuits	d. tou pigs

Ans: 1. (c) 2. (a) 3. (d) 4. (b)

Q4. Draw a Graphic Organizer on the Wildlife of Greenland.

(2x1=2)



Q5. Answer in short.

(2x3=6)

a. Where is Greenland situated? Why is the island white?

The Greenland is situated near the North pole.
The island is white because of its Arctic climate.

b. Greenland is often called the 'Land of the Midnight Sun'. Why?

(4) Greenland is also called the midnight sun.
It is near the coastal areas and has a warm climate.

c. Write a short note on the life of the people of Greenland.

The Inuits are short and stout. They have flat noses, narrow eyes and copper yellow skin. They are called polar bears. They make houses of ice. The jacket is made of seal skin.

Q6. Personal Response.

(3x1=3)

a. Do you think Greenland is losing ice and warming up? If yes, what do you think is the reason and how can we help stop it?

(3) I do not think Greenland is losing ice. As the lower layers of ice sheets have since the last ice age. Huge pieces of ice break away from the ice sheets and slide down into the sea.



THE HDFC SCHOOL
THE HDFC SCHOOL

EVALUATION TEST

20
20

Excellent!!

SUBJECT: GEOGRAPHY

TIME: 35 MINUTES

Harsh Jharkar 28/2/23

STD: VI

MARKS: 20

Q1. Fill in the blanks with the correct option.

(1x5=5)

Kalakrit Nanuat, Iceland, north-east, Kalaallit Nunaat, Denmark, north-west, huskies, Icelandic Sheepdog, Inuks, Eskimos, Icelanders

- Greenland is called as Kalaallit Nunaat.
- Greenland is located towards the north-east of North America.
- Wolf like dogs called huskies are used for hunting and for pulling sledges.
- The Inuits are also called as Eskimos.
- Greenland is a part of Denmark.

Q2. State whether true or false.

(0.5x4=2)

- Greenland is very hot during the summer season.
- Greenland has an arctic type of climate.
- Musk oxen are not found in Greenland.
- The Inuits wear clothes made from the fur of the polar bears.

false

true

false

false

Q3. Match the following.

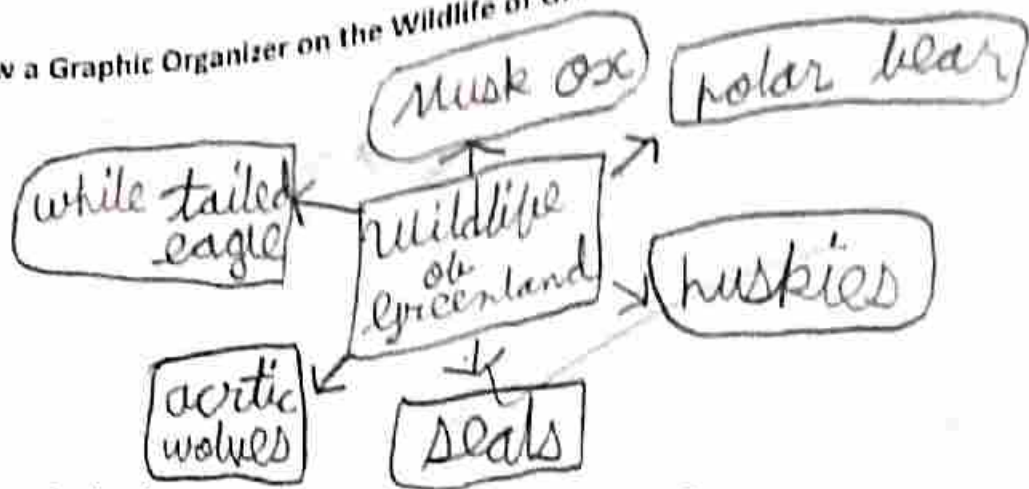
(0.5x4=2)

Column A	Column B
1. Huskies	a. clothes
2. Seals	b. Igloos
3. Animal Hide	c. sledges
4. Inuits	d. tou pigs

Ans: 1. (c) 2. (a) 3. (d) 4. (b)

Q4. Draw a Graphic Organizer on the Wildlife of Greenland.

(2x1=2)



(2x3=6)

Q5. Answer in short.

a. Where is Greenland situated? Why is the island white?

Greenland is located towards the north of North America. It is white as it is located north of the Arctic circle.

b. Greenland is often called the 'Land of the Midnight Sun'. Why?

It is called because the sun doesn't set for several months and the sun is still there at midnight.

c. Write a short note on the life of the people of Greenland.

Inuits are short and stout. They wear clothes made from the skins of seals. People who live in extreme north build igloos. The occupation is that they are skilled fishermen and hunters. They eat seal food.

Q6. Personal Response. Good.

(3x1=3)

a. Do you think Greenland is losing ice and warming up? If yes, what do you think is the reason and how can we help stop it?

Yes, it is losing ice and warming up. This is because of global warming. We should reduce the use of cars and A/C's. We should reduce the smoke caused by factories.

STUDY OF RECORDS

Second Year B.Ed. 207 Teaching Competency V: Internship
(c) - Study of The Records Maintained by the School

5

Name of the School : THE HDFC SCHOOL

Day : FRIDAY Date : 13.01.23 Time : 2:00 - 2:20 pm Std.

Name of the Record : DAILY LOG

Rating Scale : Excellent: 5 Good: 4 Satisfactory: 3 Average: 2 Unsatisfactory: 1

Sr. No.	Details of the Observation	Marks obtained
1.	Name of Record: DAILY LOG	5 4 3 2 1
a.	Nature of Record:	☒ ☐ ☐ ☐ ☐
	Daily log is a written record for the recording of daily activities taking place in the classroom. Each day has a new page. The timetable is written on the log and the respective subject teachers write what is done in the classroom.	
b.	Maintenance of Record:	☒ ☐ ☐ ☐ ☐
	The record is maintained daily by the class teacher. The teacher writes everyday time-table on fresh sheets every morning and keeps it on the desk. The teachers who enter the class write what they did in the log.	
c.	Actual use & Feedback of Record:	☒ ☐ ☐ ☐ ☐
	All the activities, writing done in the classroom is mentioned in the log so that the parents and absent students understand what is done in it.	

	classroom daily. There is also a column for homework. Parents can keep a track of their child's activities in the side.			
2.	Innovative Ideas of Student Teacher			
	The daily log can also be kept in an electronic format, so it is easier for the teachers to share and the handwriting, which some times can be misunderstood, won't be a problem for anyone.			
3.	Overall Impression			
	Very innovative way to keep a track of a student's work.			
	Total Out of 25 =			

Sign of Group Incharge

Sign of School Teacher

> List of Records

1) General records -

- Class Register, Log Books, Visitor's Book, Staff Register, Public Relation Record

2) Teacher Related Record-

- Staff Register, Leave Register, Movement Register, Service Book, Teacher's Diary

3) Students Related Record-

- Class Wise Attendance Register, Cumulative Record, Performance Record, Admission Record

4) Equipments Records -

- Dead Stock Register, Laboratory Register, Library Register, Stationary Issue Register

5) Financial Records-

- Daily Cash Book, Ledger, Register of fees Collection, Register of Donation Received, Budget Record

6) Statistical Data-

- Pupil Enrollment, Sex Wise Distribution, Pupil Staff Ratio, Failure Record.

Second Year B.Ed. 207 Teaching Competency V: Internship
(c) - Study of the Records Maintained by the School

Name of the School: THE HDFC SCHOOL

Day: TUESDAY Date: 24-01-2023 Time: 11:10 am Std

Name of the Record : ATTENDANCE REGISTER

Rating Scale: Excellent: 5 Good: 4 Satisfactory: 3 Average: 2 Unsatisfactory: 1

Sr. No.	Details of the Observation	Marks obtained
		5 4 3 2 1
a.	Nature of Record:	☒ ☐ ☐ ☐ ☐
	Attendance Register is used to record the attendance of students in each class. On the first page, Admission no., name of the student and house name is given. Also, total number of students, no. of boys and girls, address, phone no., name of the father, mother, Email ID, transport, SPA etc.	
b.	Maintenance of Record:	☒ ☐ ☐ ☐ ☐
	Attendance register is maintained by the class teacher. Good quality of cover with plastic coating and good quality of inside pages are used. It is carefully handled by the teacher so that it will be maintained in a proper way throughout the year.	
c.	Actual use & Feedback of Record:	☒ ☐ ☐ ☐ ☐
	Attendance register is used everyday to mark the attendance of students. On the basis of regular attendance no. of boys and girls present or absent is calculated. Monthly attendance is monitored.	

	give calculating no. of boys and girls term wise, no. of days present and is mentioned on the report card that parents will be informed.	
2	Innovative Ideas of Student Teacher	✓
	attendance record is a hard copy as the class has smart boards class teacher can make an online attendance record to avoid maintainence. So, graphical represen will be obtained of each and eve student. It can also be emailed their parents.	
3.	Overall Impression	✓
	It is a very well maintained register.	
Total Out of 25 =		

Sign of Group Incharge

Sign of School Teacher

List of Records

- Online Class:
 - Nature of Classes (Synchronous/Asynchronous or Blended)
 - Attendance
- Lesson & Unit Plan
- Evaluation & it's feedback to students, maintenance of records by teachers & its submission
- Home Work/Assignments/Unit Test
- Activities: Nature, implementation, attendance, monitoring of students work, quality of participation of students in activities based on lesson
- Staff Attendance, Strategy for leave application & its section, Staff Meeting (Frequency, Nature of meeting & its record)
- Alumni Participation in online class: Alumni details & nature of participation.

Second Year B.Ed. 207 Teaching Competency V: Internship
(c) - Study of the Records Maintained by the School

Name of the School: THE HDFC SCHOOL

Day: Wednesday Date: 25-01-2023 Time: 1:00 pm Std.

Name of the Record: HEALTH CARD REGISTER/RECORD

Rating Scale: Excellent: 5 Good: 4 Satisfactory: 3 Average: 2 Unsatisfactory: 1

Sr. No.	Details of the Observation	Marks obtained				
		5	4	3	2	1
a.	Nature of Record:		✓			
	all the forms of all student's health are maintained by the class teacher. All the medical history of a child is attached to it. In the file, all the vaccination details are mentioned and a photocopy of vaccination record is attached to the health card.					
b.	Maintenance of Record:		✓			
	Each student gets a health card, which is filled by parents. eg. Eating habits, disability, allergy etc. In the infirmary a child specialist and nurse do a routine check up to the students, and maintain all the data in the health card. It is showed to the parent in the PTM.					
c.	Actual use & Feedback of Record:	✓				
	all the data like height, weight, eye check up, allergies, eating habits, hygienic conditions etc; all are reported in the health card.					

	In the whole year, health checkup occurs twice so, parents can also understand health status of the students.					
2.	Innovative Ideas of Student Teacher					
	The health card is the one which is very important to be maintained along with maintaining the height, weight, eating habits of the child, the doctor can also suggest good nutritional habits which helps them to motivate eating a balanced diet.					
3.	Overall Impression					
	Very well maintained; helpful to keep medical track of students.					
Total Out of 25 =						23

Sign of Group Incharge

Sign of School Teacher

List of Records

- Online Class:
 - Nature of Classes (Synchronous/Asynchronous or Blended)
 - Attendance
- Lesson & Unit Plan
- Evaluation & it's feedback to students, maintenance of records by teachers & its submission to school
- Home Work/Assignments/Unit Test
- Activities: Nature, implementation, attendance, monitoring of students work, quality of participation of students in activities based on lesson
- Staff Attendance, Strategy for leave application & its section, Staff Meeting (Frequency, Nature of meeting & its record)
- Alumni Participation in online class: Alumni details & nature of participation.

Second Year B.Ed. 207 Teaching Competency V: Internship
(c) - Study of The Records Maintained by the School

5

Name of the School : THE HDFC SCHOOL

Day : Tuesday Date : 24.1.23 Time : 11:30 am

Std.

Name of the Record : ANACDOTAL RECORD

Rating Scale : Excellent: 5 Good: 4 Satisfactory: 3 Average: 2 Unsatisfactory: 1

Sr. No.	Details of the Observation	Marks obtained				
		5	4	3	2	1
1.	Name of Record:					
a.	Nature of Record:					
	Anecdotal register / record is a register which is maintained by the class teachers. The monthly record is maintained which includes name of student, date, observation and action taken. It includes each and every information of students doing different activities.					
b.	Maintenance of Record:					
	It is maintained by the class teacher.					
	1. Anecdotal Record: Name, date, observation, action					
	2. PTM (Parent - teacher meeting) record - Name of student, remarks and signature.					
	3. Money collection record					
	4. Learning material follow up					
	5. Class test record 6. Test assessment record.					
c.	Actual use & Feedback of Record:					
	Anecdotal record is very important because all the activities are mentioned in the record.					

	This record gives a teacher idea about whole year's performance of the student and money paid or not.				
2.	Innovative Ideas of Student Teacher				
	The anecdotal record is the most important and useful register which has all the information. There can be an improvemental column for each student. If possible, a soft copy can be maintained to avoid daily handling of the register.				
3.	Overall Impression				
	Very well maintained record.				
Total Out of 25 =					23

Sign of Group Incharge

Sign of School Teacher

> List of Records

1) General records -

- Class Register, Log Books, Visitor's Book, Staff Register, Public Relation Record

2) Teacher Related Record-

- Staff Register, Leave Register, Movement Register, Service Book, Teacher's Diary

3) Students Related Record-

- Class Wise Attendance Register, Cumulative Record, Performance Record, Admission Record

4) Equipments Records -

- Dead Stock Register, Laboratory Register, Library Register, Stationary Issue Register

5) Financial Records-

- Daily Cash Book, Ledger, Register of fees Collection, Register of Donation Received, Budget Record, Salary Register

6) Statistical Data-

- Pupil Enrollment, Sex Wise Distribution, Pupil Staff Ratio, Failure Record.

ORGANISATION OF CO- CURRICULAR ACTIVITIES

AEF's Arihant College of Education, Pune

Student's Name: JESSICA PATHAK

Roll No: 09

Name of the School: THE HDFC SCHOOL

Second Year B.Ed. 207 Teaching Competency V: Internship

(d) Co-Curricular & Extra Curricular activities

Organized in the School

List of Activities

Sr. No.	Date	Day	Time	Name of the Activity	Std./ Whole School	Marks Obtained (Out of 25)
1	14-12-22	Wednesday	10:20-12:05	Christmas Nat and Craft	VI	24
2	21-12-22	Wednesday	2:30-3:30	Secret Santa	All Teachers	23
3	22-12-22	Thursday	1:45-2:20	National Mathematics Day	Whole School	22
4	23-12-22	Friday	12:30-2:20	Christmas Celebration	Whole School	25
5	04-1-23	Wednesday	10:55-11:30	Pottery	III - VI	23
6	05-1-23	Thursday	10:55-12:05	Chess	III - VI	22
7	13-1-23	Friday	10:20-12:05	Archery	III - VI	22
8	19-1-23	Thursday	5:30-7:45	Annual Concert	Whole School	25
9	01-2-23	Wednesday	8:00-2:15	Sports Day	Whole School	25
10	15-2-23	Wednesday	10:55-11:30	GK Quiz	VI	24
Total out of 250						235
Total Out of 25						23.5 = 24

Student's Sign: Pathak

School Teacher's Sign: [Signature]

Group Incharge Sign: [Signature]

Second Year B.Ed. 207 Teaching Competency V: Internship

(d) Co-Curricular & Extra Curricular activities

Organized in the School

Name of the School: THE HOPC SCHOOL

Day: Wednesday Date: 14-12-22 Time: 10:20 - 12:05 p.m. VI

Name of the Co-curricular Activity: CHRISTMAS ART AND CRAFT

Rating Scale

Excellent: 5 Good: 4 Satisfactory: 3 Average: 2 Unsatisfactory: 1

Sr. No.	Details of the Observation	Marks obtained				
		5	4	3	2	1
1.	Nature of Co-curricular Activity:	✓				
	Christmas art and craft consists of making different Christmas paper ornaments, decorations, drawings for the classroom.					
2.	Planning & Organisation:	✓				
	This activity was planned and organised by me for all the non-participants of annual concert during practice time.					
3.	Implementation:	✓				
	All the students were told a day prior to bring art and craft materials. While the participants were practicing, I showed a youtube video to non-participants of paper Christmas tree, popsticks stick craft of Santa, wreather etc. I also gave them Christmas colouring sheets.					

		☐ ☐ ☐
4.	Own Contribution / Participation:	☒ ☐ ☐
	since the activity was planned by me I gave students directions and also played a video to show them how to make. I also helped students they needed any help with the craft. Overall, I acted as an observer and helped when needed.	
5.	Self Reflection: (Learned things, Qualitative Remark & improvemental suggestion regarding activity, Innovative ideas)	☒ ☐ ☐
	Making students to do art and craft helps them showcase and use their creativity. It also helps them make something out of nothing.	
	Used papers were also reused to make craft which reduced waste. Students enjoyed making craft and colouring.	
		Total Out of 25 =

Sign of Group Incharge

Sign of School Teacher

(d) Co-Curricular & Extra Curricular activities
Organized in the School

Name of the School : THE

HDFC SCHOOL

Day : Wednesday Date : 21-12-22 Time : 2:30 - 3:30 pm Std. Teachers

Name of the Co curricular Activity : SECRET SANTA

Rating Scale

Excellent: 5 Good: 4 Satisfactory: 3 Average: 2 Unsatisfactory: 1

Sr. No.	Details of the Observation	Marks obtained				
		5	4	3	2	1
1.	Nature of Co curricular Activity :	✓				
	Secret Santa is a fun game where members of a group are randomly assigned a person to whom they give a gift.					
2.	Planning & Organisation:		✓			
	Secret Santa was organised by all the teachers. It was also organised for the students, where students will exchange cards.					
3.	Implementation:	✓				
	All the teachers gathered a few days before the secret santa and picked up a random name/chit. We were given a few days to buy the gift for the assigned teacher. After buying gifts, the teachers had to keep in the staffroom under the Christmas tree sans name card.					

Second Year B.Ed. 207 Teaching Competency V: Internship

(d) Co-Curricular & Extra Curricular activities

Organized in the School

Name of the School: THE HDFC SCHOOL

Day: Thursday Date: 22-12-22 Time: 1:45 to 2:20pm for whole school

Name of the Co curricular Activity: NATIONAL MATHEMATICS DAY

Rating Scale

Excellent: 5 Good: 4 Satisfactory: 3 Average: 2 Unsatisfactory: 1

Sr. No.	Details of the Observation	Marks obtained				
		5	4	3	2	1
1.	Nature of Co curricular Activity :	✓				
	National Mathematics Day is celebrated to mark the anniversary of the eminent mathematician Srinivasa Ramanujan's birth.					
2.	Planning & Organisation:		✓			
	The school had organised to celebrate this day across all grades in the classrooms with their respective class teachers.					
3.	Implementation:		✓			
	The Math teachers had prepared a PPT and worksheets for students to solve. In the zero period, the teachers showed the PPT and gave students information about Srinivasa Ramanujan. The children were also given math worksheets to solve individually.					

4.	Own Contribution / Participation:	1
	since one class teacher was not present, I went in the class and gave students information on Srinivasa. We also solved his magic square. I gave students worksheets to solve and discussed answers together. I also decorated the class blackboard. I also made the students watch a movie on him.	
5.	Self Reflection: (Learned things, Qualitative Remark & Improvement suggestion regarding activity, Innovative ideas)	1
	National Mathematics Day is a day not all schools celebrate. The school celebrated with great enthusiasm and the children took part with excitement. The children also got to learn about the great mathematician Srinivasa Ramanujan. The children got a lot of knowledge outside the syllabus.	
	The school can also celebrate this with the whole school together instead of restricting it to their classes only.	
Total Out of 25 =		

Sign of Group Incharge

Sign of School Teacher

Second Year B.Ed. 207 Teaching Competency V: Internship

(d) Co-Curricular & Extra Curricular activities

Organized in the School

Name of the School : THE HDFC SCHOOL

Day: Friday Date: 23.12.22 Time: 12:30 - 2:20 pm Std. Whole school

Name of the Co curricular Activity : CHRISTMAS CELEBRATION

Rating Scale

Excellent: 5 Good: 4 Satisfactory: 3 Average: 2 Unsatisfactory: 1

Sr. No.	Details of the Observation	Marks obtained				
		5	4	3	2	1
1.	Nature of Co curricular Activity :	✓				
	Christmas celebration means celebrating the birth of Jesus by singing carols, decorating classrooms and giving gifts to each other.					
2.	Planning & Organisation:	✓				
	Christmas celebration was planned and organized by the school to celebrate across all grade.					
3.	Implementation:	✓				
	Students were allowed to wear civil clothes. Theme of the day was Red, white and green. Carols were sung in the break, Christmas movies were shown. A Santa also visited the children in the break and gave sweets. The children also played secret Santa in the classroom.					

4. Own Contribution / Participation:

In one of the classes, I played Santa Claus and read out Christmas carols since most of the celebration was done in the classrooms with the class teachers. My own participation was not much.

5. Self Reflection: (Learned things, Qualitative Remark & improvemental suggestion regarding activity, Innovative ideas)

The students celebrated Christmas with great enthusiasm. It spread equality and love about other religions and festivals.

The school can organize a Christmas party for students all grades where they can sing carols, perform the tale and spread more information about Christmas.

Overall, the children enjoyed Christmas celebration very much.

Total Out of 25 =

Sign of Group Incharge

Sign of School Teacher

Second Year B.Ed. 207 Teaching Competency V: Internship

(d) Co-Curricular & Extra Curricular activities

Organized in the School

Name of the School : THE HDFC SCHOOL

Day : Wednesday Date : 4-1-23 Time : 10:55 to 11:30 am Std. III - VI

Name of the Co curricular Activity : POTTERY

Rating Scale

Excellent: 5 Good: 4 Satisfactory: 3 Average: 2 Unsatisfactory: 1

Sr. No.	Details of the Observation	Marks obtained				
		5	4	3	2	1
1.	Nature of Co curricular Activity :	✓				
	Pottery is the process of forming vessels and other objects of clay and other ceramic materials. Includes earthenware, stoneware etc.					
2.	Planning & Organisation:	✓				
	Pottery was organised for the non-participants of Annual Concert for 1hr 10 mins. A special pottery teacher was called.					
3.	Implementation:	✓				
	Pottery is an extracurricular organised for all grades. A workshop was organised for the non-participants. The students participated in the activity enthusiastically. Students were given aprons, bowl of water and brown clay to make birds and different clay articles.					

4. Own Contribution / Participation:

As a non-participant teacher, I took the students down to the Pottery room. I helped the students with apron and also helped some students while making the objects. After it was over, I accompanied students back to class.

5. Self Reflection: (Learned things, Qualitative Remark & improvemental suggestion regarding activity, Innovative ideas)

Pottery is an extracurricular which is innovative, creative and gives vocational knowledge.

The students can use their own creativity and learn to make something out of nothing. They are directed and helped through the activity.

Instead of just selected students, all students should be made to attend the Pottery class so that they can use and enhance their creativity.

Total Out of 25 =

Sign of Group Incharge

Sign of School Teacher

(d) Co-Curricular & Extra Curricular activities
Organized in the School

Name of the School : THE HOF SCHOOL

Day : 05-01-23 Date : Thursday Time : 10:55 - 12:05 pm Std. III - VI

Name of the Co curricular Activity : CHESS

Rating Scale

Excellent: 5 Good: 4 Satisfactory: 3 Average: 2 Unsatisfactory: 1

Sr. No.	Details of the Observation	Marks obtained				
		5	4	3	2	1
1.	Nature of Co curricular Activity :	✓				
	Chess is a board game between two players. It is an abstract strategy game and played on a chessboard with 64 squares arranged.					
2.	Planning & Organisation:		✓			
	This activity was organized for all the non-participants of Annual Concert. A teacher was specially called to guide the students.					
3.	Implementation:	✓				
	During Annual Concert practice, the non-participants were taken in the Chess room for two periods. The Sir gave a pair of students, all the pieces and board to play. Some played in pairs, some in two pairs.					

4.	Own Contribution / Participation:	✓
I took all the students for the activity and was with them for both the periods. I helped a few students and it was my responsibility to keep a watch over the students. After it was done, I accompanied the students safely back to class.		
5.	Self Reflection: (Learned things, Qualitative Remark & improvemental suggestion regarding activity, Innovative ideas)	✓
Chess is a very important extra-curricular because it engages students in higher order thinking. It helps them to build strategies and think one step ahead which sharpens their mind.		
The school can organize chess competitions and instead of making it optional all students should be encouraged to learn and play chess with their peers.		
		Total Out of 25 =


 Sign of Group Incharge


 Sign of School Teacher

Second Year B.Ed. 207 Teaching Competency V: Internship

(d) Co-Curricular & Extra Curricular activities

Organized in the School

Name of the School: THE HDPE SCHOOL

Day: FRIDAY Date: 13-1-23 Time: 10:20 - 12:05 pm Sid. III - VI

Name of the Co-curricular Activity: ARCHERY

Rating Scale

Excellent: 5 Good: 4 Satisfactory: 3 Average: 2 Unsatisfactory: 1

Sr. No.	Details of the Observation	Marks obtained				
		5	4	3	2	1
1.	Nature of Co-curricular Activity :		✓			
	Archery is an extra-curricular activity organized for the students of all grades. Children practice with a bow, arrow, target and learn co-ordination.					
2.	Planning & Organisation:		✓			
	Archery class was organised for all the non-participants of Annual Concert. An archery teacher was called to take the class.					
3.	Implementation:		✓			
	It is an activity that all children enjoy because it is innovative and different. Students participated in the activity enthusiastically and each student got to shoot arrows at the target. The teacher helped each and every one of them.					

4.	Own Contribution / Participation:	✓
	As I looked after the non-participants everyday during practice, during Archery I took the students to the Archery room. I had to watch over the students while they practiced and then take them back to class.	
5.	Self Reflection: (Learned things, Qualitative Remark & improvemental suggestion regarding activity, Innovative ideas)	✓
	Archery is a very innovative extracurricular activity. Students learn about co-ordination, focus, stance and how to concentrate. Students enjoy the activity and get to learn this in person. School can also make sure that all students get a separate bow, arrow and targets. The students can all participate and don't have to wait for their choice. Overall, the students enjoyed Archery.	

Total Out of 25 =

Sign of Group Incharge

Sign of School Teacher

Second Year B.Ed. 207 Teaching Competency V: Internship

(d) Co-Curricular & Extra Curricular activities

Organized in the School

Name of the School : THE HOFCHANDPUR SCHOOL

Day : Thursday Date : 19.1.23 Time : 5:30 - 7:45 pm Sid. Whole School

Name of the Co curricular Activity : ANNUAL CONCERT

Rating Scale

Excellent: 5 Good: 4 Satisfactory: 3 Average: 2 Unsatisfactory: 1

Sr. No.	Details of the Observation	Marks obtained				
		5	4	3	2	1
1.	Nature of Co curricular Activity :	✓				
	Annual Concert is a yearly celebration that takes place to showcase students' talents and to bring students, parents, staff on the same platform.					
2.	Planning & Organisation:	✓				
	The Annual Concert was planned two months ahead of time and was organised by the teachers and co-ordinators.					
3.	Implementation:	✓				
	Everyday students practiced for three periods. The scene, dance incharges diligently took their practice. The Annual Concert went very smoothly. Students performed well on stage, the parents assembled on the ground and all the performances went very well.					

4.	Own Contribution / Participation	☒ ☐ ☐
	Since I was not any dance on my incharge, I coordinated the program with other two teachers. I co-ordinated the second floor, where I told the particular senior dance students to go down when it was time for their performance.	
5.	Self Reflection: (Learned things, Qualitative Remark & Improvemental suggestion regarding activity, Innovative ideas)	☒ ☐ ☐
	The Annual Concert was celebrated in a grand fashion. All the costumes, make-up was spot on. Children confidently performed on stage. It was a good chance for them to showcase their talents and to also remove stage fear. Instead of holding separate Annual Concerts for each department, the school can organise one grand annual concert so that the whole school students and staff can come together.	
	Total Out of 25 =	☒ ☐ ☐

Sign of Group Incharge

Sign of School Teacher

Second Year B.Ed. 207 Teaching Competency V: Internship

(d) Co-Curricular & Extra Curricular activities

Name of the School : THE HDFC School
Organized in the School

Day : Wednesday Date : 01.02.23 Time : Full Day Std. III - IV

Name of the Co curricular Activity : SPORTS DAY

Rating Scale

Excellent: 5 Good: 4 Satisfactory: 3 Average: 2 Unsatisfactory: 1

Sr. No.	Details of the Observation	Marks obtained				
		5	4	3	2	1
1.	Nature of Co curricular Activity :	☒	☐	☐	☐	☐
	Sports Days are events organised by schools in which students participate in competitive sporting activities, often with the aim of winning trophies or certificates.					
2.	Planning & Organisation:	☒	☐	☐	☐	☐
	Sports Day is planned and organised by the P.E teachers of the schools. The P.E teachers of all departments came together to plan and organise.					
3.	Implementation:	☒	☐	☐	☐	☐
	School had organised a Sports week where students of different departments could celebrate their Sports Day on the dates given to them. The students wore caps and their P.E blue uniform. The students carried their water bottles and spent their day on the ground.					

4. Own Contribution / Participation: ✓

My own contribution during the sports day was that I was task with the job of clicking pictures and videos of the children. I also handled the students and made sure they were sitting quietly.

5. Self Reflection: (Learned things, Qualitative Remark & improvemental suggestion regarding activity, Innovative ideas) ✓

Sports day is very important as it focuses on student's physical fitness. Students enjoy sports and activities outside of the academics. It increases student's competitiveness and encourages them to participate sports. It also strengthens inter-personal relations as children cheer for their classmates.

The school could arrange more activities / competitions and also should allow the whole school to celebrate together.

Total Out of 25 = 22

Sign of Group Incharge

Sign of Student

Second Year B.Ed. 207 Teaching Competency V: Internship

(d) Co-Curricular & Extra Curricular activities

Name of the School : THE HDFC SCHOOL
Organized in the School

Day : Wednesday Date : 15.02.23 Time : 10:55 - 11:30 am Std. VI

Name of the Co curricular Activity : GK Quiz

Rating Scale

Excellent: 5 Good: 4 Satisfactory: 3 Average: 2 Unsatisfactory: 1

Sr. No.	Details of the Observation	Marks obtained				
		5	4	3	2	1
1.	Nature of Co curricular Activity :	✓				
	GK Quiz is an activity which revises the general knowledge of students and helps them to be aware of current affairs.					
2.	Planning & Organisation:	✓				
	The activity was planned and organized by me. Since the students are free if their teacher is absent, I conducted the quiz to keep them engaged.					
3.	Implementation:	✓				
	I conducted the quiz in the SST period which was proxy. I used the smart board and opened live worksheets. Then I divided the class into four groups and conducted the quiz. The group got one point for the right answer. Group with the highest points won.					

4	Own Contribution / Participation:	✓	
My own participation in this activity was like a host. I asked questions, gave students chance to answer and then added points to the respective rows on the board. I also monitored classroom and ensured maximum participation of students.			
5.	Self Reflection: (Learned things, Qualitative Remark & improvemental suggestion regarding activity, Innovative ideas)	✓	
General knowledge is very important. It is important for students to be aware of different things and what is happening in the world. Children are very enthusiastic when quizzes are conducted because they can get to participate. They learn things in a fun manner with their friends. A quiz should be conducted in the school where different classes compete with each other.			
Total Out of 25 =		2	


 Sign of Group Incharge


 Sign of School Teacher

(d) Co-Curricular & Extra Curricular activities
Organized in the School

Name of the School : THE HDFC SCHOOL

Day : Monday Date : 20. 2. 23 Time : 10:20 - 10:55 Std. Whole School

Name of the Co curricular Activity : Celebration of Shiv Jayanti

Rating Scale

Excellent: 5 Good: 4 Satisfactory: 3 Average: 2 Unsatisfactory: 1

Sr. No.	Details of the Observation	Marks obtained				
		5	4	3	2	1
1.	Nature of Co curricular Activity :	✓				
	Shiv Jayanti is celebrated on 19 th February to commemorate the birth anniversary of Chhatrapati Shivaji Maharaj, the founder of Swaraj.					
2.	Planning & Organisation:	✓				
	The planning and organisation was done by a fourth grade class teacher and the music teacher. They made students practice plays, songs, speech etc.					
3.	Implementation:	✓				
	The celebration was done on Monday in the assembly period in the school hall. The students performed in front of the school and Principal. The Principal also gave a wonderful speech and shared stories of Shivaji Maharaj.					

4.

Own Contribution / Participation:

The teachers were merely observers in the celebration. I was told to click pictures of the celebration and the participants to share with the parents and on the school website.

5.

Self Reflection: (Learned things, Qualitative Remark & improvemental suggestion regarding activity, Innovative ideas)

This day is very important for the Maharashtrians because he was the king of Shivraj. It is important for students to be aware of all Maharaj's stories and his important works.

All the students can be told to dress up as Shivaji or as Marlas or any other character so students can understand the costumes and culture of the Medieval Period of Maharashtra.

Total Out of 25 =

21

[Signature]
Sign of Group Incharge

[Signature]
Sign of School Teacher

OBSERVATION OF TEACHERS

AEF's Arihant College of Education, Pune
Student's Name: JESSICA PATHAK

Roll No: 09

Second Year B.Ed. 207 Teaching Competency V: Internship

(e) Observation of lesson of a Peer/Teacher
Day: FRIDAY Date: 27-01-23 Time: From 8:50 To 9:25 Std: VI A
Name of the Peer/Teacher: Ms. Keenara Mendis
Teaching Subject: English Unit: Grammar Sub Unit: Prepositions of Time

Rating Scale- Excellent: 5 Good: 4 Satisfactory: 3 Average: 2 Unsatisfactory: 1

Sr.No.	Details of the Observation	Marks obtained				
		5	4	3	2	1
I	Introduction of the topic and linking of previous knowledge.	✓				
	Introduced the topic by asked what they know about Prepositions.					
II	Statement of Aim:	✓				
	Statement of Aim was stressed on. Wrote the title on board.					
III	Presentation:					
3.1	Clarity in reading/Demonstration:	✓				
	Clarity in reading, loud and fluent.					
3.2	Explanation (Clarity and Fluency in Narration / Illustration) :	✓				
	Clarity and fluency during explanation given plenty of examples.					
3.3	Innovative use of teaching aids/ Use of Examples / Learning experiences:/technology		✓			
	Effective and colourful PPT used. Used a lot of examples. Used the smart board					
3.4	Questioning (Clear, concise and grammatically correct/ Logical and thought provoking), Reinforcement & Repetition of answers		✓			
	Asked clear and grammatically correct questions. Reinforced the topic by asking questions.					

	Everyone was asked questions.			
3.5	Classroom interaction, online classroom management, time management	✓		
	Very interactive class. Asked and involved everyone in class.		✓	
3.6	Quality of ppt/video/audio			
	Clear and effective PPT used.			
	Colourful and attractive.	✓		
3.7	Identification of Core value / Core element / Life skill			
	Instilled Value of Punctuality and Lifeskill of Effective Communication.		✓	
V	Evaluation and Home work:			
	Students evaluated by asking questions orally.			
VI	Qualitative Remarks:		✓	
	Lesson was conducted very well. Used Effective TA's, asked questions and made the class interesting.			
VII	Improvemental Suggestions:		✓	
	Teacher could conduct a small activity to revise the topic.			
		Total Marks out of 60		58

Sign of Peer/ teacher whose Lesson has observed:

Handwritten signature

School Teacher Sign:

Handwritten signature

Date:

Group In-charge Sign:

Handwritten signature

Date:

Student's Name: Jessica Pathak AEF's Arihant College of Education, Pune

Roll No: 09

Second Year B.Ed. 207 Teaching Competency V: Internship

Day: Monday

Date: 30.01.23

(e) Observation of lesson of a Peer/Teacher

Name of the Peer/Teacher: Ms. Vrushali

Time: From 1:00 To 1:30 Std: VI B

Teaching Subject: English

Unit: Grammar

Sub Unit: Question Tags

Rating Scale- Excellent: 5 Good: 4 Satisfactory: 3 Average: 2 Unsatisfactory: 1

Details of the Observation		Marks obtained				
Sr.No.		5	4	3	2	1
I	Introduction of the topic and linking of previous knowledge:	✓				
	Topic was introduced by revising about positive and negative sentences.					
II	Statement of Aim:	✓				
	Statement of aim was stressed on.					
	Title written on board.					
III	Presentation:					
3.1	Clarity in reading/Demonstration:	✓				
	Clarity in reading and demonstration loud and clear.					
3.2	Explanation (Clarity and Fluency in Narration / Illustration) :	✓				
	Excellent explanation. Loud and clear voice. Fluency in narration.					
	Involved students while explaining the tags.					
3.3	Innovative use of teaching aids/ Use of Examples / Learning experiences/technology	✓				
	Used attractive PPT. used a lot of examples.					
3.4	Questioning (Clear, concise and grammatically correct/ Logical and thought provoking), Reinforcement & Repetition of answers	✓				
	Clear and grammatically correct questions. Reinforcement given.					
	Repetition of answers done for revision.					

Made all students answer questions.

3.5	Classroom Interaction, online classroom management, time management	☒	☐	☐	☐
3.6	Quality of ppt/video/audio	☒	☐	☐	☐
IV	Inculcation of Core value / Core element / Life skill	☒	☐	☐	☐
	Lifeskill of Effective Communication inculcated.				
V	Evaluation and Home work:	☒	☐	☐	☐
	Evaluated students by asking questions orally.				
VI	Qualitative Remarks:	☒	☐	☐	☐
	Excellent class room control. Interactive class. Revised all knowledge repeatedly.				
VII	Improvemental Suggestions:	☒	☐	☐	☐
	No improvemental suggestions.				
Total Marks out of 60					57

Sign of Peer/ teacher whose Lesson has observed:

School Teacher Sign:

Date: _____

Group In-charge Sign:

Date: 12-5-23

Student's Name: Jessica Pathak AEF's Arihant College of Education, Pune

Roll No: 09

Second Year B.Ed. 207 Teaching Competency V: Internship

Day: Thursday Date: 9.2.23 (e) Observation of lesson of a Peer/Teacher

Name of the Peer/Teacher: Ms. Navina Puri Time: From 9:45 To 10:20 Std: V1 E

Teaching Subject: English Unit: Grammar Sub Unit: Dialogue Writing

Rating Scale- Excellent: 5 Good: 4 Satisfactory: 3 Average: 2 Unsatisfactory: 1

Sr.No.	Details of the Observation	Marks obtained				
I	Introduction of the topic and linking of previous knowledge.	5	4	3	2	1
	Teacher introduced the topic by taking a Role play.	✓				
II	Statement of Aim.	✓				
	Statement of Aim done well. Title written on board.					
III	Presentation:					
3.1	Clarity in reading/Demonstration:	✓				
	Clarity in demonstration. Loud and clear voice.					
3.2	Explanation (Clarity and Fluency in Narration / Illustration) :			✓		
	Explanation was done well, clarity and fluency in narration. Used appropriate hand gestures and intonations.					
3.3	Innovative use of teaching aids/ Use of Examples / Learning experiences:/technology			✓		
	Used an effective and creative PPT. Gave a lot of examples of dialogues.					
3.4	Questioning (Clear, concise and grammatically correct/ Logical and thought provoking), Reinforcement & Repetition of answers	✓				
	Asked clear and grammatically correct questions. Reinforcement given.					
	Repetition of answers done through					

many students.

3.5	Classroom Interaction, online classroom management, time management	☒	☐	☐	☐
	Excellent classroom interaction. Activity based learning. Good class management.				
3.6	Quality of ppt/video/audio	☒	☐	☐	☐
	Attractive and effective PPT used.				
	Colourful pictures used.				
IV	Inculcation of Core value / Core element / Life skill	☒	☐	☐	☐
	Lifeskill of Creative Writing inculcated.				
V	Evaluation and Home work:	☒	☐	☐	☐
	Evaluated students orally. No homework was given. Worksheets given to solve.				
VI	Qualitative Remarks:	☒	☐	☐	☐
	Very active and interactive class. Excellent explanation and examples given.				
VII	Improvemental Suggestions:	☒	☐	☐	☐
	Class Management should be improved.				
Total Marks out of 60					55

Sign of Peer/ teacher whose Lesson has observed: *Thani*

School Teacher Sign: *[Signature]*

Date:

Group In-charge Sign: *RPS 12.5.23*

Date:

Student's Name: Jessica Pathak

Roll No: 09

Second Year B.Ed. 207 Teaching Competency V: Internship

(e) Observation of lesson of a Peer/Teacher

Day: Tuesday Date: 31.1.23 Time: From 9:45 To 10:20 Std: VI C

Name of the Peer/Teacher: Mr. Nikita Vinayaka

Teaching Subject: History Unit:

Sub Unit: The World from 1914 to 1945

Rating Scale- Excellent: 5 Good: 4 Satisfactory: 3 Average: 2 Unsatisfactory: 1

Sr.No.	Details of the Observation	Marks obtained				
		5	4	3	2	1
I	Introduction of the topic and linking of previous knowledge: The topic was introduced by asking about the first world war.	✓				
II	Statement of Aim: The SOA was stated properly, Name of the topic written on the board.	✓				
III	Presentation:					
3.1	Clarity in reading/Demonstration: Clarity in demonstration. Fluent and loud voice during reading.	✓				
3.2	Explanation (Clarity and Fluency in Narration / Illustration): Explanation was done well by giving example, used the blackboard for important pointers, fluency and clarity in narration.	✓				
3.3	Innovative use of teaching aids/ Use of Examples / Learning experiences/technology: Used example, used the blackboard for explanation. No PPT was used.	✓				
3.4	Questioning (Clear, concise and grammatically correct/ Logical and thought provoking), Reinforcement & Repetition of answers: Clear, concise and grammatically correct questions. Positive reinforcement given. Revised the topic by asking questions.	✓				

Repetition of answers done.

3.5	Classroom Interaction, online classroom management, time management	☒	☐	☐	☐
	Excellent classroom interaction. All students were kept active.				
3.6	Quality of ppt/video/audio	☒	☐	☐	☐
	No PPT was used for this lesson.				
IV	Inculcation of Core value / Core element / Life skill	☒	☐	☐	☐
	Inculcated lifeskill of Problem-solving.				
V	Evaluation and Home work:	☒	☐	☐	☐
	Students evaluated orally by asking questions. Homework: How to make the world a better place? Write atleast 2 lines.				
VI	Qualitative Remarks:	☒	☐	☐	☐
	Class was very active. Maximum student participation. Discussion method used. Tr. solved students' doubts personally.				
VII	Improvemental Suggestions:	☒	☐	☐	☐
	Teacher could use more teaching aids like PPT.				
Total Marks out of 60					52

Sign of Peer/ teacher whose Lesson has observed:

School Teacher Sign: Nupur
Date: 31/1/23

Group In-charge Sign: RPS
Date: 12.5.23

AEF's Arifant College of Education, Pune

Student's Name: Jessica Pathak

Roll No: 09

Second Year B.Ed. 207 Teaching Competency V: Internship

(c) Observation of lesson of a Peer/Teacher

Day Thursday Date: 02.02.23 Time: From 8:50 To 9:25 Std: V F

Name of the Peer/Teacher: Ms. Shruti Hora

Teaching Subject: History Unit:

Sub Unit: Early Civilizations

Rating Scale- Excellent: 5 Good: 4 Satisfactory: 3 Average: 2 Unsatisfactory: 1

Sr.No.	Details of the Observation	Marks obtained				
		5	4	3	2	1
I	Introduction of the topic and linking of previous knowledge.			✓		
	Introduced by revising the Mesopotamia and Egyptian civilizations.					
II	Statement of Aim:			✓		
	Statement of aim was done, stated topic's importance.					
III	Presentation:					
3.1	Clarity in reading/Demonstration:			✓		
	Clarity in reading and demonstration. Sound and clear.					
3.2	Explanation (Clarity and Fluency in Narration / Illustration) :			✓		
	Clarity and fluency while explanation. Storytelling method used. Shown video and explained about Pyramid of Giza.					
3.3	Innovative use of teaching aids/ Use of Examples / Learning experiences/technology			✓		
	Innovative TA's used. Video shown, game journey method used.					
3.4	Questioning (Clear, concise and grammatically correct/ Logical and thought provoking), Reinforcement & Repetition of answers	✓				
	Clear and concise questions, grammatically correct. Involved all student's participation while asking questions.					

Reinforcement was given.

35	Classroom Interaction, online classroom management, time management	☐	☐	☒	☐
	Excellent classroom interaction, good class control.				
36	Quality of ppt/video/audio	☒	☐	☐	☐
	Quality of video was very good. Shown on Youtube.				
IV	Inculcation of Core value / Core element / Life skill	☐	☐	☒	☐
	Inculcated Core Element by telling how we should preserve historical monuments and structures.				
V	Evaluation and Home work:	☒	☐	☐	☐
	Evaluated students by asking questions. No homework was given.				
VI	Qualitative Remarks:	☐	☐	☒	☐
	Teacher was very calm while teaching. Made the lesson interesting, student continued learning.				
VII	Improvemental Suggestions:	☐	☐	☒	☐
	No improvemental suggestions.				
Total Marks out of 60					44

Sign of Peer/ teacher whose Lesson has observed:

Bubhona

Group In-charge Sign:

Date: 12.5.23

School Teacher Sign:

Date:

Reinforcement was given.

3.5	Classroom Interaction, online classroom management, time management				1
	Excellent classroom interaction, good class control.				
3.6	Quality of ppt/video/audio				1
	Quality of video was very good. Shown on Youtube.				
IV	Inculcation of Core value / Core element / Life skill				1
	Inculcated Core Element by telling how we should preserve historical monuments and structures.				
V	Evaluation and Home work:				1
	Evaluated students by asking questions. No homework was given.				
VI	Qualitative Remarks:				1
	Teacher was very calm while teaching. Made the lesson interesting, student enjoyed learning.				
VII	Improvemental Suggestions:				1
	No improvemental suggestions.				
Total Marks out of 60					44

Sign of Peer/ teacher whose Lesson has observed:

Week 1/09

School Teacher Sign:

Date:

Group In-charge Sign: _____

Date: 12.5.23

Student's Name: Jessica Pathak AEF's Aribhant College of Education, Pune

Roll No: 09

Second Year B.Ed. 207 Teaching Competency V: Internship

(e) Observation of lesson of a Peer/Teacher

Day: Wednesday Date: 8.2.23 Time: From 12:35 To 1:10 Std: VI D

Name of the Peer/Teacher: Mr. Roopali

Teaching Subject: History Unit:

Sub Unit: The World from 1914 to 1945

Rating Scale- Excellent: 5 Good: 4 Satisfactory: 3 Average: 2 Unsatisfactory: 1

Sr.No.	Details of the Observation	Marks obtained				
		5	4	3	2	1
I	Introduction of the topic and linking of previous knowledge: Teacher revised the First world war, Inter-war Years and Second World War.	✓				
II	Statement of Aim: Statement of aim was stressed and told topic's importance.	✓				
III	Presentation:					
3.1	Clarity in reading/Demonstration: Clarity in demonstration, clear and fluent.	✓				
3.2	Explanation (Clarity and Fluency in Narration / Illustration) : Explanation was done very well. Clarity and fluency in narration. Cleared all doubts, kept revising topics and interacted with students.	✓				
3.3	Innovative use of teaching aids/ Use of Examples / Learning experiences/technology Used effective PPT, gave examples a lot.	✓				
3.4	Questioning (Clear, concise and grammatically correct/ Logical and thought provoking), Reinforcement & Repetition of answers Clear, concise and grammatically correct questions asked. Asked and involved all students. Reinforcement given	✓				

to students positively.

3.5	Classroom Interaction, online classroom management, time management	☒	☐	☐	☐
	Classroom Interaction was excellent. very good class control.				
3.6	Quality of ppt/video/audio	☒	☐	☐	☐
	Quality of PPT was good. Attractive and Effective PPT used.				
IV	Inculcation of Core value / Core element / Life skill	☐	☐	☐	☐
	Inculcated value of patriotism.				
V	Evaluation and Home work:	☒	☐	☐	☐
	Evaluated students by asking questions. Homework: To write similarities and differences between First & Second World War.				
VI	Qualitative Remarks:	☒	☐	☐	☐
	Very active and interesting class. Maximum student participation. Overall an excellent lesson.				
VII	Improvemental Suggestions:	☒	☐	☐	☐
	No improvemental suggestions.				
Total Marks out of 60					56

Sign of Peer/ teacher whose Lesson has observed:

PM.

School Teacher Sign: 

Group In-charge Sign: 

Date: 12-5-23

Date:

College Name: Arihant College Student's Name: Jessica Pathak Roll No: 09

Second Year B.Ed. 207 Teaching Competency V: Internship

(e) Observation of lesson of a Peer/Teacher
Day: Thursday Date: 12-01-2022 Time: From 12:35 To 1:10 pm Std: VJ B
Name of the Peer/Teacher: Shipi Singh
Teaching Subject: Geography Unit: Our Rich Culture Sub Unit:

Rating Scale- Excellent: 5 Good: 4 Satisfactory: 3 Average: 2 Unsatisfactory: 1

Sr.No.	Details of the Observation	Marks obtained				
		5	4	3	2	1
I	Introduction of the topic and linking of previous knowledge:	✓				
	Introduction was done by asking to define 'culture'. Asked about Indian culture					
II	Statement of Aim:	✓				
	SDA was done properly. Stressed on the title and written on board.					
III	Presentation:					
3.1	Clarity in reading/Demonstration:	✓				
	Clear and fluent reading. Clarity in reading.					
3.2	Explanation (Clarity and Fluency in Narration / Illustration) :	✓				
	Explanation was done excellently. Gave ample of examples and asked questions in between.					
3.3	Innovative use of teaching aids/ Use of Examples / Learning experiences:	✓				
	Used a lot of examples, PPT, very interactive class.					
3.4	Questioning (Clear, concise and grammatically correct/ Logical and thought provoking)	✓				
	Clear and grammatically correct questions. Thought provoking and concise. Everyone was given a chance to answer.					

3.5	Blackboard work:	☒	☐	☐
	Title and subject written on board. Smart board used for other things.			
3.6	Classroom Interaction (Student Involvement/ Classroom Management):	☒	☐	☐
	Very interactive and active class. Excellent classroom management.			
IV	Inculcation of Core value / Core element / Life skill	☒	☐	☐
	Inculcated National Integration and India's Rich Cultural Heritage.			
V	Evaluation and Home work:	☐	☐	☒
	Students were evaluated orally by asking questions.			
VI	Qualitative Remarks:	☒	☐	☐
	Very interesting class, all students were active and participated in the class. Revised all knowledge.			
VII	Improvemental Suggestions:	☒	☐	☐
	Teacher could have shown more pictures and videos on Indian culture.			
		Total Marks out of 60		54

Sign of Peer/ teacher whose Lesson has observed *Chitika Singh*

School Teacher Sign: *[Signature]*

Date: 12-01-2022

College Incharge Sign: *[Signature]*

Date: 12-5-22

ARF's Ardhant College of Education, Pune

Student's Name: JESALICA PATHAK

Roll No: 09

Second Year B.Ed. 207 Teaching Competency V: Internship

(e) Observation of lesson of a Peer/Teacher

Day: Friday Date: 27-01-23 Time: From 12:35 To 1:10 pm Std: VI G

Name of the Peer/Teacher: Ms. Bhavna Chauhan

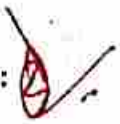
Teaching Subject: Geography Unit:

Sub Unit: Transport and Communication

Rating Scale- Excellent: 5 Good: 4 Satisfactory: 3 Average: 2 Unsatisfactory: 1

Sr. No	Details of the Observation	Marks obtained				
		5	4	3	2	1
I	Introduction of the topic and linking of previous knowledge: Topic was introduced by asking what comes to mind about Transport & Communication	✓				
II	Statement of Aim: The statement of aim was stressed upon. Title written on board.	✓				
III	Presentation:					
3.1	Clarity in reading/Demonstration: Clarity in reading, fluent and correct pronunciations.		✓			
3.2	Explanation (Clarity and Fluency in Narration / Illustration) : Clarity and fluency in narration. Explained very well. Involved students during explanation. Excellent explanation.		✓			
3.3	Innovative use of teaching aids/ Use of Examples / Learning experiences:/technology A lot of examples were given and asked during the lesson.	✓				
3.4	Questioning (Clear, concise and grammatically correct/ Logical and thought provoking), Reinforcement & Repetition of answers Clear and grammatically correct questions Reinforcement given. Thought provoking questions asked.	✓				

3.5	Classroom Interaction, online classroom management, time management								
	Class was active and interactive.								
	Good time management.								
3.6	Quality of ppt/video/audio								
	No PPT / video / audio was used for this lesson.								
IV	Inculcation of Core value / Core element / Life skill								
	lifeskill of Effective Communication inculcated.								
V	Evaluation and Home work:								
	Students were evaluated by asking questions orally. Homework - To prepare a PPT (group activity)								
VI	Qualitative Remarks:								
	Very interactive and interesting class. Thought-provoking and active. Excellent student participation								
VII	Improvemental Suggestions:								
	Teacher could have used more teaching-aids to make the lesson interesting.								
Sign of Peer/ teacher whose Lesson has observed: <u>Bhauhan</u>								Total Marks out of 60	56

School Teacher Sign: 
Date:

Group In-charge Sign: 
Date: 12.5.23

Arihant Education Foundation

College Name: Arihant College Student's Name: Jessica Pathak Roll No: 09

Second Year B.Ed. 207 Teaching Competency V: Internship

(e) Observation of lesson of a Peer/Teacher

Day: Monday Date: 30.01.23 Time: From 9:45 To 10:20 Std: VI F

Name of the Peer/Teacher: Ms. Nikita Vinayka

Teaching Subject: Geography Unit:

Sub Unit: The land of snow

Rating Scale- Excellent: 5 Good: 4 Satisfactory: 3 Average: 2 Unsatisfactory: 1

Sr.No.	Details of the Observation	Marks obtained				
		5	4	3	2	1
I	Introduction of the topic and linking of previous knowledge:	✓				
	Asked questions on the lesson previously taught.	✓				
II	Statement of Aim:	✓				
	Statement of aim stressed upon.					
	Title not written on board.					
III	Presentation:			✓		
3.1	Clarity in reading/Demonstration:			✓		
	Clarity in reading, clear and fluent pronunciation.			✓		
3.2	Explanation (Clarity and Fluency in Narration / Illustration):	✓				
	Clarity and fluency during explanation. Given examples, involved students in the class.			✓		
3.3	Innovative use of teaching aids/ Use of Examples / Learning experiences:		✓			
	Smart board and PPT / pictures used in the class.			✓		
3.4	Questioning (Clear, concise and grammatically correct/ Logical and thought provoking)		✓			
	Clear questioning, grammatically correct and concise. Active participation of all the students.					

OTHER SCHOOL ACTIVITIES

AEF's Ardhant College of Education, Pune

Student's Name: Jessica Pathak

Name of the School: THE HDFC SCHOOL

Roll No: 09

Second Year B.Ed. 207 Teaching Competency V: Internship

(f) Other School Activities / Programmes

Organized in the School

List of Activities

Sr. No.	Date	Day	Time	Name of the Activity	Std./ Whole School	Marks Obtained (Out of 25)
1	28.1.23	Saturday	8:00-11:30	Parent-Teacher Meeting	Whole School	23
2	22.12.22	Thursday	2:45-3:15	In-House Training	All Teachers	22
Total out of 50						45
Total Out of 25						22.5 = 23

Student's Sign: Pathak

School Teacher's Sign: [Signature]

Group Incharge Sign: [Signature]

u

Second Year B.Ed. 207 Teaching Competency V: Internship
(f) - Other School Activities/ Programmes

Name of the School : **THE HDFC SCHOOL**

Day : **Saturday** Date : **28.1.23** Time : **8:00 - 11:30 am** Std. **Whole School**

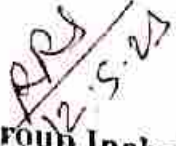
Name of the Activity/ Programme : **Development an academic calendar for the various activities to be organized in the school under the guidance of the school teacher / Information regarding Parent teacher association / Professional organization of teachers/ Practices of inclusion / Activities for gifted students / Community related work /Activities for professional growth of teaching and non- teaching staff / Any other innovative or special practices adopted by the school.**

Rating Scale Excellent: 5 Good: 4 Satisfactory: 3 Average: 2 Unsatisfactory: 1

Sr. No.	Details of the Observation	Marks obtained				
		5	4	3	2	1
1.	Nature of the Activity/Programme :	✓				
	Parent Teacher - Association / Meeting is a meeting of parents with teachers to discuss the progress of their school children.					
2.	Planning & Organisation:		✓			
	PTM is planned and organised by the school and school teachers. It is conducted atleast 5-6 times an academic year.					
3.	Implementation:	✓				
	PTM is always held on a Saturday. This PTM was also held on the same day. The parents are given information about their progress, the upcoming events and parents can also ask the teachers any doubts/questions.					

4.	Own Contribution / Participation:	☐ ☐ ☐ ☐ ☐
	Parent Teacher Meeting is between the class teacher and parents and if any doubts, the subject teacher, since I am an intern I did not have any contribution or participation in the PTM.	
5.	Self Reflection: (Learned things, Qualitative Remark & Improvement suggestions regarding activity, Innovative ideas)	☐ ☐ ☐ ☐ ☐
	PTM are a routine part of the school's calendar and play a huge role in shaping a child's educational journey and success. Teachers and parents both come to know the child's weaknesses, strengths, skills and difficulties. The school can hold the PTM more often so the teachers and parents can both work towards improving the child.	
		Total Out of 25 =

23


 Sign of Group Incharge


 Sign of School Teacher

14

Second Year B.Ed. 207 Teaching Competency V: Internship
(I) – Other School Activities/ Programmes

Name of the School : **THE HDFC SCHOOL**

Day : **Thursday** Date : **22.12.22** Time : **2:45 - 3:15 pm** Std. **All Teachers**

Name of the Activity/ Programme : Development an academic calendar for the various activities to be organized in the school under the guidance of the school teacher / Information regarding Parent teacher association / Professional organization of teachers/ Practices of inclusion / Activities for gifted students / Community related work / Activities for professional growth of teaching and non- teaching staff / Any other innovative or special practices adopted by the school.

Rating Scale Excellent: 5 Good: 4 Satisfactory: 3 Average: 2 Unsatisfactory: 1

Sr. No.	Details of the Observation	Marks obtained				
		5	4	3	2	1
1.	Nature of the Activity/Programme :	✓				
	In-house training is the activity of training employees/ teachers and is carried out in the after school hours by the internal staff and teachers.					
2.	Planning & Organisation:			✓		
	This is planned and organised by the co-ordinator and school teachers. All the teachers have to partake in this training.					
3.	Implementation:			✓		
	It is implemented in the after school hours / after children disposal. The teacher has to give a power point presentation on the topic given to him / her for min 15 minutes and all the teachers have to be present and attend.					

Own Contribution / Participation

In-house training is for the school class and subject teachers as an intern, I

did not participate or contribute in the activity. Only the teacher presenting her topic takes an active part in the activity.

Self Reflection: (Learned things, Qualitative Remark & improvemental suggestions regarding activity, Innovative Ideas)

In-house training is an excellent way to give additional training to the school teachers.

It increases their communication and presentation skills.

It also increases interpersonal skills as the teachers come together. It increases their bond and teachers can help to increase each other's skills and different abilities.

Total Out of 25 =

22

Sign of Group Incharge

Sign of School Teacher

DAILY

DIARY

DAY 1 (THURSDAY)
1st DECEMBER, 2022

The HDEC School starts at 7:45 am and gets over at 2:20 pm. During this time I first got acquainted with some of the teachers and the co-ordinator. After assigning duties, I observed a class of an English teacher who did notebook work. After that auditions were taking place in the auditorium for the Annual Day. I had to oversee the children and control them. I had the substitution period in Std VB English. Another substitution was in Class III F where I conducted some fun games.

DAY 2 (FRIDAY)
2nd DECEMBER, 2022

Today's activities in school consisted of taking proxy (substitution) classes. I also took GK quiz in two of my substitution classes. In one of the classes, we watched a moral story of Akbar and Birbal. I also helped in Shin Activities where students solve blocks and puzzle worksheets. Since VT exams and Annual Day practices are ongoing, a lot of free periods and less studies is going on so interns are mostly busy in substitutions.

DAY 3 (MONDAY)

5th DECEMBER, 2022

Due to unseen circumstances the school had declared a HOLIDAY for all the students and teachers.

DAY 4 (TUESDAY)

6th DECEMBER, 2022

Today's school activities consisted of substitution classes in three divisions. When the participants went for their Annual Day practice, I was with the non-participants. We watched moral stories on the Smart TV. The ground duty for the long break was done by me too. It's where you stand in the corridor to oversee the children. I also took an English class for a teacher where I made them do notebook work for Idioms.

DAY 5 (WEDNESDAY)

7th DECEMBER, 2022

Today's activities consisted of one substitution class, long break ground duty. I was once again told to be with the non-participants of annual day. Notebook work of Idioms was continued again today.

DAY 6 (THURSDAY)
8th DECEMBER, 2022

The following things were done by me in the school today. Took an English class in Grade IV for an English teacher. A day at the Swamp, showed lesson video and PPT, reading done. The non-participants were taken down on the ground for P.E. In substitution classes, I made students solve crosswords. Long break ground duty was also done today.

DAY 7 (FRIDAY)
9th DECEMBER, 2022

Today's activities consisted of taking substitution classes in Grade 5. Took two English classes in primary. Taught them prose. Followed worksheets with the non-participants and also took them for P.E. Long break ground duty was also done by me. Completed 202 college practical work during free periods. Took Hindi and SST reading in lieu of two teachers. It was overall a very productive and nice day.

DAY 8 (MONDAY)

12th DECEMBER, 2022

Since the school is conducting VT III, I had to be an invigilator in Grade III so the English teacher could carry out her doubt clearing session. In the short break I was with class 5E, since the students are not allowed to go down for lunch, one teacher has to supervise them during breaks. I also did Illustration and vocabulary for English 'A Day at the Swamp.' With the non-participants, I solved English grammar worksheets and watched moral stories.

DAY 9 (TUESDAY)

13th DECEMBER, 2022

Today's activities consisted of being with Grade III during Circle Time, Praying Time. Substitution class in Std V. Made students draw Mandala Art during Annual Concert practice. Reading and explanation of Dr. Delitti's learn a new language. Started practical work of 201, infrastructure management.

DAY 10 (WEDNESDAY)
14th DECEMBER, 2022

In the first period, I was an invigilator for IMO exam. Substitution class in the third, second period. Read library books in class during lib substitution. Prepared Christmas paper cards, angels, Christmas tree, drawings with the non-participants. Continued doing the 201 infrastructure management practical. English notebook word, meanings and Synonyms - antonyms of Dr. Dolittle learns a new language.

DAY 11 (THURSDAY)
15th DECEMBER, 2022

Today's activities consisted of taking prayers of IIC as proxy. Short break ground duty of fourth floor. Did synonyms and antonyms of 'A Day in the Swamp.' with the non-participants. Made paper and popsicle sticks Christmas craft. Also sung 2 carols and drew Christmas drawings and solved crosswords. Completed 201 school infrastructure activity/practical. During proxy in grade 4, made Christmas decorations and decorated the classrooms.

DAY 12 (FRIDAY)

16th DECEMBER, 2022

Today's activities consisted of taking English classes in Grade 3 and notebook work. Took the non-participant down for P.E. In substitution made Christmas decorations and decorated the class. In the zero period, made Christmas garlands.

DAY 13 (SATURDAY)

17th DECEMBER, 2022

This Saturday was a working Saturday for both teachers and students because of the holiday that was declared on 5th December, 2022. Monday's time-table was followed. Activities consisted of taking English and reading and notebook work. Did Christmas colouring during Art and Music Practice, with the non-participants. Went to college in the long break for Christmas Party and families after all my school duties were

DAY 14 (MONDAY)

19th DECEMBER, 2022

Taught English (Grammar) conjunctions and its types. Short break ground did colouring and solved crosswords with non-participants. Proxy in the 8th period.

DAY 15 (TUESDAY)
20th DECEMBER, 2022

Today's activities consisted of short break duty, substitution of library, where students read books. Took the non-participants down for P.E. and solved worksheets / colouring sheets etc. Also took an English class, where notebook work of conjunctions was done.

DAY 16 (WEDNESDAY)
21st DECEMBER, 2022

Today's activities consisted of short break duty, teaching conjunctions in Grade F, doing notebook work of conjunctions in Grade B. In substitution, did popcorn reading of SST two chapters, solved maze and sudoku worksheets, coloured Christmas sheets with non-participants. Watched Christmas moral stories and learnt a few carols. The teacher also organized a secret Santa in the staffroom. We exchanged gifts and had a merry time.

DAY 17 (THURSDAY)
22nd DECEMBER, 2022

On Thursdays, the school has Mass PT during Circle Time. So I

accompanied one class down and the school conducted Mass PT. I also had short break duty - solved conjunction exercises during English class. The school also celebrated National Mathematics Day by showing PPT and solving maths worksheets. Blackboard was decorated and pictures were all liked.

DAY 18 (FRIDAY)

23rd DECEMBER, 2022

Today, there was Christmas Celebration in the School. It was a working day but the students had a code of Red, White and Green. In proper times, short and long breaks Christmas Carols were sung. Santa also gave a visit and gave sweets to children. Secret Santa was also played in the classrooms. All students sang carols, exchanged gifts and had a very merry time together. The Christmas break also starts from tomorrow 24th December, 2022.

CHRISTMAS

BREAK

[24th December - 1st January

DAY 19 (MONDAY)
2nd JANUARY, 2023

The school re-opened today and Christmas break ended. Since many students were absent and others were sleepy-eyed, revision and completion of work was done in English classes. Students completed conjunctions and wrote Guided Story Writing. While Annual Contest was going on, I took the non-participants down for P.E and solved word search.

DAY 20 (TUESDAY)
3rd JANUARY, 2023

Took a sick leave due to poor health.

DAY 21 (WEDNESDAY)
4th JANUARY, 2023

Today's activities consisted of taking Dictation Test in the English periods. Took the non-participants for Pottery workshop and Robotics while Annual Contest run through was taking place. Checked English notebooks of two grades during substitution and free periods.

DAY 22 (THURSDAY)

5th JANUARY, 2023

Today the following things happened - Showed video, Reading an Explanation of the poem - The Tree. Solved cloze worksheets during Proxy. Since Annual concert run through took place for 3 periods - Chess, Gymnastics and Taikando was organised for all the non-participants.

DAY 23 (FRIDAY)

6th JANUARY, 2023

Today's activities consisted of Teaching Adverbs and its kinds and notebook work of the poem, The Tree. Played games with non-participants. Watched moral stories during Proxy. Whole Movie Appreciation practical.

DAY 24 (SATURDAY)

7th JANUARY, 2023

Today was a working Saturday due to annual concert practices. Notebook work of Adverbs was continued due to low attendance. Completed Practical 211 - Appreciation of Film. Solved word search and GK quiz with the non-participants.

DAY 25 (MONDAY)
9th JANUARY, 2023

Today's activities consisted of doing Adverbs and all kinds notebook work. Taking popcorn reading of English chapters. Solved crosswords and spot the difference with the non-participants. Rest of the day was spent practicing for Annual Concert.

DAY 26 (TUESDAY)
10th JANUARY, 2023

Today's activities consisted of Proxy class. Read English chapters, watched chapter videos and conducted discussion. Watched The Bunch show and science videos with the non-participants. English lesson notes framed on sheets. Half of the day was spent practicing for Annual Concert.

DAY 27 (WEDNESDAY)
11th JANUARY, 2023

In English class, took a roleplay of something from Nothing. Discussion on Importance of missing things. Poetry and Debate workshop with the non-participants. Early dispersal due to Principal's lesson and arrival of guests.

DAY 28 (THURSDAY)

12th JANUARY, 2023

Today the first four periods went in Annual concert practice. Took the non-participants for Gymnast and Taekwondo. GK Quiz and solved worksheets during proxy. Short break duty. Roleplay of English chapter during English period. Observed a Geography lesson of a school teacher.

DAY 29 (FRIDAY)

13th JANUARY, 2023

Today's activities consisted of Annual concert practice in the first three periods. Organised chess and Pottery for the non-participants. Conducted GK Quiz during proxy. English Roleplay during English class. Watched English chapter video and conducted discussion during English proxy.

DAY 30 (MONDAY)

16th JANUARY, 2023

Concert rehearsal of Annual concert from 3:45 to 8:45 pm.
No regular classes conducted.

DAY 31 (TUESDAY)
17th JANUARY, 2023

No regular classes conducted due to Annual Concert of higher grade students.

DAY 32 (WEDNESDAY)
18th JANUARY, 2023

School timings from 7:45 am to 12:30 pm. Full day spent practicing for Annual Concert. No regular classes conducted. Handled the non-participants and co-ordinated second floor participants.

DAY 33, 34 - 19th, 20th JANUARY, 2023

ANNUAL CONCERT

THEME: AZADI KA AMRITSAR

DRESS CODE: BLUE

TIME: 2:45 to 8:45 pm

The HDFC organised Annual Concert from 18th January to 20th January. For three days, different departments conducted their Annual Concert. The theme for the Annual Concert was Azadi Ka Amritsar as we celebrated 75th Independence Day. The children

performed dances, skits, plays, songs and
united around our freedom struggle
children roleplayed different freedom
fighters, Britishers, danced on different
festival songs and sung patriotic
co-ordinated the second floor during
the show. I had to make sure the
children go down during their sunset
performance.

DAY 35 (MONDAY)

23rd JANUARY, 2023

Today I taught an English
poem 'I Asked a Little Boy who
cannot see' and a grammar topic -
statement and order. Completed all
extracurricular report writing. Short
break duty. Then proxy, where
we did art and craft and complete
their own work.

DAY 36 (TUESDAY)

24th JANUARY, 2023

Today's activities consisted of
writing synonyms, antonyms and mean-
Taught kinds of sentences (English Grammar)
observed school records and wrote
reports. During proxy, took up English
reading of poem and prose. Duty
teacher for PA - Robotics.

DAY 37
25th JANUARY, 2023

Today's activities consisted of teaching an English poem during proxy. English Idioms and Geography - land of snow Internship lesson conducted. Short break duty. Notebook work of statement and orders and poems. Started writing of history lesson plan on 1914-1945 (World War)

DAY 38
26th JANUARY, 2023

Republic Day Celebration in school
Time : 8:00 - 10:00 am
Theme : Yellow (due to Basant Panchami)
Flag hoisting and performance of
Jyotsnawati Vandana.

DAY 39
27th JANUARY, 2023

Today's activities consisted of observing English and Geography lesson of school teachers - conducted Geography 2nd lesson of internship in Std VI. Short break duty. Proxy in three classes. Got a lesson for History to conduct during internship.

DAY 40

30th JANUARY, 2023

Today's activities consisted of observing an English and Geography lesson. Conducted a Geography lesson last part of the land of snow. Taught prepositions of Time and Place. Wrote history lesson note. Conducted GK Quiz during proxy.

DAY 41

31st JANUARY, 2023

Today I observed a History class - 'The World from 1914 to 1945'. Long break duty. English took a Grammar lesson on Prepositions. No proxy today. Wrote history lesson notes.

DAY 42

1st FEBRUARY, 2023

Today the school had organised a Sports Day. Children spent their day on the ground participating for different races. There were hurdle race, relays, balancing book on the head, running race for the students. I spent the day on the ground with children, clicking pictures and handling them. The students will be given certificates later.

DAY 43
2nd FEBRUARY, 2023

Today's activities consisted of observing a history lesson of a school teacher. Conducting history lesson - The World from 1914 to 1945 first part. Conducted GK Quiz during proxy duty and Grammar quiz. Short break

DAY 44
3rd FEBRUARY, 2023

SICK LEAVE

DAY 45
6th FEBRUARY, 2023

Today's activities consisted of proxy where we did a science project. Took children down in the shift area during another proxy to play. Shortbreak duty

DAY 46
7th FEBRUARY, 2023

Today's activities consisted of mainly taking a English Grammar revision class. Short break duty and completing college practicals.

DAY 47

8th FEBRUARY, 2023

Today's activities consisted of observing a history lesson of school teacher. Took English Revision Term II. Took a quiz during proxy.

DAY 48

9th FEBRUARY, 2023

Today's activities consisted of writing Geography evaluation test and preparing the blue print. Took Grammar Revision of adverbs. Observed an English Dialogue write lesson of school teacher.

DAY 49

10th FEBRUARY, 2023

Today's activities consisted of taking English Revision of Reading Comprehension. Teaching Dialogue write to Grade IV. Rest of the day was spent completing college practicals and incomplete work. I also checked Grammar, literature notebooks and English worksheets.

13th FEBRUARY (MONDAY)
DAY 50

I took a holiday because as a part of 211 B.Ed Syllabus, we went to perform street play in two schools - Crescent High School and Vijay Vallabh High School.

14th FEBRUARY, 2023 (TUESDAY)
DAY 51

Today's activities consisted of completing Internship work. Taking an English revision class. Checked worksheets of English Reading Comprehension. I also had the short break duty.

15th FEBRUARY, 2023 (WEDNESDAY)
DAY 52

Today the following things were done in school. I checked English Revision worksheets. Took Grammar Revision of Synonyms and antonyms. I took Assembly Practice in the Zero Period. Also wrote all the extra-curricular activities report on the sheets. Started writing 203 practical on Inclusive School.

DAY 53 (THURSDAY)
16th FEBRUARY, 2023

Today's activities consisted making revision worksheet. checking Grammar worksheets and taking Reading Comprehension Revision. Short break duty.

DAY 54 (FRIDAY)
17th FEBRUARY, 2023

Today's activities consisted: checking English revision worksheets. Taking Grammar Revision. Short break duty. Completed writing all internship reports.

DAY 55 (MONDAY)
20th FEBRUARY, 2023

Today a special assembly was conducted on account of Shiv Jay where students danced, sung, recited and gave a speech on Shivaji. English Propositions Revision done in class and also checked worksheets.

DAY 56 (TUESDAY)
21st FEBRUARY, 2023

Today conducted an activity of making a booklet of subject-verb agreement rules. Conducted GK Quiz on Grammar Revision. Took Science Revision during Proxy. Wrote 203 practical on

DAY 57 (WEDNESDAY)
22nd FEBRUARY, 2023

Today's activities consisted of taking Science and ICT revision in proxy. English Reading Comprehension and Revision. Observer during Performing Art Activities. Short break duty. Completed Inclusive Education practical.

DAY 58 (THURSDAY)
23rd FEBRUARY, 2023

In the morning, all the students were taken down for Mass PT. IDP of Science and English was taken by me in proxy. Took students down for SPA chess for one hour. Revised tables in the Zero period. Short break duty. finished writing Inclusive Education practical.

DAY 59 (FRIDAY)
24th FEBRUARY, 2023

Took IDP activities during proxy. In English, made a word wall of meanings. Took GK revision in the Zero period. Started writing the 211 Drama in Education short Play script for practical file.

DAY 60 (MONDAY)

27 FEBRUARY, 2023

Today, general knowledge Term II paper was conducted. I was an invigilator for one of the classes. During the long, short and zero period I was in Grade IV for proxy. Completed writing report writing of all.

DAY 61 (TUESDAY)

28 FEBRUARY, 2023

Today I was an invigilator for Term II Value Education paper. Long and short break duty. Observed Robotics class for 2 periods. Conduct English SEA and activities. During proxy, ICT practicals were conducted.

DAY 62 (WEDNESDAY)

1 MARCH, 2023

I was an invigilator for Term II Marathi Exam. Proxy in class. Took English Revision for Friday's English paper. Made 220 drawings.

DAY 63 (THURSDAY)

2 MARCH, 2023

PREPARATORY LEAVE FOR EXAM

DAY 64 (FRIDAY)
3 MARCH, 2023

TOOK A LEAVE.

DAY 65 (MONDAY)
6 MARCH, 2023

Exam. Invigilator for Maths

DAY 66 (TUESDAY)
7 MARCH, 2023

HOLI HOLIDAY

DAY 67 (WEDNESDAY)
8 MARCH, 2023

PREPARATORY LEAVE FOR EXAMS

DAY 68 (THURSDAY)
9 MARCH, 2023

PREPARATORY LEAVE FOR EXAMS

DAY 69 (FRIDAY)
10 MARCH, 2023

Invigilator for Hindi Exam.
Took Maths Revision during
Proxy.

DAY 70 (MONDAY)

13 MARCH, 2023

Today I relieved two teachers during the exam for half an hour each. Cross checked the English papers total and checked 207 English Evaluation Tests.

DAY 71 (TUESDAY)

14 MARCH, 2023

Today there was a preparatory leave for students. I helped to write the English Performance Profile of students.

DAY 72 (WEDNESDAY)

15 MARCH, 2023

Relieving duty for Exam for two classes, 35 minutes each. Helped to check English papers. Today was the last working day of students of the current academic year.

DAY 73 (THURSDAY)

PREPARATORY LEAVE

DAY 74 (FRIDAY)

17 MARCH, 2023

Helped to check English papers

DAY 75 (MONDAY)
20 MARCH, 2023

Today I completed all my internship lesson notes. All the rough lesson notes were joined on the Arihant sheets. I also completed writing 210 Research proposal. Helped Teacher cross-check all marks of students entered on Entab and helped to write grades on Performance Profile of students.

DAY 76 (TUESDAY)
21 MARCH, 2023

Today I wrote all Evaluation Tests and their blue prints on the fair sheets. Reading and Reflection, computed by reading the book. Helped to cross-check English Marks of student's answer sheets.

22 MARCH, 2023

DAY 77 (WEDNESDAY)

GUDI PARWA HOLIDAY

DAY 78 (THURSDAY)

23 MARCH, 2023

Holiday due to Teacher's Staff Picnic.

DAY 19 (FRIDAY)

24 MARCH, 2023

Completed English writing of Performance Profile. Reading and Revision chart was done. Started Movie Review presentation.

DAY 20 (MONDAY)

27 MARCH, 2023

Today completed writing all Internship work. Reading and Revision written work done on different sheets. Today Induction Ceremony of welcoming new trainees in school was done.

DAY 21 (TUESDAY)

28 MARCH, 2023

Today a workshop was conducted in school for all the teachers on Inclusive Education. There was also Induction of all new teachers. Helped in classroom decoration for the new academic year. Helped in making boards, birthday / reward charts, house charts etc.

DAY 22 (WEDNESDAY)

29 MARCH, 2023

Since the students are away for a short break, I completed all my pending internship work. I also made a PPT for movie presentation and got started on its report writing.

DAY 83 (THURSDAY)

30 MARCH, 2023

HOLIDAY FOR RAM NAVAMI

DAY 84 (FRIDAY)

31 MARCH, 2023

Completed my pending internship work and got the signatures required from coordinator and school teachers. I also made a chart for presentation of reading and reflection. Helped teachers in class decoration.

INTERNSHIP

PRESENTATION

Arihant Education Foundation

Name of the College : ARIHANT COLLEGE OF EDUCATION
Name of the Student : JESSICA PATHAK
Roll No : 09

Declaration

My self JESSICA PATHAK Roll No. 09 declare that the practical submitted by me is original & written by me. I have done this practical under the guidance of Prof. RAMESHWARI SHENDE. There is no ambiguity of any kind. In case of any discrepancies occurred in my practical. I will be solely responsible for the consequences. The college(in any kind) will not be responsible for my failure.

Signature of the Student: Jpathak.

Date: 09-05-2023

Second Year B.Ed. 207 Teaching Competency V: Internship

POWER POINT PRESENTATION OF INTERNSHIP

Rating Scale - Excellent: O Good: A Satisfactory: B Average: C Unsatisfactory: D

Sr. No.	Criteria	O	A	B	C	D
	Presentation: (Organization, content, style)		✓			
1.	Experience on lesson conducted	✓				
2.	Plan of Evaluation	✓				
3.	Experience of Co- curricular & extracurricular activities organized in the school	✓				
4.	Observation of Peers/Teacher		✓			
5.	Other School Activities / Programmes		✓			
6.	Innovative & Creativity		✓			
7.	Defense	✓				
8.	Overall Impressions	✓				

Observer Signature:

Date :

Rameshwari. S.
RES
12-5-23



ARIHANT COLLEGE OF EDUCATION

NAME: JESSICA PATHAK

ROLL NO: 09

STD: SY. B.ED

TOPIC: 207 INTERNSHIP
PRESENTATION

THE HDFC SCHOOL



EXPERIENCE ON LESSON CONDUCTED

- Blended Learning
- Experiential and Activity based Learning.
- Enthusiastic and quick learners.
- Helpful and cooperative staff.
- Wonderful experience

Blended Learning



PLAN OF EVALUATION

- Evaluation Tests conducted on all three methods.
- Learnt to make proper blueprints.
- Tests in worksheet format.
- Got the chance to check and grade students.
- A helpful learning experience.

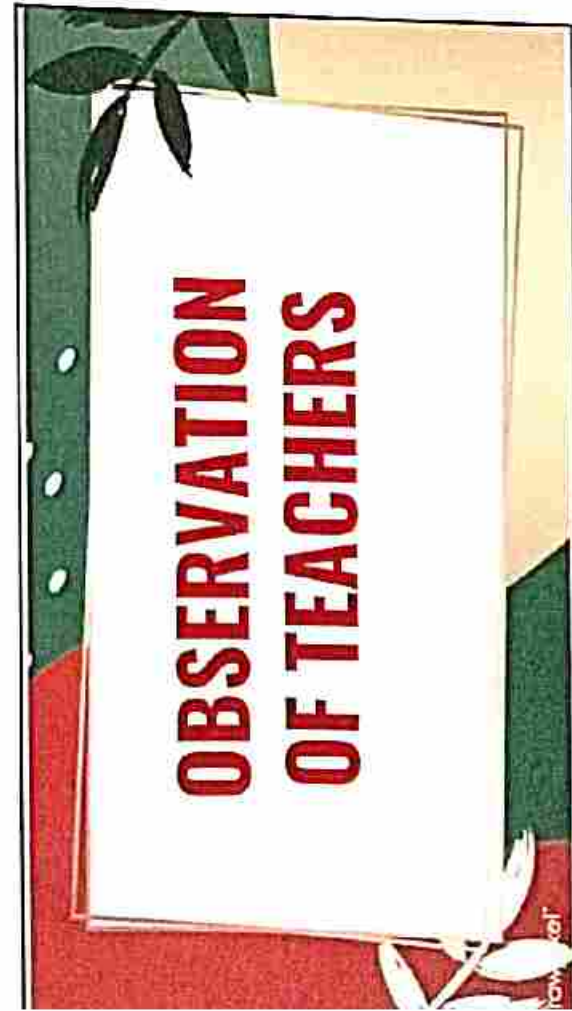
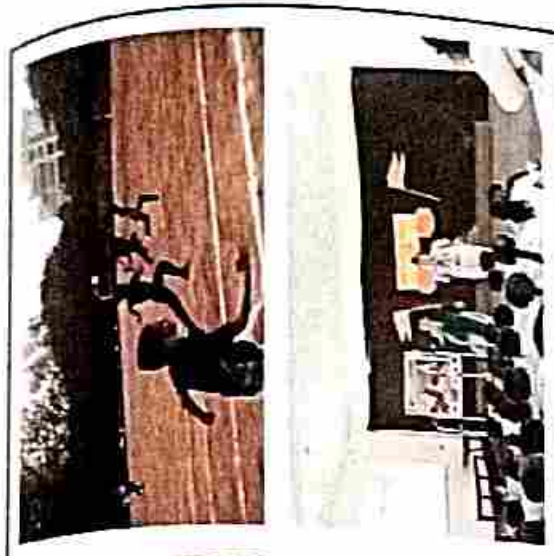


EXPERIENCE OF CO- CURRICULAR & EXTRACURRICULAR ACTIVITIES ORGANIZED IN THE SCHOOL

- Celebration of all important days.
- The activities I conducted are:
 - General knowledge quiz
 - Christmas craft
 - Wordsearch
 - Christmas art etc.
 - The school celebrated the Annual Concert grandly.
 - Sports week
 - IDP

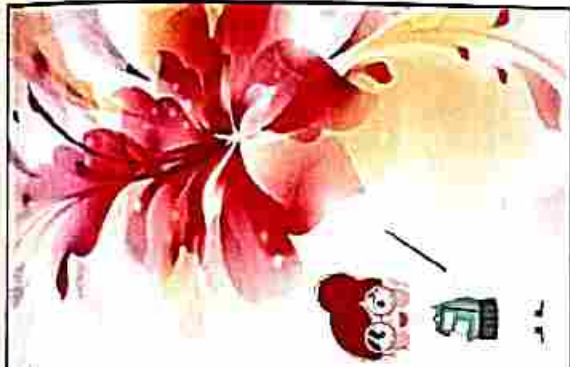


PICTURES OF ACTIVITIES



The teachers I observed are:

ENGLISH	HISTORY	GEOGRAPHY
Ms. Leonora Mendis	Ms. Nikita Vinayaka	Ms. Shilpi Singh
Ms. Vrushali Salunke	Ms. Shruti Hora	Ms. Nikita Vinayaka
Ms. Navina Puri	Ms. Roopali	Ms. Bhavna Chauhan



- Very creative teachers.
- Facilitate Experiential and Activity based Learning
- Expressive and friendly
- Positive student-teacher relationship
- Partnership during teaching-learning
- Helpful and kind




OTHER SCHOOL ACTIVITIES/ PROGRAMS



1. In House Training

Part of CBSE training program. Teachers prepare a PPT on any one topic and conduct a interactive and activity based session for half an hour.
1. PTM

Parent-Teacher Meeting conducted 8 times a year. Only 8 students in one house time slot. One on one discussion on the student. Clearing of all doubts and questions. Students performance conveyed to the parents.

IN-HOUSE TEACHER TRAININGS



CONTINUOUS PROFESSIONAL DEVELOPMENT

In-house training conducted by Ms. Prathima on the topic "Classroom Management" to help teachers deal with the challenges and enhance their learning.



In-house training conducted by Ms. Sumitha on the topic "Teaching strategies" to help teachers to deal with the new teaching methodologies.



In-house training conducted by Ms. Neena Shinde on the topic "Anger Management" to help institution on "Anger Free Zone" and also to guide teachers to deal with anger issues in a positive way.

A healthy mind is a happy and productive mind. With this thought, an in-house training on "Stress Management" was conducted by Mrs. Shilpa Shastri to help them release stress and have a healthy mind.



GLIMPSES OF PARENT-TEACHER MEETING



OVER-ALL EXPERIENCE

- Lovely and productive experience
- Presented with many opportunities
- Chance to go out of the box
- A positive learning experience
- Experience as a true teacher

