

## ACTIVITY RECORD

1. Critical analysis of any one school activity (like assembly, club activities, parents' teachers' meeting...)
2. Any one co-curricular activity carried out by the student teacher in the school

NAME OF SCHOOL : CFTRI SCHOOL

ACTIVITY : PARENT'S TEACHER'S MEETING.

A parent-teacher meeting/conference is a short meeting between the parents & teachers of students to discuss children's progress at school and find solutions to academics or behavioural problems.

PTM was scheduled in the 1<sup>st</sup> week of January b/w 3.30pm to 4.30pm. in the respective classes.

The parents were informed about this through a circular.

The unit test papers of every students. was pinned into their respective files. and a list was prepared which was with the teacher to record the parents signature who have attended the meet

Discussion regarding the positive aspects, performance & behaviour was discussed. Apart from this weak areas of students & discussion on the same was also done.

The students who were not performing well and required special mentoring, the parents of such students had a meet with the Head Mistress.

Remedial classes for students of 8<sup>th</sup> std were conducted. This was one of the initiative taken of individual attention to students who were weak in their performance.

PIMs provide an opportunity to devise strategies that boost child's performance.

The students too felt loved & cared for when their parents are involved in their academic world.

## CO-CURRICULAR ACTIVITY

TOPIC: Create a short story through cartoon using any animal/pet you have come across, or an imaginary one

The above topic was given to the students of VIII std.

A 3 days time was given to them in order to complete their activity.

Many students preferred to do it in class while the rest took it as home assignment.

Students displayed their creativity and ideas over a sheet of paper.

This depicts their imagination and thinking capability.

Most of the students started narrating the experiences which they have encountered with their pets.

Idea behind giving the activity-

Cartoons are an inevitable part of every child's life. Since the emergence of cartoon films over a century ago several generations of children have grown up watching animated films.

06/10/21

Monday  
(5th hour)

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2. Any one co-curricular activity carried out by the student teacher in the school

I organised an activity for class 8<sup>th</sup> 'c' section students, it was a group activity, the objectives of conducting the activities ~~was~~ <sup>were</sup> as follows:

- Integrate geometrical concepts in problem solving.
- To know, how students work in a group, <sup>and</sup> to understand their group dynamics.
- As I was teaching them, Measurement - It was kind of a evaluative process for me to know, whether they were able to understand and analyse the way I teach.
- I grouped them, involving all types of students - high achievers, low achievers and average students together so that discussion among them would help everyone to understand <sup>and</sup> concepts better.
- It was a group of 4 students in each, hence there was a scope for individual attention.

What was the activity?

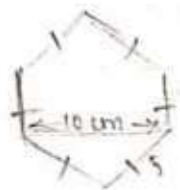
I prepared Teaching-Learning materials which included 11 models in it, there were 11 groups. I asked one from each group, to pick a wheel, the number that they got, was assigned to a model, and together with the model there was minimum 6 Questions, of every cognitive level corresponding to the model, so there was a transparency in <sup>the</sup> allotment of models to the groups. The groups were asked to go through the Questions & try to find answers. A sufficient <sup>big</sup> time of 10 minutes were given to them. After the stipulated time, I asked

each group to come on to the stage, present both their questions and their solutions to the entire class!

① What type of Questions <sup>were</sup> given to the students? (Riddle)

Those were the questions <sup>framed</sup> from low order understanding to high order thinking

for Example:-



a) Who am I?

b) Find my Perimeter and area, if one of my lengths is 5 cm

c) If a circle of radius 1 cm is removed from my shape, find my new area?

Here, student has to recall that it's a regular hexagon where each side of the shape is <sup>its</sup> same length then, they have to multiply 5 units with 6 sides - to get the perimeter [Interpreting their knowledge]

- Apply Area of triangles and area of rectangle to derive the area of a given hexagon
- They would visualize the concept of subtracting an area of circle from hexagon to find the new area the hexagon occupies.
- As students would be in groups, so each child tries to put of his/her ideas, - if all used, the other member would appreciate it & eventually <sup>they will</sup> end up with a solution that they believed to be unique.
- Works in groups helps in developing intra & inter personal skills - It's not always about individuality but sometimes how a person fits to a role in a society too.

- Since the activities are not evaluated for Assessment, hence children can perform at their best without the factor of being judged.

How the activities helps me as a teacher,

- Allowing everyone, to be in a group, give them new identity, Each group will have healthy competitions, - would show their best its performance - External motivation - easily inspires students to perform better.
- Doing Questionnaire, of conducting activities becomes easier, If groups are made, In a way its an individual attention given to each group, because when a teacher poses a question, to a group, the answers would be discussed within a group before concluding the answer, In a way every students take part in teaching - learning process.
- High achievers can facilitate lower achievers in understanding the concept better. As rapport among students would be much better.
- The activity gives scope for self assessment, who do they stand among groups!
- Here as a teacher, I can act as a facilitator - helping them in constructing their knowledge.
- As it was my initial class, teaching them - conducting activities would build good rapport between me & my students, It helps to know their strengths and weakness and how would facilitate me in planning my classes further.

→ As it was during the resurgence of Omicron variant COVID - hence the activity was conducted within the class, Promoting participation of 44 students grouped into 11 of 4 each.

The models of the riddles - made them to think & understand the basics of the application better.

In a sentence, describe how I used features of conducting the activity <sup>(attached)</sup> on page below

- ① Reflection on my activity

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✓ Any one co-curricular activity carried out by the student teacher in the school

### HUMAN RIGHTS DAY CELEBRATION - (QUIZ)

Today's youth has a broad global perspective, and as you can see in the news young people are committed now more than ever to advancing human rights. December 10<sup>th</sup> is celebrated as International Human Rights Day so the student teachers at St. Francis School took the initiative to take some time to educate students on their human rights and how they can protect their freedoms.

Educating the students about human rights was important because many of us take them for granted every single day. Having knowledge of these rights and these laws that protect us all will give students the

*Nigayalaxmi*  
21/12/2022  
Signature of cooperating teacher



skills they need to defend them or apply them in their own daily lives. It will also help them understand how they should treat others. Educating students about human rights empowers them with learning outside of the classroom and onto the playgrounds, their homes, and even in their community. It can help create a healthier school culture that can lead to reduced bullying and other negative or unwanted behaviours.

At St Francis school we observed a special morning assembly to commemorate Human Rights day on 12<sup>th</sup> December. Because of rain the assembly was inside the classroom and the programs held on the day were:

Following the regular prayer song, prayer and pledge

The thought was presented by Master. Nidhay Gowdha related to the human rights. The idea was to invoke in the mind of children to respect and protect the human rights.

Next I gave a speech on the importance of 10<sup>th</sup> December, International human rights day. The points covered:

On this day 1948, the United Nation's General assembly adopted the universal declaration of Human Rights Day. The fundamental

human rights and the government bodies that help in safeguarding these rights. The students were made aware of their rights and also their responsibilities to protect the human rights.



The day is celebrated to improve the physical, social, cultural and spiritual well being and welfare of the vulnerable group of people globally. The common morning assembly was held on 14<sup>th</sup> December. The speech was summarised and presented as an introduction to the day's celebration.

Following that the students of class 10<sup>th</sup> presented a role play highlighting the issue of lack of awareness among the illiterate and poor about their basic rights and how they are repressed by the powerful for their selfish motives.

The students made it loud and clear that to deny people their human rights is to challenge humanity. The human rights belong equally to each of us and bind us together as a global community with the same ideals and values.

An essay writing competition was conducted regarding the human rights and the prizes were distributed. The essay topic was

'The implementation of the human rights was a need of the hour'. Students had enthusiastically participated and wrote the essay.



Concluding the celebration we conducted a quiz to assess the students. The Quiz master was Ms Swetha Maria who well handled the program. The Quiz was conducted house wise and points were allotted for the houses. The questions covered all the major points relating to the day's celebrations. The students enthusiastically participated.

We had prepared charts on human rights which was displayed throughout the week in the notice board for students to read and infer.

All the teachers and students enjoyed and found the program informative. Everyone appreciated our efforts and performance for doing this event.

We did not just organise the event we did the planning two weeks ahead. We first decided on the events took Principal Brother Jose permission. We got full support and encouragement from our co-operative teacher. We selected the students for the role play did a brain storming to collect their ideas and together we

made the spirit. We trained the students during their free hours and helped them put up a great show. Students were very co-operative and followed our instructions and helped us in making the programme a grand success.

All of us put in our efforts and co-operated with each other and finally the programme ended successfully. Thanks to the Principal, teachers and the students of St Francis School.



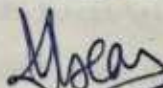
## EVALUATION RECORD

1. Analysis and reporting of continuous assessment used in the lessons (tools used, assessment of group tasks and individual tasks, assessment of work sheets, and other activities given; feedback provided; measures taken in case of learners who could not perform well)
2. Blue Print on the complete unit taught
3. Unit Test - Question Paper
4. Analysis and interpretation of students performance
5. Conclusion

### 1. ANALYSIS AND REPORTING OF CONTINUOUS ASSESSMENT USED IN THE LESSON-

#### (i) TOOLS USED -

- a) Oral Questioning - Questions were asked throughout the class after each topic and at the end to summarise the gist of the topic learnt. Questions were asked in the starting to recollect previous knowledge.
- b) Discussion - Students were given topics to talk on and also questions were raised during class to help students put forth their ideas.
- c) Map Questions - Students were asked questions to help them locate and identify places on the map.

  
Signature of the Institute Supervisor

d) ICT - ICT is a great way to teach in social classroom and I used it to teach topics in a fun way and students learnt in an interactive way.

e) Quiz - Conducting quiz after the topic made students recollect the content read actively and participate in class.

### (ii) ASSESSMENT OF GROUP TASKS, INDIVIDUAL TASKS, WORKSHEETS AND OTHER ACTIVITIES -

Students were assessed continuously through various methods such as group tasks, individual tasks, worksheets and other activities. Through group tasks students ability to work in groups and taking up responsibility was assessed and through individual tasks students ability to retain, analyse and reproducing the learnt content was tested. Students were given worksheets in the form of fill in the blanks, concept map building and match the following. Debate, discussions, questioning and finding out pictures and data were some of the activities conducted in the school.

### (iii) FEEDBACK PROVIDED -

- Students who were not involved in classroom discussion were encouraged to take part by asking questions differently.
- If the learner was not able to answer the questions asked, teacher rephrased the questions.
- Positive reinforcement was used whenever a student gave correct answer and also when they were not able to.
- Charts, pictures and portraits were used in the classroom to make it more interactive.
- Real life situations were given as examples to link theoretical knowledge with practical learning.

iv) MEASURES TAKEN IN CASE OF LEARNERS WHO COULD NOT PERFORM WELL -

- In case of students who had difficulty in understanding the content examples were used connecting it to the daily lives.
- Questions were asked in a simpler way for students who had difficulty in using a language.
- Learning materials were used in abundance to make the class interactive and help students construct their knowledge.

2. BLUEPRINT ON THE COMPLETE UNIT TAUGHT

SUBJECT - SOCIAL SCIENCE

STANDARD - 9-B

UNIT - 5 - INDIAN ELECTION SYSTEM

TOTAL MARKS - 20

Objectives	Remembering			Understanding			Apply			Analyse			Total
	V.S.A.	S.A.	Ob	V.S.A.	S.A.	Ob	V.S.A.	S.A.	Ob	V.S.A.	S.A.	Ob	
Indian Election System	1(1)	2(2)	1(2)	1(1)	1(2)	1(3)	1(2)			1(1)	2(2)		20
Total	1	4	2	1	2	3	2			1	4		20
	7			6			2			5			

NOTE - V.S.A. - Very Short Answers      S.A. - Short Answer      Ob Objective type  
 • The number outside the bracket indicate the marks and the number inside the bracket indicates the number of questions



## TABLE OF SPECIFICATIONS

### 1. Weightage to objectives

Sl. No.	OBJECTIVES	MARKS	% OF MARKS
1	Remember	7	35%
2	Understand	6	30%
3	Apply	2	10%
4	Analyse	5	25%
	TOTAL	20	100%

### 2. Weightage to content

Sl. No.	CONTENT	MARKS	% OF MARKS
1	Indian Election System Unit - 5 (Political Science)	20	100%
	TOTAL	20	100%

### 3. Weightage to form of questions

Sl. No.	FORM OF QUESTIONS	MARKS	% OF MARKS
1	Objective	5	25%
2	Very Short answers	5	25%
3	Short answers	10	50%
	TOTAL	20	100%

### 4. Weightage to difficulty level

Sl. No.	DIFFICULTY LEVEL	MARKS	% OF MARKS
1	Easy	8	40%
2	Average	10	50%
3	Difficult	2	10%
	TOTAL	20	100%

## QUESTION - WISE ANALYSIS

Q. No.	CONTENT	OBJECTIVE	DIFFICULTY LEVEL	FORM OF QUESTIONS	MARKS	TIME (in mins)
1	Indian Election System	Remember	Easy	Objective	1	1
2	Indian Election System	Remember	Easy	Objective	1	1
3	Indian Election System	Understand	Easy	Objective	1	1
4	Indian Election System	Understand	Easy	Objective	1	1
5	Indian Election System	Understand	Easy	Objective	1	1
6	Indian Election System	Remember	Average	S.A.	2	3
7	Indian Election System	Remember	Average	S.A.	2	3
8	Indian Election System	Analyse	Average	S.A.	2	3
9	Indian Election System	Understand	Average	S.A.	2	3
10	Indian Election System	Analyse	Average	S.A.	2	3
11	Indian Election System	Apply	Difficult	V.S.A.	1	2
12	Indian Election System	Apply	Difficult	V.S.A.	1	2
13	Indian Election System	Analyse	Easy	V.S.A.	1	2
14	Indian Election System	Remember	Easy	V.S.A.	1	2
15	Indian Election System	Understand	Easy	V.S.A.	1	2

NIRMALA HIGHER PRIMARY SCHOOL

UNIT TEST

SUBJECT - SOCIAL STUDIES

INDIAN ELECTION SYSTEM

3. UNIT TEST  
QUESTION PAPER  
AND  
ANSWER KEY

MICRO

#### 4. ANALYSIS AND INTERPRETATION OF STUDENTS PERFORMANCE -

Marks	Frequency (f)	Mid Value (x)	f.x.	Cumulative Frequency (cf)
0-5	0	2.5	0	0
5-10	18	7.5	135	18
10-15	39	12.5	487.5	57
15-20	15	17.5	262.5	72
	$\Sigma f = N = 72$		885	

Median class

Total strength = 84

No. appeared = 72

No. of students passed = 72

Score > 50% = 54

No. failed = 0

Pass % = 100

$$\text{Mean } (\bar{x}) = \frac{\Sigma fx}{N} = \frac{885}{72} = \boxed{12.29}$$

Median Class = Value of  $(\frac{N}{2})^{\text{th}}$  observation = Value of  $(\frac{72}{2})^{\text{th}}$  observation = Value of 36<sup>th</sup> observation  
 = 36<sup>th</sup> observation lies in the class 10-15

$\therefore$  Median Class is  $\boxed{10-15}$

Frequency

M.A. In...

INTERPRETATION OF STUDENTS PERFORMAN

Total strength - 84

No. Present - 72

STUDENT'S NAME		DATE
CLASS	SUBJECT	
ROLL NO.		

Marklist

Subject - Social Science

Time - 30 minutes

Class - IX - B

Marks - 20

Roll No	Name	Marks	Roll No	Name	Marks
1	Amrutha R.	8	30	Keerthana N.	12
2	Amrutha S.	8	31	Kushi Y	15
3	Analya M.	Ab.	32	Kaushika M	16
4	Ananya	Ab	33	Kshithi J.	17
5	Ananya J.M.	9	34	Lakshmi K.P.	16
6	Anuska K	8	35	Lavanya	14
7	Apeksha Reddy	8	36	Manasi L.H.	12
8	Apparva H.S.	7	37	Manogna	10
9	Bhakthi Lakshmi Kant	16	38	Manya J.	12
10	Bhoomika S.	10	39	Mary Magdalene	Ab.
11	Bindhushree H.M.	11	40	Meghana L.H.	Ab
12	Chaitra C.S.	9	41	Nagaveni	Ab.
13	Chandana H.K.	6	42	Namsatha	14
14	Charanya G	13	43	Nanditha	16
15	Charvika M.	8	44	Navya M.	15
16	Chinmayee M.S.	8	45	Nayana A.	13
17	Chinmayee V.M	16	46	Neeladevi C.S.	11
18	Dhanushree V.	Ab.	47	Nikitha P.	15
19	Dheeruthi N.	8	48	Nikitha S.	Ab.
20	Divyashree	11	49	Nisarga S.K.	16
21	Ganavi	12	50	Nivedhita M.B.	11
22	Harshita B	8	51	Pavansetha	16
23	Hemushree	11	52	Panjitha	10
24	Tuchara B.C	7	53	Poojitha M.V.	14
25	Tuchara M	13	54	Poojitha N.H.	19
26	Taanhari A.M	10	55	Prarthana R.	12
27	Jagruthi R	Ab	56	Preksha C.	Ab.
28	Tanavi H.	12	57	Punyashree S.L.	12
29	Keerthana B.	17	58	Rakshita	13

## Median (M)

$l$  = lower boundary of median class = 10,  $N = 72$ ,  $cf = 18$ ,  $f$  (of median class) = 39,  $h = 5$

$$\text{Median (M)} = l + \left[ \frac{\frac{N}{2} - cf}{f} \right] \times h = 10 + \left[ \frac{\frac{72}{2} - 18}{39} \right] \times 5 = 10 + 2.31 = \boxed{12.31}$$

Mode (z): Mode class  $\Rightarrow$  Max. frequency 39.  $\therefore$  Modal Class = 10-15

$l = 10$ ;  $f_1$  (frequency of modal class) = 39;  $f_0$  (frequency of preceding class) = 18

$f_2$  (frequency of succeeding class) = 15;  $h = 5$

$$z = l + \left[ \frac{f_1 - f_0}{2f_1 - f_0 - f_2} \right] \times h = 10 + \left[ \frac{39 - 18}{2(39) - 18 - 15} \right] \times 5 = 10 + \left( \frac{21}{45} \right) \times 5 = 10 + 2.33 = \boxed{12.33}$$

Range: Highest score - lowest score

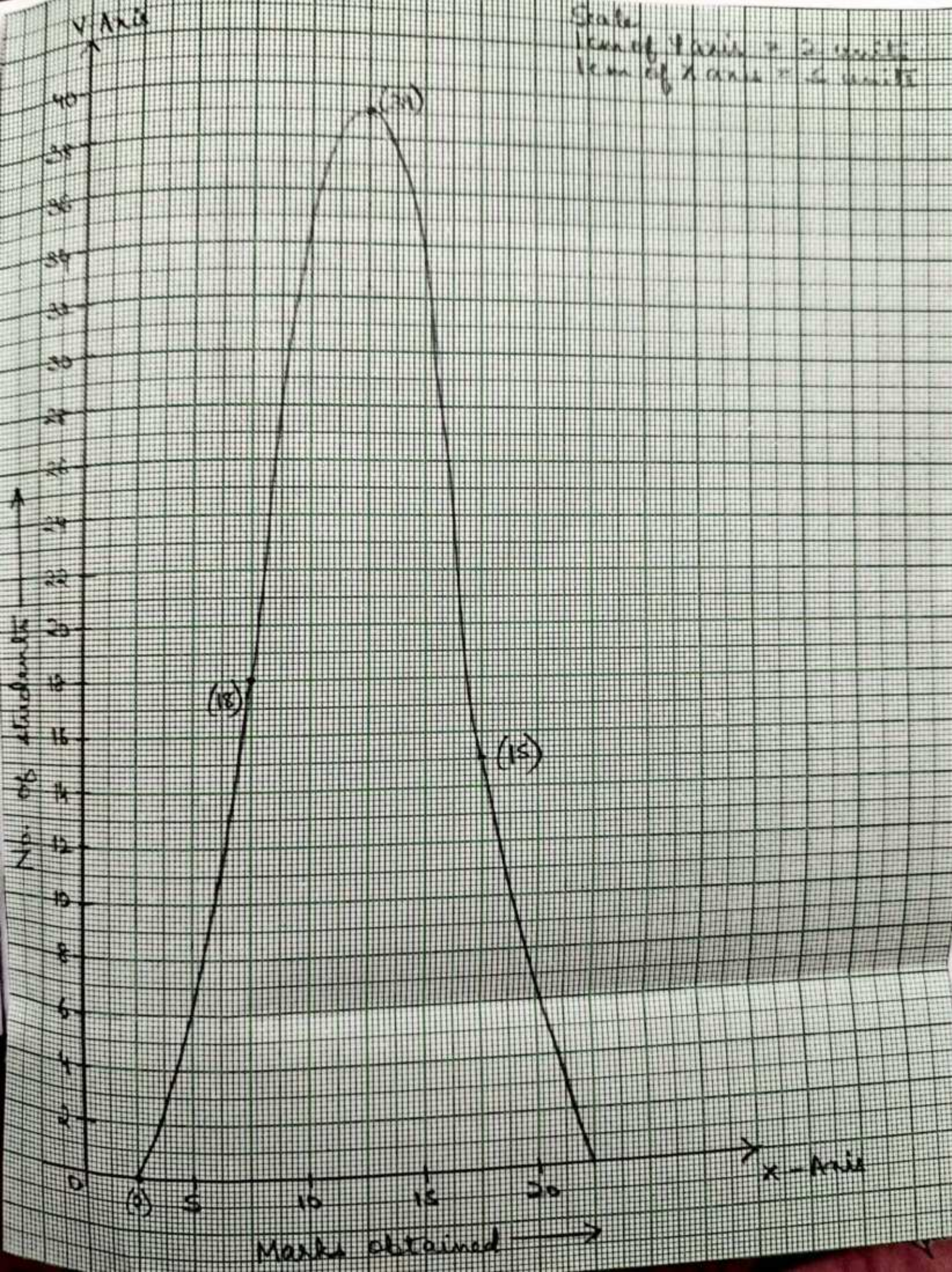
$$= 19 - 6 = 13$$

$\therefore$  Range = 13

## 5. CONCLUSION

1. The test was conducted on 03/12/2022.
2. The class average is 12.29
3. No student scored below 5 marks
4. The highest score is 19 and the lowest score is 6.

Scale  
len of y axis = 2 units  
len of x axis = 4 units



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### ORGANISING THE ACTIVITY


Name of the activity is Art competition

Date : 30/11/2022

Theme is "My Dream Place"

We, the student teachers of chinmaya school organized the art competition on 30<sup>th</sup> November, 2022. The theme for the competition was "MY DREAM PLACE". The competitors should represent their own dream place through their art.

The instructions to the competition was given in person. As per the instructions, students brought their own colour sheets, drawing paper and some colouring materials.

  
Signature of cooperating teacher



The competition was conducted in front of assembly hall. The competition was conducted for 6<sup>th</sup> standard to 10<sup>th</sup> standard students. Many students from their classes participated enthusiastically in the competition.

A few students have drawn their own favourite places of visit and many students tried to represent their dreams. In the one hour competition (3 PM to 4 PM), the students gave their best to represent their dreams according to the presented theme.

We the student teachers firmly believed that art brings people together. The winners of the competition were announced in the prize distribution ceremony held on 7<sup>th</sup> december, 2022. On the occasion, our chief guest, Vidya Mahajan along with our vice principal Ms. Gada distributed the prizes to the winners. To be creative means to be in love with life and enhance its beauty. Transformation of this visual expressions by the budding artists using brush strokes was the main aim of this endeavour. The main thrust was towards stirring the imagination and providing a pedestal for innovation, exploration of aesthetics. The young participants spun magic which pulled the strings in the heart, mind and soul of the audience, unleashing the force within.

Following are the prize winners in the competition

- 1) Deekshith
- 2) Teevitha
- 3) Amthi







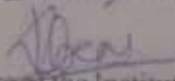
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### 1. Continuous assessment and blackboard work during the class

During the classroom transaction, the students were continuously assessed by probing question of different kinds. The questions varied from lower order to higher order. Each individual student was made to answer the question to maximum extent. The higher order questions were mostly included in the extend phase and the evaluation phase.

Charts, models and tabular columns were used in the explore phase and activities, experiments were used to explain the main concept. Activities were performed to explain multiple reflection of sound, echo, kinetic energy, potential energy, synthetic fibres etc. Diagrams were used to explain the structure of human ear, polymer etc. Overall, the students were continuously assessed during the teaching learning process.

  
Signature of the Institute Supervisor

### \* Assessment of group tasks, individual tasks and other activities:

Both group tasks and individual tasks were assigned to the students and oral assessment was given to the students to evaluate them. Group discussions were encouraged inside the classroom by assigning the topics to them like, "How Science is beneficial to humans?"

Some higher order questions were given to the students as an assignment.

### \* FEEDBACK

Proper feedback was given to the students when they answered. All students are motivated to give answers whether the answer is right or wrong. The mistakes were identified and proper explanation about the concept was given to the students. Special care was taken to the slow learners inside the classroom. The teacher used various stimulations while giving feedback to students in an appropriate manner.

S.No	Sub units	REMEMBERING			UNDERSTANDING			APPLICATION			TOTAL
		O	S	E	O	S	E	O	S	E	
1	Production and Propagation of sound							1(1/2)			1/2
2	Sound waves are longitudinal and mechanical.	1(1/2)				1(3)					3 1/2
3	Characteristics of waves	1(1)			1(1)	1(3)		1(1/2)	2(3)		11 1/2
4	Speed of sound in different media				1(1/2)						1 1/2
5	Reflection of sound							1(4)			4
6	Multiple reflection of sound and range of hearing	1(1)			2(1/2)						2

## TABLE OF SPECIFICATIONS

### (i) Weightage to objectives

Objectives	Marks	% of Marks
REMEMBERING	2 1/2	10.869
UNDERSTANDING	13 1/2	58.695
APPLICATION	17	30.434
<b>TOTAL</b>	<b>28</b>	

### (ii) Weightage to content

Subunit	Marks	% of marks
Production & propagation of sound	1 1/2	6.521
Sound waves are longitudinal & mechanical	3 1/2	15.217
Characteristics of waves	11 1/2	50
Speed of sound in different media	1 1/2	6.521
Reflection of sound	4	17.391
Multiple reflection of sound and range of hearing	2	8.615

### (iii) Weightage to different form of questions

Form of questions	Marks	Number of questions	% Marks
Objectives	7	9	30.434
Short Answer	12	4	52.173
Essay	4	4	17.391
<b>Total</b>	<b>23</b>	<b>17</b>	<b>100</b>

### (iv) Weightage to different level of questions

Difficulty level	Marks	% Marks
Easy	10	43.478
Average	9 1/2	41.304
Difficulty	3 1/2	15.217
<b>Total</b>	<b>23</b>	



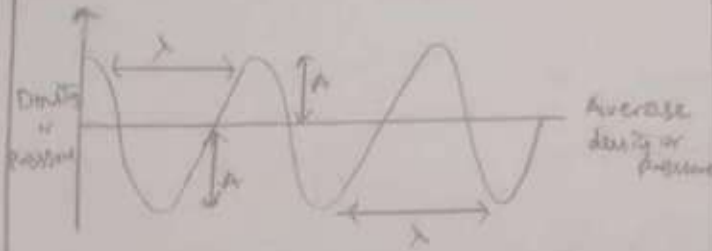
## QUESTION WISE ANALYSIS

S.No	Objective	Specification	Sub-unit	Form of Question	Marks	Difficulty level
1.	Remembering	Recall	Characteristics of waves	Objective	1	Easy
2.	Understanding	Interpret	Speed of sound in different media	objective	1	Easy
3.	Understanding	Interpret	Characteristics of waves	objective	1	Moderate
4.	Remembering	Recall	Multiple reflection of sound and range of hearing	Objective	1	Easy
5.	Application	Apply	Characteristics of wave	Short answer	3	Easy
6.	Understanding	Interpret	Sound waves are longitudinal & mechanical	Short answer	3	Moderate
7.	Understanding	Interpret	characteristics of waves	Short answer	3	Easy
8.	Application	Apply	Characteristics of waves	Short answer	3	Difficult
9.	Understanding	Interpret	Reflection of sound	Essay	4	Moderate
10	a) Application	Apply	characteristics of wave	objective	1/2	Moderate
	b) Application	Apply	Production of sound	objective	1/2	Moderate
	c) Understanding	Interpret	Range of hearing	objective	1/2	Easy
	d) Remembering	Recall	Longitudinal & mechanical wave	Objective	1/2	Moderate
	e) Understanding	Interpret	Range of hearing	objective	1/2	Easy
	f) Understanding	Interpret	Speed of sound	Objective	1/2	Difficult

## MARKING SCHEME

Question number	Key/value point	Marks allotted for each key point	Total marks
1.	Distance between 2 consecutive compressions or 2 consecutive rarefactions  SI unit is m	1/2  1/2	1
2.	Solid > liquid > Gas	1	1
3.	Speed of sound = $\frac{\lambda \times v}{T}$	1	1
4.	Sound Navigation & Ranging	1	1
5.	Frequency is <sup>number</sup> of oscillations per unit time  SI unit is Hz  Time period is Time taken for 1 complete oscillation  SI unit is s  Relation is $f = \frac{1}{T}$	1  1/2  1  1/2	3
6.	Longitudinal wave is wave in which the individual particles of a medium move in a direction parallel to the direction of propagation of disturbance  <u>Ex</u> Sound  Transverse wave is wave in which particles oscillate up & down about their mean position as the wave travels  <u>Ex</u> light wave	1  1/2  1  1/2	3

7.



Only wave diagram  
 Marking of wavelength ( $\lambda$ )  
 Marking of amplitude (A)

7

3

8.

Given

$$\text{Frequency } \nu = 2 \text{ kHz} = 2000 \text{ Hz}$$

$$\text{Wavelength } \lambda = 35 \text{ cm} = 0.35 \text{ m}$$

$$\text{Distance } d = 1.5 \text{ km} = 1.5 \times 1000 \text{ m}$$

$$\text{Speed } v = \lambda \times f$$

$$v = 0.35 \text{ m} \times 2000 \text{ Hz}$$

$$= 700 \text{ m/s}$$

$$\text{Time taken to travel } t = \frac{d}{v}$$

$$= \frac{1.5 \times 1000}{700}$$

$$= \frac{15}{7} \text{ s} = 2.1 \text{ s}$$

 $\frac{1}{2}$  $\frac{1}{2}$ 

3

9.)

ECHO	REVERBERATION
1. Reflection of sound wave off from a surface	1. Superposition of echoes
2. Clear & distinguishable	2. Less clear & distinguishable
3. Formed in both closed & open surfaces	3. Formed in closed surfaces
4. There is time gap	4. There will be continuity

4

4

10

- a) 5  
 b) 4  
 c) 2  
 d) 3  
 e) 6

5

## UNIT TEST (SOUND)

CHINMAYA VIDYALAYA, MYSURU

Duration: 45 min

Max. marks: 20

### General Instructions:

- The question paper consists of 10 questions.
- Read the questions carefully and answer the questions.

### Section A

Answer all the questions

4 x 1 = 4 marks

- 1) Define wavelength and write its SI unit .
- 2) Classify the increasing order of speed of sound in different mediums.
- 3) State the formula for the speed of sound.
- 4) What is full form of SONAR

### Section B

3 x 3 = 9 marks

Answer any 3 questions

- 5) Define frequency and time period. Write its SI unit and the relation between them.
- 6) Define longitudinal wave and transverse wave with examples.
- 7) Draw wave diagram for propagation of sound and mark wavelength and amplitude.
- 8) A sound wave has a frequency of 2 kHz and wavelength 35 cm. How long it will take to travel 1.5 km?

### Section C

1 x 4 = 4 marks

- 9) Differentiate between echo and reverberation.

### Section D

6 x  $\frac{1}{2}$  = 3 marks

10) Match the following

- |                     |                     |
|---------------------|---------------------|
| a) Peak             | 1) Sound            |
| b) Compression      | 2) Above 20 kHz     |
| c) Ultrasonic Sound | 3) Less than 20 Hz  |
| d) Mechanical wave  | 4) High pressure    |
| e) Infrasonic sound | 5) Crest            |
| f) Sonic boom       | 6) Supersonic Speed |

# MARKLIST

Sr	Name of the student	Marks
1.	Abhisek S	14
2.	Anithi - M	16
3.	Bhoomika k.L.	Ab
4.	Chandana N	Ab
5.	Chethan S	11
6.	Deekshitha C	Ab
7.	Harshavandhini R	11
8.	Hithen U. Naik	02
9.	Kiran kumari	10
10.	kushi S	03
11.	kusmanjali R	16
12.	Laxman Adithya A	09
13.	Likitha L	19
14.	Manyashree A	Ab
15.	Mohith k	07
16.	Mugil kumar R	07
17.	Nakul Nayaka V	08
18.	Nisha S.C.	12
19.	Nisha T.R.	11

20.	Pavan D	17
21.	Pavani V	13
22.	Ponnima k.N.	Ab
23.	Poonvi	Ab
24.	Prakruthi M	Ab
25.	Rakshitha S	14
26.	Ranjitha k	Ab
27.	Santhosh A	Ab
28.	Shamath D	15
29.	Shayan Raj T	19
30.	Shubhankar P	Ab
31.	Sinchana V	Ab
32.	Supratha S	11
33.	Tejashwini k	Ab
34.	Tanushree TS	13
35.	Thamun kumar	15
36.	Vaishnavi S	18
37.	Vandana N	20
38.	Vanalakshmi GM	09
39.	Vijaya vardhan	11
40.	Vidya	05
41.	Yashwanth	12

# ANALYSIS OF DATA

## MEAN

Class Interval	Frequency ( $f_i$ )	Midpoint ( $x_i$ )	$f_i x_i$
0-5	2	2.5	5
5-10	6	7.5	45
10-15	12	12.5	150
15-20	9	17.5	157.5
Total	$\Sigma f_i = 29$		357.5

$$\text{Mean}(\bar{x}) = \frac{\Sigma f_i x_i}{\Sigma f_i}$$

$$\bar{x} = \frac{357.5}{29}$$

$$\bar{x} = 12.327$$

## MEDIAN

Class interval	frequency ( $f_i$ )	Cumulative frequency
0-5	2	2
5-10	6	8
10-15	12	20
15-20	9	29
		$N = 29$

$$\text{Median} = l + \left( \frac{\frac{n}{2} - cf}{f} \right) h$$

$$l = 10 \quad \frac{n}{2} = \frac{29}{2} = 14.5 \quad h = 5$$

$$cf = 8 \quad f = 12$$

$$\text{Median} = l + \left( \frac{\frac{n}{2} - cf}{f} \right) h$$

$$= 10 + \left( \frac{14.5 - 8}{6} \right) \times 5$$

$$= 10 + \frac{6.5 \times 5}{12} = 10 + \frac{32.5}{12} = 10 + 12.0708$$

$$\text{Median} = 12.0708$$

### MODE

Class Interval	Frequency
0-5	2
5-10	6
10-15	12
15-20	9

$$\text{Mode} = l + \left( \frac{f_1 - f_0}{2f_1 - f_2 - f_0} \right) h$$

Modal class is 10-15

$$= 10 + \left( \frac{12 - 6}{2(12) - 9 - 6} \right) 5 = 10 + \frac{6 \times 5}{9}$$

$$= 10 + 3.33 = 13.33$$

$$\text{Mode} = 13.333$$

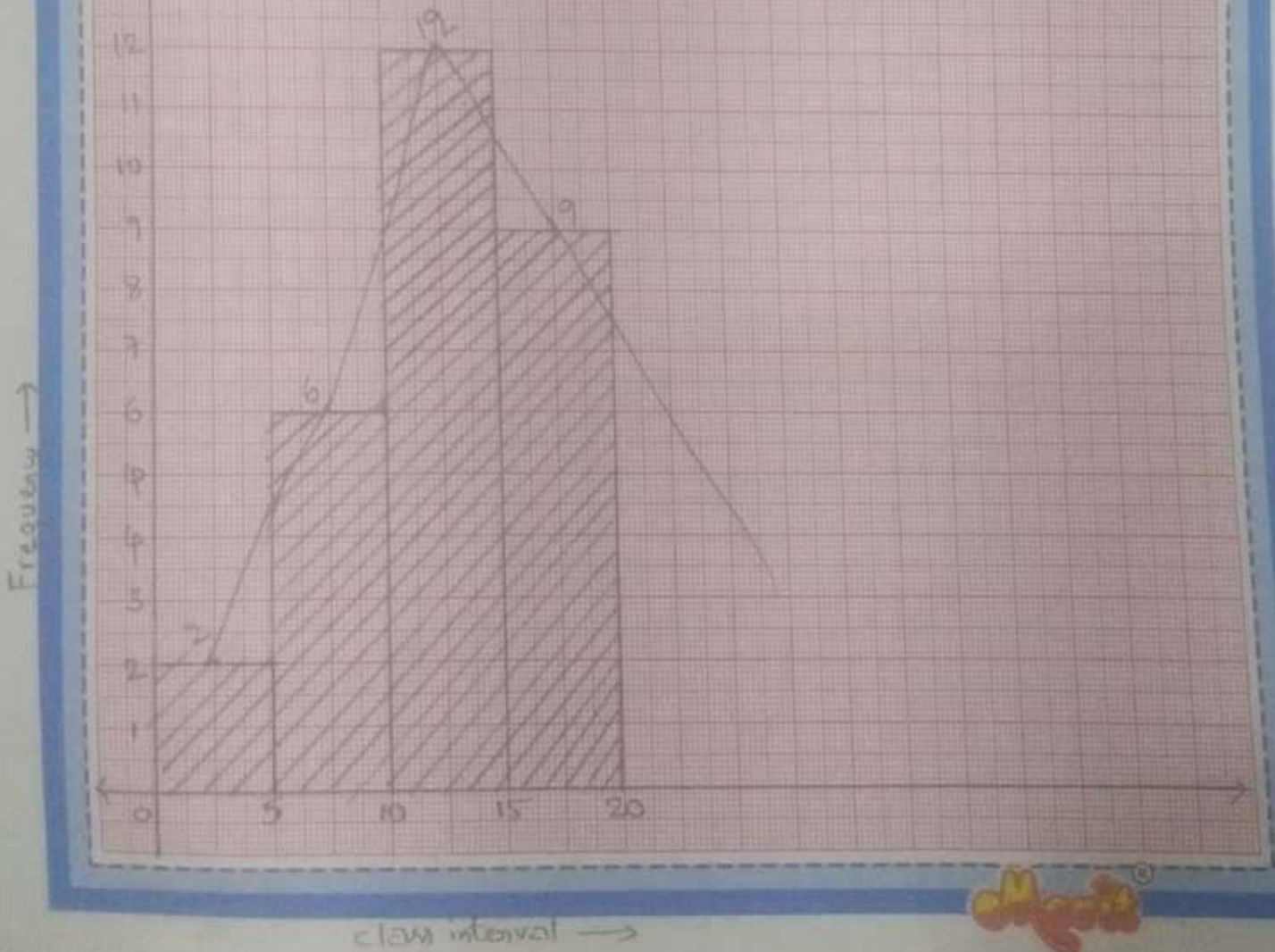
Scale

X-axis  $10 \text{ div} = 5$

$1 \text{ div} = 0.25$

Y-axis  $10 \text{ div} = 1$

$1 \text{ div} = 0.1$





## Conclusion

The unit test was conducted for 20 marks, which included all types of questions - easy, average and difficult questions. The test also included different forms of questions such as objective, short answer & essay type questions. The question paper was prepared such that it is beneficial for all the kinds of students and also it included main important questions that the students must know in that concept.

After analysing the answer sheets of students, I am able to say that the performance of the students is quite good. Some students have performed extremely well. Average students have also performed well in upto a considerable amount and the slow learners have also performed well.

The average mark of the students is 12.327, the median is 11.0703 and the mode is

## Concept Map on the Unit

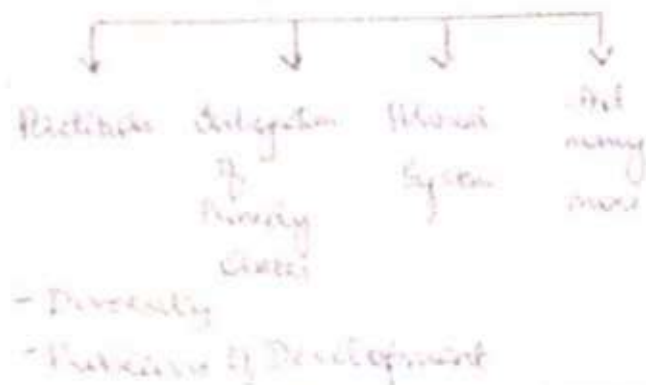
Introduction:

- 1. New and divided nation
- 2. A constitution is written
- 3. How were states to be formed?
- 4. Planning for Development
- 5. The Nation, 60 years on

- 1. How were states to be formed?
  - Failure of Congress (Linguistic states)
  - Role of politicians
  - Decision of not forming linguistic states
    - ↳ Worst kind of disaffection
  - Demand for states
  - Role of states' commissions
  - Formation of States by Panchayats
  - ↳ English & Hindi

3. New & Divided Nation:

When India became Independent it faced a series of challenges



4. Planning for Development:

- Objective of new nation
- Design & execute suitable policies for economic development
  - ↳ Mixed Economy model
- Concept of 5 year plan
- Critique of 5 year plan
- Mixed Economy Model in Sustainable development

5. Constitution is Written:

- Dec 1946 - Dec 1949 constituent Assembly
- ↳ Series of meetings on country's political future
- ↳ Framing of Indian constitution
- ↳ 26 January 1950
- ↳ Features of Indian constitution
  - Universal Adult Franchise
  - Equality to all citizens
  - Social Justice, Rule of Law

6. The Nation 60 years on

- Foreign Direct Investment
- Achievements
- Challenges
  - ↳ Deep structural persist
- CONCLUSIONS

### Concept Map on the Lesson

Most Divided

Threats

Challenges faced by Independent India

- ↳ Language, religion, culture
- ↳ Division:  
- Higher caste & lower caste

Partition

Integration of Princely States

Political Systems

↳ British subjects came in country  
- have jobs

↳ Almost 500 states ruled by Maharaja & Raniats  
↳ integration

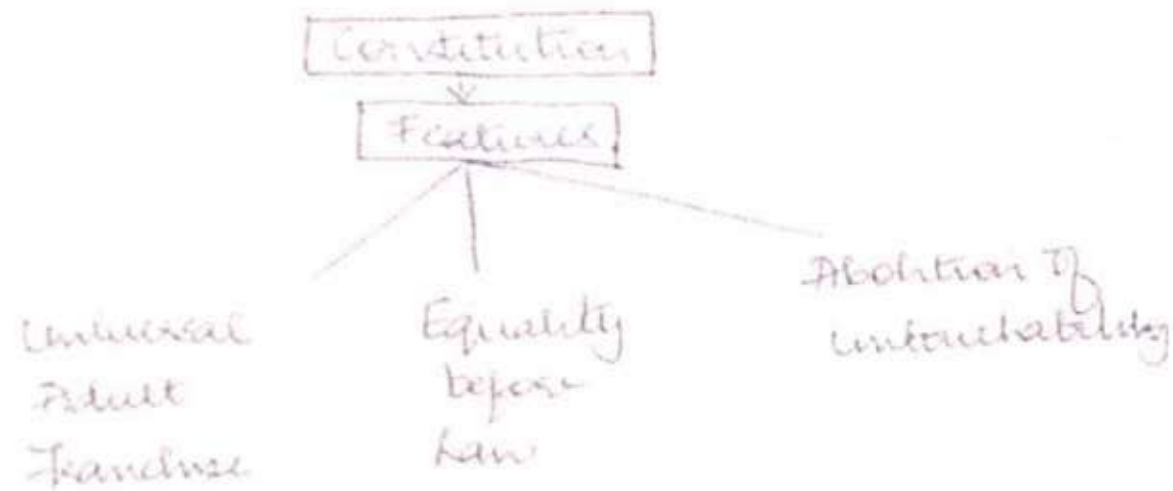
↳ Adopting political system that would best serve hopes & expectations of its population

Problems of Development -

- Rural economy - challenges
- low level of development in cities
- Slums, health centers

Observed by  
A-LAKSHMI  
SRIVANSHI

## Concept Map on the Lesson



Issues -

- ⇒ Power → Central vs State
- Solution → Unionist, Stateist, Concurrent list
- ⇒ Language → English / Hindi

Role of Ambedkar - drafted constitution

- Political democracy along with economic & social democracy

## Concept Map on the Lesson

### States formation

→ 1950s: INC amended its constitution & reorganised branches

→ PM Nehru & Deputy PM Vallabhai Patel were against this

→ Oct 1952 → 'Potti Sreeramulu' went on hunger strike

- Formation of Andhra Pradesh

15 Dec 1952 - He did 33 days fast & died.

3 October 1953 - Andhra Pradesh was created

→ Series of protests and chaos by other communities

→ Other language speaking people also demanded separate states

Prakashini

14/10/20

### Concept Map on the Lesson

Drainage ??



River system of an area

Water divide



upland / mountainous region which divides

Drainage System in India

Himalayan

Rivers



Himalayas

Peninsular

Rivers



Deccan Plateau

originate from

- Difference b/w Himalayan & Peninsular rivers

Himalayan Rivers	Peninsular Rivers
- Indus	Godavari
- Ganga	Narmada
- Brahmaputra	Tapti
	Maharashtra
	Krishna
	Kaveri

#### INDUS RIVER SYSTEM

- Origin
- Basin coverage
- Tributaries

#### INDUS WATER TREATY

## Concept Map on the Lesson

### Planning for Development:

- Objectives of New Nations
  - ↳ Lifting India & Indians out of poverty
  - ↳ Building modern technical base
- What happens when money comes in country?
  - Infrastructure
  - Roads
  - Dams

- Planning Commission  
↓  
objectives

- Concept of 5 year plan (Russia)
  - 1951-1956 - 1<sup>st</sup> 5 year plan
  - 1956-1961 - 2<sup>nd</sup> 5 year plan

→ Features of Dams are shown

→ Critique of 5 year plans

- Inadequate emphasis on agriculture
- Neglect of primary education
- Not consistent with development implications

## Concept Map on the Lesson

On the basis of

① SOURCE OF  
RAW MATERIAL

→ Agro based Industries

→ Mineral based

→ Marine

→ Forest

INDUSTRY

② SIZE

→ Large scale

→ Small scale

③ OWNERSHIP

→ Public Sector

→ Private Sector

→ Joint Sector

→ Co-operative Sector

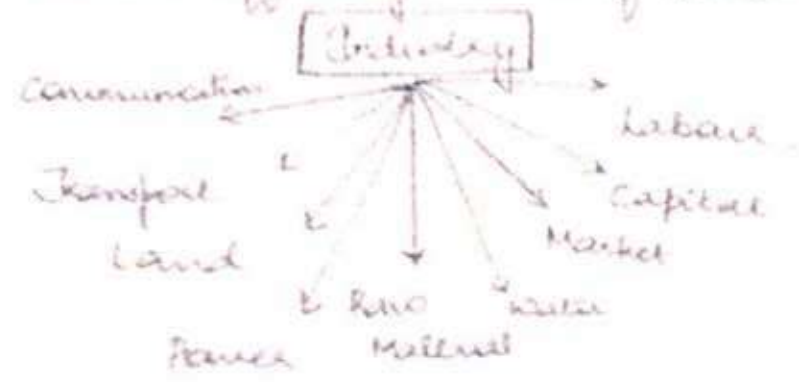
[refers to an economic activity that is concerned with:-  
production of goods  
extraction of minerals  
& provision of services]

(Signature) 21/10/22



### Concept Map on the Lesson

Factors affecting location of Industries:



Distribution of Major Industries

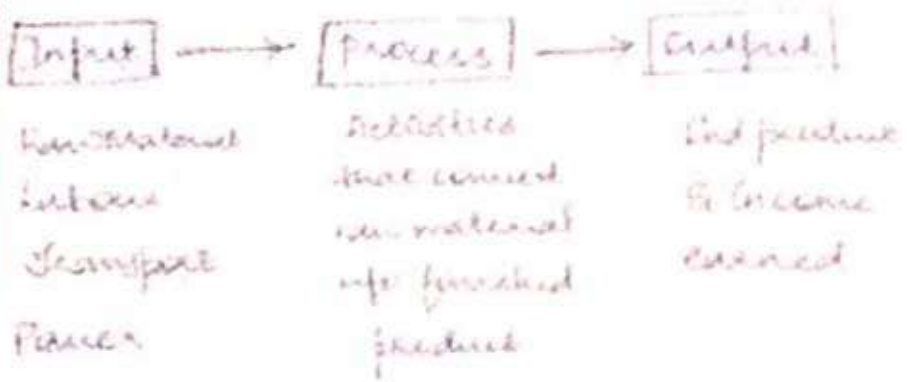
Iron & steel - Germany, USA, China, Japan

Textile - India, Hongkong, South Korea

IT - Silicon valley of California & Bangalore

### Iron & Steel Industry

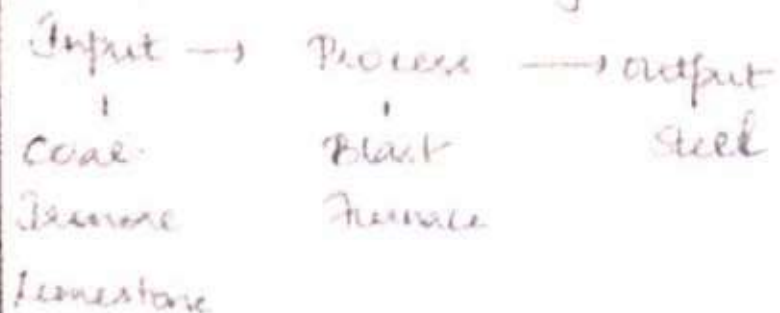
Industrial System:



## Concept Map on the Lesson

### IRON & STEEL INDUSTRY

↓  
Feeder Industry



### IMPORTANCE OF STEEL

- Backbone of modern industry
- Tough & can easily be shaped or cut
- Special alloys can be made by adding other metals

### CHANGING LOCATION OF IRON & STEEL INDUSTRY.

Before 1800 AD:

Location near raw materials, power supply & water easily available

1800-1950

Location near coal fields close to canals & railways

After 1950

Location near areas of flat land near sea ports

*Handwritten signature*  
07/1/22

### Concept Map on the Lesson

#### Jamshedpur

- 71500 - Tata Iron & Steel Company limited
- Started in 1907 at Sakchi in Jharkhand
- only Iron & steel plant in country before 1947
- most convenient place for location of iron & steel plant

#### Preference to Jamshedpur

- Best transportation
- Availability of raw material
- Efficient supply of water
- Near to Kolkata market

#### Pittsburgh

- Steel city of USA
- Advantages -
- Availability of raw material
- Shipping cost cheaply available
- Adequate water supply

#### Cotton & Textile Industry



Handwritten signature or initials.

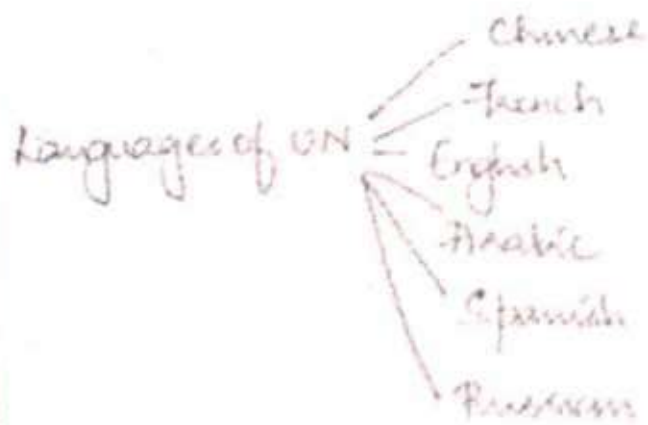
## Concept Map on the Lesson

### San Francisco Conference

June 1945, 50 Nations met.

↓  
Charter of UN

- 24 October - United Nations Day
- Signatories - Britain, France, USA, USSR & China
- Headquarters - New York City



Class  
Project  
15/12/22

### Objectives

- International peace & security
- Friendly relations
- International cooperation
- Common platform
- Rise from scourge of war

### Organs of the UN

- 1 The General Assembly
- 2 The Security Council
- 3 The Economic & Social Council
- 4 The Trusteeship Council
- 5 The International Court of Justice
- 6 The Secretariat

## Concept Map on the Lesson

### Types of Pollution -

#### 1) Air Pollution

- excessive concentration of foreign matter in air
- adversely affects human beings and others in ecosystems

#### Causes:

Sulphur dioxide

Carbon monoxide

Organic/Inorganic  
Chemicals

#### 2) Water Pollution

- Alteration in biological characteristics of water unsuitable for drinking

#### 3) Soil Pollution

Change in biological conditions of soil through man's intervention which deteriorate the quality of soil

--- Causes for layer formation

## Concept Map on the Lesson

### General Assembly

- 5 representatives
- One vote per nation
- Important Functions -
  - Discuss international problems & find its solution
  - Peaceful settlement of disputes
  - Approve UN budget
  - Supervise work of other organs of the UN

### Security Council

- (Important organ of the UN)
- consists of 15 members
    - 5 permanent
      - USA - France - Russia
      - UK - China

10 nonpermanent members

- Negative vote → cancellation of resolution
- Veto.

Functions of Security Council -

- International disputes
- Economic Sanctions
- Military action if necessary

Checked  
Amrinder  
16/2/22

## Concept Map on the Lesson

### Radioactive Pollution -

↑ in natural background radiation  
emerging from activities of man  
through radioactive materials

Environmental  
Radiation

#### Natural

- Cosmic radiation
- terrestrial radiation

#### Manmade

- Radioactive materials
- Nuclear weapons

### Noise Pollution

An unwanted sound  
that is an irritant & a  
source of stress.

#### Effects.

- ① Reduces sleeping hours
- ② Low productivity
- ③ Affects peace of mind

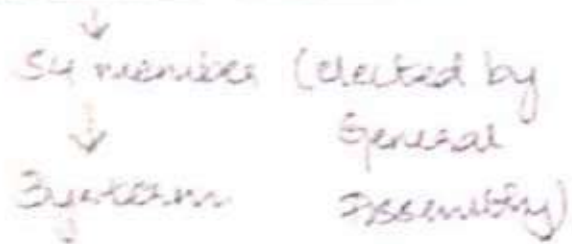
#### Main Sources

- ① Industries
- ② Transport
- ③ Loud speakers.

Checked  
for  
integrity

## Concept Map on the Lesson

### Economic & social council



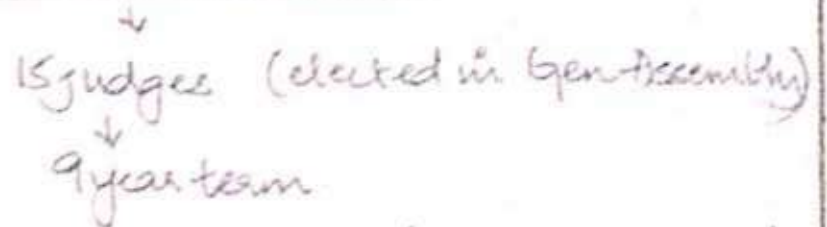
Objective: Free the world from want.

- Functions:
- Economic growth & social progress
  - Spirit of respect for human rights
  - Solve problems related to health, literacy, drugs etc.

### Trusteeship Council

look after territories that were under foreign rule & help them attain self government.

### International Court of Justice



No two judges can be from same country

Functions: → settle disputes.  
→ legal advice.

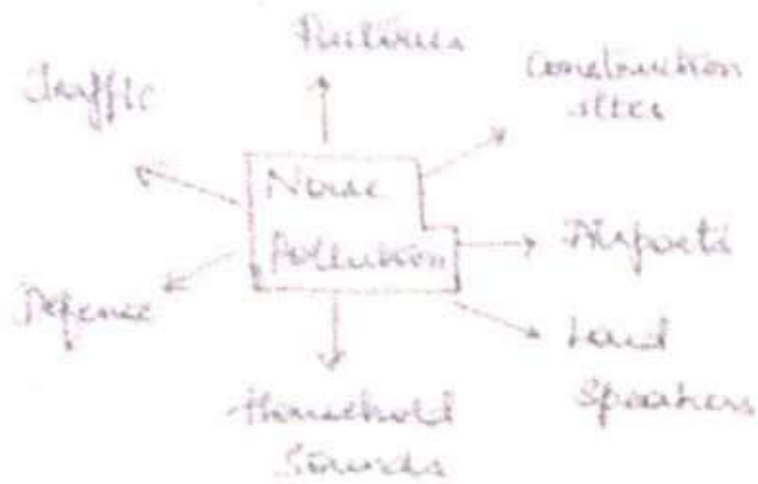
Matters will be resolved as per international law.

Chairman  
President  
13/11/20

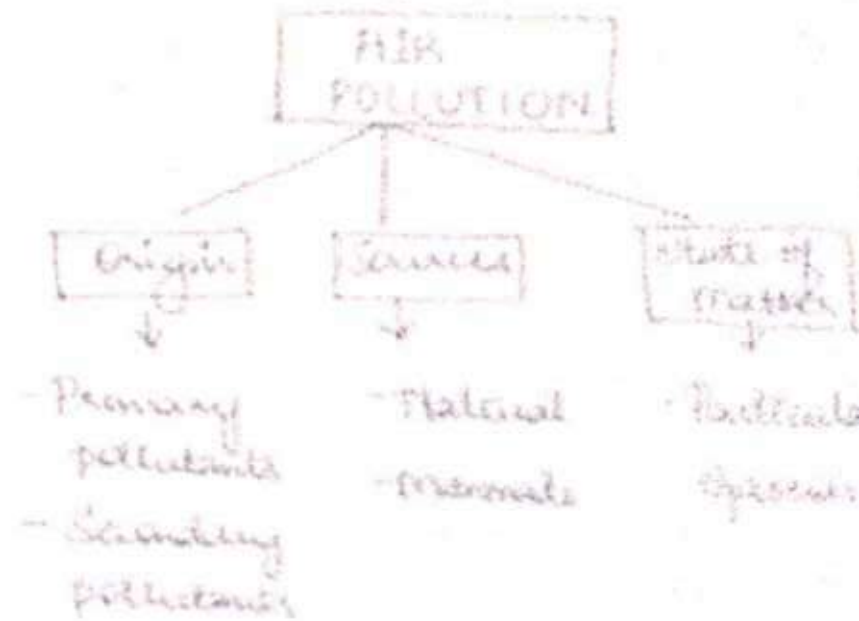


Concept Map on the Lesson

Sources of Noise Pollution



Classification of air pollution



Checklist of pollutants

## Concept Map on the Lesson

### THE SECRETARIAT

Chief administrative organ



headed by Secretary General



Staff (elected by Gen Assembly)

Staff

Interpreters, Security Guards, Photographers

### Achievements of the UN-

- 1) Actions to restore peace
- 2) Many countries achieved Independence due to support of UN
- 3) Economic sanctions against South African Government
- 4) Human rights
- 5) Use of nuclear energy for peaceful purposes
- 6) Great success in fields of education, labour, poverty, malnutrition etc.

Checked

function

10/2/22

Concepts they are the same

[1990s] [1990s]

- 1) Economic growth
- 2) Industrial growth

[1990s] [1990s]

- 1) Economic growth
- 2) Industrial growth
- 3) Agriculture

[1990s] [1990s]

- 1) Economic growth
- 2) New world growth -
  - to be used with
- 3) Growth rate per capita growth
- 4) Industrial growth

1990s

## Concept Map on the Lesson

UN efforts towards human welfare

- Main objective: solve economic social cultural & humanitarian problems through international cooperation
- Specialized Agencies → work in interest of human welfare

### UNESCO

The United Nations Educational, Scientific & Cultural Organization:

- Set up in 1945
- Headquarters - Paris
- Educate people's minds to prevent war
- Encourage spread of universal education
- encourages international cooperation among artists, scientists & scholars in all fields

Checked  
Kamran  
2/12/22

Monday 17

1882

1. ...  
 2. ...  
 3. ...  
 4. ...  
 5. ...  
 6. ...  
 7. ...  
 8. ...  
 9. ...  
 10. ...



1. The first part of the book

2. The second part of the book

3. The third part of the book

4. The fourth part of the book

5. The fifth part of the book

6. The sixth part of the book

Current ways of the world

Information

↓

Structure

↓

↓

↓

↓

↓

↓

↓

↓

↓

↓

↓

### Chapter 10: The Nervous System

#### Central Nervous System

- 1. Brain
- 2. Spinal Cord
- 3. Brainstem
- 4. Cerebellum

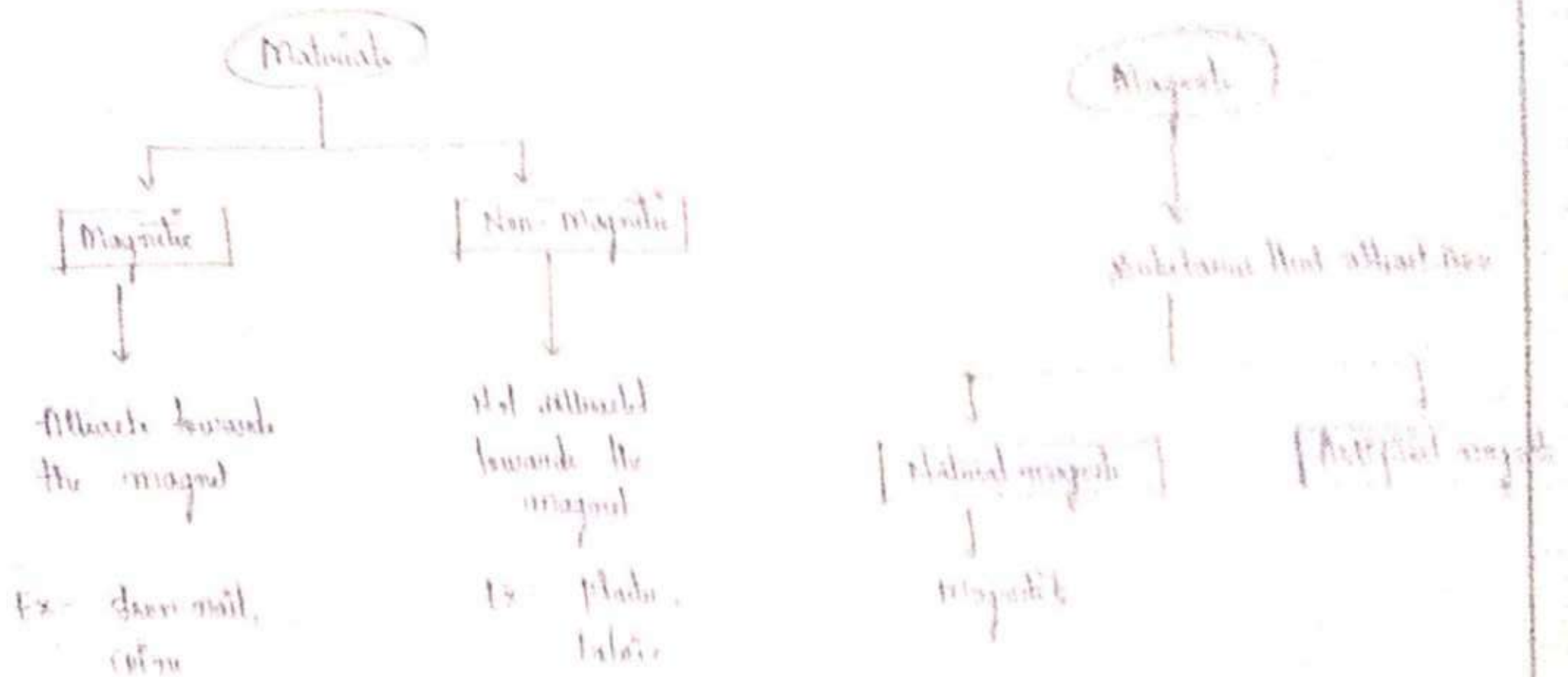
#### Peripheral Nervous System

- 1. Somatic Nervous System
- 2. Autonomic Nervous System

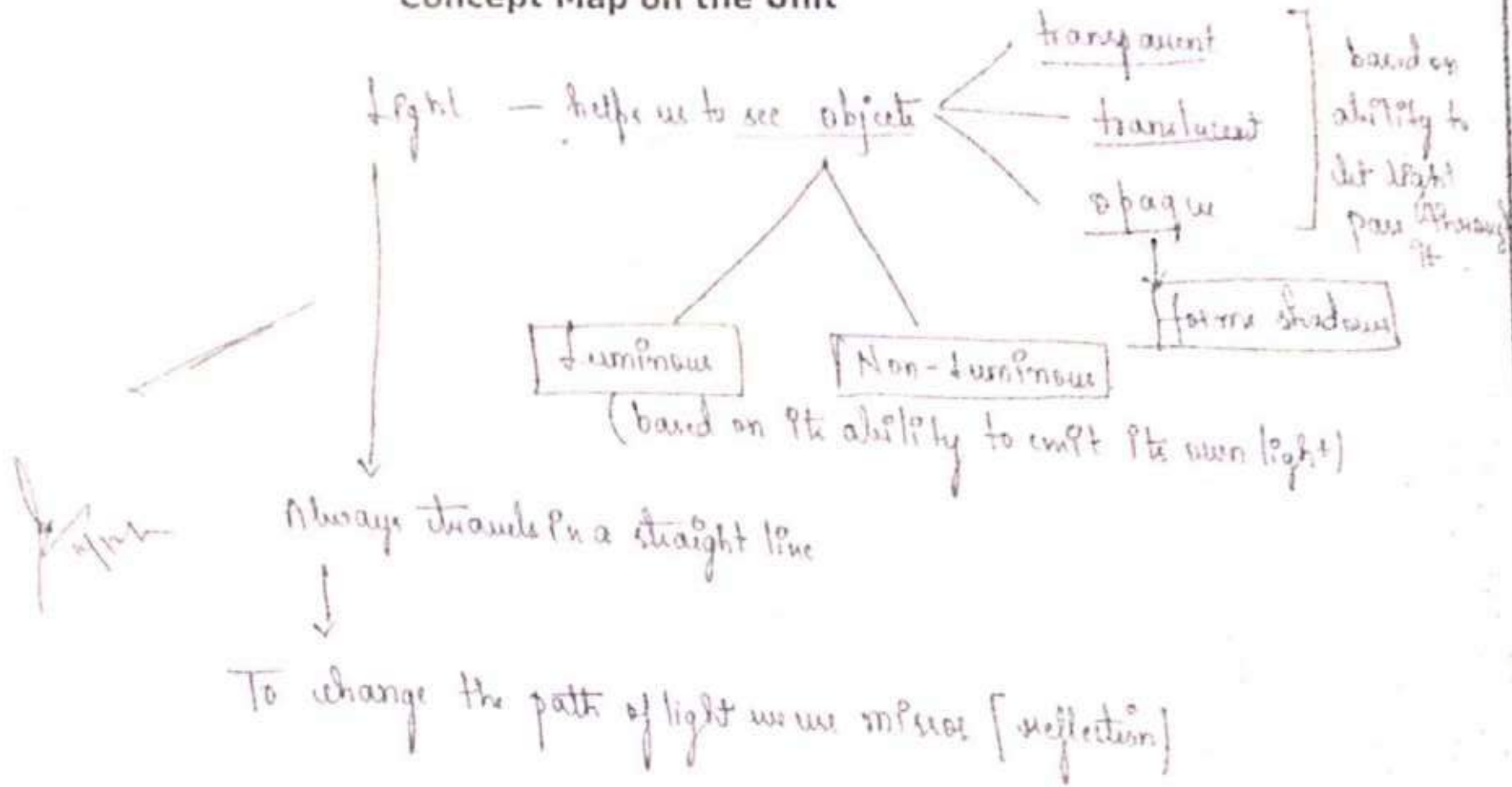




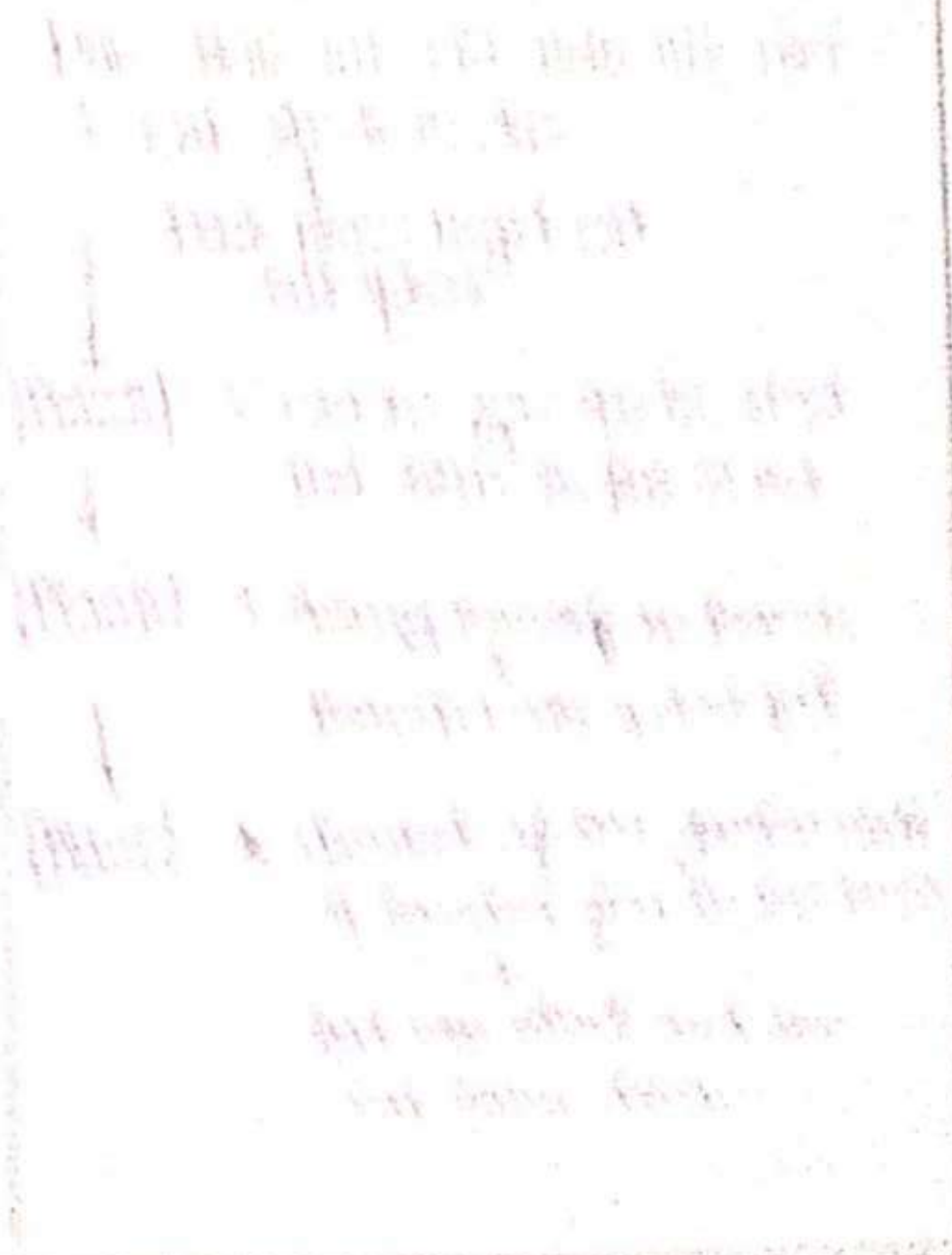
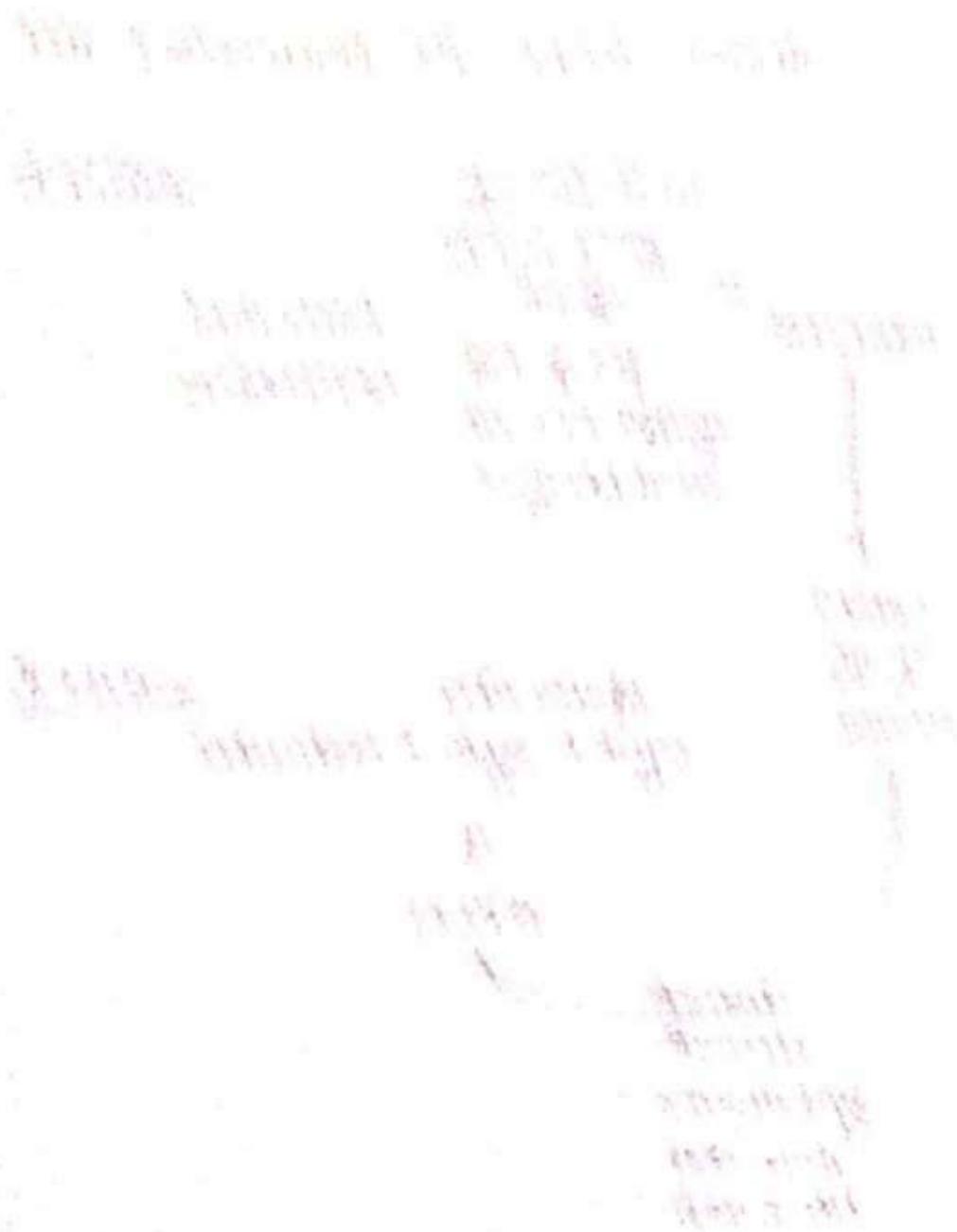
# Concept Map on the Lesson



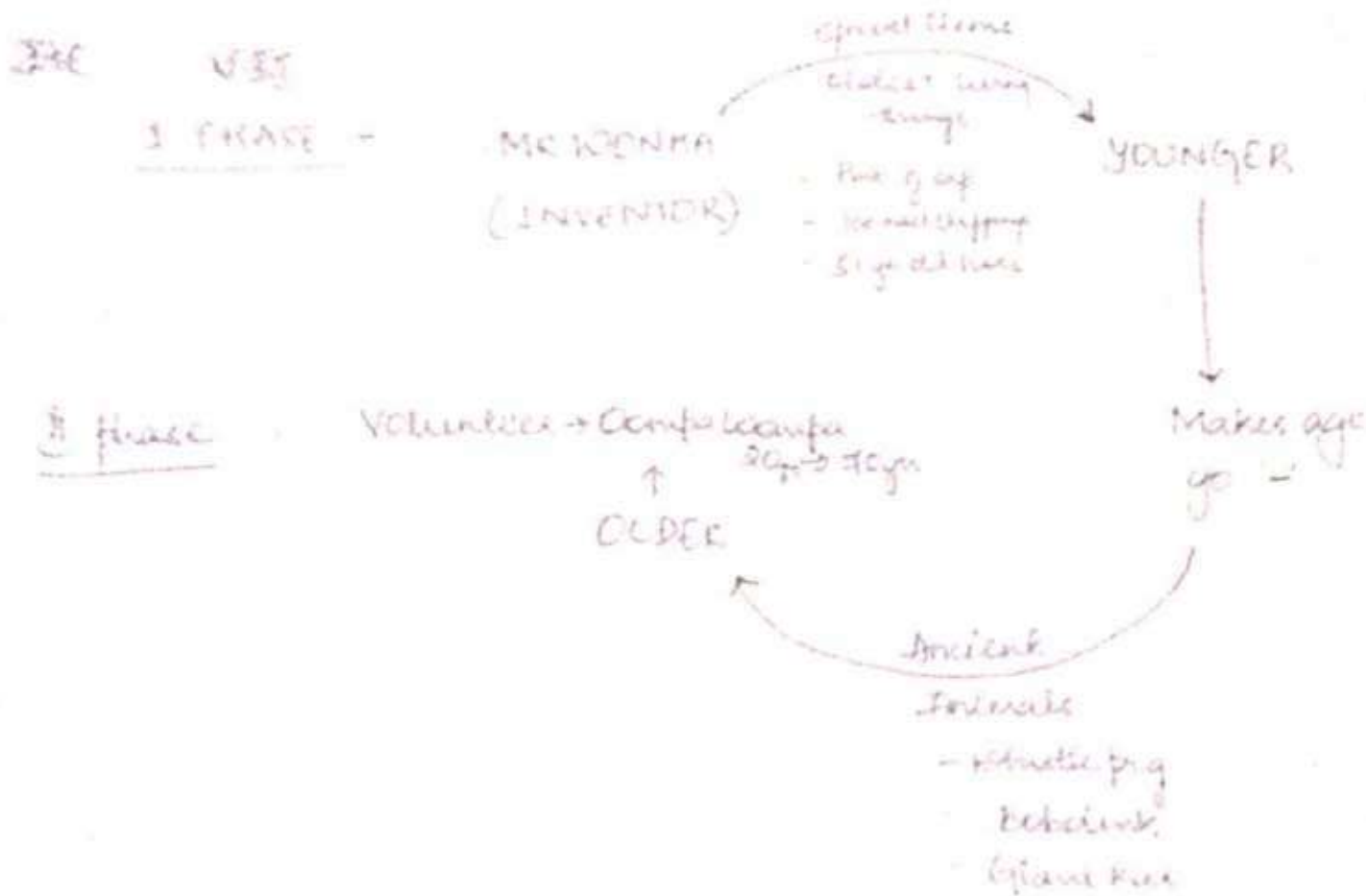
Concept Map on the Unit



# Planting Map on the Hill



# Concept Map on the Lesson



*Handwritten notes in the bottom right corner, possibly a signature or date.*

## Concept Map on the Lesson

### Preposition

- Shows relationship between a person or a thing denoted by the noun
  - A preposition is placed before a noun in a sentence.

### Kinds of Prepositions

#### Simple

Single word prepositions

- in
- at
- with
- for
- on
- of
- under
- by

#### Compound

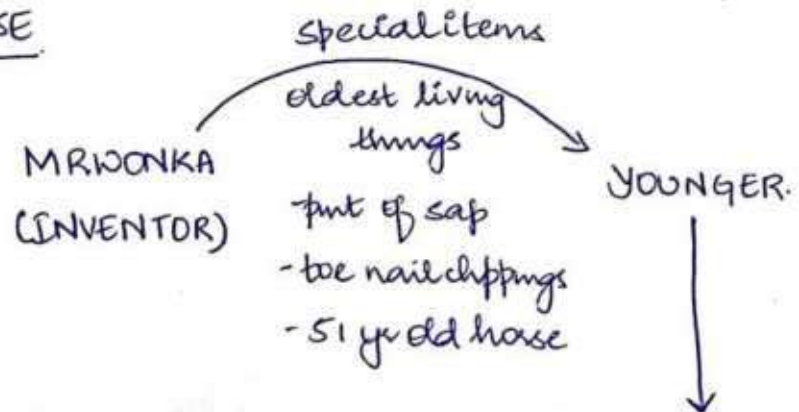
Made up of two or three words

- in front of
- as of
- next to
- about
- inside
- due to

## Concept Map on the Unit

### THE INVENTION OF VITA-WONK.

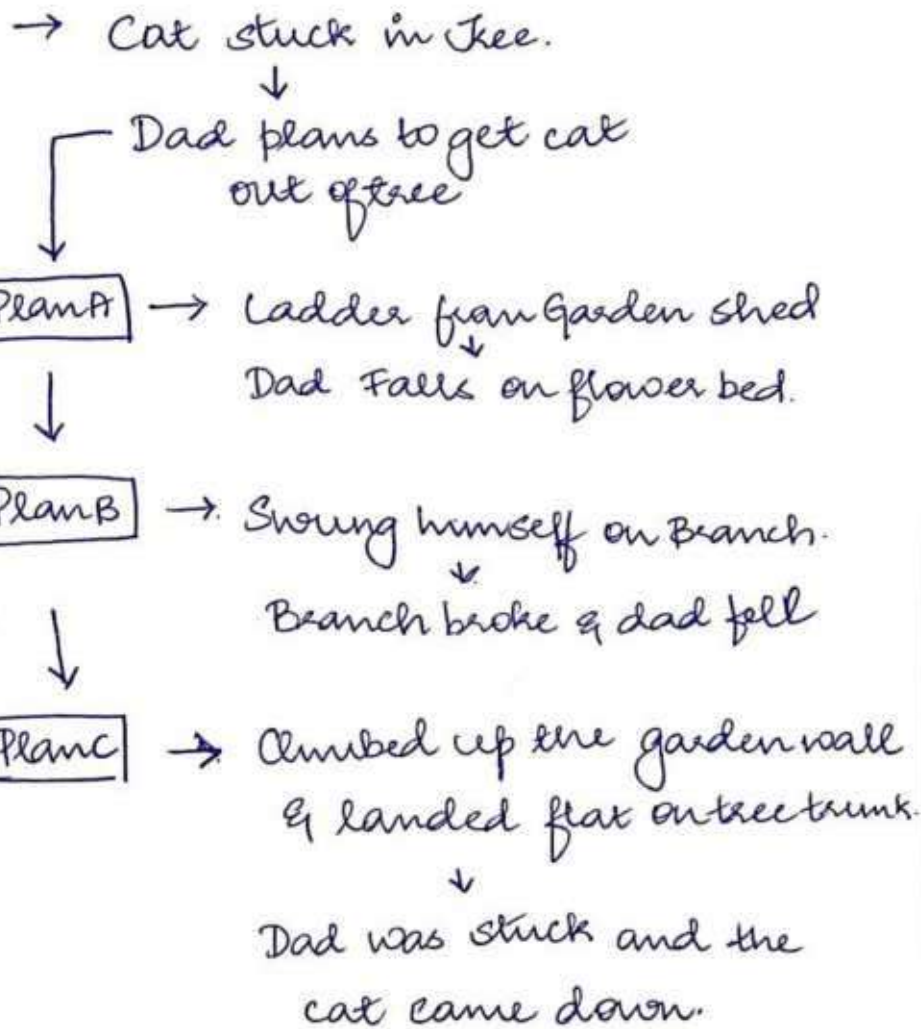
#### I PHASE



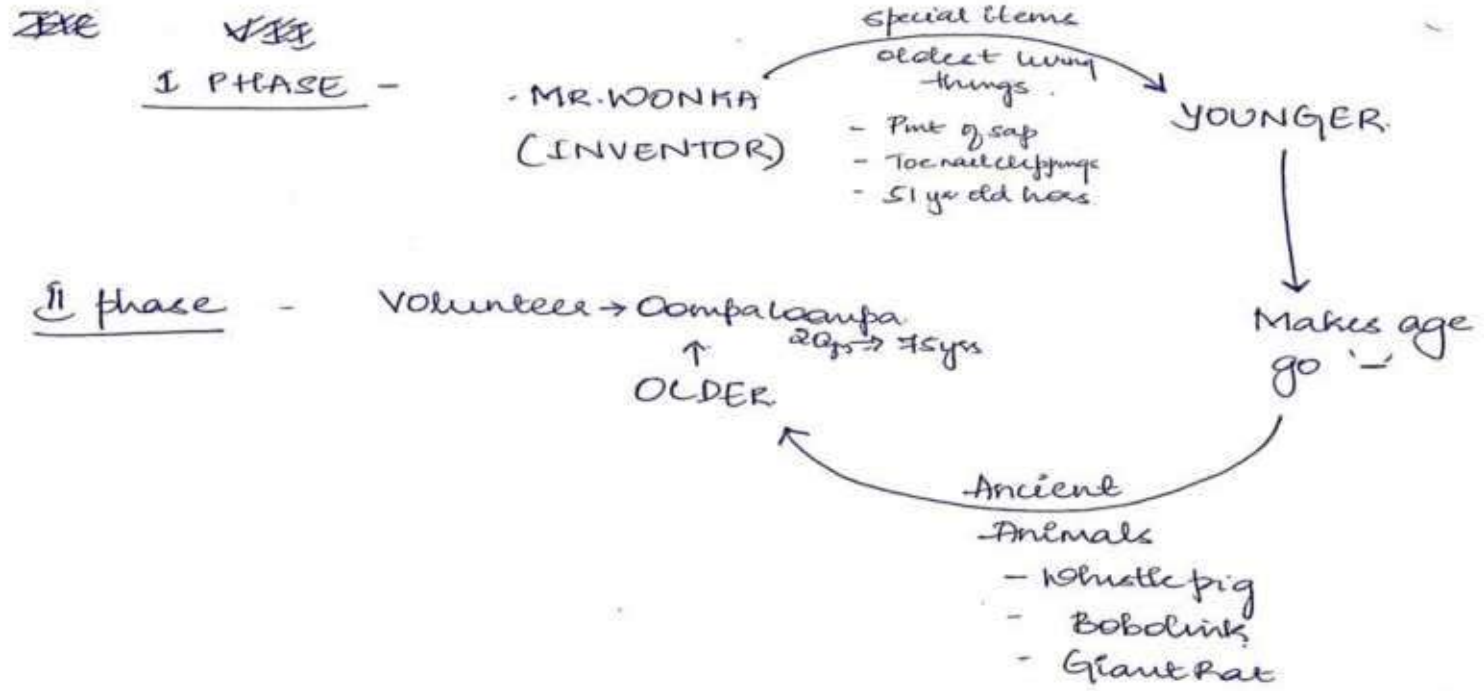
#### II PHASE



### DAD AND THE CAT AND THE TREE



### Concept Map on the Lesson

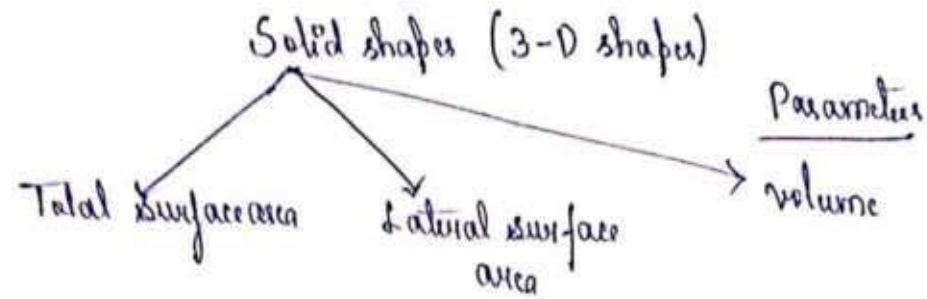


Observer:  
Neta Rastogi  
13/12/2021





## Concept Map on the Lesson



• Cube.

→ 3-D shape

→ 6 faces - squared in shape

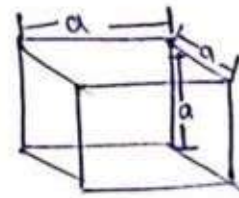
→ 8 vertices

→ 12 Edges

→ shape of a cube - cubic

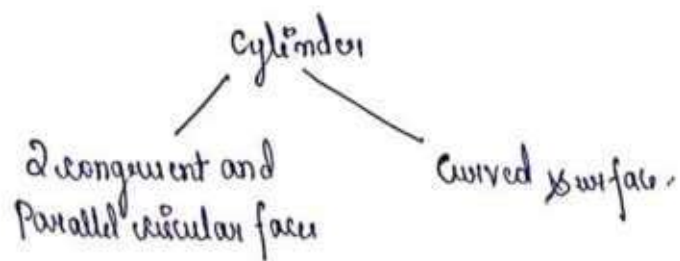
→ Total surface area of a cube =  $6a^2$

→ Lateral surface area of a cube =  $4a^2$



Cube

## Concept Map on the Lesson



- Two types of cylinder, a) Right circular cylinder b) non-right circular cylinder.
- Total surface area of cylinder = 2 surface area of circle + area of curved surface

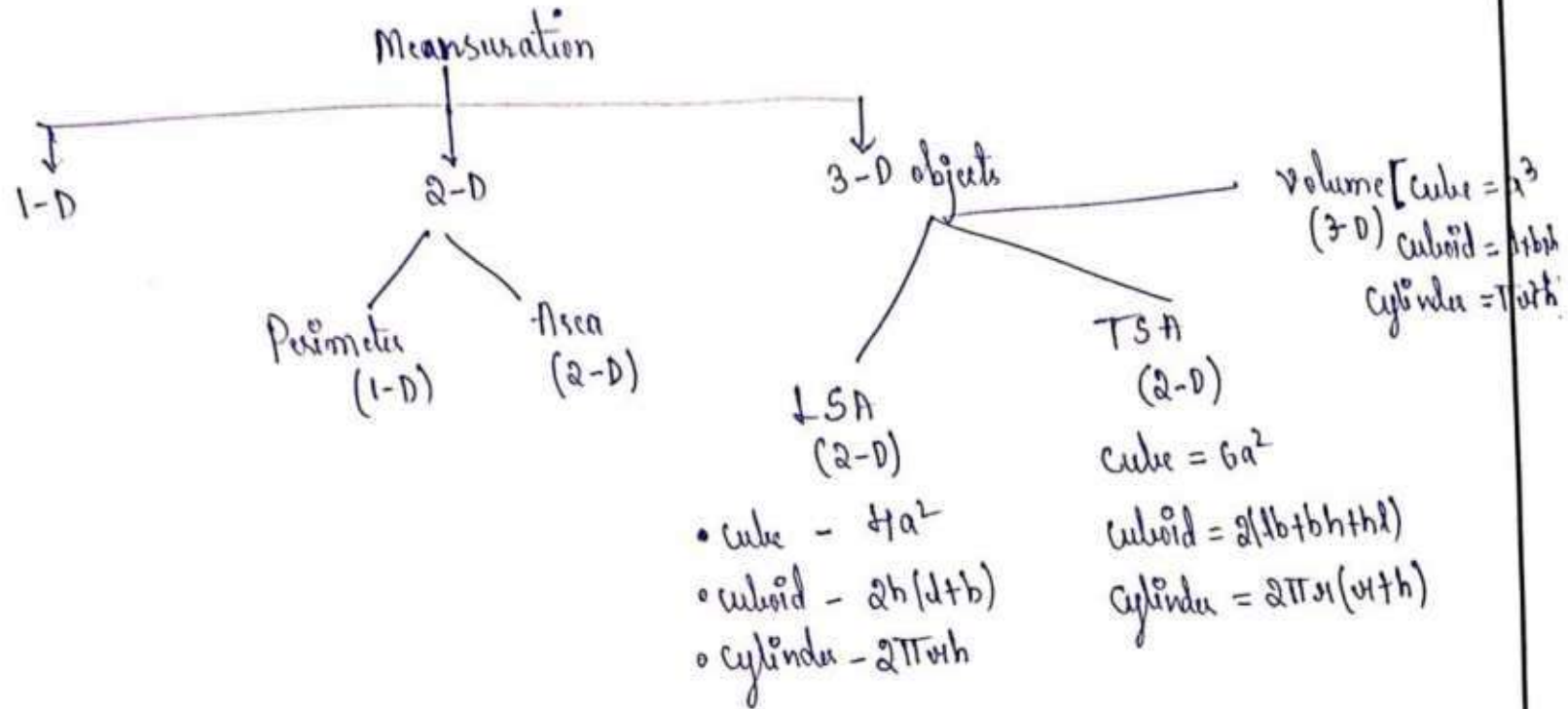
$$\boxed{T.S.A = 2\pi r^2 + 2\pi rh}$$

- Lateral surface area of a cylinder = T.S.A - 2 (area of circular base)  
=  $2\pi r^2 + 2\pi rh - 2\pi r^2$

$$\boxed{L.S.A = 2\pi rh}$$

Nikantika

## Concept Map on the Lesson



• Volume =  $\frac{\text{Area of its base}}{\text{base}} \times \text{height}$ .

*C. J. Singh*  
15.12.21

## Concept Map on the Lesson

### Standard Algebraic Identities

$$1. (a+b)^2 = a^2 + 2ab + b^2$$

$$2. (a-b)^2 = a^2 - 2ab + b^2$$

$$3. (a-b)(a+b) = a^2 - b^2$$

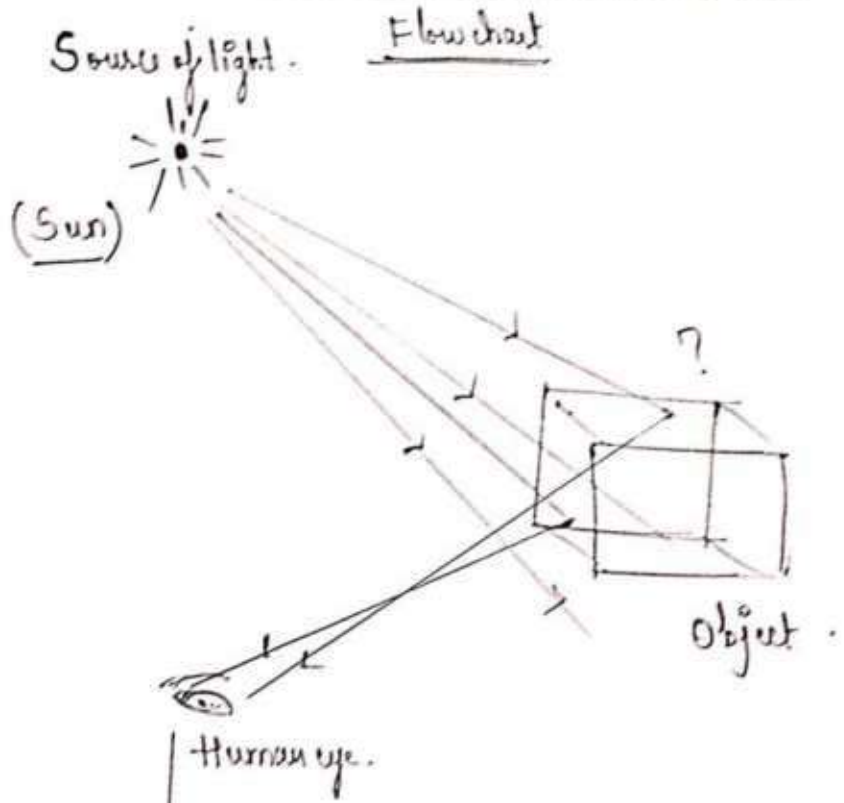
$$4. (x+a)(x+b) = x^2 + (a+b)x + ab$$

### • Derived results

$$1. (a+b)^2 - (a-b)^2 = 4ab$$

$$2. (a-b)^2 + (a+b)^2 = 2(a^2 + b^2)$$

### Concept Map on the Lesson

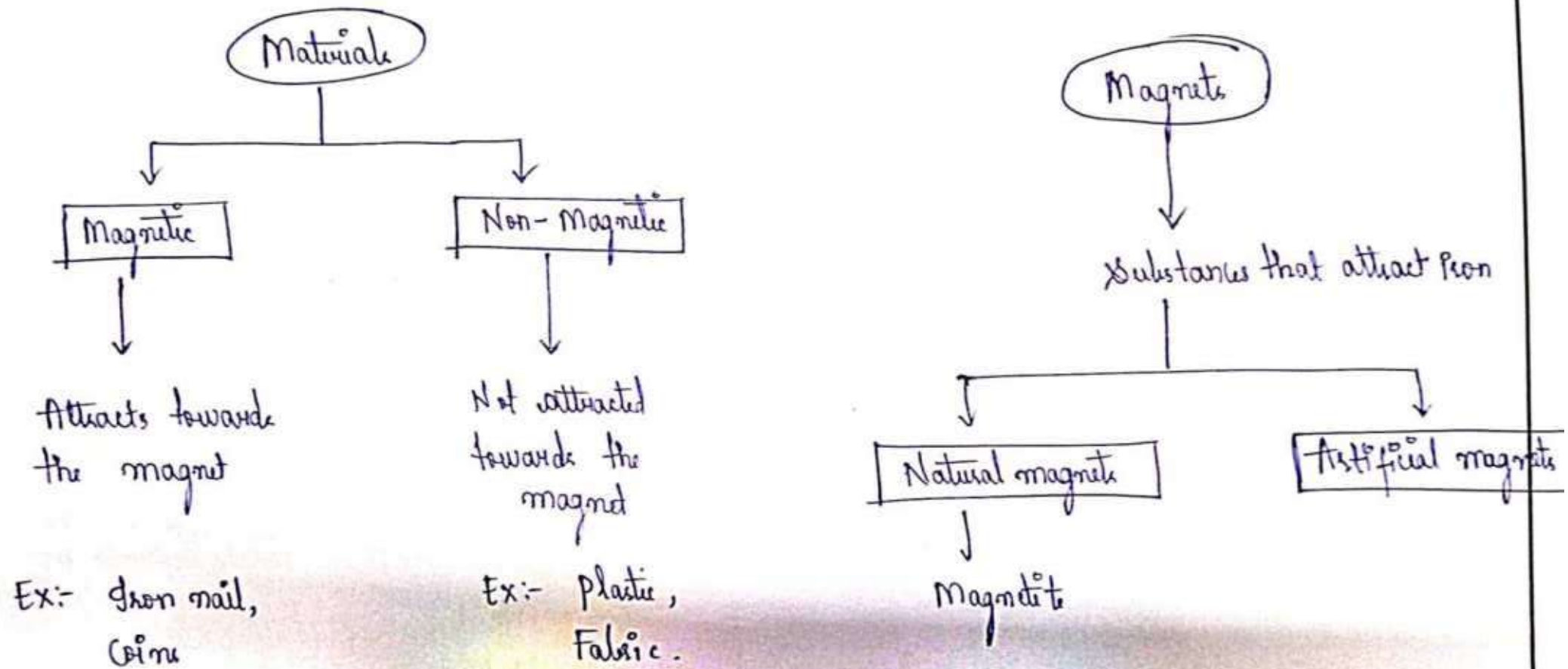


signals are sent to our brain

brain deciphers the information in order to detect the appearance, location and movement of the objects we are looking at.

*Santosh  
12/1/24*

# Concept Map on the Lesson

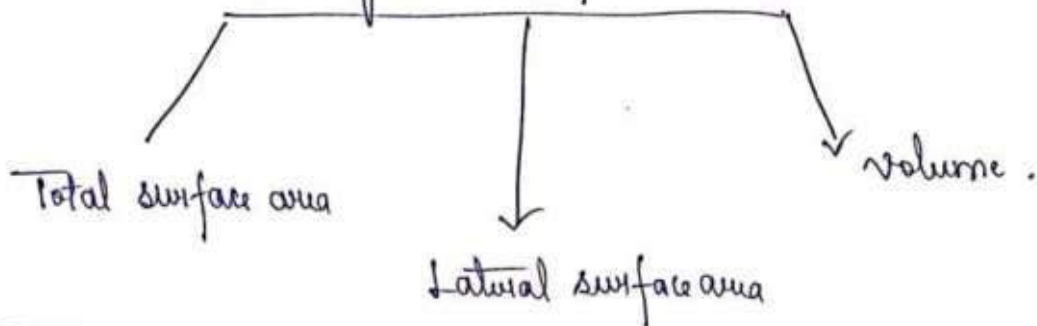


## Concept Map on the Unit

Parameters of  
Plane figures

- Perimeter
- Area.

Parameters of solid shapes



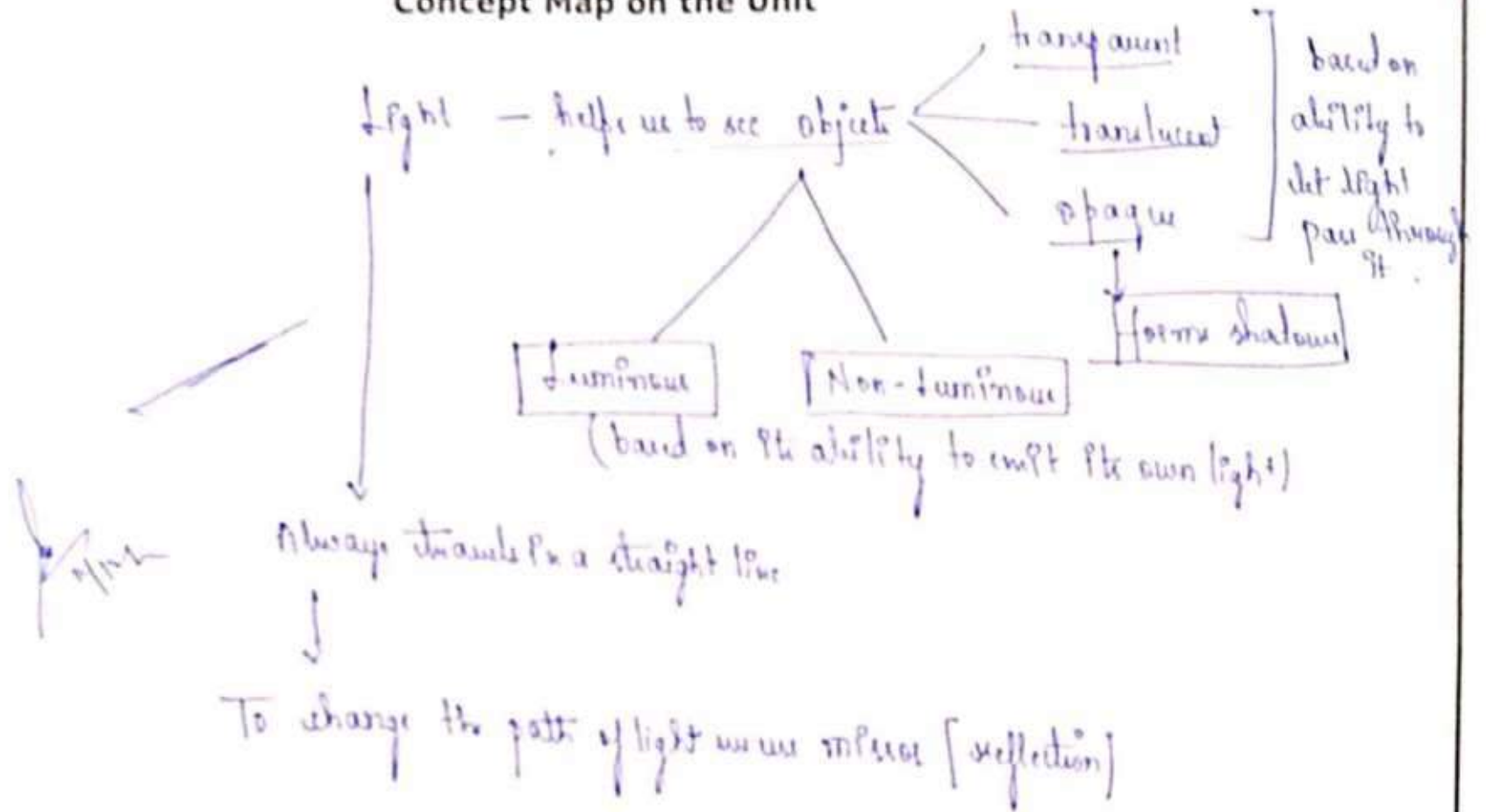
Shape	Perimeter	Area.
• Rectangle	$2(l+b)$	$l \times b$
• Square	$4a$	$a^2$
• Triangle	$a+b+c$	$\frac{1}{2} \times b \times h$
• Parallelogram	$a+b+c+d$	$b \times h$
• Circle	$2\pi r$	$\pi r^2$
• Semi circle	$\pi r + 2r$	$\frac{1}{2} \pi r^2$

Solid shapes	TSA	LSA	Volume
• Cube	$6a^2$	$4a^2$	$a^3$
• cuboid	$2(lb+bh+hl)$	$2h(l+b)$	$l \times b \times h$
• Cylinder	$2\pi r h + 2\pi r^2$	$2\pi r h$	$\pi r^2 h$

✓  
✓



# Concept Map on the Unit



## 2. Indian constitution day (26-11-22)

On the Indian constitution day (26-11-22) I could conduct an activity by participating the students from class 5<sup>th</sup> to 7<sup>th</sup>. With the Flashcards of pictures of personalities who worked behind the framework such as Ambedkar, Dr. Rajadraprasad, Nehru I went to all classes and explained the students about the significance of constitution, the reason behind the celebration of constitution day,

~~students~~ students only made the flash cards and posters of constitution day and also they made a ~~symbolic~~ demonstrative model of Book of constitution. Students hold the flashcards in respective classes and I could encourage them identify the persons behind the framework of constitution.

students could explain the <sup>Brief</sup> history of constitution and also there had an oath taking as a part of constitution day. With this activity I could encourage them and participate all the representatives from 5<sup>th</sup> to 7<sup>th</sup> standard, and make them aware of the significance of constitution day celebration.

## ACTIVITY RECORD

1. Critical analysis of any one school activity (like assembly, club activities, parents' teachers' meeting...)
2. Any one co-curricular activity carried out by the student teacher in the school

### 1. Funfair (10/11/22)

Funfair The school conducted an interesting programme called Funfair which aims for collection of fund for ~~the~~ contributing to the welfare of poor people and helping the Economically Backward students in the school.

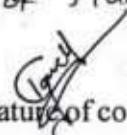
The programme ~~had been~~<sup>was</sup> collaboratively conducted by Lower primary, upper primary and high school section. As a part of the programme

The Teachers and students formed different <sup>mini</sup> stalls and conducted auction and sale of different Food Items prepared by themselves Craft Items, Toys prepared by themselves and also conducted interesting Games such as Lucky draw, Buzz wire

As a part of the programme there <sup>school</sup> conducted had a Talent show which encouraged a lot of students to participate and show their talents in dance and music.

The students, ~~were~~ and Teachers are

actively participated and made the programme a Huge success

  
Signature of cooperating teacher

Through the programme the school collected around one lakh Rupees and contributed the amount for charity.

Fun Fair was an Innovative and Interesting programme with a Great motive and the collaborative participation and Conductivity of the programme by the students and Teachers was appreciative.

Me and My fellow students & Teachers also could become participated in the programme by conducting stalls of Snacks and Games. It was a great pleasure and an Experience in the period of Internship.

2. Work and speech

2. Quiz (17-12-22)

Student Teachers collaboratively conducted a quiz competition on 17-12-22 for <sup>all</sup> students from 5<sup>th</sup> standard to 7<sup>th</sup> standard. The Topic of the quiz was based on the subjects the students are learning. There were a Total of 50 <sup>questions</sup> from the chapters that students learned from all subjects and the questions it also included with general knowledge questions. Itu

Students were interested and enthusiastic as to participate in the quiz. And after the quiz students only given opportunity to evaluate their answer sheets randomly. The quiz program has windup by declaring the name of students who achieved Top three Highest scores.

Quiz was an effective activity we conducted that encouraged student to recall the topics they learned and attain. It gave opportunity to enhance the general knowledge of students.

Anyone co-curricular activity carried out by the student teacher in school

## ACTIVITY-1-

## BOB THE WORD BUILDER



### INSTRUCTIONS

1. A big word is displayed for eg. DICTIONARY. Students have to make <sup>small</sup> ~~small~~ <sup>new</sup> ~~new~~ out of it.  
i.e Rat Nod Diom etc.
2. Minimum 3 letters

CLASS - 7E

TIME TAKEN FOR THE

ACTIVITY - 30 minutes

### Word Building

Students were given 1.5 minutes to make new words

from

- (i) Acknowledgement
- (ii) Education
- (iii) Precipitation

participated. 9 were absent. As it was an individual task, everyone got chance & equal opportunity.

Average each student could make 4 words each to 3 rounds. Maximum was 10-12 words each.

AIM:- Students will be able to :-

- (i) Mentally stimulate their minds
- (ii) Interact socially
- (iii) Promote self worth
- (iv) Build their vocabulary.

\* Students had played this game earlier but never knew the significance.  
\* It stimulates the mind & helps in social interaction by building their self worth & vocabulary.

# ACTIVITY-2- BRAIN SQUEEZE



**AIM:-** Students will be able to analyse why we remember images more than words.  
 Remembering everything in a story format helps us remember better.

- INSTRUCTIONS**
1. Student has to be ready with pen & paper
  2. Image & words - Displayed for 30 sec
  3. Students have to write down what (2min) they remember.

Why do we remember Images more than words?

Because our minds decode Image dually where as words decode only once.

13/26 is the highest.

Most of the students got images remembered than words.

There was one student who just remembered images.

			
SKY	HOMEWORK	BLUE	STUDY
			
GUDEP	FUN	BUN	RAINBOW
			
SKY	MAT	TAP	
			
SENGLESSES	LUNCH		

4. Student tell across the words that are correct. (or images).  
 5. Teacher facilitates to find out what was more Images or words.  
**ANSWER - Images**  
 6. Teacher asks the students to Group A construct a story using all these words in 10 min.

## Observation Record

Name of the student teacher: Renjisha

Date: 13/12/21

Class: VII B

Period: 11.20-12.00

Cooperating teacher: Sadiya Shifa

Institute supervisor:

Topic: The Dad and the cat and the tree

Aspects to be observed	Teacher Initiatives	Observed learning processes and learning outcomes	Feedback and suggested alternatives
<b>1. Introduction</b> Method used to engage learners; Connections to prior knowledge, daily life situations and content; Effectiveness of the methods used; interest and motivation developed	Teacher engages the class with a discussion: "On skills & qualities that are needed to be	Students were engaged in the discussion and gave their response regarding the topic	
<b>2. Focus Question/s</b> Overarching the lesson; Generality; leading to learning; issue/ problem based; reflects the purpose	Was the cat actually stuck in the tree?	Students give response as per their understanding.	
<b>3. A) Development</b> a) linkages to prior knowledge and experiences; appropriateness of learning experiences/activities; methods /strategies followed;	Teacher was able to connect with previous knowledge as she told them to share their predictions onto what would happen when dad would fall?	Students give up their answers	



<p>b) group and individual tasks; teachers' role in facilitating the group and exploring activities</p> <p>c) Competence in using variety of learning resources and materials appropriately; teacher's role in facilitating learners to use materials/resources</p> <p>d) Opportunities provided for development of process skills/linguistic skills, opportunities created for students' demonstration of skills and abilities which are subject specific.</p> <p>e) participation of learners</p>	<p>Teacher asks the students to recite and provide explanation for the same.</p> <p>Students are also made to note down phrases</p>	<p>Students recite the poem and try to explain the <del>para</del> poem in their own words</p> <p>They attentively follow the instructions of the teacher.</p>	
<p><b>B) Content competence:</b> adequacy; ability to link and integrate between and among different concepts; identification and clarification of misconceptions</p>	<p>Teacher linked the concepts effectively</p>	<p>Students were able to recall and reconnect the topics</p>	<p>Content was precise</p>

<p><b>Competence in subject specific skills and abilities:</b></p> <p>develop required language skills; map reading; experimental; inquiry skills; computation skills</p>	<p>language skills are given importance</p>	<p>students worked effectively on it</p>	<p>—</p>
<p><b>C) Questioning:</b> types and variety of questions asked (lower order, higher order, open-ended, divergent and reflective) their structure; relevance; appropriateness; effectiveness of questions on pupils' higher order thinking abilities; handling pupils' responses; providing scope for students to inquire</p>	<p>Simple and direct questions were asked.</p> <p>It was easily understood by the students</p>	<p>Students answered as per their understanding</p>	<p>—</p>
<p><b>D) Explanation:</b> opportunities provided for students to explain; synthesizing student explanation effectively; identification of gaps and errors in student explanation; filling the gaps wherever necessary using alternative examples and illustrations; use of explanation effectively and appropriately only when required</p>	<p>Teacher gave appropriate explanation as per the requirements of the poem</p>	<p>Students were able to catch up the concept</p>	<p>—</p>

<p><b>4. Application:</b> situations /contexts created for application what is learnt; their relevance and effectiveness; Revisiting the focus question</p>	<p>Teacher gave vocabulary activity in connection with the lesson</p>	<p>Students are expected to develop their vocabulary</p>	<p>-</p>
<p><b>5. Assessment</b> Modes of assessment used, Continuity of assessment; feedback provided; their effectiveness; scope created for reflection</p>	<p>Continuously assessed students by asking questions</p>	<p>Active participation from students side</p>	<p>-</p>
<p><b>6. Review and closure</b> Technique used to review the major points; effectiveness of the questions /assessment method used; attainment of learning objectives; type of assignment given; its relevance, directions provided for assignment</p>	<p>Summarised the poem &amp; asks questions to check the understanding of students</p>	<p>Students were able to recall &amp; grasp the concepts &amp; answered the questions asked</p>	<p>-</p>
<p><b>7. Class room management</b></p>	<p>Teacher was able to handle class effectively</p>	<p>Active engagement of students</p>	<p>Interactive classroom.</p>

Date:

  
 Signature of the Institute Supervisor

## Observation Record

Name of the student teacher: Mesbah Ayman

Date: 3/12/21

Class: VIII A

Period: V

Cooperating teacher: Lakshmi Sravanthi (C1 class)

Institute supervisor: Dr Tahseen Taj

Topic: The Great Stone Face (English)

Aspects to be observed	Teacher Initiatives	Observed learning processes and learning outcomes	Feedback and suggested alternatives
<p><b>1. Introduction</b></p> <p>Method used to engage learners; Connections to prior knowledge, daily life situations and content; Effectiveness of the methods used; interest and motivation developed</p>	<p>Interaction with students.</p> <p>Real Life Examples of clouds, nature given.</p>	<p>Students were interactive &amp; gave many examples connecting with the topic</p>	<p style="text-align: center;">-</p>
<p><b>2. Focus Question/s</b></p> <p>Overarching the lesson; Generality; leading to learning; issue/ problem based; reflects the purpose</p>	<p style="text-align: center;">-</p>	<p style="text-align: center;">-</p>	<p style="text-align: center;">-</p>
<p><b>3. A) Development</b></p> <p>a) linkages to prior knowledge and experiences; appropriateness of learning experiences/activities; methods /strategies followed;</p>	<p>Gave examples regarding Roads, trees, clouds &amp; the shapes they formed.</p>	<p style="text-align: center;">..</p>	<p style="text-align: center;">-</p>

<p>b) group and individual tasks; teachers' role in facilitating the group and exploring activities</p> <p>c) Competence in using variety of learning resources and materials appropriately; teacher's role in facilitating learners to use materials/resources</p> <p>d) Opportunities provided for development of process skills/linguistic skills, opportunities created for students' demonstration of skills and abilities which are subject specific.</p> <p>e) participation of learners</p>	<p>Marked difficult words to improve vocabulary of students</p>		<p>Students could be made to use dictionary to find out meanings of the same.</p>
<p><b>B) Content competence:</b> adequacy; ability to link and integrate between and among different concepts; identification and clarification of misconceptions</p>	<p>The teacher re-explains the concept for better understanding</p>	<p>Students observe &amp; listen carefully to the explanation</p>	<p>-</p>

<p><b>Competence in subject specific skills and abilities:</b></p> <p>develop required language skills; map reading; experimental; inquiry skills; computation skills</p>			
<p><b>C) Questioning:</b> types and variety of questions asked (lower order, higher order, open-ended, divergent and reflective) their structure; relevance; appropriateness; effectiveness of questions on pupils' higher order thinking abilities; handling pupils' responses; providing scope for students to inquire</p>	<p>Questions relating to real life examples were asked.</p>		<p>No suggestions as it was an introductory class</p>
<p><b>D) Explanation:</b> opportunities provided for students to explain; synthesizing student explanation effectively; identification of gaps and errors in student explanation; filling the gaps wherever necessary using alternative examples and illustrations; use of explanation effectively and appropriately only when required</p>	<p>Teacher provided a detailed explanation of the content</p>	<p>Students listened to the explanation of teacher.</p>	<p>—</p>

<p><b>4. Application:</b> situations /contexts created for application what is learnt; their relevance and effectiveness; Revisiting the focus question</p>	<p>About the faces. or shapes that have been created by nature</p>	<p>Students mention about trees, sky mountains.</p>	
<p><b>5. Assessment</b> Modes of assessment used, Continuity of assessment; feedback provided; their effectiveness; scope created for reflection</p>	<p>-</p>	<p>-</p>	<p>Introductory class</p>
<p><b>6. Review and closure</b> Technique used to review the major points; effectiveness of the questions /assessment method used; attainment of learning objectives; type of assignment given; its relevance, directions provided for assignment</p>	<p>Teacher summarises the content done so far &amp; intends to continue the topic in next session.</p>	<p>Students try to interact through the important points they have grasped from the content.</p>	<p>Students could be made to answer in groups rather than mass answers so that individual focus could be done.</p>
<p><b>7. Class room management</b></p>	<p>Well managed class</p>	<p>-</p>	<p>-</p>

Date: 03/12/2021

  
 Signature of the Institute Supervisor

Misbah Ayeman

### Observation Record

Name of the student teacher: Jayalakshmi

Date: 14/12/21

Class: IX A

Period: III (10.30-11.10)

Cooperating teacher: Neeta Rastogi

Institute supervisor: Meenakshi

Topic: Reach for top - Santosh Yadav

Aspects to be observed	Teacher Initiatives	Observed learning processes and learning outcomes	Feedback and suggested alternatives
<b>1. Introduction</b> Method used to engage learners; Connections to prior knowledge, daily life situations and content; Effectiveness of the methods used; interest and motivation developed	Proper introductory questions were framed.	Students interacted well & told about their aims & aspirations	Proper attention was given to students
<b>2. Focus Question/s</b> Overarching the lesson; Generality; leading to learning; issue/ problem based; reflects the purpose	Linked to real life situation which created interest	Students responded well.	Motiv -
<b>3. A) Development</b> a) linkages to prior knowledge and experiences; appropriateness of learning experiences/activities; methods /strategies followed;	Content was meaningfully presented.	Students carefully listen to the teacher.	-



<p>b) group and individual tasks; teachers' role in facilitating the group and exploring activities</p> <p>c) Competence in using variety of learning resources and materials appropriately; teacher's role in facilitating learners to use materials/resources</p> <p>d) Opportunities provided for development of process skills/linguistic skills, opportunities created for students' demonstration of skills and abilities which are subject specific.</p> <p>e) participation of learners</p>	<p>loud reading &amp; silent reading was performed.</p> <p>Teachers made them read unfamiliar words.</p>	<p>Students understand -ing capacity and comprehension skills were observed.</p> <p>Students carefully listen to the teacher &amp; underline unfamiliar words.</p>	<p>-</p> <p>Teacher should have asked to frame sentences out of unfamiliar words or gives examples of sentences using unfamiliar words.</p>
<p>i) <b>Content competence:</b> adequacy; ability to link and integrate between and among different concepts; identification and clarification of misconceptions</p>	<p>Content was adequate &amp; selection was according to pupil needs</p>	<p>-</p>	<p>-</p>

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**Competence in subject specific skills and abilities:**

develop required language skills; map reading; experimental; inquiry skills; computation skills

**C) Questioning:** types and variety of questions asked (lower order, higher order, open-ended, divergent and reflective) their structure; relevance; appropriateness; effectiveness of questions on pupils' higher order thinking abilities; handling pupils' responses; providing scope for students to inquire

**D) Explanation:** opportunities provided for students to explain; synthesizing student explanation effectively; identification of gaps and errors in student explanation; filling the gaps wherever necessary using alternative examples and illustrations; use of explanation effectively and appropriately only when required

Questions were direct and simple. There was no vague & biased questions

Teacher provided simple & interesting illustrations relevant to the topic. There was no lacking in fluency/continuity

Students responded based on their understanding & observation skills

Students were able to grasp the concept as examples given were simple & interesting

**4. Application:**

situations / contexts created for application what is learnt; their relevance and effectiveness; Revisiting the focus question

Teacher enquired through real life examples relating to the content

Students were able to connect with the example & theme of the lesson

**5. Assessment**

Modes of assessment used, Continuity of assessment; feedback provided; their effectiveness; scope created for reflection

Central questions were framed properly to reach the theme of the content

Appropriate answers were given based on students understanding

**6. Review and closure**

Technique used to review the major points; effectiveness of the questions / assessment method used; attainment of learning objectives; type of assignment given; its relevance, directions provided for assignment

Teacher gave question which was activity oriented.

Students were seen participating actively in demonstration and reading activities

**7. Class room management**

Discipline was well maintained

Students were attentive



Signature of the Institute Supervisor

Date: 14/12/2021

## Observation Record

Period: I (9.00-9.50)

Name of the student teacher: Renjucha.

Date: 24/1/22 Class: IX B

Cooperating teacher: Sadiya Shifa

Institute supervisor: L Bhavani Devi

Topic: An killing tree - English.

Aspects to be observed	Teacher Initiatives	Observed learning processes and learning outcomes	Feedback and suggested alternatives
<b>1. Introduction</b> Method used to engage learners; Connections to prior knowledge, daily life situations and content; Effectiveness of the methods used; interest and motivation developed	Teacher starts the class by reading out a small story.	Students share their thoughts	Effective method to connect with the student.
<b>2. Focus Question/s</b> Overarching the lesson; Generality; leading to learning; issue/ problem based; reflects the purpose	Focus Question reflects the purpose & theme of poem.	Students share their views	The question focused on the learning process.
<b>3. A) Development</b> a) linkages to prior knowledge and experiences; appropriateness of learning experiences/activities; methods /strategies followed;	Teacher linked with real life experiences and examples	Students listed down their reasons	Linkage with prior knowledge is established

<p>b) group and individual tasks; teachers' role in facilitating the group and exploring activities</p> <p>c) Competence in using variety of learning resources and materials appropriately; teacher's role in facilitating learners to use materials/resources</p> <p>d) Opportunities provided for development of process skills/linguistic skills, opportunities created for students' demonstration of skills and abilities which are subject specific.</p> <p>e) participation of learners</p>	<p>Teacher recites the poem and instructs students to underline the unfamiliar words.</p>	<p>Active participation from the student's side.</p> <p>Students try &amp; guess what would they learn from the poem</p>	<p>Opportunities provided for linguistic skills was created for the learners.</p>
<p><b>B) Content competence:</b> adequacy; ability to link and integrate between and among different concepts; identification and clarification of misconceptions</p>	<p>Content was broken into meaningful teaching points.</p>	<p>Students observe the stress &amp; intonation <sup>with</sup> which teacher reads.</p>	<p>Content was adequately developed.</p>

<p><b>Competence in subject specific skills and abilities:</b></p> <p>develop required language skills; map reading; experimental; inquiry skills; computation skills</p>	<p>Teacher gave opportunity for developing language skills</p>	<p>Students spoke, read &amp; listened in the class.</p>	<p>The competency in subject specific skills was established</p>
<p><b>C) Questioning:</b> types and variety of questions asked (lower order, higher order, open-ended, divergent and reflective) their structure; relevance; appropriateness; effectiveness of questions on pupils' higher order thinking abilities; handling pupils' responses; providing scope for students to inquire</p>	<p>Simple and relevant questions were asked.</p>	<p>Students answer based on their level of understanding</p>	<p>Asked with proper intonation &amp; pitch well distributed throughout the class</p>
<p><b>D) Explanation:</b> opportunities provided for students to explain; synthesizing student explanation effectively; identification of gaps and errors in student explanation; filling the gaps wherever necessary using alternative examples and illustrations; use of explanation effectively and appropriately only when required</p>	<p>Explanatory links were used properly Beginning &amp; concluding statements covered essential points</p>	<p>Students were able to follow the instructions of the teacher.</p>	<p>It was helpful in identification of gaps &amp; errors in the student explanation</p>

<p><b>4. Application:</b> situations / contexts created for application what is learnt; their relevance and effectiveness; Revisiting the focus question</p>	<p>Teacher made students to recite the poem &amp; explain the same</p>	<p>Student volunteered to recite &amp; tries to deliver what poet conveys</p>	<p>Revisiting the focus question was done</p>
<p><b>5. Assessment</b> Modes of assessment used, Continuity of assessment; feedback provided; their effectiveness; scope created for reflection</p>	<p>Teacher asked continuous comprehension questions</p>	<p>Students gave answers as per their level of understanding</p>	<p>Appropriate assessment technique was used.</p>
<p><b>5. Review and closure</b> Technique used to review the major points; effectiveness of the questions / assessment method used; attainment of learning objectives; type of assignment given; its relevance, directions provided for assignment</p>	<p>Teacher winds up the class by summarizing the poem done so far</p>	<p>Students understand the explanation &amp; share what they learnt from poem</p>	<p>It ended well with an assignment as it was in connection with the poem taught</p>
<p><b>Class room management</b></p>	<p>Teacher had a control over the class</p>	<p>Students were interactive</p>	<p>Discipline was maintained</p>

Date: 7/1/22

L. S. J.  
Signature of the Institute Supervisor

## Observation Record

Period: I (9-9.50)

Name of the student teacher: Pranjyusha

Date: 21/12/21

Class: IX - B

Cooperating teacher: Sadiya Shifa

Institute supervisor: L. Bhavani Devi

Topic: Reach for the top - Santosh Yelw

Aspects to be observed	Teacher Initiatives	Observed learning processes and learning outcomes	Feedback and suggested alternatives
<p><b>1. Introduction</b> Method used to engage learners; Connections to prior knowledge, daily life situations and content; Effectiveness of the methods used, interest and motivation developed</p>	<p>Teacher displayed a video to connect with the students</p>	<p>Observed the video and tried to interpret from the video.</p>	
<p><b>2. Focus Question/s</b> Overarching the lesson; Generality; leading to learning; issue/ problem based, reflects the purpose</p>	<p>Teacher gave positive quote to students</p>	<p>They were guessing what the lesson might be.</p>	
<p><b>3. A) Development</b> a) linkages to prior knowledge and experiences; appropriateness of learning experiences/activities; methods /strategies followed.</p>	<p>Linkages to prior knowledge was well established</p>	<p>Students attentively listened to the teacher</p>	<p>Appropriateness with the content was established</p>



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Content related  
 based handwriting  
 model reading  
 which helps in  
 developing their  
 reading skills  
 and also subject  
 knowledge

Students try to  
 please the teacher  
 and work with  
 more concentration  
 and stress

Content will not equate  
 their concepts - can  
 present the right  
 explanation

Students tend  
 to please the  
 teacher

Content related  
 applications words  
 are made to be  
 meaningful

**Competence in subject specific skills and abilities:**

develop required language skills; map reading; experimental; inquiry skills; computation skills

**C) Questioning:** types and variety of questions asked (lower order, higher order, open-ended, divergent and reflective) their structure; relevance; appropriateness; effectiveness of questions on pupils' higher order thinking abilities; handling pupils' responses; providing scope for students to inquire

**D) Explanation:** opportunities provided for students to explain; synthesizing student explanation effectively; identification of gaps and errors in student explanation; filling the gaps wherever necessary using alternative examples and illustrations; use of explanation effectively and appropriately only when required

Language reading skills were focussed and reading was done effectively

Questions were clear and simple and were asked with proper intonation and pitch

Beginning & concluding statements covered essential points

Students tried to read with correct pronunciation & punctuations

Students answered based on their level of understanding

Students were able to follow the teacher.

There were no vague or biased questions

Explanation was impressive, and precise. as per students' need.

<p><b>4. Application:</b> situations / contexts created for application what is learnt, their relevance and effectiveness. Revisiting the focus question</p>	<p>Real life examples were quoted with reference to the lesson</p>	<p>Students tried to link examples with the topic</p>	<p>-</p>
<p><b>5. Assessment</b> Modes of assessment used, Continuity of assessment, feedback provided, their effectiveness, scope created for reflection</p>	<p>Continuum comparison questions were asked</p>	<p>Students tried to answer based on their level of understanding</p>	<p>-</p>
<p><b>6. Review and closure</b> Technique used to review the major points, effectiveness of the questions / assessment method used, attainment of learning objectives, type of assignment given, its relevance, directions provided for assignment</p>	<p>Teacher asks students to summarise the content done so far, along with giving an assignment</p>	<p>Student try to provide summary of the lesson</p>	<p></p>
<p><b>7. Class room management</b></p>	<p>Teacher could satisfactorily manage the class</p>	<p>Students involvement was found</p>	<p>Equal importance was given</p>

Date: 7/1/22

  
 Signature of the Institute Supervisor

### Observation Record

Name of the student teacher: Jaayalakshmi

Date: 3/1/2022 Class: VIII B

Period: V (12.00-12.40)

Cooperating teacher: Sadhya Shifa.

Institute supervisor: L. Bhavani Devi

Topic: The Last Bargain.

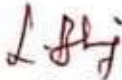
Aspects to be observed	Teacher Initiatives	Observed learning processes and learning outcomes	Feedback and suggested alternatives
<p><b>1. Introduction</b></p> <p>Method used to engage learners; Connections to prior knowledge, daily life situations and content; Effectiveness of the methods used; interest and motivation developed</p>	<p>Teacher uses real life examples to connect with students</p>	<p>Interacted well and gave examples as well connecting to the topic</p>	<p>Interest towards the topic was developed.</p>
<p><b>2. Focus Question/s</b></p> <p>Overarching the lesson; Generality; leading to learning; issue/ problem based; reflects the purpose</p>	<p>Simple and relevant questions were asked connecting to the topic</p>	<p>Students could connect with the topic</p>	<p>It was framed properly highlighting the topic of the day.</p>
<p><b>3. A) Development</b></p> <p>a) linkages to prior knowledge and experiences; appropriateness of learning experiences/activities; methods /strategies followed;</p>	<p>Yes, linkage with prior experience was focussed.</p>	<p>Students tried to understand the meaning of terms</p>	<p>Good initiative to understand &amp; interpret definition.</p>

<p>b) group and individual tasks; teachers' role in facilitating the group and exploring activities</p> <p>c) Competence in using variety of learning resources and materials appropriately; teacher's role in facilitating learners to use materials/resources</p> <p>d) Opportunities provided for development of process skills/linguistic skills, opportunities created for students' demonstration of skills and abilities which are subject specific.</p> <p>e) participation of learners</p>	<p>The teacher makes the student marks unfamiliar words which would improve their skills of vocabulary</p>	<p>Students develop the habit of using dictionary</p>	<p>Students can use the same words in daily their own sentences.</p>
<p><b>B) Content competence:</b> adequacy; ability to link and integrate between and among different concepts; identification and clarification of misconceptions</p>	<p>Appropriate content was delivered according to the needs of students</p>	<p>Students could link the content and analyze the topic</p>	<p>-</p>

<p><b>Competence in subject specific skills and abilities:</b></p> <p>develop required language skills; map reading; experimental; inquiry skills; computation skills</p>	<p>Importance was given to language skills - listening and reading</p>	<p>-</p>	<p>-</p>
<p><b>C) Questioning:</b> types and variety of questions asked (lower order, higher order, open-ended, divergent and reflective) their structure; relevance; appropriateness; effectiveness of questions on pupils' higher order thinking abilities; handling pupils' responses; providing scope for students to inquire</p>	<p>Questions were simple and thought provoking providing scope for students to inquire</p>	<p>Participation was actively done from students end.</p>	<p>Well distributed throughout the class.</p>
<p><b>D) Explanation:</b> opportunities provided for students to explain; synthesizing student explanation effectively; identification of gaps and errors in student explanation; filling the gaps wherever necessary using alternative examples and illustrations; use of explanation effectively and appropriately only when required</p>	<p>Explanatory links were used properly. Beginning &amp; concluding statements covered essential points</p>	<p>Students were able to follow the teacher as the explanation was impressive, clear &amp; loud.</p>	<p>There was no lacking in fluency &amp; continuity.</p>

<p><b>4. Application:</b> situations / contexts created for application what is learnt; their relevance and effectiveness; Revisiting the focus question</p>	<p>Teacher made students to read the content loudly. Pattern reading was done.</p>	<p>Students could connect with what was learnt previously</p>	<p>Students should be trained for proper intonation of voice</p>
<p><b>5. Assessment</b> Modes of assessment used, Continuity of assessment; feedback provided; their effectiveness; scope created for reflection</p>	<p>Teacher summarizes the entire concept so students can recapitulate.</p>	<p>Students were able to answer the questions which were asked at the end.</p>	<p>—</p>
<p><b>6. Review and closure</b> Technique used to review the major points; effectiveness of the questions / assessment method used; attainment of learning objectives; type of assignment given; its relevance, directions provided for assignment</p>	<p>Assignment was given with connection to the topic, it had relevance with the topic</p>	<p>—</p>	<p>Directions were provided for assignment to carry out</p>
<p><b>7. Class room management</b></p>	<p>Teachers preparation was good. Teacher had control over class.</p>	<p>Students participated in interaction</p>	<p>More questions from students are encouraged.</p>

Date: 7/11/22

  
 Signature of the Institute

## Observation Record

Name of the student teacher: Renjusha

Date: 20/12/21

Class: IX B

Period: 9-9-50.

Cooperating teacher: Sadiya Shifa

Institute supervisor: C Bhavani Devi

Topic: Reach for top - Santosh Yadav.

Aspects to be observed	Teacher Initiatives	Observed learning processes and learning outcomes	Feedback and suggested alternatives
<p><b>1. Introduction</b></p> <p>Method used to engage learners; Connections to prior knowledge, daily life situations and content; Effectiveness of the methods used; interest and motivation developed</p>	<p>Teacher engages the class by asking students to list down their hobbies &amp; meaning of word.</p>	<p>Students try to find out the meanings of word &amp; try to list their hobbies</p>	<p>Effective method used to engage learners.</p>
<p><b>2. Focus Question/s</b></p> <p>Overarching the lesson; Generality; leading to learning; issue/ problem based; reflects the purpose</p>	<p>What was Maria's push that aided her to reach the summit of tennis</p>	<p>Students responded as per their understanding</p>	<p>It reflected the purpose of the lesson.</p>
<p><b>3. A) Development</b></p> <p>a) linkages to prior knowledge and experiences; appropriateness of learning experiences/activities; methods /strategies followed;</p>	<p>Teacher tried to link with real life example, asking them if they wanted to reach summit</p>	<p>Students shared their views randomly.</p>	<p>Linkage with prior knowledge was focussed.</p>



<p>b) group and individual tasks; teachers' role in facilitating the group and exploring activities</p> <p>c) Competence in using variety of learning resources and materials appropriately; teacher's role in facilitating learners to use materials/resources</p> <p>d) Opportunities provided for development of process skills/linguistic skills, opportunities created for students' demonstration of skills and abilities which are subject specific.</p> <p>e) participation of learners</p>	<p>Teacher does the reading activity, at which students are asked to underline the unfamiliar words &amp; phrases &amp; make note of it</p>	<p>Students observe teachers tone while reading &amp; make note of meaning &amp; unfamiliar words.</p>	<p>Opportunities were provided for development of linguistic skills</p>
<p><b>B) Content competence:</b> adequacy; ability to link and integrate between and among different concepts; identification and clarification of misconceptions</p>	<p>Content was broken into meaningful teaching points</p>	<p>Students observe the dress &amp; tone of the teacher</p>	<p>Ability to link between concepts was established</p>

<p><b>Competence in subject specific skills and abilities:</b></p> <p>develop required language skills; map reading; experimental; inquiry skills; computation skills</p>	<p>Teacher gave opportunity for developing language skills</p>	<p>Students performed the observation</p>	<p>The competency in subject specific skills were established</p>
<p><b>C) Questioning:</b> types and variety of questions asked (lower order, higher order, open-ended, divergent and reflective) their structure; relevance; appropriateness; effectiveness of questions on pupils' higher order thinking abilities; handling pupils' responses; providing scope for students to inquire</p>	<p>Simple &amp; relevant questions were asked</p>	<p>Students answered based on their level of understanding</p>	<p>Asked with proper pitch &amp; tone. No vague questions were asked.</p>
<p><b>D) Explanation:</b> opportunities provided for students to explain; synthesizing student explanation effectively; identification of gaps and errors in student explanation; filling the gaps wherever necessary using alternative examples and illustrations; use of explanation effectively and appropriately only when required</p>	<p>Explanatory links were used properly. Beginning &amp; concluding statements covered essential points</p>	<p>Students were able to follow instructions of the teacher</p>	<p>It was helpful in identification of gaps &amp; errors in student explanation</p>

<p><b>4. Application:</b> situations /contexts created for application what is learnt; their relevance and effectiveness; Revisiting the focus question</p>	<p>Teacher asks the students to do a textbook activity</p>	<p>Students work on the activity</p>	<p>Relevant activity concerned with the lesson</p>
<p><b>5. Assessment</b> Modes of assessment used, Continuity of assessment; feedback provided; their effectiveness; scope created for reflection</p>	<p>Continuous comprehension questions were being asked</p>	<p>Students answer based on their level of understanding.</p>	<p>Scope created reflection of teacher's content</p>
<p><b>6. Review and closure</b> Technique used to review the major points; effectiveness of the questions /assessment method used; attainment of learning objectives; type of assignment given; its relevance, directions provided for assignment</p>	<p>Teacher winds up the class by summarizing the content &amp; also initiates an idiom game</p>	<p>Student learn &amp; indulge in the game</p>	<p>Learning objectives were established</p>
<p><b>7. Class room management</b></p>	<p>Teacher was confident and had control over class</p>	<p>Students were active and responded well</p>	<p>Discipline was well maintained</p>

Date: 7/1/22

  
 Signature of the Institute Supervisor

### Observation Record

Name of the student teacher: Jayalakshmi

Date: 4/1/2022 Class: IX A

Period: III (10:30-11:10)

Cooperating teacher: Neeta Rastogi

Institute supervisor: L. Bhawani Devi

Topic: On killing a tree

Aspects to be observed	Teacher Initiatives	Observed learning processes and learning outcomes	Feedback and suggested alternatives
<p><b>1. Introduction</b> Method used to engage learners; Connections to prior knowledge, daily life situations and content; Effectiveness of the methods used; interest and motivation developed</p>	<p>Teacher introduced the session with a real life example. Interest was developed among students.</p>	<p>Students responded well and were attentive in the class.</p>	<p>Interest and motivation was satisfactorily developed.</p>
<p><b>2. Focus Question/s</b> Overarching the lesson; Generality; leading to learning; issue/ problem based; reflects the purpose</p>	<p>Questions were framed properly, no vague questions were developed.</p>	<p>Students reflected on the questions asked.</p>	<p>Link with the topic was well established.</p>
<p><b>3. A) Development</b> a) linkages to prior knowledge and experiences; appropriateness of learning experiences/activities; methods /strategies followed;</p>	<p>Prior knowledge with link to experiences was tested.</p>	<p>Student involvement was found.</p>	<p>Connection between previous &amp; present knowledge was established.</p>

<p>b) group and individual tasks; teachers' role in facilitating the group and exploring activities</p> <p>c) Competence in using variety of learning resources and materials appropriately; teacher's role in facilitating learners to use materials/resources</p> <p>d) Opportunities provided for development of process skills/linguistic skills, opportunities created for students' demonstration of skills and abilities which are subject specific.</p> <p>e) participation of learners</p>	<p>Concept were developed by explanation using video which had connection with the poem</p>	<p>Students observed carefully and tried to link the video shown with the poem</p> <p>Active participation from learners</p>	<p>The teaching learning aid draws attention of students &amp; helps to retain the concept.</p>
<p><b>B) Content competence:</b> adequacy; ability to link and integrate between and among different concepts; identification and clarification of misconceptions</p>	<p>Content was precise and arranged sequentially.</p>	<p>Students observed the class &amp; listened carefully.</p>	<p>—</p>

<p><b>Competence in subject specific skills and abilities:</b></p> <p>develop required language skills; map reading; experimental; inquiry skills; computation skills</p>	<p>Reading skills were developed. Teacher recites &amp; explains first &amp; then gives chance to students</p>	<p>Students listened to the stress &amp; pronunciation of teacher and tried to interpret the meaning</p>	<p>Reading skills were critically developed.</p>
<p><b>C) Questioning:</b> types and variety of questions asked (lower order, higher order, open-ended, divergent and reflective) their structure; relevance; appropriateness; effectiveness of questions on pupils' higher order thinking abilities; handling pupils' responses; providing scope for students to inquire</p>	<p>Questions were open ended and thought provoking. Well distributed throughout the class</p>	<p>Students responded well and took active part while responding</p>	<p>-</p>
<p><b>D) Explanation:</b> opportunities provided for students to explain; synthesizing student explanation effectively; identification of gaps and errors in student explanation; filling the gaps wherever necessary using alternative examples and illustrations; use of explanation effectively and appropriately only when required</p>	<p>Explanation was impressive and there was continuity in the content</p>	<p>Students were attentive in class and real life examples made class more interesting.</p>	<p>There was no lacking in content or fluency.</p>

<p><b>4. Application:</b> situations /contexts created for application what is learnt; their relevance and effectiveness; Revisiting the focus question</p>	<p>Teacher tried to make class interesting by giving tongue twisters</p>	<p>Active participation from students end</p>	<p>—</p>
<p><b>5. Assessment</b> Modes of assessment used, Continuity of assessment; feedback provided; their effectiveness; scope created for reflection</p>	<p>Continuous comprehension check questions were asked</p>	<p>Students were able to respond appropriately on questions asked.</p>	<p>—</p>
<p><b>6. Review and closure</b> Technique used to review the major points; effectiveness of the questions /assessment method used; attainment of learning objectives; type of assignment given; its relevance, directions provided for assignment</p>	<p>Teacher highlights the important content &amp; assignment relevant to topic was given.</p>	<p>Students responded well</p>	<p>Students participated actively in the class.</p>
<p><b>7. Class room management</b></p>	<p>Teacher expected questions from students</p>	<p><del>Silent</del> as students were actively involved</p>	<p>Discipline was maintained properly</p>

Date:

Signature of the Institute Supervisor

### Observation Record

Name of the student teacher: B. Vagdevi.

Date: 2/12/21 Class: 6C

Period: 5 (1:20 - 2:00 pm)

Cooperating teacher: Sandhya madam.

Topic: Adaptations

Institute supervisor:

Aspects to be observed	Teacher Initiatives	Observed learning processes and learning outcomes	Feedback and suggested alternatives
<b>1. Introduction</b> Method used to engage learners; Connections to prior knowledge, daily life situations and content; Effectiveness of the methods used; interest and motivation developed	Teacher recapitulated previous knowledge about habitat, difference between terrestrial and. Aquatic biotic and abiotic.	Students were able to give answers to the questions by recalling their previous knowledge	Inquiry method was used This method was appropriate to check their prior knowledge.
<b>2. Focus Question/s</b> Overarching the lesson; Generality; leading to learning; issue/ problem based; reflects the purpose	Focus Question was not asked	No outcome since teacher didn't pose a focus question	How does a habitat influence the life of an animal.
<b>3. A) Development</b> a) linkages to prior knowledge and experiences; appropriateness of learning experiences/activities; methods /strategies followed;	Linked to prior knowledge. used inquiry method to get answers from the students.	Students were able to connect their previous knowledge Students were active.	Students actively participated.



<p>b) group and individual tasks; teachers' role in facilitating the group and exploring activities</p> <p>c) Competence in using variety of learning resources and materials appropriately; teacher's role in facilitating learners to use materials/resources</p> <p>d) Opportunities provided for development of process skills/linguistic skills, opportunities created for students' demonstration of skills and abilities which are subject specific.</p> <p>e) participation of learners</p>	<p>Promotes Individual answering. No activities were conducted.</p> <p>No teaching learning materials used.</p> <p>Most of the class went verbally</p> <p>opportunities were given as provided to students to develop their communicating skills.</p> <p>Participation of learners is efficient as randomly picked</p>	<p>Students were able to answer to the questions.</p> <p>Students tried to understand the topic</p> <p>Students used the opportunity to give answers</p> <p>Students were attentive as teacher picked them randomly</p>	<p>Group discussion as group activity could have been given.</p> <p>Teacher should have provided some teaching learning materials.</p> <p>opportunities should be provided for process skills</p> <p>Teacher should give a chance to the questions for non participating student.</p>
<p><b>B) Content competence:</b> adequacy; ability to link and integrate between and among different concepts; identification and clarification of misconceptions</p>	<p>Content was more for 10 minutes.</p> <p>Content has the ability to link and integrate between and among different concepts.</p>	<p>Students were able to link and integrate between and among different concepts</p>	<p>Good.</p>

**Competence in subject specific skills and abilities:**

develop required language skills; map reading; experimental; inquiry skills; computation skills

**C) Questioning:** types and variety of questions asked (lower order, higher order, open-ended, divergent and reflective) their structure; relevance; appropriateness; effectiveness of questions on pupils' higher order thinking abilities; handling pupils' responses; providing scope for students to inquire

**D) Explanation:** opportunities provided for students to explain; synthesizing student explanation effectively; identification of gaps and errors in student explanation; filling the gaps wherever necessary using alternative examples and illustrations; use of explanation effectively and appropriately only when required

Inquiry skills are used to know the adaptation in desert and polar region.

Variety of questions were asked -  
what are the animals and plants that are found in desert?  
• All responses are acknowledged  
• Correct students when wrong answers were given.

• Teacher provided opportunities to explain their understanding.  
• Identified the errors in students and cleared them in a proper way.  
• Got confused with prey & predator while explaining the topic.

Students were successfully inquired and found answers.

Students were able to answer to the questions.  
Some students answered the questions asked even if they were wrong.

Students were able to relate to the concept.

Inquiry based learning was good.

All responses should be acknowledged.

Teacher should be clear about topic  
(got confused with prey and predator while explaining the topic)

<p><b>4. Application:</b> situations / contexts created for application what is learnt; their relevance and effectiveness; Revisiting the focus question</p>	<p>Teacher applied the knowledge to daily life situations.</p>	<p>students applied the concept and were able to give various examples from daily life situations.</p>	<p>Effective and relevant questions.</p>
<p><b>5. Assessment</b> Modes of assessment used, Continuity of assessment; feedback provided; their effectiveness; scope created for reflection</p>	<p>Questions were asked to assess the progress</p>	<p>students were able to answer the questions.</p>	<p>Different mode of assessment could have been used.</p>
<p><b>6. Review and closure</b> Technique used to review the major points; effectiveness of the questions / assessment method used; attainment of learning objectives; type of assignment given; its relevance, directions provided for assignment</p>	<p>* Teacher reviewed the lesson by asking questions. o gave questions from passage of chapters and asked them to search and answer.</p>	<p>Most of the learning objectives were attained by students.</p>	
<p><b>7. Class room management</b></p>			

Date:

C. Jambhale  
17.12.21

Signature of the Institute Supervisor

### Observation Record

Name of the student teacher: Anjali Sharma

Date: 10/12/21

Class: IX - A

Period: 2<sup>nd</sup>

Cooperating teacher: Amarush

Institute supervisor: Santhosh Kumar

Topic: Rutherford and Thomson's model

Aspects to be observed	Teacher Initiatives	Observed learning processes and learning outcomes	Feedback and suggested alternatives
<b>1. Introduction</b> Method used to engage learners; Connections to prior knowledge, daily life situations and content; Effectiveness of the methods used; interest and motivation developed	Teacher didn't connect with previous knowledge. Teacher gave an example of watermelon for the division of atoms	Students observed the pictures and inferred their observations	There could have been probing questions
<b>2. Focus Question/s</b> Overarching the lesson; Generality; leading to learning; issue/ problem based; reflects the purpose	How were electrons and protons arranged inside the atom?	Students were leading to learning concept as a focus question led to concept	focus question leads to the concept / content
<b>3. A) Development</b> a) linkages to prior knowledge and experiences; appropriateness of learning experiences/activities; methods /strategies followed;	Usage of watermelon and pudding as an example for atomic structure.	class went on from different examples to the topic -> Inductive method.	Pictures used were effective.

questions

how

or

<p>b) group and individual tasks; teachers' role in facilitating the group and exploring activities</p> <p>c) Competence in using variety of learning resources and materials appropriately; teacher's role in facilitating learners to use materials/resources</p> <p>d) Opportunities provided for development of process skills/linguistic skills, opportunities created for students' demonstration of skills and abilities which are subject specific.</p> <p>e) participation of learners</p>	<p>* Video presentation was there and students were asked to write their inferences</p> <p>* Teacher used ICT effectively</p> <p>* Teacher asked the students few questions and a student was asked to recap the lesson</p> <p>Teacher tried to engage maximum number of students</p>	<p>Students were able to express their observation / inferences</p> <p>Students were able to watch and understand the topic</p> <p>Only few students participated</p> <p>Students participation is not effective</p>	<p>—</p> <p>—</p> <p>Teacher should confirm whether every students were able to understand or not.</p> <p>Teacher should have redirected the questions to non-participating students.</p>
<p><b>B) Content competence:</b> adequacy; ability to link and integrate between and among different concepts; identification and clarification of misconceptions</p>	<p>Have good content competence.</p> <p>Could Integrate between many subtopic</p>	<p>—</p>	<p>Integration of topics was done fairly well.</p>

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**Competence in subject specific skills and abilities:**

develop required language skills; map reading; experimental; inquiry skills; computation skills

No Activity was conducted.  
Inquiry skills was stressed upon

Some students showed interest in answering the questions

Inquiry based learning was good.

**C) Questioning:** types and variety of questions asked (lower order, higher order, open-ended, divergent and reflective) their structure; relevance; appropriateness; effectiveness of questions on pupils' higher order thinking abilities; handling pupils' responses; providing scope for students to inquire

Questions were lower order and open-ended

Students could understand all the questions and could answer.

Relevant and appropriate questions were asked.  
Could have included higher order thinking questions.

**D) Explanation:**

opportunities provided for students to explain; synthesizing student explanation effectively; identification of gaps and errors in student explanation; filling the gaps wherever necessary using alternative examples and illustrations; use of explanation effectively and appropriately only when required

Explained the topic in an effective manner with various examples and strategies

Students made a running note using the explanation.

—

**Competence in subject specific skills and abilities:**

develop required language skills; map reading; experimental; inquiry skills; computation skills

**C) Questioning:** types and variety of questions asked (lower order, higher order, open-ended, divergent and reflective) their structure; relevance; appropriateness; effectiveness of questions on pupils' higher order thinking abilities; handling pupils' responses; providing scope for students to inquire

**D) Explanation:** opportunities provided for students to explain; synthesizing student explanation effectively; identification of gaps and errors in student explanation; filling the gaps wherever necessary using alternative examples and illustrations; use of explanation effectively and appropriately only when required

No activity was conducted.  
Inquiry skills were stressed upon

Questions were lower order and open-ended

Explained the topic from different aspects with various examples and strategies

Some students showed interest in answering the questions

Students could understand all the questions and could answer.

Students made use of reasoning while using the explanation

Inquiry based learning was used.

Relevant and appropriate questions were asked. Could have included higher order thinking questions.

—

<b>4. Application:</b> situations / contexts created for application what is learnt; their relevance and effectiveness; Revisiting the focus question	Integrated both models and listed the drawbacks	Students linked and observed the model and listed the drawbacks of the models.	Relevant Questions.
<b>5. Assessment</b> Modes of assessment used, Continuity of assessment; feedback provided; their effectiveness; scope created for reflection	Questioning was used. Questions were asked to assess the progress.	Students answered to the question posed.	Inquiry method was used effectively
<b>6. Review and closure</b> Technique used to review the major points; effectiveness of the questions / assessment method used; attainment of learning objectives; type of assignment given; its relevance, directions provided for assignment	Teacher recapitulated the entire lesson in last 5 min and covered all the misconceptions	Students reviewed the lesson and listed the important points.	—
<b>7. Class room management</b>	Interactive throughout class Confidence level was good.	Students were not interactive met the learning needs.	Teacher was motivating frequently Interaction could be there for better class.

Date:

Signature of the Institute Supervisor

Name of the student:  
 Cooperating teacher:  
 Institute supervisor:  
 Aspects to be observed:

**1. Introduction**

Method used to engage learners; Connections prior knowledge, daily situations and content; Effectiveness of the methods used; interest motivation developed

**2. Focus Question**

Overarching the lesson; Generality; leading to learning; issue/ problem based; reflects the process

**3. A) Development**

- a) linkages to prior knowledge and experiences; appropriate learning experiences, methods / strategies followed;



**Observation Record**

Name of the student teacher: Kauthika

Date: 29/12/21 Class: 8<sup>th</sup> C

Period: 3<sup>rd</sup>

Cooperating teacher: Anasusha Sir

Institute supervisor: Manjula Mam.

Topic: Sound

Aspects to be observed	Teacher Initiatives	Observed learning processes and learning outcomes	Feedback and suggested alternatives
<b>1. Introduction</b> Method used to engage learners; Connections to prior knowledge, daily life situations and content; Effectiveness of the methods used; interest and motivation developed	Teacher engaged the students by showing the concept map on the board, recalled previous topics.	Students participated in the formation of concept map.	Concept map would have been more accurate.
<b>2. Focus Question/s</b> Overarching the lesson; Generality; leading to learning; issue/ problem based; reflects the purpose	Focus question, How are sound waves characterized?	Students answered the focus question by the end of the class.	The focus question was appropriate.
<b>3. A) Development</b> a) linkages to prior knowledge and experiences; appropriateness of learning experiences/activities; methods /strategies followed;	linked to the prior knowledge	Students were able to recall the previous concepts - vibrations and oscillations	Deductive method was followed.

questions.

What was used actively

motivating frequently could be there for

Supervisor

<p>b) group and individual tasks; teachers' role in facilitating the group and exploring activities</p> <p>c) Competence in using variety of learning resources and materials appropriately; teacher's role in facilitating learners to use materials/resources</p> <p>d) Opportunities provided for development of process skills/linguistic skills, opportunities created for students' demonstration of skills and abilities which are subject specific.</p> <p>e) participation of learners</p>	<p>Learning resource - used a simple pendulum to show the oscillations.</p> <p>Provided opportunities to think about the S-I units of different terms in the formulae and related to previous knowledge.</p> <p>wrote every definition on the board with the use of diagrams.</p>	<p>Students were able to connect to the concept</p> <p>Students used the opportunity to answer to the questions.</p> <p>Students note down the definitions in their books</p>	<p>The learning resource was appropriate for the class</p> <p>Pace should have been slower.</p>
<p><b>B) Content competence:</b> adequacy; ability to link and integrate between and among different concepts; identification and clarification of misconceptions</p>	<p>Concept knowledge was good.</p> <p>classified the misconceptions regarding the S-I units.</p>	<p>Students understood the class.</p>	<p>Ability to link and integrate between and among different concepts was good.</p>

**Competence in subject specific skills and abilities:**

develop required language skills; map reading; experimental; inquiry skills; computation skills

Inquiry skills were promoted

students answered the questions properly

Language usage, development of inquiry skills were good.

**C) Questioning:** types and variety of questions asked (lower order, higher order, open-ended, divergent and reflective) their structure; relevance; appropriateness; effectiveness of questions on pupils' higher order thinking abilities; handling pupils' responses; providing scope for students to inquire

Started from lower order questions and increased the level.  
used moderate, divergent questioning skills, make concepts clear.

Students were able to relate and understand the questions and answers

Questions were appropriate.

**D) Explanation:**

opportunities provided for students to explain; synthesizing student explanation effectively; identification of gaps and errors in student explanation; filling the gaps wherever necessary using alternative examples and illustrations; use of explanation effectively and appropriately only when required

The way teacher explained the concept was good.  
Examples and non examples were appropriate

students understood the concept properly.

<p><b>4. Application:</b> situations /contexts created for application what is learnt; their relevance and effectiveness; Revisiting the focus question</p>	<p>Application phase was effective using oral questions</p>	<p>students were able to apply the concept</p>	<p>Good</p>
<p><b>5. Assessment</b> Modes of assessment used, Continuity of assessment; feedback provided; their effectiveness; scope created for reflection</p>	<p>oral questioning was the mode of assessment.</p>	<p>students recalled the concept and gave different examples</p>	<p>Questions could have been specific</p>
<p><b>6. Review and closure</b> Technique used to review the major points; effectiveness of the questions /assessment method used; attainment of learning objectives; type of assignment given; its relevance, directions provided for assignment</p>	<p>used oral questioning to evaluate the students.  No assignment given.</p>	<p>students were able to recall the lesson</p>	
<p><b>7. Class room management</b></p>	<p>classroom management was good</p>		<p>Good</p>

Date: 29/12/21

  
 Signature of the Institute Supervisor

### Observation Record

Name of the student teacher: Lakshmi Kiranmai

Date: 4/01/22

Class: VII-B

Period: 5<sup>th</sup>

Cooperating teacher: Sugunditha mam

Institute supervisor:

Topic: The composition of light.

Aspects to be observed	Teacher Initiatives	Observed learning processes and learning outcomes	Feedback and suggested alternatives
<p><b>1. Introduction</b></p> <p>Method used to engage learners; Connections to prior knowledge, daily life situations and content; Effectiveness of the methods used; interest and motivation developed</p>	<p>Teachers were able to engage learners by using inquiry method. Teacher asked questions related to rainbow.</p>	<p>Students were able to answer to the questions posed.</p>	<p>Teacher asks the students to recall every thing step by step.</p>
<p><b>2. Focus Question/s</b></p> <p>Overarching the lesson; Generality; leading to learning; issue/ problem based; reflects the purpose</p>	<p>The focus question was asked by the teacher at the end of engage phase.</p> <p>"How many colors does light have in it?"</p>	<p>Students gave different answers.</p>	<p>used appropriate focus question.</p>
<p><b>3. A) Development</b></p> <p>a) linkages to prior knowledge and experiences; appropriateness of learning experiences/activities; methods /strategies followed;</p>	<p>Teacher demonstrated an activity to show, white light splitting to form VIBGYOR</p>	<p>Students were able to see the 7 colours and were able to write their observation.</p>	

- b) group and individual tasks; teachers' role in facilitating the group and exploring activities
- c) Competence in using variety of learning resources and materials appropriately; teacher's role in facilitating learners to use materials/resources
- d) Opportunities provided for development of process skills/linguistic skills, opportunities created for students' demonstration of skills and abilities which are subject specific.
- e) participation of learners

Individual task is given to explore the activity.

c) Teacher used Newton's disc and prism for teaching the composition of white light

d) opportunities were given for Newton's disc activity

No opportunities for students to demonstrate for prisms activity due to lack of adequate number of prisms

& The teacher kept the class lively and interesting

Students did the activity

Students observed and improved from the observations

Some students remained active  
Some students were not participating

The learning resources used by the teacher was effective.

Teacher would have tried to engage everyone.

**B) Content competence:** adequacy; ability to link and integrate between and among different concepts; identification and clarification of misconceptions

Teacher connected the concept of VIBGYOR to many situations in the daily life.

Students were able to list out the examples based on the concept of VIBGYOR

Good integration of concept.

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**Competence in subject specific skills and abilities:**

develop required language skills; map reading; experimental; inquiry skills; computation skills

**C) Questioning:** types and variety of questions asked (lower order, higher order, open-ended, divergent and reflective) their structure; relevance; appropriateness; effectiveness of questions on pupils' higher order thinking abilities; handling pupils' responses; providing scope for students to inquire

**D) Explanation:** opportunities provided for students to explain; synthesizing student explanation effectively; identification of gaps and errors in student explanation; filling the gaps wherever necessary using alternative examples and illustrations; use of explanation effectively and appropriately only when required

Developed Inquiry skills

Teacher asked a lot many questions pertaining to splitting of white light, examples and VIBGYOR.  
Teacher handled the responses of students very well.

Teacher provided scope for students to explain their answers. Teacher explained the main points repeatedly

Some students answered the questions well.

Students were able to answer for most of the question

Students tried to explain when teacher asked the questions.

Could have given chance for students to do activity so that experimental skills can be developed.

The questions asked by the teacher were effective and appropriate.

Explained the concepts very well by repeating the same points.



<p>b) group and individual tasks; teachers' role in facilitating the group and exploring activities</p> <p>c) Competence in using variety of learning resources and materials appropriately; teacher's role in facilitating learners to use materials/resources</p> <p>d) Opportunities provided for development of process skills/linguistic skills, opportunities created for students' demonstration of skills and abilities which are subject specific.</p> <p>e) participation of learners</p>	<p>by No task given to students. Individual explanations of concepts</p> <p>only flash cards were used for evaluation phase</p> <p>opportunities are provided. Teacher asks the students to write the electronic configuration on the blackboard</p> <p>Teacher tried to engage maximum number of students</p>	<p>Students were able to express their understanding</p> <p>Students were able to observe the flashcards and answer the questions</p> <p>only few students participated</p> <p>Students participation was not effective</p>	<p>Should have brought periodic table and made the concepts clear</p> <p>—</p> <p>Teacher should confirm if / whether every student was able to understand or not.</p> <p>Teacher should have redirected the questions to non-participatory students.</p>
<p><b>B) Content competence:</b> adequacy; ability to link and integrate between and among different concepts; identification and clarification of misconceptions</p>	<p>Content was delivered fastly and accurately.</p> <p>Did not listen to all the answers, hence misconceptions got created.</p>	<p>Students were not participative</p>	<p>Content knowledge, should improve on the delivery of the content.</p>



<p><b>Competence in subject specific skills and abilities:</b></p> <p>develop required language skills; map reading; experimental; inquiry skills; computation skills</p>	<p>Inquiry skills were used to know electrons, protons, ions, electronic configuration.</p>	<p>Some students showed interest in answering the questions.</p>	<p>Inquiry based learning was good. Should know how to confidence of students by giving positive reinforcement.</p>
<p><b>C) Questioning:</b> types and variety of questions asked (lower order, higher order, open-ended, divergent and reflective) their structure; relevance; appropriateness; effectiveness of questions on pupils' higher order thinking abilities; handling pupils' responses; providing scope for students to inquire</p>	<p>* Lower order questions were asked ↳ what are some of the noble gas you know? ↳ what are the atomic number - one of these noble gas elements * Asked students to solve problems on the black board</p>	<p>Students could answer but doubts were still there. Students were able to answer to the questions if not we became the question for better understanding of the question.</p>	<p>Should have encouraged students to participate and give answers. All responses should be acknowledged.</p>
<p><b>D) Explanation:</b> opportunities provided for students to explain; synthesizing student explanation effectively; identification of gaps and errors in student explanation; filling the gaps wherever necessary using alternative examples and illustrations; use of explanation effectively and appropriately only when required</p>	<p>Teacher explained valency number of all elements. Identified gaps and error in students understanding.</p>	<p>Students were able to explain and relate to the concept and understood the concept + clearly</p>	<p>The teacher made sure that there is no error in understanding.</p>

<p><b>4. Application:</b> situations / contexts created for application what is learnt; their relevance and effectiveness; Revisiting the focus question</p>	<p>used simple examples for elements and compounds and ions Ex- <math>\text{Na}^+</math>, <math>\text{Cl}^-</math>, <math>\text{Mg}^{2+}</math>, <math>\text{O}^{2-}</math></p>	<p>Students applied the concept and find electronic configuration Students analyzed different concepts</p>	<p>Relevant questions, The daily life examples and other concepts integrated.</p>
<p><b>5. Assessment</b> Modes of assessment used, Continuity of assessment; feedback provided; their effectiveness; scope created for reflection</p>	<p>Questions were asked to assess the progress. Used flash cards for assessment of the whole class</p>	<p>Students answered enthusiastically</p>	<p>Inquiry method was used effectively. Teacher should have reached to more participating students for answering.</p>
<p><b>6. Review and closure</b> Technique used to review the major points; effectiveness of the questions / assessment method used; attainment of learning objectives; type of assignment given; its relevance, directions provided for assignment</p>	<p>Teacher reviewed the lesson by asking questions. At the end of the class, Teacher gave an assignment for students</p>	<p>Most of the learning objectives were attained by students</p>	<p>Motivated students to help each other...</p>
<p><b>7. Class room management</b></p>	<p>Teacher was able to complete All the phases of 5 E's model in time</p>	<p><del>few</del> question few students were active</p>	<p>Giving reinforcement, Try to reduce misconceptions</p>

Date: 10/12/21

Signature of the Institute Supervisor

Observation Record

Name of the student teacher: Kauthika.K.V

Date: 27/12/21

Class: 7th 'c'

Period: 5th

Cooperating teacher: Kamala ma'am

Institute supervisor: Manjula Ma'am

Topic: Finding the value of an expression

Aspects to be observed	Teacher Initiatives	Observed learning processes and learning outcomes	Feedback and suggested alternatives
<b>1. Introduction</b> Method used to engage learners; Connections to prior knowledge, daily life situations and content; Effectiveness of the methods used; interest and motivation developed	Teacher recalled the previous lesson's topic. → variables and constants → like and unlike terms → Expressions	Students recalled how to add and subtract the expressions Equations and adding = to an expressions gives an equation.	The engage phase could have been completed in 10 minutes.
<b>2. Focus Question/s</b> Overarching the lesson; Generality; leading to learning; issue/ problem based; reflects the purpose	Focus question was asked How will you find the value of an Expression?	Students were well linked to the focus question. Overarching the lesson.	Used appropriate focus question.
<b>3. A) Development</b> a) linkages to prior knowledge and experiences; appropriateness of learning experiences/activities; methods /strategies followed;	Teacher used inductive method to make the students identify the variable and the constant $y+9$ when $y=1$	Students identified the variable and constant and tried to solve the problem given by the students	Teacher should have elicited the topic from students instead of introducing topic herself

- b) group and individual tasks; teachers' role in facilitating the group and exploring activities
- c) Competence in using variety of learning resources and materials appropriately; teacher's role in facilitating learners to use materials/resources
- d) Opportunities provided for development of process skills/linguistic skills, opportunities created for students' demonstration of skills and abilities which are subject specific.
- e) participation of learners

b) Individual questioning

c) Teacher didn't use any TLM's for the development phase

d) Opportunities were provided

The lesson was problem solving hence problem solving skills were improved.

e) Teacher kept the class lively

**B) Content competence:** adequacy; ability to link and integrate between and among different concepts; identification and clarification of misconceptions

The Teacher was able to link and integrate between the topics well.

Students were able to answer

Students were able to solve the problems on the blackboard.

Students were encouraged to solve many problems.

Students remained active.

Students understood the class and gave answers enthusiastically

Teacher could have used some TLM's to make class more effective.

The problem solving skills were improved.

Cleared all misconceptions

**Competence in subject specific skills and abilities:**

develop required language skills; map reading; experimental; inquiry skills; computation skills

**C) Questioning:** types and variety of questions asked (lower order, higher order, open-ended, divergent and reflective) their structure; relevance; appropriateness; effectiveness of questions on pupils' higher order thinking abilities; handling pupils' responses; providing scope for students to inquire

**D) Explanation:** opportunities provided for students to explain; synthesizing student explanation effectively; identification of gaps and errors in student explanation; filling the gaps wherever necessary using alternative examples and illustrations; use of explanation effectively and appropriately only when required

problem solving skills and inquiry skills were improved.

Teacher asked lower order questions were posed

Teacher uses various examples for solving the problems.

Students answered questions well.

Students could relate and understand the questions posed by the teacher.

Students solve the problems.

Teacher gave good examples and accurate questions.

Appropriate and Effective questions

Students weren't called upto the board.

<p><b>4. Application:</b> situations / contexts created for application what is learnt; their relevance and effectiveness; Revisiting the focus question</p>	<p>Teacher gave content for application what is learnt. - <math>2p^3 + p^2 + p + 6</math> where <math>p=2</math>, Revisited the focus question</p>	<p>Students attempted to solve the problems</p>	<p>The class turned out to be noisy a bit, the teacher could have controlled it.</p>
<p><b>5. Assessment</b> Modes of assessment used, Continuity of assessment; feedback provided; their effectiveness; scope created for reflection</p>	<p>Teacher gave an assignment for the students</p>	<p>Students were given worksheet.</p>	<p>The worksheet was appropriate and questions were appropriate.</p>
<p><b>6. Review and closure</b> Technique used to review the major points; effectiveness of the questions / assessment method used; attainment of learning objectives; type of assignment given; its relevance, directions provided for assignment</p>	<p>Teacher revisited the major concepts through oral questioning.</p>	<p>Students along with the teacher, recalled the content taught in the class</p>	<p>Evaluate phase was good.</p>
<p><b>7. Class room management</b></p>	<p>Teacher has good voice but intonation could be done for better attention.</p>	<p>The problem causing students would have been called out.</p>	<p>Teacher should make sure that all students are listening.</p>

Date: 27/12/21

Signature of the Institute Supervisor

**Observation Record**

Name of the student teacher: Rashmita . M.v

Date: 31/12/21

Class: VII -A

Period: 3<sup>rd</sup>

Cooperating teacher:

Institute supervisor:

Topic: Adjacent angles .

Aspects to be observed	Teacher Initiatives	Observed learning processes and learning outcomes	Feedback and suggested alternatives
<p><b>1. Introduction</b> Method used to engage learners; Connections to prior knowledge, daily life situations and content; Effectiveness of the methods used; interest and motivation developed</p>	<p>Teacher Prillates the class by asking the questions. ↳ what are complementary and supplementary angles</p>	<p>Students successfully recalled their previous knowledge and answers to the questions</p>	<p>Could have called random students and asked to answer.</p>
<p><b>2. Focus Question/s</b> Overarching the lesson; Generality; leading to learning; issue/ problem based; reflects the purpose</p>	<p>focus question asked. "How can we determine the adjacent angles?"</p>	<p>—</p>	<p>Focus question was Overarching the lesson and leading to learning.</p>
<p><b>3. A) Development</b> a) linkages to prior knowledge and experiences; appropriateness of learning experiences/activities; methods /strategies followed;</p>	<p>Teacher links the previous knowledge. Deductive method was used</p>	<p></p>	<p>Teacher would have used Inductive method to make class more effective .</p>

- b) group and individual tasks; teachers' role in facilitating the group and exploring activities
- c) Competence in using variety of learning resources and materials appropriately; teacher's role in facilitating learners to use materials/resources
- d) Opportunities provided for development of process skills/linguistic skills, opportunities created for students' demonstration of skills and abilities which are subject specific.
- e) participation of learners

b) Questions were asked individually by calling students' names

c) No resources were used only usage of blackboard and chalk

d) No opportunities were provided to students to solve the problems on the blackboard

e) Teacher kept the class lively

**B) Content competence:** adequacy; ability to link and integrate between and among different concepts; identification and clarification of misconceptions

Teacher was able to link and integrate the topic to daily life and misconceptions are cleared.

Students were able to answer to the questions.

Students were actively participated in answering the questions

The students remained active

Students were able to relate the previous knowledge to new knowledge

Teacher would have divided the students into groups and for each group questions could be given.

Teacher could have used some T+M's to make class more effective

Teacher would have given some opportunities to students to solve problems on board

The Content Competency of teacher was apt to the level of students.



**Competence in subject specific skills and abilities:**

develop required language skills; map reading; experimental; inquiry skills; computation skills

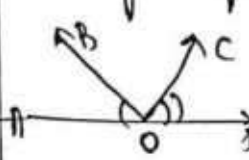
Develop Inquiry and language skills  
usage of mother tongue in the class.

Students answered the questions well

Teacher gave good examples and accurate questions.

**C) Questioning:** types and variety of questions asked (lower order, higher order, open-ended, divergent and reflective) their structure; relevance; appropriateness; effectiveness of questions on pupils' higher order thinking abilities; handling pupils' responses; providing scope for students to inquire

Divergent questions were asked



1)  $\angle AOB$  and  $\angle BOC$  are adjacent angles  
2)  $\angle BOC$  and  $\angle COB$  - Adjacent angle  
1) Can two acute

Students could relate and understand the questions posed by the teacher

Appropriate and effective questions.

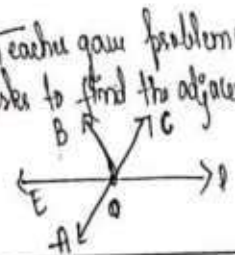
**D) Explanation:**

opportunities provided for students to explain; synthesizing student explanation effectively; identification of gaps and errors in student explanation; filling the gaps wherever necessary using alternative examples and illustrations; use of explanation effectively and appropriately only when required

Teacher identifies the errors in student explanation and cleared the misconceptions.

Students understood the concept well

—

<p><b>4. Application:</b> situations / contexts created for application what is learnt; their relevance and effectiveness; Revisiting the focus question</p>	<p>Teacher gave problem and asks to find the adjacent angles</p> 	<p>Students applied the concept. Students were able to answer the questions.</p>	<p>Relevant questions</p>
<p><b>5. Assessment</b> Modes of assessment used, Continuity of assessment; feedback provided; their effectiveness; scope created for reflection</p>	<p>Teacher used oral questioning method to assess students</p>	<p>Students recall the adjacent angles</p>	<p>Teacher should have asked more specific questions</p>
<p><b>6. Review and closure</b> Technique used to review the major points; effectiveness of the questions / assessment method used; attainment of learning objectives; type of assignment given; its relevance, directions provided for assignment</p>	<p>Teacher reviewed the major points Teacher did not give assignment.</p>	<p>—</p>	<p>Evaluate phase was good. It would have better if teacher gave assignment</p>
<p><b>7. Class room management</b></p>	<p>Good classroom and board management. Able to complete 5E's in time</p>	<p>Students were active and cooperative</p>	<p>Time management was good Very good interactive class.</p>

Date: 31/12/21

Signature of the Institute Supervisor

Observation Record

Name of the student teacher: Karthika. K.V

Date: 9/12/21. Class: VIII C

Period: 6<sup>th</sup> (2:00 to 2:40 pm)

Cooperating teacher: Arunavesh Sir

Institute supervisor: Dr. Santhosh kumar

Topic: Algebraic expressions.

Aspects to be observed	Teacher Initiatives	Observed learning processes and learning outcomes	Feedback and suggested alternatives
<p><b>1. Introduction</b></p> <p>Method used to engage learners; Connections to prior knowledge, daily life situations and content; Effectiveness of the methods used; interest and motivation developed</p>	<p>Teacher recapitulated previous knowledge about simple equations, variables, constants</p>	<p>Students were able to answer the questions by recalling their previous knowledge.</p>	<p>Engage or Introduction phase was prolonged (more than 15 min) rather than Teacher could have finished in 5-10 min.</p>
<p><b>2. Focus Question/s</b></p> <p>Overarching the lesson; Generality; leading to learning; issue/ problem based; reflects the purpose</p>	<p>Focus question reflects the purpose of the lesson.</p>	<p>Students were leading to learning a concept as a focus question led to concept</p>	<p>Focus question leads to the concept / content. But it must be some what qualitative rather than asking how algebraic expressions formed</p>
<p><b>3. A) Development</b></p> <p>a) linkages to prior knowledge and experiences; appropriateness of learning experiences/activities; methods /strategies followed;</p>	<p>It linked to prior knowledge used to inquiry method to get answers from the students.</p>	<p>Students were able to connect their previous knowledge to new knowledge</p>	<p>Students active participation and teacher should check the spelling mistakes.</p>

<p>b) group and individual tasks; teachers' role in facilitating the group and exploring activities</p> <p>c) Competence in using variety of learning resources and materials appropriately; teacher's role in facilitating learners to use materials/resources</p> <p>d) Opportunities provided for development of process skills/linguistic skills, opportunities created for students' demonstration of skills and abilities which are subject specific.</p> <p>e) participation of learners</p>	<p>by Individual Questioning No exploring activities!</p> <p>↳ Learning materials are used like chart:- tree diagram, paper cutting, teacher explained the topic before using the materials</p> <p>↳ Opportunities are provided, teacher asks the students to solve the problems on black board</p> <p>↳ effective as randomly picked.</p>	<p>Students were able to answer to the questions</p> <p>Students were able to discuss and understand the topic easily through learning materials</p> <p>Some students were able to answer the questions properly, some students were not able to get correct answer.</p> <p>Students were attentive as teacher picking them randomly</p>	<p>Teacher should have <del>the</del> corrected the students who gave wrong answers through proper guidance.</p> <p>Teacher should have differentiate between terms and factors with dotted lines to avoid misconceptions.</p> <p>Teacher should have corrected the students who gave wrong answers. Instead of calling some other students to solve the problems.</p>
<p><b>B) Content competence:</b> adequacy; ability to link and integrate between and among different concepts; identification and clarification of misconceptions</p>	<p>Content has the ability to link and integrate between and among different concepts.</p>	<p>Students were able to link and integrate between and among different concepts.</p>	<p>Teacher shouldn't use constant terms when she dealing with terms &amp; factors Similarly for <math>3x+2</math> 3 as a number; <math>x</math> as variable Some times it leads to misconceptions too.</p>

<p><b>Competence in subject specific skills and abilities:</b></p> <p>develop required language skills; map reading; experimental; inquiry skills; computation skills</p>	<p>Inquiry skills are used to know what are terms, factors</p>	<p>Students were successfully inquired and found answers.</p>	<p>Inquiry based learning was good.</p>
<p><b>C) Questioning:</b> types and variety of questions asked (lower order, higher order, open-ended, divergent and reflective) their structure; relevance; appropriateness; effectiveness of questions on pupils' higher order thinking abilities; handling pupils' responses; providing scope for students to inquire</p>	<p>variety of questions were asked - lower order questions</p> <p>→ solve the problem  <math>4x^2y + 3x + 2</math>  a) Identify variables &amp; constants  b) Identify the terms  &amp; Draw tree diagram</p>	<p>Students were able to answer to the questions. If not reframe the question for better understanding of the question.</p>	<p>All responses should be acknowledged. Questions were related and appropriate and situations provided were used clear and better understanding of students.</p>
<p><b>D) Explanation:</b> opportunities provided for students to explain; synthesizing student explanation effectively; identification of gaps and errors in student explanation; filling the gaps wherever necessary using alternative examples and illustrations; use of explanation effectively and appropriately only when required</p>	<p>→ Teacher provided opportunities to explain their understanding.</p> <p>• Repeated the concepts for effective understanding of students.</p>	<p>Students were able to relate the concept and understood the concept clearly.</p>	<p>Teacher should be clear about the topic sometimes, the words like constants terms, split the factors (terms) leads to misconception.</p>

<b>4. Application:</b> situations / contexts created for application what is learnt; their relevance and effectiveness; Revisiting the focus question	Teacher provided examples $4x+7$ , $3x-4$ , $4-3x$ and asked students to find out the terms & factors.	students applied the concept and find the terms and factors of an expression.	Relevant questions.
<b>5. Assessment</b> Modes of assessment used, Continuity of assessment; feedback provided; their effectiveness; scope created for reflection	Questions were asked to assess the progress	students were able to answer the questioning.	Questioning & Infusing methods are used effectively.
<b>6. Review and closure</b> Technique used to review the major points; effectiveness of the questions / assessment method used; attainment of learning objectives; type of assignment given; its relevance, directions provided for assignment	Teacher reviewed the lesson by asking questions. At the end of the class teacher gave an assignment.	Most of the learning objectives were attained by students	Extend (Review/Closure) phase might have finished within the period (40 min)
<b>7. Class room management</b>	Teacher created the learning environment very good communication with students.	students are very co-operative	Need improvement in voice modulation and giving reinforcement.
Date: 9/12/21 <div style="text-align: right;"> <i>C. Jambhale</i>            17-12-21  <b>Signature of the Institute Supervisor</b> </div>			

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 Aspects to b

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**Observation Record**

Name of the student teacher: Rashmitha.M.V

Date: 31/12/21 Class: 7A

Period: 3rd

Cooperating teacher: Rajesh S

Institute supervisor: Manjula mam

Topic: Introduction, complementary angles.

Aspects to be observed	Teacher Initiatives	Observed learning processes and learning outcomes	Feedback and suggested alternatives
<p><b>1. Introduction</b></p> <p>Method used to engage learners; Connections to prior knowledge, daily life situations and content; Effectiveness of the methods used; interest and motivation developed</p>	<ul style="list-style-type: none"> <li>Started a new chapter.</li> <li>Introduced the terms line, line segment and ray and its notation</li> </ul>	<p>Students were able to differentiate line, line segment and a ray.</p>	
<p><b>2. Focus Question/s</b></p> <p>Overarching the lesson; Generality; leading to learning; issue/ problem based; reflects the purpose</p>	<p>How are angles formed?</p>	<p>Students tried to answer the focus question</p>	<p>Good, focus question</p>
<p><b>3. A) Development</b></p> <p>a) linkages to prior knowledge and experiences; appropriateness of learning experiences/activities; methods /strategies followed;</p>	<p>Teacher linked the concept of line/ line segment to teach angle from the concept of angles, moved to types of angles, then to complementary angles.</p>	<p>Students were able to connect line/ line segment and formation of angle.</p>	

- b) group and individual tasks; teachers' role in facilitating the group and exploring activities
- c) Competence in using variety of learning resources and materials appropriately; teacher's role in facilitating learners to use materials/resources
- d) Opportunities provided for development of process skills/linguistic skills, opportunities created for students' demonstration of skills and abilities which are subject specific.
- e) participation of learners

No group or individual task was given

Teaching-learning material is used to show different types of angle (movable cardboard model of an angle)

Observation skill is developed

Students were able to understand the concept with the help of TLM

TLM was appropriate

Active participation of students.

**B) Content competence:** adequacy; ability to link and integrate between and among different concepts; identification and clarification of misconceptions

Linked the concepts in a systematic way. cleared misconceptions during the class itself.

Very good integration of concepts. Good content Competency



**Competence in subject specific skills and abilities:**

develop required language skills; map reading; experimental; inquiry skills; computation skills

**C) Questioning:** types and variety of questions asked (lower order, higher order, open-ended, divergent and reflective) their structure; relevance; appropriateness; effectiveness of questions on pupils' higher order thinking abilities; handling pupils' responses; providing scope for students to inquire

**D) Explanation:** opportunities provided for students to explain; synthesizing student explanation effectively; identification of gaps and errors in student explanation; filling the gaps wherever necessary using alternative examples and illustrations; use of explanation effectively and appropriately only when required

Inquiry skill is developed.

Teacher asked different questions throughout the class. Asked open-ended and lower order questions.

Teacher explained the points very well. Cleared the doubts asked by students.

Students were able to answer for all the questions.

Students tried to answer. Gave chance for many student to answer.

Inquiry skill was good.

<p><b>4. Application:</b> situations / contexts created for application what is learnt; their relevance and effectiveness; Revisiting the focus question</p>	<p>Teacher wrote some pair of angles on the board and asked them whether they are complementary or not.</p>	<p>Students were able to identify the complementary angles from the questions.</p>	<p>Teacher discussed many examples so that student understood concept very easily.</p>
<p><b>5. Assessment</b> Modes of assessment used, Continuity of assessment; feedback provided; their effectiveness; scope created for reflection</p>	<p>Questioning method is used to assess the student.</p>	<p>Students were able to recall the answers.</p>	
<p><b>6. Review and closure</b> Technique used to review the major points; effectiveness of the questions / assessment method used; attainment of learning objectives; type of assignment given; its relevance, directions provided for assignment</p>	<p>Home work question is given. Summarised the learning points at the end. Directions were provided for assignment.</p>	<p>Students were able to answer the questions.</p>	
<p><b>7. Class room management</b></p>	<p>Teacher handled the students and their response very well.</p>	<p>Students were very silent and cooperative. They didn't create chaos in the class.</p>	<p>Good classroom management.</p>

Date: 31/12/21.

*[Signature]*

Signature of the Institute Supervisor

**Observation Record**

Name of the student teacher: Ch. Lakshmi Prasanna Date: 07/12/21 Class: VI-C Period: 3rd

Cooperating teacher:

Institute supervisor:

Topic: Different types of fractions

Aspects to be observed	Teacher Initiatives	Observed learning processes and learning outcomes	Feedback and suggested alternatives
<p><b>1. Introduction</b> Method used to engage learners; Connections to prior knowledge, daily life situations and content; Effectiveness of the methods used; interest and motivation developed</p>	<p>Teacher initiates the class by checking previous knowledge on fractions. 1) what are proper fractions? 2) what are mixed fractions?</p>	<p>Students recalled their previous knowledge and were able to answer.</p>	<p>Questions asked to engage students was related to the topic to be taken.</p>
<p><b>2. Focus Question/s</b> Overarching the lesson; Generality; leading to learning; issue/ problem based; reflects the purpose</p>	<p>focus question was asked. what are the different types of fractions?</p>	<p>Students were not able to answer.</p>	<p>Focus question could be better and creative.</p>
<p><b>3. A) Development</b> a) linkages to prior knowledge and experiences; appropriateness of learning experiences/activities; methods /strategies followed;</p>	<p>Introduced a type of fraction in which is there for numerator. Asked the students to give many examples. Introduced like fractions and unlike fractions then introduced Equivalent fractions</p>	<p>students were able to give examples of different type of fractions.</p>	<p>Deductive method was used. It would have been better if teacher applied Inductive method to make class more effective.</p>

<p>b) group and individual tasks; teachers' role in facilitating the group and exploring activities</p> <p>c) Competence in using variety of learning resources and materials appropriately; teacher's role in facilitating learners to use materials/resources</p> <p>d) Opportunities provided for development of process skills/linguistic skills, opportunities created for students' demonstration of skills and abilities which are subject specific.</p> <p>e) participation of learners</p>	<p>No group activities. Only individual questions were asked</p> <p>Teacher used worksheet as TLM's</p> <p>Opportunity is provided to solve problems and giving examples.</p> <p>Teacher kept the class lively</p>	<p>Students were able to answer to the questions</p> <p>Students gave their own examples</p> <p>Students actively participated</p>	<p>Teacher would have divided the students into group and for each group questions could be given.</p> <p>worksheet was effective.</p> <p>Teacher would have provided opportunities to students to solve problems on the board.</p>
<p><b>B) Content competence:</b> adequacy; ability to link and integrate between and among different concepts; identification and clarification of misconceptions</p>	<p>Connected fractions and types of fractions.</p>	<p>Students also were able to connect.</p>	<p>Good content competency</p>

**Compete specific abilities**

develop skills; ma experime computa

**C) Ques**

variety c (lower or open-en reflectiv relevanc effective on pupil thinking pupils' r scope fo inquire

**D) Exp**

opportu students synthes explana identific errors in explana whereve alternat illustrati explana appropr requirec

**Competence in subject specific skills and abilities:**

develop required language skills; map reading; experimental; inquiry skills; computation skills

Problem solving skill was developed

Students were able to solve given problems

Teacher gave good examples and accurate questions

**C) Questioning:** types and variety of questions asked (lower order, higher order, open-ended, divergent and reflective) their structure; relevance; appropriateness; effectiveness of questions on pupils' higher order thinking abilities; handling pupils' responses; providing scope for students to inquire

Teacher asked lower order questions  
i)  $\frac{1}{2}$ ,  $\frac{2}{3}$ ,  $\frac{1}{3}$   
ii) Equivalent to the given or not  
iii)  $\frac{1}{2}$ ,  $\frac{1}{3}$ ,  $\frac{1}{4}$ ,  $\frac{1}{6}$   
iv) Equivalent to the given or not

Students were able to answer.

Could have asked more questions.

**D) Explanation:** opportunities provided for students to explain; synthesizing student explanation effectively; identification of gaps and errors in student explanation; filling the gaps wherever necessary using alternative examples and illustrations; use of explanation effectively and appropriately only when required

Explanation given by both - the and type of factors were effective.

Students understood the concept very well.

Should have emphasized more on numerical factors.

<p><b>4. Application:</b> situations / contexts created for application what is learnt; their relevance and effectiveness; Revisiting the focus question</p>	<p>Teacher gave a worksheet on like and unlike fractions</p>	<p>Students were able to do the problems.</p>	<p>Relevant questions.</p>
<p><b>5. Assessment</b> Modes of assessment used, Continuity of assessment; feedback provided; their effectiveness; scope created for reflection</p>	<p>Assessed the students using worksheet</p>	<p>Students recall the different types of fractions</p>	<p>Effective</p>
<p><b>6. Review and closure</b> Technique used to review the major points; effectiveness of the questions / assessment method used; attainment of learning objectives; type of assignment given; its relevance, directions provided for assignment</p>	<p>No assignment was given</p>	<p>—</p>	<p>Assignment could be given so that students can practice questions from their home</p>
<p><b>7. Class room management</b></p>	<p>Very good energy level till the end of class</p>	<p>Students were cooperative and active</p>	<p>Created a good classroom environment.</p>

Date: 27/12/21

Signature of the Institute Supervisor

## Observation Record

Name of the student teacher: *Mistab Ayman*

Date: *1/12/21*

Class: *VIII-A*

Period: *VIII*

Cooperating teacher: *Shivashankaraya (cr class)*

Institute supervisor: *Dr. Tahseen Taj*

Topic: *Understanding laws (Social Science)*

Aspects to be observed	Teacher Initiatives	Observed learning processes and learning outcomes	Feedback and suggested alternatives
<p><b>1. Introduction</b></p> <p>Method used to engage learners; Connections to prior knowledge, daily life situations and content; Effectiveness of the methods used; interest and motivation developed</p>	<p><i>Creating a situation of real life</i>  <i>- rules regarding to bus seating: traffic rules was given</i></p>	<p><i>Active response could be seen as they were connecting with real life examples.</i></p>	
<p><b>2. Focus Question/s</b></p> <p>Overarching the lesson; Generality; leading to learning; issue/ problem based; reflects the purpose</p>	<p><i>Intro Questions were framed properly.</i>  <i>Why laws are required?</i></p>	<p><i>To maintain law systematic order.</i>  <i>(Response were appreciated)</i></p>	
<p><b>3. A) Development</b></p> <p>a) linkages to prior knowledge and experiences; appropriateness of learning experiences/activities; methods /strategies (shown)</p>	<p><i>Previous knowledge was tested &amp; connection was established between previous &amp; present lesson content</i></p>		

- b) group and individual tasks; teachers' role in facilitating the group and exploring activities
- c) Competence in using variety of learning resources and materials appropriately; teacher's role in facilitating learners to use materials/resources
- d) Opportunities provided for development of process skills/linguistic skills, opportunities created for students' demonstration of skills and abilities which are subject specific.
- e) participation of learners

Teacher's judgment between the general knowledge questions

Active response from students while Qs topics are focused

**B) Content competence:**  
adequacy: ability to link and integrate between and among different concepts; identification and clarification of misconceptions

Content was broken into meaningful teaching points & arranged sequentially

Students observed & try to grasp the content



**Competence in subject specific skills and abilities:**

develop required language skills; map reading; experimental; inquiry skills; computation skills

**C) Questioning:** types and variety of questions asked (lower order, higher order, open-ended, divergent and reflective) their structure; relevance; appropriateness; effectiveness of questions on pupils' higher order thinking abilities; handling pupils' responses; providing scope for students to inquire

**D) Explanation:** opportunities provided for students to explain; synthesizing student explanation effectively; identification of gaps and errors in student explanation, filling the gaps wherever necessary using alternative examples and illustrations; use of explanation effectively and appropriately only when required

Concepts were developed by explanation using a chart (Indian constitution at work)

Questions were direct & simple & asked with proper information & fetch

Explanatory links were used properly. It was impressive


Students observed the chart and are able to analyze it

Students answered based on their observation & understanding

Students tried to link the words & facts of the content explained

<p><b>4. Application:</b> situations / contexts created for application what is learnt; their relevance and effectiveness; Revisiting the focus question</p>	<p>Teacher provided simple &amp; interesting illustrations relevant to the topic.</p>	<p>Students interested &amp; observed to the content</p>	
<p><b>5. Assessment</b> Modes of assessment used, Continuity of assessment; feedback provided; their effectiveness; scope created for reflection</p>			
<p><b>6. Review and closure</b> Technique used to review the major points; effectiveness of the questions / assessment method used; attainment of learning objectives; type of assignment given; its relevance, directions provided for assignment</p>	<p>Teacher summarized the concepts so taught &amp; focus more on important &amp; key point</p>	<p>Students get distracted on hearing the bell</p>	
<p><b>7. Class room management</b></p>	<p>Class was impressive</p>	<p>Good co-operation &amp; interest shown by students</p>	

Date: 01/12/2021

  
 Signature of the Institute Supervisor

## Observation Record

Name of the student teacher: Gayatri Devi

Date: 10/10/21

Class: VIII A

Period: 11:30 - 12:30

Cooperating teacher: Sri. Mahalingam

Institute supervisor:

Topic: Industries

Aspects to be observed	Teacher Initiatives	Observed learning processes and learning outcomes	Feedback and suggested alternatives
<p><b>1. Introduction</b> Method used to engage learners. Connections to prior knowledge, why the students and content. Effectiveness of the methods used. Interest and motivation observed.</p>	<p>Teacher asked the students to summarize the factors which were there in pre-independence.</p>	<p>Students gave response of summarizing the points there in pre-independence.</p>	<p>Good approach to connect with students.</p>
<p><b>2. Focus Question's</b> Characterizing the issues. Generality. Leading to various case problem based. What is the purpose?</p>	<p>Asked the students about the factors affecting the location of industries.</p>	<p>Students gave response in the form of bullet points.</p>	
<p><b>3. A) Development</b> It engages to prior knowledge and experiences. Appropriateness of learning experiences/activities. Methods/strategies followed.</p>	<p>Teacher was able to connect with previous knowledge of the students to identify what things were in common. It was good to make the students connect.</p>	<p>Students actively engaged and were able to answer.</p>	

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<b>4. Application:</b> situations /contexts created for application what is learnt; their relevance and effectiveness; Revisiting the focus question	Continuity gave the activity in connection with the chapter	Students gave the appropriate response for activity carried out	
<b>5. Assessment</b> Modes of assessment used, Continuity of assessment; feedback provided; their effectiveness; scope created for reflection	Continuously assessed students by asking questions	Active participation from students side.	
<b>6. Review and closure</b> Technique used to review the major points; effectiveness of the questions /assessment method used; attainment of learning objectives; type of assignment given; its relevance; directions provided for assignment	Summarized the chapter & asked questions to check the understanding of students	Students were able to recall & grasp the concepts & answered the questions asked.	
<b>7. Class room management</b>	Teacher were able to handle the class effectively	Active engagement of students	Interaction classroom.
Date:		 Signature of the Institute Supervisor	



<p>b) group and individual tasks, teachers' role in facilitating the group and exploring activities</p> <p>c) Competence in using variety of learning resources and materials appropriately; teacher's role in facilitating learners to use materials/resources</p> <p>d) Opportunities provided for development of process skills/linguistic skills, opportunities created for students' demonstration of skills and abilities which are subject specific.</p> <p>e) participation of learners</p>	<p>Teaching, Learning and was introduced</p> <p>Teacher prepared a chart for better conceptual understanding of students &amp; asked them to observe and tell their ideas on it.</p>	<p>Students listed down their views based on their observation</p>	<p>The teaching learning aid because the attention of students and helps to retain the concepts</p>
<p><b>B) Content competence:</b> adequacy; ability to link and integrate between and among different concepts; identification and clarification of misconceptions.</p>	<p>Content was precise and arranged sequentially</p>	<p>Students carefully observed &amp; listened to the content</p>	



<p><b>Competence in subject specific skills and abilities:</b></p> <p>develop required language skills; map reading; experimental, inquiry skills; computation skills</p>	<p>Teacher made the students to explain about the chart shown in class</p>	<p>Students answered based on their understanding</p>	
<p><b>C) Questioning</b> types and variety of questions asked (lower order, higher order, open-ended, divergent and reflective) their structure; relevance; appropriateness; effectiveness of questions on pupils' higher order thinking abilities; handling pupils' responses; providing scope for students to inquire</p>	<p>Questions were arranged as per teaching points &amp; content analysis. They were checked &amp; simplified.</p>	<p>Students attentively listened and interacted well in class.</p>	<p>Higher order thinking skills questions needs to be included.</p>
<p><b>D) Explanation:</b> opportunities provided for students to explain; synthesizing student explanation effectively; identification of gaps and errors in student explanation; filling the gaps wherever necessary using alternative examples and illustrations; use of explanation effectively and appropriately only when called</p>	<p>Explanations &amp; use of links were used properly.</p>		<p>There were no linking in planning and construction.</p>

<p><b>4. Application:</b> situations / contexts created for application what is learnt, their relevance and effectiveness. Revisiting the focus question</p>	<p><sup>of content</sup> Selection of activities according to the need of people pupil.</p>		
<p><b>5. Assessment</b> Modes of assessment used. Continuity of assessment; feedback provided, their effectiveness, scope created for reflection</p>	<p>Continuous comparison Even check questions were asked</p>	<p>Students answered on based of their understanding level</p>	
<p><b>6. Review and closure</b> Technique used to review the major points; effectiveness of the questions / assessment method used; attainment of learning objectives; type of assignment given; its relevance, directions provided for assignment</p>	<p>Teacher summarises the concept &amp; central questions pertaining to topic were highlighted.</p>	<p>Students involvement was found and they were actively answering the questions</p>	
<p><b>7 Class room management</b></p>	<p>Teachers preparation was good &amp; followed the lesson plan</p>	<p>Students participated actively</p>	

Date: 14/12/2011

  
Signature of the Institute Supervisor

## Observation Record

Name of the student teacher: Kingyetha

Date: 27/12/11

Class: V/B

Period: 10:00-11:00

Cooperating teacher: Mrs. John

Institute supervisor: ...

Topic: Natural vegetation of India

Aspects to be observed	Teacher initiatives	Observed learning processes and learning outcomes	Feedback and suggested alternatives
<p><b>1. Introduction</b></p> <p>Teacher used to engage students' attention to the topic and content of the lesson and to the methods used. Formal and technical avoided.</p>	<p>Teacher asked some questions related to real life.</p>	<p>Students answer to the questions asked by the teacher.</p>	<p>It displayed connection with prior knowledge of students.</p>
<p><b>2. Focus Questions</b></p> <p>Teacher used to ask questions during the lesson and to direct students' attention to the relevant areas.</p>	<p>Questions related to natural life forms were asked.</p>	<p>Students answered based on their level of understanding.</p>	
<p><b>3. Development</b></p> <p>Teacher used to engage students' attention and to direct students' attention to the relevant areas.</p>	<p>Teacher used to provide to students the following questions:</p> <p>What is natural life?</p>	<p>Students responded to the questions asked by the teacher.</p>	

<p>b) group and individual tasks, teachers' role in facilitating the group and exploring activities.</p> <p>c) Competence in using variety of learning resources and materials appropriately, teacher's role in facilitating learners to use materials/resources</p> <p>d) Opportunities provided for development of process skills/linguistic skills, opportunities created for students' demonstration of skills and abilities which are subject specific.</p> <p>e) participation of learners</p>	<p>Teacher conducted the individual tasks which facilitates in exploring ideas of the students.</p>	<p>Student active participation was seen as it connected with the topic and was based on her prior knowledge of students.</p> <p>Opportunities were provided for development of students.</p>	
<p><b>B) Content competence:</b> adequacy, ability to link and integrate between and among different concepts; identification and clarification of misconceptions</p>	<p>Content was broken into meaningful teaching points and sequentially arranged</p>	<p>Students were able to follow the teacher</p>	<p>Selection of content was as per the need of the student</p>

Appropriateness of subject  
specific skills and  
abilities:

Reading - required language  
skills - non-reading  
comprehension - reading skills  
comprehension skills

C) Questioning types and  
levels of questions asked  
were more open than  
closed-ended. Direct and  
indirect, free structure  
multiple appropriateness  
effectiveness of questions  
of basic higher order  
thinking skills. Funding  
skills resources providing  
opportunities for  
students.

#### D) Expectation:

Expectations provided for  
students to answer  
questions about  
expectations effectively  
distribution of questions  
level of student  
expectations. Being the more  
effective questions using  
appropriate questions and  
respondents use of  
appropriate effectiveness and  
appropriateness of  
responses.

The inquiry skills  
were well matched  
to the subject

Questions were  
simple and direct  
for the level of  
information required

Teacher provided  
simple and  
interesting illustrations  
relevant to the  
topic and context  
Students showed  
interest

Students showed  
participation and  
interest

Students answered  
based on their  
level of understanding

Students were  
attentive and  
participated  
actively in the  
class

There were no  
closed-ended  
questions, but  
open-ended questions

<p><b>4. Application:</b> situations / contexts created for application what is learnt; their relevance and effectiveness; Revisiting the focus question</p>	<p>Teacher explains the topic by posing relevant questions</p>	<p>Students list down the content so told</p>	
<p><b>5. Assessment</b> Modes of assessment used, Continuity of assessment; feedback provided; their effectiveness; scope created for reflection</p>	<p>Continuous comprehension questions were asked</p>	<p>Students answered based on their level of understanding</p>	
<p><b>6. Review and closure</b> Technique used to review the major points; effectiveness of the questions / assessment method used; attainment of learning objectives; type of assignment given; its relevance, directions provided for assignment</p>	<p>Teacher summarizes the content by revisiting all the topic and provided a worksheet</p>	<p>Students share what they learnt in class</p>	
<p><b>7. Class room management</b></p>	<p>Teacher's preparation was good, has a control over the class</p>	<p>Active participation from students side</p>	<p>Reasons were for proper guidance</p>

Date: 7/10/22

L.B.J.  
Signature of the Institute Supervisor

## Observation Record

Name of the student teacher: *Arjunika*

Date: *25/11/21* Class: *IX-A*

Period: *11 (20:50-21:10)*

Cooperating teacher: *Dr. Anshu Singh*

Institute supervisor: *Dr. Anshu Singh*

Topic: *Planning - Social Science*

Aspects to be observed	Teacher Initiatives	Observed learning processes and learning outcomes	Feedback and suggested alternatives
<p><b>1. Introduction</b></p> <p>Method used to engage learners: Connections to prior knowledge, daily life situations and content. Effectiveness of the methods used. Interest and motivation developed.</p>	<p>Teacher engages by using recap of previous class</p>	<p>Students share what they have learnt in the previous class</p>	<p>Previous knowledge was used</p>
<p><b>2. Focus Question/s</b></p> <p>Overarching the lesson: Generality, leading to learning, issue/problem based, reflects the purpose</p>	<p>Question relating to the learning process was focused</p>	<p>Attention &amp; curiosity drawn towards the content</p>	<p>Previous knowledge &amp; present knowledge link established</p>
<p><b>3. A) Development</b></p> <p>3.1 linkages to prior knowledge and experiences, appropriateness of learning experiences/activities, methods/strategies followed</p>	<p>Concepts were developed by explanation using a picture to be articulated</p>	<p>Students actively listen to the explanations given by the teacher</p>	<p>Instructional objectives were achieved</p>

<p>b) groups and individual roles, teachers role in facilitating the groups and reviewing activities</p> <p>c) Competence in using variety of learning resources and materials appropriately, teacher's role in facilitating learners to use materials/resources</p> <p>d) Opportunities provided for development of process skills/linguistic skills, opportunities created for students' demonstration of skills and abilities which are subject specific.</p> <p>e) participation of learners</p>	<p>Individuals &amp; group activity were done appropriately.</p> <p>Teacher instructed students to follow their atlas and analyse the flow of rivers.</p>	<p>Students understand the features of the topic taken for explanation.</p>	<p>The teacher maintained the students attention and interacted for active participation.</p>
<p><b>B) Content competence</b> adequacy, ability to link and integrate between and among different concepts, identification and clarification of misconceptions</p>	<p>Content was adequate and chosen as per the needs of the students</p>	<p>Students were able to understand the content taught in the class</p>	<p>Concepts were developed using activities</p>

2020/01/01 10:00 AM



Competence in subject  
specific skills and  
abilities:

duration required language  
skills map reading  
geographical enquiry skills  
computation skills

C) Questioning types and  
variety of questions asked  
lower order, higher order  
open ended, closed and  
reflective; their place both  
classroom, experiential  
effectiveness of questions  
on pupils highest order  
thinking, planning, problem  
solving, evaluation, reflecting  
creative solutions

b) Explanations  
- appropriate examples for  
- clear, logical  
- accessible, suitable  
- clear and relevant  
- evidence of quality  
- clear & concise  
- regular, clearly, well  
- organized, clearly  
- structured, well  
- presented, clear  
- concise, clearly  
- explained, well  
- presented

Map reading  
activity - as  
performed

Assessment notes  
Example and detail  
and relevance of  
with the context  
Student for which

Responsibility of the  
area used to report  
- can be generated  
- sample of 2000  
- the context

Students of  
upper and lower  
level of

Students who  
know the  
level of understanding

Students who  
after the  
teacher's explanation

Students who  
are able to  
use the skills

Students who  
can explain the  
reasons for the  
results

Students who  
can explain the  
reasons for the  
results

<p><b>4. Application:</b> situations / contexts created for application what is learnt; their relevance and effectiveness. Revisiting the focus question</p>	<p>Teacher made the students do map work &amp; revisited the focus question</p>	<p>Students could recall the concept &amp; showed active participation</p>	<p>Teacher used appropriate method to show relevance with the topic</p>
<p><b>5. Assessment</b> Modes of assessment used, Continuity of assessment; feedback provided; their effectiveness; scope created for reflection</p>	<p>Continuous comprehension questions were being asked.</p>	<p>Students answered based on their level of understanding</p>	<p>Teacher expected students to ask more questions</p>
<p><b>6. Review and closure</b> Technique used to review the major points, effectiveness of the questions / assessment method used, attainment of learning objectives, type of assignment given, its relevance, directions provided for assignment</p>	<p>Teacher summarized the entire concept of the river system</p>	<p>Students share what they learnt in the class</p>	<p>Active participation while teacher gave demonstration and drills</p>
<p><b>7 Class room management</b></p>	<p>Teacher was confident and had control over the class</p>	<p>Active responses from students and</p>	<p>Discipline was well maintained</p>

Date: 11/10/22

Signature of the Institute Supervisor

## Observation Record

Name of the student teacher: Dr. Jyoti Chavhan      Date:                           Class: 10<sup>th</sup>      Period: 1<sup>st</sup>  
 Cooperating teacher: Dr. Jyoti Chavhan  
 Institute supervisor: Dr. Jyoti Chavhan      Topic: Introduction to Biology

Aspects to be observed      Teacher initiatives      Observed learning processes and learners' performance      Feedback and suggested alternatives

**1. Introduction**  
 Method used to engage learners, connections to prior knowledge, sets the situation and context, effectiveness of the methods used, interest and motivation developed.

Teacher connected the class with their previous knowledge and interest in the subject.

Students were active participants in the discussion.

**2. Focus Questions**  
 Governing the lesson, Concepts, clarity of learning, main problem solved, refers to the purpose.

It focused on the main purpose of the lesson.

The teacher asked the students to think about the question.

**3. A) Development**  
 Examples to give knowledge and experience, appropriateness of learning, experiential activities, methods, strategies, resources.

Concept development through activity.

Students were motivated and participated actively.

b) group and individual tasks, teachers' role in facilitating the group and exploring activities

c) Competence in using variety of learning resources and materials appropriately; teachers' role in facilitating learners to use material/resources

d) Opportunities provided for development of process skills/linguistic skills, opportunities created for students' demonstration of skills and activities which are subject specific.

e) participation of learners

B) Content competence: breadth, ability to link and integrate between and among different concepts, identification and clarification of misconceptions

Teacher provided an opportunity for development of process skills among her students.

Teacher gave them task in connection with the content

Content was adequate which had a link with the concepts of the lesson

Students responded well in class based active participation through their level of understanding

Objectives were achieved

It gave a chance for the learners to share participation, while teacher was using real life examples

Opportunities to explain  
students' work and  
answers.

Teacher requires students  
with their questions,  
explanations, and work  
- what, when, and  
C) Questioning: level and  
variety of questions asked  
lower order, higher order,  
convergent, divergent and  
effective; their structure,  
relevance, appropriateness,  
effectiveness of questions  
to pupils; higher order  
thinking activities; handling  
pupils' responses; providing  
scope for students to  
inquire

**D) Explanation:**

opportunities provided for  
students to explain;  
synthesizing student  
explanation effectively;  
identification of gaps and  
errors in student  
explanation; filling the gaps  
wherever necessary using  
alternative examples and  
illustrations; use of  
explanation effectively and  
appropriately only when  
required

Asking questions  
level of content of  
questions from their  
existing oral activities  
Explanations given  
level of single or  
asked into higher  
interactions and  
facts

Explanatory links  
were used properly  
and covered all  
essential points

Students' participation  
was shown by staff


Students' answers  
based on their  
level of understanding

Students' answers  
conformed to the  
explanations

Explanations were  
effective and  
clear, and used  
in class.

<p><b>4. Application:</b> situations / contexts created for application what is learnt, their relevance and effectiveness; Revisiting the focus question</p>	<p>Teacher focused on the demonstration process</p>	<p>Students observed it carefully &amp; understand the process involved</p>	
<p><b>5. Assessment</b> Modes of assessment used, Continuity of assessment; feedback provided; their effectiveness, scope created for reflection</p>	<p>Continuous and comprehensive questions were asked.</p>	<p>Students answered based on their level of understanding</p>	
<p><b>6. Review and closure</b> Technique used to review the major points; effectiveness of the questions / assessment method used, attainment of learning objectives; type of assignment given; its relevance, directions provided for assignment</p>	<p>Teacher invites the student to summarize the concept.</p>	<p>Students give answers to the questions asked by teacher.</p>	
<p><b>7. Class room management</b></p>	<p>Teacher provided novelty in teaching approach through teaching aids.</p>	<p>Students participated actively.</p>	<p>Discipline was well maintained.</p>

Date: 11/12/20

  
 Signature of the Institute Supervisor

## Observation Record

Name of the student teacher: Jaylaxmi

Date: \_\_\_\_\_

Class: VII A

Period: VII 200-200

Cooperating teacher: Nageshna

Institute supervisor: (Phani Devi)

Topic: Understanding Media

Aspects to be observed	Teacher Initiatives	Observed learning processes and learning outcomes	Feedback and suggested alternatives
<p><b>1. Introduction</b> Method used to engage learners. Connections to prior knowledge, daily life situations and content; Effectiveness of the methods used; interest and motivation developed</p>	<p>Teacher connected the topic with real life examples</p>	<p>Students observed the pictures shown by the teacher</p>	<p>Very good initiation to connect with the students</p>
<p><b>2. Focus Question/s</b> Overarching the lesson; Generality; leading to learning; issue/ problem based, reflects the purpose</p>	<p>Questions were relevant to the topic</p>	<p>Students were able to answer as per their understanding</p>	
<p><b>1. A) Development</b> a) linkages to prior knowledge and experiences; appropriateness of learning experiences/activities, methods/strategies followed.</p>	<p>Concept development &amp; appropriateness of learning was established</p>	<p>Students were able to follow the teacher</p>	

<p>b) group and individual tasks teachers role in facilitating the group and exploring activities</p> <p>c) Competence in using variety of learning resources and materials appropriately: teacher's role in facilitating learners to use materials/resources</p> <p>d) Opportunities provided for development of process skills/linguistic skills, opportunities created for students' demonstration of skills and abilities which are subject specific.</p> <p>e) participation of learners</p>	<p>Concepts were developed by explanation using teaching aid. Teacher displayed a PPT to understand the concepts of the learners.</p>	<p>Opportunities were provided for development of process skills &amp; there was active participation from learners and</p>	
<p><b>B) Content competence:</b>          fluency: ability to link and integrate between and among different concepts; identification and clarification of misconceptions</p>	<p>Content were adequate. Examples were focused adequately</p>	<p>Attention of students were achieved</p>	<p>Selection of content was according to the need of pupil.</p>



Competence in subject  
specific skills and  
abilities.

Develop important language  
of discipline reading  
expository & inquiry skills  
collaborative skills

(I) Understanding topics and  
ways of working with  
a variety of texts & media  
to understand & analyze a text  
the qualities of texts  
the ways in which texts  
communicate information  
to guide & influence  
thought & action  
to analyze & evaluate  
the content & form of  
texts & media

(II) Evaluation  
to understand & analyze  
a text & media  
to evaluate the content  
& form of texts & media  
to understand & analyze  
the ways in which texts  
communicate information  
to guide & influence  
thought & action

Exposure to a  
variety of texts  
and a variety of  
ways of working  
with them

Exposure to a  
variety of texts  
and a variety of  
ways of working  
with them

Exposure to a  
variety of texts  
and a variety of  
ways of working  
with them

Students use skills  
to analyze & evaluate  
inquiry skills

Students understand  
the ways in which  
texts & media  
communicate information

Students use skills  
to analyze & evaluate  
inquiry skills

There were no  
open or direct  
direct questions  
with a focus

Exposition was  
required

<p><b>4. Application:</b> situations / contexts created for application what is learnt, their relevance and effectiveness. Revisiting the focus question</p>	<p>Real life examples were asked, which students were relevant to the new perspective</p>	<p>Students gave answers with their own knowledge</p>	<p>Teacher questions were answered well</p>
<p><b>5. Assessment</b> Modes of assessment used. Continuity of assessment feedback provided, their effectiveness, scope created for reflection</p>	<p>Questions which were given were clearly explained</p>	<p>Active participation from students was found</p>	<p></p>
<p><b>6. Review and closure</b> Technique used to review the major points, effectiveness of the questions assessment method used, attainment of learning objectives, type of assignment given, its relevance, directions provided for assignment</p>	<p>Teacher summarized the concepts and assignments into lesson substance was given</p>	<p>Students were given exercises for assignment which they made note of</p>	<p></p>
<p><b>7. Class room management</b></p>	<p>Teacher had control over the class</p>	<p>Students regarded activities given involvement was found</p>	<p>Teacher encouraged students to further extend the application related to the content</p>
<p>Date: 2/10/20</p>	<p style="text-align: right;">Signature of the Institute Supervisor</p>		

**Historical Information**

Name of the student teacher Institution Address in the city	Teacher's Name	Date of Birth Place of Birth	Mentor's Name Address
<p><b>1. [Name]</b></p> <p>Address: [Address]</p>	<p>[Name]</p>	<p>[Date] [Place]</p>	<p>[Name] [Address]</p>
<p><b>2. [Name]</b></p> <p>Address: [Address]</p>	<p>[Name]</p>	<p>[Date] [Place]</p>	<p>[Name] [Address]</p>
<p><b>3. [Name]</b></p> <p>Address: [Address]</p>	<p>[Name]</p>	<p>[Date] [Place]</p>	<p>[Name] [Address]</p>

a) group and individual tasks designed to facilitate the growth and exploring activities

b) Competence in using variety of learning resources and materials appropriately, teacher's role in facilitating learning of the materials/resources

c) Opportunities provided for development of process skills (problem solving, opportunities created for students demonstration of skills and abilities which are subject specific)

d) participation of learners

B) Content competence: adequacy, ability to link and integrate between and among different concepts, identification and clarification of misconceptions

Learning resources were used that appropriate with the demands of the subject in the content

Participation of learners were found

Content was broken into meaningful learning points & conveyed sequentially

Students failed to express their views on the resources used in school. They had interaction with teacher in class but were limited in class

Students attending interest to the explanation

Students were enthusiastic and the topic captured the attention

Teacher designed that lesson & misconceptions

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<p><b>4. Application:</b>          Students transfer what they have learned about the process and components of writing the term paper.</p>	<p>Teacher provides          reliable examples          and feedback.</p>	<p>Students transfer          what they          have learned.</p>	
<p><b>5. Assessment</b>          Modes of assessment used          Content of assessment          Process of assessment          Validity of assessment          Reliability of assessment</p>	<p>Teacher gives          clear, specific          feedback.</p>	<p>Students actively          seek feedback to the          questions asked.</p>	
<p><b>6. Review and Closure</b>          Activities used to review          the term paper          Effectiveness of the          review activities          Student self-reflection on          writing activities and the          assessment process          Student reflection          Student self-reflection</p>	<p>Teacher asks          for questions to          see the understanding          of students.</p>	<p>Students review the          overall assignment          and reflect on their          learning.</p>	
<p><b>7. Final Paper          Management</b></p>	<p>Teacher gives clear          instructions to all          the students.</p>	<p>Students understand          the final          assignment.</p>	<p>Students work          well independently.</p>

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SAHAI SUTAN, Kisan, India After Independence

Class & Section \_\_\_\_\_ Roll No. \_\_\_\_\_

Maximum marks: 20 Time: 45 mins

(1 x 4 = 4)

1. Read the passage and answer the questions. For question number 1, print the name of Telego speakers in

the following table.

2. Answer the questions in brief.

3. Write a short paragraph on the topic given below.

4. Write a short paragraph on the topic given below.

5. Write a short paragraph on the topic given below.

6. Write a short paragraph on the topic given below.

7. Write a short paragraph on the topic given below.

8. Write a short paragraph on the topic given below.

9. Write a short paragraph on the topic given below.

(1 x 6 = 6)

Q. No.	Answer	Marks
1.		2
2.		2
3.		2
4.		2
5.		2
6.		2
7.		2
8.		2
9.		2

10. Write a short paragraph on the topic given below.

(1 x 6 = 6)

11. Write a short paragraph on the topic given below.

12. Write a short paragraph on the topic given below.

(1 x 6 = 6)

13. Write a short paragraph on the topic given below.

(1 x 6 = 6)

14. Write a short paragraph on the topic given below.



#### Write Short Answer

(2 x 5 = 10)

1. List the three problems that hinder independent nation of South India

(A) Lack of unity

(B) Lack of political stability

(C) Lack of economic development

Ans: (A) Lack of unity

2. Answer any one of the following:

(2 x 5 = 10)

1. How did the British government try to bring the independence?

(B) The British government tried to bring the independence by the following ways:

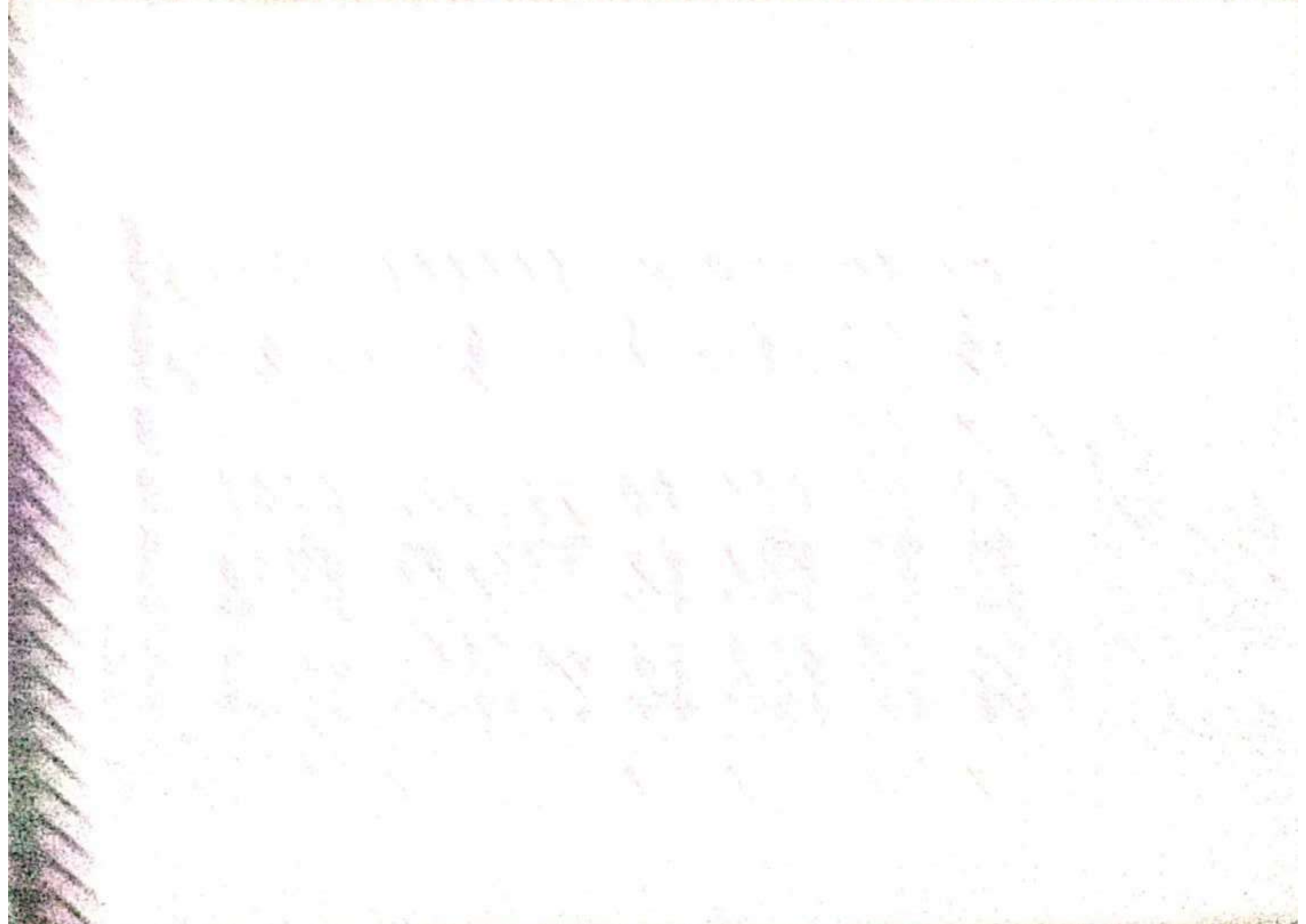
(A) The British government tried to bring the independence by the following ways:

(B) The British government tried to bring the independence by the following ways:

2. How did the British government try to bring the independence?

(A) The British government tried to bring the independence by the following ways:

(B) The British government tried to bring the independence by the following ways:





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1899 - 1900

Class Interval	Frequency (f)	(f)(x)	(f)(x <sup>2</sup> )
0-5	1	0	0
5-10	3	15	45
10-15	1	15	45
15-20	3	45	135
20-25	2	50	200
<b>Total</b>	<b>10</b>	<b>90</b>	<b>425</b>

Frequency distribution table for mean

$$\text{Mean} = \frac{\sum fx}{\sum f} = \frac{90}{10} = 9$$

Class	Frequency (f)	(f)(x)	(f)(x <sup>2</sup> )
0-5	1	0	0
5-10	3	15	45
10-15	1	15	45
15-20	3	45	135
20-25	2	50	200
<b>Total</b>	<b>10</b>	<b>90</b>	<b>425</b>

Frequency distribution table for variance

for variance

$$\begin{aligned} \text{Variance} &= \frac{\sum fx^2}{\sum f} - \left(\frac{\sum fx}{\sum f}\right)^2 \\ &= \frac{425}{10} - \left(\frac{90}{10}\right)^2 \\ &= 42.5 - 81 \\ &= -38.5 \end{aligned}$$

Mean = 9, Variance = 38.5, Std. Dev. = 6.2

Mean > Variance > Std. Dev.

Graphically a probability distribution



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1. The first step in the accounting cycle is to identify the transactions that have occurred during the period.

2. The second step is to analyze the transactions and determine their effect on the accounting equation.

3. The third step is to journalize the transactions, which means to record them in the journal in chronological order.

4. The fourth step is to post the journal entries to the ledger, which means to transfer the debits and credits to the appropriate T-accounts.

5. The fifth step is to prepare a trial balance, which is a statement that shows the debit and credit balances of all the ledger accounts.

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I think we should not  
be so much concerned

about the country being  
run by a few men  
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They are the kind of men  
that are the cause of  
the trouble in the world

or

the kind of men that are

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The student who is  
not so much concerned

about the country

is the kind of man

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### Observation Record

Name of the student teacher: S. Vaidya

Date: 2/12/21 Class: 6C

Period: 5 (1:20 - 2:30)

Cooperating teacher: Sandhya madam

Institute supervisor:

Topic: Adaptations

Aspects to be observed	Teacher Initiatives	Observed learning processes and learning outcomes	Feedback and suggested alternatives
<b>1. Introduction</b> Method used to engage learners; Connections to prior knowledge, daily life situations and content; Effectiveness of the methods used; interest and motivation developed	Teacher recapitulated previous knowledge about habitat, difference between terrestrial and aquatic biotic and abiotic	Students were able to give answers to the questions by recalling their previous knowledge	Inquiry method was used This method was appropriate to check their prior knowledge
<b>2. Focus Question/s</b> Overarching the lesson; Generality, leading to learning; issue/ problem based, reflects the purpose	Focus Question was not asked	No outcome since teacher didn't pose a focus question	How does a habitat influence the life of an animal
<b>3. A) Development</b> a) linkages to prior knowledge and experiences; appropriateness of learning experiences/activities; methods /strategies followed;	Linked to prior knowledge used inquiry method to get answers from the students	Students were able to connect their previous knowledge students were active	Students actively participated

b) group and individual tasks teachers role in facilitating the group and exploring activities

c) Competence in using variety of learning resources and materials  
teacher's role in facilitating learners to use materials/resources

d) Opportunities provided for development of process skills/linguistic skills opportunities created for students' demonstration of skills and abilities which are subject specific

e) participation of learners

**B) Content competence**  
Ability to link and integrate concepts and among different concepts.  
Identify and classify concepts

Formal & Individual answering no activities were recorded

No learning resource available used  
Most of the class went away naturally

Opportunities were given as provided to students to develop their communicating skills

Participation of learners is effective as handwriting paper

Content was easy for HO to make  
Content has the ability to link and integrate between and among different concepts

Students unable to answer to the questions

Students found it uninteresting and the topic

Students used the opportunity to give answers

Students were attentive as teacher asked them questions

Students unable to link and integrate between and among different concepts

Group discussion or group activity could have been given

Teacher should have provided some teaching learning materials

Opportunities should be provided for process skills

Teacher should give chance to solve the questions for all participating students

Good

**Competence in subject specific skills and abilities:**

develop required language skills; map reading; experimental; inquiry skills; computation skills

**C) Questioning** types and variety of questions asked (lower order, higher order, open-ended, divergent and reflective) their structure; relevance; appropriateness; effectiveness of questions on pupils' higher order thinking abilities; handling pupils' responses; providing scope for students to inquire

**D) Explanation:** opportunities provided for students to explain; synthesizing student explanation effectively; identification of gaps and errors in student explanation; filling the gaps wherever necessary using alternative examples and illustrations; use of explanation effectively and appropriately only when required

Inquiry skills are used to know the adaptation for desert and polar regions.

Diversity of questions were asked -  
what are the animals and plants that are found in desert?  
• All responses are acknowledged  
• Correct students when wrong answers were given.

• Teacher provided opportunities to explain their understanding.  
• Identified the issues for students and cleared them in a proper way.  
• Got confused with the frog & polar while explaining the topic.

Students were successfully engaged and found animals

Students were able to answer to the questions.  
Some students answered the questions asked even if they were wrong.

Students unable to relate to the concept.

Inquiry based learning was good.

All responses should be acknowledged

Teacher should be clear about topic  
(got confused with frog and polar while explaining the topic)

4. Application

Applications/units created for application which is better than evaluation and effectiveness. Revising the final question

Students applied the knowledge in their daily life

Students applied the concept and were able to give suitable examples from daily life

Efficient and relevant questions

5. Assessment

Types of assessment used, validity of assessment, reliability provided, their effectiveness, reason for rejection

Students were able to answer the proper questions

Students were able to answer the questions

Different kinds of assessment tools have been used

6. Review and closure

Techniques used to review the major points, effectiveness of the techniques, feasibility, reliability, validity, reason for rejection, use of technology, use of digital tools, use of multimedia, use of interactive tools

Students reviewed the lesson by asking questions from various parts of the chapter and used them to understand the concept

Most of the learning objectives were attained by students

7. Class closure

Signature of the Institute Supervisor

### Observation Record

Name of the student teacher: Arjati Sharma      Date: 10/12/21      Class: IX - A      Period: 2nd  
 Cooperating teacher: Arnav  
 Institute supervisor: Santhosh Kumar      Topic: Rutherford and Thomson's model

Aspects to be observed	Teacher Initiatives	Observed learning processes and learning outcomes	Feedback and suggested alternatives
<p><b>1. Introduction</b>                      Method used to engage learners. Connections to prior knowledge, daily life situations and content; Effectiveness of the methods used; interest and motivation developed</p>	<p>Teacher didn't recapitulate previous knowledge.                      Teacher gave an example of watermelon for the division of atoms</p>	<p>Students observed the pictures and referred their observations</p>	<p>There could have been probing questions</p>
<p><b>2. Focus Question/s</b>                      Overarching the lesson; Generality; leading to learning; issue/ problem based; reflects the purpose</p>	<p>How were electrons and protons arranged inside the atom?</p>	<p>Students were leading to learning concept as a focus question decided to concept</p>	<p>focus question leads to the concept / content</p>
<p><b>3. A) Development</b>                      a) linkages to prior knowledge and experiences; appropriateness of learning experiences/activities; methods /strategies followed:</p>	<p>Usage of watermelon and probing as an example for atomic structure.</p>	<p>class went on from different examples to the topic                      - Inductive method</p>	<p>Pictures used were effective</p>

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**Competence in subject specific skills and abilities:**

develop required language skills; map reading; experimental; inquiry skills; computation skills

**C) Questioning:** types and variety of questions asked (lower order, higher order, open-ended, divergent and reflective) their structure; relevance; appropriateness; effectiveness of questions on pupils' higher order thinking abilities; handling pupils' responses; providing scope for students to inquire

**D) Explanation:** opportunities provided for students to explain; synthesizing student explanation effectively; identification of gaps and errors in student explanation; filling the gaps wherever necessary using alternative examples and illustrations; use of explanation effectively and appropriately only when required

No Activity was conducted  
Inquiry skills was stressed upon

Questions were lower order and open-ended

Explained the topic in an effective manner with various examples and strategies

Some students showed interest in answering the questions

Students could understand all the questions and could answer

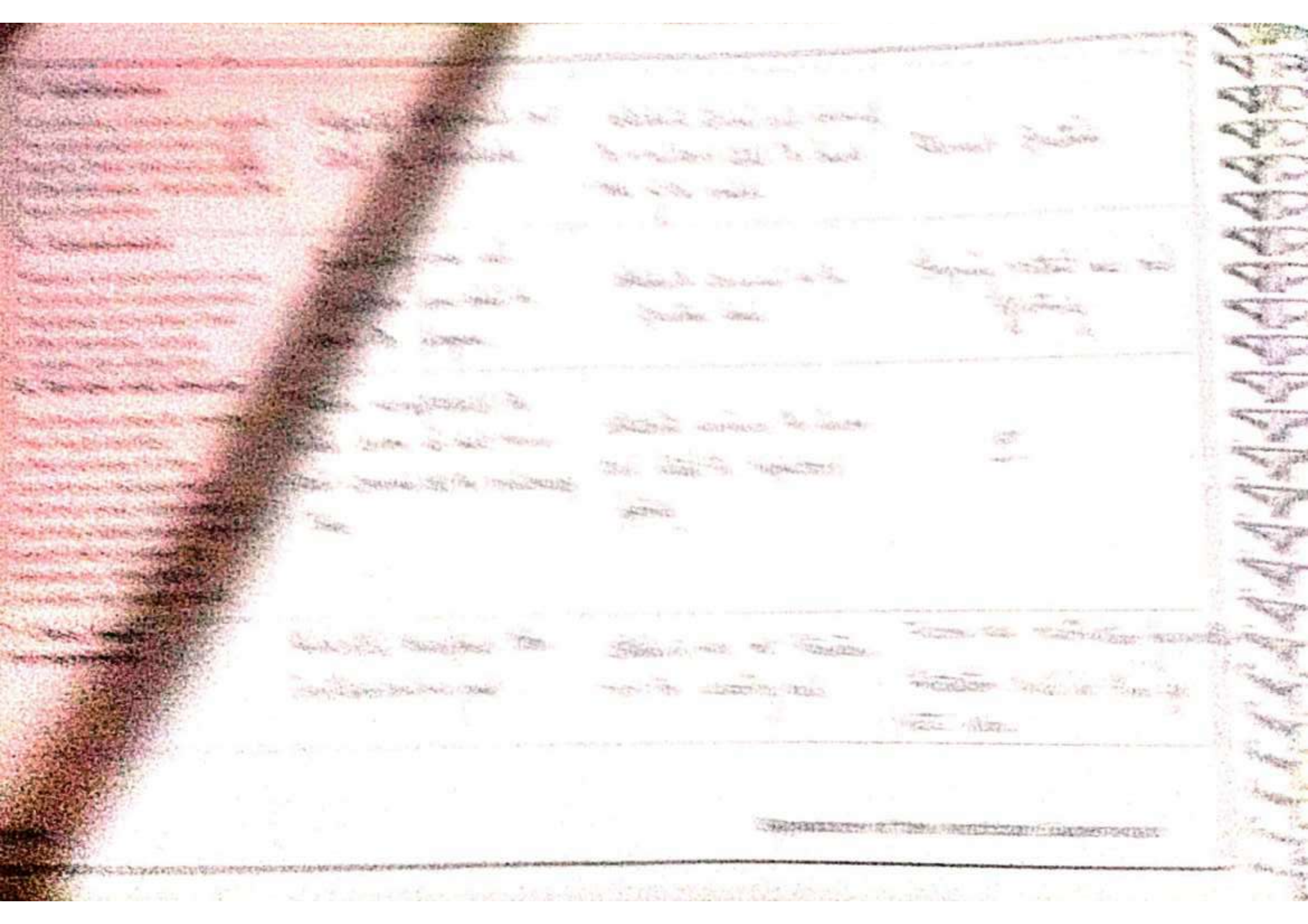
Students made an interesting note using the explanation

Inquiry based learning was good

Relevant and appropriate questions were asked  
Could have included higher order thinking questions

—





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### Observation Record

Name of the student teacher: Kaurthika  
 Cooperating teacher: Anamush sir  
 Institute supervisor: Manjula Mam.

Date: 29/12/21 Class: 8<sup>th</sup> C1 Period: 6<sup>th</sup>

Topic: Sound

Aspects to be observed	Teacher Initiatives	Observed learning processes and learning outcomes	Feedback and suggested alternatives
<p><b>1. Introduction</b></p> <p>Method used to engage learners. Connections to prior knowledge daily life situations and content. Effectiveness of the methods used. Interest and motivation developed.</p>	<p>Teacher engaged the students by drawing the concept map on the board, recalled previous topics.</p>	<p>Students participated in the formation of concept map.</p>	<p>Concept map could have been more accurate.</p>
<p><b>2. Focus Question/s</b></p> <p>Overarching the lesson. Generality, leading to learning, issue, problem based, reflects the purpose.</p>	<p>Focus question How are sound waves transmitted?</p>	<p>Students answered the question by drawing of the class.</p>	<p>The focus question was appropriate.</p>
<p><b>3. AI Development</b></p> <p>a) linkages to prior knowledge and experiences, appropriateness of learning experiences activities, methods strategies (process)</p>	<p>Added to the prior knowledge.</p>	<p>Students were able to answer the question through a diagram.</p>	<p>Instruction related was provided.</p>

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**4 Application**

situations / contexts created for application what is learnt their relevance and effectiveness. Revisiting the focus question

Application focus was  
Optimal strategy for questions

Students were able to  
apply to world

✓

**5. Assessment**

Modes of assessment used. Continuity of assessment, feedback provided, their effectiveness, scope created for reflection

Self questioning was the  
mode of assessment

Students were able to  
assess and give effective  
feedback

Students were able to  
assess

**6. Review and closure**

Technique used to review the major points, effectiveness of the questions / assessment method used; attainment of learning objectives; type of assignment given; its relevance, directions provided for assignment

used self questioning to  
evaluate the content  
  
No assignment given

Students were able to  
review the content

✓

**7 Class room management**

classroom management  
was good

✓

Date: 29/12/21

Signature of the teacher/supervisor

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1. Study and understand  
the nature and scope  
of the subject and its  
branches.

2. Develop a habit of  
regular and systematic  
study. Do not  
hesitate to ask for  
clarification whenever  
it is needed.

3. Develop a habit of  
regular and systematic  
revision.

4. Develop a habit of  
regular and systematic  
revision.

5. Develop a habit of  
regular and systematic  
revision.

6. Develop a habit of  
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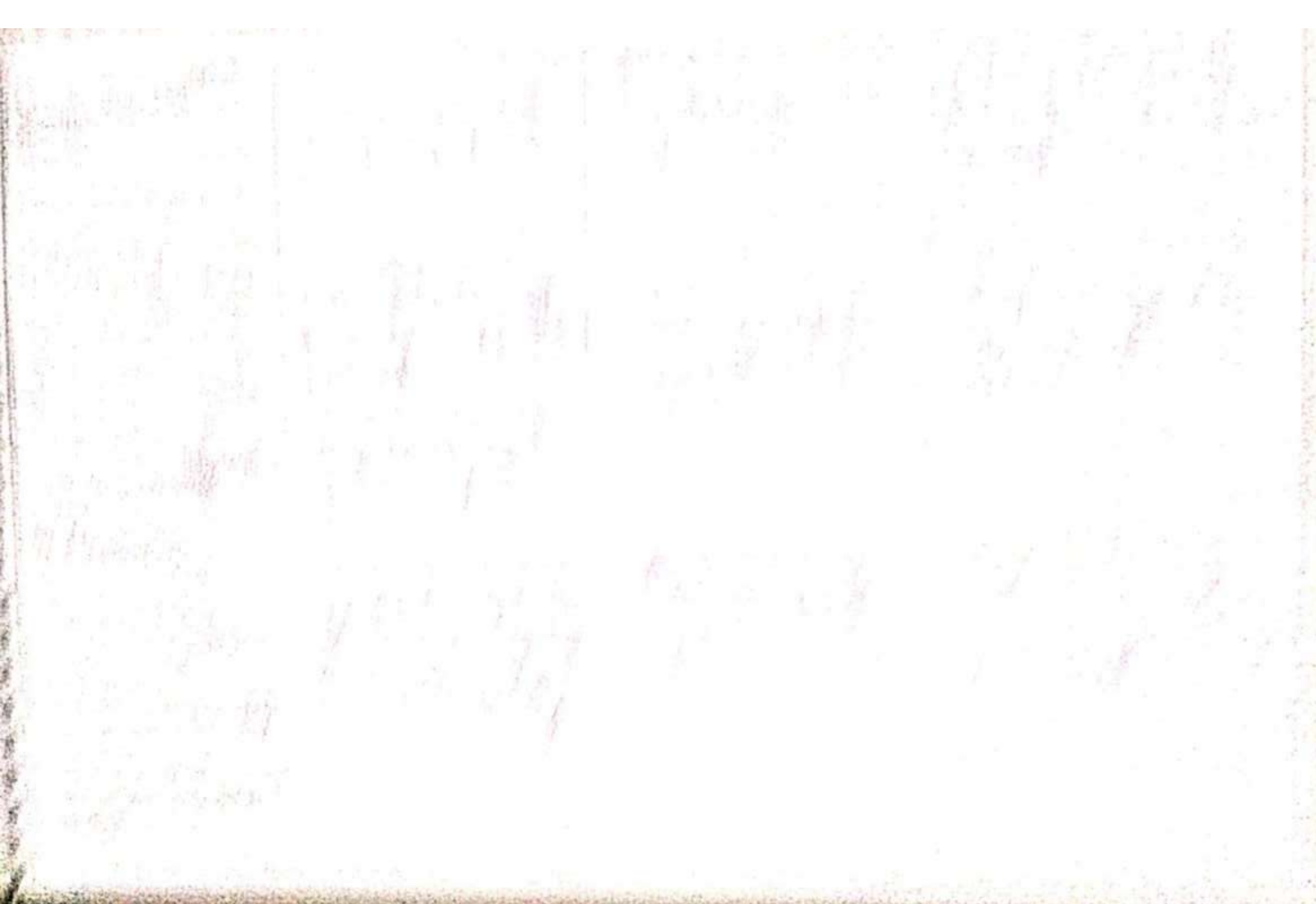
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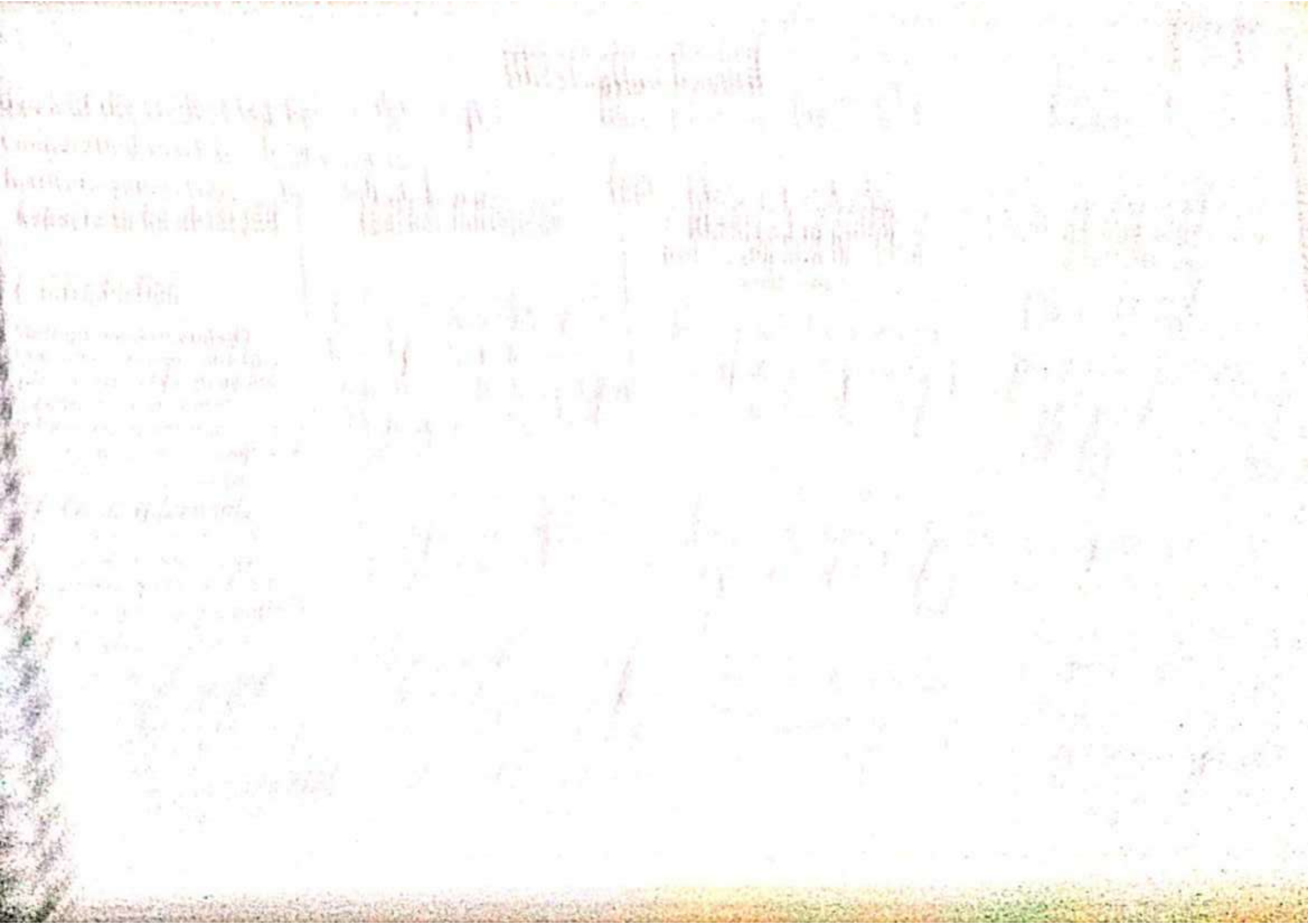
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revision.

6. Develop a habit of  
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revision.





<p><b>4. Application:</b>          questions concerns created for application and is based on the resource and effectiveness. Revising the lesson question</p>	<p>Teacher asked question          "what will you do to change your lesson that lesson plan"</p>		
<p><b>5. Assessment:</b>          kinds of assessment used. Continuity of assessment. Methods provided their effectiveness some created for reflection</p>	<p>Teacher asked to describe at the end of class your doubt</p>	<p>How about use of this for the class</p>	<p>How are students in reflection assessed and given</p>
<p><b>6. Review and closure:</b>          Technique used to review the main points. effectiveness of the lesson. Assessment method used. statement of learning objectives. type of assignment given. its resources. direction provided for assignment</p>	<p>Teacher asked to read book</p>		<p>Learning objectives should be clear and direct. Check to understand</p>
<p><b>7. Class room management:</b></p>	<p>How does they use spaces in the classroom</p>	<p>Students on the teacher's side</p>	<p>Teacher should have a clear plan for class management</p>



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**Competence in subject specific skills and abilities:**

develop required language skills, map reading; experimental, inquiry skills; computation skills

**C) Questioning:** types and variety of questions asked (lower order, higher order, open-ended, divergent and reflective) their structure; relevance; appropriateness; effectiveness of questions on pupils' higher order thinking abilities; handling pupils' responses; providing scope for students to inquire

**D) Explanation:** opportunities provided for students to explain; synthesizing student explanation effectively; identification of gaps and errors in student explanation; filling the gaps wherever necessary using alternative examples and illustrations; use of explanation effectively and appropriately only when required

Inquiry skills were used to know electrons, protons, ions, electronic configuration.

4 lower order questions were asked  
V what are some of the noble gases you know?  
Q what are the atomic numbers of these noble gases?  
+ Asked students to solve problems on the black board

Teacher explained valency number of all elements  
Identified gaps and used in students understanding

Some students showed interest in answering the questions

Students could answer but, double were still there  
Students were able to answer to the questions if not we have the question for better understanding of the question

Students were able to explain and relate to the concept and understood the concept clearly

• Inquiry based learning was used  
• Should have been more involvement of students by giving further reinforcement

• Should have encouraged students to participate and give answers  
• All responses should be acknowledged

There teacher needs more that there is no more in understanding

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# Observation Record

Name of the student teacher: *Kaushika K. V*

Date: *8/14/21*

Class: *7th*

Period: *1*

Cooperating teacher: *Marjula Ma'am*

Institute supervisor: *Marjula Ma'am*

Topic: *Finding the value of an expression*

Aspects to be observed	Teacher Initiatives	Observed learning processes and learning outcomes	Feedback and suggested alternatives
<p><b>1. Introduction</b></p> <p>Method used to engage learners. Connections to prior knowledge, daily life situations and content. Effectiveness of the methods used, interest and motivation developed.</p>	<p>Teacher started the function lesson topic</p> <p>→ Variable and constant</p> <p>→ like and unlike terms</p> <p>→ Expansion</p>	<p>Students started</p> <p>have to add and subtract the expressions</p> <p>Equations and adding + to an expression gives an equation.</p>	<p>The engage phase could have been simplified to connect.</p>
<p><b>2. Focus Question/s</b></p> <p>Overarching the lesson, generality leading to learning, issue, problem based, reflects the purpose.</p>	<p>Focus question was asked</p> <p>How will you find the value of an expression?</p>	<p>Students were excited about the focus question</p> <p>Overarching the lesson</p>	<p>Use appropriate focus question.</p>
<p><b>3. A) Development</b></p> <p>a) linkages to prior knowledge and experiences, appropriateness of learning experiences/activities, methods/strategies followed.</p>	<p>Teacher used inductive method to make the students identify the variable and the constant</p> <p>4+9 when you</p>	<p>Students identified the variable and constant and tried to solve the problem given by the student</p>	<p>Teacher should have started the topic from students' initial understanding of the topic.</p>

- b) group and individual tasks teachers' role in facilitating the group and exploring activities
- c) Competence in using variety of learning resources and materials appropriately; teacher's role in facilitating learners to use materials/resources
- d) Opportunities provided for development of process skills/linguistic skills; opportunities created for students' demonstration of skills and abilities which are subject specific.
- e) participation of learners

- d) Individual questioning
- e) Teacher didn't use any TLMs for the development phase
- f) Opportunities were provided  
The lesson was problem solving based problem solving skills were improved
- e) Teacher kept the relation lively

Students were able to answer

Students were able to solve the problems on the blackboard.

Students were encouraged to solve many problems.

Students remained active

Teacher could have used some TLMs to make class more effective.

The problem solving skills were improved.

**B) Content competence**  
adequacy: ability to link and integrate between and among different concepts; identification and clarification of misconceptions

The Teacher was able to link and integrate between the topics well.

Students understood the class and gave answers enthusiastically.

Cleared all misconceptions.

**Competence in subject specific skills and abilities:**

develop required language skills; map reading; experimental; inquiry skills; computation skills

**C) Questioning:** types and variety of questions asked (lower order, higher order, open-ended, divergent and reflective) their structure; relevance; appropriateness; effectiveness of questions on pupils' higher order thinking abilities; handling pupils' responses; providing scope for students to inquire

**D) Explanation:** opportunities provided for students to explain; synthesizing student explanation effectively; identification of gaps and errors in student explanation; filling the gaps wherever necessary using alternative examples and illustrations; use of explanation effectively and appropriately only when required

problem solving skills and inquiry skills were improved.

Teacher asked lower order questions were posed

Teacher use various examples for solving the problems

Students answered questions well

Students could relate and understand the questions posed by the teacher

Students solve the problems.

Teacher gave equal weightage and accuracy questions

-Appropriate and Effective questions

Students were not left upto the board



<p><b>4. Application:</b>          situations contexts created for application what is learnt their relevance and effectiveness. Revisiting the focus question</p>	<p>Teacher gave examples for application what is learnt          - diff people give answers          Ex. included the focus question</p>	<p>Students attempted to solve the problems</p>	<p>The class seemed not to be really a lot. The teacher could have included it.</p>
<p><b>5. Assessment</b>          Modes of assessment used, Continuity of assessment, feedback provided, their effectiveness, scope created for reflection</p>	<p>Teacher gave an assignment for the students</p>	<p>Students were given work sheet.</p>	<p>The worksheet was appropriate and questions were appropriate.</p>
<p><b>6. Review and closure</b>          Technique used to review the major points, effectiveness of the questions, assessment method used, attainment of learning objectives, type of assignment given, its relevance, directions provided for assignment</p>	<p>Teacher provided the major concepts through the questioning</p>	<p>Students along with the teacher, created the content taught in the class</p>	<p>Worksheet given was good</p>
<p><b>7. Class room management</b></p>	<p>Teacher has equal role but participation could be done by better activities</p>	<p>The problem involving students could have been called out</p>	<p>Teacher should make sure that all students are listening</p>

Date: 27/12/21

Signature of the Incharge Supervisor

# OBSERVATION REPORT

Name of the student teacher: *Sushrutha H*

Date: *11/11/21* Place: *St. J.*

*2021*

Cooperating teacher:

Institute supervisor:

Aspects to be observed

Teacher Initiatives

Topic: *Algebra*

Observed Learning  
Experiences and Facilitator  
Initiatives

Particulars and Observations

## 1. Introduction

Method used to engage learners; Connections to prior knowledge, daily life situations and content; Effectiveness of the methods used, interest and motivation developed

Teacher initiates the class by asking the questions by what was taught previously and supplementing steps

She starts with a question, asks the students to solve it, and then asks them to explain their solution.

She starts with a question, asks the students to solve it, and then asks them to explain their solution.

## 2. Focus Question/s

Overarching the lesson; Generality leading to learning, issue/problem based, reflects the purpose

Focus question: *What is the relationship between the variables in the equation?*

Focus question: *What is the relationship between the variables in the equation?*

## 3. A) Development

a) Initiates the process of learning and exploration; Provides understanding of learning; Encourages problem-solving; Maintains communication; Encourages

Teacher starts the equation *2x + 3y = 12* and asks the students to solve it.

Teacher starts the equation *2x + 3y = 12* and asks the students to solve it.

<p>1. The first thing I noticed when I stepped out of the plane was the fresh air. It felt like a warm blanket after a long, cold journey.</p> <p>2. The view from the window was breathtaking. The clouds were like a soft, white blanket, and the sun was shining brightly.</p> <p>3. I felt a sense of relief and joy as I stepped onto the tarmac. The ground felt firm under my feet, and the air was so clean.</p> <p>4. The people around me were smiling and waving. It felt like I had reached a long-lost friend.</p> <p>5. The excitement of the trip was still in the air. I couldn't wait to see everyone and to start my new adventure.</p>	<p>6. The first thing I noticed when I stepped out of the plane was the fresh air. It felt like a warm blanket after a long, cold journey.</p> <p>7. The view from the window was breathtaking. The clouds were like a soft, white blanket, and the sun was shining brightly.</p> <p>8. I felt a sense of relief and joy as I stepped onto the tarmac. The ground felt firm under my feet, and the air was so clean.</p> <p>9. The people around me were smiling and waving. It felt like I had reached a long-lost friend.</p> <p>10. The excitement of the trip was still in the air. I couldn't wait to see everyone and to start my new adventure.</p>	<p>11. The first thing I noticed when I stepped out of the plane was the fresh air. It felt like a warm blanket after a long, cold journey.</p> <p>12. The view from the window was breathtaking. The clouds were like a soft, white blanket, and the sun was shining brightly.</p> <p>13. I felt a sense of relief and joy as I stepped onto the tarmac. The ground felt firm under my feet, and the air was so clean.</p> <p>14. The people around me were smiling and waving. It felt like I had reached a long-lost friend.</p> <p>15. The excitement of the trip was still in the air. I couldn't wait to see everyone and to start my new adventure.</p>	<p>16. The first thing I noticed when I stepped out of the plane was the fresh air. It felt like a warm blanket after a long, cold journey.</p> <p>17. The view from the window was breathtaking. The clouds were like a soft, white blanket, and the sun was shining brightly.</p> <p>18. I felt a sense of relief and joy as I stepped onto the tarmac. The ground felt firm under my feet, and the air was so clean.</p> <p>19. The people around me were smiling and waving. It felt like I had reached a long-lost friend.</p> <p>20. The excitement of the trip was still in the air. I couldn't wait to see everyone and to start my new adventure.</p>
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**Competence in subject specific skills and abilities:**

develop required language skills: map reading; experimental inquiry skills; computation skills

Develop Inquiry and Language Skills  
usage of Mother tongue in the class

Students answered the questions well

Teacher gave good examples and accurate questions

**C) Questioning** types and variety of questions asked (lower order, higher order, open-ended, divergent and reflective) their structure; relevance, appropriateness, effectiveness of questions on pupils' higher order thinking abilities, handling pupils' responses, providing scope for students to inquire

Divergent questions were asked  
1)  $\angle AOC$  and  $\angle BOC$  are adjacent angles  
2)  $\angle AOB$  and  $\angle AOC$  are adjacent angles  
3) Can they exist



Students could relate and understand the questions posed by the teacher

Appropriate and effective questions

**D) Explanation:**

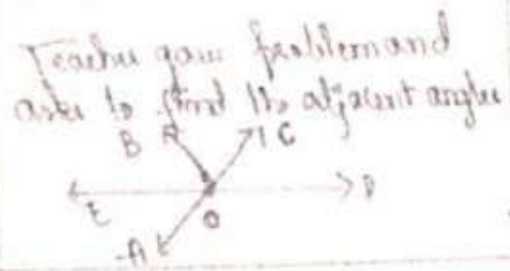
opportunities provided for students to explain, synthesizing student explanation effectively; identification of gaps and errors in student explanation; filling the gaps whenever necessary using alternative examples and illustrations; use of explanation effectively and admirably only when required

Teacher identifies the error in student explanation and correct the misconception

Students understand the concept well

**4. Application:**

situations / contexts created for application what is learnt, their relevance and effectiveness; Revisiting the focus question



Students applied the concept. Students were able to answer the questions.

Relevant questions

**5. Assessment**

Modes of assessment used, Continuity of assessment; feedback provided; their effectiveness; scope created for reflection

Teacher used oral questioning method to assess students

Students recall the adjacent angles

Teacher should have asked more specific questions

**6. Review and closure**

Technique used to review the major points; effectiveness of the questions / assessment method used; attainment of learning objectives; type of assignment given; its relevance, directions provided for assignment

Teacher reviewed the major points

Teacher didn't give assignment.

—

Evaluate phase was good

It would have better if teacher gave assignment

**7. Class room management**

Good classroom and board management  
- Able to complete 5 E's in time

Students were active and cooperative

Time management was good  
Very Good interactive class.

Date: 31/12/21.

Signature of the Institute Supervisor

### Observation Record

Name of the student teacher: *Karthika B V*  
 Cooperating teacher: *Simarash S*  
 Institute supervisor: *De Santhosh Kumar*

Date: *9/2/21* Class: *VIII*

Period: *6th (2.00 to 2.40 pm)*

Topic: *Algebraic expressions*

Aspects to be observed	Teacher Initiatives	Observed learning processes and learning outcomes	Feedback and suggested alternatives
<p><b>1. Introduction</b></p> <p>Method used to engage learners; Connections to prior knowledge, daily life situations and content; Effectiveness of the methods used; interest and motivation developed</p>	<p>Teacher recapitulated previous knowledge about simple equations, variables, constants</p>	<p>Students were able to answer the questions by recalling their previous knowledge</p>	<p>Engage in Introduction phase was prolonged (more than 15 min) rather than Teacher could have finished in 5-10 min</p>
<p><b>2. Focus Question/s</b></p> <p>Overarching the lesson; Generality: leading to learning; issue/ problem based: reflects the purpose</p>	<p>Focus question reflects the purpose of the lesson</p>	<p>Students were leading to discussing a concept as a focus question led to <del>con</del></p>	<p>Focus question leads to the concept / content. But it must be done <del>with</del> rather than asking <del>two</del></p>
<p><b>3. A) Development</b></p> <p>a) linkages to prior knowledge and experiences; appropriateness of learning experiences/activities; methods /strategies followed;</p>	<p>It linked to prior knowledge used to inquiry method to get answers from the students</p>	<p>Students were able to correct their previous knowledge to new knowledge</p>	<p>students active participation and teacher should check the spelling mistakes</p>

*rather than asking two*  
*always*  
*to get from*  
*them*

- b) group and individual tasks, teachers' role in facilitating the group and exploring activities
- c) Competence in using variety of learning resources and materials appropriately, teacher's role in facilitating learners to use materials/resources
- d) Opportunities provided for development of process skills/linguistic skills, opportunities created for students' demonstration of skills and abilities which are subject specific.
- e) participation of learners

**B) Content competence:**  
adequacy; ability to link and integrate between and among different concepts; identification and clarification of misconceptions

b) Individual Questioning  
No exploring activities

c) Learning materials are used like blackboard diagram, paper cutting teacher explained the topic before using the materials

d) Opportunities are provided, teacher asks the students to solve the problems on black board  
e) effective as randomly picks

Content does the ability to link and integrate between and among different concepts.

Students were able to answer to the questions

Students were able to observe and understand the topic easily through learning materials

Some students were able to answer the questions properly, some students were not able to get correct answer.

Students were attentive as teacher picking them randomly

Students were able to link and integrate between and among different concepts.

Teacher should have corrected the students who gave wrong answers through proper guidance.

Teacher should have differentiated between term and factor with dotted line to avoid misconceptions.

Teacher should have corrected the students who gave wrong answer. Instead of calling some other students to solve problems.

Teacher shouldn't use constant term when she dealing with terms of factors of only, for  $3x + 2$  as a number & a variable some time it leads to misconception too.

Competence in subject specific skills and abilities:  
 develop required language skills; map reading; experimental; inquiry skills; computation skills

**C) Questioning:** types and variety of questions asked (lower order, higher order, open-ended, divergent and reflective) their structure; relevance; appropriateness; effectiveness of questions on pupils' higher order thinking abilities; handling pupils' responses; providing scope for students to inquire

**D) Explanation:** opportunities provided for students to explain; synthesizing student explanation effectively; identification of gaps and errors in student explanation; filling the gaps wherever necessary using alternative examples and illustrations; use of explanation effectively and appropriately only when required

Inquiry skills are used to know what are the main factors

Students were successfully inquired and found answers.

Inquiry based learning was good

Quality of questions were asked & lower order questions  
 & Solve the problem  
 $4x^2 + 3x + 2$   
 a) Identify variables & constants  
 b) Identify the terms  
 & Draw tree diagram

Students were able to answer to the questions if not reframe the question for better understanding of the question.


All responses should be acknowledged  
 Questions were related and appropriate and situations provided were used clear and better understanding of student.

\* Teacher provided opportunities to explain their understanding.  
 • Repeated the concepts for effective understanding of students.

Students were able to relate the concept and understood the concept clearly.

Teacher should be clear about the topic mentioning the words like constant terms, split the factors clear leads to multiplication.



<p><b>4. Application:</b> situations / contexts created for application what is learnt; their relevance and effectiveness; Revisiting the focus question</p>	<p>Teacher provided examples <math>4x+7</math>, <math>3x-4</math>, <math>4-3x</math> and asked students to find out the terms &amp; factors.</p>	<p>Students applied the concept and find the terms and factors of an expression.</p>	<p>Relevant questions</p>
<p><b>5. Assessment</b> Modes of assessment used. Continuity of assessment, feedback provided; their effectiveness; scope created for reflection</p>	<p>Questions were asked to assess the progress</p>	<p>Students were able to answer the questioning</p>	<p>Questioning &amp; Inferring methods are used effectively</p>
<p><b>6. Review and closure</b> Technique used to review the major points; effectiveness of the questions / assessment method used; attainment of learning objectives; type of assignment given; its relevance, directions provided for assignment</p>	<p>Teacher reviewed the lesson by asking questions. At the end of the class teacher gave an assignment.</p>	<p>Most of the Learning Objectives were attained by students</p>	<p>Extend (Review/closure) phase might have finished within the period (40 min)</p>
<p><b>7. Class room management</b></p>	<p>Teacher created the learning environment very good communication with students.</p>	<p>Students are very co-operative</p>	<p>Need improvement in voice modulation and giving reinforcement</p>
<p>Date: 9/12/21</p>		<p style="text-align: right;">             Signature of the Institute Supervisor         </p>	

### Observation Record

Name of the student teacher: Rashmitha M.V

Date: 31/12/21

Class: 7A

Period: 3rd

Cooperating teacher: Rajesh sir

Institute supervisor: Manjula mam

Topic: Introduction, complementary angle

Aspects to be observed	Teacher Initiatives	Observed learning processes and learning outcomes	Feedback and suggested alternatives
<p><b>1. Introduction</b></p> <p>Method used to engage learners; Connections to prior knowledge, daily life situations and content; Effectiveness of the methods used; interest and motivation developed</p>	<ul style="list-style-type: none"> <li>Started a new chapter</li> <li>Introduced the terms line, line segment and ray and its notation</li> </ul>	<p>Students were able to differentiate line, line segment and a ray.</p>	
<p><b>2. Focus Question/s</b></p> <p>Overarching the lesson; Generality; leading to learning; issue/ problem based; reflects the purpose</p>	<p>How are angles formed?</p>	<p>Students tried to answer the focus question</p>	<p>Good, focus question</p>
<p><b>3. A) Development</b></p> <p>a) linkages to prior knowledge and experiences; appropriateness of learning experiences/activities; methods /strategies followed;</p>	<p>Teacher linked the concept of line/ line segment to each angle from the concept of angle, moved to types of angle, then to complement any angle</p>	<p>Students were able to connect line/ line segment and formation of angle</p>	

<p>b) group and individual tasks; teachers' role in facilitating the group and exploring activities</p> <p>c) Competence in using variety of learning resources and materials appropriately; teacher's role in facilitating learners to use materials/resources</p> <p>d) Opportunities provided for development of process skills/linguistic skills, opportunities created for students' demonstration of skills and abilities which are subject specific.</p> <p>e) participation of learners</p>	<p>No group or individual task was given</p> <p>Teaching-learning material is used to show different types of angle (movable cardboard model of an angle)</p> <p>Observation skill is developed.</p>	<p>Students were able to understand the concept with the help of TLM</p> <p>Active participation of students.</p>	<p>TLM was appropriate</p>
<p><b>B) Content competence:</b> adequacy; ability to link and integrate between and among different concepts; identification and clarification of misconceptions</p>	<p>linked the concepts in a systematic way. showed misconceptions during the class. Pldf.</p>		<p>Very good integration of concepts. Good content. Competency</p>

<p><b>Competence in subject specific skills and abilities:</b></p> <p>develop required language skills: map reading; experimental, inquiry skills; computation skills</p>	<p>Inquiry skill is developed.</p>		
<p><b>C) Questioning</b> types and variety of questions asked (lower order, higher order, open-ended, divergent and reflective) their structure; relevance; appropriateness; effectiveness of questions on pupils' higher order thinking abilities, handling pupils' responses; providing scope for students to inquire</p>	<p>Teacher asked different questions throughout the class. Asked open-ended and lower order questions.</p>	<p>Students were able to answer for all the questions.</p>	<p>Inquiry skill was good.</p>
<p><b>D) Explanation:</b> opportunities provided for students to explain; synthesizing student explanation effectively; identification of gaps and errors in student explanation; filling the gaps wherever necessary using alternative examples and illustrations; use of explanation effectively and appropriately only when required</p>	<p>Teacher explained the points very well. Cleared the doubts asked by students.</p>	<p>Students tried to answer. Gave chances for many students to answer.</p>	

**4. Application:**

Situations / contexts created for application what is learnt, their relevance and effectiveness. Revisiting the focus question

Teacher create some practical examples so the student understand from whether they are complementary or not

Students were able to identify the complementary angles from the questions

Teacher discussed many examples so that student understand concept very well

**5. Assessment**

Modes of assessment used. Continuity of assessment; feedback provided, their effectiveness; scope created for reflection

Questioning method is used to assess the student

Students were able to recall the answers.

**6. Review and closure**

Technique used to review the major points, effectiveness of the questions / assessment method used; attainment of learning objectives; type of assignment given; its relevance, directions provided for assignment

Home work is given in question. Summarized the discussing points at the end. Directions were provided for assignment

Students were able to answer the questions.

**7. Class room management**

Teacher handled the students and their response very well.

Students were very silent and cooperative. They didn't create chaos in the class

Good classroom management

Date: 31/12/21

*Yancy*

Signature of the Institute Supervisor

### Observation Record

Name of the student teacher: Ch. Lakshmi Kavanmai      Date: 07/12/21      Class: VI-C      Period: 3<sup>rd</sup>

Cooperating teacher:

Institute supervisor:

Topic: Different types of fractions

Aspects to be observed	Teacher Initiatives	Observed learning processes and learning outcomes	Feedback and suggested alternatives
<p><b>1. Introduction</b></p> <p>Method used to engage learners: Connections to prior knowledge, daily life situations and content; Effectiveness of the methods used; interest and motivation developed</p>	<p>Teacher facilitates the class by checking previous knowledge on fractions</p> <p>↳ what are proper fractions?                      ↳ what are mixed fractions?</p>	<p>Students recalled their previous knowledge and were able to answer</p>	<p>Questions asked to engage students were related to the topic to be taken</p>
<p><b>2. Focus Question/s</b></p> <p>Overarching the lesson; Generality, leading to learning; issue/ problem based; reflects the purpose</p>	<p>focus question was asked                      what are the different types of fractions?</p>	<p>Students were not able to answer.</p>	<p>Focus question could be better and clearer</p>
<p><b>3. A) Development</b></p> <p>a) linkages to prior knowledge and experiences; appropriateness of learning experiences/activities; methods /strategies followed;</p>	<p>Introduced 3 types of fraction in which is there in numerical and the students to give many examples. Introduced like fractions and unlike fractions then introduced equivalent fractions</p>	<p>Students were able to give examples of different types of fractions</p>	<p>Deductive method was used. It would have been better if teacher offered inductive method to make class more effective.</p>

- b) group and individual tasks; teachers' role in facilitating the group and exploring activities
- c) Competence in using variety of learning resources and materials appropriately; teacher's role in facilitating learners to use materials/resources
- d) Opportunities provided for development of process skills/linguistic skills, opportunities created for students' demonstration of skills and abilities which are subject specific.
- e) participation of learners

**B) Content competence:**  
adequacy; ability to link and integrate between and among different concepts; identification and clarification of misconceptions

No group activities  
Only individual questions were asked

Teacher used worksheet as  
T.M's

Opportunity is provided  
to solve problems and  
giving examples.

Teacher kept the  
class busy

Connected fractions and  
types of fractions

Students were able to answer  
to the questions

Students gave their own  
examples

Students actively participated

Students also were  
able to connect

Teacher would have decided  
the students into groups and  
for each group questions could be  
given

worksheet was effective.

Teacher would have provided  
opportunities to students to  
solve problems on the  
board

Good content consistency

**Competence in subject specific skills and abilities:**

develop required language skills; map reading; experimental inquiry skills; computation skills

**C) Questioning:** types and variety of questions asked (lower order, higher order, open-ended, divergent and reflective); their structure; relevance; appropriateness; effectiveness of questions on pupils' higher order thinking abilities; handling pupils' responses; providing scope for students to inquire

**D) Explanation:** opportunities provided for students to explain; synthesizing student explanation effectively; identification of gaps and errors in student explanation; filling the gaps wherever necessary using alternative examples and illustrations; use of explanation effectively and appropriately only when required

Problem solving skills were developed

Students were able to solve given problems

Teacher gave equal examples and asked questions

Teacher asked lower order questions

eg  $\frac{1}{2}$ ,  $\frac{3}{4}$ ,  $\frac{2}{3}$

eg Equivalent to the quarter  
eg unit

eg  $\frac{1}{2}$ ,  $\frac{1}{4}$ ,  $\frac{1}{8}$ ,  $\frac{1}{16}$

eg Equivalent to the quarter  
eg unit

Students were able to answer

Could have asked more questions

Explanation given for fractions and difference of fractions were effective

Students understood the concept very well

Students were emphasized how to understand fractions



<p><b>4. Application:</b> situations / contexts created for application what is learnt, their relevance and effectiveness. Revisiting the focus question</p>	<p>Teacher gave a worksheet on the end with the questions</p>	<p>Students were able to do the problems</p>	<p>Relevant questions</p>
<p><b>5. Assessment</b> Modes of assessment used, Continuity of assessment; feedback provided; their effectiveness; scope created for reflection</p>	<p>Assessed the students using worksheet</p>	<p>Students were able to do different types of questions</p>	<p>Effective</p>
<p><b>6. Review and closure</b> Technique used to review the major points; effectiveness of the questions / assessment method used; attainment of learning objectives; type of assignment given; its relevance, directions provided for assignment</p>	<p>No assignment was given</p>	<p>—</p>	<p>— - No assignment was given at the end of the lesson. The teacher gave the practice questions from the lesson.</p>
<p><b>7. Class room management</b></p>	<p>Very good energy level till the end of class</p>	<p>Students were cooperative and silent</p>	<p>Created a good classroom environment</p>

Date: 23/10/21

Signature of the Institute Supervisor

III. Light, Shadows and Reflections

Total marks 25

ds - 03/01/22

Time duration 45

4/11/21

I Choose the correct answer:-

1. Which of the following is a non-luminous body?

- a) Sun      b) star      c) moon      d) Full moon

2. Light travels in \_\_\_\_\_

- a) circular path      b) straight path      c) zig-zag      d) fill of them

3. The colour of the shadow is \_\_\_\_\_

- a) black      b) blue      c) white      d) yellow

4. Which of the following is not always necessary to observe a shadow?

- a) Sun      b) Screen      c) Source of light      d) opaque object

II Fill in the blanks:-

$$3 \times 1 = 3$$

a) \_\_\_\_\_ Object allow light to pass through them, completely

b) The bending of light, by a surface is called \_\_\_\_\_

c) Translucent paper is a \_\_\_\_\_ object

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1. Transport delay from a hub ( )
2. Possible reasons why are perhaps that delay would be a physics like - ( )
3. The transport period by the phenomenon is of the same relation to the delay - ( )

IV Open questions 3.13 = 3

1. How do various factors are involved?
2. Change in the critical path and its due to a shift occur

V with the difference 3.14 = 3

1. activities, group and activities

VI Answer the following questions 3.15 = 3

- i) How do activities period?
- ii) with an rule on the network?
- iii) what are the critical, secondary and dummy activities?
- iv) How transfer the work

Blue PRINT

Objectives / Subjects	Remembering		Understanding		Applying		Analysing		Total
	0 SA	E	0 SA	E	0 SA	E	0 SA	E	
Objectives / Subjects	0 SA	E	0 SA	E	0 SA	E	0 SA	E	
Transparent, opaque and translucent objects	1(1)		3(1)	1(3)			1(1)		08
Shadows	1(1)		1(1)				1(1) 2(1)		05
Pin hole camera			1(1)		2(1)		2(1)		06
Mirrors and Reflection	1(1)				2(1)		3(1)		06
Total	03		05				3		25 marks

In the above table,

- SA - Short answer
- E - Essay type
- O - Objective type

Number outside the bracket represent marks for each question and the number inside the bracket represent number of questions.

Sl No	Objective	Specific	Unit/Subject	Form of Question	Mark	Difficulty
1.	Understand	Identify	Treatment of space and treatment	Algorithm	01	Average
2.	Remembering	Small	-	Algorithm	01	Easy
3.	Remember	Small	Student	Algorithm	01	Easy
4.	Understand	Understand	Student	Algorithm	01	Average
II (a)	Understand	Identify	Treatment of space and treatment	Algorithm	01	Easy
II (b)	Remember	Small	Definition	Algorithm	01	Easy
II (c)	Understand	Identify	T, O and treatment of space	Algorithm	01	Average
III 1.	Average	Average	-	Algorithm	01	Average
2.	Understand	Understand	Pen rule	Algorithm	01	Average
3.	Understand	Identify	Carve, multiplication and tracing	Algorithm	01	Easy
IV 1.	Average	Average	(Pen rule) tracing and definition	Short answer	02	Difficult
2.	Apply	Apply	Tracing and multiplication	Short answer	02	Average
3.	Average	Remember	Tracing, multiplication and student	Essay	03	Difficult
5 (a)	Remember	Remember	Student	Definition	05	Difficult

of	Apply	Apply	Pen-hub marks	Easy	03	Easy	03
37	Understand	Explain	Transpand Transpand opaque	Easy	03	Easy	03

### Table of specification

Weightage to objectives

Objective	Marks	% Marks
Remembering	03	12.5%
Understanding	08	32.5%
Applying	05	20.5%
Analysing	09	36.5%

Weightage to sub-set

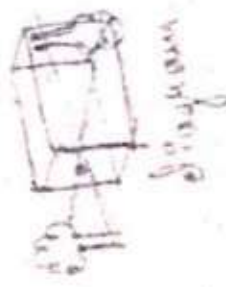
Sub-set	Marks	% Marks
Transpand. opaque and Transpand	08	32
Shadow	05	20
Pen-hub marks	06	24
Imp. and Reflections.	06	24

Weightage to different forms of questions

Form of question	Marks	No. of questions	% Marks
Objective	3+5+2 = 10	08-12 = 10	40
Short answer	2+4=6	03	24
Essay	3+5+3 = 11	03	36
Total	19	21	100%

Weightage to difficulty

Difficulty	Marks	% Marks
Easy	05	20
Average	13	52
Difficult	01	8%
Total	19	100%

Question number	Key / value points / Deduction	Marks allotted for each value point	Total marks
I	1. Neon	01	01
	2. straight path	01	01
	3. block	01	01
	4. Sun	01	01
II	1. Transparent	01	01
	2. Reflection	01	01
	3. Translucent	01	01
III	1. False	01	01
	2. True	01	01
	3. True	01	01
IV	1. Pinhole camera forms an inverted image because light follows a principle that, light travels in a straight line	01	02
		01	

1.1

Shadows for the window  
will not be cast in dark  
room below.

- 1) No light, no shadows
- 2) Reflection of light  
from surface of glass  
forms shadows

10

1.2

Shadows

- 1) Glass - transparent
- 2) Opaque and dark
- 3) Shadows in form  
due to reflection

Shadows

- 1) Glass - black
- 2) Opaque and dark  
due to reflection
- 3) Light blocked  
due to opaque  
object forms shadows

10

1.3

When light travels from straight line  
and the object is just black, light  
is cast from the surface of the object  
in shadows.

10

10

10

1.4

- Pointed corners work as the principle that  
light travels in a straight line
- The gaps between the beams are a shadow  
cast onto a black canvas

10

10

10





one and two sides of the chamber to  
 brush with household paper and on  
 rubbing on one side the other on the  
 other should be made of the shell

24. Infusing Amorphous Borax  
 sponge and writing this example  
 especially for the bread case

15 23

to know?

1/1/2

1	Subaru	21/2	2/2
2	Ally	22	2/2
3	Sumo	23	2/2
4	Tobacco	24	2/2
5	Endage	25	2/2
6	Dental	26	2/2
7	Shampoo	27	2/2
8	Tested Spade	28	2/2
9	Circle board	29	2/2
10	Ally	30	2/2
11	Shampoo	31	2/2
12	Pen. 2nd	32	2/2
13	Unk. 2nd	33	2/2
14	Shampoo	34	2/2
15	Subaru	35	2/2
16	Shampoo Spade	36	2/2
17	Dike ally	37	2/2
18	Shampoo	38	2/2
19	Shampoo	39	2/2
20	Unk. ally	40	2/2
21	Shampoo Spade	41	2/2
22	Shampoo	42	2/2
23	Shampoo	43	2/2
24	Shampoo	44	2/2
25	Shampoo	45	2/2

26	Shampoo	46	2/2
27	Shampoo	47	2/2
28	Shampoo	48	2/2
29	Shampoo	49	2/2
30	Shampoo	50	2/2
31	Shampoo	51	2/2
32	Shampoo	52	2/2
33	Shampoo	53	2/2
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36	Shampoo	56	2/2
37	Shampoo	57	2/2
38	Shampoo	58	2/2
39	Shampoo	59	2/2
40	Shampoo	60	2/2
41	Shampoo	61	2/2
42	Shampoo	62	2/2
43	Shampoo	63	2/2
44	Shampoo	64	2/2
45	Shampoo	65	2/2

1) Kanan F	29
2) Suhag G	22
3) Aliya	22
4) Sushama	21
5) Tushan	25
6) Sadiya	25
7) Dhruvi S.L	14
8) Shubhankh	07
9) Tulak Ganida	12
10) Rinkaprasad	25
11) Vidhya	22
12) Surya Kiran	23
13) Pratiksh	25
14) Ruksha Sarathi	25
15) Srividakshmi	25
16) Sudhansu	22
17) Eswan Ganida	24
18) Esha Shetty	25
19) Eswan	25
20) Anand	09
21) Eshika Shetty	22
22) Ishika Yadav	6
23) Anzan	12
24) Yashika	25
25) Ishant	25
26) Anant	24
27) Anant	25
28) Anant	23
29) Anant	23
30) Anant	23
31) Anant	23
32) Anant	23
33) Anant	23
34) Anant	23
35) Anant	23

32) Jaya Anurag	13
33) S.P. Srinivas	22
34) Syed Karim	18
35) Jeevan	

Q.1

Age Group	Frequency	Midpoint	freq	Cumulative frequency
0-5	1	2.5	2	3
5-10	5	7.5	10	6
10-15	8	12.5	18	14
15-20	4	17.5	22	18
20-25	22	22.5	44	35
Total	35		670	

Median class

$$\text{Mean} = \frac{\sum f \cdot x}{\sum f} = \frac{670}{35} = 19.14$$

$$\text{Median} = \frac{n}{2} = \frac{35}{2} = 17.5$$

$$= 20 + \frac{17.5 - 18}{22} \times 5$$

$$= 20 + 0.23 \times 5$$

$$= 20 + 1.19 = 21.19 //$$

$$\text{Mode} = 3 \times \text{median} - 2 \times \text{Mean}$$

$$= 3 \times 21.19 - 2 \times 19.14$$

$$= 63.57 - 38.28$$

$$= 25$$

• Continuous Assessment of learners was facilitated by the usage of various tools by the teacher. Questioning and Problem Solving were used for continuous assessment of learners. Questions of lower order, higher order and application level were used throughout the unit. Learning resources were used to enhance learning to broaden the students in teaching learning process.

At the end of every lesson assignment was given to make the students reflect on their learning. It helped the students to get better understanding of the concepts which has been taught in the class. Many assignment questions of wide of applications based. Students who could not get ideas with the class were given individual attention during remedial class.

Problem Solving was done in all the classes to check the understanding and make the class more interesting. Appropriate feedback and reinforcement were given throughout the unit. A class test was conducted on the completion of the unit.

• I wanted students to comprehend into the chapters, to make them that they practice daily. I had told them at the beginning that, there were 5 marks, 50 questions of formulae, 5 marks, and 15 marks for MCQ, i.e. Note = 5 marks.

• Oral Questioning = 5 marks  
of formulae.

• MCQ. Test = 15 marks.

---

Total = 35 marks

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• Although I had planned to conduct test for 35 marks, due to students' failure to recall test, it is inevitable and happen. So I am analyzing the test which is <sup>assessment of learning</sup>

$4190 \times 2 = 300 + 15x$

$960 = 300 + 15x$

$15x = 660$

$x = 44 \text{ cm}$

Since the other parallel sides is 44 cm

8. Area of a rhombus =  $\frac{1}{2} \times \text{diagonal 1} \times \text{diagonal 2}$

$240 = \frac{1}{2} \times 16 \times x$

$240 = 8x$

$x = 30 \text{ cm}$

Since the other diagonal is 30 cm

9. A cuboid has 2 pairs of identical faces

10. All 22's face of a cube are identical

11. A cylindrical box has one curved surface and two circular faces which are identical

12. Total surface area =  $2(lb + bh + hl)$

$= 2(20 \times 15 + 15 \times 20 + 10 \times 20)$

$= 2(300 + 300 + 200)$

$= 1300 \text{ cm}^2$

13. Given,  $R_1 = 7 \text{ cm}$

TSA of cylinder =  $468 \text{ cm}^2$

We know that TSA of cylinder =  $2\pi r(r+h)$

$= 468 = 2 \times \frac{22}{7} \times 7 \times (7+h)$

$= 22 \times 7 = 154 + 154h$

height =  $15 \text{ cm}$

14. Volume = height  $\times$  base area  $\therefore 215 = h \times 25$ ,  $h = 11 \text{ cm}$

15. Volume of a cube =  $a^3 = \text{side} \times \text{side} \times \text{side} = (\frac{2}{3}a)^3 = \frac{8}{27} a^3$

# Chapter: Measurement

\* Total Area:  $35 \text{ cm}^2$

\* Total Area:  $15 \text{ cm}^2$

1. Multiple choice questions (100 - 10 marks)

1. The Area of a Parallelogram with length (p) and breadth (q) is:

a.  $\frac{1}{2}pq$       b.  $2pq$       c.  $pq$       d.  $(pq)^2$

2. Area of a triangle with sides 'y' is:

a.  $xy^2$       b.  $\frac{1}{2}xy^2$       c.  $2xy^2$       d.  $xy^2$

3. Surface area of cube of edge 'a' is:

a.  $6a^2$       b.  $6a^3$       c.  $6a^2$       d.  $a^2$

4. 1 liter is equal to how many cubic centimeters?

a. 1000 cm      b. 1000 cm<sup>3</sup>      c. 1000 cm<sup>3</sup>      d. 1000000 cm

5. The Volume of a cylinder with length (l) and width (r) is:

a.  $rl$       b.  $2(rl)$       c.  $(rl)^2$       d.  $rl$

6. The area of a rectangle whose length is 10 cm and width is 5 cm is:

a. 50 cm<sup>2</sup>      b. 50 cm<sup>3</sup>      c. 50 cm<sup>2</sup>      d. 50 cm<sup>3</sup>

7. The area of a square with side length 10 cm is:

a. 100 cm<sup>2</sup>      b. 100 cm<sup>3</sup>      c. 100 cm<sup>2</sup>      d. 100 cm<sup>3</sup>

8. The area of a circle with radius 7 cm is:

a.  $49\pi$  cm<sup>2</sup>      b.  $49\pi$  cm<sup>3</sup>      c.  $49\pi$  cm<sup>2</sup>      d.  $49\pi$  cm<sup>3</sup>

# Area and Perimeter

Find the Area/Perimeter of Trapezium

Q. A trapezium has \_\_\_\_\_ pair of parallel sides.  
A. 2      B. 3      C. 4      D. 5

12. The two pairs of a cube are:  
A. identical      B. different      C. similar      D. rectangular

11. A rectangular bar has \_\_\_\_\_ curved surface and \_\_\_\_\_ similar faces.  
A. 1, 1      B. 1, 2      C. 2, 1      D. 2, 2

10. The cuboidal box has height, length, and width as 80cm, 15cm & 10cm respectively. Then its total surface area is:  
A. 1200cm<sup>2</sup>      B. 1200cm<sup>3</sup>      C. 1300cm<sup>2</sup>      D. 1400cm<sup>2</sup>

9. The height of a cylinder whose radius is 7cm and total surface area is 12308cm<sup>2</sup> is:  
A. 17cm      B. 17m      C. 19cm      D. 21cm

8. The height of a cuboid whose volume is 215cm<sup>3</sup> and base area is 35cm<sup>2</sup> is:  
A. 15cm      B. 11cm      C. 12cm      D. 13cm

7. The total surface area of a cube whose side length is  $\frac{2}{3}a$  is:  
A.  $2a^2$       B.  $4a^2$       C.  $9a^2$       D.  $\frac{6a^2}{9}$



Total marks - 15 marks

Answer by

I Multiple choice questions (1x15 = 15 marks)

1. We know that Area of Parallelogram = base  $\times$  height  
= length  $\times$  breadth  
Here length is  $p$  units and breadth is  $q$  units hence,

$$\boxed{A = pq}$$

2. Area of a semicircle =  $\frac{1}{2}\pi r^2$

Here radius is given as  $r$  units hence,  $\boxed{\text{Area} = \frac{1}{2}\pi r^2}$

3. Surface area = Total surface area of a cube =  $6 \times (\text{side})^2$

$$\boxed{\text{TSA} = 6a^2}$$

4. Volume =  $1000 \text{ cm}^3$

Perimeter of a rectangle =  $2(\text{length} + \text{breadth})$   
=  $2(l + w)$

5. Area of a rhombus =  $\frac{1}{2} \times (\text{diagonal 1} \times \text{diagonal 2})$   
=  $\frac{1}{2} \times 10 \times 8.2$   
=  $41 \text{ cm}^2$

6. Area of a Trapezium =  $\frac{1}{2} \times h \times (\text{sum of parallel sides})$

$$A = \frac{1}{2} \times h \times (a+b)$$

$$4150 = \frac{1}{2} \times 10 \times (20 + x)$$

Now  $x = 4150$

1. ~~Amra Pip~~ - 15
2. ~~Shada~~ - 09
3. ~~Chattara~~ - 12
4. ~~Amra Pip~~ - 15
5. ~~Amra Pip~~ - 11
6. ~~Murda~~ - 09
7. ~~Nakra N.S~~ - 08
8. ~~Nakra S~~ - 12
9. ~~Deakur H.S~~ - 15
10. ~~Pranaya P.S~~ - 13
11. ~~Pikka Masayam~~ - 13
12. ~~Samaranath S~~ - 13
13. ~~Shamra S~~ - 14
14. ~~Shada S~~ - 08
15. ~~Shi Labhmi~~ - 15
16. ~~Pranaya~~ - 09
17. ~~Lumad-Mab~~ - 14
18. ~~Abhaya v~~ - 13
19. ~~Amra~~ - 10
20. ~~Shada~~ - 06
21. ~~Dhara~~ - 09
22. ~~Shan~~ - 13
23. ~~Amra Pip~~ - 04
24. ~~Nakra Pip 1~~ - 12
25. ~~Nakra Pip 2~~ - 05

26. ~~Subodhmasary~~ - 04
27. ~~Amra Pip~~ - 15
28. ~~Amra Pip~~ - 07
29. ~~Amra Pip~~ - 12
30. ~~Nakra Pip~~ - 11
31. ~~Nakra S~~ - 10
32. ~~Nakra S~~ - 04
33. ~~Nakra Pip~~ - 11
34. ~~Nakra S~~ - 02
35. ~~Nakra S~~ - 14
36. ~~Subodhmasary S.S~~ - 04
37. ~~Subodhmasary Sagar~~ - 02
38. ~~Nakra Pip~~ - 08
39. ~~Nakra Pip~~ - 13
40. ~~Nakra S~~ - 09
41. ~~Nakra S~~ - 10
42. ~~Nakra S~~ - 13
43. ~~Subodhmasary S.S~~ - 06
44. ~~Nakra S~~ - 14

Weightage to objectives:

Objectives	Marks	% Marks
Remembering	03	20%
Understanding	05	33%
Applying	05	33%
Analysing	02	13%
Total	15	100%

Weightage to content

Content	Marks	% Marks
Procedural Technique	03	20%
Knowledge and Proficiency	05	33%
Comparison of 2-3 things	04	26.6%
Volume of 2-3 things	03	20%
Total	15	100%

Weightage to difficulty level

Difficulty level	Marks	% Marks
Easy	5	33.33%
Average	8	53.33%
Difficult	2	13.33%
Total	15	100%

1. Effect of temperature

Start Temperature	Frequency	Midpoint	freq
0-3	55	2.0	12
3-6	66	5	20
6-9	92	8	24
9-12	12	11	18
12-15	13	14	18
	208		102

Mean =  $\frac{208}{102}$

$$= 2.04$$

$$= 2.04 \text{ //}$$

2. Median

Class Interval	Frequency	Normal of frequency
0-3	55	5
3-6	66	11
6-9	92	19
9-12	12	21
12-15	13	30
Total	208	

$$\text{Median} = \frac{208}{2} = 104$$

For

$$5 + (11 + 19) \times \frac{x}{10}$$

$$104 = 5 + \frac{30x}{10}$$

$$104 = 5 + 3x$$

$$104 - 5 = 3x$$

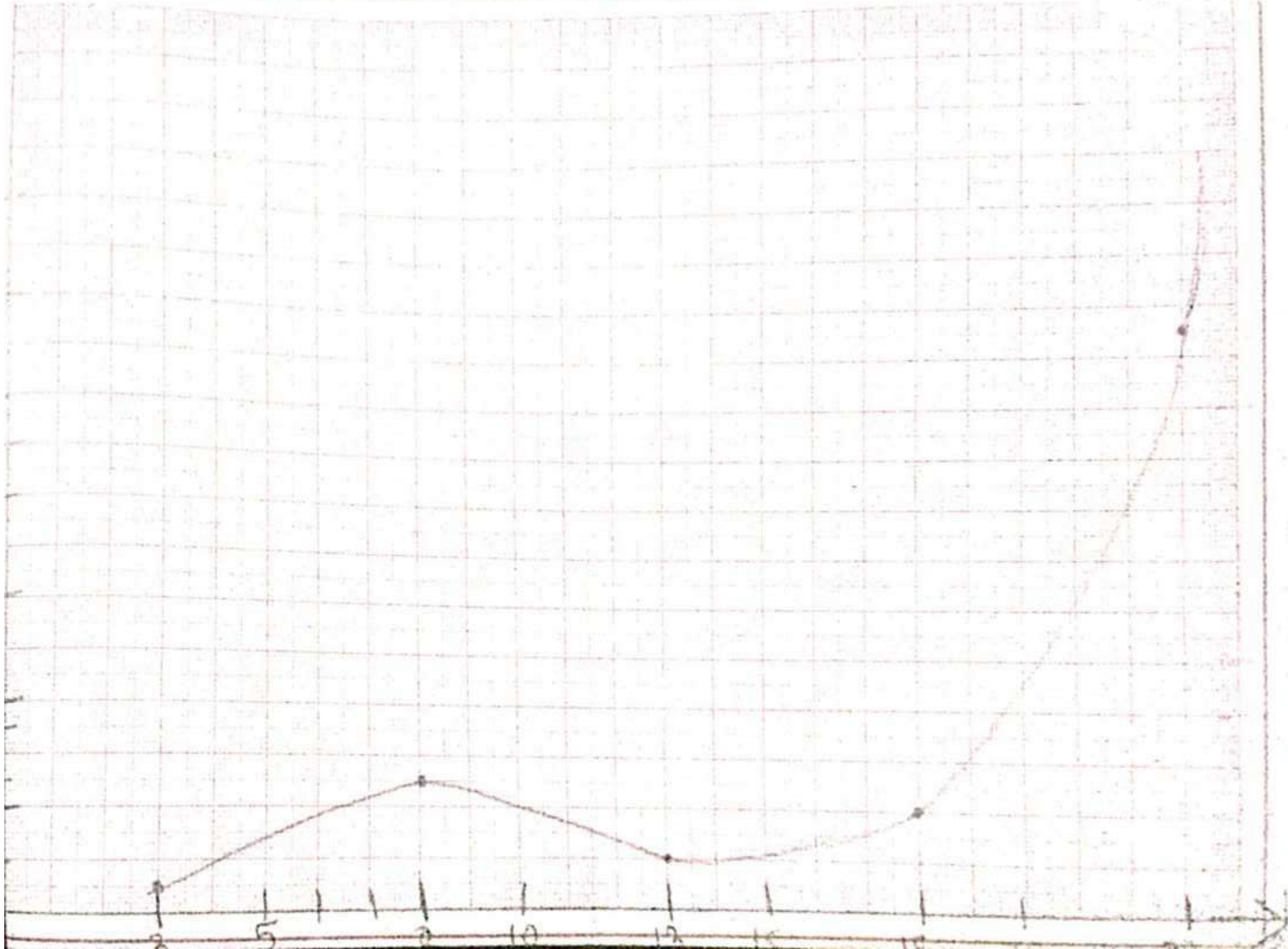
3. Mode

$$\text{Mode} = 3 \times \text{median} - 2 \times \text{mean}$$

$$= 3 \times 9.75 - 2 \times 9.5$$

$$= 29.25 - 19$$

$$= 10.25$$



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Date	Description	Debit	Credit	Balance
1900	To Balance			
1900	By Cash			
1900	By Cash			
1900	By Cash			
1900	By Cash			
1900	By Cash			
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1900	By Cash			
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1900	By Cash			

1. The first and most important  
 step in the process of  
 identifying the  
 cause of a problem is to  
 determine the symptoms  
 and the conditions under  
 which they occur.  
 This involves a careful  
 study of the facts and  
 a determination of the  
 scope of the problem.  
 2. The next step is to  
 determine the possible  
 causes of the problem.  
 This is done by a process  
 of elimination, in which  
 each possible cause is  
 tested to see if it  
 can account for all the  
 symptoms and conditions.  
 3. Once the possible  
 causes have been  
 identified, the next step  
 is to determine which  
 one is the most likely  
 cause. This is done by  
 comparing the symptoms  
 and conditions of the  
 problem with those of  
 each possible cause.  
 4. The final step is to  
 determine the best way  
 to deal with the problem.  
 This involves a study of  
 the various methods  
 available and a  
 determination of the  
 one that is most  
 effective and least  
 costly.

The first step in the  
 process of identifying  
 the cause of a problem  
 is to determine the  
 symptoms and the  
 conditions under which  
 they occur. This  
 involves a careful  
 study of the facts and  
 a determination of  
 the scope of the  
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 least costly.



**Competence in subject specific skills and abilities:**

develop required language skills, map reading, experimental, inquiry skills, computation skills

**C) Questioning** types and variety of questions asked (lower order, higher order, open ended, divergent and reflective) their structure, relevance, appropriateness, effectiveness of questions on pupils' higher order thinking abilities, handling pupils' responses, providing scope for students to inquire

**D) Explanation:**

opportunities provided for students to explain; synthesizing student explanation effectively; identification of gaps and errors in student explanation; filling the gaps wherever necessary using alternative examples and illustrations; use of explanation effectively and appropriately only when required

Language skills  
as given  
opportunities

Students worked  
effectively on  
it

Simple and  
short questions  
were asked.

It was easily  
understood by the  
students

Students answered  
as per their  
understanding

Teacher gave  
appropriate  
explanations as  
per the requirements  
of core from

Students were able  
to catch up the  
concept

#### 4. Application:

Situations contexts created  
for application what is  
learned then relevance and  
effectiveness. Revisiting the  
topic questions

#### 5. Assessment

Methods of assessment used  
Validity of assessment  
Impact provided that  
effectiveness is not  
related to learning

#### 6. Review and closure

Inclusion used to review  
the most points  
effectiveness of the  
learning assessment  
method used attainment of  
learning objectives type of  
assessment given its  
relevance & duration  
provided for assessment

#### 7. Class room management

Students give  
feedback by  
assessment of  
learning  
- effectiveness  
- assessed content  
by asking questions  
- assessment of  
learning & closure  
- assessment to check  
the student learning  
of objectives  
- Review time for  
to check class  
effectiveness

Students give  
feedback & learning  
assessment of  
learning  
- effectiveness  
- assessed content  
by asking questions  
- assessment of  
learning & closure  
- assessment to check  
the student learning  
of objectives  
- Review time for  
to check class  
effectiveness

Students give  
feedback & learning  
assessment of  
learning  
- effectiveness  
- assessed content  
by asking questions  
- assessment of  
learning & closure  
- assessment to check  
the student learning  
of objectives  
- Review time for  
to check class  
effectiveness

## Observation Record

Name of the student teacher: Michaela Deyuan      Date: Nov 21      Lesson: 10      Period: 3

Cooperating teacher: Franklin D. ...

Institute supervisor: ...

Topic: ...

Aspects to be observed	Teacher's Initiatives	Observed teaching processes and teaching practices	Feedback and suggested alternatives
<p><b>I. Introduction</b></p> <p>... ..</p>	<p>... ..</p> <p>... ..</p>	<p>... ..</p> <p>... ..</p>	
<p><b>II. Content Development</b></p> <p>... ..</p>			
<p><b>III. Evaluation</b></p> <p>... ..</p>	<p>... ..</p> <p>... ..</p>		

- b) group and individual tasks. teachers' role in facilitating the group and exploring activities
- c) Competence in using variety of learning resources and materials appropriately: teacher's role in facilitating learners to use materials/resources
- d) Opportunities provided for development of process skills/linguistic skills, opportunities created for students' demonstration of skills and abilities which are subject specific.
- e) participation of learners

Marked difficult words to improve vocabulary of students

Students could be made to use dictionary to find out meanings of the same.

**B) Content competence:** adequacy; ability to link and integrate between and among different concepts; identification and clarification of misconceptions

The teacher to explain the concept for better understanding

Students observe & listen carefully to the explanation

Evaluation is subject  
 specific skills and  
 abilities.  
 The first major objective  
 of the course is to  
 provide students with  
 a comprehensive understanding  
 of the underlying principles and  
 concepts of the subject.  
 This is achieved through a  
 combination of theoretical  
 instruction and practical  
 application. The course  
 also aims to develop the  
 students' problem-solving  
 skills and their ability to  
 apply their knowledge to  
 real-world situations.

Questions relating  
 to the  
 examples were  
 asked

No suggestions for  
 the course were  
 submitted during the  
 session.


The objectives of the  
 course are to provide  
 students with a  
 comprehensive  
 understanding of the  
 subject matter and  
 to develop their  
 problem-solving skills.  
 The course is designed  
 to be both theoretical  
 and practical, with  
 a focus on the  
 application of the  
 concepts learned to  
 real-world situations.

Questions were asked  
 at the  
 beginning of  
 the session

Students attended  
 at the  
 beginning of  
 the session

<p><b>4. Application:</b>          scenarios / contents created for application, what is learnt, their relevance and effectiveness. Revolving the focus question</p>	<p>About the <u>fact</u> or <u>concept</u> has been created by students</p>	<p>Students mention about <u>fact</u>, <u>key</u> <u>mountains</u></p>	
<p><b>5. Assessment</b>          Modes of assessment used, Community of assessment, feedback provided, their effectiveness, scope created for reflection</p>			<p>Introductory class</p>
<p><b>6. Review and closure</b>          Technique used to review the their points, effectiveness of the questions, assessment method used, attainment of learning objectives, type of assignment given, its relevance, directions provided for assignment</p>	<p>Teacher summarizes the content done so far &amp; intends to reinforce the topic in next session</p>	<p>Students try to interact through the important points they have grasped from the content</p>	<p>Students could be made to answer in group rather than more answers to that individual focus could be done.</p>
<p><b>7. Class room management</b></p>	<p>Well managed class</p>		

Date: 05/12/2015

  
 Signature of the Institute Supervisor

Mishra Dyanita

## Observation Record

Name of the student teacher: Jayalokhini

Date: 14/12/22

Class: IX A

Period: 11 (20:50-11:07)

Cooperating teacher: Neeta Khatgi

Institute supervisor: Mishra Dyanita

Topic: Beach for top - Santosh Jadar

Aspects to be observed	Teacher Initiatives	Observed learning processes and learning outcomes	Feedback and suggested alternatives
<b>1. Introduction</b> Method used to engage learners. Connections to prior knowledge, daily life situations and content; Effectiveness of the methods used; interest and motivation developed	Proper introductory questions were framed	Students interacted well & told about their aims & aspirations	Proper attention was given to students
<b>2. Focus Question/s</b> Overarching the lesson; Generality, leading to learning, issue/ problem based, reflects the purpose	Linked to real life situation which created interest	Students responded well.	More
<b>3. A) Development</b> a) linkages to prior knowledge and experiences; appropriateness of learning experiences/activities; methods /strategies followed;	Content was meaningfully presented	Students carefully listen to the teacher	

- b) group and individual tasks teachers role in facilitating the group and exploring activities
- c) Competence in using variety of learning resources and materials appropriately: teacher's role in facilitating learners to use materials/resources
- d) Opportunities provided for development of process skills/linguistic skills, opportunities created for students' demonstration of skills and abilities which are subject specific
- e) participation of learners

**B) Content competence**

adequacy, ability to link and integrate between and among different concepts, identification and clarification of misconceptions

heard reading & silent reading were performed

Teachers made them much unfamiliar words

Content was adequate & selection was according to pupil needs

Students understand very capacity and comprehension skills were observed

Students carefully listen to the teacher & underline unfamiliar words

Teachers should have asked to frame sentences not of unfamiliar words or give examples of sentences using unfamiliar words



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<p><b>4. Application:</b> situations /contexts created for application what is learnt; their relevance and effectiveness. Revisiting the focus question</p>	<p>Teacher enquired through real life examples relating to the content</p>	<p>Students were able to connect with the example &amp; theme of the lesson</p>	
<p><b>5. Assessment</b> Modes of assessment used, Continuity of assessment; feedback provided; their effectiveness, scope created for reflection</p>	<p>Central questions were framed properly to reach the theme of the content</p>	<p>Appropriate answers were given based on students understanding</p>	
<p><b>6. Review and closure</b> Technique used to review the major points; effectiveness of the questions /assessment method used; attainment of learning objectives, type of assignment given; its relevance, directions provided for assignment</p>	<p>Teacher gave question which was actively oriented</p>	<p>Students were seen participating actively in demandant work and reading activities</p>	
<p><b>7. Class room management</b></p>	<p>Discipline was well maintained</p>	<p>Students were attentive</p>	

Date: 14/12/2021



Signature of the Institute Supervisor

## Observation Record

Name of the student/teacher: Shyanta

Date: 1/1/20 Class: B. E.

Subject: English

Cooperating teacher: Mr. S. P.

Institute supervisor: Mr. S. P.

Topic: Learning from Experience

Aspects to be observed:

Teacher's Initiatives

Observed learning processes and learning outcomes

Feedback and suggested alternatives

### 1. Introduction

Methods used to engage students, interventions to make knowledge ready for students and students' understanding of the objectives, main content and methodology presented

Teacher starts the class by reading out a short story

Students listen to the story attentively

Appropriate content for students under observation

### 2. Focus Questions

Questions that focus the students' thinking to learning, main content related to the purpose

Teacher asks questions related to the purpose of the story

Students answer the questions

Some questions focused on the learning process

### 3. A) Development

How to use knowledge and experiences, application of learning experiences, various methods, strategies followed

Teacher linked with real life experiences and examples

Students related their own experiences

Teacher used various methods and strategies

<p>b) group and individual tasks, teachers' role in facilitating the group and exploring activities</p> <p>c) Competence in using variety of learning resources and materials appropriately; teacher's role in facilitating learners to use materials/resources</p> <p>d) Opportunities provided for development of process skills/linguistic skills, opportunities created for students' demonstration of skills and abilities which are subject specific.</p> <p>e) participation of learners</p>	<p>Teacher settles the poem and instructs students to underline the unfamiliar words.</p>	<p>Active participation from the students side</p> <p>Students try &amp; guess what would they learn from the poem</p>	<p>Opportunities provided for linguistic skills were created for the learners</p>
<p><b>B) Content competence:</b> adequacy, ability to link and integrate between and among different concepts, identification and clarification of misconceptions</p>	<p>Content was broken into meaningful teaching points</p>	<p>Students observe the words &amp; interaction which teacher reads</p>	<p>Content was interrelated &amp; developed</p>

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Observation Report

Name of the subject/teacher	Mr. A. B. C.	Date	10/10/2023
Topic/Subject	Maths	Time	10:00 AM
Method of observation	Direct	Observer	Mr. D. E. F.
Object of observation	Teacher's interaction	Duration	15 minutes

**Introduction**

The purpose of this observation is to assess the teacher's effectiveness in the classroom. The observation was conducted in a secondary school classroom during a mathematics lesson. The teacher was observed for 15 minutes. The observation focused on the teacher's interaction with students, the use of instructional materials, and the management of the classroom.

**1. Teacher's Interaction**

The teacher was observed to interact with students in a friendly and approachable manner. The teacher used a variety of questioning techniques to engage students and assess their understanding. The teacher provided clear and concise explanations of concepts and provided feedback to students.

**2. Use of Instructional Materials**

The teacher used a variety of instructional materials, including textbooks, worksheets, and visual aids. The teacher used these materials effectively to support the lesson and to engage students. The teacher also used the materials to assess students' understanding.

**3. Classroom Management**

The teacher managed the classroom effectively, maintaining a positive and productive learning environment. The teacher used a variety of strategies to manage student behavior and to ensure that all students were engaged in the lesson.

The following table shows the results of the experiment. The first column is the time taken for the reaction to occur, the second column is the volume of gas produced, and the third column is the temperature of the reaction mixture.

Time (s)	Volume of Gas (cm <sup>3</sup> )	Temperature (°C)
0	0	20
10	10	22
20	20	24
30	30	26
40	40	28
50	50	30
60	60	32
70	70	34
80	80	36
90	90	38
100	100	40

The results show that the volume of gas produced increases linearly with time, and the temperature of the reaction mixture increases as the reaction proceeds.

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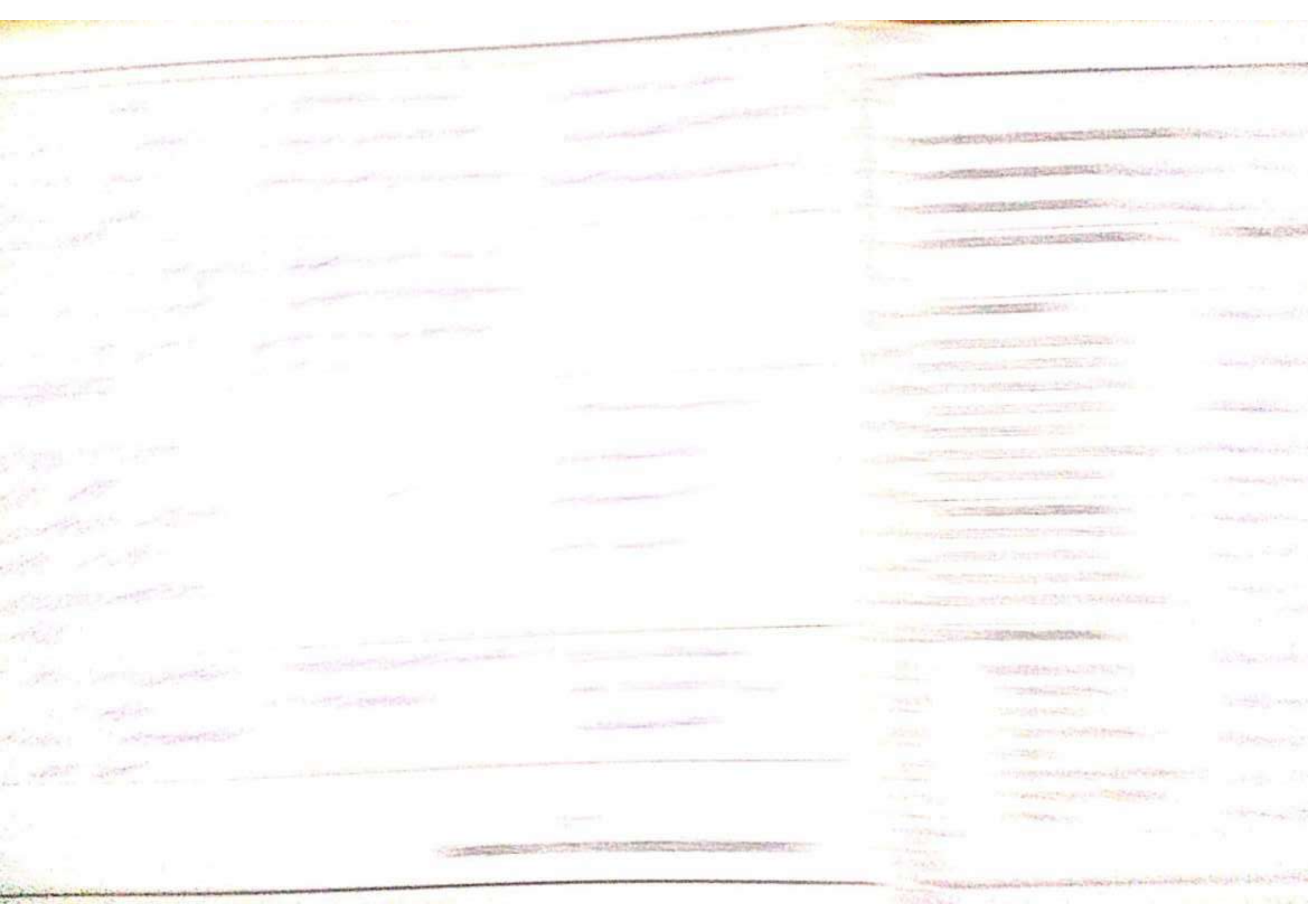


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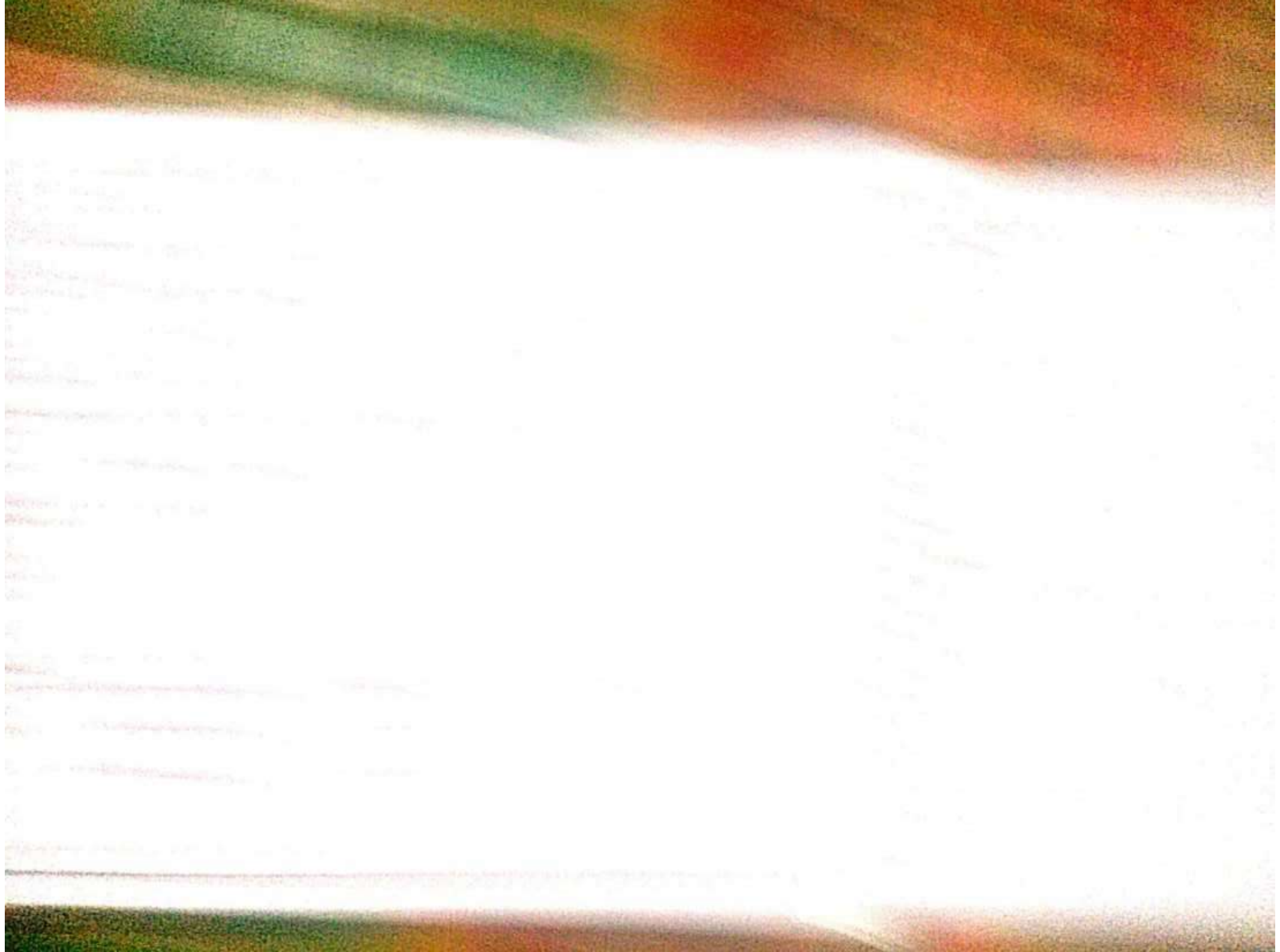
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Competence in subject  
scientific writing and  
evaluation

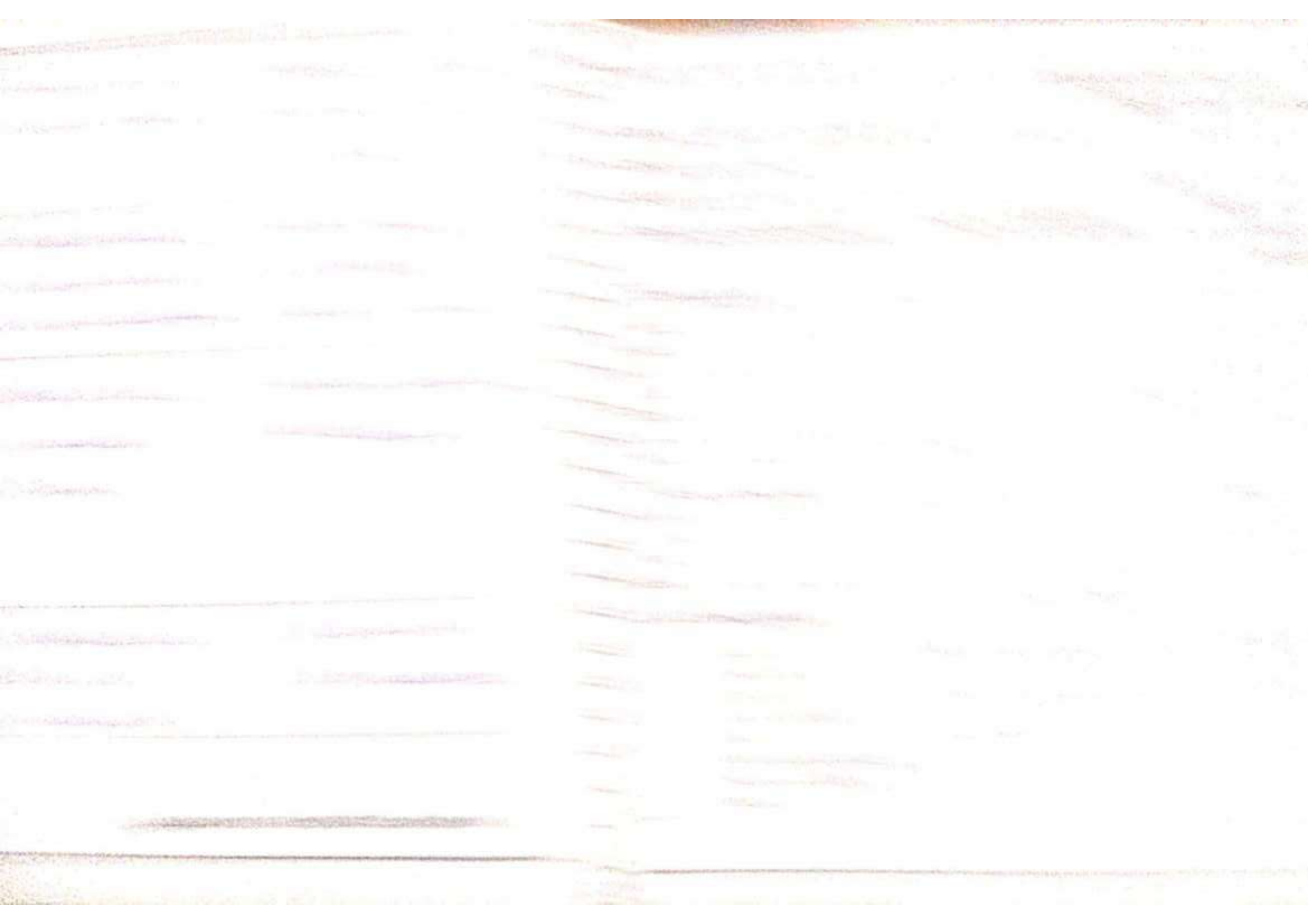
As they will be able to  
do a scientific writing  
and evaluate their own  
and others work

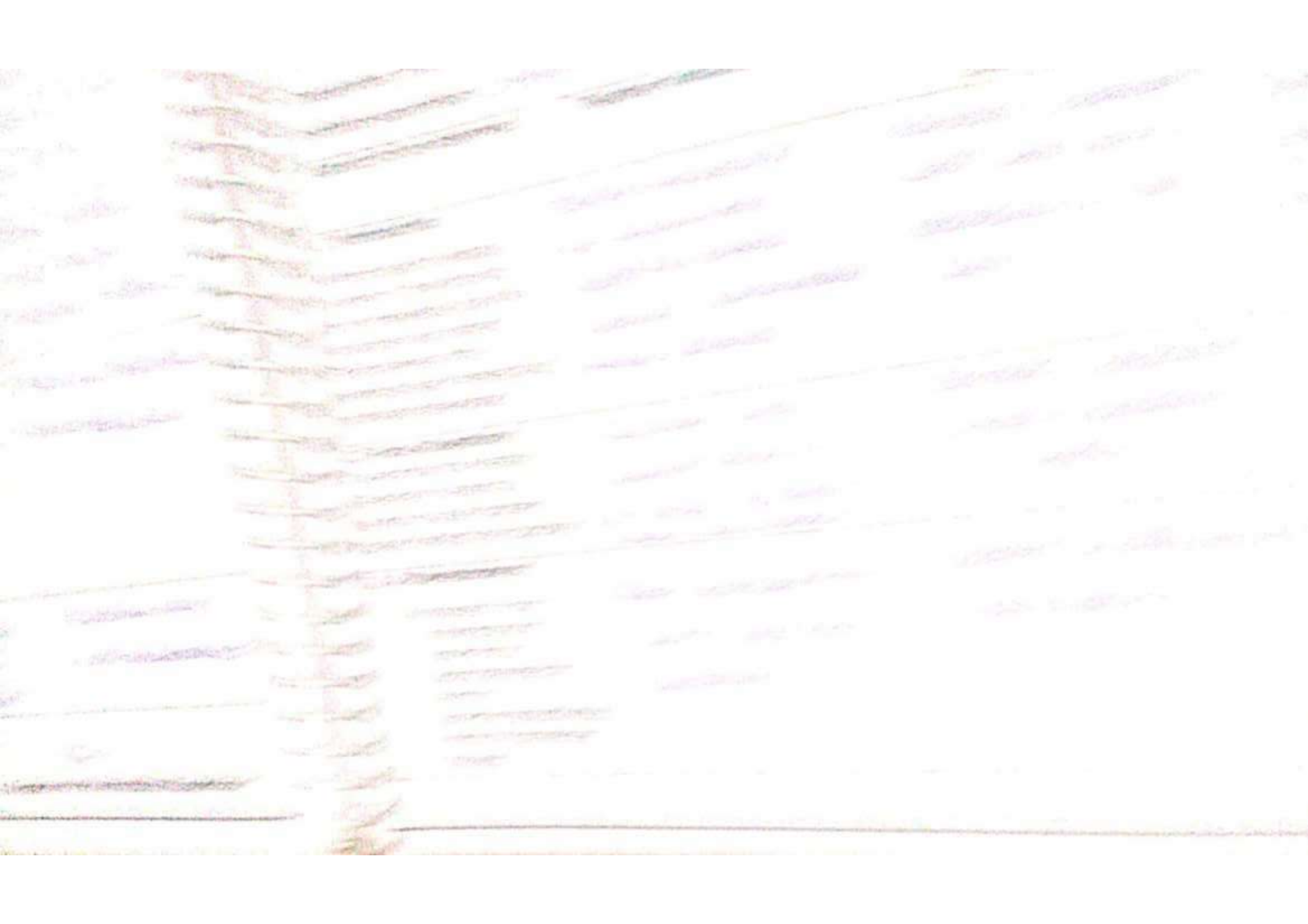
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and others work

Competence	Level 1	Level 2	Level 3	Level 4	Level 5
Competence in subject					
scientific writing and					
evaluation					
As they will be able to					
do a scientific writing					
and evaluate their own					
and others work					
They will be able to					
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do a scientific writing					
and evaluate their own					
and others work					





<p>b) group and individual tasks; teachers' role in facilitating the group and exploring activities</p> <p>c) Competence in using variety of learning resources and materials appropriately; teacher's role in facilitating learners to use materials/resources</p> <p>d) Opportunities provided for development of process skills/linguistic skills, opportunities created for students' demonstration of skills and abilities which are subject specific</p> <p>e) participation of learners</p>	<p>Concept were developed by explanation using video which had connection with the poem</p>	<p>Students observed carefully and tried to link the video shown with the poem</p> <p>Active participation from learners</p>	<p>The leading learning and focus attention of students helps to retain the concepts</p>
<p><b>B) Content competence:</b> adequacy ability to link and integrate between and among different concepts; identification and clarification of misconceptions</p>	<p>Content were practice and arranged sequentially</p>	<p>Students observed the class &amp; listened carefully</p>	







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QUESTION WISE ANALYSIS

Q NO	SC NO	DIRECTION	SPECIFICATION	FORM	MARKS	ESTIMATED TIME	DIFFICULTY LEVEL
1	1	Remember	Recall	SA	2	1	1
2	2	Remember	Recall	SA	2	1	1
3	3	Remember	Recall	SA	2	1	1
4	4	Analyse	Classification	SA	5	1	1
5	5	Understand	Table	SA	5	1	1
6	6	Apply	Table	PA	5	1	1
7	7	Apply	Table	PA	5	1	1
8	8	Analyse	Interpretation	RA	5	1	1
9	9	Analyse	Interpretation	RA	5	1	1
10	10	Analyse	Interpretation	RA	5	1	1
11	11	Analyse	Interpretation	RA	5	1	1
12	12	Analyse	Interpretation	RA	5	1	1
13	13	Analyse	Interpretation	RA	5	1	1
14	14	Analyse	Interpretation	RA	5	1	1
15	15	Remember	Recall	SA	2	1	1
16	16	Remember	Recall	SA	2	1	1
17	17	Remember	Recall	SA	2	1	1
18	18	Remember	Recall	SA	2	1	1
19	19	Remember	Recall	SA	2	1	1
20	20	Remember	Recall	SA	2	1	1
Total							

SA Short Answers

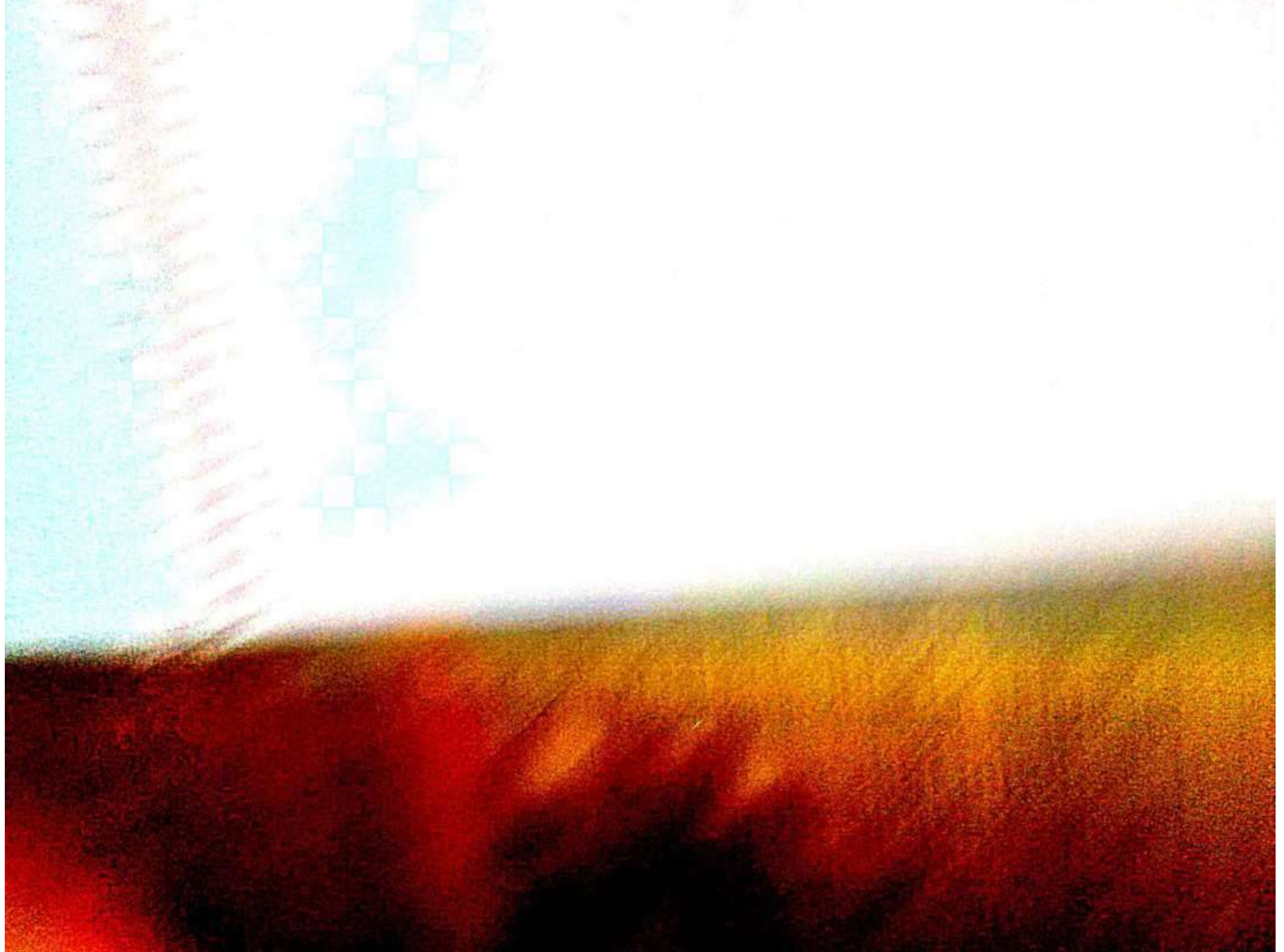
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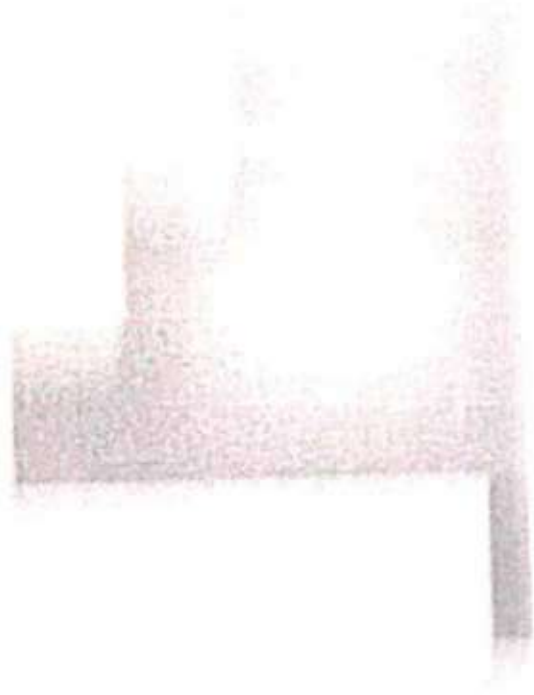


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## CONSERVATION

1975



Describe the steps in the process of conservation of the environment.

- 1. Assessment of the environment
- 2. Identification of the problem

### CONSERVATION OF THE ENVIRONMENT

The environment is the natural world around us. It includes the air, water, land, and living organisms. Conservation is the process of protecting and preserving the environment for the benefit of present and future generations. It involves taking actions to reduce pollution, conserve resources, and protect ecosystems.

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January the 1st 1888  
writing class



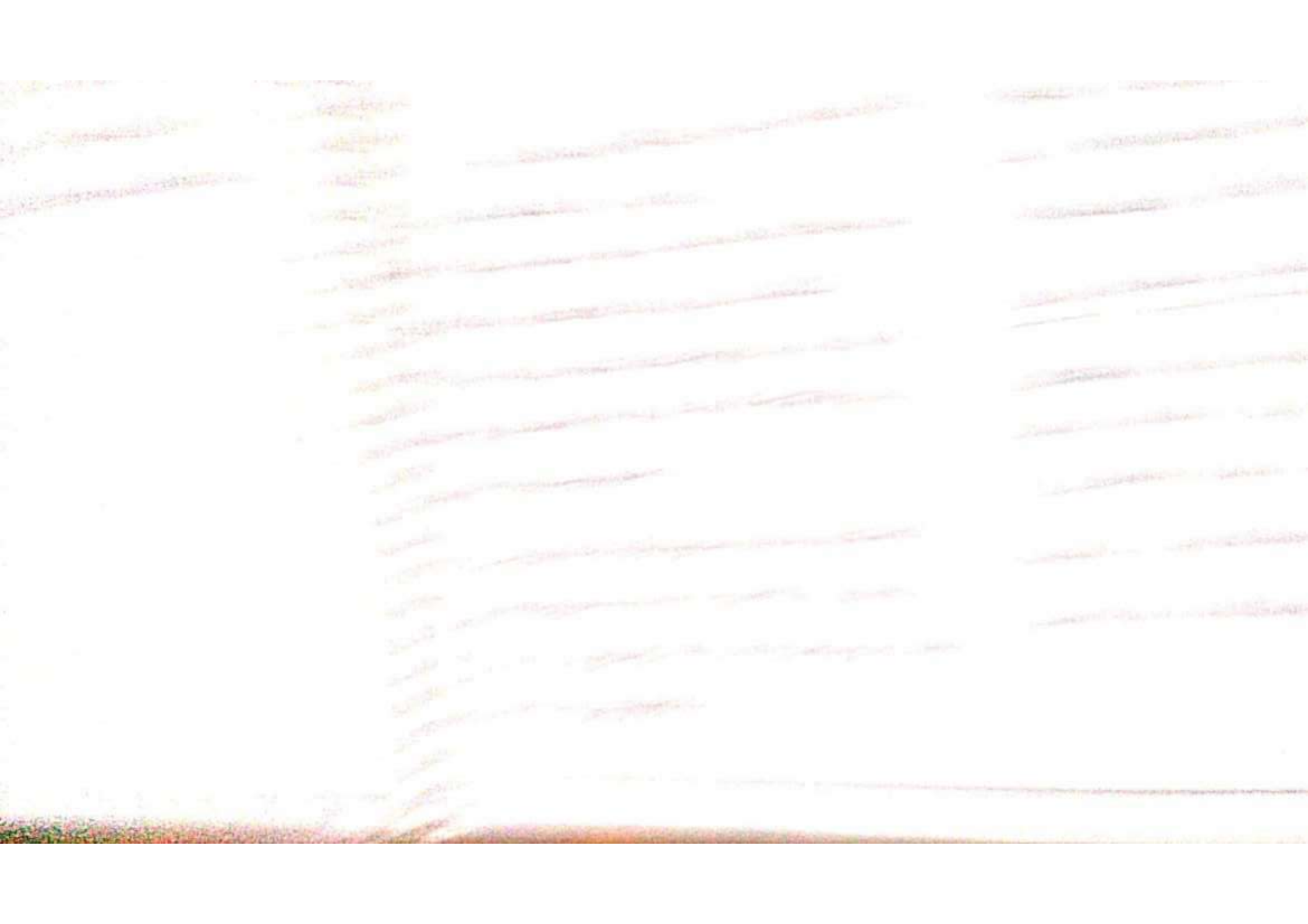
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## EVALUATION RECORD

1. Analysis and reporting of continuous assessment used in the lessons (tools used, assessment of group tasks and individual tasks, assessment of work sheets, and other activities given; feedback provided; measures taken in case of learners who could not perform well)
2. Blue Print on the complete unit taught
3. Unit Test - Question Paper
4. Analysis and interpretation of students performance
5. Conclusion

  
Signature of the Institute Supervisor

# 1. ANALYSIS AND REPORTING OF CONTINUOUS ASSESSMENT USED IN THE LESSONS :

## UNIT: CELL - STRUCTURE AND FUNCTIONS

### TOOLS USED -

During the classroom transaction, students were continuously assessed by probing questions of different kinds. The questions varied from lower order to higher order. Each student was asked to answer to the questions. The higher order questions were mainly included in the extend and evaluation phase. The techniques used to check the level of understanding of students was:

1. Focus question: It was asked at the end of the engage phase. At the end of extend phase, students answered to the focus question.
2. Concept map was drawn at the end of the class, especially at the end of the whole unit to make sure that the students remember the important terms and their relation with concept.
3. Students were asked to solve the new situations to ensure their level of understanding.

### ASSESSMENT OF GROUP TASKS AND INDIVIDUAL TASKS:

- Individual tasks to read the handouts.
- Group tasks were the group discussions during explore phase.  
Ex: Given materials (TLM's) and asked to explain them in groups.

### ASSESSMENT OF WORKSHEETS:

- Worksheets like crossword puzzle were given so as to test their vocabulary and remembrance of words, though it was 30 mins class.
- Concept map was also given to assess.

### ASSESSMENT OF OTHER ACTIVITIES GIVEN:

- Charts, models, tabular columns were used in explore phase and activities were also demonstrated to explain the concepts everytime. Direct experiences, still pictures, ionic experiences, demonstrations, contrived experiences and lots of TLM'S were used.
- Home assignment was given at the end of the class compulsarily.
- The questions given as home assignment were of mostly application level.
- Students were asked to apply the concept learnt and answers to the questions.
- Homework was also checked in the next class.

### FEEDBACK PROVIDED:

- Proper feedback was given to the students when they answered/explained.
- All students are motivated to give answer whether the answer is right or wrong.
- Mistakes were identified and proper explanation about the concept was given to the students.

### MEASURES TAKEN IN CASE OF LEARNERS WHO COULD NOT PERFORM WELL:

- Slow learners were continuously assessed in the class. They were asked to repeat the answers everytime.
- Proper motivation and feedback was provided to them always.
- Their notes were constantly checked and given feedback during the class.
- Slow learners were asked to stay back for remedial classes. They were again taught the concepts which were hard to understand.

## 2. BLUEPRINT ON THE UNIT :

UNIT: CELL- STRUCTURE AND FUNCTIONS.

CLASS & SECTION: 8<sup>th</sup> 'C'

TIME: 30 mins.

MAX. MARKS: 15 Marks

S.No	OBJECTIVE & FORM OF QUESTIONS SUB UNITS	REMEMBERING				UNDERSTANDING				APPLICATION				SKILLS				TOTAL
		MCQ	VSA	SA	LA	MCQ	VSA	SA	LA	MCQ	VSA	SA	LA	MCQ	VSA	SA	LA	
1.	Cell and Discover-ry of Cell.	1(1)																1(1)
2.	Cell and its shape.									1(1)								1(1)
3.	Cell and its size.		1(2)															1(2)
4.	Parts of the Cell					1(2)												1(2)
5.	Cell Organelles	1(1)																1(1)
6.	Nucleus																1(2½)	1(2½)
7.	Prokaryotic cell and Eukaryotic cell.							1(3)										1(3)
8.	Plant cell and Animal cell.								1(2½)									1(2½)
	Total	2(2)	1(2)	-	-	-	1(2)	1(3)	1(2½)	1(1)	-	-	-	-	-	-	1(2½)	8(15)

MCQ: Multiple Choice Questions  
VSA: Very Short Answer  
SA: Short Answer  
LA: Long Answer

## TABLE OF SPECIFICATIONS:

### WEIGHTAGE TO OBJECTIVES

S.No	OBJECTIVE	NO. OF QUESTIONS	MARKS	PERCENTAGE
1.	REMEMBERING	3	4	26.6
2.	UNDERSTANDING	3	7 1/2	53.3
3.	APPLICATION	1	1	6.1
4.	SKILLS	1	2 1/2	14
	TOTAL	8	15	100

### WEIGHTAGE TO CONTENT

S.No	CONTENT	NO. OF QUESTIONS	MARKS	PERCENTAGE
1.	CELL AND DISCOVERY OF CELL	1	1	7.1
2.	CELL AND ITS SHAPE	1	1	7.1
3.	CELL AND ITS SIZE	1	2	14.3
4.	PARTS OF THE CELL	1	2	14.3
5.	CELL ORGANELLES	1	1	7.1
6.	NUCLEUS	1	2 1/2	15.1
7.	PROKARYOTIC CELL & EUKARYOTIC CELL	1	3	20
8.	PLANT CELL & ANIMAL CELL.	1	2 1/2	15
	TOTAL	8	15	100

### WEIGHTAGE TO DIFFERENT FORMS OF QUESTIONS

S.No	FORM OF QUESTIONS	NO. OF QUESTIONS	MARKS	PERCENTAGE
1.	MCHO	3	3	20
2.	VSA	2	4	26.6
3.	SA	1	3	20
4.	LA	2	5	33.4
	TOTAL	8	15	100

### WEIGHTAGE TO DIFFERENT LEVELS OF QUESTIONS.

S.No	DIFFICULTY LEVEL	NO. OF QUESTIONS	MARKS	PERCENTAGE
1.	EASY	2	2	14
2.	MEDIUM	4	7 1/2	53
3.	DIFFICULT	2	5 1/2	33
	TOTAL	8	15	100

### 3. UNIT TEST - QUESTION PAPER :

#### QUESTION WISE ANALYSIS

Q. No	OBJECTIVE	CONTENTS	FORM OF QUESTIONS	DIFFICULTY LEVEL	MARKS	TIME (IN MIN)
1.	REMEMBERING	CELL AND DISCOVERY OF CELL	MCQ	EASY	1	1
2.	APPLICATION	CELL AND ITS SHAPE	MCQ	MEDIUM	1	2
3.	REMEMBERING	CELL ORGANELLES	MCQ	EASY	1	1
4.	REMEMBERING	CELL AND ITS SIZE	VSA	MEDIUM	2	3
5.	UNDERSTANDING	PARTS OF THE CELL	VSA	MEDIUM	2	4
7.	SKILLS	NUCLEUS	LA	DIFFICULT	2½	5
6.	UNDERSTANDING	PROKARYOTIC CELL & EUKARYOTIC CELL	SA	DIFFICULT	3	8
8.	UNDERSTANDING	PLANT CELL & ANIMAL CELL	LA	MEDIUM	2½	6
TOTAL					15	30



POLICE PUBLIC SCHOOL, MYSURU  
PERIODIC ASSESSMENT - 2, NOVEMBER 2022  
Class - VIII, SCIENCE

Timings : 80 mins

Marks : 30

1 X 6 = 6

I CHOOSE THE CORRECT ALTERNATIVE:

- Petroleum is obtained from the \_\_\_\_\_
  - Dead remains of vegetation.
  - Dead remains of terrestrial animals.
  - Minerals of the earth's crust
  - Gradual fossilization of sea animals.
- The cell was discovered by \_\_\_\_\_ (P)
  - Robert Brown
  - Robert Hooke
  - Anton Van Leeuwenhoek
  - Purkinji
- When coal burns in air, it produces \_\_\_\_\_
  - Only Carbon dioxide
  - Carbon dioxide and Carbon monoxide
  - Sulphur dioxide
  - Hydrogen gas
- The cells capable of changing their shapes are \_\_\_\_\_ (A)
  - Amoeba
  - White Blood Cell
  - Both (a) and (b)
  - Only (a)
- which among the following is not a constituent of petroleum \_\_\_\_\_
  - Natural gas
  - Diesel
  - Lime Stone
  - Kerosene
- The cell organelle which is considered as power house of the cell is \_\_\_\_\_ (P)
  - Mitochondria
  - Ribosomes
  - Nucleus
  - Vacuoles

II READ THE PASSAGE CAREFULLY AND ANSWER THE FOLLOWING QUESTIONS:

1 X 4 = 4

Burning of fossil fuels is a major cause of air pollution. Their use is also linked to global warming. It is therefore necessary that we use these fuels only when absolutely necessary.

- What are fossil fuels ?
- Name any two gases that pollutes the air.
- Mention any one disease of human caused by inhaling polluted air.
- Are fossil fuels Exhaustible? If yes, why?

III ANSWER THE FOLLOWING QUESTIONS IN ABOUT 2-3 SENTENCES EACH:

2 X 3 = 6

- Mention the unit used to measure the size of a cell. How was cell discovered? (P)
- What is petroleum refining? Why is CNG called as an ideal fuel.
- Do animal cell possess cell wall? Why is cell wall important to plants? (U)

# POLICE PUBLIC SCHOOL, MYSURU

## III ANSWER THE FOLLOWING IN 4-5 SENTENCES EACH:

3 X 3 = 9

4. Explain the process of formation of coal with a suitable diagram.
5. Write any two differences between prokaryotic and eukaryotic cell. Give one example for each. (2)
6. Write any four measures to reduce the use of fossil fuels.

## IV ANSWER IN DETAIL :

5 X 1 = 5

7. (a) Write a short note on nucleus of a cell. (about 5 lines) (5)
8. (b) Write any three differences between plant cell and animal cell. (3)

XXXXXXXXXXXXXXXXXX

*Ravi Kumar*

Science  
Periodic Test - 2  
Worksheet

Q. Choose the correct answer :-

1. Petroleum is obtained from the  
→ Gradual Fossilisation of sea animals.

2. Who discovered Cell  
→ Robert Hooke.

3. When coal burns in air, it produces.  
→ Only Carbon dioxide.

4. The cells capable of changing their shapes are  
→ Both (a) and (b)

5. Which among the following is not a constituent of  
- protoplasm  
→ lime stone.

6. The cell organelle which is considered as power house  
of the cell is  
→ Mitochondria.

II. Read the Passage carefully and answer the following  
Questions:-

a. What are fossil fuels?

→ Coal, Petroleum and Natural gas. These were formed from the dead remains of ~~the~~ living organisms. These are all known as fossil fuel.

b. Name any two gases that pollute the air.

→ Carbon dioxide and Carbon Monoxide.

C. Mention any one disease of human caused by inhaling polluted air  
→ Lung cancer

d. Are fossil fuels exhaustible? If Yes, why?

→ Yes fossil fuels exhaustible by human activity.

III. Answer the following Questions in about 2-3 sentences

Each:- <sup>used to</sup>

1) Mention the unit measure the size of a cell.

How was cell discovered?

→ Unit used to measure the size of a cell is micrometer. Cell was discovered by Robert Hooke by the observation of cork of the part of the bark of a tree. He took thin slices of cork and observed under a microscope. The boxes appeared like a honey comb. by this he discovered the cell.

2) What is Petroleum refining? Why is CNG called as an Ideal fuel.

→ The process of separating the various constituents / fractions of Petroleum is known as Petroleum refining.

\*The CNG is called as an ideal fuel.

① CNG and are clean fuel.

② Their cost is low

③ They can be directly used for burning.

④ They are easily available.

⑤ They do not produce pollution.

3. Do animals' cell possess cell wall? Why is cell wall

important to plants?

→ No animal cell does not possess cell wall. Cell wall is important in plants because it is a thick layer of the plant.

III. Answer the following in 4-5 sentences each:-

4. Explain the process of formation of coal with a suitable diagram.  
→ About 300 million years ago the earth had dense forest in low lying wetland areas. Due to various natural process like flooding got buried under the soil. The soil deposits layer by layer over them, they compressed under high-temperature and pressure the plants got converted into coal slowly this process is called as Carbonisation.

5. Write any two differences between Prokaryotic and Eukaryotic cell. Give one example for each.

→ Eukaryotic have well designed nucleus and organelles covered with membrane while prokaryotic do not have a well designed Nucleus membrane.  
Eukaryotic Ex:- Plant cell and animal cell  
Prokaryotic Ex:- Bacteria and Blue Green algae.

6. Write any four reasons to reduce the use of fossil fuel.

→ We should decrease the use of fossil fuel  
\* Fossil Fuels are natural gas like coal and petroleum it may cause danger  
\* We should decrease the direct burning.  
\* They do not produce pollution.

#### iv. Answer in Details

→ Write a short note on nucleus of a cell.  
→ It is an important component of the living cell and organelle and generally spherical in shape located in the centre of the cell. Genes, chromosomes, nucleolus membranes with diagram.

→ Write any three differences between plant cell and animal cell.

Plant Cell	Animal Cell
* Cell wall is present	* Cell wall is absent
* Chloroplasts are present	* Chloroplasts are absent
* Vacuole is big / large	* Vacuole is small
* Plastids are absent	* Plastids are absent
* Nucleus is at the side (near to cell membrane)	* Nucleus is at the middle

~~Pranav~~  
25/11/20

# POLICE PUBLIC SCHOOL, MYSURU

## UNIT TEST: CELL-STRUCTURE & FUNCTIONS

CLASS: 8<sup>th</sup> 'C'

MAX. MARKS: 15

SUBJECT: SCIENCE

DATE: 23/11/2023.

I. Choose the correct answer from the options given below:

1 × 3 = 3

1. The cell was discovered by \_\_\_\_\_. (R)  
a. Robert Brown.                      b. Robert Hooke.  
c. Anton Van Leeuwenhoek         d. Purkinji
2. The cells capable of changing their shapes are (A)  
a. Amoeba                                 b. White Blood Cell  
c. Both a and b                          d. Only a.
3. The cell organelle which is considered as power house of the cell is \_\_\_\_\_. (R)  
a. Mitochondria                         b. Ribosomes.  
c. Nucleus                                 d. Vacuoles.

II. Answer the following questions in about 2-3 sentences each.

2 × 3 = 4

4. Mention the unit used to measure the size of a cell. How was cell discovered? (R)
5. Do animal cell possess cell wall? Why is cell wall important to plants? (V)

III. Answer the following questions in about 4-5 sentences each.

1 × 3 = 3

6. Write any two differences between prokaryotic and eukaryotic cell. Give one example for each. (V)

IV. Answer in detail:

5 × 1 = 5

7. q. Write a short note on nucleus of a cell with labelled diagram. (about 5 lines). (5)
8. b. Write any three differences between plant cell and animal cell. (6)



# MARKING SCHEME

QUESTION NUMBER	KEY/ VALUE POINT	MARKS ALLOTTED FOR EACH KEY POINT	TOTAL MARKS
1.	Robert Hooke. (b)	1	1
2.	Both a and b (c)	1	1
3.	Mitochondria (a)	1	1
4.	<p>The Unit used to measure the size of the cell is micrometer (mm).</p> <ul style="list-style-type: none"> <li>• Robert Hooke discovered the cell in 1665</li> <li>• He observed the cork (it is a part of the bark of a tree) and took its thin slices and observed under the microscope. Then the cork appeared like boxes/ honey comb. It has a compartments where each box is separated from the other by a membrane. He coined the term 'cell' for each box.</li> </ul>	<p>1</p> <p>1/2</p> <p>1/2</p>	2
5.	<ul style="list-style-type: none"> <li>• No animal cell doesn't possess cell wall.</li> <li>• Cell wall is important to plants because:               <ol style="list-style-type: none"> <li>1. Protection against variations in temperature, high wind speed, atmospheric moisture etc.</li> <li>2. They can't move.</li> </ol> </li> </ul>	<p>1</p> <p>1</p>	2

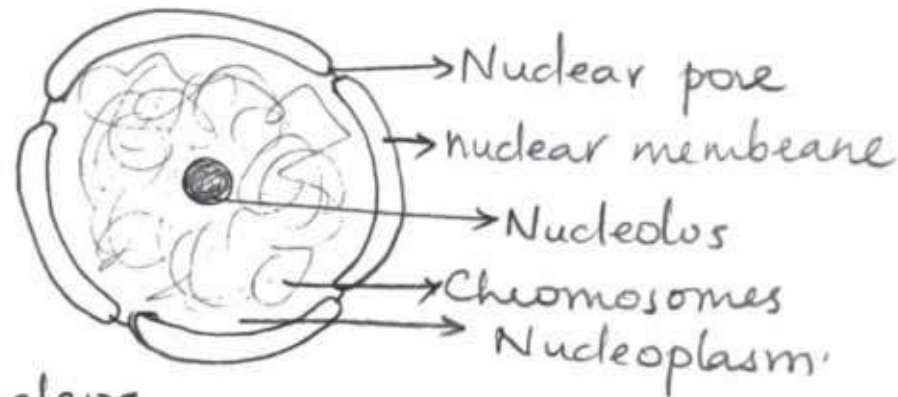
6. Differences between prokaryotic cell and eukaryotic cell:

PROKARYOTIC CELL	EUKARYOTIC CELL
<ul style="list-style-type: none"> <li>• Prokaryotes (Pro: primitive; karyon: nucleus) doesn't have any nuclear membrane.</li> <li>• They doesn't have cell organelles.</li> </ul> <p>Ex: Bacteria and blue green algae.</p> <ul style="list-style-type: none"> <li>• DNA replicates entire at once.</li> </ul>	<ul style="list-style-type: none"> <li>• Eukaryotes (Eu: true; karyon: nucleus) have well-organised nucleus with a nuclear membrane.</li> <li>• They have most of the cell organelles.</li> </ul> <p>Ex: Onion cells, cheek cells.</p> <ul style="list-style-type: none"> <li>• DNA highly regulated with selective origins and sequences.</li> </ul>

7.a. Nucleus

- It is an important component of the living cell.
- Shape: Spherical.
- Location: At the centre of the cell.
- Parts: Nuclear membrane  
Nucleolus  
Nucleoplasm.  
Chromosomes  
Genes.

- Nuclear membrane: Nucleus is separated from the cytoplasm by a membrane called nuclear membrane. It is porous.
- Nucleolus: It is a small spherical body in the nucleus.
- Chromosomes: Nucleus contains thread-like structures called chromosomes.
- Genes: Chromosomes carry genes and help in inheritance or transfer of characters from the parents to the offspring.

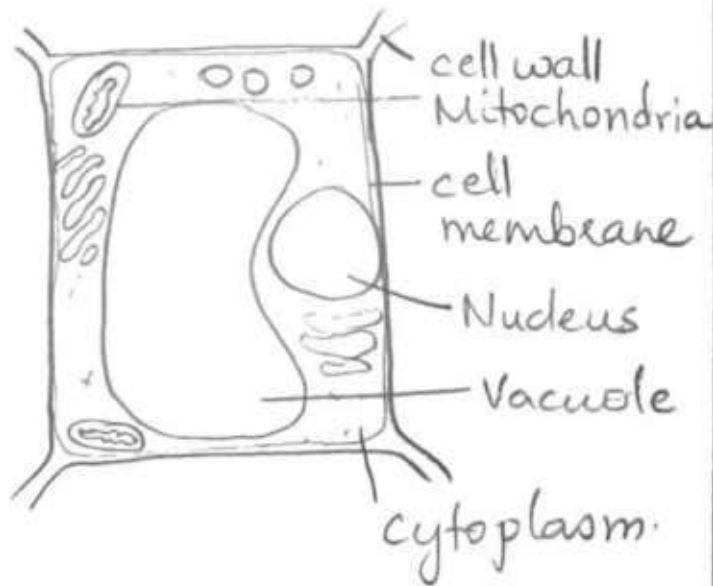


Nucleus

8.b. Differences between plant cell and animal cell:

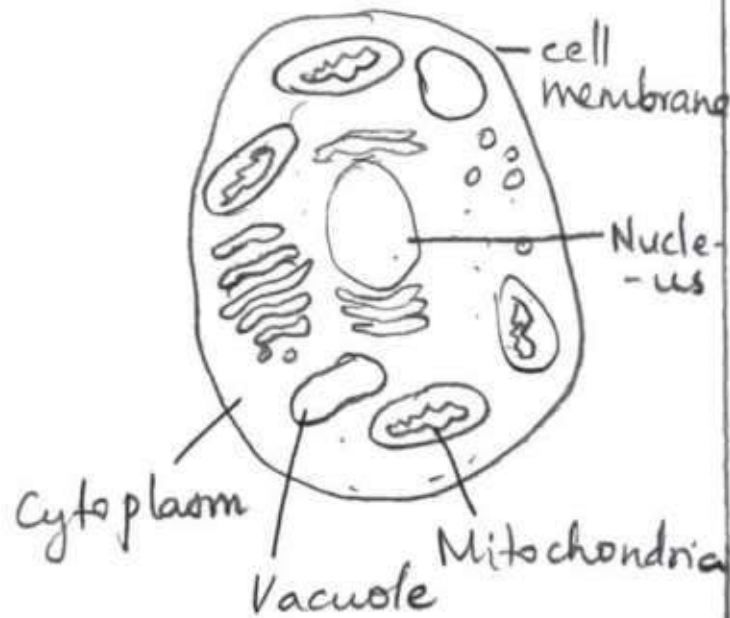
PLANT CELL	ANIMAL CELL
<ul style="list-style-type: none"> <li>• It has a cell wall.</li> <li>• It has plastids and chloroplasts.</li> <li>• Big vacuole.</li> </ul>	<ul style="list-style-type: none"> <li>• No cell wall.</li> <li>• Plastids and chloroplasts are absent.</li> <li>• Vacuole is small.</li> </ul>

- Mitochondria are less.
- Centrioles and microtubules are absent.
- Nucleus is towards periphery.



PLANT CELL

- Mitochondria are more.
- Centrioles and microtubules are present.
- Nucleus is at the centre.



ANIMAL CELL

2

1/2

2 1/2

# MARKLIST

S.No	NAME OF THE STUDENT	MARKS	S.No	NAME OF THE STUDENT	MARKS
1.	K. BHODMIKA	12	23.	ZAINA BEGUM	10
2.	S. BHOOMIKA	15	24.	ASHRAY SAMUEL.S.	5
3.	BRUNDASHREE	15	25.	BHUVAN.	15
4.	G.NANITHA	8	26.	P.M. CHEZHAN	8
5.	KHUSHI	11	27.	HARSHAVARDHAN.	10
6.	LAKSHMI	8	28.	KHUSHIK. M.N.	5
7.	MADHURA.	13	29.	M.G. MADHUSUDHANA.	11
8.	NANDHITHA	7	30.	MOHMD. HARS.	4
9.	NAGASHREE	14	31.	NIKHIL. DDR.	12
10.	NISHA	4	32.	PRATHIK. B.K.	9
11.	POORVIKA	11	33.	G. PREETHAM.	8
12.	RACHANA	9	34.	RITHVIK. PRASAD.	15
13.	SHIVA PRIYA.	5	35.	SAMRUDH.	10
14.	SWETHA	7	36.	SUMUKH. M.	3
15.	SUKRUTHA	3	37.	TANMAY. J.M.	11
16.	TRUPTHI	10	38.	YASHAS. M.M.	8
17.	THANMAY. R.	6	39.	YASHAS. M.	11
18.	VAISHNAVI. M	13	40.	YASHMITH. M.	15
19.	VAISHNAVI. S	8	41.	YATHEESH.S.	3
20.	VASUNDHARA.	10	42.	YOGESH. S. MURTHY	8
21.	VIDHYA. RAJ. R	14	43.	YOUSUF. AHMED	15
22.	VISMAYA.	11	44.	GEETANJALI.	4

UNIT: CELL-STRUCTURE  
AND FUNCTIONS.

CLASS: VIII 'C'

SUBJECT: SCIENCE

DATE: 2 -11-2022.

PERIOD: 1<sup>st</sup> & 2<sup>nd</sup>

TIME: 9:00 - 10:20 am.

MAX. MARKS: 15

NO. PRESENT: 44

NO. ABSENT: -

TOTAL STRENGTH: 44

# ANALYSIS OF DATA

## 1. MEAN :

CLASS INTERVAL	FREQUENCY ( $f_i$ )	MID POINT ( $x_i$ )	$f_i x_i$
0-3	4	1.5	6
3-6	6	4.5	27
6-9	9	7.5	67.5
9-12	15	10.5	157.5
12-15	10	13.5	135
Total	$\Sigma f_i = 44$		393

$$\text{Mean} = \frac{\Sigma f_i x_i}{\Sigma f_i} = \bar{x}$$

$$\bar{x} = \frac{393}{44}$$

$$= 8.931$$

$\text{Mean } (\bar{x}) = 8.93 \text{ marks.}$

## 2. MEDIAN :

CLASS INTERVAL	FREQUENCY ( $f_i$ )	CUMULATIVE FREQUENCY (CF)
0-3	4	4
3-6	6	10
6-9	9	19
9-12	15	34
12-15	10	44
	$\Sigma f_i = N = 44$	

$$\text{Median} = l + \frac{\frac{N}{2} - c.f.}{f} \times h$$

$l$  = lower limit of median class.

$N$  = sum of all frequencies.

$f$  = frequency corresponding to median class.

$h$  = class size

$c.f.$  = cumulative frequency of preceding median class.

$$\frac{N}{2} = \frac{44}{2} = 22$$

$$l = 9$$

$$h = 3$$

$$c.f. = 19$$

$$f = 15$$

$$\text{Median class} = 9-12$$

Median class

Median =  $\frac{\frac{2}{2} - 1}{f} \times h$   
 $= 9.06$  marks

$= 9 + \frac{22-19}{15} \times 3 \rightarrow 9 + \frac{2}{15}$

**Median = 9.06 marks**

3. MODE :

CLASS INTERVAL	FREQUENCY (fi)
0-3	4
3-6	6
6-9	9
9-12	15
12-15	10

Modal class = 9-12  
 Mode = 3 median - 2 mean  
 $= 3 \times 9.06 - 2 \times 8.93$   
 $= 27.18 - 17.86$   
 $= 9.32$

**Mode = 9.32 marks.**

CLASS INTERVAL (C.I.)	FREQUENCY ( $f_i$ )	MID POINT OF C.I. ( $x_i$ )	$f_i x_i$	CUMULATIVE FREQUENCY (C.f.)	$x_i - \bar{x}$	$(x_i - \bar{x})^2$	$f_i (x_i - \bar{x})^2$
0-3	4	1.5	6	4	-7.43	55.20	220.8
3-6	6	4.5	27	10	-4.43	19.62	117.72
6-9	9	7.5	67.5	19	-1.43	2.04	18.36
9-12	15	10.5	157.5	34	1.57	2.46	36.9
12-15	10	13.5	135	44	4.57	20.88	208.8
	$\Sigma f_i = 44 = N$		$\Sigma f_i x_i = 393$				$\Sigma f_i (x_i - \bar{x})^2 = 602.58$

$$\begin{aligned} \text{Standard deviation} = \sigma &= \sqrt{\frac{\Sigma (x_i - \bar{x})^2}{\Sigma f_i}} \\ &= \sqrt{\frac{602.58}{44}} \\ &= \sqrt{13.69} \end{aligned}$$

$$\sigma = 3.8$$

Range = maximum value - minimum value  
 $= 15 - 3$   
 $= 12$



## FREQUENCY

## CURVE

(Bell curve)

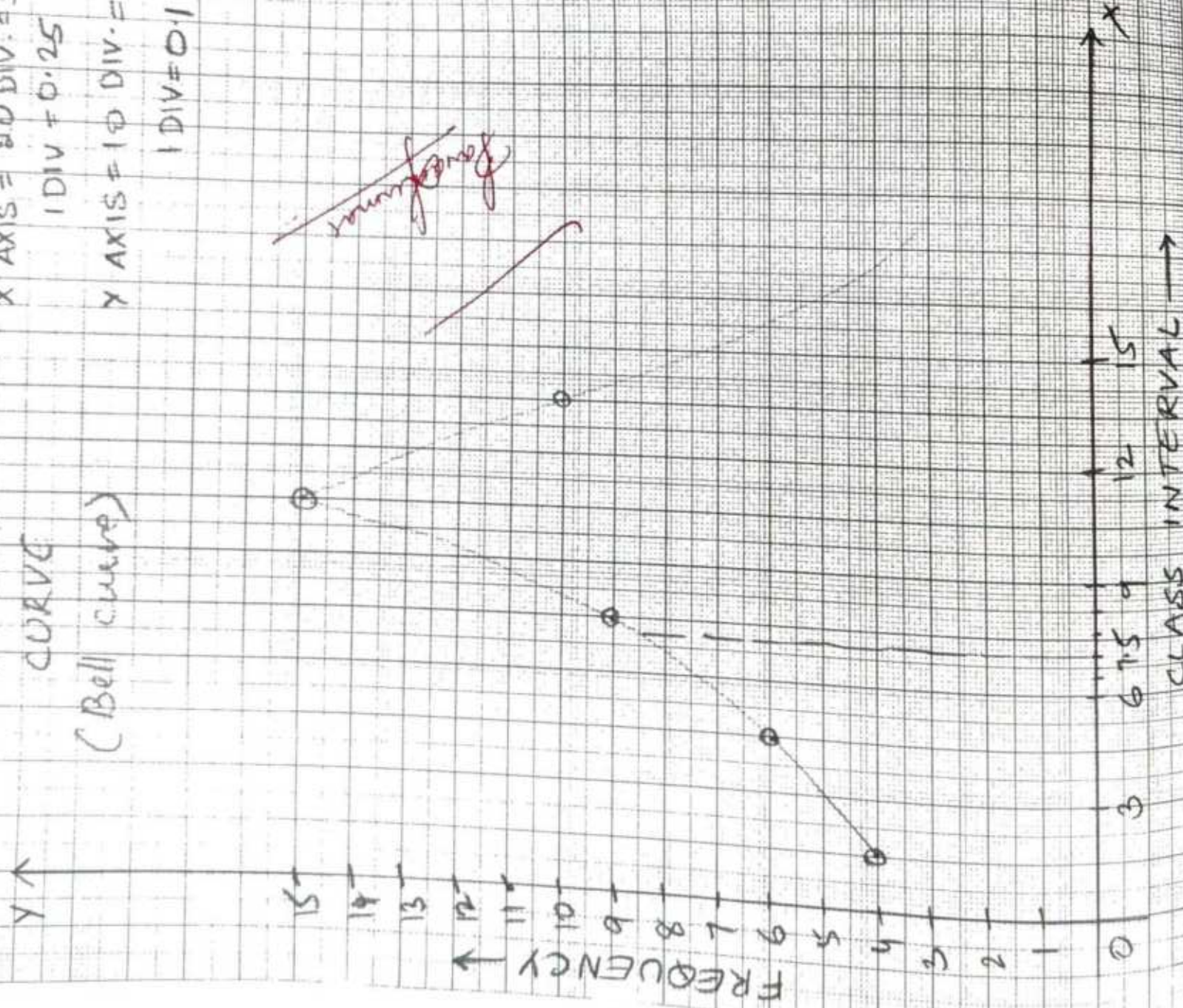
SCALE:

X AXIS = 20 DIV. = 5

1 DIV = 0.25

Y AXIS = 10 DIV. = 1

1 DIV = 0.1

~~Frequency~~

Experiment No.

Sheet No.

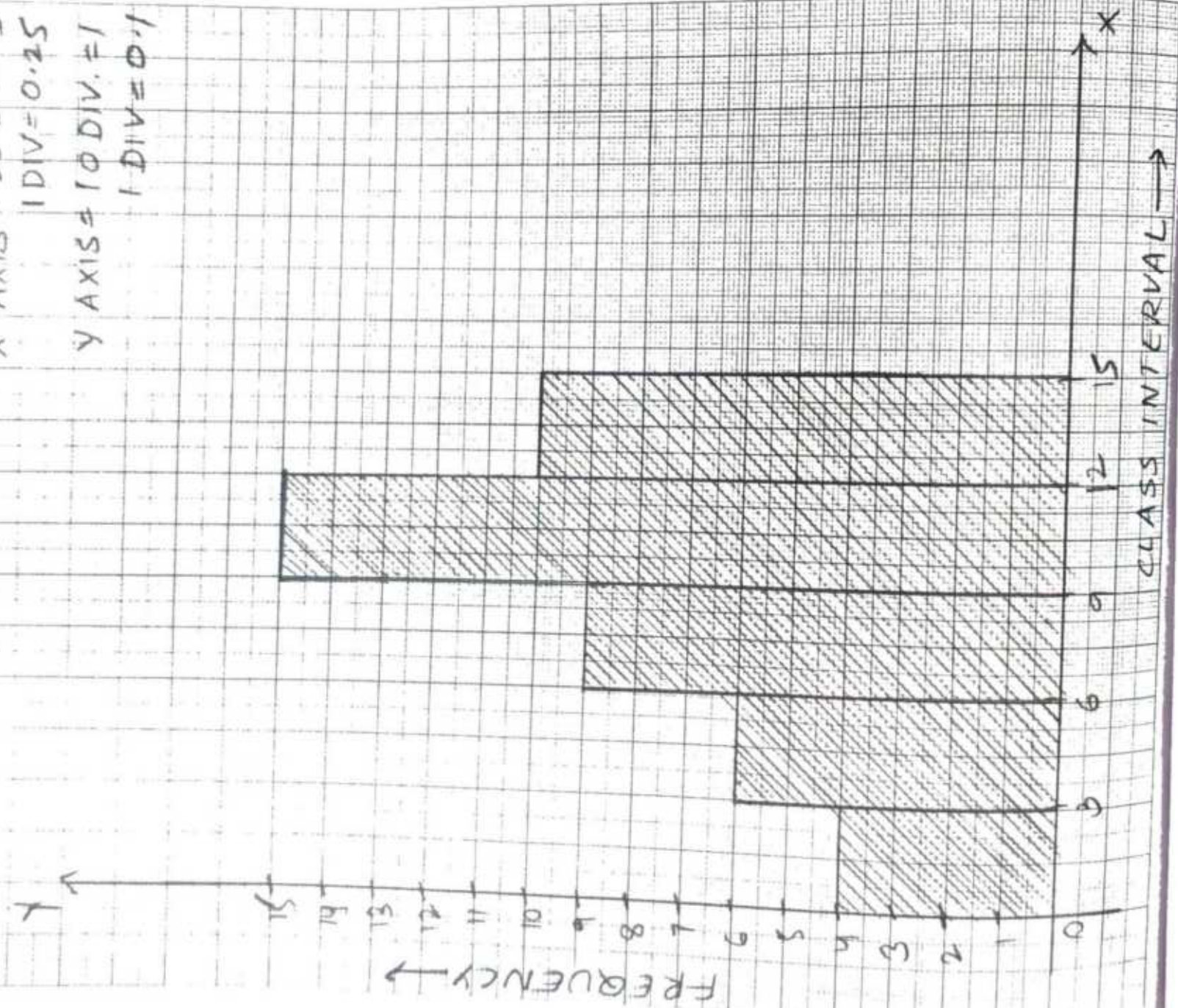
Date

# HISTOGRAM

SCALE:

X AXIS = 20 DIV. = 5  
1 DIV. = 0.25

Y AXIS = 10 DIV. = 1  
1 DIV. = 0.1



## ANALYSIS AND INTERPRETATION OF STUDENT PERFORMANCE:

From the obtained data, the following conclusions are made:

The average marks of the class out of 15 is found to be 8.93.

Mode is found to be 9.32.

Median is found to be 9.06.

Standard deviation is found to be 3.8.

Range is found to be 12.

The highest score in the class is 15 and the least score is 3.

The question paper was set on students level of learning and it was moderate. But, after seeing students marks and average marks, I felt students might felt it above moderate level.

Many students felt difficult in solving question no. 5.

Few students got confused in question number 2.

Majority of the students scored between 9-12.

Students failed to analyse the situation which was given in question no. 7.

The graphs attached - histogram, frequency curve graph which came to be as a 'bell' - bell curve graph.

## 5. CONCLUSION :

- The unit test was conducted for 15 marks (30 marks - periodic test) and it included all types of questions - easy, moderate and difficult.
- The test also included different forms of questions such as objective, short answers, very short answer and long answer type.
- The question paper was set in such a way that everyone can answer it.
- After analysing the answer sheets of the students, I was happy that most of them performed well.
- Average level students also did well.
- I came to know all types of learners in the class.
- I was happy with the performance of the students and with their marks. By this, I came to know that they understood the concepts well.
- I also solved the paper after the exam in the class. I explained the concepts.
- It was a good experience and I loved conducting them.
- It was a very active and enthusiastic class.

~~Valued  
Tulsi  
05/01/2022~~