

B.B.M. B.Ed. COLLEGE

SARDAHA, CHAS, BOKARO (JHARKHAND)-827013

Recognized by NCTE & Affiliated to Binod Bihari Mahto Koyalanchal University, Dhanbad , Jharkhand & J.A.C. Ranchi

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Documentary evidence in support of the selected response/s

2.4.1

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List of Activities for developing competencies and skills in different functional areas:-

Sl. No.	Functional Areas	Activities
1	Organizing Learning (Lesson plan)	* Preparing and delivering 70 lesson plan with 70 observation schedule.
		* Micro Teaching Lesson Plan -10 (5 skills with observation schedule cum rating scale and 5 demonstration lesson plan.)
		* Preparing Blueprint, conducting unit test and result
2	Developing Teaching Competencies	Students prepare presentation of pedagogy lesson plan using paper cutting, drawing and sketching, work education activities like making best with use of waste materials & TLM Workshop.
3	Assessment of Learning	Internal Exam, Class Test, Assignment Submission and Practical.
4	Technology use and Integration	EPC-III (Enriching learning through Information and communication technology)
5	Organizing Field Visits	* Village Survey
		* Educational Tour
6	Conducting Outreach/ Out of classroom Activities	Swachh Bharat Abhiyan, Health Camp, Har Ghar Tiranga, Visit to Anand Marg, Voter Awareness Programme, Nasha Mukti Abhiyan, Vigilance Awareness Programme, Cleanliness Awareness Programme, Plastic Ban Awareness Programme
7	Community Engagement	Medical Camp, Visit to Ashalata Viklang Kendra, Bokaro Visit to Anand Marg
8	Preparing Individualized Educational Plan(IEP)	Action Research Project

Kumud Raj
Principal
B. B. M. B.Ed College
Sardaha Chas Bokaro

B.B.M. B.Ed. COLLEGE

SARDAHA, CHAS, BOKARO



Observation File (Four Week Programme)

B.B.M. B.Ed College, Sardaha

OBSERVATION FILE, 2021 - 2023 .



बिरोद बिहारी महतो कोयलाबंद विश्वविद्यालय, धनबाद
Birla Institute of Technology, Dhanbad

in Partial fulfillment of requirements

For the degree of
Bachelor of education

Session 2021-2023



B.B.M B.Ed. College, Sardaha, Chas. Bokaro

Approved by NCTE, New Delhi & Recognized by B.B.M.B. Dhanbad

*checked
pushpa*

Submitted by Pupil Teacher

Name: Mrs. Pushpa Kumari
Qual: M.A - M.Ed
Design: Asst. Professor

Name: Shobhiksha Mahato
College Roll No: 14
Title of Paper: Observation file

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CONTENT

→ 1st WEEK

Observation of School Site and Activities

- (i) Introduction of the School.
- (ii) Framing of Time - Table
- (iii) Attending and organising Morning Assembly
- (iv) Sharing ideas with teachers and head-master of their cooperative school work activity.
- (v) Observe and make day-to-day school activity.
- (vi) Report of an in depth study of one activity everyday.
- (vii) Organising literacy activities (debate, seminar, quiz, word-games etc.)

2. Agree Pushes

2ND WEEK

- (i) Participation in school campus cleaning and beautification.
- (ii) To aware students about sanitation and ventilation.
- (iii) Organise environmental awareness program in school with collaboration of nearby society.
- (iv) Peer group teaching in selected subject - free - lesson. (Psychology)
- (v) Supervision of different school may apply observation schedule cum rating skill to check skill and student - teaching skill.
- (vi) Supervise and evaluate teaching and give suggestion for improvement in following points:
 - a) Introduction of lesson.
 - b) Presentation of lesson.
 - c) Black-board work.
 - d) Evaluation or feedback.

3rd Week

- (i) Continuing observation with proper questionnaire showing reliability, validity and objectivity.
- (ii) Delivery of three lessons in selected subject on pedagogy of school subject.
- (iii) Maintaining of school library records and interaction with librarian for their work.
- (iv) To aware students about physical fitness exercise, yoga etc.
- (v) To know different laboratory in school (maintainance, structure of laboratory and equipment / apparatus available in laboratory etc).
- (vi) Organisation of sports / indigenous sports (Kho - Kho, Kabaddi etc) -

4th Week

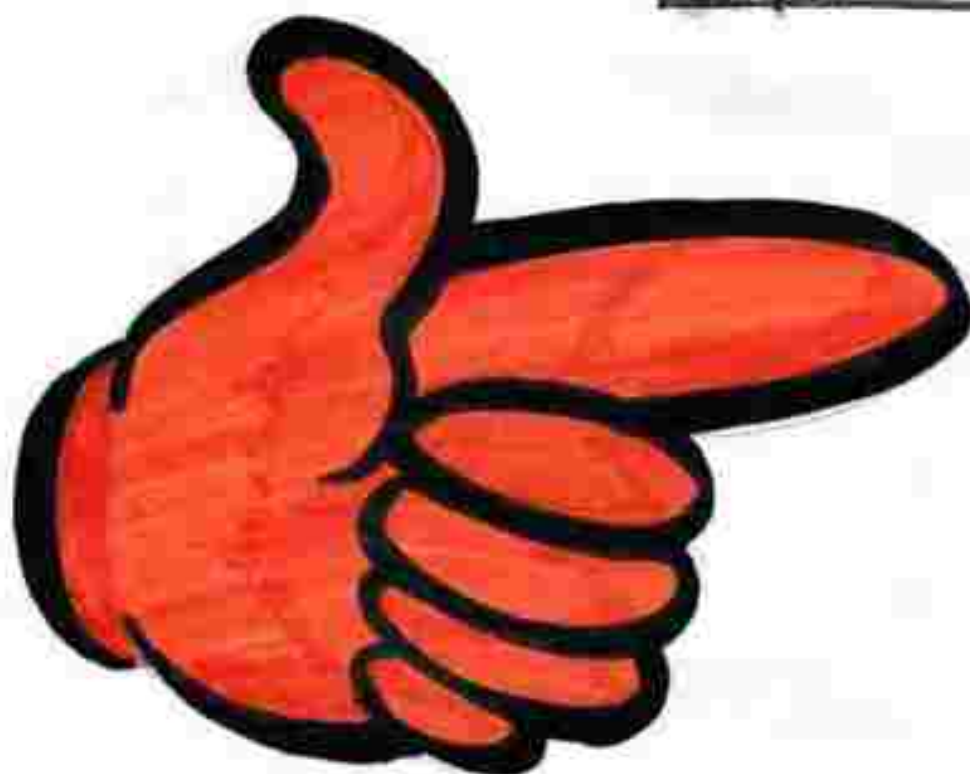
1. Prepare report on:
 - Availability of finance / donation
 - Transportation system
 - Infrastructure
 - Teacher - student ratio ... etc
2. Take a suggestion for improvement in small activities of school.

3. Know about maintaining school records :
 - Preparation and Publication of school results .
 - Income - Expenditure records .
4. Organisation of Cultural activities .
5. Making a report on all experiences and activities during four [4] weeks .
6. Report on suggestion for betterment of school activities -
 - Diagnostic classes for school students .
 - Faculty Improvement / training programmes .
 - Different level of teaching behaviour .

Knowledge, Understanding, Application, Evaluation, analysis and creation or creating the ability to apply it in or unfamiliar students .

P. 12/12

The
First
Week





Our 1st day in the School

Introduction of the School

→ The Kasturba Gandhi Balika Vidyalaya (KGBV) scheme was launched by the Government of India in August, 2004 for setting up residential schools at upper primary level for girls belonging predominantly to the SC, ST, OBC and minorities in difficult areas.

→ In the ~~beginning~~ beginning, this scheme was started as autonomous one.

→ 1 April, 2007 this scheme was link with Sarva Shiksha Abhiyan.

→ KGBV is being implemented in educationally backward blocks (EBBs) of the country where:

→ The number of SC, ST, OBC and minority populations should be more.

→ Where girls have low literacy than national average and/or a large number of girls out of school.

→ There are no upper primary school and travelling facilities.



Introduction and meeting with
students on the very 1st day.

→ The scheme provides for a minimum reservation of 75% of the seats for girls belonging to SC, ST, OBC or minority communities.

→ The remaining 25%, is accorded to girls from families below poverty line.

→ Girl students in the age group of 10-14 years who are illiterate or dropped out of primary education are made to undergo six-months long bridge course in order to admit them direct into class 6-8 in KGBV.

→ Facilities at KGBV :

- (i) Free textbooks and Uniforms
- (ii) Sports Material
- (iii) Hostels
- (iv) Free Education
- (v) Free Meals
- (vi) Scholarships
- (vii) Medical Facility
- (viii) Vocational Training and guidance
- (ix) Other necessary materials

→ Objectives :

- (i) To ensure access and quality education to the girls of disadvantaged groups of society.



Location of KGBV, Chatur

- (ii) Ensure greater participations of girls in education.
- (iii) Increase literacy rate of girls in society.
- (iv) Decrease gender literacy gap.
- (v) Retention of girls.

→ KGBV, Chas was established in 2007 and it is managed by the Department of Education. It is located in CHAS block of BOKARO district of Jharkhand. The school consists of Grades from 6 to 12. The school has Government building. It has got 6 classrooms for instructional purposes. All the classrooms are in good condition. It has 2 other rooms for non-teaching activities. The school has a separate room for Head master / Teacher. The school has Pucca boundary wall. The school have electric connection. The source of Drinking water in the school is Hand Pumps. The school has 10 girls toilet. The school has a playground. The school has a library. The school has 9 computers for teaching and learning purposes.

→ School Contact

Chas Ward, Chas Bokaro, Jh.
Pin Code - 834113 (India).

CLASSWISE & CATEGORYWISE ENROLLMENT

CLASS CATEGORY	VI	VII	VIII	TOTAL	IX	X	XI	XII	TOTAL
	SC	3	4	5	12	7	6	3	6
ST	3	3	3	9	4	4	2	4	14
OBC	25	26	22	73	21	34	23	20	78
MIN	4	4	5	13	5	4	5	2	16
BPL/OTHERS	12	12	11	35	13	19	6	13	51
TOTAL	47	49	46	142	50	67	39	45	201
CWSN	0	0	2	2	1	2	0	1	6
									08

Classwise & Categorywise enrollment

In KGBV, Chas, two times prayer is held i.e., in the morning as well as in the evening everyday. As, in this school, hostel facility is being provided to the students as well as teachers.

Also, Yoga is given preference daily to keep the students physically as well as mentally fit and healthy.

The warden of the school is Dr. Kumari Nibha Jha. She is very strict towards maintaining discipline among students. She is very clear in her thoughts - for what is beneficial for her school as well as students to grow. She is also very active in organising various co-curricular activities. She guides her students ~~group~~ in a smooth manner in all perspectives.

The following teachers of the respective subjects are :-

- | | | |
|----------------------|---|---------------|
| i) Shashi Bala Singh | - | Science |
| ii) Jawa Sankar | - | Maths |
| iii) Preeti Jaiswal | - | History |
| iv) Nutan Singh | - | English |
| v) Jyoti Kumari | - | Science (Bio) |



Uniform of the School.

There are approximately 400 students in the school campus who lives in the hostel. So, to take care of them, there are 3 guards; 2 for day and 1 for night namely :-

- Day Guards : i) Soni Kumari
ii) Laxmi Devi
- Night Guard : i) Bhagirath Kandu

Also, 4 cooks are there in the school to provide food for the students.

- i) Allamani Devi
- ii) Soniya Devi
- iii) China Devi
- iv) Asha Devi

So, the co-operation and coordination among the students, teachers, guards, cook is extremely wonderful. Here, the warden of the school plays a crucial role in maintaining and taking all the sweet and strict decisions to run the school smoothly.

करतुरबा गाँधी बालिका विद्यालय, चास

U-DISE CODE - 20130329202

विद्यालय प्रबंधन समिति के सदस्यों की सूची :-
असस की तिथि - 29-07-2021

क्र.	नाम	पदनाम	मो. नं.-
1	श्रीमती नमिता देवी	अ.रक्ष	9128760339
2	श्रीमती कल्याणी देवी	उपा.रक्ष	6200868133
3	श्रीमती कुमारी स्निग्धा	प्रशासक/जो	8873552534
4	श्रीमती संजू देवी	अभिभावक	7657053128
5	श्रीमती यशदा देवी	अभिभावक	9334862923
6	श्रीमती उर्मिला देवी	अभिभावक	8210876581
7	श्रीमती शिवा देवी	अभिभावक	6204334082
8	श्रीमती ममता देवी	अभिभावक	916235218
9	अजमेला स्वस्त	अभिभावक	8084555384
10	श्री देवुलाल वाडरी	अभिभावक	8340394403
11	श्री राम कुमार भारी	अभिभावक	3255525304
12	ताहरुदीन अंसारी	अभिभावक	6205147292
13	श्री गंगाधर सहतो	अभिभावक	9631508193
14	श्रीमती शशिबाला सिंह	शिक्षक	7117790904
15	श्रीमती प्रतिकुमारी उच्चसवाल	शिक्षक	9122522343
16	सुश्री कुमारी जना सरकार	शिक्षिका	9939122587
17	श्री सुमन राय	स्वयं प्रेरक	9231422153
18	श्री संजय सिन्हा	कला प्रशिक्षक	9304013341
19	अंशु कुमारी	गान संरक्ष	8877205383

कक्षा संसद कागजी

कक्षा	म	म	म	म	म	म
कक्षा 1	10	10	10	10	10	10
कक्षा 2	10	10	10	10	10	10
कक्षा 3	10	10	10	10	10	10
कक्षा 4	10	10	10	10	10	10
कक्षा 5	10	10	10	10	10	10
कक्षा 6	10	10	10	10	10	10
कक्षा 7	10	10	10	10	10	10
कक्षा 8	10	10	10	10	10	10
कक्षा 9	10	10	10	10	10	10
कक्षा 10	10	10	10	10	10	10

असस (अभिभावक)

कक्षा	म	म	म	म	म	म
कक्षा 1	10	10	10	10	10	10
कक्षा 2	10	10	10	10	10	10
कक्षा 3	10	10	10	10	10	10
कक्षा 4	10	10	10	10	10	10
कक्षा 5	10	10	10	10	10	10
कक्षा 6	10	10	10	10	10	10
कक्षा 7	10	10	10	10	10	10
कक्षा 8	10	10	10	10	10	10
कक्षा 9	10	10	10	10	10	10
कक्षा 10	10	10	10	10	10	10

विद्यार्थी (विद्यार्थी)

कक्षा	म	म	म	म	म	म
कक्षा 1	10	10	10	10	10	10
कक्षा 2	10	10	10	10	10	10
कक्षा 3	10	10	10	10	10	10
कक्षा 4	10	10	10	10	10	10
कक्षा 5	10	10	10	10	10	10
कक्षा 6	10	10	10	10	10	10
कक्षा 7	10	10	10	10	10	10
कक्षा 8	10	10	10	10	10	10
कक्षा 9	10	10	10	10	10	10
कक्षा 10	10	10	10	10	10	10

कुल कुल (कुल कुल)

कक्षा	म	म	म	म	म	म
कक्षा 1	10	10	10	10	10	10
कक्षा 2	10	10	10	10	10	10
कक्षा 3	10	10	10	10	10	10
कक्षा 4	10	10	10	10	10	10
कक्षा 5	10	10	10	10	10	10
कक्षा 6	10	10	10	10	10	10
कक्षा 7	10	10	10	10	10	10
कक्षा 8	10	10	10	10	10	10
कक्षा 9	10	10	10	10	10	10
कक्षा 10	10	10	10	10	10	10

TIME - TABLE OF THE SCHOOL

Framing of TIME - TABLE ...

क्रमांक	कक्षा	VII	VIII	IX	X	XI	XII
	समय						
1	08:00-8:40	SCIENCE (S.B. SINGH)	MATHS (K.R.JABA)	SNK	SCIENCE	HINDI	GEO
2	8:40-9:20	ENGLISH	SST (K.R.JABA)	SCIENCE	SNK	ENGLISH	ECO.
	9:20-9:50	नाश्ता	(भोजनअवकाश)				
3	9:50-10:30	SST (K.R.JABA)	M.S/G.K	ENGLISH (NUTAN K.R.)	ICT	HISTORY	HINDI/ICT
4	10:30-11:10	MATHS (K.R.JABA)	SCIENCE (S.B. SINGH)	ICT	HINDI	ICT	ENGLISH
5	11:10-11:50	HINDI	HINDI	MATHS	SST	GEO	HISTORY
6	11:50-12:30	ICT (A. KUMARI)	ENGLISH	HINDI / ICT	MATHS	ECO	ICT
7	12:30-1:10	SNK	ICT	SST	Sc. Pa. / S.S	S.S / E.S	GEO Pa.
8	1:10-1:50	M.S / G.K	SNK	M.S / G.S	ENGLISH	GEO. Pa.	S.S / E.S
	1:50-2:30	भोजनअवकाश (दोपहर)					
	03:00-3:40	सृजनात्मक कार्य (कला, संगीत, कार्यानुभव, पुस्तकालय, ICT LAB WORK कानूनी साक्षरता कक्षा)					

3:40-4:20

प्यारीरिक शिक्षा, खेल, स्वास्थ्य, उड़ान, बागवानी, सांस्कृतिक कार्यक्रम में अभ्यास, संध्या उपस्थिति, प्रार्थना, सभा व अखबार पढ़ना।

ABOUT

Time - Table

A well-constructed time-table establishes a natural rhythm and routine, which can be comforting to teachers and students. Having a plan as a learner is very important as it helps us maximise and prioritise on the things that are of urgency or importance.

→ Need for a Time - Table :

A time-table is necessary for the proper management of the affairs of a school. Through this, the headmaster knows the work every class and every teacher. The time table will help him in carrying out of the work of the school effectively.

→ Importance of Time - Table :

- (i) It insures orderly work. It assigns proper persons for particular classes during appropriate periods in a proper manner.
- (ii) It saves the time and energy of teachers and pupils by preventing duplication and overlapping.

iii) It ensure right allocation of time for different subjects and activities by giving proper weightage according to needs .

iv) It ensures proper distribution of work among teachers .

v) It indicates habits of orderliness, steadiness, regularity and alertness among pupils and teachers .

vi) It help to maintain discipline and order .

vii) ~~Prevents~~ A time-table is a detailed plan showing the schedule of time allotment to various subjects and activities . Usually, time-table is ~~prepared~~ ^{prepared} for a week, to be repeated . All the work in school is carried out systematically in time with the time table . The successful working of a school depends on a suitable time-table . Hence, time-table is said to be second clock .

Attending and organising **MORNING ASSEMBLY**

The act of morning assembly is not very new in Gurukul as well as for us because it is a part of our tradition. All the students used to gather, meditate and discuss the daily routine in those assemblies. Almost in every school, each morning, students assemble at one place for the morning assembly. Every school knows the importance of morning assembly.

During morning assembly students from different classes stand together. This develops a feeling of connection and unity among the students.

Morning assembly addresses information and instruction that every student should know. This way students understand the school curriculum more clearly.

Morning assembly also encourages students to speak in front of the school and hence build confidence in students. A morning assembly leaves the student with a positive



Prayer of the School.



Formation of straight line
(height wise) for the prayer.

mindset to continue with the studies throughout the day. A morning is perfect representation of the school where all students from different class and branch stand together along with the school teachers, principal and support staff.

The program of the assemblies has the potential to nurture and maintain a positive, healthy school culture which binds everyone together.

School building helps building a culture of communication and representation of academic and co-curriculum activities. The main intention of the school assembly is to develop a feeling of unity among all the students and teacher.

Morning assembly ~~are~~ ^{is} a must thing to begin the day with. We need to integrate the knowledge with the outside world. Remember, 'the school is a small world and world is a very big school.' Morning assembly also provides physical, mental exercise for the students.

→ About KGBV, Chas Morning Assembly:

In the above manner, KGBV, Chas also begin the day with the morning assembly. All the students of Std. VI - XII stand in a queue according to their classes.



Students in 'ATTENTION' position



Taking the 'PLEDGE'



PLEDGE OF THE
COUNTRY.

→ The morning assembly song or the prayer of the KGBV, Chas school is :

‘ तू ही राम हैं , तू करीम हैं रहीम हैं,
तू करीम कृष्ण खुदा हुआ ।
तू ही वहिगुरु , तू योशूमसीह
हर नाम में तू समा रहा ॥

तेरी जात पाक कुरान में,
तेरा दर्श वेद पुराण में ।
गुरु ग्रन्थ जी के बखान में,
तू प्रकाश अपना दिखा रहा ॥

अरदास हैं कहीं कीर्तन,
कहीं राम चुन कहीं आव्हन ।
विधि भेद का हैं ये सब रचन,
तेरा भक्त तुझको बुला रहा ॥

→ After the prayer, some students come in front and recite ‘Thought of The Day’, read ‘News Headlines’, ‘Quiz of The Day’, ‘Take pledge in the beginning’. Then some exercise they do . . .

After all these, atleast at ‘attention command’ National Anthem ‘जन गण मन’ is being sung by all .

Then all of them go to their respective classes in a very disciplined manner .



Doing P.E.T with students



PET after morning assembly

National Anthem

जन-गण-मन अधिनायक जय है
भारत-भाग्य-विधाता ।

पंजाब सिंधु गुजरात मराठा
द्राविड़ उत्कल बंग ।

विंध्य हिमाचल यमुना गंगा,
उच्छल जलधि तरंगा ।

तव शुभ नामे जागे ,

तव शुभ आशिष माँगे ;

गाँहे तव जय गाथा ।

जन-गण मंगलदायक जय है ,
भारत-भाग्य विधाता ।

जय है , जय है , जय है ,

जय , जय जय , जय है ॥

Indian Constitution

PREAMBLE

हम, भारत के लोग, भारत को एक संपूर्ण प्रभुत्व-संपन्न, समाजवादी, पंच-निर्पेक्ष, लोकतन्त्रात्मक गणराज्य बनाने के लिए तथा उसके समस्त नागरिकों को :

सामाजिक, आर्थिक और राजनैतिक न्याय, विचार, अभिव्यक्ति, विश्वास, धर्म और उपासना की स्वतंत्रता, प्रतिष्ठा और अवसर की समता प्राप्त कराने के लिए,

तथा उन सब में व्यक्ति की गरिमा और राष्ट्र की एकता और अखंडता सुनिश्चित करने वाली बंधुता बढ़ाने के लिए

दृढ़संकल्प होकर अपनी इस संविधान सभा में आज तारीख 26 नवंबर, 1949 ई० (मिति मार्गशीर्ष शुक्ला सप्तमी, संवत् दो हजार छह विक्रमी) को एतद्वारा इस संविधान को अंगीकृत, अधिनियमित और आत्मार्पित करते हैं।



Sharing ideas with the
Principal / Head - master of
the School.



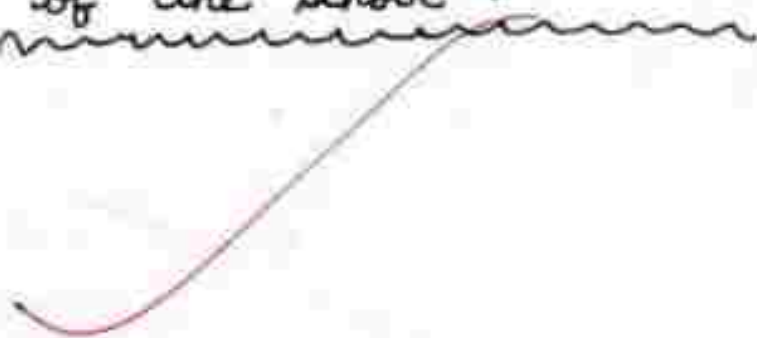
Sharing ideas with teachers and head - master of their cooperative school work activity.

When we reached our allotted school i.e., KGBV, Chas we were asked to meet the Principal Mam for knowing the school's functioning, time-table, curriculum etc. She told us about our role play of how we observe the school's curriculum. She discussed about the academic roles and co-curricular activities organise in the school such as on every Saturday cultural activities will be organised and weekly test will be held on Monday.

Principal Mam told us to maintain the register for our day-to-day work done in the school like what we have observed, the blackboard work, the teacher's teaching way, students' attentive nature, the work outside the classroom, the communication skills, the body language, the interaction ability with students etc.



Sharing ideas with teachers
of the school.



Observe & make day-to-day School Activity.

After observing the very first 5 days of our observations in the given school i.e., KGBV, Chas, we found that according to the time-table, Monday-Friday only academics are covered and Saturday and Sunday are left over for organising various activities.

As every morning, thought (both in Hindi and English), news headlines, 10 Quiz questions are read by the students and P.E.T is done after the assembly.

Since, this school is a residential school, Sunday is also a working day for both teachers and students. So, various activities are organised in school to make them learn co-curricular activities.

Various activities held in school on every Saturday and Sunday are :-

Music, Painting, Dancing, Stitching and Knitting, Quiz and Yoga classes every week.

REPORT

of

an in depth study of

activity
everyday.



Dancing Practise



Singing

MUSIC

गीतम् , वाद्यम् , तथा नृत्यम् त्रयम्
संगीतम् उच्यते ।

The art of arranging sound to create some combination of form, harmony, melody, rhythm or otherwise expressive content.

Benefits of Music Education in Schools

- i) Breaks Monotony - Music classes are a great way to break class monotony. It helps students to unwind and get a break from their classes.
- ii) Helps to remove stress - Students get stressed due to many factors like competition among students to stay top in the class, fluctuating grades or preparations for exams. This can be both emotionally and physically draining. Music classes at schools can help them reduce stress and depression, thus preventing physical health issues.
- iii) Helps with Better Problem Solving - It's said that music and mathematics go hand in hand. It helps to develop cognitive abilities.



Art & Craft



Model for
Science Exhibition
"Pollution free
Environment"



PAINTING

The expression of ideas and emotions, with the creation of certain aesthetic qualities, in a two-dimensional visual language.

There is no doubt that the arts are fun for kids.

Importance of Painting in School are:

- i) Creativity - Creativity is the field with no barriers, but only science and math skills don't allow the child to express themselves fully while art provides them better ways of varieties to express and involve human feelings.
- ii) Improve Academic Performance - The skills that are essential for academic achievement can be developed by involvement of art activities.
- iii) Confidence - While mastering the arts children also build up self-confidence and feel special about themselves.

Yoga



Students of Class VII



Students of Class VI

YOGA

Yoga is a system of exercises for the body that involves breath control and helps relax both your mind and body. A Hindu philosophy which aims to unite the self with the spirit of the universe. Yoga is basically a spiritual discipline which is based on an extremely subtle science that concentrates on bringing harmony between mind and body.

The word 'Yoga' is derived from the Sanskrit word 'yuj', signifying 'to join' or 'to combine' or 'to unite'.

Importance of Yoga

1. Yoga improves strength, balance and flexibility:

→ Slow movements and deep breathing increase blood flow and warm up muscles, while holding a pose can build strength.

→ TREE POSE: Balance on one foot, while holding the other foot to your calf or above the knee at a right angle.

2. Yoga helps with back pain relief:

→ Yoga is as good as basic stretching for easing pain and improving mobility in people with lower back pain.

→ CAT - COW POSE: Get on all fours, placing your palms underneath your shoulders and knees underneath your hips. First, inhale, let your stomach drop down toward the floor. Then, exhale, let your navel toward your spine, arching your spine like a cat stretching.

3. Yoga benefits heart health:

→ Regular yoga practice may reduce levels of stress and body-wide inflammation, contributing to healthier hearts.

→ DOWNWARD DOG POSE: Get all your fours, then tuck your toes under and bring your sitting bones up, so that you make a triangle shape. Keep a slight bend in your knees, while lengthening your spine and tailbone.

Numerous studies show yoga's benefits in arthritis, osteoporosis, balance issues, oncology, women's health, chronic pain and other specialities.



Quiz in Class IX



Quiz in Class X

QUIZ

A game or competition in which somebody asks a lot of questions in order to get information and we have to answer questions.

Importance of Quiz in School:

Besides the obvious academic benefits of expanding a student's knowledge and exploring new skills at an early age, quizzes redefine the education system in significant ways:

- Interactive platform: Today, quizzes are interactive platforms where students are not participating to take home a prize or get famous overnight, but to gain knowledge, seek opportunities to excel beyond academics and secure their future.
- Changes scope of learning: Since questions are based out of syllabus and require critical thinking and extensive research, students get into the habit of innovative learning from an early age.



Organising literacy activities (debate, quiz etc.)

QUIZ

In the school, KGBV, Chas, quiz was organised by me for Class X. Principal Mam has advised to prepare the quizzes based on taught topics in the last 5 days of the working days. So, I taught the chapter 'Carbon and its Compound' of the subject 'Chemistry' from Monday - Friday and conducted the Quiz on Saturday.

Students were excited and also took interest in participating meanwhile I was also curious to know my teaching capabilities by making / forming questions and gaining answers from the students.

It was a nice experience with a positive result & a healthy competition.

The class was divided into 4 groups
ie. Group A, Group B, Group C, Group D

Marks Distribution Rule:

- ① For correct Answer +10
- ② For wrong Answer -2
- ③ Suppose, if the question is ask for Group A and the answer is wrong, the question is passed to group B and the answer came from Gmp. B is correct, the marks = +5.

At the end, after adding the total marks / points, the highest point receiver was declared as 1st is winner.

Now, let us look at the Quiz questions :

QUESTIONS



Q1) Name the element having atomic number 9.

- a) N b) Na c) F d) O

Q2) Atomic mass of B is ?

- a) 11 b) 12 c) 9 d) 8

Q3) Name all the first 20 elements.

Q4) Valence electron of Ca is ?

- a) 1 b) 2 c) 3 d) 4

Q5) Number of protons in Si are ?

- a) 12 b) 13 c) 14 d) 15

Q6) Number of bonds in $N_2(g)$?

- a) 1 b) 2 c) 3 d) 4

Q7) Number of bonds are formed by C-atom?

- a) 2 b) 3 c) 4 d) 5

Q8) Valence electrons of C-atom ?

- a) 4 b) 5 c) 6 d) 7

Q9) Sum of proton and neutron is called ?

- a) Atomic number b) Atomic mass
c) isotope d) isobar

Q10) Draw Lewis dot structure of $H_2(g)$.

Q11) Draw Lewis dot structure of $N_2(g)$.

Q12) Draw Lewis dot structure of $O_2(g)$.

Q13) Draw Lewis dot structure of C_2H_6 .

Q14) Number of non-bonded electrons in $N_2(g)$?

a) 3 b) 4 c) 5 d) 6

Q15) Number of non-bonded electrons in $O_2(g)$?

a) 7 b) 8 c) 9 d) 10

Q16) Number of non-bonded electrons in C_2H_6 ?

a) 2 b) 4 c) 0 d) 5

Q17) Number of non-bonded electrons in $H_2(g)$?

a) 1 b) 0 c) 2 d) 3

Q18) Lewis dot structure of $Cl_2(g)$?

Q19) Symbol of Potassium is?

a) Na b) P c) K d) Po

Q20) Symbol of Sodium is?

a) S b) Na c) Ne d) So



Cleaning



Participation in school campus cleaning and beautification

Cleanliness means there is no dust, dirt, stains or bad smells. The goals of cleanliness are health, beauty, absence of offensive odour and to avoid the spreading of dirt and contaminants to oneself and others.

Need of School Campus Cleanliness:

- Cleanliness give rise to a good character by keeping in body and mind clean and peaceful.
- To prevent diseases like malaria, flu, typhoid, cholera, asthma etc.
- To keep our surrounding clean and beautiful.
- Clean environment brings positive and healthy environment for learning of students.



Beautification

Role of cleanliness in maintaining the beauty of school :

→ Dirty classroom and dirty campus lays negative impact on the visitor, students as well as teachers. Clean environment is the first step towards the beautification of school.

→ Keeping trash cans or dustbin in the classroom, washroom and near the ground and throwing garbage into the dustbin helps in keeping the campus clean.

→ A well-maintained and decorated garden of school campus is eye-catching.

→ Clean school campus also raises the pride of the school.

→ Clean toilet promotes good hygiene amongst the students and teachers as well as other non-teaching staffs.

→ Neat and clean classroom, corridors, proper gardening, all these helps school in its beautification.



Some glimpses
of Sanitation



To aware students about sanitation & ventilation.

When schools have access to safe water, toilets and soap, children have a better environment to study, learn and realise their potential.

→ When schools have safe water, toilets & soap for handwashing, children have a healthy learning environment, and girls are more likely to attend when they are on their period.

→ Children who learn about safe water, sanitation and hygiene habits at school can reinforce positive life-long behaviours in their homes and their communities.

However, millions of children go to school everyday in unsafe learning environments, with no drinking water, no proper toilets, and no soap for washing their hands.



3 Reasons why Ventilation in Classrooms is Essential :-

- i) Air Quality - There is constant air changes within the parameters of the classroom. There is a constant stream of fresh air circulated and polluted stale air is extracted from the room.
- ii) Concentration - Poor indoor air quality is linked to decreased concentration levels. When 30 children are in one room there will be extremely high levels of CO_2 . This will directly affect the performance and attention of those in the room, causing tiredness, drowsiness, and a lack of concentration.
- iii) Filtration - Mechanical ventilation units have inbuilt filters, that not only filter the air that is being exhausted, but the air that is being brought in from outside.

Ventilation is more important than ever with an airborne virus present. Covid has disrupted our lives, but we can make sure spaces are safe again through ventilation.



Organising
environmental
awareness
programme
in school
on the topic
"Hava Geela
Sukha Neela".

Organise environmental awareness program in school with collaboration of nearby society.

Environment Awareness Activities in schools encourage students to engage and protect the environment and help communities become more environmentally aware.

→ Say No to Single-Use Plastic

→ To bring awareness among school children.

→ Swachhita Rally

Swachhita Rallies & Nukkad Natak for creating awareness for Clean and Green Earth. Students and teachers participate in Rallies and Nukkad Natak to spread the word.

→ Plantation

Students are made aware of the importance of environment and how planting trees play an important role.



The Peer Group with Teachers



Subject - free lesson

play an essential role.

Peer group teaching in selected subject - free - lesson.

Peer group activities, whether occasional or frequent, can deliver research-backed benefits to both the student-tutee and student-tutor.

The benefits of peer group teaching are:

- Increased Literacy Scores - This improves the students in learning the subject more precisely and in various ways.
- Developed Reasoning and Critical Thinking Skills.
- Improved Confidence and Interpersonal Skills.
- Increased Comfort and Openness.
- Versatility.

Supervision of different
school may apply cum
observation schedule cum
rating skill to check skill
and student ~ teaching skill.

Supervise and evaluate
teaching and give suggestions
for improvement in following
points:

a. INTRODUCTION OF LESSON

To introduce the lesson, at first it's better to recall the previous knowledge of the students by asking them about the topic previously learnt.

The introduction of a lesson is established to give the learners some context, structure, and a direction about the content they are about to dive into.

The term 'beginning of a lesson' represents the first of the three essential teaching phases (start - development - closure).

It should introduce the students to a new topic and make them enthusiastic about it.

The start of the course is intended to inform the students about the new topic.

6. PRESENTATION OF LESSON

Lesson presentation refers to as effective use of selected resources, effective use of voice, hand, parts of the body, ability to demonstrate as the need arises, and effectiveness of class control and management.

The student will be able to select a topic, create a presentation that will provide information on that topic, and deliver the presentation to others in an interesting, informative and engaging way.

A successful presentation begins with identifying an appropriate topic and carefully planning the content and delivery of the presentation.

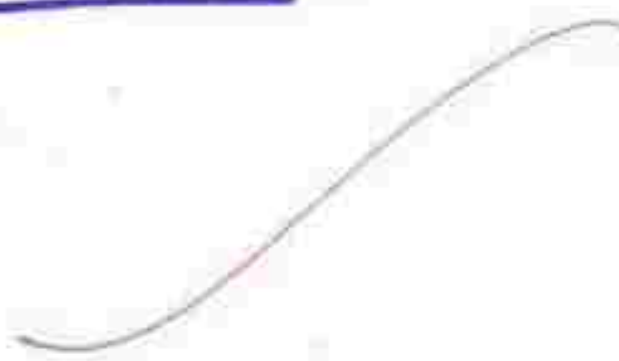


Blackboard work.





Blackboard work.



c. BLACKBOARD WORK

A Blackboard is a Powerful Visual Tool that facilitates effective instruction in the classroom. Proper use of the Blackboard not only provides learners with a holistic understanding of a lesson through Visual representation.

The skill of Blackboard Writing adds variety to a lesson and draws the learner's attention toward the key concepts being taught.

→ Writing on a Blackboard must be clear, with adequate spacing between the letters and a clear distinction between words and sentences.

→ The size of the writing should be such that it is visible to the very last row of students.

→ It should be large enough to be comfortably seen.

EVALUATION ON FEEDBACK

Evaluation in education setting is the process whereby we seek evidences we have designed for the students are effective.

Evaluation is very important part of teaching - learning process. It provides feedback for the teacher that how much students understood. It also suggest a teacher that necessary changes that need to be brought in current education system.

According to Goodwill, evaluation in school education is the process of judging whether the quality or extend of something measured is acceptable in terms of some criteria.

According to NCERT, evaluation is the process of determining the extend to which an objective is being attend the boards of education have been accomplished.



3RD
WEEK

Continuing observation
with proper questionnaire
showing reliability?
validity and objectivity.

Questionnaire

Yes No

1. Does the teaching staffs in the school have proper/good subject knowledge?

✓

2. Does the non-teaching staffs in the school are there?

✓

3. Does the school has sanitation facility?

✓

4. Does the environment of the school is clean and green?

✓

5. Does the school has proper drinking water facility?

✓

6. Does the school has clean and safe washroom facility?

✓

7. Does the school has proper ventilation facility?

✓

8. Does the school has library?

✓

9. Does the school has Computer Laboratory?

✓

10. Does the school has Science Laboratory?

✓

11. Does the school has playground?

✓

Delivery of three
lessons in selected
subject on pedagogy
of school subject.

DETAILED LESSON PLAN

Lesson Plan No. _____

(पाठक शिक्षक का नाम) Shakshika Mahali Roll No.: 14 Date: _____
 (शिक्षक का नाम) Kashika Ganesh Deshpande (संख्या) (दिनांक)

(विद्यालय का नाम) P. B. S. Ed. College, Savdala Class & Sec: _____
 (विद्यालय का नाम) (कक्षा और विभाग)

(विषय) Chemistry Age: _____ Period: _____ Duration: _____
 (वय) (वर्ष) (वर्ष) (मिनट)

(क्या पहले पढ़ा जा चुका है) _____ Time: _____
 (क्या पहले पढ़ा जा चुका है) (समय)

(विषय) Matter in Our Surroundings Sub Topic: Physical Nature of Matter
 (विषय) (उप-विषय)

Aims & Objectives (लक्ष्य एवं उद्देश्य)	Instructional Aims & Objectives in terms of Behavioral Changes (शैक्षणिक उद्देश्य परिवर्तन के संदर्भ में अनुसंधानात्मक लक्ष्य एवं उद्देश्य)	Methods & Techniques (विधि और उपकरण)
	① To create interest among students about Science.	
General Aims (सामान्य उद्देश्य)	② To develop scientific attitude among students. ③ To develop logical and intellectual abilities among students.	
Specific Objectives (विशेष उद्देश्य)	Knowledge: Students will be able to get knowledge about Matter present in our Surroundings.	

Specific Objectives (विशिष्ट उद्देश्य)	Instructional Aims & Objectives in terms of Behavioral Changes (परिष्कारित प्रवृत्तियों में व्यवहार में सुधारणामात्र उद्देश्य)	Methods & Techniques (विधियाँ और तकनीकें)
Understanding	Students will be able to understand the facts of matter.	
Application:	Students will be able to apply the knowledge of matter in daily life.	

- References to be used: (संदर्भ सामग्री के रूप में प्रयोग करें)
1. J.C.E.R.T., Science, Class VIII, Raasthi, 2022.
 2. Arshadyee, R.C., Physical Chemistry, Bharti Bhawan, 2021.
 3. <https://www.careerlauncher.com>
 - 4.

Methods of Teaching: Lecture cum demonstration method
(विधि (विधियाँ)) Questioning method

Techniques & Skills of Teaching: Introduction Skill, Questioning Skill
(विशेष तकनीकें और कौशल)

Maxims of Teaching: known to unknown &
(विशेष सूत्र) easy to tough

Teaching Aids to be Used: Classroom equipments, Chart, model
(सहायक शिक्षण सामग्री जिसका उपयोग किया गया है)

Previous Knowledge Assumed (पिछले ज्ञान)

Introduction: (प्रस्तावना)

S.No	Pupil Teacher's Activity (पुस्तक से)	Student's Activity (प्रा. विधि)
1.	Matter is made up of ?	Atoms and molecules
2.	Sugar is in which state ?	Solid state
3.	Water is in which state ?	liquid state
4.	Air is in which state ?	gaseous state
5.	Three solids, liquids and gases are called ?	States of matter.

Declaration of the Topic (विषय की घोषणा)

Pupil Teacher's Activity (पुस्तक से)	Student's Activity (प्रा. विधि)	Black-Board Summary Topic (पुस्तक से या विधि)
After getting proper answers of the introductory question pupil teacher will declare that today we are going to discuss the topic 'Matter in our Surroundings'.	Students will listen carefully and note it down in their notebook.	

DETAILED LESSON PLAN

Lesson Plan No. 2

Principal Teacher's Name: Shechiskusha Mahato Roll No.: 14 Date: _____
 (प्रधान शिक्षक का नाम) (संख्या) (दिनांक)

Name of the School: Katubiko Gurukul Gurukul school Class & Sec: _____
 (कक्षा) (कक्षा एवं विभाग)

Subject: Chemistry Age: _____ Period: _____ Duration: _____
 (विषय) (वय) (काल) (समय)

Lesson taught yet: Physical nature of Matter Time: _____
 (किस-किस-पढ़ाया-हुआ-पाठ) (समय)

Topic: Matter in Our Surrounding Sub-Topic: States of Matter Can matter change its state?
 (विषय) (उप-विषय)

Aims & Objectives (लक्ष्य एवं उद्देश्य)	Instructional Aims & Objectives in terms of Behavioral Changes (समाहारात्मक परिवर्तन से सम्बन्धित उद्देश्यपूर्ण लक्ष्य एवं उद्देश्य)	Methods & Techniques (विधियाँ और विभाग)
General Aims (सामान्य उद्देश्य)	① To create interest among students in the field of science.	
	② To develop scientific attitude among students.	
	③ To develop logical and intellectual abilities among students.	
Specific Objectives (विशेष उद्देश्य)	Knowledge: Students will be able to get knowledge about the matter present in our surrounding.	

Specific Objectives (विशिष्ट लक्ष्य)	Instructional Aims & Objectives in terms of Behavioral Changes (पठनार्थक उद्देश्य व लक्ष्य व व्यवहार में परिवर्तन हेतु)	Methods & Techniques (विधि व विधियाँ)
Understanding	Students will be able to understand the facts of matter.	
Application	Students will be able to apply the knowledge of matter in daily life.	

References to be used: (संदर्भ ग्रंथों की सूची)
 1. ICERT, Science, Class ^{VIII} ~~8~~, Ranchi, 2022
 2. Pathania, Sharma, Puri, Principles of Physical Chemistry, Vikas Publishing Co., 2021
 3. <https://byjus.com>

Methods of Teaching: (विधि)
 Lecture cum demonstration method.
 Questioning method

Techniques & Skills of Teaching: (विधि तकनीक और कौशल)
 Questioning Skill
 Reinforcement Skill

Maxims of Teaching: (विधि सूत्र)
 known to unknown facts
 easy to tough

Teaching Aids to be Used: (सहायक शिक्षण सामग्री जिसका उपयोग किया गया है)
 Classroom equipments, model, charts etc.

Previous Knowledge Assumed (पूर्व ज्ञान माना)

Introduction: (प्रस्तावना)

S.No	Pupil Teacher's Activity (पुस्तक/पत्रिका)	Student's Activity (पत्रिका)
1.	Water can exist in how many states?	Ans 1) Water exists in three states.
2.	How ice melts into water?	Ans 2) On increasing the temperature, the kinetic energy increases and particles move freely. Solid
3.	How water is converted to gas?	melts & is converted to liquid.
4.	How water gets freeze into ice?	Ans 3) by the process of evaporation.

Declaration of the Topic (प्रस्तावना)

Pupil Teacher's Activity (पुस्तक/पत्रिका)	Student's Activity (पत्रिका)	Black-Board Summary Topic (संक्षेप में विषय)
After getting proper answers of the questions, pupil-teacher will declare that today we are going to discuss the topic "can matter change its state?".	Students will listen carefully and note it in their notebook.	

DETAILED LESSON PLAN

Lesson Plan No. 3

Pupil Teacher's Name: Shobhishika Mahato Roll No.: 14 Date: _____
 (शुभिका का नाम) (रजिस्ट्रेशन) (दिनांक)

Name of the School: Kasturba Gandhi Girls School Class & Sec: _____
 (कस्तूरबा गांधी स्कूल) (कक्षा और विभाग)

Subject: Chemistry Age: _____ Period: _____ Duration: _____
 (विषय) (वय) (काल) (समय)

Lesson taught yet: Can matter change its state? Time: _____
 (कौन सा अध्याय पढ़ा जा चुका है) (समय)

Topic: Matter in Our Surrounding Sub-Topic: Effect of change of pressure
 (विषय) (उप-विषय)

Aims & Objectives (लक्ष्य एवं उद्देश्य)	Instructional Aims & Objectives in terms of Behavioral Changes (आवधारणक परिवर्तन के संघर्ष में अनुसंधानात्मक लक्ष्य एवं उद्देश्य)	Methods & Techniques (विधि और उपाय)
	① To create interest among students in the field of science.	
General Aims (सामान्य उद्देश्य)	② To develop scientific attitude among students.	
	③ To develop logical & intellectual abilities among students.	
Specific Objectives (विशिष्ट उद्देश्य)	Students will be able to get knowledge about the matter present in our surrounding.	

Specific Objectives (विशिष्ट उद्देश्य)	Instructional Aims & Objectives in terms of Behavioral Changes (आवश्यक परिवर्तन के संदर्भ में अनुपेक्षित लक्ष्य एवं उद्देश्य)	Methods & Techniques (पद्धत और कौशल)
Understanding	Students will be able to understand the facts of matter.	
Applications	Students will be able to apply the knowledge of matter in daily life.	

References to be used: 1. NCERT, Science, Class VIII, Ranchi, 2022
 (संदर्भ ग्रंथों की संख्या) 2. Lee-D.T., Concise Inorganic Chemistry,
 3. Wiley Publications, 2014.
 4. <https://www.vedantu.com>

Methods of Teaching: ① Lecture cum demonstration method.
 (विशेष विधियाँ) ② Questioning method.

Techniques & Skills of Teaching: ① Questioning Skill
 (विशेष तकनीकें और कौशल) ② Skill of Stimulus Variation.

Maxims of Teaching: known to unknown facts.
 (विशेष सूत्र) easier to tough.

Teaching Aids to be Used: classroom equipments, chalk,
 (सहायक साधन/सामग्री विवरण/उपयोग किया गया है) model etc.

Previous Knowledge Assumed (पूर्व ज्ञान)

Introduction: (प्रस्तावना)

S.No.	Pupil Teacher's Activity (पुस्तक से)	Student's Activity (उत्तर से)
1.	Why there is difference in various states of matter?	Ans 1) It is due to the difference in the distance between the constituent particles.
2.	What will happen when we compress a gas?	
3.	What happens when we apply pressure and reducing temperature?	Ans 2) Particles will come closer.

Declaration of the Topic (विषय घोषणा)

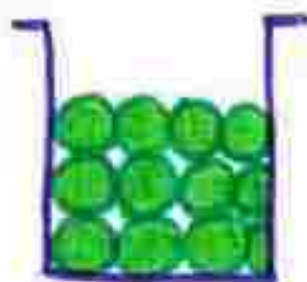
Pupil Teacher's Activity (पुस्तक से)	Student's Activity (उत्तर से)	Black-Board Summary Topic (संक्षेप में विषय)
After getting proper answers of the questions, pupil teacher will declare that today we are going to discuss the topic "effect of change of pressure".	Students will listen carefully and note it down in their notebooks.	Ans 3) Changes a gas into liquid, then into solid.

Presentation : (संगठन) 1

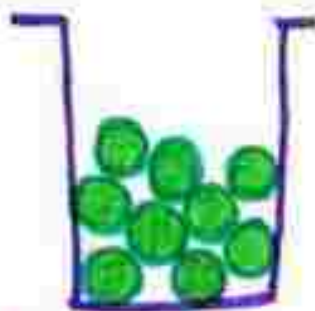
Teaching Points/Steps (विषय बिंदु / चरण)	Behavioral Changes in terms of Instructional Objectives (विद्यार्थियों के व्यवहार में अपेक्षित परिवर्तन)	
	Pupil-Teacher's Activity (अभ्यास-विषय)	Student's Activity (विद्यार्थी-विषय)
'Physical Nature of Matter?'	'Developing Question'	Students will listen carefully and note it down in their notebook.
	Q1) Matter is made up of ?	
'Explanation'	Matter can be defined as a substance that occupies space and has mass. It is made up of particles that are very small in size and have space between them.	Students will listen carefully and note it down in their notebook.
	Q2) Why solids have definite shape?	Ans) It is because of the strong intermolecular force.
Comprehensive Test	Q3) How do liquids flow?	
	Q3) Similarity between liquids & gases.	

Teaching Strategies/Skills/Teaching Aids and Activities
(अनुभव/कौशल/अनुभव, शिक्षण साधन व गतिविधि)

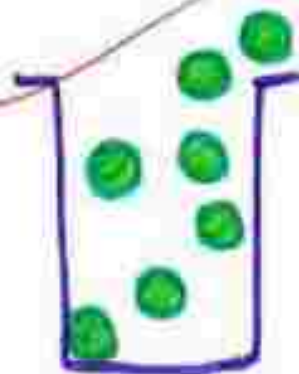
Chalk Board Summary
(संक्षेप में)



SOLID



LIQUID



GAS

Ans 2 > liquids flow because the particles in a liquid are not very tightly bound and have high intermolecular spaces between them.

Ans 3 > Both gases and liquids do not have a fixed shape.

Recapitulation: (संक्षेपित)

Teaching Points/ Steps (शिक्षण बिंदु / चरण)	Pupil-Teacher's Activity (पुस्तक-शिक्षण)	Student's Activity (छात्र-शिक्षण)	Chalk Board Summary (संक्षेपित सारांश)
Revision Test	① Chalk is in which state?	Ans 1) Solid state	<div style="background-color: black; color: white; padding: 10px;"> Ans 3) Gaseous state. </div>
	② Milk is in which state?	Ans 2) liquid state	
	③ water vapour is in which state?		

Evaluation: (मूल्यांकन)

Teaching Points/ Steps (शिक्षण बिंदु / चरण)	Pupil-Teacher's Activity (पुस्तक-शिक्षण)	Student's Activity (छात्र-शिक्षण)	Chalk Board Summary (संक्षेपित सारांश)
Intelligence achievement knowledge Test	In the absence of time, the teacher will bring some objective questions already written on B.P. cloth & instruct the student to write in notebook.	Students will listen carefully and note it down in their notebook.	<div style="background-color: black; color: white; padding: 10px;"> ① Solid state ② liquid state ③ Gaseous state. </div>

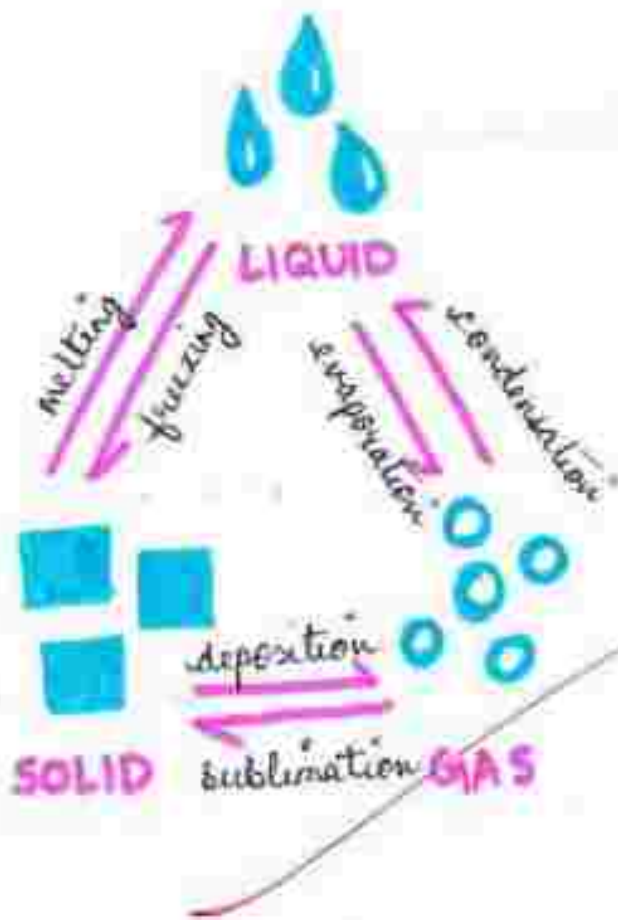
Home Assignment: (घर का काम)

long question

Signature of the Student

Presentation : (प्रस्तुति) 2

Teaching Points/Steps (शिक्षण बिंदु / चरण)	Behavioral Changes in terms of Instructional Objectives (निर्देशनात्मक प्रयत्नों के संदर्भ में व्यवहार परिवर्तन)	
	Pupil-Teacher's Activity (छात्र-शिक्षक-क्रिया)	Student's Activity (छात्र-क्रिया)
"Can Matter change its State?"	"Developing Questions" Q1) How matter change its state?	Students will listen carefully and note it down in their notebook.
Explanation	Changing states of matter occur when matter loses or absorbs energy. The increased kinetic energy pushes particles far enough that they change form.	Students will listen carefully and note it down in their notebook.
Comprehensive Test	Q1) How water vapour is converted into water? Q2) How by what process gas is directly converted to solid state?	Ans 1) By the process condensation, water vapour is converted to water. .



Ans 2) When a substance is directly converted from its gaseous state to solid state, the process is known as deposition.

Recapitulation: (पुनरावृत्ति)

Teaching Points/ Steps (शिक्षण बिन्दु / चरण)	Pupil-Teacher's Activity (शालाकार-क्रिया)	Student's Activity (छात्र-क्रिया)	Chalk Board Summary (सफरद सारांश)
Revision Test :	(1) How does evaporation cause cooling?	Ans) The particles of liquid absorb energy from the surround- -ing to negate the energy lost.	Ans) Cotton is a water absorber helps in absorption of perspiration
	(2) Why should we wear cotton clothes in summer?		

Evaluation: (मूल्यांकन)

Teaching Points/ Steps (शिक्षण बिन्दु / चरण)	Pupil-Teacher's Activity (शालाकार-क्रिया)	Student's Activity (छात्र-क्रिया)	Chalk Board Summary (सफरद सारांश)
Intelligence achievement knowledge Test :	In the absence of time, the teacher will bring some objective question on BB cloth to instruct students to write in their notebook.	Students will listen carefully and note it down in their notebook.	→ water absorber → absorption → perspiration

Home Assignment : (घरकार्य)

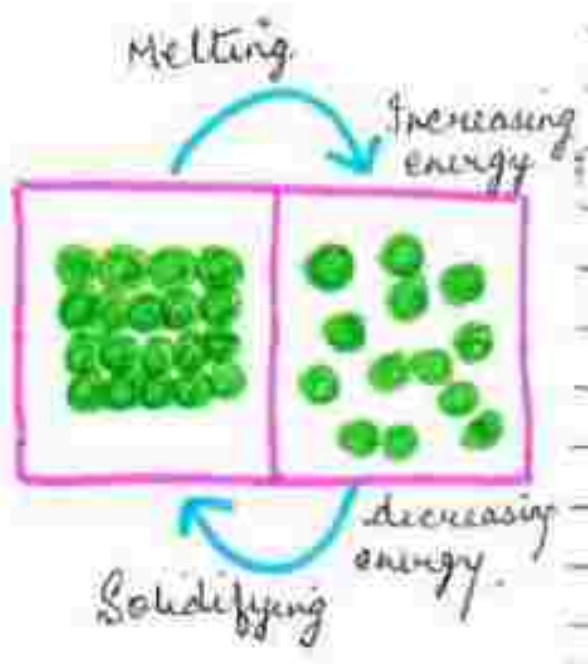
Signature of the Student

Presentation : (संगठन) 3

Teaching Points/Steps (विषय बिंदु / चरण)	Behavioral Changes in terms of Instructional Objectives (अनुशासनिक उद्देश्यों के संदर्भ में प्रस्तावित परिवर्तन)	
	Pupil-Teacher's Activity (छात्र-शिक्षक-क्रिया)	Student's Activity (छात्र-क्रिया)
Effect of change of pressure	Developing questions Q1) What happens when we change the pressure?	Students will listen carefully and note it down in their notebooks.
Explanation	When pressure is applied on gas, it compresses to liquid, and when pressure is increased on liquid, it becomes solid. The effect of pressure on solid is negligible. Gas → liquid → solid.	Students will listen carefully and note it down in their notebooks.
Comprehensive Test	Q1) By what process liquid is converted to solid? Q2) What is dry ice?	Ans1) By the process of 'solidification'.

Teaching Strategies, Skills Teaching Aids and Activities
(from 2010/2011, 2012/2013 and 2014/2015)

Chalk Board Summary
(2010/2011)



Ans 27. Dry ice is the solid form of CO_2 . It is used for temporary refrigeration as CO_2 and sublimates directly from solid state to the gas state.

Recapitulation: (संक्षेपित)

Teaching Points/ Steps/विषय बिंदु (चरण)	Pupil-Teacher's Activity (विद्यार्थी-शिक्षक)	Student's Activity (छात्र-विद्यार्थी)	Chalk Board Summary (सफाई सारांश)
Revision Test	① Name the process by which ice changes to water.	Ans 1) The process is "melting".	1) melting 2) evaporation
	② Name the process by which water changes to vapour.	Ans 2) The process is "evaporation".	

Evaluation: (परीक्षा)

Teaching Points/ Steps/विषय बिंदु (चरण)	Pupil-Teacher's Activity (विद्यार्थी-शिक्षक)	Student's Activity (छात्र-विद्यार्थी)	Chalk Board Summary (सफाई सारांश)
Intelligence achievement knowledge Test	In the absence of time, the teacher will bring some objective questions on BB slates and instruct students to write in their notebook.	Students will listen carefully and note it down in their notebook.	1) melting 2) evaporation

Home Assignment : (घर का)

Signature of the Student:

Maintaining of school
library records and
interaction with librarian
for their work.

firstly

The word library comes from the Latin word "libraria" which means "bookshop".

Library is connected with a school and used by the students, teachers and staff of that school is called a school library.

According to John Dewey, "School library is the heart of the school. It not only deals with the children who are eager to read, but also with backward children who read with difficulty and so require verbal aids and all kinds of incentives to study."

→ It provides suitable documents.

→ It makes available text books & other additional reading material.

→ The picture books with bold and large fonts to create the interest of children in reading.

→ It helps reference books, dictionaries etc.

→ It provides books of simple and meaningful stories of classics, panchatantra animals and birds to give moral values and ethics to children.

Types of Libraries:

- | | |
|----------------------|-----------------------|
| i) Public library | v) University library |
| ii) Academic library | vi) Special library |
| iii) School library | vii) National library |
| iv) College library | |

Aims & Objectives of library

- To develop reading habit.
- To break the monotony.
- To refresh students.
- To help students in learning by issuing the books.
- Systematic arrangements.
- To preserve and maintain the books.
- To create proper atmosphere.
- To enable the students to know the basic rules of the library.
- To help the teachers.
- It develop self-learning skills of students.
- It nurtures good moral values and principles in the children.

School library is one of the most important and integral part of modern school. Library can be considered as a store-house of knowledge.

Physical Activities



Relay Race

Tie Race



Frog Race

Tie Race



To aware students

about physical fitness

exercise , yoga etc .



Exercise
and Yoga
of class VI,
VII, & VIII.

The first benefit of physical education is that it teaches ethical traits that students need to thrive in this competitive world.

→ Physical fitness is the key ingredient for a healthy lifestyle. This is why physical education is an important element in most schools. When students have regular fitness activities as part of their daily regimen, they stay fit and healthy. Regular physical activities daily help in better absorption of nutrients in the body & also helps in improving cardiovascular health and developing muscular strength.

→ Most physical activities that students do in schools are related to higher levels of concentration which in turn help with better behaviours.

→ During the physical education class, they learn to cooperate through various group activities and get a sense of identity from each other as well as of the team.

To know different laboratory
in school (maintenance,
structure of laboratory, and
equipment / apparatus available
in laboratories)

There are basically four types of science laboratories are :-

(a) Physics laboratory which should consist of :

- (i) Laboratory
- (ii) Store - cum - preparation room.
- (iii) Darkroom.

(b) Chemistry laboratory which should consist of :

- (i) Laboratory
- (ii) Store - cum - preparation room
- (iii) Balance room.

(c) Biology laboratory which should consist of :

- (i) Laboratory
- (ii) Store - cum preparation room
- (iii) Museum.

(d) Home Science Laboratory which should consist of :

- (i) Laboratory
- (ii) Store.

On the basis of the empirical study, 99.36 sq. m. for each of the three science laboratories and 83.49 sq. m. for home science laboratory.

Every school must have a very well-equipped laboratory and science rooms so as to facilitate classroom instruction and to create an interest in students towards the subject.

A preparation room is used for the assembly of apparatus to be used in a laboratory. Apparatus that is not frequently used or that has been specially fitted up for an unfinished experiment can be kept there.

It should be used for keeping tools, glass tubes and glass rods in current use, stirrups and terminals, wires etc, which science teachers need.

The Chemistry laboratory should be on the ground floor and should be placed on the side of the school away from prevailing wind. Windows should be provided along two opposite sides of a laboratory and there should be ventilation.

A laboratory should have shelves, cupboards, a long bench, a long blackboard and wall-space for the display of pictures, charts and diagrams. There should be adequate water supply in laboratories. Besides, there should be suitable arrangements for supply of gas and drainage.

A science laboratory should have two doors, preferably one at either end, opening outwards, so that in case of fire or other emergencies those in the room may leave it without danger or confusion.



Infrastructure of the School.

4TH WEEK



Prepare report on :

→ Availability of finance / donation

→ Transportation system

→ Infrastructure

→ Teacher - student ratio etc

AVAILABILITY OF FINANCE

Public financing of education, to a large extent, depends on the policy and budgetary priorities for education. In order to pass assess the adequacy of the prevailing quantum of public financing for the sector, it is useful to have a rough estimate of how much the government should spend on financing quality education taking into account the existing policy framework for public provisioning of education. Though available literature shows light on the quantum of public resources required for education, relevant data on how much the Union and State Govt. are spending on education is not available in a timely manner.

Take a suggestion
for improvements in
overall activities
of school.

Improvements :

- Technology Usage
- Teacher Training
- Cultural activities
- Motivational Guests
- Student Counselling
- School Maintenance
- Parent-Teacher Communication
- Activities Outside Classrooms.
- Campaigns
- Sports Activities and Clubs.
- An engaging environment
- Communication of Needs.
- A positive atmosphere

Pushis

Know about maintaining
school records.

→ Preparation and Publication of
school results.

→ Income — Expenditure records.

Principal of a school is the ultimate & responsible person for maintaining school records. However, it would be practically impossible for him/her to do so alone. Hence, clerical staff and teachers assist him/her in the maintenance of school records.

- (i) Keep all records up-to-date.
- (ii) Keep a list of all registers maintained in the school. Give a serial no. to all registers and indicate along with name of the register in the above-mentioned list.
- (iii) ~~Each~~ Each record should be accurate, reliable & valid.
- (iv) Attendance Register
- (v) The School Calendar
- (vi) Teacher's Attendance Register
- (vii) Cash book

The proper functioning of the system and to streamline all matters in the school, proper record maintenance is required.

→ The school record is the back-bone of the school history.

→ It contains all sorts of information about school and the activities performed in it.

Organisation of Cultural activities.

Importance of cultural activities in school is the innermost core that shapes everything that goes on inside a school. It forms not only the base but is also reflect the end result of various activities.

Culture of a school has the power to make or break it.

Psychologist R.S. Barth says, "the cultural activities in school has far more influence on the life and learning of students in the campus than the department of education, the school board, or even the best principal can probably have."

Report on suggestion for
betterment of school activities.

→ Diagnostic classes for students.

→ Faculty Improvement programmes.

→ Different level of teaching
behaviour.

Suggestions for the betterment of school activities are:-

- (i) Enhancing the School's Appearance.
→ Beautify the School.
- (ii) Start a Garden.
- (iii) Paint a mural.
- (iv) Lead a campaign to make the school grounds healthier.
- (v) Improving Opportunities
- (vi) Boost activities and clubs.
- (vii) Make the school more engaging.
- (viii) Encourage healthy eating.
- (ix) Making school inclusive
→ let everyone join in.
→ be nice to new people.
→ Don't badmouth others.
→ Don't accept bullying.
→ Gathering Support.

B.B.M. B.Ed. COLLEGE



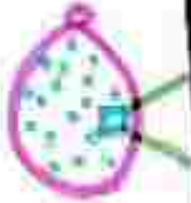
SARDAHA, CHAS, BOKARO



Micro Teaching With 5 Skill

TEACH
 MICRO LESSON PLAN NO : 1
 SKILL OF INTRODUCING THE LESSON (4th semester student)

Name of the Pupil-Teacher: Shobhishesha Mahato
 Roll No.: 14 Subject: Chemistry
 Class: IX Sub-Topic: States of Matter
 Date: 01/09/2022 Duration Expected: 5-7 min
 Previous Knowledge Assumed:

S.No	Pupil-Teacher's Activity	Pupil's Activity	Use of Teaching Aid	Use of Black Board
1.	Matter is made up of ?	Atoms and molecules.		
2.	Sugar is in which state ?	Solid state	 SOLID	
3.	Water is in which state ?	liquid state	 LIQUID	
4.	Air is in which state ?	Gaseous state	 GAS	
5.	These solids, liquids & gases are called ?	States of Matter.		

OBSERVATION SCHEDULE CUM RATING SCALE (TEACH)

SKILL OF INTRODUCING THE LESSON (प्रारंभ प्रस्तावना कौशल)

Name of the Pupil-Teacher: Shachishresha Mahato

Roll No.: 14 Class: IX

Subject: Chemistry Sub-Topic: States of Matter

Teach Duration: 5-7 min Date: 21/9/2022

Components	Frequencies						
	Not at all	1	2	3	4	5	6
1. Teacher used previous knowledge of the pupil. (छात्रकृतज्ञान से छात्रों का पूर्व ज्ञान परीक्षण किया)	0	1	2	3	4	5	6
2. The device used was appropriate. (प्रयोग की गयी उपकरणक सम्पत्ति उमयदुस्त थी)	0	1	2	3	4	5	6
3. There was continuity of statements and of questioning. (उत्तरों और प्रश्नों में सम्बन्धता थी)	0	1	2	3	4	5	6
4. Teacher attended relevant statements and questioning. (शिष्यक का विषयक और प्रश्न प्रासंगिक थे)	0	1	2	3	4	5	6
5. Almost every question of the teacher was followed by correct pupil's response. (लगभग प्रत्येक प्रश्न का छात्रों द्वारा सही उत्तर दिया गया)	0	1	2	3	4	5	6
6. On the whole, the introduction of the lesson was effective. (कुल मिलाकर प्रारंभ का प्रस्तावना प्रभावशाली थी)	0	1	2	3	4	5	6





Points on the Rating Scale are :-

- 0 Not at all
- 1 Satisfactory
- 2 Average
- 3 Good
- 4 Very Good
- 5 Excellent
- 6 Outstanding


Signature of Supervisor

RE-TEACH
 MICRO LESSON PLAN NO : 1
 SKILL OF INTRODUCING THE LESSON

Name of the Pupil-Teacher: Shechikata Mahala
 Roll No: 111 Subject: Chemistry
 Class: IX Sub-Topic: States of Matter
 Date: 28/09/2022 Duration Expected: 8-7 min
 Previous knowledge Assumed:

S.No	Pupil-Teacher's Activity	Pupil's Activity	Use of Teaching Aid	Use of Black Board
1.	Matter is defined as ?	Anything that occupies space and have mass.	<p><u>SOLIDS</u></p>  <p>pen</p> <p><u>LIQUIDS</u></p>  <p>Water</p> <p><u>GAS</u></p>  <p>Balloon</p>	
2.	Sand belongs to which state ?	Solid state		
3.	Milk belongs to which state ?	Liquid state		
4.	Carbon Dioxide belongs to which state ?	Gaseous state		
5.	How many states of matter are there ?	Three		

EVALUATION SHEET (RE-TEACH)

SKILL OF INTRODUCING THE LESSON

Name of the Pupil-Teacher: Shachiksha Mahale

Roll No.: 14 Class: IX

Subject: Chemistry Topic: States of Matter

Teach Duration: 24/09/2023 5-7 min Date: 21/9/2023





Components	Not At all 0	Satisfactory 1	Average 2	Good 3	Very Good 4	Excellent 5	Outstanding 6
1. Teacher used previous knowledge of the pupil. (प्रश्नकारक ने छात्रों का पूर्व ज्ञान दर्शाया था)			✓				
2. The device used was appropriate. (प्रयोग की सभी सहायक सामग्री उपयुक्त थी)			✓				
3. There was continuity of statements and of questioning (बयानों और प्रश्नों में सम्बन्ध था)				✓			
4. Teacher attended relevant statements and questioning (विषयक का विवरण और प्रश्न प्रासंगिक थे)				✓			
5. Almost every question of the teacher was followed by correct pupil's response. (लगभग प्रत्येक प्रश्न का छात्रों द्वारा सही उत्तर दिया गया)				✓			
6. On the whole, the introduction of the lesson was effective. (कुल मिलाकर पाठ की प्रस्तावना प्रभावी थी)			✓				


 Signature of Supervisor

TEACH
MICRO LESSON PLAN NO : 2
SKILL OF QUESTIONING

Name of the Pupil-Teacher: Shachleshha Mahale
 Roll No.: 14 Subject: Chemistry
 Class: IX Sub-Topic: States of Matter
 Date: 22/9/2022 Duration Expected: 5-7 min

OPENING STATEMENT

S.No	Pupil-Teacher's Activity	Pupil's Activity	Use of Teaching Aid	Use of Black Board
1.	Name three states of matter.	Solid, liquid & Gas.	SOLIDS 	
2.	Name one property of solid?	Solids have definite shape and definite volume.	Book → has definite shape → has definite volume → definite boundary.	
3.	Name one property of liquid?	Liquids have definite volume but not definite shape.	LIQUIDS   	

OBSERVATION SCHEDULE CUM RATING SCALE
SKILL OF QUESTIONING

Name of the Pupil-Teacher: Shechiksha Mahate

Roll No.: 14 Class: IX


Subject: Chemistry Sub-Topic: States of Matter

Teaching Duration: 5-7 min Date: 22/9/2022

Components	Frequencies					
	Not at all Much			Vary		
1. Questions were grammatically correct. (प्रश्नों की दृष्टि से प्रत्येक उचित थे)	0	1	2	3	4	5 6
2. Questions were relevant to the topic. (प्रश्न विषय से सम्बन्धित थे)	0	1	2	3	4	5 6
3. Questions were specific. (प्रश्न स्पष्ट थे)	0	1	2	3	4	5 6
4. Questions were concise. (प्रश्न संक्षिप्त थे)	0	1	2	3	4	5 6
5. Questions were put with proper speed and pause. (प्रश्न उचित गति और विराम में रखे गये थे)	0	1	2	3	4	5 6
6. Questions were put with proper voice. (प्रश्न उचित आवाज में पूछे गये थे)	0	1	2	3	4	5 6
7. Questions were not repeated unnecessary. (अनावश्यक रूप से प्रश्नों को दोहराया गया)	0	1	2	3	4	5 6
8. Response to the question were not repeated. (प्रश्नों के उत्तर दोहराए नहीं गए)	0	1	2	3	4	5 6
9. Teacher put sufficient number of questions in the lesson. (शिक्षक ने पाठ में पर्याप्त मात्रा में प्रश्न रखे)	0	1	2	3	4	5 6

Points on the Rating Scale are :-

- 0: Not at all
- 1: Satisfactory
- 2: Average
- 3: Good
- 4: Very Good
- 5: Excellent
- 6: Outstanding





Signature of Supervisor

RE-TEACH
MICRO LESSON PLAN NO : 2

SKILL OF QUESTIONING

Name of the Pupil-Teacher: Sheekishba Mahata
 Roll No.: 14 Subject: Chemistry
 Class: IX Sub-Topic: States of Matter
 Date: 22/9/2023 Duration Expected: 5-7 min

OPENING STATEMENT

S.No	Pupil-Teacher's Activity	Pupil's Activity	Use of Teaching Aid	Use of Black Board
1.	The force of attraction between the particles are strongly packed?	Solid State	<p style="text-align: center;"><u>SOLID STATES</u></p> 	
2.	The force of attraction between the particles are loosely packed?	Liquid State	<p style="text-align: center;"><u>LIQUID STATE</u></p> 	
3.	The force of attraction between the particles are negligible?	Gaseous State	<p style="text-align: center;"><u>GAS STATE</u></p> 	

EVALUATION SHEET (RE-TEACH)

SKILL OF QUESTIONING

Name of the Pupil-Teacher: Shobhishtha Mahato

Roll No: 14 Class: IX

Subject: Chemistry Topic: States of Matter

Teach Duration: 5-7 min Date: 22/3/2022

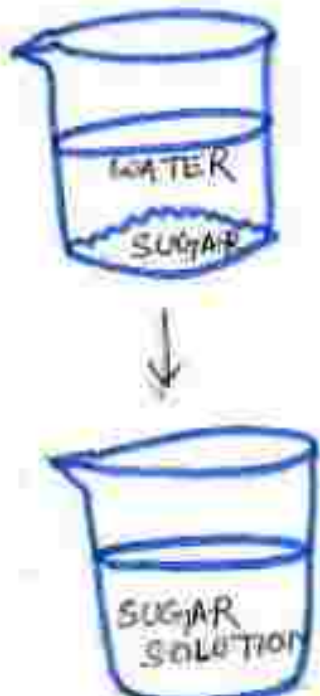
Components	Not At all 0	Satisfactory 1	Average 2	Good 3	Very Good 4	Excellent 5	Outstanding 6
1. Questions were grammatically correct. (प्रश्नों की शक्ति से इन उपयुक्त थे)			✓				
2. Questions were relevant to the topic. (प्रश्न अध्याय से सम्बन्ध थे)			✓				
3. Questions were specific. (प्रश्न विशेष थे)			✓				
4. Questions were concise. (प्रश्न संक्षिप्त थे)			✓				
5. Questions were put with proper speed and pause. (प्रश्न उचित गति और विराम में पूछे गये थे)		✓					
6. Questions were put with proper voice. (प्रश्न उचित आवाज में पूछे गये थे)		✓					
7. Questions were not repeated unnecessary. (आवश्यकता पड़ने पर प्रश्नों को दोहराया गया)		✓					
8. Response to the question were not repeated. (प्रश्नों के उत्तर दोहराए नहीं गए)		✓					
9. Teacher put sufficient number of questions in the lesson. (शिक्षक ने पाठ में पर्याप्त मात्रा में प्रश्न रखे)		✓					


 Signature of Supervisor

TEACH
MICRO LESSON PLAN NO : 3
SKILL OF REINFORCEMENT

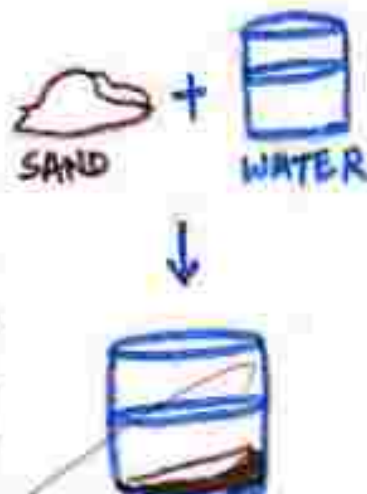
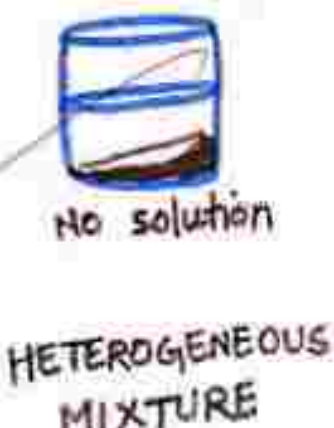
Name of the Pupil-Teacher: Shobhika Makala
 Roll No: 14 Subject: Chemistry
 Class: IX Sub-Topic: States of Matter
 Date: 24/9/2022 Duration Expected: 5-7 mins

OPENING STATEMENT

S.No	Pupil-Teacher's Activity	Pupil's Activity	Use of Teaching Aid	Use of Black Board
1.	What will happen when sugar and water get mixed?	Sugar solution		Sugar dissolves and when dissolved, it remains as a sugar solution.
	Good			
2.	What kind of mixture of sugar solution is?	Homogeneous mixture	<p style="text-align: center;">DISSOLVING OF SUGAR IN WATER</p> <p style="text-align: center;">HOMOGENEOUS SOLUTION</p>	
	Very Good			

Name
Roll
Subj
Teach

1.	Q	(a)
2.	Q	(b)
3.	Q	(c)
4.	Q	(d)
5.	Q	(e)
6.	Q	(f)
7.	Q	(g)
8.	Re	(h)
9.	Te	(i)

S.No	Pupil-Teacher's Activity	Pupil's Activity	Use of Teaching Aid	Use of Black Board
3.	What will happen when sand and water get mixed?	Sand sol		<p>→ When is added to water it does not mix and no solution is formed.</p>
	Good.			
4.	What kind of mixture of sand solution is?	Hetero mix		
	Very Good.			

CLOSING STATEMENT

After getting proper answers by the student questions asked by the pupil teacher in skill of Reinforcement by using such teaching technique and teaching aid, the teaching process becomes very effective and successful.

OBSERVATION SCHEDULE CUM RATING SCALE

SKILL OF REINFORCEMENT

Name of the Pupil-Teacher Shachishcha MahalaRoll No.: 14 Class: IXSubject: Chemistry Sub-Topic: States of MatterTeaching Duration: 5.7 min Date: 24/9/2022

Tallies for Specific Observation	Components	Frequencies						
		Not at all	1	2	3	4	5	6
	Desirable Behaviour							
	1. Use of praise word (संश्लासक शब्दों का प्रयोग किया)	0	1	2	3	4	5	6
	2. use of statements accepting pupil's feeling (अपने ही भावनाओं को स्वीकार करते हुए विपरीतों का प्रयोग)	0	1	2	3	4	5	6
	3. Repeating, rephrasing summarizing pupil's response (अपने ही उत्तरों को दोहराना, पुनः उत्तर देना तथा संक्षेप रूप में बताना)	0	1	2	3	4	5	6
	4. Writing responses on the Blackboard. (उत्तर को सफाईपट्ट पर लिखना)	0	1	2	3	4	5	6
	5. Use of gestures and other non-verbal actions. (अशब्दिक क्रियाएँ और हाथ-पाद का प्रयोग)	0	1	2	3	4	5	6
	6. Use of extra non-verbal reinforces. (अतिरिक्त अशब्दिक प्रोत्साहन का प्रयोग)	0	1	2	3	4	5	6
	Undesirable Behaviour							
	1. Use of discouraging words and statements. (संश्लासक शब्दों का प्रयोग किया)	0	1	2	3	4	5	6
	2. Use of discouraging cues and voice tones (संश्लासक शब्दों का प्रयोग किया)	0	1	2	3	4	5	6
	3. Use of negative non-verbal reinforcement (संश्लासक शब्दों का प्रयोग किया)	0	1	2	3	4	5	6

Points on the Rating Scale are :-


- 0 Not at all
 1 Satisfactory
 2 Average
 3 Good
 4 Very Good
 5 Excellent
 6 Outstanding


 Signature of Supervisor

RE-TEACH 3
 MICRO LESSON PLAN NO : _____
 SKILL OF REINFORCEMENT

Name of the Pupil-Teacher: Bheshiksha Mahato
 Roll No.: 14 Subject: Chemistry
 Class: IX Sub-Topic: States of Matter
 Date: 24/9/2022 Duration Expected: 5-7 mts

OPENING STATEMENT

S.No	Pupil-Teacher's Activity	Pupil's Activity	Use of Teaching Aid	Use of Black Board
1.	1. What will happen when chalk is mixed with water?	Heter mix		<p>→ Chalk i.e. CaCO_3 does not dissolve in water, it forms a solid in dispersion.</p>
2.	Good			
3.	2. What do you mean by heterogeneous mixture?	A mixture of solid & liquid		
4.				
5.				
6.				
7.	V. Good			
8.				
9.				

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3. What do you mean by homogeneous mixture?	A mixture in which the composition is uniform throughout.			
V. Good				

CLOSING STATEMENT

After getting proper answers by the students questions asked by the pupil teacher in skill of reinforcement by using such teaching technique.

**EVALUATION SHEET
SKILL OF REINFORCEMENT**

Name of the Pupil-Teacher: Shobhishcha Mahato
 Roll No.: 14 Class: IX
 Subject: Chemistry Topic: States of Matter
 Teach Duration: 5-7 min Date: 24/9/2022

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1.	Components	Not	Satisfactory	Average	Good	Very	Excellent	Outstanding
		At all 0	1	2	3	Goal 4	5	6
	Desirable Behaviour							
	1. Use of praise words (प्रशंसक शब्दों का प्रयोग किया)			✓				
2.	2. use of statements accepting pupil's feeling (अपने ही भावनाओं को स्वीकृत करने हुए विवरणों का प्रयोग)			✓				
3.								
4.	3. Repeating, rephrasing, summarizing pupil's response (अपने ही भावनाओं को दोहराने, पुनः प्रस्तुत करना तथा सारांश रूप में रखना)			✓				
5.	4. Writing responses on the Blackboard. (उत्तरों को ब्लैकबोर्ड पर लिखना)			✓				
6.	5. Use of gestures and other non-verbal actions. (अशारीरक क्रियाएँ और हाव-भाव का प्रयोग)				✓			
7.	6. Use of extra non-verbal reinforces. (अतिरिक्त अशारीरक सुसक्ति) का प्रयोग)				✓			
	Undesirable Behaviour							
8.	7. Use of discouraging words and statements. (प्रशंसक शब्दों का प्रयोग किया)			✓				
9.	8. Use of discouraging cues and voice tones (प्रशंसक शब्दों का प्रयोग किया)			✓				
	9. Use of negative non-verbal reinforcement (प्रशंसक शब्दों का प्रयोग किया)			✓				


Signature of Supervisor

TEACH
MICRO LESSON PLAN NO : 4
SKILL OF STIMULUS VARIATION

Name of the Pupil-Teacher: Shobhiksha Mahate
 Roll No: 14 Subject: Chemistry
 Class: IX Sub-Topic: States of Matter
 Date: 25/9/2022 Duration Expected: 5-7 mins

OPENING STATEMENT

S.No	Pupil-Teacher's Activity	Pupil's Activity	Use of Teaching Aid	Use of Black Board
1.	Anything that occupies _____ and have _____ is called matter.	sp ma	1. <u>Matter</u>	1. <u>space</u> <u>mass</u>
2.	Matter exists in _____ states.	the	2. <u>3 states of Matter</u>	2. <u>three</u>
3.	The three states of matter are _____ _____ & _____.	Sole liq gas	3. <u>Solid, liquid, Gas</u>	3. <u>solid</u> <u>liquid</u> <u>gas</u>

OBSERVATION SCHEDULE CUM RATING SCALE

SKILL OF STIMULUS VARIATION

Name of the Pupil-Teacher: Shobhishika Mahale

Roll No.: 14 Class: IX

Subject: Chemistry Sub-Topic: States of Matter

Teach Duration: 5-7 min Date: 25/9/22

Indices for Specific Observation	Components	Frequencies						
		Not at all	1	2	3	4	5	6
	1. Movements (संचलन)	0	1	2	3	4	5	6
	2. Gestures, (काय भाव)	0	1	2	3	4	5	6
	3. Change in voice (आवाज संलग्न परिवर्तन)	0	1	2	3	4	5	6
	4. Focusing (संघट्टन)	0	1	2	3	4	5	6
	5. Change in instruction style (अन्य शिवाय वेळी परिवर्तन)	0	1	2	3	4	5	6
	6. Pausing (सोपना-विद्यन)	0	1	2	3	4	5	6
	7. Aural-Visual switching (संश्रुतिक दृश्य परिवर्तन)	0	1	2	3	4	5	6
	8. physical involvement of the pupil, if any. (प्रश्न वा शिवालयक सामोरा)	0	1	2	3	4	5	6

Points on the Rating Scale are :-

- 0 Not at all
- 1 Satisfactory
- 2 Average
- 3 Good
- 4 Very Good
- 5 Excellent
- 6 Outstanding



Signature of Supervisor

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EVALUATION SHEET (RE-TEACH)

SKILL OF STIMULUS VARIATION

Name of the Pupil-Teacher: Shobhishtha Mahato

Roll No.: 14 Class: IX

Subject: Chemistry Topic: States of Matter

Teach Duration: 5-7 min Date: 28/9/2022

Components	Not As all 0	Satis- factory 1	Average 2	Good 3	Very Good 4	Excellent 5	Outstanding 6
1. Movements (चलन)				✓			
2. Gestures (हाथ चार)				✓			
3. Change in voice (आवाज में परिवर्तन)				✓			
4. Focusing (केंद्रण)			✓				
5. Change in interaction style (अन्य शिक्षक से भी परिवर्तन)			✓				
6. Pausing (थक-विद्यमान)			✓				
7. Aural-Visual switching (शैक्षिक दृश्य परिवर्तन)			✓				
8. physical involvement of the pupil, if any (छात्रों का शारीरिक सम्बन्ध)			✓				


Signature of Supervisor

TEACH
MICRO LESSON PLAN NO : 5
SKILL ILLUSTRATIONS WITH EXAMPLE

Name of the Pupil-Teacher: Shashisheela Mahale
 Roll No.: 24 Subject: Chemistry
 Class: IX Sub-Topic: States of Matter
 Date: 26/9/2022 Duration Expected: 5-7 mins

OPENING STATEMENT

S.No	Pupil-Teacher's Activity	Pupil's Activity	Use of Teaching Aid	Use of Black Board
1.	Just like the sugar solution in the same way what kind of mixture is when NaCl is mixed with water?	Homog mixture		
2.	Like the sand solution in the same way what kind of mixture is oil and water?	Heterog mixture		

1. Homogeneous mixture.

2. Heterogeneous mixture.

1. Homogeneous mixture.

2. Heterogeneous mixture.

OBSERVATION SCHEDULE CUM RATING SCALE

SKILL OF ILLUSTRATIONS WITH EXAMPLE

Name of the Pupil-Teacher: Sheelaksha Mahato

Roll No: 14 Class: IX

Subject: Chemistry Sub-Topic: State of Matter

Teach Duration: 5-7 min Date: 26/9/22

Components	Frequencies						
	Not at all	1	2	3	4	5	6
1. Relevancy (सम्बन्धिता)	0	1	2	3	4	5	6
2. Simplicity of examples (उदाहरणों की सरलता)	0	1	2	3	4	5	6
3. Interesting aspect of examples (उदाहरणों की रोचकता)	0	1	2	3	4	5	6
4. Appropriateness of the media used (माध्यमों की उपयुक्तता)	0	1	2	3	4	5	6
5. Appropriateness of the approach (प्रकार की उपयुक्तता)	0	1	2	3	4	5	6

Points on the Rating Scale are :-

- 0. Not at all
- 1. Satisfactory
- 2. Average
- 3. Good
- 4. Very Good
- 5. Excellent
- 6. Outstanding


Signature of Supervisor

RE-TEACH
 MICRO LESSON PLAN NO: 5
 SKILL OF ILLUSTRATIONS WITH EXAMPLE

Name of the Pupil-Teacher: Shechishcha Mahato
 Roll No: 14 Subject: Chemistry
 Class: IX Sub-Topic: States of matter
 Date: 26/9/2022 Duration Expected: 5-7 min.

OPENING STATEMENT

S.No	Pupil-Teacher's Activity	Pupil's Activity	Use of Teaching Aid	Use of Black Board
1.	Just like salt solution is homogeneous mixture in the same way what is alloys?	Hom mix	1. Homogeneous mixture	1. Homogeneous mixture
2.	Just like air is a homogeneous mixture, in the same way what is blood?	Heterogeneous mix	2. Heterogeneous mixture	2. Heterogeneous mixture

EVALUATION SHEET

SKILL OF ILLUSTRATIONS WITH EXAMPLE

Name of the Pupil-Teacher: Sheekishu Mahato

Roll No: 13 Class: IX

Subject: Chemistry Topic: States of Matter

Teach Duration: 5-7 min Date: 26/9/2022

Components	Not At all 0	Satisfactory 1	Average 2	Good 3	Very Good 4	Excellent 5	Outstanding 6
1. Relevancy (सम्बन्धिता)				✓			
2. Simplicity of examples (उदाहरणों की सरलता)				✓			
3. Interesting aspect of examples (उदाहरणों की रोचकता)			✓				
4. Appropriateness of the media used (सामग्री की उपयुक्तता)			✓				
5. Appropriateness of the approach (प्राण की उपयुक्तता)			✓				


Signature of Supervisor

B.B.M. B.Ed. COLLEGE

SARDAHA, CHAS, BOKARO



Mega Lesson Plan

B.B.M. B.Ed. COLLEGE

SARDAHA, CHAS, BOKARO (JHARKHAND)

Recognized by
NCTE & Affiliated to Birsa Bihari Mahto Koylanchal University, Dhanbad



RECORD OF PRACTICE TEACHING LESSONS

SESSION - 2021 - 23

Name of the Pupil-Teacher Arvind Kumar Mahato

Name of the College B.B.M. B.Ed. College, Sardaha, Chas

Teaching Method Subject (s): English

Class: B.Ed Sem - III Sec: A Age: _____

College Roll No. 05 Regd. No. B6MKU-2023 Univ. Roll No. 221071756189

CERTIFICATE

It is certified that Arvind Kumar Mahato College Roll No. 05
University Roll No. 221071756189 Session 2021-23
Teaching Subject English has completed the teaching practices and
delivered 35 practice lessons and 35 discussion lesson from
28/06/2023 to 04/09/23 regularly in U.M.S Mahuar School
and supervision has been made by the supervisory staff of B.B.M. B.Ed
COLLEGE, SARDAH, CHAS BOKARO adequately. Hence He/She is qualified for final B.Ed.
Examination.

Drijay
Supervisor

Date

K. Anand Prasad
Principal

INDEX

S.NO	Name of Topic	Class	Date	Remarks
1.	A Heritage of Trees	VIII	28/06/23	}
2.	"	VIII	01/07/23	
3.	Living in the Age of Google	VIII	03/07/23	
4.	"	VIII	04/07/23	
5.	Babe Ate a Microchip	VIII	05/07/23	
6.	The Sri Krishna Eating House	VIII	06/07/23	
7.	"	VIII	07/07/23	
8.	Young Voices of Change	VIII	08/07/23	
9.	"	VIII	09/07/23	
10.	Fry, Fry Again	VIII	10/07/23	
11.	Ahila	VII	11/07/23	
12.	"	VII	12/07/23	
13.	"	VII	13/07/23	
14.	Be a Friend	VII	14/07/23	
15.	"	VII	15/07/23	
16.	The Eyes Have It	VII	16/07/23	
17.	"	VII	17/07/23	
18.	"	VII	18/07/23	
19.	The Rangoli	VII	19/07/23	
20.	"	VII	20/07/23	
21.	The Four Puppets	VII	21/07/23	

DETAILED LESSON PLAN

Lesson Plan No. 36

Pupil Teacher's Name Ashwini Kumar Mahato Roll No.: 05 Date: 28/06/23
(अध्यापक का नाम) (अनुक्रमणिका) (दिनांक)

Name of the School: D.M.S. Mahato Class & Sec: 8
(विद्यालय का नाम) (कक्षा और विभाग)

Subject: English Age: 14+ Period: 2nd Duration: 45 mins
(विषय) (वय) (काल) (समय)

Lesson taught yet: 35 Time: 7:45 - 8:30 AM
(अब तक पढ़ाया हुआ पाठ) (समय)

Topic: A Heritage of Trees Sub-Topic: Friendship
(विषय) (उप-विषय)

Aims & Objectives <small>(लक्ष्य एवं उद्देश्य)</small>	Instructional Aims & Objectives in terms of Behavioral Changes <small>(आवृत्तिका परिवर्तन के संदर्भ में अनुदेशनात्मक लक्ष्य एवं उद्देश्य)</small>	Methods & Techniques <small>(विधियाँ और उपकरण)</small>
General Aims <small>(सामान्य उद्देश्य)</small>		
(i)	To create interest for English language.	
(ii)	To understand the ethics of English.	
(iii)	To enhance the vocabulary and comprehension of students.	
Specific Objectives <small>(विशिष्ट उद्देश्य)</small>		
Knowledge:-	Students will be able to know about the poet David Hansburg.	

Specific Objectives (विशिष्ट उद्देश्य)	Instructional Aims & Objectives in terms of Behavioral Changes (अभ्युत्थानात्मक लक्ष्य एवं उद्देश्य)	Methods & Techniques (विधि और कौशल)
Understanding	Students will be able to understand about the importance of trees.	
Applications	Students will be able to use the benefits of trees in future life.	

References to be used: (संदर्भ ग्रंथों का नाम)
 1. ICERT: Daffodil, class - VIII, Ranchi, April 2019
 2. Roy, Bhikunath: Bhargava Dictionary, Varanasi, October 2011
 3. Agarwala, N.K: English Grammar and Composition, Haryana, October 2010

Methods of Teaching: (विधि विधियाँ) Text-Book method, Grammar-translation method

Techniques & Skills of Teaching: (विधि कौशल और कौशल) Skill of introducing skill, Skill of questioning skill

Maxims of Teaching: (विधि सूत्र) Simple to complex, Known to Unknown

Teaching Aids to be Used: (सहायक साधनों का नामों का उपयोग किया गया है) General Aids - Chalk, Duster, Pointer etc.

Specific Aids - Text-Book, Dictionary, Chart of Trees, Post PPT about poet David Herbert Hughes

Previous Knowledge Assumed (पूर्वज्ञान परीक्षण)

Introduction: (प्रस्तावना)

S.No.	Pupil Teacher's Activity (प्रश्नोत्तर विधि)	Student's Activity (उत्तर विधि)
1.	Which gases are consists in the atmosphere?	Oxygen, Nitrogen, Carbon dioxide, -
2.	Among them which gas is more important for living beings?	Oxygen
3.	Where we get oxygen?	from trees, plants.
4.	When trees release oxygen?	during cooking food.

Declaration of the Topic (उद्घोषणा)

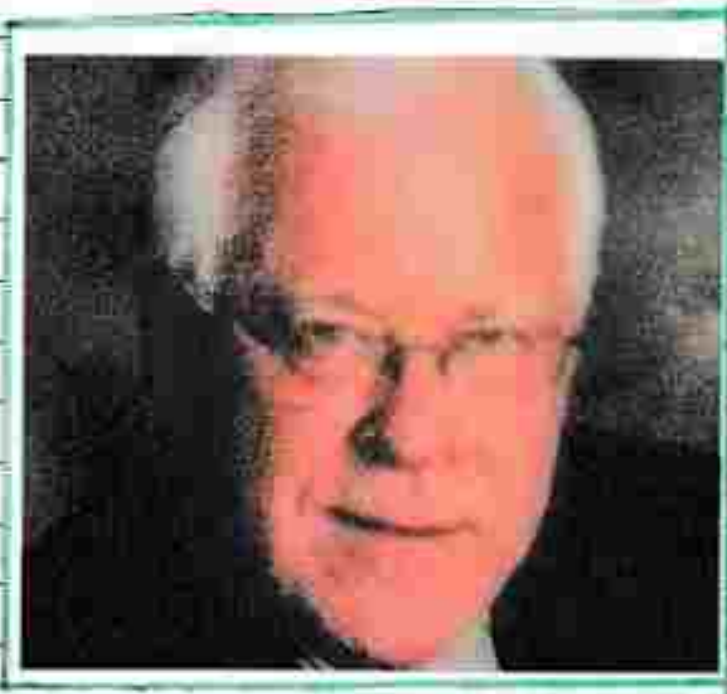
Pupil Teacher's Activity (प्रश्नोत्तर विधि)	Student's Activity (उत्तर विधि)	Black-Board Summary Topic (संक्षेपित विषय शीर्षक)
After getting proper answers of the introductory questions pupil teacher will declare that today we are going to discuss about 'A Heritage of Trees'.	Students will listen carefully	'A Heritage of Trees'
		Topic (विषय)
		'A Heritage of Trees'
		Page No (पृष्ठ संख्या)
		91

Presentation : (उत्प्रेरणा) 1

Teaching Points/Steps (शिक्षण बिन्दु / सीमा)	Behavioral Changes in terms of Instructional Objectives (अनुदेशनात्मक उद्देश्यों के संदर्भ में व्यवहारगत परिवर्तन)	
	Pupil-Teacher's Activity (छात्र-शिक्षक-क्रिया)	Student's Activity (मात्र-क्रिया)
About the Poet David Hobsbawgh (1923 - 1989) was a British born teacher who worked in India. He first came in India in 1943. Specially known as activity based tea- ching, stories and poems.	Pupil teacher will give Information about the poet.	Students will listen carefully and write down on their note- book.
Loud Reading by the Pupil teacher	Pupil-teacher will read the poem loudly with correct pronunciation, strong pauses and accent.	Students will listen carefully.
Loud Reading by Students	Pupil-teacher will ask students to read the poem loudly with proper pron- unciation and pause.	Students will read the poem loudly with proper pronunciation and pause.
Silent Reading by students	Pupil-teacher will ask the stu- dents to read the poem sil- ently and to find the diffi- cult words.	Students will read the poem silently and try to find out diffi- cult words.

Teaching Strategies/Skills Teaching Aids and Activities
(विद्यार्थन नीतिनी / कोशल, विद्यार्थन सामग्री एवं क्रियाएँ)

Chalk Board Summary
(सुवामातक सारांश)



~~David Hornsbrough~~

~~Born on: 1923~~

~~Died on: 1984~~

~~He was British born teacher~~

~~first came India: 1943~~

David Hornsbrough

Born on: 1923

Died on: 1984

He was a British born teacher but worked in India. He first came to India in 1943.

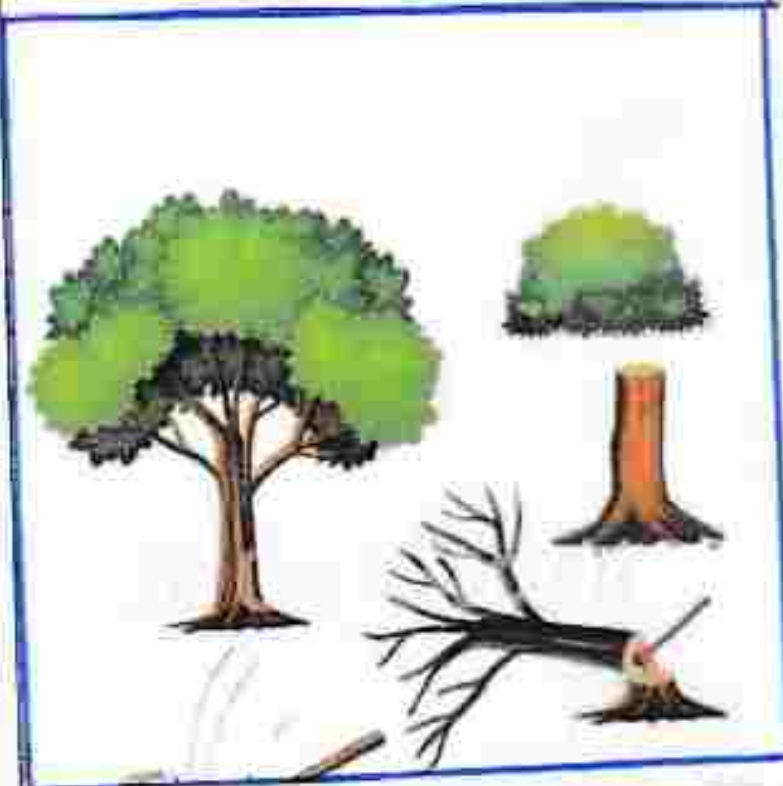
He was specially known as activity based teaching, stories and poems.

Presentation : (संगठित) II

Teaching Points/Steps (शिक्षण बिंदु / चरण)	Behavioral Changes in terms of Instructional Objectives (अभ्युद्देशात्मक उद्देश्यों के संदर्भ में व्यवहारगत परिवर्तन)	
	Pupil- Teacher's Activity (अभ्यास/शिक्षक-क्रिया)	Student's Activity (उत्तर-क्रिया)
Difficult words		
1) Tragic	1) What kind of parts of speech is tragic?	Adjective
2) Ripped	2) What is the synonym of Ripped?	Snatched
3) Trunks	3) What is the antonyms of trunks?	Extremity/Limbs
4) Untimely	4) What is the another word of Untimely?	Badly timed
5) Cripples		
Analysis of the text		
The poem 'A Heritage of Trees' highlights the importance of trees. It emphasizes the need to — — —	Pupil teacher will be analyze the poem and ask the questions related to the text	Students will listen carefully and answer accordingly.
— — —		
The poet says that he saw someone attack a tree. Such incidents — — —		
— — —		
— — —		

Teaching Strategies/Skills Teaching Aids and Activities
(शिक्षण रणनीतियाँ / शिक्षण साधन और क्रियाएँ)

Chalk Board Summary
(संक्षेप सारांश)



'Heritage of Trees'

Difficult words

- 1) Tragic
- 2) Ripped
- 3) Trunks
- 4) Untimely
- 5) Cripples



'People attacking the tree'

Answers

1) By cutting it.

2) Mutilated, Ripped, crippled, and dead trees.

3) Mysore to
O.S.N.

Recapitulation: (पुनरावृत्ति)

Teaching Points/ Steps (शिक्षण बिन्दु / सीपान)	Pupil-Teacher's Activity (प्रश्नोत्तर-क्रिया)	Student's Activity (पुस्तक-क्रिया)	Chalk Board Summary (समस्याएं-सारणी)
Recapitulation test	Recapitulation test questions		<p><u>Answers</u></p> <p>1) David Harsburg rgh</p> <p>2) To cut</p> <p>3) Mysore to Ooty.</p>
	1) Who has composed this poem?	David Harsburg	
	2) What does the word 'Attack' refer to in the poem?	To cut	
	3) Where does the road go from?	Mysore to Ooty.	

Evaluation: (मूल्यांकन)

Teaching Points/ Steps (शिक्षण बिन्दु / सीपान)	Pupil-Teacher's Activity (प्रश्नोत्तर-क्रिया)	Student's Activity (पुस्तक-क्रिया)	Chalk Board Summary (समस्याएं-सारणी)
Application test	Due to lack of time pupil teacher will bring some MCQ questions are already written on Blackboard class and give instruction to write on their notebook.	Students will listen carefully and write down on their notebook.	<p><u>Fill in the blanks</u></p> <p>1) _____ was the poet of this poem.</p> <p>2) David Harsburg was born in _____.</p> <p>3) He came first India in _____.</p> <p>4) The word 'Attack' refers to _____ in this poem.</p> <p>5) The road goes from _____ to _____.</p> <p><u>Say true or false</u></p> <p>1) Rabindranath was the poet of this poem.</p> <p>2) David Harsburg was born in 1823.</p> <p>3) He came first</p>

Home Assignment : (गृहकार्य) Write in short about this poem.

Am

OBSERVATION SCHEDULE

Pupil Teacher's Name Ashutosh Kumar Mahato Roll No.: 05 Date: 25/05/23
(अभ्यासकर्ता का नाम) (अनुक्रमांक) (दिनांक)

Subject: English
(विषय)
Topic: A Heritage of Trees Sub-Topic: First half stanza
(विषय) (अनु-विषय)

~~good~~

Sign. of Students Observer

~~Dr. Jyoti~~
Sign of Supervisor

Specific Objectives (विशिष्ट लक्ष्य)	Instructional Aims & Objectives in terms of Behavioral Changes (अपेक्षित परिवर्तन के अर्थ में अनुदेशनात्मक लक्ष्य एवं लक्ष्य)	Methods & Techniques (विधि और विधियाँ)
Understanding	Students will be able to understand about the importance of trees.	
Application	Students will be able to use the benefits of trees in their future life.	

References to be used: (संदर्भ ग्रंथों का नाम)

1. NCERT: Daffodil, Class - VIII, Ranchi, April
2. Roy, Bholanath: Bhargava Dictionary, October 19
Varanasi
3. Agarwala, N.K: English Grammar and Composition
Haryana, October 2010

Methods of Teaching: Text-Book method / Grammar-translation method
(विधि: विधियाँ)

Techniques & Skills of Teaching: skill of questioning skill
(विधि: तकनीक और कौशल)

Maxims of Teaching: Known to Unknown, Simple to Complex
(विधि: सूत्र)

Teaching Aids to be Used: General Aids - Chalk, Duster, Pointer
(सहायक विधि सामग्री जिसका उपयोग किया गया है)

Specific Aids - Text-Book, Dictionary, Chart of Heritage trees.

Previous Knowledge Assumed (पूर्वज्ञान परीक्षण)

Introduction: (प्रस्तावना)

S.No.	Pupil Teacher's Activity (छात्राध्यापक क्रिया)	Student's Activity (छात्र क्रिया)
1.	Who was the poet of 'A Heritage of Trees'?	David Hornbough
2.	When David was born?	1923
3.	Where does the road go from?	Mysore to Ooty.
4.	What does 'Attack' mean in the poem?	To cut

Declaration of the Topic (विषयसूचना)

Pupil Teacher's Activity (छात्राध्यापक क्रिया)	Student's Activity (छात्र क्रिया)	Black-Board Summary Topic (क्यामपट्टे का सारांश विषय)
After getting proper answers of the introductory questions pupil teacher will declare that today we are going to discuss about 'A Heritage of Trees.'	Students will listen carefully.	'A Heritage of Trees'
		Topic (विषय)
		'A Heritage of Trees'
		Page No (पृष्ठ संख्या)
		91

Teaching Strategies/Skills Teaching Aids and Activities
(विद्यार्थन कतिवरी / कौशल, विद्यार्थन सहायी एव डिवायस)

Chalk Board Summary
(सुवामयतक सारांश)

Know the words

Heritage - what is
or may be left
to you by some-
one who has lived
before.

Ismael - the name
of a person

more peaceful shade
- heaven

multi-jointed - cut-off,
having limbs



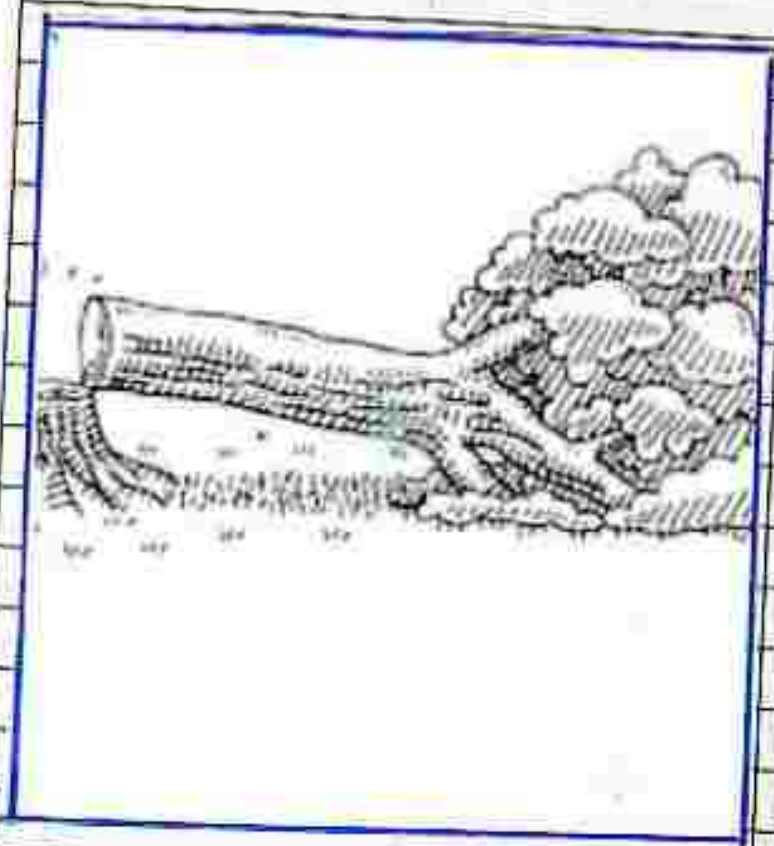
~~Man cutting the tree~~

Presentation : (प्रस्तुतीकरण) II

Teaching Points/Stops (विषय बिन्दु / चरण)	Behavioral Changes in terms of Instructional Objectives (अनुदेशनात्मक उद्देश्यों के संदर्भ में व्याख्यात्मक परिवर्तन)	
	Pupil-Teacher's Activity (अभ्यास/विचार)	Student's Activity (प्रा-क्रिया)
Difficult words		
1) Small	1) What does 'small' mean?	"Heard by God"
2) Peaceful	2) What is the synonym of peaceful?	Restful
3) Hack	3) What is the antonym of Hack?	Reject
4) Heritage	4) What kind of word is Ash?	Noun
Analysis of the text		
The poet says The noble trees which were either planted by some ordinary	Pupil/Teacher will be analyse the poem and ask the questions related to the text.	Students will listen carefully and answer accordingly.
Some Important person face such a plight. Trees are for the people to enjoy in the right manner. They should not be destroyed.		

Teaching Strategies/Skills Teaching Aids and Activities
(शिक्षण रणनीति / कौशल, शिक्षण साधन एवं क्रियाएँ)

Chalk Board Summary
(सारांश बोर्ड)



~~'Heritage of bees'~~

Difficult words

- 1) Small
- 2) Peaceful
- 3) Hack
- 4) Heritage

Idiom - 'Heard by God'

Antonyms of Hack
- Reject

Synonyms of Peaceful
- Restful

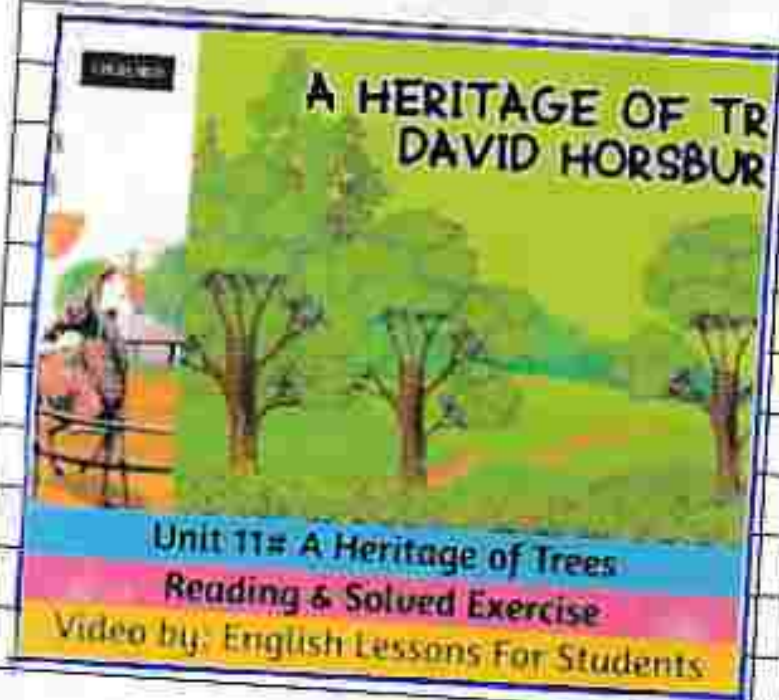
Teaching Strategies/Skills Teaching Aids and Activities
(शिक्षण रणनीति / कौशल, शिक्षण सहाय्यक व गतिविधि)

Chalk Board Summary
(सफाईपट्टा सारांश)

Answers

1) Those who planted them will punish the men.

3) Emphasizes the importance of trees and how precious they are.



Trees are blessing for us
and they form basis of
sustaining life on Earth.

Recapitulation: (पुनरावृत्ति)

Teaching Points/ Steps (शिक्षण बिन्दु / सीपान)	Pupil- Teacher's Activity (छात्र-शिक्षक-क्रिया)	Student's Activity (छात्र-क्रिया)	Chalk Board Summary (चार्जबोर्ड सारांश)
Recapitulation Test	Recapitulation test questions		<p><u>Answers</u></p> <p>1) To cut</p> <p>2) Emphasizes the importance of trees.</p> <p>3) 1904</p>
	1) What does the Attack mean in the poem?	To cut	
	2) What is the meaning of Heritage of trees?	Emphasizes the importance of trees.	
	3) When poet of this poem died?	1904	

Evaluation: (मूल्यांकन)

Teaching Points/ Steps (शिक्षण बिन्दु / सीपान)	Pupil- Teacher's Activity (छात्र-शिक्षक-क्रिया)	Student's Activity (छात्र-क्रिया)	Chalk Board Summary (चार्जबोर्ड सारांश)
Application Test	Due to lack of time pupil teacher will bring some MCQ questions are already written on G.S cloth and give instruction to write on their note-books.	Students will listen carefully and write down on their note- book.	

Home Assignment: (गृहकार्य) Briefly analysis of the
of trees.

A

OBSERVATION SCHEDULE

Pupil Teacher's Name Rohini Kumar Mahato Roll No. 05 Date: 01/07/23
(गुरुवार २३ जू) (शुक्रवार)

Subject: English
(अंग्रेजी)

Topic: A Heritage of Trees
(विषय)

Sub-Topic: Last Stanzas
(उप-विषय)

[Handwritten signature]

Kavita Kumari
Sign. of Students Observer

[Handwritten Signature]
Sign of Supervisor

DETAILED LESSON PLAN

Lesson, Plan No. 38

Pupil Teacher's Name Anand Kumar Mahajan Roll No.: 05 Date: 03/07/23
(छात्राध्यापक का नाम) (अनुक्रम नं०) (दिनांक)

Name of the School: U.M.S. Mahajan Class & Sec: 8
(विद्यालय का नाम) (कक्षा और विभाग)

Subject: English Age: 14+ Period: Ist Duration: 45 mins
(विषय) (वय) (काल) (अवधि)

Lesson taught yet: 37 Time: 9:00 - 9:45 A.M.
(अब तक पढ़ाया हुआ पाठ) (समय)

Topic: Living in the Age of Google Sub-Topic: First two pages
(विषय) (उप-विषय)

Aims & Objectives <small>(सम्यक् एवं उद्देश्य)</small>	Instructional Aims & Objectives in terms of Behavioral Changes <small>(आवृत्तपरक परिवर्तन के संदर्भ में अनुदेशनात्मक उद्देश्य एवं उद्देश्य)</small>	Methods & Techniques <small>(विधियाँ और प्रयोग)</small>
General Aims <small>(सामान्य उद्देश्य)</small>		
(i)	To create interest for English language.	
(ii)	To understand the ethics of English language.	
(iii)	To enhance the vocabulary and comprehension of students.	
Specific Objectives <small>(सिद्धि उद्देश्य)</small>		
Knowledge:-	Students will be able to know about technologies.	

Specific Objectives (विशिष्ट उद्देश्य)	Instructional Aims & Objectives in terms of Behavioral Changes (पठन-लेखन के माध्यम से अनुसंधान-आत्मक लक्ष्य एवं उद्देश्य)	Methods & Techniques (विशेष और सामान्य)
Understanding	Students will be able to understand about the importance of modern technologies.	
Application	Students will be able to apply the modern technologies in their future life.	

- References to be used: (संदर्भ प्रयोग किए गए)
1. ICERT: Daffodil, Class-VIII, Ranchi, April 2019
 2. Ray, Pholamathi: Bhargava Dictionary, Varanasi, October 2014
 3. Agarwala, N.K: English Grammar and Composition, Varanasi, October 2010

Methods of Teaching: Text-Book method, Grammar-translation method
(विशेष विधियाँ)

Techniques & Skills of Teaching: Skill of introducing skill, skill of questioning
(विशेष तकनीकें और कौशल) Holding skill

Maxims of Teaching: Known to Unknown, Simple to Complex
(विशेष सूत्र)

Teaching Aids to be Used: General Aids - Chalk, Duster, Pointer etc.
(सहायक शिक्षण सामग्री विभिन्न उपयोग किए गए हैं)

Specific Aids - Text-Book method, Dictionary, Chart of modern technologies

Previous Knowledge Assumed (पूर्वज्ञान धरिये)

Introduction: (प्रस्तावना)

S.No.	Pupil Teacher's Activity (छात्राचार्य क्रिया)	Student's Activity (छात्र क्रिया)
1.	In ancient times, how people can talk when they are at long distance?	By posting letter
2.	How people can communicate in modern times at long distance?	By using phones.
3.	When we want to search anything in mobile then what do you search in?	In Google.

Declaration of the Topic (उद्घोषणा)

Pupil Teacher's Activity (छात्राचार्य क्रिया)	Student's Activity (छात्र क्रिया)	Black-Board Summary Topic (सुन्दरपत्र सारित शीर्षक)
After getting proper answers of the introductory questions pupil teacher will declare that today we are going to discuss about Living in the Age of Google?	Students will listen carefully.	'Living in the Age of Google' Topic (विषय)
		'Living in the Age of Google?' Page No (पृष्ठ नम्बर)
		95 - 96

Presentation : (प्रस्तुतीकरण) I

Teaching Points/Steps (विषय बिन्दु / सोपान)	Behavioral Changes in terms of Instructional Objectives (अनुदेशनात्मक उद्देश्यों के संदर्भ में व्यावहारिक परिवर्तन)	
	Pupil-Teacher's Activity (छात्र-ध्यापक-क्रिया)	Student's Activity (छात्र-क्रिया)
Loud Reading by pupil/Teacher	(Pupil) teacher will read the lesson loudly with proper pronunciation, and pause.	Students will listen carefully.
Loud Reading by Students	(Pupil) teacher will ask the students to read the lesson loudly with correct pronunciation, and pause.	Students will read the lesson loudly with correct pronunciation and pause.
Silent Reading by Students	(Pupil) teacher will ask the students to read the lesson silently with proper pronunciation and pause, and to find the difficult words.	Students will read the lesson silently with proper pronunciation and pause and try to find the difficult words.



This text focusses
on technology
such as mobile
and Television.

Human invented
technologies to make
their life easy.

But the excess
use of these may
disturb the peace-
ful thread of our
lives.

- This picture focusses on technology.
- Human invented technologies to make their work easy.

Presentation : (प्रस्तुतीकरण) II

Teaching Points/Steps (शिक्षण बिन्दु / चरण)	Behavioral Changes in terms of Instructional Objectives (अनुदेशनात्मक उद्देश्यों के संदर्भ में व्यवहारगत परिवर्तन)	
	Pupil-Teacher's Activity (अभ्यासकारक-शिक्षा)	Student's Activity (उत्तर-शिक्षा)
<u>Difficult words</u>		
1) Eagerly	1) What is the synonyme of eagerly?	Excitedly
2) Rushed		
3) Curious	2) What is the v ^l form of Rushed?	Rush
4) Shouted		
5) Rebuking	3) What is the antonym of curious?	Ordinary
	4) What kind of parts of speech is rebuking?	Verb
<u>Analysis of the text</u>		
This text focuses on two different perspectives towards the use of modern technology. — — — — —	Pupil teacher will analyse the lesson and ask the questions related to the text.	Students will listen carefully and answer accordingly.
— — — — —		
such as mobile phones and television. Human invented technologies — — — — —		
— — — — —		
— — — — —		
— — — — —		



(Some Google apps)

Difficult words

- 1) Eagerly
- 2) Rushed
- 3) Curious
- 4) Shouted
- 5) Rebuking

Antonyms of Curious

- Ordinary

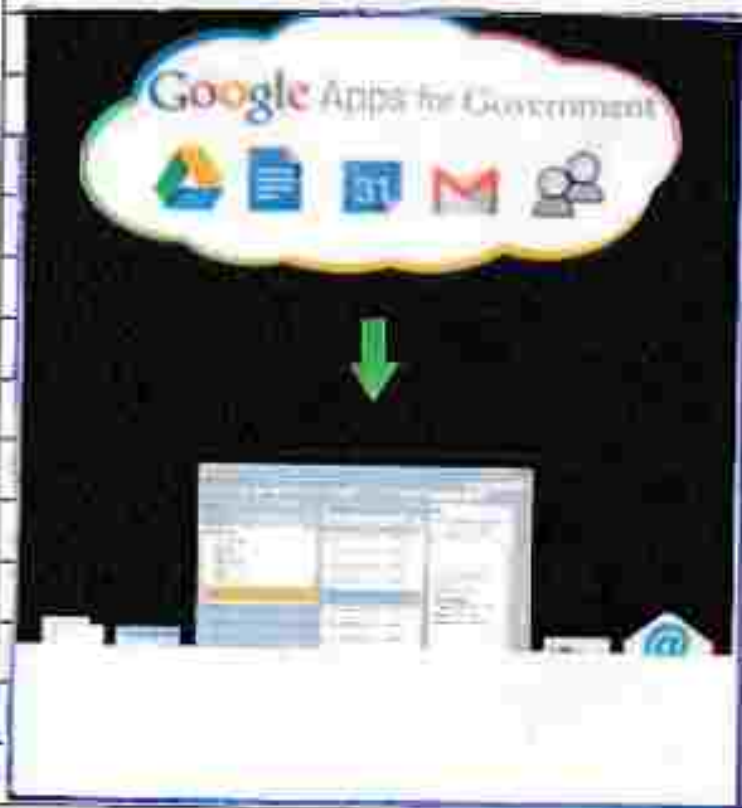
Spe. Rebuking
is a kind of
verb

Synonyms of eagerly

- Eagerly

Teaching Strategies/Skills Teaching Aids and Activities
(निम्न विधियाँ/उपाय: निम्न विधियाँ/उपाय)

Chalk Board Summary
(सारांश)



'Google Application for Govt.'

Answers

- 1) Waiting for his son to return back from school.
- 2) The grade card.
- 3) By browsing.
- 4) find many e-books on the net.

Recapitulation: (सुव्यापक्ति)

Teaching Points/ Steps (विशेष बिन्दु / सोपान)	Pupil- Teacher's Activity (प्राध्यापक-क्रिया)	Student's Activity (छात्र-क्रिया)	Chalk Board Summary (सारांश/सारा)
Recapitulation test	Recapitulation test questions		<p><u>Answers</u></p> <p>1) Ramesh</p> <p>2) His son with his head down</p> <p>3) Poor grades</p>
	1) What was the name of Rupesh's father?	Ramesh	
	2) What did Ramesh see at the door?	his son with his head down	
	3) How was Rupesh's grade card?	Poor grades	

Evaluation: (मूल्यांकन)

Teaching Points/ Steps (विशेष बिन्दु / सोपान)	Pupil- Teacher's Activity (प्राध्यापक-क्रिया)	Student's Activity (छात्र-क्रिया)	Chalk Board Summary (सारांश/सारा)
Application test	Due to lack of time pupil/ teacher will bring some recap questions are already written on B.B cloth and give information to write on their note books.	Students will listen carefully and write down on their note-books.	<p><u>Say: true or false</u></p> <p>1) Ramesh was the name of Rupesh's father.</p> <p>2) Rupesh's grade card was very good.</p> <p>3) Rupesh took out a water bottle from his bag.</p> <p>4) Rupesh playing game in mobile.</p> <p>5) Rupesh start his morning by study.</p> <p><u>Fill in the blank</u></p> <p>1) Rupesh took out _____ from his bag.</p>

Home Assignment : (घर) Discuss the importance of modern age?

Fill in the blank

1) Rupesh took out _____ from his bag.

OBSERVATION SCHEDULE

Pupil Teacher's Name: Abhinav Kumar Mahato Roll No.: 05 Date: 05/03/20
(अभ्युक्त/अभ्युक्ता का नाम) (अभ्युक्त/अभ्युक्ता) (दिनांक)

Subject: English
(विषय)

Topic: Living in the Age of Google Sub-Topic: First two pages
(विषय) (उप-विषय)

Observation area with horizontal lines and a red diagonal line drawn across it.

Kavita Kumari
Sign. of Students Observer

[Signature]
Sign of Supervisor

DETAILED LESSON PLAN

Lesson Plan No. 39

Pupil Teacher's Name Anurag Kumar Mahato Roll No: 05 Date: 04/07/23
 (पुस्तकालय का नाम) (अनुभवकर्ता) (दिनांक)

Name of the School V.M.S. Mahuar Class & Sec: 8
 (विद्यालय का नाम) (कक्षा और विभाग)

Subject: English Age: 14+ Period: 2nd Duration: 45 mins
 (विषय) (वय) (काल) (काल)

Lesson taught yet: 38 Time: 9:45 - 10:30 A.M.
 (कितने पाठ पढ़ाए जा चुके हैं) (समय)

Topic: Living in the Age of Google Sub-Topic: page - 96 - 98
 (विषय) (उप-विषय)

Aims & Objectives (लक्ष्य एवं उद्देश्य)	Instructional Aims & Objectives in terms of Behavioral Changes (आवृत्तिलक्ष्य परिवर्तन के संदर्भ में अनुदेशनात्मक लक्ष्य एवं उद्देश्य)	Methods & Techniques (विधियाँ और कौशल)
General Aims (सामान्य उद्देश्य)		
(i)	To create interest for English language.	
(ii)	To understand the ethics of English language.	
(iii)	To enhance the vocabulary and comprehension of students.	
Specific Objectives (विशेष उद्देश्य)		
Knowledge	Students will be able to know about modern technologies.	

Specific Objectives (विशिष्ट लक्ष्य)	Instructional Aims & Objectives in terms of Behavioral Changes (आवृत्तगत परिवर्तन के अर्थ में अनुदेशनात्मक लक्ष्य एवं उद्देश्य)	Methods & Techniques (विधियाँ और कीरण)
Understanding	Students will be able to understand the importance of technologies.	
Application	Students will be able to use the modern technologies in their future life.	

References to be used: (संदर्भ ग्रंथों का विवरण)

1. JCERT: Daffodil, Class- VIII, Ranchi, April -
2. Roy, Bhalanath: Bhargava Dictionary, Varanasi, October 2010
3. Agarwala, N.K: English Grammar and Composition, Varanasi, October 2010

Methods of Teaching: Text-Book method, Grammar-translation method (विद्यार्थन विधियाँ)

Techniques & Skills of Teaching: Skill of introducing skill, Skill of questioning (विद्यार्थन तकनीक और कौशल)

Maxims of Teaching: Known to Unknown, Simple to Complex (विद्यार्थन सूत्र)

Teaching Aids to be Used: General Aids - Chalk, Duster, Pointer etc. (सहायक शिक्षण सामग्री जिसका उपयोग किया गया है)

Specific Aids - Text-Book, Dictionary, Chart of modern technologies.

Previous Knowledge Assumed (पूर्वज्ञान परिकल्पना)

Introduction: (आवेशना)

S.No.	Pupil Teacher's Activity (छात्राध्यापक क्रिया)	Student's Activity (छात्र क्रिया)
1.	Why to did Rupesh take out the grade card slowly?	Because he had poor grades.
2.	What did Rupesh do in middle?	find many e-books on the net.
3.	How Rupesh start his morning?	By Browsing
4.	What was the name of Rupesh's father?	Ramesh

Declaration of the Topic (विषयव्यवहारा)

Pupil Teacher's Activity (छात्राध्यापक क्रिया)	Student's Activity (छात्र क्रिया)	Black-Board Summary Topic (ब्लैक-बोर्ड सारांश विषय)
After getting proper answers of the introductory questions pupil teacher will declare that we are going to discuss about 'Living in the Age of Google'	Students will listen carefully	'Living in the Age of Google' Topic (विषय)
		'Living in the Age of Google' Page No (पृष्ठ नम्बर)
		96-98

Teaching Strategies Skills Teaching Aids and Activities
(विद्यया विद्यया / विद्याया, विद्याया विद्याया एव विद्याया)

Chalk Board Summary
(संक्षेपतः विद्याया)



~~Searchling technology~~

Main Characters
of this lesson

Rupesh who started his morning by browsing.

His father Ramesh who was against the technologies.

This story is about modern technologies.

Presentation : (संयोजन) II

Teaching Points/Steps (शिक्षण बिंदु / चरण)	Behavioral Changes in terms of Instructional Objectives (शैक्षणिक उद्देश्यों के संदर्भ में व्यवहारिक परिवर्तन)	
	Pupil-Teacher's Activity (छात्र-शिक्षक-क्रिया)	Student's Activity (छात्र-क्रिया)
Difficult words		
1) Merely	1) What is the synonym of merely?	Entirely
2) Warmth		
3) Virtual	2) What is the antonyms of warmth?	Cool/chill
4) Hampers		
5) Genuinely	3) What kind of parts of speech is hampers hampers?	Noun
	4) What is the adjective form of Genuinely?	Genuine
Analysis of the text		
The world due to internet has become a smaller place and we have become more social.	Pupil teacher will analyze the lesson and ask the questions related to the text.	Students will listen carefully and answer accordingly.
Mr. Ramesh continued, "So what if _____"		

Merely following people on twitter,		

Teaching Strategies/Skills Teaching Aids and Activities
(from lesson / lesson, then work) (or direct)

Chalk Board Summary
(review work)



Difficult words

- 1) Merely
- 2) Warmth
- 3) Virtual
- 4) Hampers
- 5) Genuinely

Synonyms of merely
→ Entirely.

Antonyms of warmth
→ Cool

'Some important applications and software'

Presentation : (प्रस्तुतीकरण) III

Teaching Points/Steps (शिक्षण बिन्दु / चरण)	Behavioral Changes in terms of Instructional Objectives (अनुदेशनात्मक उद्देश्यों के संदर्भ में व्यवहारगत परिवर्तन)	
	Pupil- Teacher's Activity (छात्र-शिक्षक-क्रिया)	Student's Activity (छात्र-क्रिया)
Comprehensive test	Comprehensive test questions	
	1) How did Mr. Ramesh consolidate?	that we should use technology only when we need a little recreation or genuinely need some information.
	2) Why was Rupesh's father angry?	Because Rupesh got poor marks.
	3) Why was Rupesh's father afraid?	Because the younger generation being so interested in violence and crime related programmes.
	4) Why was Ramesh proud of?	Because his son received an international online certificate from a prestigious university.

Teaching Strategies, Skills, Teaching Aids and Activities
(विद्यया विविधा / साधन, विद्यया समुपेय एवं क्रियायें)

Chalk Board Summary
(सामवेदन सारांश)



Answer

1) Because Rupesh got four marks.

2) Because his son received an international online certificate from a prestigious university.

Recapitulation: (पुनरावृत्ति)

Teaching Points/ Steps (शिक्षण बिंदु / स्तंभन)	Pupil- Teacher's Activity (छात्राचार्यक-क्रिया)	Student's Activity (छात्र-क्रिया)	Chalk Board Summary (सुवर्णपट्ट सारांश)
Recapitulation test	Recapitulation test questions		<p><u>Answers</u></p> <p>1) Use of smart phones, T.V.</p> <p>2) Younger generation so interested in violence and crime related programmes.</p>
	Q) What according to Rupesh was useful for his studies?	Use of smart phones, TV.	
	Q) What was Rupesh's father afraid of?	Younger generation being interested in violence and crime related programmes.	
	Q) How Rupesh gathered information?	Through demonstration class and study chart.	

Evaluation: (मूल्यांकन)

Teaching Points/ Steps (शिक्षण बिंदु / स्तंभन)	Pupil- Teacher's Activity (छात्राचार्यक-क्रिया)	Student's Activity (छात्र-क्रिया)	Chalk Board Summary (सुवर्णपट्ट सारांश)
Application test	Due to lack of time pupil teacher will bring some more questions are already written on B.S. cloth and give information to write on their note-books.	Students will listen carefully and write down on their note-books.	<p><u>Day true or false</u></p> <p>1) Rupesh used his mobile phone to play games all the time.</p> <p>2) Mr. Ramesh was totally against the use of technology by his son.</p> <p>3) Rupesh received the international staging award.</p> <p>4) Technology saves time and money.</p> <p>5) Technology are useful to get information and for entertainment.</p>

Home Assignment : (गृहकार्य) Discuss how internet is

Fill in the Blanks

- 1) Technology saves _____ and _____.
- 2) Excessive and irrational use of elec _____

Specific Objectives (विशिष्ट लक्ष्य)	Instructional Aims & Objectives in terms of Behavioral Changes (साक्षात्कार परिवर्तन के संदर्भ में अनुप्रेक्ष्य-आत्मक लक्ष्य एवं लक्ष्य)	Methods & Techniques (विधि और कोशल)
Understanding:-	Students will be able to understand about the a baby, what does he love to eat or drink?	
Application:-	Students will be able to apply their knowledge and not eat any microchip in their future life.	

- References to be used: (संदर्भ ग्रंथों को लिखें)
1. ICERT: Daffodil, class-viii, Raoti, April 2019
 2. Roy, Abhinav: Bhargava Dictionary, Varanasi, October 2019
 3. Agarwala, N.K: English Grammar and Composition, New York, October 2010

Methods of Teaching: Text-Book method, Grammar-translation method
(विशेष विधि)

Techniques & Skills of Teaching: Skill of introducing skill, Skill of questioning skill
(विशेष तकनीक और कोशल)

Maxims of Teaching: Known to Unknown, Simple to Complex
(विशेष सूत्र)

Teaching Aids to be Used: General Aids - Chalk, Duster, Pointer etc.
(सहायक शिक्षण साधनों को लिखें उपयोग किया गया है)

Specific Aids - Text-Book, Dictionary, chart of Baby ate a microchip

Previous Knowledge Assumed (पूर्वज्ञान सीटिंग)

Introduction: (प्रस्तावना)

S.No.	Pupil Teacher's Activity (पुस्तककारक क्रिया)	Student's Activity (छात्र क्रिया)
1.	What do you do when you feel bored?	Playing indoor games listening music etc. watching TV?
2.	Which instrument are you using to listen music?	Mobile, television etc.
3.	Where are songs are are stored in this devices?	In micro chip

Declaration of the Topic (विषयसूचना)

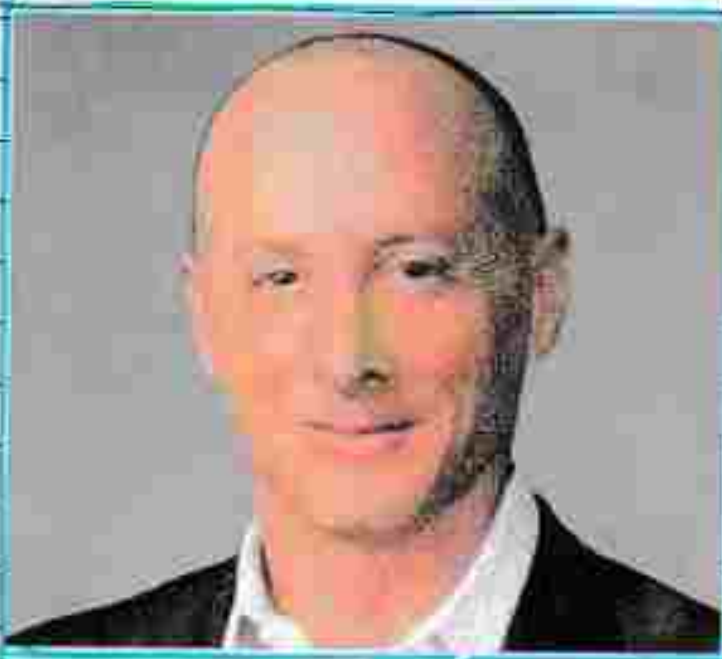
Pupil Teacher's Activity (पुस्तककारक क्रिया)	Student's Activity (छात्र क्रिया)	Black-Board Summary Topic (पुस्तककारक विषय)
After getting proper answers of the intro- ductory questions pupil teacher will declare that today we are going to discuss about 'Baby ate a Microchip'.	Students will listen carefully.	'Baby Ate a Micro- 'chip' Topic (विषय) 'Baby Ate a Micro- 'chip' Page No (पृष्ठ संख्या) 103

Presentation : (प्रस्तुतीकरण) I

Teaching Points/Steps (शिक्षण बिंदु / चरण)	Behavioral Changes in terms of Instructional Objectives (प्रशिक्षणबिंदुओं के संदर्भ में आचरण परिवर्तन)	
	Pupil- Teacher's Activity (छात्र-शिक्षक-क्रिया)	Student's Activity (शु-क्रिया)
About the poet		
Neal Levin is an American writer and cartoonist. He writes humorous poetry for children and teaches in cartooning workshops.	Pupil teacher will give information about the poet.	Students will listen carefully and write down in their notebook.
Loud Reading by Pupil teacher	Pupil teacher will read the poem loudly with proper pronunciation and pause.	Students will listen carefully.
Loud Reading by Students	Pupil teacher will ask the students to read the poem loudly with proper pronunciation and pause.	Students will read the poem loudly with proper pronunciation and pause.
Silent Reading by Students	Pupil teacher will ask the students to read the poem silently and to find the difficult words.	Students will read the poem silently and try to find difficult words.

Teaching Strategies Skills Teaching Aids and Activities
(शिक्षण रणनीति / कौशल, शिक्षण साधन एव क्रिया)

Chalk Board Summary
(संक्षेप सारांश)



Neal Levin

- An American writer
- writes humorous poetry for children

Neal Levin

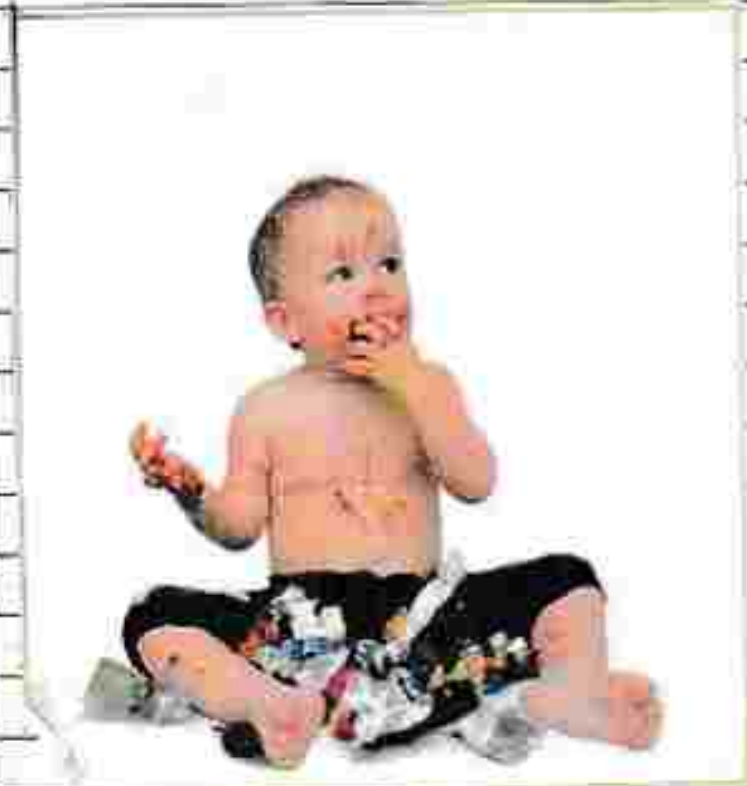
- American writer
- writes humorous poetry for children and teaches writing shops.

Presentation : (संस्कृतीकरण) II

Teaching Points/Steps (शिक्षण बिंदु / चरण)	Behavioral Changes in terms of Instructional Objectives (अनुदेशनात्मक उद्देश्यो व संदर्भ में मासिकता परिवर्तन)	
	Pupil-Teacher's Activity (शागज्जापना-क्रिया)	Student's Activity (विद्यार्थी-क्रिया)
Difficult words		
1) Microchip	1) What is the synonyms of Microchip?	Silicon chip
2) Boop	2) What is the antonyms of Boop?	Damaged
3) Thrives	3) What is the nearest meaning of Thrives?	To grow or develop well.
4) Ruthless		
5) Smug		
Analysis of the text		
In this poem a baby that ate a microchip and he now thinks like a computer. The rhyme is a good flow and	Pupil/teacher will be analysis the poem and ask the questions related to the text.	Students will listen carefully and answer accordingly.
I think it was a pretty good poem because of the flow, the rhyme and the rhythm.		

Teaching Strategies/Skills Teaching Aids and Activities
(शिक्षण रणनीतियाँ / कौशल, शिक्षण सामग्री एवं क्रियाएँ)

Chalk Board Summary
(सामग्री का सारांश)



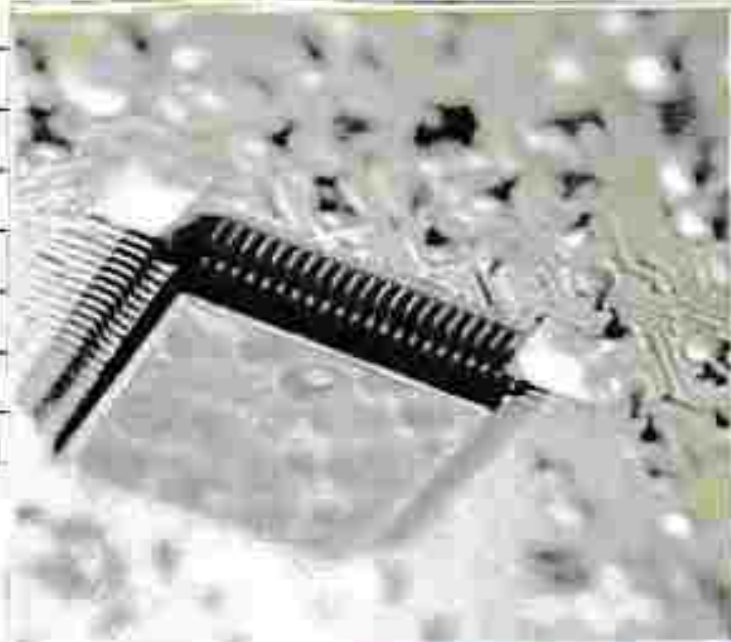
~~'Baby ate a Microchip'~~

Difficult words

- 1) Microchip
- 2) Beep
- 3) Thieves
- 4) Ruthless
- 5) Strug

Synonyms of Microchip
chip - silicon, icp

Antonyms of Beep
- Dangerous



The baby hastily rejected
the microchip.

Answers

1) With the ruthless
bits and bytes
byte.

2) A bug.

3) A microchip.

4) The baby hastily
rejected the micro-
chip and due to that
hack, all the data
uploaded to the bug
microchip got erased.

Recapitulation: (पुनरावृत्ति)

Teaching Points/Steps (शिक्षण बिन्दु /सोपान)	Pupil-Teacher's Activity (छात्र-शिक्षक-क्रिया)	Student's Activity (छात्र-क्रिया)	Chalk Board Summary (सुवर्णपट्टे कागज)
Recapitulation test	Recapitulation test questions		Answers: 1) Neel Levine 2) A microchip 3) A bug
	1) Who was the poet of this poem?	Neel Levine	
	2) What did the baby eat?	A microchip	
	3) What did the baby catch all of a sudden?	A bug	

Evaluation: (मूल्यांकन)

Teaching Points/Steps (शिक्षण बिन्दु /सोपान)	Pupil-Teacher's Activity (छात्र-शिक्षक-क्रिया)	Student's Activity (छात्र-क्रिया)	Chalk Board Summary (सुवर्णपट्टे कागज)
Application test	Due to lack of time pupil teacher will bring some pre-determined questions already written on B.E. with and give information to work on their note-books.	Students will listen carefully and write down on their note-books.	M.C.Q. questions: 1) What did the baby eat? 2) How did the baby fight? 3) What did the baby catch all of a sudden? 4) How did the baby get the microchip? 5) What was the name of the baby's mother when she was born? Fill in the blanks 1) The baby eat _____ 2) The baby fight with _____. 3) The baby catch all a sudden _____.

Home Assignment : (घरकार्य) Write in short about the poem.

Answer

OBSERVATION SCHEDULE

Pupil Teacher's Name Amind Kumar Mahata Roll No.: 05 Date: 05/02/23
(अवलोकितकर्ता का नाम) (अनुक्रमांक) (दिनांक)

Subject: English

(विषय)

Topic: Baby Ate a Microchip

(शीर्षक)

Sub-Topic:

(उप-शीर्षक)

8(b)

Good

Manisha Exce.
Sign. of Students Observer

Prishu
Sign of Supervisor

Presentation : (पस्तुतीकरण) I

Teaching Points/Steps (शिक्षण बिन्दु / चरण)	Behavioral Changes in terms of Instructional Objectives (पस्तुदेशनात्मक उद्देश्यों के संदर्भ में व्यवहारगत परिवर्तन)	
	Pupil-Teacher's Activity (छात्र-शिक्षक-क्रिया)	Student's Activity (छात्र-क्रिया)
About the author Anita Desai was born in 1937, in Mysore, and educated in Del- hi. She has written a number of short stories and several novels such as Bye-bye Black Bird and Where Shall We Go This Summer.	Pupil teacher will give information about the poet: author.	Students will listen carefully and write down on their book.
Loud Reading by pupil teacher	Pupil teacher will read the lesson loudly with proper pronunciation and pause.	Students will listen carefully.
Loud Reading by Students	Pupil-teacher will read ask the students to read the lesson loudly with pro- per pronunciation and pause.	Students will read the lesson loudly with proper pronunciation and pause.
Silent reading by Students	Pupil teacher will ask the stu- dents to read the lesson silently attempt to find the difficult words.	Students will read the lesson silently and try to find out difficult words.



Anita Desai

Born in 1937
in Missouri

She was educated
in Delhi.

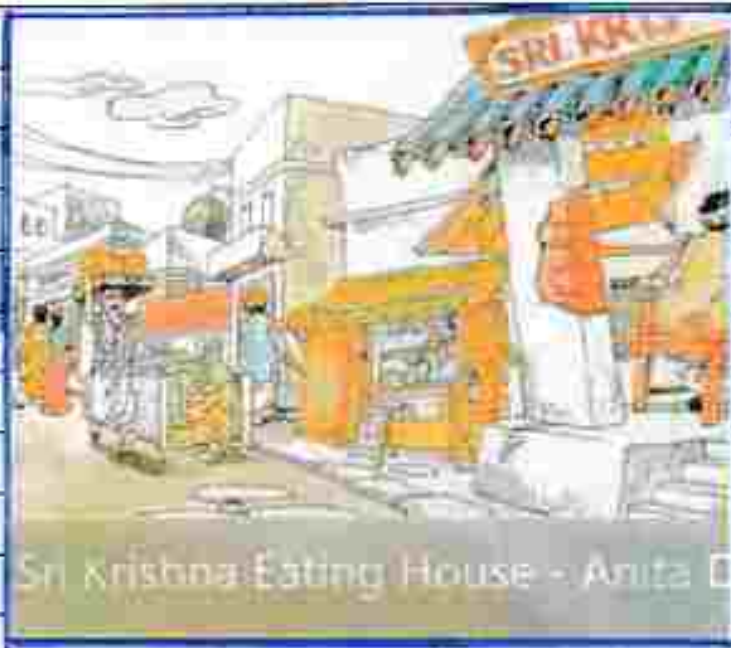
Written a number
of short stories
and several
novels such as
Bye-Bye, Black
bird etc.

Anita Desai

- Born in : 1937 in Missouri
- Educated in : Delhi
- Works : Short stories and
Several novels.

Teaching Strategies/Skills Teaching Aids and Activities
(विद्यया ऽमृतं / अमृतं विद्यया ऽमृतं वा शब्द)

Chalk Board Summary
(संक्षेपं सारा)



~~Sri Krishna's Eating House~~

Difficult words

↳ Trapped
Cheapest
Afford
Knead
Tumbler

Synonyms of
tumbler - Captured

Antonyms of cheap-
peet - Costly

Presentation : (प्रस्तुतीकरण) III

Teaching Points/Steps (शिक्षण बिंदु / चरण)	Behavioral Changes in terms of Instructional Objectives (अभ्युद्देशनात्मक उद्देश्यों के तहत शिक्षण उद्देश्यों)	
	Pupil- Teacher's Activity (छात्र-शिक्षक-क्रिया)	Student's Activity (उत्तर-क्रिया)
Comprehensive test	Comprehensive test questions	
	1) How were the floor and the wooden tables in Sri Krishna Eating house?	All were black.
	2) Why didn't the two boys in the kitchen speak to Hari?	Because they were talking in Tamil that Hari didn't know.
	3) How was the Sri Krishna Eating house different?	Because this eating house was the nearest and cheapest.
	4) What was Hari's daily wages at the restaurant?	One rupee a day.

Teaching Strategies/Skills Teaching Aids and Activities
(शिक्षण रणनीतियाँ/कौशल, शिक्षण साधन और गतिविधियाँ)

Chalk Board Summary
(चूकबोर्ड का सारांश)



~~Benches in Srikrishna's Eating House~~

Answers

1) All were black.

2) Because they were talking in Tamil that Hari didn't know.

3) One rupee a day.

Recapitulation: (पुनरावृत्ति)

Teaching Points/ Steps (शिक्षण बिन्दु / चरण)	Pupil-Teacher's Activity (छात्र-शिक्षक-क्रिया)	Student's Activity (छात्र-क्रिया)	Chalk Board Summary (बिनापट्टे शब्द)
Recapitulation	Recapitulation test-quest		<u>Answers</u> 1) Anita Desai 2) The Sri Krishna Eating House 3) 1 rupee
test	1) Who was the author of Sri Krishna Eating house?	Anita Desai	
	2) In which Restaurant did Hari start working?	The Sri Krishna Eating house	
	3) How much money got by Hari in a day?	1 Rupee	

Evaluation: (मूल्यांकन)

Teaching Points/ Steps (शिक्षण बिन्दु / चरण)	Pupil-Teacher's Activity (छात्र-शिक्षक-क्रिया)	Student's Activity (छात्र-क्रिया)	Chalk Board Summary (बिनापट्टे शब्द)
Application test	Due to lack of time pupil-teacher will bring some MCQ ques. Ans are already written on B & D both and give information to write on their note-books	Students will listen carefully and write down on their note-books.	<u>Say true or false</u> 1) Anita Desai was the author of this story. 2) Anita Desai was born in 1912. 3) The Sri Krishna Eating house was very costly. 4) The floor and the wooden tables were white. 5) The owner worked hard for self. Fill in the blanks _____ was author of this story. 3) The Sri Krishna Eating house is _____ Resta-
Home Assignment: (गृहकार्य) Write in shorthand about			

B.B.M. B.Ed. COLLEGE

SARDAHA, CHAS, BOKARO



Blue Print

1. Blue Print

A) MARKS ACCORDING TO OBJECTIVES (उद्देश्यों के आधार पर प्राप्त अंक)

Objectives (उद्देश्य)	Marks (अंक)	% (Percentage) (प्रतिशत)
1) कोशिकाएँ	15	30%
2) लोहाएँ	15	30%
3) प्रयोगात्मक	10	20%

B) MARKS ACCORDING TO OBJECTIVES (उद्देश्यों के आधार पर प्राप्त अंक)

Objectives (उद्देश्य)	Marks (अंक)	% (Percentage) (प्रतिशत)
कोशिकाएँ	15	30%
लोहाएँ	15	30%
प्रयोगात्मक	10	20%

C) DIFFERENT TYPES OF QUESTIONS %

Type of Questions (प्रश्नों के प्रकार)	No. of Questions (प्रश्नों के संख्या)	Marks (अंक)	% (Percentage) (प्रतिशत)
Very Short Questions (जति लघु उत्तरीय)	10 (10x1)	10	20%
Short Questions (लघु उत्तरीय)	5 (5x3)	15	30%
Long Questions (दीर्घ उत्तरीय)	5 (5x5)	25	50%

2. TRIPLE DIRECTIONAL MONITOR

Objectives (marks)	Knowledge (marks)			Understanding (marks)			Application (marks)			Creativity (marks)			Total (marks)
	VS	S	L	VS	S	L	VS	S	L	VS	S	L	
Sub-Topic/Type of Ques (write part of ques)													
	1	1	1	1	0	0	0	0	0	0	0	0	4
	0	0	1	1	1	0	1	0	0	1	0	1	6
	1	0	0	0	1	0	0	1	0	0	1	0	4
	0	0	0	1	0	1	0	0	1	0	0	0	3
	0	0	0	1	0	0	1	0	0	1	0	0	3
TOTAL	2	1	2	4	2	1	2	1	1	2	1	1	20

B.B.M. B.Ed. COLLEGE

SARDAHA, CHAS, BOKARO



Unit Test Questions

UNIT TEST

3. UNIT QUESTION PAPER (आठवाँ प्रश्न पत्र)

All very short questions (10 questions) (10x1) marks.

1) क्या हार्न प्रोसेस उत्पन्न होने वाला है ?

2) प्रोसेस उत्पन्न होने से क्या होगा ?

3) क्या हार्न हार्न के चरणों को नहीं या उत्पन्न होने के कारण नहीं ?

4) हार्न हार्न होने से कौन सी समस्या होती है ?

5) हार्न का शब्द क्या है ?

6) हार्न हार्न की कौन सी समस्या के लिए उत्पन्न होता है ?

7) हार्न हार्न हार्न हार्न की शब्द को हार्न हार्न है ?

8) हार्न हार्न हार्न हार्न को हार्न हार्न है ?

9) हार्न हार्न हार्न हार्न को हार्न हार्न है ?

10) हार्न हार्न हार्न हार्न को हार्न हार्न है ?

B) Short questions (5 questions)

- Q1. जन्तु जनन कैसे करते हैं ?
- Q2. जीवों में जनन की किन्ती विधियाँ होती हैं ?
- Q3. निषेचन कैसे करते हैं ?
- Q4. संतति का लिंग-निर्धारण कैसे होता है ?
- Q5. चित्रोपाख्या में लड़की तथा लड़के के अणु में क्या परिवर्तन हो जाते हैं ?

C. Long questions (5 questions)

- Q1. जल प्रदूषण कैसे करते हैं ?
- Q2. जल प्रदूषण के क्या कारण हैं ?
- Q3. जल प्रदूषण के क्या उपचार हैं ?
- Q4. स्वस्थजीव कैसे करते हैं ?
- Q5. स्वस्थजीवों को किन्ती वर्गों में बांटा गया है ?

EXPECTED ANSWERS & PLANNING OF MARKS (संभावित उत्तर और अंकयोग्यता)

(Here each & every part provided with Questions and Answers in relation to instructional objectives and their sign of marks division. In part B only sketch line of Answers provided)

(यहाँ प्रत्येक भाग अनुदेशनात्मक उद्देश्यों और उनके अंकों की शीर्षी के विन्द के प्रश्नों के लिए दिए जाएंगे। विभाग B में उत्तर में केवल लाइन दी जाएगी।)

PART - A (भाग A)

- 1) नहीं
- 2) लक्ष्य
- 3) नहीं
- 4) कोलेरा
- 5) लक्ष्य का पानी
- 6) धातुक
- 7) सूखे से निवृत्त
- 8) अग्नि की
- 9) विमान (विमान) - १
- 10) अंतरिक्ष अंतरिक्ष - L.P.P.

PART - B (भाग B)

- 1) अंतरिक्ष - अंतरिक्ष विभिन्न विधियों द्वारा अंतरिक्ष करने हैं। अंतरिक्ष - अंतरिक्ष जोड़े हैं। तथा अंतरिक्ष अंतरिक्ष देते हैं।
- 2) अंतरिक्ष - अंतरिक्ष में अंतरिक्ष की दो विधियाँ होती हैं। अंतरिक्ष अंतरिक्ष अंतरिक्ष (i) अंतरिक्ष अंतरिक्ष।
- 3) अंतरिक्ष - अंतरिक्ष तथा अंतरिक्ष के अंतरिक्ष को निर्धारण करने हैं।
- 4) अंतरिक्ष - अंतरिक्ष का अंतरिक्ष - निर्धारण अंतरिक्ष तथा अंतरिक्ष के अंतरिक्षों द्वारा होता है।
- 5) अंतरिक्ष - अंतरिक्ष अंतरिक्ष में अंतरिक्ष तथा अंतरिक्ष के अंतरिक्ष में अंतरिक्ष के अंतरिक्ष अंतरिक्ष करते हैं अंतरिक्ष - अंतरिक्ष अंतरिक्ष में अंतरिक्ष अंतरिक्ष का अंतरिक्ष तथा अंतरिक्षों में अंतरिक्ष के अंतरिक्ष का अंतरिक्ष अंतरिक्ष।

PART - C

PART-C

C. Long type questions answers :-

Ans-1) जल में अवांछनीय जैविक या अजैविक पदार्थों के मिलने के कारण इसकी गुणवत्ता में गिरावट आने से जल प्रदूषण कहा जाता है। जल प्रदूषण के कारण जल के रंग, गंध तथा अम्लीयता में परिवर्तन का जाता है।

Ans-2) जल प्रदूषण के मुख्यतः दो कारण हैं। वनों की गंधकियों, मनुष्य तथा अन्य जीवों के मल-मूत्र, अपशिष्ट पदार्थ आण लाकर जल में मिल जाते हैं तथा जल को गंदा करते हैं। इन सब वजह से धीरे-धीरे जल में अम्लीयता भी बढ़ी हो जाती है।

Ans-3) जल के प्रदूषण के बहुत ही दुष्प्रभाव हैं। कुछ लोग नदी के पानी को जल में नधाना-धोना तथा जानवरों को नहलाने से जिससे जल प्रदूषित हो जाता है। कुछ लोग पीने के पानी के रूप में उपयोग करते हैं तो जल जिससे जो बीमार पड़ जाते हैं।

Ans-4) आपने आपने आस-पास अनेक जीव जन्तुओं को देखा है। लेकिन इनमें से कुछ जीव ऐसे हैं जिन्हें हम आपकी नगरीय क्षेत्रों से नहीं देख सकते हैं केवल सस्यधर्मियों के द्वारा देखा सकते हैं वही स्तनजीव कहते हैं।

Ans-5) आकाशजीवों को चार मुख्य वर्गों में बांटा गया है। ये वर्ग हैं - जीमाणु, प्रोटोजोवा, कवक एवं कुछ शैवाल।

EXAMINATION RESULT

CLASS - VIII / A

क्र. सं.	छात्र का नाम	अंकि	प्रश्नों	प्रतिशत	
1.	रीना कुमारी	50	32	64%	
2.	शरणा कुमारी	50	26	52%	
3.	निखिल कुमारी	50	20	40%	
4.	सिमरन कुमारी	50	28	56%	
5.	पिंकु कुमारी	50	30	60%	
6.	रुनमा कुमारी	50	35	70%	
7.	नेहा कुमारी	50	40	80%	
8.	योगेश कुमारी	50	48	96%	1st
9.	प्रियांका कुमारी	50	22	44%	
10.	शीतल कुमारी	50	28	56%	
11.	आरती कुमारी	50	25	50%	
12.	आरती कुमारी	50	41	82%	
13.	सुनिता कुमारी	50	39	78%	3rd
14.	सुनिता कुमारी	50	37	74%	
15.	दुष्या कुमारी	50	50	60%	
16.	रुनी कुमारी	50	40	80%	
17.	मीरनी कुमारी	50	42	84%	2nd
18.	सागरिका कुमारी	50	36	72%	
19.	रीना कुमारी	50	34	68%	
20.	दिप्ती कुमारी	50	33	66%	
21.	लैली कुमारी	50	32	64%	
22.	रंजु कुमारी	50	24	58%	
23.	सरस्वती कुमारी	50	35	70%	
24.	लता कुमारी	50	24	58%	

B.B.M. B.Ed. COLLEGE

SARDAHA, CHAS, BOKARO (JHARKHAND)-827013

Recognized by NCTE & Affiliated to Binod Bihari Mahto Koyalanchal University, Dhanbad , Jharkhand & J.A.C. Ranchi

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Report of Activities with photographs

2-4-1

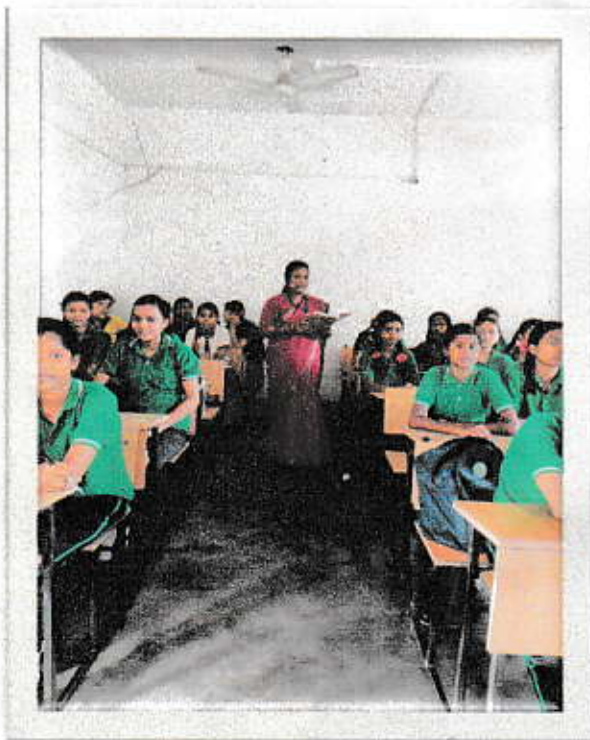


B.B.M. B.Ed. COLLEGE

SARDAHA, CHAS, BOKARO

Report on Organising Learning (Lesson plan)

Under the B.Ed Course, students are sent to internship for learning the art of teaching in the real world. Before going to classroom, students prepare Lesson plan to execute their proper plan in front of students. In order to develop the skill of organizing learning, students are asked to prepare lesson plan during this internship programme. Total 70 Mega lesson plans were delivered during this internship period, 10 Micro Teaching lesson plan (in which 5 skills with observation schedule cum rating scale and 5 demonstration lesson plan) were conducted at college. As well as lesson plan, students also prepared model, chart paper etc related to the topic. In this way our students execute their plan during the internship.



Kumari Ranjan
Principal
B. B. M. B.Ed College
Sardaha, Chas, Bokaro



B.B.M. B.Ed. COLLEGE

SARDAHA, CHAS, BOKARO

Report on Developing Teaching Competencies

Before internship, different types of activities and workshop are conducted in our institution. In those workshop and activities, students are taught how to make chart, model using the waste material. For this special workshop regarding TLM are held in our college time to time in every year. Paper cutting, drawing, sketching and work education activities are taught throughout these activities. These activities and workshop always help students in the internship period.



Kumari Kanya
Principal
B. B. M. B.Ed College
Sardaha Chas Bokaro



B.B.M. B.Ed. COLLEGE

SARDAHA, CHAS, BOKARO

Report On Workshop on Assessment of Learning

The main purpose of assessment is to provide information on learner's achievement, developing competencies and progress and set the direction for an on-going improvement in the teaching/learning process. In this perspective, our institution takes internal exam, class test etc. per semester time to time. In the sphere of quality assessment, assignment and practical are prepared by the students and they submit these material in time. Students are evaluated by this manner.



Principal
Principal

B. B. M. B.Ed College
Sardaha, Chas, Bokaro



B.B.M. B.Ed. COLLEGE

SARDAHA, CHAS, BOKARO

Report on Workshop on Technology use and integration

Information and Communication Technology is fundamental part in teaching learning process in present educational scenario. Teaching is provided to the students as per need and specially use of technology in Education is provided in semester-IV. Throughout this Teaching, student learns about the use of technology in teaching and its advantage.

ICT has great potential to contribute different aspects of educational development and effective learning by enhancing quality of learning, teaching, motivating and engaging students in the learning process.



Kumud Raj
Principal
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B.B.M. B.Ed. COLLEGE

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Report on Organising Field Visit

B.B.M. B.Ed. College organizing field visits for development competition and skills in different functional areas through specially designed activities / experience. In every academic year, various types of field visits like village survey, educational tour etc. are conducted the main objective of conducting a field trips for student is to reinforce experiential and contextual learning by the field trips, Students are enhanced for classroom learning by making real world connection.



Kunwar Prasad
Principal
B. B. M. B.Ed College



B.B.M. B.Ed. COLLEGE

SARDAHA, CHAS, BOKARO

Report on Outreach activities

Outreach activities creates a sense among the student beyond the classroom of co-operation integration and unity among students. In this perspective, B.B.M. B.Ed. College also conducts outreach activities time to time in every year. Such as swachh Bharat Abhiyan, Health Camp, Har Ghar Tiranga, Visit to Anand Marg, Voter Awareness Programme, Nasha Mukti Abhiyan, Vigilance Awareness Programme, Plastic Ban Awareness Programme etc. By these outreach activities Students engage to improve learning, promoting civic engagement and strengthening communities.



Kumud Rajan
Principal
B. B. M. B.Ed College
Sardaha, Chas, Bokaro



B.B.M. B.Ed. COLLEGE

SARDAHA, CHAS, BOKARO

Report on Community Engagement Programme

Our Institution recognizes the importance of community engagements in fostering positive relationships and creating meaningful impact. Keeping in attention, our institution conducts regular community engagement Programme like Medical camp, Visit to Anand Marg, visit Ashalata Viklang Kendra etc to enhance their teaching skill and share best practices, fostering collaboration and knowledge sharing within the education community. By engaging such type of community Programme, our pupil teacher tries to work together to affect positive change.



Kumari Rajan
Principal
B. B. M. B.Ed College
Sardaha, Chas, Bokaro



B.B.M. B.Ed. COLLEGE

SARDAHA, CHAS, BOKARO

Report on Individualised Educational Programme

Individual Educational Plan (IEP) is a written plan/programme which is related to students academic goal and method to obtain these goals. This plan is followed by our institution, When the pupil teachers go to 16 week school internship period. During this period, they commit action research in which they observe the problem of school-based learning environment and note down it. They focus on student, collect and organise data after that analysis data and lastly taken action to prepare final report with the help of mentor. The pupil teacher of our institution commits such types of action research in the practice teaching school during the internship period regularly.



Kumud Ranjan
Principal
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