

NAAC ACCREDITATION 4th CYCLE DVV CLARIFICATION

CRITERIA: 2

LESSON OBSERVATION

GANDHI SHIKSHAN BHAVAN'S Smt. Surajba College of Education

(Conducted by Indian Council of Basic Education)

Name of the Student		Roll No
School	_ Class	Div
Subject		
Unit		Sub-Unit No
Lesson No.		Date
Objectives and Specifications:		
Learning Materials:		
Core Element :		

Teaching Points:	
reaching Points:	
是一种,我们就是一种,我们就是一种,我们就是一种,我们就是一种的。 第一种,我们就是一种的人,我们就是一种的人,我们就是一种的人,我们就是一种的人,我们就是一种的人,我们就是一种的人,我们就是一种的人,我们就是一种的人,我们就是	

Teaching Learning Activities:

Chalk Board Summary:

References:	Subject :		Date :	
References: Remarks & Suggestions:	Name of the Topic:		Std	
Remarks & Suggestions:				
Remarks & Suggestions:				
Remarks & Suggestions:				
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	References:			
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Cionature				
Signature				
		Signature		

SMT SURAJBA COLLEGE OF EDUCATION (Conducted by ICBE)

JUHU, MUMBAI: 400049

CO TEACHING EVAL	UATION PERFORMA
NAME OF THE SCHOOL:	
NAME OF THE STUDENT:	

Lesson	Name of the	Criteria	Criteria	Criteria	TOTAL
No	Co-Teacher				
		CONTENT KNOWLWDGE 3	CONTENT DELIVERY 3	ONLINE RESOURCES USED 4	10
1					
2					
3					

NAME OF THE	STUDENT:	

Lesson	Name of the	Criteria	Criteria	Criteria	TOTAL
No	Co-Teacher				
		CONTENT	CONTENT	ONLINE	10
		KNOWLWDGE	DELIVERY	RESOURCES USED	
		3	3	4	
1					
2					
3					

Lesson	Name of the	Criteria	Criteria	Criteria	TOTAL
No	Co-Teacher				
		CONTENT	CONTENT	ONLINE	10
		KNOWLWDGE	DELIVERY	RESOURCES USED	
		3	3	4	
1					
2					
3					

NAME OF THE STUDENT:

Lesson	Name of the	Criteria	Criteria	Criteria	TOTAL
No	Co-Teacher				
		CONTENT	CONTENT	ONLINE	10
		KNOWLWDGE	DELIVERY	RESOURCES USED	
		3	3	4	
1					
2					
3					



SR. NO.	CRITERIA FOR
	EVALUATION
	(EQUAL
	WEIGHTAGE)
1	PLANNING
2	CONTENT
	PREPARATION
3	TEACHER
	PERSONALITY
4	TEACHING AIDS
5	COMMUNICATION
	SKILLS



SMT.SURAJBA COLLEGE OF EDUCATION JUHU, (NORTH), MUMBAI: 400049 (Conducted by Indian Council of Basic Education)

INDEX SEM IV 2022-24

Class- S. Y. B. Ed

Name: Smita Babulnath Mishra Roll Number: 26

Name of School Group: 6.6.0 Bartiwala high School.

Name of the In-charge Mentor: Vaishali Dhawaye Ma'am

PEDAGOGY BASED LESSON METHOD II

					The second of th
R JM	SUB – UNIT	Name of the UNIT	Class	Methodology	Date . Sign
	1.1	Papa Panov's special christmas	VII	Story - telling	21 2124 180
3	1.3	Homophones and Homographs	VIII	Inductive Inductive	29/2124 180
4 5	2.1	Unke Munke Timpeton Unke Munke Timpeton	VII	prory - terring	5/3/24 1990 11/3/24 1990

CO-TEACHING WITH THE PEERS

_				1 27 (1 1-1	Date	Sign
R	UNIT	Name of the Peer Unit	Class	Methodology	Date	Jig.
h I			1,		1	
1		<u>n</u>		Story - telling	12/3/24	186
1	[-]	Ramanujan	VIII			166)
,	1. 2	Ramanulan	VIII	Role-Play	14/3/24	100
<u> </u>	1.0		VIII	Self-Study	15/3/24	MA
5	1.3			Explanation Discussion	27/3/24	1/202
1	2.1	Clauses	711			(Amagan
1	2.2	Clauses.	VII	Daill	6 4 24	61612
?	7.2	Clauses				61415

DETAILS OF THE ACTION RESEARCH

CLASS	NAME OF THE TOPIC	No of Participants	SIGN	
88	A Study on effects of Junk food on children's health and awareness programme on the consumption of healthy food	40	VA	

Core Element: Inculcation of



			Date Page	
	10 C 10	ESSON PLA		
		1 Parker		- - -
		Clary VIII		-
		Method		-
Method Teaching Evaluation aids Process	اره م	5 8	5 C	-
53 53	stion	ion i	* on the state of	-
Evaluation Process	Questioning	adestioning Observation	Questioning Observation	()
NO P	0	Ø 0		5
6		lung room	Powerpoint	+
Teaching	368	6 3	Powerpoint Presentation	es
120	Video Pictures Story Script	Pictures	9 & C	-
CONTRACTOR OF THE PARTY OF THE	> 4 20 Q	The state of the s	20	.7
pou	<u> </u>	Explanation Discussion	Inductive	w.
Method	Story Telling	kpla.	Dedo	
	The state of the s	SU DE	* remembering * understanding * logical thinking * listening * syalls * applying * applying * applying * applying * applying	20
୍ଷ ଧ	* Comprehending * listening 5Kills * Oral * Yorabulary * Human Value * interest	* Comprehending * loud reading Skills * listening Skills * Vocabulary * human value	* remembering * understanding * logical * hinking * listening * applying * applying * applying * applying	15
Objectives	* Comprehe * listening \$Kills * Oral * Yo cabul * Human * interest	mpye isters ister ister ister ister isters ister is	* Landers * Logical * Listening * Listening * Control of the contr	عاد؛
obje	\$ \$ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \ \	* *	***	
July 1	8 2 S	Story of Papa Parov young lady with a baby beggatis and 34 Sus	ones wha	son
Sis	St. J.	of of this at	ard ard nogre	
Content Analysis	Story of Papa Parov and the Sweeper, Jesu	Story of Papa Parov young lady with a bab beggars and 34 Sus	Homophones And Homographs	41
20	Pare	42 P 24 D D D	28 2 24	\exists
7	Story of Papa Story of Papa Barener and the 21/24 Sweeper, Jesus.	26/2/24 Parov young beggars and 5 sus	28	\dashv
Date	1 2	d	col	\dashv
Stab White D			60	4
SR S	SALANDER BURGERS CONNECTION	A CONTRACTOR OF THE PROPERTY O	cultural Heritage	15

GANDHI SHIKSHAN BHAVAN'S Smt. Surajba College of Education (Conducted by Indian Council of Basic Education)

Name of the Student C	<u> </u>	
School S.C. D. R. A. Roll No. 26		
Darting a School Class Till		
3 - Indian	The state of the s	
Unit Papa Panov's Special christme Lesson No. 1	Method Story-telling	
Lesson No	Sub-Unit No. 1.1	
Ecssoli No.	Date 18/2/24	
Objectives and Specifications:	a short long mount on the second	
To help pupil is	The second characters	
11/10/00 00001	meaning of new words,	
Papa Panov's special christmas?	phrases and idioms.	
311111000000	in a Sentence of their own.	
	SETTETION OF THEIR OWN.	
b) Explains the main characters	5) Developing the human values	
of the lesson.	like beloins the pandy and	
led the	being good to others.	
Built = 0 600 loss (Supressions	Pupil: - a Appreciates all the human	
- Tuph gopeaks Contidently his	value like helping the needy	
DWN 10 eas.	by commenting on it.	
b) Speaks without fear	b) Enumerates the need to develop	
Articulates well.	these human values.	
2) Developing listening skills	Developing interest in the lesson	
Pupil:-a)replies properly to the	through Story telling	
question asked.	Pupil:-a)listens story with	
b) Takes active part in the	concentration.	
discussion.	b) answers to the questions	
100 - But Curt Edge, person set	asked.	
4) Developing vocabulary	Lastice plugiti	
Pupil: - a) tries to give the Learning Materials: Story Script, v	e e e e e e e e e e e e e e e e e e e	
Dearning Waterlans. Stony Script, V	ideo on christmas, pictures of	
Papa Panov, Sweeper, Leo Tolst		
Core Element: Inculcation of values. Cultural Heritage		

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which	10,	le of the 1	vorld's	greatest is	ace. He w	specially known what is sometimed to lathick
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	Su	money :-	Papalas	Jov's Shoen	naker na	med Papa Papar without of Started to make then
	a	Short Story	about	an ala since	him an	d Started to ago withou
	da	eamt of Je	sus com	ing 10 Vine	Then he s	d Started to make then sees a sweeper would The Sweeper whiste
	as	rangements	to well	me lesus	to him	The Sweeper is listed and wish that phylmai
	te	els like p	miding	breaktast	sture o	nd wish that pulmai
· Vs	10	my happy i	with Pap	a Panavis	gentina	wash that polymai
Hings	dr	eam tome	true.		reber	don.
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	dh	iers with	small 1	ittle thing	S. A Sho	emaker who lives a W
	us	his wife	is dead	and child	reas had	gone who lives a Wi
	Je	sus visit l	nim and	he will	give Jesu	is a gift.
	2)	The Sween	pr:- Lo	oked miser	rable and	I distu dans
	Ch	ristmas D	an Graf	s to Papa	Papay's	I disty blasking on 3)
	in	fee and w	rishes t	hat Papa	Paney15	Shop and have south dream come true 1)
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	70	world	to nen	quickly	the child	men Schwied from
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	2) .	ruffled				
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			of peir	a obstructed	because	of the closed wind
			in som	e way.	. 571:	11/12/10/10
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	3) 5	Sigh	audib	le breath	brando	a bot down with a
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		Phrases				
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		dance bot	ove puel	or torusio	· · · · ·	a L a Ll a i)
			3	- '-Cuaiu	9 on iext	FINDURY FUE BRIDE
1			V			began to dance
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		Cannot believe his	Annual Section	to be Sur	rprised by	
A	2)	believe his	s ears	what you	hear.	I cannot believe
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-	1		-			
NOTE:	1			1		Ifailed in aroms.

ching I com:
ching Learning Activities:
introduce the lesson a video on christmas will be shown and
bot was It
hat was the video about?
thich characters were shown in the video?
Then is christmas celebrated?
hat was the video about? Thich characters were shown in the video? I was colebrated? Then is christmas celebrated? who is to you in the helping gesture d sidest asked asked.
a street partire of an old man makes his christmas specialists
I have of the story will be written on the board and the
ther will be introduced a thought the
ien the story will be parated and pictures will be shown
intermediaty. Following jostneticos unil be given:
oren to the Story carefully.
laiptain Silence
questions will be asked after narrating the story.
IPO the Story will be porreted.
ben to develop and understand the lesson following questions le ill be asked. Vocaledary will be explained & students weil be
Did you all like the story? asked to use int in their outton
Who are the two main characters?
Which testival is mentioned in the Story? I write the
tathet was the atmosphere amond?
They was Papa Papar Sad?
What was Papa Panov reading? of seepeeline
What would have Papa Panor done if Joseph and Mary come for help
Which gift was to be given to Jesus?
Ulhat did Papa Papay dreamt?
1) What did Papa Panal do every now and then?
1) Whom did he saw on the street? developing ers.
12) How was the Sweeper?
13) What did Papa Panov told the suresper?
14) What did the sineoper wished for Papa Panov?
15) What did you learn from this part of the
Story? ens Frances will be developed Smultaneons Homework: - Predict what lould happen smext in the Story?
Homeworn :- weither what tours impartition
tradical transfer and transfer

4 Chalk Board Summary: Date: 18/2/24 Subject : English Name of the Topic: Papa Panov's Special christmas Std. VII D 2) cannot believe his ears. New words /phrases:-Author-Leo Tolstoy 1) Scurried Characters :-2) muffled 1) Papa Panov 3)Sigh 2) Sweeper 4) quilt 6) Strayed Phrases Uprint began to dance before eyes. References: ed! Remarks & Suggestions:

GANDHI SHIKSHAN BHAVAN'S Smt. Surajba College of Education

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init Papa Papav's Special Christmas Sub-Unit No. 1-1 esson No. 1 Date 21/2/24 bjectives and Specifications: help pupil in and idioms lampor bending the lesson houses the new words I phrases apa Papav's Special christmas? in a seatence of their own explains the main characters like helping the needy and sering good to others. Explains the main characters like helping the needy and he lesson. Pupil: Oxements on the human values like helping the needy only the pupil: Oxements on the human values like helping the needy of the human values like helping the need to develop these human values like helping the need to develop these human values Developing and expressions lesson through story telling upil: Oxements of the question which they want to the question which they want to the question when they want to the question when they are the premises to give the meaning of new words, phrases to the an christmas, pictures of Papo Panov, Sweeper, Leo Tolstoy					
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init Papa Papav's Special Christmas Sub-Unit No. 1-1 esson No. 1 Date 21/2/24 bjectives and Specifications: help pupil in and idioms lampor bending the lesson houses the new words I phrases apa Papav's Special christmas? in a seatence of their own explains the main characters like helping the needy and sering good to others. Explains the main characters like helping the needy and he lesson. Pupil: Oxements on the human values like helping the needy only the pupil: Oxements on the human values like helping the needy of the human values like helping the need to develop these human values like helping the need to develop these human values Developing and expressions lesson through story telling upil: Oxements of the question which they want to the question which they want to the question when they want to the question when they are the premises to give the meaning of new words, phrases to the an christmas, pictures of Papo Panov, Sweeper, Leo Tolstoy					
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of Papa Panov, Sweeper, Leo Tolstoy	Rupil: a) tries to give the				
of Papa Panov, Sweeper, Ceo loising	Learning Materials: Stow Societ	Video an obsietante sistemas			
	of Papa Panov, Sweeper, Leo Tolstoy				
Core Element: Todia's common culture heritage.					

Chalk Board Summary: Date : 21 2) Subject : English Name of the Topic: Papa Panovis Special Christmas Std. VIII 6) Strayed Author - Leo Tolstoy Phrases characters-1) Print began to dance be 1) Papa Panov eyes 2) Sweeper 2) Lannot believe his ears New Words/phrases: 1) Scurried 2) muffled 3)Sìgh 4) quilt 5) filtering

References: https://dictionary.cambridge.org https://youtube/4hhZYcq9j50?feature = shared.

Remarks & Suggestions: The lesson was introduced as per Plam. + The author wear introduced well. * The story was narralled with proper Voice moderlation and facial expressions but the speed should be dittle slow. Appropriate pietures weed for learning purpose. * Eneourage students to give anonless un Their own complete sentences. *Increase students participation un the class. + You did ask proper developmental questions. Vocalenloury near also explained * Explain the content of the story alongioith question amoulers. Connect telson to sendents life in more effeiline manner.

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(Conducted by Indian Council of Basic Education)

Name of the Student Smita Babulnat	Mishra Roll No. 26
School S.C.D Bartiwala School Cl	ass $\sqrt{11}$ Div. \sqrt{D}
subject English	Mathad Fre V - 1' - Diccuscian
Unit Papa Panov's Special Chritm	Sub-Unit No. 1-2
Lesson No. 2	Date 2/2/24
Dijectives and Specifications:	alted general total adl- 2001
The local part of the local and the local an	A) In developing vocabulary Pupil:-a) tries to give meanings
Identifies the various characters The lesson.	hipiti-a) tries to give meanings of the new words and phrases. h) makes sentences from the new words and phrases.
In developing loud reading skill upilita) reads the lesson loudly and clearly. Juses proper pro punctuation parks while reading.	5) In developing positive attitude towards environment. Pupili-a)en human values like helping the needy and being good to others. Pupil:-a) Comments on the Values
2 exhibits confidence while reading.	good to others.
upil: a) answers the questions	() Norrates personal incidents
25 Ked in the class in correct context. Misters to the propounciation	when they demonstrated these values
in hereboing oral expression	
- 1011	Panov, Young mother
Core Element: India's Common C	culture besitage.
	그 그 그 전 그 보지를 위 점토 그 작업적인 경기를 받는 것 같다.

eaching to lex i- Paga Panov's special Christmas	Teaching Learning Activities:
lance of the chapter. Helping the needy and being good	Teaching Learning Activities.
eaching Points: Papa Panov's special christmas lame of the chapter: - Papa Panov's special christmas	Teaching Learning Activities: To start the lesson questions on previous part of the lesson will be a like the like the lesson will be a like the l
hene the	Who were the two main characters In the story
The pate it a habit Ho ted's it is	24) Who came in Papa Papay's dream?
humany walledy with the bad kent for The baby of	Ut 3) What was the meaning of the word "Scurred to for long time?
200 All STREET	What happen to Pana Panov when he was reading to
ad giver her for tesus and were religioused that all the	Della Carre in Papa Panar's dram? It & What was the meaning of the ward "Scuried"? It & What happen to Papa Panar when he was reading for long time? The 20 today we shall learn what happened next in the stary The 20 today we shall learn what happened next in the stary The 20 today we shall learn what happened next in the stary The 20 today we shall learn what happened next in the stary
0 19	What was the meaning of the ward Scuried. What happen to Papa Panov when he was reading for long time? The name of the topic will be written on the black board.
l DE	then tollowing instructions will be great
Hintai-Papa Paparis meet a young lady with a baby - Hintai-Papa Paparis all dram come her to come in Shes that Papa Paparis all dram come	Asil Model reading will be done, listen carefully.
1: 13: Papa Par - Provides milk to the body - Gives	hillater some of you will get a chance to read.
to come in sishes that Papa Papavis all dream come	trill Maintain discipline while taking your turn.
Hints: Papa late - Provides milk to the bally - Grives her to come in - Provides that Papa Panow's all dream come store. The lady whole day for Jesus - Recalls in the association would be a Hears a raise of the results in the resul	Trill Maintain discipline, while taking gost the model reading will be done. Then a few students will be exercised.
	sked to read, they will be corrected as and when required
her to come in - rowship that Papa Panow's all dram come her to he lady wishes that Papa Panow's all dram come stores - the lady wishes day for Jesus - Recalls in the Rapa Panow waits whole he met - Hears a vale of Jesus - Papa all the graph he met - Hears a vale of Jesus - Papa all the graph he met - Hears a vale of Jesus - Papa	To discuss the it and develop the
all the dream comes to	mestions will be asked. New words will be explained
Moral: - One Should always helps others in need.	- Il and a real color will be ashed to
In One Should always in need.	and use the words and phrases in their own sentence.
Moral	May the Suzeeper bad grant
2.46	All is card for Possel line of the Street Cocanning
New words New words to look quickly Wisconsing to look quickly Wisconsing to book quickly Wisconsing to book quickly Wisconsing to book quickly	with will be explained with an example.
1)Scanning occopied the list until he tound his own name	Whom did Papa Ponor see on the street?
New words 1) Scanning: - to look quickly 1) Scanning: - to look quickly eq - Roban scanned the list untill he found his own name eq - Roban scanned the list	1) How did papa Panov feel looking at the lady? (the phrase
Someone makes sure that you arrive at the	Thow did papa Panov feel looking at the lady? (the phrase
2) Shepherd: - Someone makes save that glas a more at the eight she was shepherd by her bodyguards to the aircra	His How do you feel, when you see Someone in a problem?
eg-She was and	1) What did the young mother do when Papa Panov called her in
1 Suddenly	- (1) 1. (c) 17 (a) ha avalained with all Prairies
3) flashed: to appear suddenly tg-SE The idea for Sciency project flashed in my m	and 1) What do you do when Someone asks you about directions to
tg-57 the idea to street	go to a particular place?
1) gargled: - noise made by a baby when it is happy.	2) What did Papa Papar do for the baby?
4) angled :- noise made by	All they did Page Pages realised about the shoes?
eg-The baby gurgled and Smiled.	When did Papa Papar realised about the shoes?
DAZERI I DELLE SELLE	(NO.11) 6+.
5) hunk - a large piece of smothing	10 10 10 10 10 10 10 10 10 10 10 10 10 1
Eg-This hunk of cake should be given to Mohar	Hope to Comb to done Simultanensly.
NO POWER 15 85 1 5 1	CB work will be a story
6) Strained - nervous or tiredness	what did we dean from the
eg- He spoke in a low and strained voice.	To How did Paga Papal feel of the
J	15) In which torm did itsus yet by
Phrase Heart went out-Sympathy for Someone My heart goes out to capla with a sick husband.	Lond Strained will be explained with

Date : 26/2/24 Subject: English Name of the Topic: Papa Panovis special christmas Std. VII) New Words 1)Scanning 2) Shepherd 3) Flashed 4) gurgled 5) hunk 6) Strained Phrase 1) heart went out References: https://dictionary.lambridge.org Remarks & Suggestions: + Lesson weak started by askin questions on previous part of the desson. was good with voice modulations 4 proper expressions * sludents got an opportunity to develop loud reading shill * You did ash proper developmental question + students participation was Salisquetery + students were opposeriated & reinforced you dearning purpose + Vocabulary was explained properly Ancourage students to stand up Date 26/2/24

GANDHI SHIKSHAI

Smt. Surajba College of Education

(Conducted by Indian Council of Basic Education)

Name of the Student Praizia P. C.	godinho Roll No. 12
School SCD Barfiwal a High School	Class VII Div. D
Subject Science	Method Self Study
Paris P	Li di Lal Gub Unit No 1
Unit Properties of a magne	
Lesson No	Date
Paglemen 16.6 miles ils	Natural: Hamelile (1)
Objectives and Specifications:	I I I I I I I I I I I I I I I I I I I
To help pupil in:	
In remembering the concept	(magnetism) in nove situa
of magnetism	
Pupil: - i) defines the concept	IV In developing the ski
of magnetism	Pupil: i> observes the gir
i) recalls the substances	
through which magnets are	specimen carefully. ii) draws correct inferen
made:	117 91 CONSECT INTERES
In developing an understand	ny In developing interes
of magnetism.	the study of magnets through self Study.
Pupil: uses 2 manne danings	
1) explains the sharecteristic	s is asks relevant question
is differtiates the north	ii) collects more information about magnets.
S. H. 1.) P. 1.	5-6 1 7
The appears natural and magnets	1 VI In developing scienti
The depriying garley	affitude:
types of magnets in nove	a stanian a Un to dator adis
situation	
Pupil: -	The state of the s
1) uses the concept of magnets	hours a series of the
-earning Materials: G.I.A. C.	sheet, Types of magnets

) concept of Magnetism -Teaching Points: 3) Types of myret & materialized to make my video odiscoveril & Q. A) magnets > will be shown. A) Characterstic. To introduce the lesson teacter with show a magnet to the Magnetism Magnels: - A magnet is an object which is capable of ask the following questions will be asked producing magnetic field and attractingualite poles and repelling like poles.
How are magnets used in our daily is this material? you ever seen magnets before a) Book magnets thise Racks, Vaccum Cleaner, bottle open · Topic of the lesson will be. smallitems to the metal refrigerator door. or will give the following instructions to perfect pogra simulaneous y. b) Magnets are used in tape recorders provided to the students. motors and generators which quietly and thoroughly. converts the electrical energy into mechanical energy minutes will be given to the students to read the dents will read the sheets Types of Magnets: *Natual! Magnetite ound in nature) An example While students are reading, supervision will be done stone called magnetite. b) Artificial (Mapmade): & Bar magnet by Horseshoe magnet & Magnetic needle 1) Culinancal magnet es Oval shape suspended organise as per When a margnet is suspended Natural magnet & flea will be used where and the magnet comes to rest in the north-south Imanmade magnets will show, live ction. In which direction does a freely suspended simultaneous Which metals are used for making magnets Cobalt magnet - Samarium the names of given to the two ends of a) Magnets attracts terro magnetic substances b) likes poles of magnet repel each other. to make magne) Which Inlike poles of a magnet attract each other. magnets d) If magnet hangs freely, it will automatically come in a north-south direction when it comes to res. definition magnetism? The poles of all magnets exists in pours (B summary simultaneous objects malomework: Magnetism: - The material to which materials copaltete get attracted is made up of magnets which we use on culled a magnet. This property of a material house Isomounding in is called magnetism.

Chalk Board Summary :	4
Subject: Science	The second secon
Name of the management	Date:
Name of the Topic: Magrets: Prop	edies of Magals Sid 1711
1 rate	House she maret 14
get attend (copalter	tlorseshoe magnet, Magnetic
magnet. This property is collection. Magnets: - A month	1 4) Change tradelice
Magnetism, 1 Terry is cone	DAttract terromagnetic subj
Magnets: - A magnet is an object that is capable of producing magnetic field and repelling like poles and Types of Magnets.	slike poles repel.
producing magnetic to 1	3) Come in north-south direct
repelling white poles and	Delike poles attract. " Name of the Name o
Types of Magnets.	5) Uses of magnets. 3ch
1) Notural -> M	a Book magnets.
6) Artificial (ManMade): - Ring, Oval, Cylindrical, Bar, Oval	b) Refrigirator doors, et Jui
Oval, Cylindrical, Bar, Oval, References: Shill and	J'ni
7 https:// unacade	my com/mognets shapes and ses
es https:///	
milps . // byjus .	com/(magnets). 201
Remarks & Suggestions: * The 1	eron was introduced in
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instruction!	were finer for us
the students we	the supervises the
to the students we helped wherever or	equired. I handled is
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THEME LESSON

THEME: Humanitarian crises

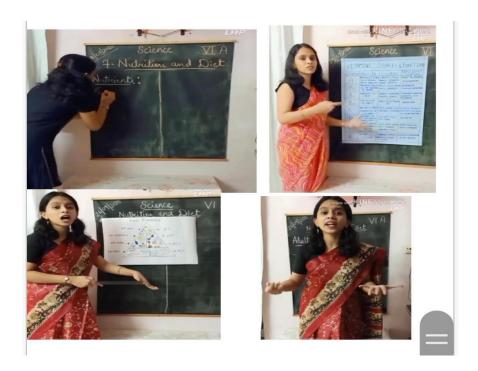
Humanitarian Crises					
Sub Theme	TOPIC	METHOD	REMARK		
1 (TWINKLE)	Humanitar ian crises: Causes and Current Issues.	A.V MODE	The lesson was introduced as a part of Humanitarian Crisis. It was indeed an eye opener for all the learners that there is so much of pain misery and around the world. The teacher also taught about types of Human Crisis. She also talked about the major human crisis		
2 (CLARRISA)	Refugees In India	PPT mode	around the world. Good and informative lesson!!!!! Nest the teacher talked of the Major REFUGEES who have to leave their homes because of war, conflict and violence mostly due to the polity and the disagreements between groups and societies. Some good videos and a wonderful PPT was shown. A lot of hurdle and problems of refugees were discussed in the class. The teacher was very alert to discuss the present refugee problems that was going around in the world. It added to the knowledge and understanding of the learners.		
(RAKSHANDA)	Human trafficking	PPT mediate mode	The Next topic was about the HUMAN TRAFFICKING was discussed in detail. The reasons and the effect both were discussed in detail. The teacher also discussed the Constitutional Obligation that protects the human being trafficked for various purposes like slavery, begging, sex trade, various odd jobs etc. This was a very important issue to be discussed. The teacher was alert enough to ensure that how young people are lured into false promises and then they become victim of human trafficking. It was well spread and well discussed lesson.		
4 (ASHLESHA)	Transgend er	Role play	The next human crisis that was discussed was connected to LGBT group in which the focus was on Transgender. It was indeed very interesting to know the hardships of the life of a transgender. The teacher through the videos and the PPT was able to sketch the problems that transgender were facing in our society. Gauri Sawant was discussed in the class which is a prominent name in the fight to bring parity for third gender. The class was very informative and interesting both.		
5 (HARSHADA)	Forced migration	Drama method	In this part of the THEME forced migration was discussed. It was very apt to discuss the problem to discuss the FORCED MIGRATION due to the development issues of the modern world. Also when		

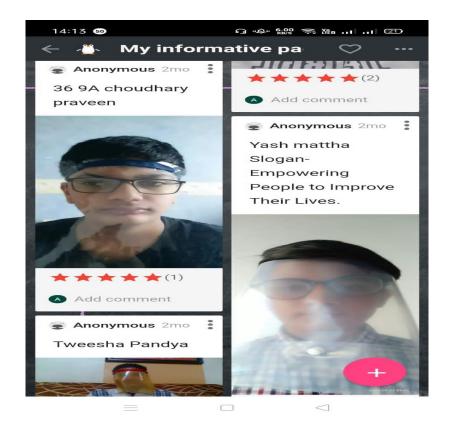
6	Dights of	PPT	people are forcefully evicted from a place they have emotional, social, economic and psychological problem, all the points were discussed. It was taught through a Medium of DRAMA which was written by the Teacher. Also the plight of the family was well depicted in the course of Teaching. The next Humanitarian Crisis that was discussed was
(SUSHMA)	Plights of Sex Slaves/Wor kers	mediate mode	Sex Slavery. This is a global phenomenon which was discussed in detail. The teacher traced the origins of SEX SLAVERY and its social, economic reasons for the phenomena. The VIDEOS shown showed the plight of commercial sex workers. It was a sounding slap to the society that SEX WORKERS are a stark reality of our society. The issue was well discussed in the class.
7 (APURVA)	Religious conflicts: the roles of God Man	PPT mediate mode	The next sub-unit was taken as a human crisis on the basis of Religion. The Muslim-Christian, Muslim-Hindu and Cristian And Hindu was discussed in detail Some nice video was shown depicting the .Religious understanding which was good enough to take the discussion ahead. Good choice was discussed in the Class. Some nice deliberation took place.
8 (PRIYANKA)	Problem of Racism: colour	PPT mediate mode	The problem of Racism was well explained. It was made to understand why we have Racism and what kind of racism do we find in the society: Structural and Ideological both. The problems of society was also discussed that leads to RACISM. The idea of the racism is very prominent in the WEST, but in Indian society also colours is an issue still deep rooted in the psyche. The VIDEO shown as an INTRODUCTORY idea was good and nailed the problem well.
9 (SHIVANGI)	Failing Medical System of India	Self-study method	Some very important human crisis was discussed regarding the failing Medical System especially in India. Some serious issues was discussed. The lesson was done through SELF STUDY in which the Paper had some very detailed information which showed how appalling is the medical facilities in India. Some DATA was also given to prove that how per 20 Thousand people we have just one doctor Which is astonishing. Good information was given in the class.
STD	VIII, IX and X	REMARK	VERY GOOD SABIHA MORE

THEME LESSON THEME: FOOD

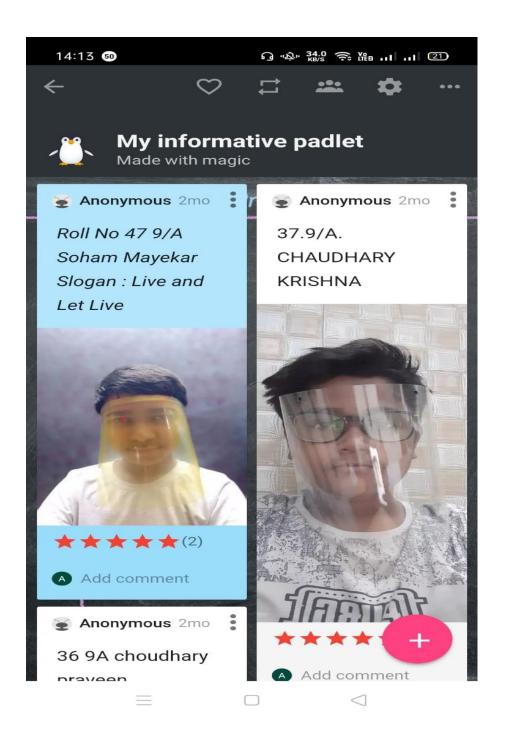
FOOD						
Sub Theme	TOPIC	METHOD	AIDS	REMARK		
1	Concept of	PPT	PPT,	The lesson was presented as a concept of as to		
(TWINKLE)	Food and its issues in current world scenario	Mediated and discussion.	VIDEO	what Food is and how food is important of survival. The teacher also gave a glance how population explosion will lead to world food crisis. Some specific Data was given in the class to create awareness and alarm both to the future students of the world. The PPt was well made .The discussion crested a lot of		
2	The sale	DDT	DDT	interest in the class.		
2 (SHIVANGI)	Food wastage	PPT, Explanation, discussion.	PPT	After this the next teacher came in to discuss how wastage of food takes place. Teacher specifically discuss how Indians waste a lot of food and the amount of food we waste is equivalent to the food required for entire GRETA BRITAIN. Some very valid points was discussed of how one can develop the habit of not wasting food. Attitude Development was the crux of the lesson.		
3	Addiction to	PPT	PPT	Then the food addiction was discussed which		
(RAKSHANDA	certain food	Mediated explanation and discussion		was the result of psycho neural disorder. People who are addict get attracted to food very easily in spite of not having hunger. The reasoning was done and it was explained that if we try and control our mind addiction can be controlled. Also the ill effect of addiction was discussed in detail.		
4 (CLARRISA)	Junk food and its effects	A.V Mediate mode	A.V	The next teacher discussed about the types of junk food and its effect. The teacher was very precise in explaining how and why food addiction is bad for person. Teacher was also told about the zero nutritive value of the food. Also it was discussed that JUNK FOOD can lead to serious diseases and disorder. It was indeed an eye opener for the learner.		
5 (ASHLESHA)	Food Adulteration	PPT, Explanatio n, discussion.	PPT	The next lesson was connected to food and adulteration. The teacher educated the learners about how daily food item can be easily adulterated and the bad quality can have ill effect. The lesson was taken as live demonstration in which the teacher gave live demonstration as to how easily food can be adulterated. To understand how one can		

				detect adulteration can be done a chart was
				shown in the class.
6 (SUSHMA)	Farmers and food prices	Role play	Script	The topic of farmers and farmer's problem was done. This lesson had live Role Play and it was done live. Teacher discussed various problems connected to the farmers. Concept od debt and other crop failure related point and issues was discussed. It was a very contemporary topic and the script for the Role Play was well attempted. The food connection with farmers was well connected.
7 (APURVA)	Food processing and preservation s	PPT, Explanatio n, discussion	PPT	After this the concept of food processing was explained in the series. It was enhanced that if life of food is increased then farmers can earn more money. Also the process of food processing was shown through Video. Also fruit sorting was shown that because of sorting the fruits can fetch better price. The food processing was well explained in the class.
8 (PRIYANKA)	Constituents of food	Drama method	Script	Then next teacher explained the concept of balanced diet. Teacher converted the entire content into drama. All the constituents were given the name tag. It was a live Dramatization which was done online. Teacher had taken pains for the same. The matter of balanced diet was discussed well. The students were reminded how they require to have a complete balanced diet for proper growth and development.
9 (HARSHADA)	Food in Ayurveda	Explanatio n, discussion	PPT	The last teacher reminded the students that how India has a glorious past of consumption of proper food. She discussed that The AYURVEDA as been the guiding principal of making peoples life healthy. She also discussed that if you are able to identify your body type you ensure what food you should consume and how it will lead to a healthy life style. It was indeed quite mesmerising to know our glorious past.
STD	VIII, IX and X	REMARK		VERY GOOD

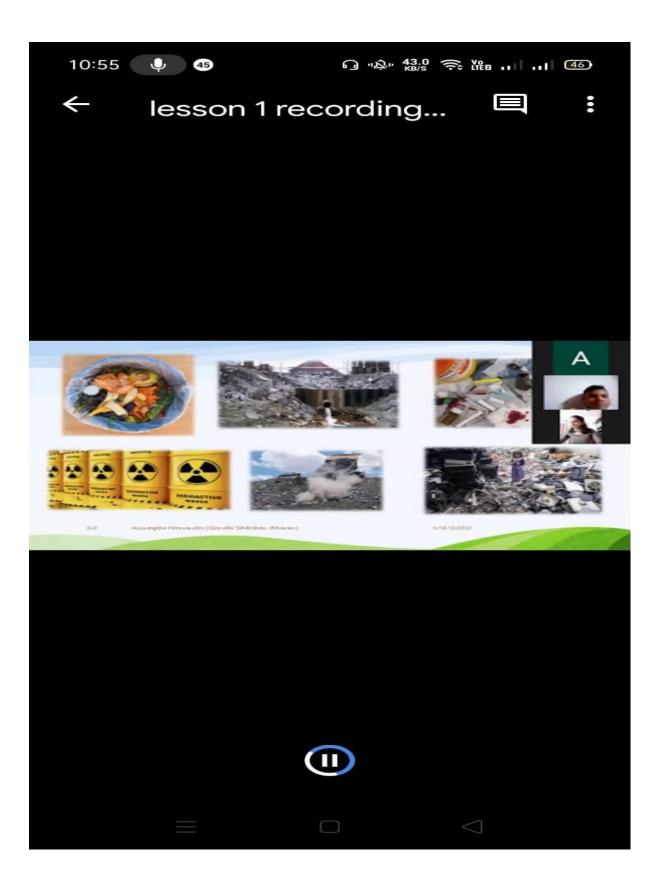




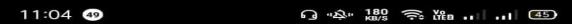








JULIAN DE VIENA



← lesson 4 recording... 🗏 :

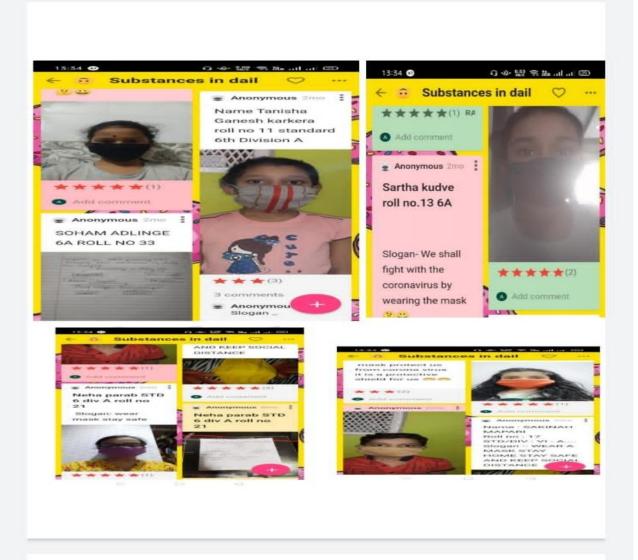


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July

