

Name of School : Shri Shivaji Multipurpose  
School , Amravati

class : IX c

Subject : English Date : 24-02-2022

Topic : World Heaitage Time : 30min

Subtopic : UNESCO Period : II

Assumed Previous knowledg:

Students know about Tajmahal and  
Monuments:

Intaoduction

1) Name Some Monuments In India?

2) Tell me the Name of Historical places  
in Maharashtra?

3) Where is statue of Liberty?

4) Which is the Eighth Wonder of  
World?

5) Who Protect these places?

Statement of Aim:



So, today We are going to learn  
the New lesson 'World Heritage'.

## Presentation

Mattea	Teaching Points	Objectives with Specification
<p>A World Heritage site is a site determined by the United Nations Educational, Scientific and Cultural Organization (UNESCO) to have significant Cultural or Natural Importance to humanity. As such the sites are protected and maintained by International World Heritage Programme which is administered by the UNESCO World Heritage Committee. Because World Heritage sites are places that are significant culturally and naturally, they vary in type and include forests, lakes, monuments, buildings and cities. World Heritage sites can also be a combination of both cultural and natural areas. For example Mount Huangshan in China is a site with significance to human culture. The Mountain is also significant</p>	<p>Teachers Model Reading</p> <p>Explanation: about the World Heritage Site</p> <p>Question</p>	<p><u>knowledge:</u> Students know how to Read.</p> <p><u>knowledge:</u> Students know about World Heritage.</p> <p><u>Understanding:</u> Student tells about many historical places and monuments and also United Nations Educational, Scientific and Cultural Organization</p>



## Learning Experiences

Teacher's Activity	Students Activity	Teaching Aids	Black Board Work.
Teacher reads a Passage.	Student listen	textbook	class
Teacher shows the picture of World Heritage and Explain about it.	student observe Carefull and list		te
Teacher asks Question:	Studentg Answer		ct
1) What is World Heritage?	1) World He is a site is determined by the UNESCO		Black Board topic
2) What is the long form of UNESCO?	2) The long form of UNESCO is United Nations, Educational, Scientific, & Cultural Organization	chalk	
3) How Many types of World Heritage?	3) There are two types of World Heritage.	Duster	gues.

Mathea	Teaching Points	objectives with Specification
<p>because of its physical landscape characteristics.</p> <p>Although the idea of protecting cultural and natural heritage sites around the world began in the early twentieth century momentum for its actual creation was not until the 1950s. In 1954, Egypt started plans to build the Aswan High Dam to collect and control water from the Nile River. The initial plan for the dam's construction would have flooded the valley containing the Abu Simbel Temples and scores of ancient Egyptian artefacts and temples. UNESCO launched an international campaign in 1959 that called for the dismantling and movement of the temples to higher ground.</p>	<p>Difficult Worlds:</p> <p>1) Artefacts: any objects made by human being.</p> <p>2) Scores of: Many of.</p> <p>3) Dismantling: Disassembling</p> <p>Explanation: about Abu Simbel Temple and Egyptian Artefacts.</p> <p>Student's Reading</p>	<p><u>Knowledge:</u> I students know about Aswan High Dam</p> <p><u>Application:</u> Students try to use the word 'Adminis-tered' in his own sentence.</p> <p><u>Knowledge:</u> Students know about Abu Simbel Temple and Ancient Egyptian Artefacts.</p> <p><u>Skills:</u> Student Reads the passage from the given text.</p>



Learning Experiences		Teaching Aids	Black Board Work.
Teachers Activity	Students Activity		
Teacher gives more information about Tsuan High Dam.	a) Cultural and b) Natural. student listen.	textbook	Difficut Worlds 1) 2) 3)
Teacher asks students to use the word 'Administered' in his own language.	student uses the word. The Meaning of 'Administered' is - Control, to manage.	chalk	Que.
Teacher gives more information about Abu Simbel temple and ancient Egyptian Artefacts and shows the picture.	Student observe picture and listen carefully.		
Teacher asks students to Read the Passage from the text.	student Reads a Passage.	textbook	



## Evaluation:

- 1) Which are the two types of World Heritage?
- 2) What do World Heritage sites include?
- 3) Who maintained World Heritage Programmes?
- 4) In which year and where UNESCO started to build dam?
- 5) Which Dam was built on the Nile River?

## Assignment:

Collect all Informations about (UNESCO) United Nations Educational, Scientific and Cultural Organization.



## Black Board Work

class : IX C

Date: 24-9-22

Subject: English

Time: 30min

Topic: World Heritage

Subtopic: UNESCO

\* Difficult Words:

\* questions:

शाळेचे नाव :- स्त्री शिवाजी बहुउद्देशिय माध्यमिक व  
उच्च माध्यमिक शाळा अमरावती

वर्ग :- ९ वा

विषय :- मराठी

दौरेक :- गद्य

उपदौरेक :- वसंतहृदय चैत्र

(लेखक :- दुर्गा भागवत)

दि. १०/२/२०२३

तासिका :- २ री

वेळ :- ३५ मिनिट

गृहीत पूर्वज्ञान :-

विद्यार्थिना मार्च महिन्यात विविध  
आंगणा नवीन पालवी व फुले येतात  
हे माहित आहे.

प्रस्तावना :-

१) मराठी नवीन वर्ष कोणता सण साजरा करून  
करतात.

२) मराठी वर्षातील हळूग महिने किती असतात.

३) तिथी, वार, नक्षत्र, योग आदि करणे हे  
पाच अंगे कशात व येतात.

४) पावसाळ्यात कोणता प्रकारची पिके  
घेतली जातात.

५) ऋतू किती प्रकारचे असतात.

६) चैत्र महिन्यात कोणता ऋतू येतो.

हेतुकथन :-

तर आज आपण लेखिका दुर्गा भागवत  
यांचा वसंतहृदय चैत्र हा पाठ शिकवणार आहोत  
प्रस्तुत पाठामधून वसंत ऋतूतील चैत्राचे  
मनोज दर्शन घडते.



## पाठ्यवस्तू

लीकसाहित्य, समाजशास्त्र  
बोद्ध वाङ्मय यांच्या  
अभ्यासक, ललित लेखिका  
शाब्द व्यासंग, सूक्ष्म निरीक्षण  
शक्ती, भावोत्कृष्टता, चिंतन  
शीलता आदि संवेदनाप्रधान  
भाषा ही त्यांच्या लेखनाची  
वैशिष्ट्ये होत. म्हणूनच व्यास  
पर्व, आदि साहित्य अकादमी  
पुरस्कार प्राप्त पेंस ही दुर्गा  
बाईंच्या ललित लेखनाची  
शिखरे होत लीकसाहित्य या  
विषयावरिल ग्रंथ, 'राजाराम  
शास्त्री भागवत: व्यक्ती  
आदि वाङ्मय केलकरी  
कादंबरी हे त्यांचे महत्त्वपूर्ण  
ग्रंथ आहेत. 'सिद्धार्थनात  
कांच्या सात खंडांचे अनुवाद  
हे दुर्गाबाईंचे बहुमोल कार्य  
आहे.

प्रत्येक म्हणूनच आपापला  
स्वभाव असतो. हा स्वभाव  
निसर्गाच्या विविध रूपातून  
प्रतिबिंबित होतो. या पाठातून  
वसंत म्हणून येनाचे  
मनोरा दर्शन घडते. वसंत  
म्हणूनच यादलच खरी मनोबो  
ह्यातून येनातील निसर्ग  
अनुभवणे, हा सर्वांनि  
जानंदानुभव । निसर्गातील  
घटकांचे सूक्ष्म निरीक्षण  
आदि ते शब्दात मांडण्याचे  
लेखिकेचे कसब यामुळे  
वसंतहृदयचें हृदय डोक्या-  
समोर उभा राहता.

## शिकविण्याचे उद्दिष्ट्ये व सुपरि

लेखिकेचा  
परिचय

ज्ञान :-

विद्यार्थी  
लेखिकेच्या  
परिचयाविषय  
ज्ञानतात.

आकलन :-

विद्यार्थी  
लेखिके विषय  
माहिती सांगत

उपयोजन :-

विद्यार्थी  
लेखिकेचे साहित्य  
दैनंदिन जीवन  
विषयी वाचता



शिक्षक कृती	विद्यार्थी कृती	सै. साधने	फलक लेख
शिक्षक विद्यार्थीना लिखिकेचा परिचय तय्यारुवावे करवून देतात.	विद्यार्थी लक्षपूर्वक प्रवण करतात.	फलक पुसणी	वर्ग ए वा विषय : मराठी छत्रक :
शिक्षक विद्यार्थीना प्रश्न विचारतात.	विद्यार्थी उत्तरे देतात.		
1) वसंत हृदय - चैत्र या पाठाच्या लिखिकेचे या नाव काय आहे.	दुर्गा भागवत		
2) दुर्गा भागवत यांच्या कादंबरीचे नाव सांगा?	केलकरी	दर्शक	
3) लिखिकेच्या लेखनाची वैशिष्ट्ये कोवती आहे.	ठाणण्यासंग सूक्ष्म निरिक्षण शक्ती आवेकता चिंतनशीलता आणि संवेदना - प्रधान भाषा ही लिखिकेच्या लेखनाची वैशिष्ट्ये आहेत.	203	
4) लिखिकेचे कसब कोवते आहे.	निसर्गातील छत्रकांचे सूक्ष्म निरिक्षण आणि ते शब्दात मांडण्याचे कसब लिखिकेचे आहे.	लिखणी	



शिकविषयाचे मुद्दे      उद्दिष्टांचे स्फटीकरण

बैत्रातल्या पालवीचे रूप कुठेही मोठे मनीस; पण ही पिंपळाची अडे पांढा कशी गाईच्या गुळावी पानांच्या रेशमी पताका नाचवत उभी आहेत. ती जुनी पाने गळत गळत नवी येत होती. म्हणून शिरीषासारखी ही पालवी पाहिल्यास डोळ्यांत भरत नव्हती. पण सारी नवी पाने आल्यावर खरोखरच उन्हात जेव्हा ही मास्क गुळावी पाने चमकतात. तेव्हा जणू काही सुंदर पुष्पांचे गोंदच या झाडावर फुलले आहेत असे वाटते. इतर झाडांची पालवी फार लहान असल्याने फार हलत नाही, पण या पानांची सारखी सवलत त्यातल्या त्यात आमच्या घरू जवळ एक पिंपळाचे झाड आहे. ते फारच व्हारीचे दिलो त्याच्यावर मधुमालतीची प्रचंड वेळ खेळली आहे. चोरी बानुनी अगदी मध्यापर्यंत त्या झाडांला तिने वेढून टाकले आहे आणि ज्ञाता ही मधुमालती गुळावी गोंदांनी खच्चून झरली आहे. ज्ञाता फुलायला आणखी जागा नाही, अशी दाटी पिंपळाच्या सांबूस पानांची आणि नुलतीच पालवीच नाही तर हिरो कवीही इतर झाडांपेमाणे यांच्या जांदाजांदांला ओवीने चिकटून बसली आहे.

पिंपळाचे वर्णन

ज्ञान :-

विद्यार्थी पिंपळाच्या झाडाच्या वर्णनाविषयी जाणतात.

आकलन :-

विद्यार्थी पिंपळाच्या झाडाच्या वर्णनाविषयी स्वतःच्या शब्दांमाद्विती सांगतात.

ज्ञान :-



मधुमालतीचा वेळ व फुलांचे वर्णन

विद्यार्थी मधुमालतीचा वेळ व फुलांच्या वर्णनाविषयी जाणतात.

आकलन :-

विद्यार्थी मधुमालतीचा वेळ व फुले यांची माद्विती सांगतात.



शिक्षक कृती	विद्यार्थी कृती	शे. साधने	फलक लेखन
शे. शिक्षक परिच्छेदाचे आदर्श वाचन करतात.	विद्यार्थी लक्षापूर्वक वाचन करतात.	फलक पुसणी	पिंपळाच्या झाडाचे
शे. शिक्षक विद्यार्थींकडून विद्यालयाचे आदर्श वाचन करवून घेतात.	विद्यार्थी पादाचे आदर्श वाचन करतात.		
शिक्षक नवीन शब्दांचे अर्थ फलकावर लिहून देतात.	विद्यार्थी नवीन शब्दांचे अर्थ वृत्त लिहितात.		
शिक्षक हेतूप्रश्न फलकावर लिहून देतात व प्रश्नाचे उत्तर शोधण्यासाठी विद्यार्थ्यांना मोकळे वाचन करवावयास सांगतात.	विद्यार्थी प्रश्नाचे उत्तर शोधण्यासाठी मोकळे वाचन करतात.	<b>नवीन पालवी येणारे झाड</b>	
हेतूप्रश्न :- पिंपळाच्या झाडाचे वर्णन कशाप्रकारे करवयाचे असावे आहे ?	वि		
पुरक प्रश्न १) कुन्हामह्ये पिंपळाची वाडक गुळावी पाने घेऊन काढतात तेव्हा ती कशी वाटते ?	सं	<b>संपूर्ण पालवी येणारे झाड</b>	
२) झाडावर कशाची वेळ येवली आहे ?	वेळ	लेखणी	
३) जांदीला काय चिकटून आहे ?	हिरवी फळे		



उत्पादयवस्तु	शिकविव्याचे सुद्धे	उद्दिष्टे व शपथकरण
<p>सर्व जुलांत अतिशय हिररीने कोणी नरले असेल तर ही उग्रगंधी चाणेरी किती सोमिवंत आणि दुरंगी जुलांच्या गुच्छांनी ती भरली आहे गुलाबी जुलांत एखादे पिवळे, पिवळ्यांत एखादे गुलाबी, शेदरी व पिवळा पिवळा आणि जीभवा किती म्हणून या झाडाच्या दुरंगी जुलांच्या रंगाचे वर्णन करावे? वास्तविक हे जुलांचे दोन रंग स्वाभाविकपणे एकमेकांच्या शेजारी सरवी शोभाणारे नाहीत. पण निमगाच्या दुनियेत कुठलेही भाडक व सरवी विसंगत वाटणारे रंग विशेषित दिसत नाहीत.</p>	<p>चाणेरी जुलाचे वर्णन</p>	<p><u>ज्ञान :-</u> विद्यार्थी चाणेरी जुलाच्या वर्णन विषयी जाणवणे</p>
<p>उलट एकमेकांची शोभा वाढवितात. गुजरातेत बऱ्याच भागात वृक्षवन क्षेत्रांच्या दुष्काळ तिथे या झाडाचा भरलेच महत्त्व आहे. आपण लक्षात घ्यावे चाणेरी म्हणतो तिला आणि तिच्या अतुलनीय रंग शौद्ध्याला उपेक्षून पुढे जातो. पण गुजरातीत 'चुनडी' असे सुंदर व शशार्थ नामाभिधान या झाडाला दिलेले आहे आणि या जुलाचे हे नाव सिकल्यावर कठिवाजी व राजपुतानातल्या चुनड्यांचा भाडक रंगाचे रहस्य मला उमगले. भाडक विशेषित रंग म्हणून त्यांची पुष्कळदा कुचेष्टा केली जाते.</p>	<p>गुजरातमधील चाणेरी जुलाचे सांगितलेले महत्त्व.</p>	<p><u>ज्ञान :-</u> विद्यार्थी गुजरातमधील चाणेरी जुलाचे महत्त्वाविषयी जाणतात.</p>
<p>सुंदर व शशार्थ नामाभिधान या झाडाला दिलेले आहे आणि या जुलाचे हे नाव सिकल्यावर कठिवाजी व राजपुतानातल्या चुनड्यांचा भाडक रंगाचे रहस्य मला उमगले. भाडक विशेषित रंग म्हणून त्यांची पुष्कळदा कुचेष्टा केली जाते.</p>	<p>गुजरातमधील चाणेरी जुलाचे सांगितलेले महत्त्व.</p>	<p><u>आकलन :-</u> विद्यार्थी गुजरातमधील चाणेरी जुलाचे महत्त्वाविषयी माहिती सांगतात.</p>



शिक्षक कृती	विद्यार्थी कृती	शै साधने	फलक लेखन
शिक्षक वलिखेदाचे आदारी वाचन कातात.	विद्यार्थी लक्ष पूर्वक श्रवण करतात.	दशक	द्याणेरी पुलाचे वर्णन
शिक्षक विद्यार्थीना अर्थ स्पष्ट करतात.	विद्यार्थी श्रवण करतात.		हिररी = आवेश वेग, अपाय
शिक्षक नवीन शब्दांचे अर्थ फलकावर लिहुन देतात.	विद्यार्थी नवीन शब्दांचे अर्थ वदित लिहितात.	रंगीत खडू	उगुगंधी = तीव्र
शिक्षक चित्र दाखवुन घोष्य त्या दिकाणी स्पष्टीकरण देतात.	विद्यार्थी चित्राचे निरिदन करतात व लक्षपूर्वक श्रवण करतात.		
शिक्षक विद्यार्थीना हेतुप्रश्न फलकावर लिहुन देतात व प्रश्नीचे उत्तर शीघ्र्या सारी मौन वाचन करावयास सांगतात.	विद्यार्थी प्रश्न उत्तर शीघ्र्यास मौन वाचन करतात.		
हेतुप्रश्न द्याणेरी पुलाचे व पुलाच्या रंगाचे वर्णन कशाप्रकारे सांगितले आहे.	विद्यार्थी उत्तरे देतात द्याणेरी पुला कार. सोमिके आणि दुंगी पुलाच्या गुच्छांनी झरली आहे गुलाबी पुलात पिवळे पिवळ्यात लाल आणि सट्यादा पांढरा भुरा विविध रंग पुलाचे वर्णन आहे.	लेखणी	शिररी = महत्त्व देणे प्रमाण मानणे

२) द्याणेरी (चुनडी) झ





पाठ्यवस्तू	शिकविषयाचे मुद्दे	उद्दिष्ट्ये स्पष्टीकरण
<p>जी रंगाची मिश्रण आम्ही आमच्या वस्त्राभरणाने काढतो, तीच या लीकांनी शतकानुरातके निसर्गाच्या प्रेरणेप्रमाणे शिरोधार्य मानली. भारतीय रंगभिरुचीचे मुख्य प्रादेशिक वातावरण आणि नैसर्गिक जाविकात असलेले पाडून मोठे नवल वाटते. तशीच ही माडाची भावि स्तुरमाडाची जाडे पाहा माडाची जाडे वारमहा छिरी आणि जावांनी भरलेली दिसतात. पल्लवांचा नखरा त्यांना माहितच नाही ज्ञान; पण जाळीतून लागला की त्यांच्या माथ्यावर आधिक फिक्या रंगाचे जावळ भुरभुरल्यासारखे वाटते. त्यांच्या पांजाच्या गाक्यातून वाढलेल्या तारळांच्या लंगरीच्या वर, हीजेच्या आकाराचे पेवाकुटले आणि त्या सुक्या कळकट पेवातून वेत्याच्या रंगाच्या फुलांच्या लोव्या वहेर पडतात. येत्याच्या फुलांच्या लोव्या माथ्यापर्यंत या लोव्या दिसतात. तारळांची फुले निर्गद्य आणि टोक; पण जाड्याली पळेल्या फुलांच्या रशीतून-छार-वेन फुले उचलून घेऊन जरा निरखून पहा त्यांचा तो टोकपणा तुम्हाला वेधवार फुलांच्या पेली पाडून बुग्ध</p>	<p>छावरी</p> <p>माड व स्तुरमाडाची जाडे यांचे वर्णन</p>	<p><u>अभिरुची</u></p> <p>विद्यार्थी गुजरातमधील छावरी फुलांमहत्त्व जाणता व अधिक माहिती जाणून घेण्याची भाव दाखवतात.</p>
		<p><u>ज्ञान:-</u></p> <p>विद्यार्थी माड व स्तुरमाडाची जाडे यांच्याविषयी जाणतात.</p>
		<p><u>आकलन:-</u></p> <p>विद्यार्थी माड व स्तुरमाडाची जाडे यांच्या वर्णनाविषयी जाणून घ्यायची माहिती सांगतात.</p>
		<p><u>अभिरुची:-</u></p> <p>विद्यार्थी माड व स्तुरमाडाची जाडे यांच्या वर्णनाविषयी जाणून घेण्याची भाव दाखवतात.</p>

शिक्षक कृती	विद्यार्थी कृती	शैक्षणिक साधने	फलक लेखन
<p>पूरक प्रश्न :- 1) गुरुनारायण कोणते नाव या जागतिक दिने आहे ?</p>	<p>'गुरुनारायण'</p>	<p>इंग्रजी यादू</p>	<p>माड व सुभाषाची</p>
<p>शिक्षक कुदाहरणे व दाखल्याचा उपयोग करून विद्यार्थ्यांना मर्च स्पष्ट करतात.</p>	<p>विद्यार्थी श्रवण करतात</p>		
<p>शिक्षक परिच्छेदाचे आदर्श वाचन करतात.</p>	<p>विद्यार्थी लक्षपूर्वक श्रवण करतात.</p>		
<p>शिक्षक चित्र दाखवून योग्य त्या ठिकाणी स्पष्टीकरण देतात.</p>	<p>विद्यार्थी चित्राचे निरीक्षण करतात व लक्षपूर्वक श्रवण करतात</p>		
<p>शिक्षक विद्यार्थ्यांना प्रश्न विचारतात.</p>	<p>विद्यार्थी उत्तरे देतात.</p>		
<p>1) नारळाची झोड वारमाही कशाप्रकारची दिसतात?</p>	<p>दिरवी आणि कळानी मारलेली</p>		
<p>2) नारळाची फुले कशाप्रकारची आहे.</p>	<p>निर्गंध आणि रंगीत</p>		<p>निर्गंध = वास निधून गीलेला</p>
<p>शिक्षक चित्र दाखवून योग्य त्या ठिकाणी स्पष्टीकरण देतात.</p>	<p>विद्यार्थी चित्राचे निरीक्षण करतात व श्रवण करतात.</p>		





पाठ्यवस्तु शिक्षा शिकविषयाचे उद्दिष्टे स्पष्टीकरण

ज्ञान्याखेरीज शब्दार् नाही प्रचंड नारळाचे हे नखासुवदे पुढे पाहून मोठी गंमत वाटता शेजारचे कडुनिंबाचे झाड निवडून कडुनिंबाचे पुलांच्या - तुल्यांनी पारून गेले आहे. करंजीच्या पुलाचे रूप अलौकिक असते. अगदी नखा सुवदी कवी; करंजीच्याच आका - राची पीढरी हिरवी पण पुले उमलली की किती निराबे दिसते आत एक निळीजीभावी नायक सुंदर कवी जाणिसावेर अर्धवर्तुळ अशी पीढरी लेपी. जणू काही बालघनश्याम या पुलांच्या रूपात अवतरला आहे रसखावर पालेला या पुलांच्या रस्ये जाण रमणीय असता.

ज्ञान :

विद्यार्थी कडुनिंबाचे झाड व करंजीच्या पुलाचे वर्णन जाणतात.

अभिकल्पन :

विद्यार्थी कडुनिंबाचे झाड व करंजीच्या पुलाच्या विषयी माहिती सांगतात.

शिक्षक कृती	विद्यार्थी कृती	शे. साधने	कालक लेखन
हेतू प्रश्न :-			
1) करंजीच्या पुलाचे वर्णन करा प्रकारे सांगितले आहे.	विद्यार्थी उत्तरे देतात.		
पूरक प्रश्न :-			
1) कडुनिंबाचे झाड कराने भरून गेले आहे.	निलसर तुल्यांनी		
2) पुलाचा रकब कसा दिसतो.	रमणीय		





वसंत ऋतूचे निष्कर्षित  
मुख्य केंद्र :-

किंवा काही

- 1) वसंत ऋतूचे क्षेत्र हा पाठ कशावर आधारित आहे?
- 2) पिंपळाच्या झाडाचे ठराने कशाप्रकारे करवतात झाले ?
- 3) सर्व पुलात विरिने कीव नटले आहे ?
- 4) पाकळ्यांच्या गुळगुळीत स्पर्शाने काय सुखावतात ?
- 5) शेजारचे कडुनिंबाचे झाड कशाचे मारून गेले आहे ?
- 6) कोठल्या पुलांच्या रूपात खाली घनश्यामचे अवतरला आहे ?

गृहपाठ :-

— क्षेत्रातल्या पिंपळाच्या नवपातळीच्या रूपाचे सौंदर्य तुमच्या शब्दात लिहा.

## पालक कार्य

वर्ग :- ए वा  
विषय :- मराठी  
छात्र :- गद्य  
उपछात्र :- वसंतख्य चैत्र  
( लेखक :- दुर्गा भागवत )

नवीन शब्दांचे अर्थ :-	उग्रगंधी - उग्र , तीव्र वासावे
मधुमास :- चैत्र महिन्या - साठी आलेला उल्लेख	नामाभिधान - नाव
हिरिरी :- आवेश , वेग अपार	शिरोधार्य मानणे - महत्त्व देणे
	निर्गद्य - वास निघून गेलेला
उद्देश :- घाबेरी फुलाचे व फुलाच्या शिंगाचे वर्णन कशाप्रकारे सांगितले आहे ?	



Class : IX<sup>th</sup> C

Date : 24/02/2021

Time : 30 mint

period : III<sup>rd</sup>

Topic : Co-ordinate Geometry

Subtopic : Distance formula

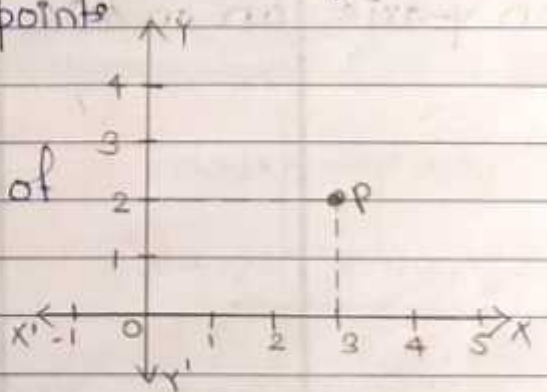
### Assumed Knowledge :

It is assumed that students knows the basic concept of origin, number line and quadrants

### Introduction :

- 1) What are the values of coordinate of origin?
- 2) How many quadrants are there in cartesian planes?
- 3) What are the values of I<sup>st</sup> quadrants?
- 4) The point  $M(-5, 8)$  belongs to which quadrants?
- 5) i) From which quadrants point 'P' belongs to?

- ii) What is the coordinate of point 'P'?



### Statement of Aim:

So, students today we are going to study about the coordinate geometry and its concepts, to find the distance between two points.

# FINAL LESSON

Preparation			Learning
Matter	Teaching Point	Objective Specification	Teacher's Activity
To find the distance between two points on $x$ -axis	Distance between any two points on an axis.	<u>Knowledge:</u> Students tell the value of coordinates A.	What are the coordinates of point A?
		<u>Understanding:</u> Students differentiate between co-ordinates of $x$ -axis.	What are the coordinates of point B? What is the distance between point A and point B?
To find distance between points on $y$ -axis	Distance between any two points on an axis	<u>Knowledge:</u> Students tell the point given on $y$ -axis.	What are the points given on $y$ -axis?
		<u>Knowledge:</u> Students tell the coordinates of point P.	What are the coordinates of point P?
		<u>Understanding:</u> Students differentiate between coordinates of $y$ -axis.	What are the coordinates of Q? What is the distance between point P and Q on $y$ -axis?



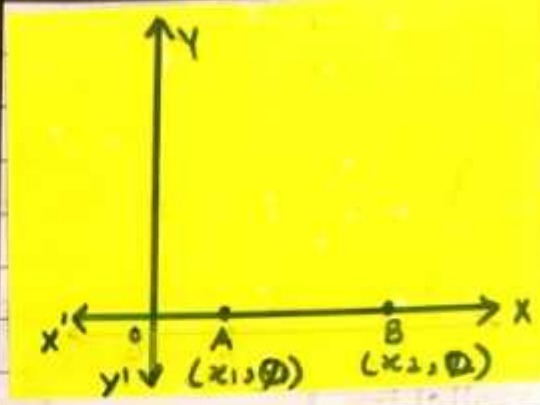
Experiences:  
Student's Activity

Teaching Aid

Black-board Work.

The co-ordinates of point A are  $A(x_1, 0)$

Blackboard



The coordinates of point B are  $B(x_2, 0)$

The distance between point A and point B is given by:  
 $\therefore d(A, B) = x_2 - x_1$

Flex

In the above figure point  $A(x_1, 0)$  and  $B(x_2, 0)$  are on x-axis such that  $x_2 > x_1$   
 $\therefore d(A, B) = x_2 - x_1$

The points on y-axis are P and Q

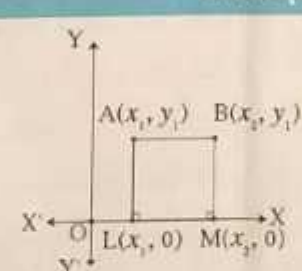
chalk



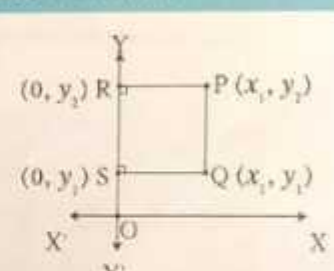
The coordinates of point P is  $(0, y_1)$

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Subject - Mathematics Topic - Co-ordinate Geometry  
Subtopic - Distance Formula

The coordinates of Q are  $(0, y_2)$

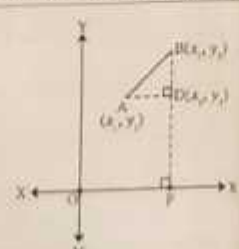


$\square ABML$  is a rectangle  $\therefore AB = LM$   
But  $LM = x_2 - x_1 \therefore d(A, B) = x_2 - x_1$



$\square PQSR$  is a rectangle  $\therefore PQ = RS$   
But  $RS = y_2 - y_1 \therefore d(P, Q) = y_2 - y_1$

The distance is  $d(P, Q) = y_2 - y_1$



$\square ABD$  is a right angle triangle  
 $\therefore AB = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$

Example 2:  
Find the distance between the two points.  
Solution:  
Use the distance formula.  
$$\sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2} = \sqrt{(8 - 2)^2 + (2 - 1)^2}$$
$$= \sqrt{6^2 + 1^2}$$
$$= \sqrt{36 + 1}$$
$$= \sqrt{37}$$

Name : Sana Aafreen Syed Haroon A  
Roll No. : 31

Preparation :			Learning
Matter	Teaching point	Objective Specification	Teacher's Activity
To find the distance between two points if the segment joining these points is parallel to any axis in the XY plane	Distance between two points if the segment joining the line is parallel to x-plane	<u>Knowledge:</u> student tells which axis is parallel to x-axis	Which line segment is parallel to x-axis?
		<u>Knowledge:</u> Students tells the coordinates of points.	What are the coordinates of point A and B?
		<u>Understanding:</u> students differentiate between plane X and plane Y.	What are the other points given on cartesian plane?  What are the coordinates of point L and M?
ii) To find the distance between two points if the segment joining these points is parallel to any axis in the XY-plane	Distance between two points if the segment joining the line is parallel to Y-plane	<u>Knowledge:</u> students tells the points and their coordinates given on cartesian plane.	Which line segment is parallel to the Y-axis?
		<u>Understanding:</u> Students differentiate the points which are on y-axis.	What are the coordinates of Point P and Q?  What are the coordinates of R and S?  What is the distance between R and S?



Experiences:

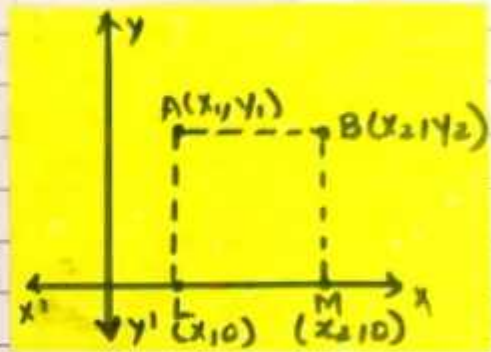
Student's Activity

Teaching Aid

Blackboard work

The line segment AB is parallel to x-axis.

Blackboard



The coordinates of point A and B are  $A(x_1, y_1)$  and  $B(x_2, y_2)$ .

□ ABML is a rectangle  
 $AB = LM$

The other points given are L and M.

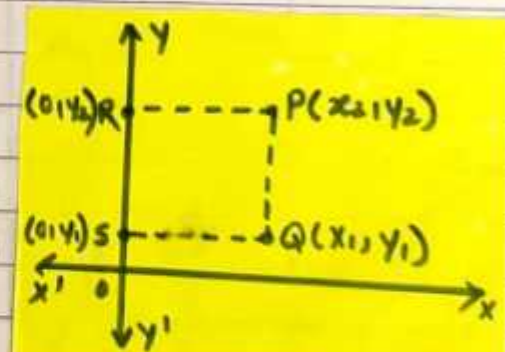
flex

$LM = x_2 - x_1$   
 $\therefore d(AB) = x_2 - x_1$

The coordinates of point L  $(x_1, 0)$  and M  $(x_2, 0)$

The line segment PQ is parallel to the line Y-axis.

chalk



The coordinates of point P  $(x_2, y_2)$  and point Q  $(x_1, y_1)$

The coordinates of R  $(0, y_2)$  and S  $(0, y_1)$

duster

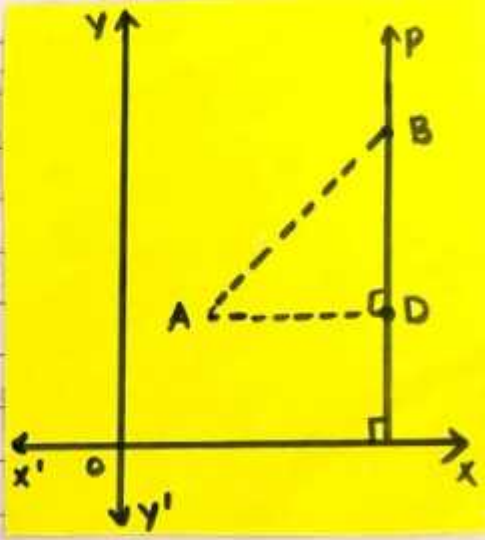
□ PQRS is a rectangle  
 $\therefore PQ = RS$   
 $RS = y_2 - y_1$   
 $d(P, Q) = y_2 - y_1$

The distance between point R and S is given by  $y_2 - y_1$

Preparation:			Learning
Matter	Teaching Aid	Objective Specification	Teacher's Activity
Distance formula	Distance formula	<u>Knowledge:</u> Students tells the parallel line segment to respective axis.	Which line segment is parallel to x-axis?
		<u>Knowledge:</u> students tells the formula of pythagoras theorem.	Which line segment is parallel to y-axis? $\angle D$ forms an angle of?
		<u>Understanding:</u> students differentiate between the line segment parallel to x-axis and y-axis	$\triangle ABD$ is an? What is the formula of pythagoras theorem?
		<u>Application:</u> Students identify the triangle and put the values correctly in data.	What is the distance between point A and point D? What is the distance between point B and point D? What is the distance between point AB?



Experiences:

Students Activity	Teaching Aid	Blackboard work
The line segment AD is parallel to x-axis	Flex	
The line segment BP is parallel to y-axis	Blackboard	
The $\angle D$ forms an angle of $90^\circ$		
$\triangle ABD$ is an right angle triangle.	chalk	Seg BP is $\parallel$ to y-axis seg AD is $\parallel$ to x-axis $\therefore$ In right angle triangle
Pythagoras theorem hypotenuse <sup>2</sup> = height <sup>2</sup> + Base <sup>2</sup>		$\triangle ABD$ $AB^2 = AD^2 + BD^2$ $AB^2 = (x_2 - x_1)^2 + (y_2 - y_1)^2$
The distance between point A and D is $(x_2 - x_1)^2$		$AB = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$
The distance between point B and D is $(y_2 - y_1)^2$	cluster	
The distance between point AB is = $\sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$		

### Evaluation:

- 1) What are the coordinates of point  $A(-3, 5)$ ?
- 2) What are the coordinates of point  $M(9, 10)$ ?
- 3) From which quadrant point  $L(3, -2)$  belongs?
- 4) Draw a point  $N(8, -3)$  on the cartesian plane?
- 5) Find the value of  $x$ , and  $y$ , from point  $C(8, -7)$ .

### Home work:

1) Find the distance between two points by the distance formula.

i)  $T(-3, 6)$  ,  $R(9, -10)$

ii)  $A(9, -3)$  ,  $B(5, 8)$

iii)  $M(2, 3)$  ,  $N(4, 1)$



## Blackboard - Work

Class :- IX<sup>th</sup>

Subject :- Mathematics

Topic :- Coordinate Geometry

Sub-topic :- Distance formula

\* Distance between any  
two points on x-axis =  
 $d(A, B) = x_2 - x_1$

\* Distance between any  
two points on y-axis  
 $d(P, Q) = y_2 - y_1$

\* Distance Formula

$$AB = \sqrt{(x_2 - x_1)^2 + (y_2 - y_1)^2}$$

\* Example.

## FINAL LESSON PLAN

School : Kusturba Kanya school

Date : 25/2/24

Class : 9th

Time : 30mi

Sub : physical science

period : 5

TOPIC : Heat

Sub-Topic : Heat and temperature

Assumed knowledge : student knows about the concept of hot and cold temperature - or heat and energy

Preparation :

1. In which season you will wear woolen clothes?
2. In winter season why we sit near burning wood?
3. How will you become warm by burning wood?
4. How do we know whether an object is hot or cold?
5. Why you feel hot even inside the house?

Statement of Aim

Today we are learn about heat and temperature .




<u>Preparation</u>		
Matter	Teaching point	Objective specification
<p>The Heat is a form of energy which transfer from one place to another place.</p> <p>The sum Total kinetic energy of all the vibrating molecules of a matter is heat energy.</p>	Heat	<p><u>Knowledge</u> : students know about the Heat</p> <p><u>Understanding</u> : students understand the concept of Heat</p> <p><u>Application</u> :</p>
<p>The process by which heat is transferred from the hotter end to the colder end of an object is known as conduction</p>	Conduction	<p>student find out the different Heat example produced in daily life.</p>
<p>The material which allow heat to pass through them easily are called Conductor of heat</p>	Conductor	<p><u>Knowledge</u> : students know about the Conductor and Insulator</p> <p><u>Understanding</u> :</p>
<p>The material which do not allow heat to pass through them easily poor conductor are known as Insulators</p>	Insulator	<p>students understand the concept of Conductor and Insulator</p> <p><u>Application</u> ? students find out the daily life example about insulator and conductor.</p>

Learning Experience	Teaching Aid	Black Board work
Teacher Activity	Student Activity	
<p>You, might have observed that a frying pan becomes hot when kept on a flame. This is because, the heat passes from the flame to the utensil. When the pan is removed from the fire it slowly cools down. Why does it cool down? The heat is transferred so, the heat flow from a hotter to a colder.</p>	<p>students are able to know about the topic</p>	<p>Heat</p>
<p>Teacher explain the concept of conduction</p>	<p>student understand the concept</p>	<p>Blackboard</p> <p>Duster</p> <p>Chalk</p> <p>Concept of conduction</p>
<p>Do all substance conduct and which substance conduct heat?</p>	<p>Iron, copper</p>	<p>conductor and Insulator</p>
<p>Explain concept of Conductor</p>	<p>student understand the concept.</p>	
<p>Which materials do not allow heat?</p>	<p>Water, air</p>	



Matter	Teaching point	Objective Specification
When water is heated the water near the flame gets hot. Hot water rises up. The cold water from the sides move down towards the source of heat. This heat water also gets hot	Convection process	<u>Knowledge:</u> Student know about the convection process
Convection is the transfer of heat from one place to another due to the movement of the fluid	convection	<u>Understanding:</u> Student understand the concept of convection  <u>Application:</u> Student find the about the convection and movement of the fluid that gets heated by convection.
temperature is the reliable measure of the hotness of an object and coldness of an object by a device is called thermometer	temperature	<u>Skill:</u> to develop thinking power
thermometer is the device to the temperature is measure of hot and cold object	thermometer	

Learning Experience Teacher Activity	Student's Activity	Teaching aid	Black board work
<p>How does the heat transfer take place in these substances, like water and air are poor conductor of heat?</p>	<p>By convection student replied the convection process are effect</p>	<p>flex  Chalk</p>	<p>Convection:</p> 
<p>How does the heat travel in air? in which direction does the same go?</p>	<p>The air near the heat source gets hot and rises.</p>	<p>Duster</p>	<p>temperature</p>
<p>The teacher explain the concept of convection</p>	<p>student understand the taught</p>	<p>Blackboard</p>	
<p>If u have fever which device doctor is used to measure a fever?</p>	<p>thermometer</p>	<p>flex</p>	<p>thermometer</p>

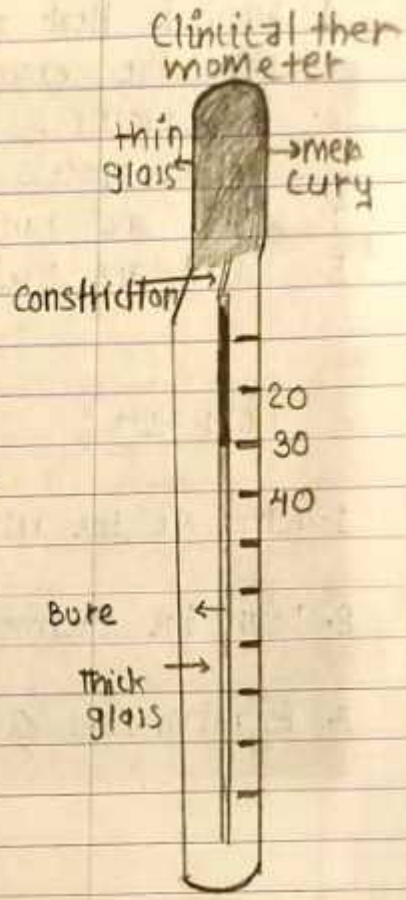


Matter	Teaching point	Objective specification
The thermometer that measure our body temperature is called a clinical thermometer	clinical thermometer	<u>knowledge</u> : Student will be able to defined and understand clinical thermometer
A clinical thermometer consists of a long narrow, uniform glass tube. It has bulb contain mercury. Outside the bulb, a small shining thread of mercury can be seen	parts of thermometer.	<u>understanding</u> : students understand the concept of thermometer & clinical thermometer
A clinical thermometer reads temperature from $35^{\circ}\text{C}$ to $42^{\circ}\text{C}$	thermometer reading	<u>Application</u> : students will be able to illustrate a relation between range of thermometer
The normal temperature of human body is $37^{\circ}\text{C}$ . Note that the temperature is stated with its unit. It could be slightly higher or slightly lower. The temperature of human body normally does not go below $35^{\circ}\text{C}$ or above $42^{\circ}\text{C}$ . That is the reason that this thermometer has the range $35^{\circ}\text{C}$ to $42^{\circ}\text{C}$	temperature range	<u>Skill</u> : student able to develop their imagination and curiosity

Learning Experience	Teacher activity	student Activity	Teaching aid	Black board work
---------------------	------------------	------------------	--------------	------------------

Teacher explain the concept of thermometer	student understand the concept			
--	--------------------------------	--	--	--

flex



will also find scale on the thermometer. The scale we use is Celsius scale indicated by  $^{\circ}\text{C}$

Student understand the taught

Duster

clinical thermometer used for?

to measure the body temperature

chalk

Teacher explain the concept of thermometer

Try to understand the topic

Blackboard

Range of  $35^{\circ}\text{C}$  to  $42^{\circ}\text{C}$  and  $94.4^{\circ}\text{F}$  Fahrenheit

we have to take some precaution while reading a clinical thermometer thermometer washed with an antiseptic solution

Note down in their note book

precaution



### Evaluation :

1. What is Heat and temperature?
2. Give the example of Insulator and conductors?
3. The process by which temperature get hot to cold this process is called?
4. What are range of thermometer to read temperature?
5. What are the types of thermometer?

### Homework :

1. What are the relation between heat and temperature?
2. Draw the thermometer and labelled it?
3. Explain and give example of Insulator and conductor?

## Black Board Work

Date

28/2/22

class: 9<sup>th</sup>

Sub: physical science

Topic: Heat and  
temperature

Period: 4<sup>th</sup>

1. Heat
2. Latent Heat
3. fusion of vaporization
4. Temperature
5. thermometer.



## • Final Lesson Plan:

Class: 9<sup>th</sup> C  
Subject: Biological Science  
Topic: Cultivation of Medicinal plants  
Subtopic: Uses of their five parts  
Date: 24.02.2022  
Time: 30 Min.  
Period: I

### Previous Knowledge:

Students know about different types of plants and their advantages.

### Introduction:

- ① Which plants are seen around us?
- ② Over how much area of earth is filled with forest?
- ③ What are uses of forest trees?
- ④ Which parts of plants are used in daily life?
- ⑤ Which products are made from the trees?
- ⑥ What is difference between forest trees and native trees?
- ⑦ Which parts of medicinal plants are used?

### Statement of Aim:

Today we are going to learn about cultivation of medicinal plants and uses of their five parts.

Subject Matter	Teaching Points	Objectives with specifications
<p>India has been gifted with a great biodiversity. Indian citizens have established a humble and strong relation with the nature. We have a great tradition of Ayurveda that cures the diseases with the help of natural resources. Due to depletion in forest area, medicinal plants are become rare. Hence, medicinal plants are being cultivated.</p>	<p>cultivation of medicinal plants</p>	<p><u>Knowledge:</u> students know how forests are diminished. <u>Understanding:</u> students understand to conserve forests. <u>Applications:</u> To reduce pollution <u>skills:</u> students will be illustrated to cultivate medicinal plants</p>
<p>There are total five plant parts that are used for the medicinal purpose. They are ① Leaves, ② Root, ③ Stem, ④ Seed, ⑤ Flower. There are many plants those give us medicinal uses. All over 31 percent of global land area is covered with the forest. The forests are cutted down for urbanization. ① Leaves of plants have medicinal uses.</p>	<p>Uses of their five parts. (uses of leaves)</p>	<p><u>Knowledge:</u> students to know the purpose to use plant parts. <u>Understanding:</u> students have understand uses of five parts. <u>Applications:</u> Leaves of neem are used to purify environment, in many soap. <u>skills:</u> students will illustrate to plant trees.</p>





Learning Experiences		Teaching Aids	Black Board Work
Teacher's Activity	Pupil's Activity		
<p>Teacher asks questions to students</p> <p>"1) What are uses of medicinal plants?"</p> <p>"2) Would you want to plant trees for purpose?"</p> <p>"3) Which plants are grown in forest?"</p> <p>"4) What are uses of forest plants?"</p> <p>"5) Which heights they reach?"</p>	<p>Students answer to questions:</p> <p>"1) Relief pain, Give fresh air"</p> <p>"2) Plant trees for shade purpose."</p> <p>"3) e.g., Timber grown in forest."</p> <p>"4) Paper making uses of forest plants"</p> <p>"5) Reach to height 20-21 feet."</p>	<p>Black Board</p> <p>chalk</p> <p>Dusters</p> <p>Aer.</p>	<p>To build houses, urbanization, forests get diminished.</p> <p>"plant trees! Save trees!"</p> <p>Cultivate medicinal plants.</p>
<p>Teacher asks questions:</p> <p>"1) From leaves of plants which trees are named for medicinal use?"</p> <p>"2) What are uses of neem leaves?"</p> <p>"3) What are uses of tulsi leaves?"</p> <p>"4) What are uses of mint?"</p>	<p>Students answer questions:</p> <p>"1) Neem, Tulsi, mint."</p> <p>"2) Mukta Ayu syrup, Purify environment"</p> <p>"3) e.g., b. sy. Anesthetic problems."</p> <p>"4) Freshness, Stomach pain syrup."</p>	<p>Black Board</p>	<p>Trnage of five parts: of medicinal plants</p>







Subject Matter	Teaching Points	Objectives with specification
<p>Roots of turmeric and ginger have many medicinal uses. India is leading producer and exporter of turmeric in the world. Andhra Pradesh, Tamil Nadu, Orissa, Karnataka, West Bengal, Gujrat are some important cultivators. Ginger is also cultivated in most of the areas Assam, Meghalaya, Arunachal Pradesh, Gujrat.</p>	<p>Roots: Turmeric, Ginger.</p>	<p><u>Knowledge:</u> students know uses of the turmeric and ginger.  <u>Understanding:</u> students understand about use of roots as medicinal purposes.  <u>Applications:</u> students able to know use in industrial facts.  <u>skills:</u> students will illustrate importance of roots.</p>
<p>Stems of cinnamon, it is grown in one or more locations in Kerala. Cinnamon is hardly plant and is cultivated in Sri Lanka Under varying conditions ranging from semi dried to wet zone conditions. The ideal temperature for growing cinnamon is between 20-30 degree c and rainfall between 1250 to 2500 mm.</p>	<p>Stems: Cinnamon</p>	<p><u>Knowledge:</u> students able to know how cinnamon is cultivated.  <u>Understanding:</u> students understand to grow this plants.  <u>Applications</u> mostly tea is formed.  <u>skills:</u> students illustrate back of trees are used.</p>



Learning Experience		Teaching Aids	Black Board Work
Teacher's Activity	Pupil's Activity		
Teacher asks questions to students: "1) What is scientific name of turmeric?"	Students give answers to teacher questions: "scientific name of turmeric is <i>Curcuma longa</i> ."	Black Board	Uses of turmeric and Turmeric
"2) Turmeric is used in which purpose?"	"Used for antibiotics, cosmetics."	chalk	 <p>Turmeric is mainly for cosmetics.</p>
"3) Turmeric powder is used in?"	Turmeric powder in 1) Daily food, 2) Beauty products,"	Duster	
"4) Which are cosmetic?"	"1) Vicks cream, facial creams, oils, scents."		Roots are important.
"5) Uses of ginger?"	"1) vomiting, stomach problems uses of ginger?"	Flex.	
Teacher asks questions to students: "1) What are uses of cinnamon?"	Students give answers to questions: Uses of cinnamon. - 1) Anti-viral, 2) Anti-fungal.	Black Board	cultivation for bark of cinnamon
"2) What are another uses?"	"1) Lowers blood sugar. 2) support good health other uses."	chalk	 <p>Cinnamon.</p>
"3) Which products are made from this?"	"Products are 1) Lipstick, 2) Oil."	Flex	
"4) Which special material is made?"	"Cinnamon tea is special material made for weight loss."		

Subject matter	Teaching Points	Objectives with specifications
<p>seeds of shikekai and Reetha are useful mainly for hairfall problems. Reetha is indigenous to India and china. It is cultivated in sub-Himalayan tracts betw 200 to 1,500 m above. shikekai is climbing shrub native to Asia, common in warm plains of central and south India.</p>	<p>Seeds Reetha and shikekai</p>	<p><u>Knowledge:</u> students know names of these plants. <u>Understandings</u> students understand their mom used this. <u>Skills:</u> These are used in different products.</p>
<p>Hibiscus flower mainly found in June-August. climate required for Hibiscus cultivation: 4-8 months with night time temperature not below 20°C. Acid and alluvial soils are suitable for hibiscus plants. The department onto collect 14 varieties of hibiscus from across Tamil Nady and keral of many petal colours.</p>	<p>Flower: Hibiscus</p>	<p><u>Knowledge:</u> students know used for god. <u>Understanding:</u> students understand, this flower be medicinal. <u>Applications:</u> students may be apply to make oils. <u>Skills:</u> students illustrate flowers in exhibition.</p>



Learning Experiences		Teaching Aids	
Teacher's Activity	Pupil's Activity		Black Board Work
Teacher asks questions to students:	students answer to teacher:	Black Board	scientific name of Reetha: <u>Sapindus mukorossi</u>
1) "What are shapes of reetha and shikekai?"	"Reetha shape round & shikekai shapes pod like."	Chalk	
2) "What are uses of reetha?"	"Uses of reetha as hair cleanser."		scientific name of shikekai: <u>Senegalia regata</u>
3) "Which are shikekai uses?"	"Use of shikekai to moisturises hair."	Flex	
4) "What are another uses of reetha?"	"Another user are control hair fall."		
5) "What are another uses of shikekai?"	"Another user are nourishes the scalp, making hair dandruff free."		
			
Teacher ask questions to students:	students answer to questions.	Black Board	Hibiscus flower are used in god malas, worships.
1) "What is scientific name of hibiscus?"	"scientific name of hibiscus is <u>Hibiscus rosa</u> ."		
2) "From which species it comes?"	"Tropical hibiscus."	Chalk	
3) "Family of hibiscus is?"	"Family of hibiscus is malvaceae."		
4) "Uses of hibiscus are?"	"are ① Relieve dry coughs, ② Treat skin, ③ Astringent property, ④ In perfumes."	Duster Flex	
			

### Evaluations:

- 1) What is scientific name of shikakai?
- 2) Which temperature requires to grow hibiscus?
- 3) Tell the uses of Neem?
- 4) In which products does turmeric use?
- 5) Writedown Areas where cinnamon cultivated?
- 6) All over how much area is covered by forest of globe?

### Home Work :

- 1) Writedown uses of Reetha.
- 2) What are regions to grow turmeric? Write.



## Black Board Work

Class: IX C

Subject: Biological Science

Topic: Cultivation of medicinal plants

Subtopic: Uses of their five parts.

Date: 24.02.2022

Time: 30 Minutes

Period: I

Cultivation of medicinal plants

Uses of their five parts:

1) Leaves: Neem: Purify Environment

2) Roots: Turmeric: Cosmetics, Antibiotics

3) Stem: Cinnamon: Anti-viral, Ant-fungal.

4) Seed: Reetha and Shikakai: Hair fall control

5) Flower: Hibiscus: Relieve dry coughs

# Lesson Plan.

- Name :- Rutuja Ravindra Makode.
- Class :- B.ed Part – 1. (sem – 2).
- Clg :- Shri Shivaji Education College,  
Amravati.
- Roll no :- 15.
- Guide :- Dr. Vanita Kale Mam.



## LESSON PLAN ON COMMUNICATIVE APPROACH

**Standard :- 8.**

**Unit :- 1.2 (Androcles And The Lion).**

**Previous Knowledge Of The Pupils :-** Students know enough information about Jungle and wild animals. And also they know how to help anyone.

**Teaching Aids :-** 1) Picture of jungle, 2) Chart of animals (wild &

<b>Content Analysis</b>	<b>Objective</b>	<b>Specifications</b>
<u>Contral ideas</u> This particular Story Show the beautiful relation between humans and wild animals.	<u>Knowledge</u> The pupil knows the central idea of Story.	The pupil tells the kindness and greatfulness.

<p><b><u>Textual contents :-</u></b>          In this story the main character Androcles, who was a poor and kind slaves. But he had very cruel master.          So one day he saw a injured lion in jungle. And he help him and then they become a best friend.</p>	<p><b><u>Comprehension :-</u></b></p> <ul style="list-style-type: none"> <li>• He tells about the beautiful relation between Androcles and Lion's life.</li> <li>• He tells the information of kindness, gratefulness and friendship.</li> <li>• He tells about humanity in animals.</li> </ul>	<ul style="list-style-type: none"> <li>• He tells the qualities of Androcles and Lion's life.</li> <li>• He tells the importances of kindness, gratefulness and friendship.</li> <li>• He tells about loyalty in animals.</li> </ul>
<p><b><u>New words :-</u></b>          Clutches, flee, cautiously, mounded, ferocious, arena.</p>	<p><b><u>Linguistic skills :-</u></b>          He speaks English intelligibly. He reads english with proper intonation.</p>	<ul style="list-style-type: none"> <li>• He answers the questions.</li> <li>• He reads the paragraph with proper tone, pronunciation and speed.</li> </ul>
<p><b><u>Phrases :-</u></b>          Bound by law, summoning up courage, coward, put up a brave front, moved by.</p>	<p><b><u>Application :-</u></b>          He reads the story in proper pronunciation.</p> <p><b><u>Attitude :-</u></b> They like the beautiful bond between human and animal.</p>	



<p><b><u>Preparation</u></b> <b><u>(Before you read).</u></b> Everyone at the particular times need help from others. Whatever it is humans, or birds, or animals. We must help them at such times.</p>	<p><b><u>Teacher's Activity -</u></b> The teacher tells the pupils about animals. He asks them names of animals. Then he shows a picture of animals and asks them to name them.</p>	<p><b><u>Pupil's Activities :-</u></b> The pupils listen. They tell the names of animals.</p>	<p><b><u>Questions :-</u></b> Tell the names of animals?</p>
	<p><b><u>Activity :-</u></b> Then he shows them a chart of animals. (Wild &amp; domestic animals). And asks questions on it.</p>	<p>They discuss in their groups and answer the questions.</p>	<p>Tell me the difference between into wild and domestic animals?</p>

<u>Statement of aim :-</u> So basically our today's topic is based on all these things. So today we are going to learn a story and the name of the story is "Androcles And The Lion".	<u>Teacher's Activities :-</u> The teacher states the aim and write the name of the poem on the black-board.	<u>Pupil's Activities:-</u>	<u>Questions :-</u>
<u>Presentation :-</u> Listen to the text  Read the text.	The teacher reads the story loudly for the class asking the pupils to listen to him carefully Without opening their text books.	They listen.	
<u>Skimming</u> (Reading for general understanding).	Then he asks pupils to read the story silently and asks them a global questions. He asks them to discuss in pairs/groups and answer the question. The teacher tells pupils about kindness, helping nature and greatfulness.	They discuss and answer.  They listen.	How were Slaves treated at that time?



**Scanning :-**

(Reading for detailed understanding).

In this story we see Androcles he was a kind, gentle and poor Slaves. But he had very cruel master and he did not like his cruel master. So one day he got a chance to leave them. On that time he run away from their and went to the jungle. One day their he saw a injured lion.

**Activity :-**

The teacher asks pupils to discuss their pairs/groups and tell the moral of the story. He elicits their responses and write them on the black-board.

Then teacher introduces the new word 'Ferocious' it means wild and dengerous. Then she asks the pupils to use the word 'Ferocious' in their own sentences and make many sentences.

**Pupil's Activities :-**

They discuss and answer the question.

They make many sentences by using the word 'Ferocious'.

**Questions :-**

What was the moral of the story.

Use the word 'Ferocious' in your sentences.

Then the kind Androcles went there and plucked out the thorn which was stuck in his paw. Then they lived together. But the king's soldiers found Androcles and took him back. Then the king gave him punishment. He had a hole throughout inside the ring for eaten by Lion. But luckily the lion was same. When the lion saw him he hugged him, then Androcles explained all those happened things. Then they both were set free and live together forever in jungle.



<u>Practice :-</u> Making the sentences by using the word 'Ferocious'.	<u>Teacher activity :-</u>	<u>Pupil's Activities :-</u>	<u>Questions :-</u>
<u>Presentation :-</u>	<u>Activity :-</u> He asks them to find out the meaning of the phrase 'Summoning up courage' in the table given on page no 7. Then the teacher asks the pupils about the lion's behaviour in the story.	They discuss and answer the question.  They tell the meaning of 'summing up courage'.  They answer.	What is the condition of injured animals?
<u>Practice :-</u> Answer the questions using the word in sentences.	<u>Activity :-</u> He asks them to find out the meaning of the phrase -		How is the lion's behaviour in the story?

	<p>'put up a brave front'. In the table given on page no 9.</p> <p>The teacher elicits from the pupils the bond between human being and animals. Then he introduces the word flee. He asks pupils to use these word in their own sentences.</p>	<p><b>They tell the meaning of 'put up a brave front'.</b></p> <p><b>They tell the bond between human being and animals.</b></p>	<p><b>Tell me the bond between human being and animals?</b></p>
<p><u>Production</u></p>	<p><b>Then teacher asks the pupils to tell the antonyms in the story.</b></p> <p><b>The teacher asks the pupils questions on the story taught.</b></p>	<p><b>They tell Antonyms.</b></p>	<p>Find from the story the antonyms of the following.</p> <p>1.kind, 2.slave, 3.punishment, 4.happy.</p> <p>1) What did the lion seems to tell Androcles? 2) How did the hungry lion change when he saw his friend?</p>



		<b>3) How did the emperor reward Androcles?</b>	
<b><u>Production</u> :- (Fill in the blanks with appropriate sentences. (Reading and writing)).</b>	<p>The teachers again summarises the short story to the pupils.</p> <p>Teacher asks pupils to memorize the moral and summary of the story.</p>	<p><b>They listen carefully.</b></p> <p><b>They remember the moral and summary of the story.</b></p>	<b>Write down the short summary of Androcles and the lion?</b>
<b><u>Assignment</u></b>	<b><u>Activity</u> :- Find out modal auxiliary verbs and write 3 to 4 sentences in your own words.</b>	<b>They write.</b>	<p><b>1) Qualities of Androcles.</b></p> <p><b>2) Even wild animals can be our friends.</b></p>

**Thank You.**



**SHRI SHIVAJI COLLEGE OF EDUCATION  
AMRAYATI**

**Name : Nishat Ali Baker Zaidi**

**Roll no : 02**

**Subject : English Paper- II**

**ICT based Linear Program**

**Class : B.ed [II yr] III semester**

**Yr : 2019-2020**

**Guided By:**

**Dr. Vinita Kale Madam**

The  
**Article**



# Article

## Defination :

An article is a word used to modify a noun ,which is a person, place, object,or idea. Technically , an adjective which is any word that modifies a noun.

There are two article in English :

- 1) Definite Article.
- 2) Indefinite Article.

Example :

- 1) The Sun ,The Moon .
- 2) An Hour ,An Hotel , An umbrella .

## Questions:

Fill in the blank with A ,AN, THE.

- 1) He got first place in an examination.
- 2) I spent \_\_\_\_\_ few days with \_\_\_\_\_ uncle.



## Definite Article

### Answer:

1) He got the first place in an examination.

2) I spent a few days with

This is used before the noun to show that the speaker is speaking about one particular thing or one particular set of things.

Example : If you are bouncing a basketball at school, your friend might say "Give me the ball". In this case you & your friend recognise that there is only one specific ball. Your friend doesn't want a ball, he wants the ball you are bouncing.

### Questions:

fill in the blank with A ,AN, THE.

- 1) \_\_\_ sun rises in \_\_\_ East.
- 2) In \_\_\_ darkness I was looking for \_\_\_ touch.
- 3) cow is \_\_\_ useful animal.

## Answers:

- 1) The sun rises in The East.
- 2) In The darkness I was looking for the tounch.
- 3) The cow is a useful animal.

## Questions:

- 1) I have \_\_\_ car. \_\_\_ car is very reliable.
- 2) we have \_\_\_ trainer. \_\_\_ trainer is very Professional.
- 3) \_\_\_ sun is shining brightly.



## Answers:

- 1) I have a car . The car is very reliable.
- 2) we have a trainer. The trainer is very professional.
- 3) The sun is shining brightly.

## Questions :

- 1) \_\_\_ cat is running behind \_\_\_ rat.
- 2) \_\_\_ hole in \_\_\_ boat will endanger its safety.

## Answers:

1) A cat is running behind

the rat.

refer to

2) A hole in the boat  
will endanger its safety.

## Indefinite Articles[ a, an]

In English a,an are Indefinite articles.

Which means that they don't

anything definite or specific.

Examples:

If someone say 'Give me an apple you might be say pick one from the tree or buy one from store.

By using the word an the speaker has let you know that he or she looking for any apple.



## **An and A used:**

1- Before nouns that introduce something or someone you have not mention before.

- 1) I saw an elephant this morning.
- 2) I ate a banana for lunch.

2-When talking about your profession.

- 1) I am an English teacher.
- 2) I am a builder.

### Questions:

- 1) Tom is \_\_\_\_ teacher.
- 2) Is there \_\_\_\_ dictionary in your bag.
- 3) This is \_\_\_\_ excellent book.



### Answers:

- 1) Tom is a teacher.
- 2) Is there a dictionary in your bag.
- 3) This is an excellent book.

### Questions:

- 1) I have \_\_\_ cat. \_\_\_ cat is blank.
- 2) I saw \_\_\_ owl at night.
- 3) She is \_\_\_ women.

### Answers:

- 1) I have a cat. The cat is blank.
- 2) I saw an owl at night.
- 3) She is a women.

### Questions:

- 1) \_\_\_ harder you work \_\_\_ greater will be your reward.
- 2) \_\_\_ darkest cloud has \_\_\_ silver lining.
- 3) Play \_\_\_ role of \_\_\_ interviewer.



## Answers:

- 1) The harder you work the greater will be your reward.
- 2) The darkest cloud has a silver lining.
- 3) Play the role of an interviewer.

## Zero Article:

We usually use no article:

1. To talk about things in general.
2. When talking about sports.
3. Before uncountable noun with talking about general.

Example:

- 1) People are worried about crime.
- 2) My son plays football.
- 3) Coffee is bad for you.

## Questions:

1) I like \_\_\_ food.

[Indian, the Indian]

2) She was born in \_\_\_\_\_.

[France, the France]

3) Do you often go to \_\_\_\_\_.

[Mosque, the Mosque]



### Answers:

- 1) I like Indian food.
- 2) She was born in France.
- 3) Do you often go to Mosque.

### Questions:

- 1) There was \_\_\_ on the doorstep.  
[the milk, milk]
- 2) Are you at \_\_\_\_\_?  
[home, the home]
- 3) I go to school by \_\_\_\_\_.  
[the bus, bus]

## Answers:

- 1) There was milk on the  
doorstep.
- 2) Are you at home ?
- 3) I go to school by bus.





THANK  
YOU

## Lesson-Plan

Class :- 8th.

Subject :- General Science

Topic :- Inside the Atom.

Model :- Direct Instruction Model.

### Teacher Activity

### Model steps.

#### Step I :- Framing of Curriculum.

Teacher :- Students do you know, what is atom? what is inside the atom? we have seen the periodic table yes or no?

Students :- yes -mam

Teacher :- who will tell me the first elements of periodic table?  
yes to tell vivek.

Student :- Hydrogen, Helium, Lithium, Beryllium, Boron.

Teacher :- Very good. vivek told the correct answers. who will tell me the next elements? yes tarun you tell.

Student :- Carbon, Nitrogen, oxygen, Fluorine, Neon.

Teacher :- Very good. Tarun gave the correct answer.  
Now, Have you ever thought about what is the atomic No.

Revision of previous knowledge



Teacher Activity  
of Neon?

model steps

student :- 10.

Teacher :- What is the atomic No. of Carbon

Student :- 6.

Teacher :- Very good. Students. Have you ever thought why are such atomic No. given to the elements?

Students :- Silence.

Teacher :- What is inside the atom do you know?

Students :- Silence.

Teacher :- Your silence represents that you do not know about what is an atom made up of so Now in this class we are going to learn this New lesson Inside the Atom.

Listen carefully and answer me to the questions asked.

We are going to learn

- ① what is molecules
- ② what is compound.
- ③ what is atom.
- ④ model of atom given by Dalton
- ⑤ Thomson's plum pudding model.

● all these points in this lesson.

Accountability  
to listen

Statement of  
aim and

Teachers Activity	model steps
<p>Step II : <u>presentation.</u></p>	
<p>Teacher :- Tell me the molecular formula of water.</p>	<p>Presentation of the main topics</p>
<p>Student :- <math>H_2O</math></p>	
<p>Teacher :- Very good Kalpana. sit down. Is water a atom? or the molecule?</p>	<p>Asking questions to the students</p>
<p>Student :- molecule</p>	
<p>Teacher :- In this example <math>H_2O</math>. we have single types of atoms in the molecule or different types of atoms in the molecule</p>	
<p>Student :- Different type of atoms.</p>	
<p>Teacher :- yes, very good. Karan. Here we have different types of atoms that are</p>	
<p>Student :- Hydrogen and oxygen.</p>	
<p>Teacher :- molecules are formed by chemical combination of atoms. from this we understand that the smallest particle of an element taking part in chemical combination is an atom. The concept of atom is more than 2500 years old. However, it was forgotten in the course of time. In the modern times, scientists on the basis of experiments explained the nature of atom as well as the internal structure of atom. It started with Dalton's atomic theory.</p>	<p>Explanation with types and examples.</p>



## Teacher's Activity.

Model steps.

Dalton's Atomic theory:- The atom, as described by Dalton, turns out to be a hard, solid sphere with no internal structure. According to Dalton's atomic theory, the mass is distributed uniformly in an atom. According to this theory, matter is made of atoms and atoms are indivisible and indestructible. All atoms of an element are alike, while different elements have different atoms with different masses.

Now suppose the atomic structure of hydrogen will be the same overall.

Give me some example related to Dalton's atomic model.

Students:- (silence).

Teacher:- Have you seen a watermelon?

Student:- Yes mam.

Teacher:- How can you relate a watermelon to Dalton's atomic model?

Student:- Silence.

Teacher:- Have you ever seen a solid ball?

Student:- Yes mam.

Teacher:- How can you relate a solid ball to Dalton's atomic model?

Student:- The ball turns out to be a hard, solid sphere with no internal structure.

Examples and explanation

Teaching need  
Concepts  
with small  
small  
examples  
and  
concept

Teacher's Activity	Model steps
<p>Teacher:- very good. This shows that you have understood the Daltons Atomic model.</p> <p>Now comes the Thomson's plum pudding model of atom.</p> <p>The plum pudding model of atom put forth by Thomson in the year 1904 is the first atomic structure. According to this model the positive charge is distributed throughout the atom and the negatively charged <del>atoms</del> electrons are embedded in it. The distributed positive charge is balanced by the negative charge on the electrons. Therefore the atom becomes electrically neutral.</p>	<p>Repeatability according to the requirement</p>
<p>Student 1:- Silence</p>	
<p>Teacher: Have you seen watermelon?</p>	
<p>Student 1:- yes mam</p>	<p>asking questions according to the student's thinking ability.</p>
<p>Teacher:- who will tell me ?? yes Atanksha</p>	
<p>Student 1:- The watermelon has red pulp and black seeds are embedded inside</p>	
<p>Teacher:- very good Atanksha. you understood the Thomson's plum pudding model.</p>	
<p>This was expected.</p>	



## Teachers Activity

Model Stage

### Step III : Structured drill

Teacher : Pay attention here. I am giving you some examples you have to tell me to which model do they represent. write on the board.

number wise practice from the students

(Teacher gives 5 examples)

- ① solid ball
- ② Bendi laddu
- ③ watermelon
- ④ Hira and seek biscuit
- ⑤ cakes and cherry

students :- observing the board.

Teacher :- yes, Praful come here. we will solve ~~together~~ together the others you will tell me.

(Praful coming towards the teacher)

Teacher :- what is the first example of?

Student :- Reads - solid ball.

Teacher :- which model does it represent?

Student :- Dalton's Atomic model.

Teacher :- How?

Student :- The atom is describe by a hard solid structure with no internal structure.

Teacher :- very good.

what about the next Bendi laddu.

use of sensory organs

Student :- The internal structure is present therefore ~~it~~ It does not represents the Dalton Atomic model.

## Teacher's Activity

## Model Steps

### Step II. Guided drill

Teacher:- Now next examples you have to read and solve in your books. write the example, it represent to, and why. all of these you have to write neatly and clearly. I am going to take round around the class.

opportunity  
for  
Independent  
practice

### Step III: Independent Drill.

Teacher:- All of you have now understood the topic and models carefully for better understanding. I'll be giving you some questions as home assignment. you have to answer the questions in brief with their reasons. If you face any difficulty you may take help from your elders, siblings, neighbours, or any teacher if required. we will discuss this tomorrow and The homework will be checked thoroughly.

opportunity  
for independent  
practice and  
reassurance  
for  
Evaluation.

ikal



## Lesson Plan.

Subject - English Grammar.

Topic - Prepositions.

Class - 8<sup>th</sup> sld.

Model of Teaching -  
Direct Instruction Model.

Teachers Activity

Steps of model

Stage 1 - Framing the Curricular.

Teacher - We studied the parts of speech in the last session. Can you tell how many parts of speech are there?

Student - There are 8 parts of speech.

Teacher - Can you name them?

Student - Noun, Pronoun, Verb, Adverb, Adjective, Prepositions, Conjunction and Interjection.

Teacher - What is a noun?

Student - Noun is a name of a person, place, animal and thing.

Teacher - How do you define a verb?

Student - An action word is called as a verb.

Teacher - (makes sure that the class is silent). Can you tell the preposition in the sentence -  
'The book is under the table.'

Revision of  
previous  
knowledge.

Teachers Activity	Steps of model
<p>Student - Silence.</p> <p>Teacher - Today we are going to learn about the prepositions. It is a parts of speech. You have to listen to what I am saying. By listening carefully you will be able to identify the prepositions in the sentences.</p>	<p>Statement of aim.</p> <p>Accountability - to listen.</p>
<p>Stage 2 - Presentation.</p>	
<p>Teacher - A preposition is a word placed before a noun or a pronoun or thing denoted by it in regard to something else. Prepositions like - in, beside, above, and, out of, tell, where, and are, usually used with nouns and pronouns.</p> <p>Examples of prepositions are - beneath, beside, from, between, in front of, inside, near, off, out of, through, toward, under, within, on, after, behind.</p> <p>Teacher - Can you give the definition of prepositions?</p> <p>Student - Prepositions are parts of speech. It is placed before a noun or pronoun.</p> <p>Teacher - Give some examples of prepositions.</p>	<p>Presentation of the main topic.</p> <p>Asking questions to the students.</p>



## Teachers Activity

Student - on, from, to, after, into, toward, beside, above are some of the prepositions.

Teacher - Preposition of Time is used to show when something is happening. For example - ① We will be meeting on Friday. 'on' is a preposition of time.

② The supermarket will be closed from 9 p.m. to 9 a.m. 'from' and 'to' are prepositions.

Preposition of Place indicate the place or position of something. For example -

① Henry hid behind the door. 'behind' is the preposition.

② The dog jumped over the fence. 'over' is the preposition.

## Steps for model

Explanation with types and examples

## Stage 3 - Structured Practice.

Teacher - Everyone look at the board. There are some examples written. You have to identify the prepositions.

Take practice from the students.

Students - Students look at the board.

Teacher - Sangeeta please come here and read the sentence.

Student - (Sangeeta comes near the teacher and reads the sentence).

## Teachers Activity

"Can you come after some time?"

Teacher - Can you identify the preposition?

Student - "After" is the preposition.

Teacher - Very good. Raj please read the next sentence and identify the preposition.

Student - (reads the sentence)  
"I have kept the book I borrowed from you on the table." "on" is the preposition in the sentence.

Teacher - Well done (reads the sentence from the board). "Can you place the red roses in between the white daisies?" Identify the preposition in this sentence.

Student - "Between" is the preposition.

## Steps for model

Acceptance of the answer.

Use of sensory organs.

## Stage 4 - Guided Practice.

Teacher - Write the following examples in your notebook and ~~some~~ identify the prepositions in the sentences.

(Teacher takes the round the class. If the students are making a mistake, the teacher explains them).

Opportunity for independent practice.



Teachers Activity

Steps for model.

Stage 5- Independent Practice

Teacher - All of you have now understood the topic properly. For better practice I'll be giving you some examples to solve at home. If you face any problem you can take help of your elders and we will discuss this tomorrow as well. Now, we will meet tomorrow. Bye.

Opportunity for independent practice and reassurance for evaluation.

Wah

# श्री शिवाजी शिक्षण महाविद्यालय

शिवाजी नगर, अमरावती



शिक्षणशास्त्र पदवी अभ्यासक्रम

## शालेय प्रणाली अहवाल वही (School Engagement Book)

20 - 20

विद्यार्थी शिक्षकाचे नाव : Dipali Daniel Gudadhe

महाविद्यालयाचा हजेरी क्रमांक : 12



## School Engagement

Student teachers shall visit practise teaching school; observe the school system and prepare the report on the following task (Dimensions, School Safety and Classroom Management)

### Dimensions and School Safety

- A. **Physical Dimensions : School Infrastructure**
- Appearance of the school building and its classrooms.
  - School size and ratio of students to teachers.
  - Order and organization of classrooms in the school.
  - Availability of resources.
    - School premise and playground
    - Library / laboratory
    - Sanitary / Drinking water / Cafeteria
    - Transport and other facilities
- B. **Social Dimension :**
- Quality of interpersonal relationships between and among students, teachers, administrators, and staff; involvement of parents.
  - Equitable and fair treatment of students, teachers, staff and guardians.
  - Degree of competition and social comparison between students.
  - Degree to which teachers, students and staff contribute to decision-making at the school.
- C. **Academic Dimensions :**
- Quality of instruction.
  - Teacher expectations for student achievement and
  - Monitoring student progress and promptly reporting results to students and parents.
  - School Timetable and calendar
- D. **School Safety :**
- General responsibilities of school staff.
  - Student rowdies : Bullying, Ganging, Ragging and Harassment (mental, sexual etc.)
  - Policies, Rules, Regulations and precautions to be observed by schools
  - Emergency Alert Systems and Standard Official Procedures (SOP) for
    - Fire in school
    - Terrorist attack/Bomb threat/intruder/hostage
    - Assaults/Fights/Student Unrest/Stampede
    - Severe storm/Earthquake
    - Hazardous materials/chemical spills
    - Weapons
    - Suicide attempt/suicide death/serious injury

### Understanding Classroom Management

- A) **Meaning, Concept and Aspects of classroom Environment :**
- Physical : general classroom environment, lighting, ventilation, seating arrangements.
  - Social : authoritative, authoritarian, permissive and dismissive, teaching behaviour.
  - Emotional : the teacher taught bond, the team spirit, the dignity of self.
  - Democratic Classroom environment : characteristics and strategies for creating a positive and democratic environment.
- B) **Expectations, Rules, Consequences, Routines and Procedures;**
- Communicating and discussing Expectations and rules.
  - Establishing and implementing Routines and Procedures.
  - Getting students to cooperate : Making them accountable
  - Maintenance of student's records and strategies for motivation.
- C) **Communication in the Classroom :**
- Speaking skills : Descriptive v/s judgemental language
  - Listening skills : Being approachable, Listening to Students
  - Verbal and Nonverbal communications.
  - Classroom Management Mistakes to be avoided.
- D) **Teacher as an effective manager and leader :**
- Standards for Classroom conduct
  - Proactive discipline and Assertive Discipline.
  - Understanding positive approaches to discipline and handing discipline problems;
  - Bullying and Power struggles in the classroom
  - Reminders, warning, notes, referrals, Involving parents, Suspension

श्री शिवाजी कॉलेज  
ऑफ़ एजुकेशन  
मुंबई

## Shri Shivaji College of Education

Name :- Dipali Daniel Gudadhe

Class :- Bed I<sup>st</sup> year, Sem - ~~1<sup>st</sup>~~

Roll No :- 12

Subject :- School Engagement Book.



# Dimension and School Safety

## Physical Dimension :- School Infrastructure

- a) Appearance of the school building and its classrooms :- The school building is very properly constructed in the 1-75 areas. The school has total 15 classrooms, office area, playground, library and laboratory in the school building. It is very well furnished also.
- b) School size and ratio of student to teacher :- The school provides the education to total 350 students. The school has total 32 teaching and 11 non-teaching staff in school where female teachers are more. The school is conducted in two shifts, so that they can manage properly.
- c) Order and Organization of classrooms in the school :- As the school conducts in two shifts, the 5<sup>th</sup> to 9<sup>th</sup> std. classes are at morning shift from 9:00 am to 12:00 pm and 8<sup>th</sup> to 10<sup>th</sup> std. classes are at afternoon shift from 12:15 pm to 5:15 pm and each std. have at least 2 sections, i.e. A and B and maximum three if necessary, i.e. C.
- d) Availability of resources :-  
There are many facilities provided by the school as follows :-







- School premises and playground :-

yes, The school has a playground 800m x 800m to play outdoor games for the school student. The school also has good premises to take lunch on to seat.

- Library / Laboratory :- The school has a big library which have more than 2000 plus books in library. The school also has a laboratory with full of equipments to do the experiments of science subject.

- Sanitary / Drinking water / Canteen :-

The school has a separate washroom for student which cleans on regularly basis. The drinking water facility is also there, where water cooler is in use to provide cool water to student. There is a very clean and fresh environment for a student and staff to take a lunch.

- Transport and other facility :- The school is at the centre of the city, so the teacher and student can easily reach. The school has a metal tinkering lab, Interactive classroom, Team khana and many other facilities for students.

## B) Social Dimension :-

### a) Quality of interpersonal relationship between and among students, teachers, administration and staff, involvement of parents :-

The school is for both girls and boys students but the student and teacher never differentiate between them. Teacher treated them equally which is very good. parents too co-operate with them.





b) Equitable and fair treatment of student's teachers, staff and guardians :- The Teachers of this school are very soft spoken with students Teachers treat every student's equally. They are not differentiated by their cast, religion and status.

c) Degree of competitions and social comparison between students :-

The spirit of competitions is good between students. On social comparison all students are treated in same way.

d) Degree to which teachers, students and staff contribute to decision making at the school :- Whenever any program or any competition is conducted in the school, The decision is taken by focusing the interest and opinion of the student but also the teachers and other staff's opinions is included to make that event more successful.

c) Academic Dimension :-

a) Quality of Instructions :- Teachers properly gives the instruction to the students time to time so that every instruction or notice must reach to the students and after giving the instruction the question or difficulties from the student must answer.

b) Teachers expectation for student achievement :- Teachers expected that the student must ask the question in which topic the student have the doubt and practise that weak topic



Faint handwritten text at the top of the page, possibly a title or introductory paragraph.

Second paragraph of faint handwritten text, continuing the narrative or report.



Third paragraph of faint handwritten text, likely describing the classroom scene or the activity taking place.

Final paragraph of faint handwritten text at the bottom of the page, possibly a conclusion or summary.

on concept regularly so that they can progress and achieve great success.

c) Monitoring student progress and promptly reporting results to students and parents :-

Every student's progress reports are maintained by the school and regularly the information is given to the parents about their result. The parent and Teachers meeting is useful is organized by school in every 2 months.

d) School Timetable and Calender :-

The timetable of school must give before the start of the school to the students. The school calender in which exam dates, annual gathering dates and holidays are mentioned should published by the school. If any change are in the timetable and calender of school must informed to the students.

## D) School Safety

• General responsibilities of school staff :-

The responsibilities by the staff of school is fully filled. They take a proper care of every student.

• Students wrongdoings: Bullying, Ganging, Ranging and Harassment :- As per the school management responsibility, these all things are not allowed in school and proper eyes is kept on every student. If any complaint come related to these issues, proper action is taken by the school management.



- (संस्कृत) -

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- Policies, Rules, Regulation, and precautions to be observed by school :- As the school is government granted, The proper rules and regulations are followed by the whole staff and strictly applicable to student also.
- Emergency Alert system and standards official procedure (sop) :-
  - i) Fire in school :- Fire extinguishes is kept in school as soon such situation occurs.
  - ii) Terrorist attack / Bomb threat / Intimidation / hostage :- The proper security is provided soon the student's life in the school campus.
  - iii) Assault / Fights / student unrest / stampede :-  
If there any fight or problem arrived in the students, then teaching and non-teaching staff is always ready soon help.

### Understanding Classroom Management

A meaning, concept and Aspects of classroom environment.

- a) Physical's general classroom, environment, lighting, ventilation, seating arrangements :-

The school has a classroom in which at least, 50 student can seat in each classroom. In a classroom total 4 rows are there, in which 2 rows soon girls and 2 rows soon boys. Every classroom has 6 lights and 6 fan and at least 4 windows soon fresh air.









b) Social : authoritative, authoritarian, permissive and dismissive teaching behaviours :-

The teaching skill of teachers are very good and attractive, They treat each child equally. The teacher gives proper answer to the student for the question asked by the students.

c) Emotional : The teacher bond, The team spirit, the dignity of self :-

The teacher teach their students with keen interest and student also listen to teacher with full of concentration. The team spirit in the students is good and they work together with equality.

d) Democratic classroom environment : Characteristic and strategies for creating a positive and democratic environment :- Teacher have a good skill to handle these childrens. They convert the negative thinking of the students in positive thinking.

B) Expectations, Rules, Consequences, Routines and procedure :- The rules are properly taught to the student. The routine of the school is good. The students comes on time to school. The daily physical workout is also taken by teacher.

a) Communicating and discussing expectations and rules :- The communication between the children and teachers is good. The day to day work is discussed by the teacher with students.

b) Establishing and implementing routines and procedure :- The routines are properly implemented by teacher. The day to day work is planned and done by teacher accordingly.

c) Getting students to co-operate : making them accountable :- Teacher teach many skills to students one of them is to be co-operative with each others.

d) maintainance of students records and strategies for motivation :- The teacher maintain proper students record about their progress and the children who are dull, teachers motivate to them by practicing the hard problems.

c) Communication in the classroom :-

a) Speaking skills : Descriptive v/s Judgemental language :- The teacher try to explain every thing to the students in descriptive way. The language by the teacher is used very simple so that each and every student can understand the teacher is trying to say.

b) Listening skills :- Being approachable, listening to students :- Teacher must listen to carefully what students are trying to say. The teacher tries to be approachable to each and every students.

c) Verbal and Non-verbal communications :-  
The teacher can communicate with the students sometime verbally means by directly talking about problem and sometime



teacher can understand the feelings of students by leading their facial expression.

d) Classroom management mistake to be avoided:-  
Mostly, the management are trying to avoid the mistake to be done in the classroom.

D) Teacher as an effective manager and leader:-

a) Standards for classroom conduct:-

Teachers are having good skills and standards to conduct the classroom.

b) Proactive discipline and Assertive discipline:-

The proper discipline is maintained by the teacher. School management are very strict related to the discipline in school.

c) Understanding positive approaches to discipline and handling disciplines problems:-

The teacher properly handle day to day discipline in the classrooms. The students are also taught day to day the values of discipline.

d) Reminders, Warning, notes, reevaluation the involving parents, suspension:-

Day to day reminder are given to student about the activities held or any exam related reminder. The student doing misbehave has been given warning and notices are given accordingly and the parents are also informed about it.

The parents teachers meeting is held in every month to conduct proper discipline and to inform about their child progress.

*Mal*





# श्री शिवाजी शिक्षण महाविद्यालय

शिवाजी नगर, अमरावती



शिक्षणशास्त्र पदवी अभ्यासक्रम

## शालेय प्रणाली अहवाल वही (School Engagement Book)

2021 - 2022

विद्यार्थी शिक्षकाचे नाव : Madhav Nakendra Panchatiya

महाविद्यालयाचा हजेरी क्रमांक : Fourty two (42)

(शिवाजी ऑफसेट, अम. फोन : २६६६९३३)

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Shri. Shivaji College of Education  
Amravati

Session 2021-2022

Kasturba Kanya Shala  
Amravati

School Engagement

Shri. Manthav N. Panchaziya  
Roll No 42

## - INTRODUCTION -

Shyam Nagark in Amravati has a school named Kasturba Kanya School. It is a State Board school, with a team of 15 dedicated and professional faculties, which are here to ensure that the children get the most from their education.

(KKS) Kasturba Kanya School was launched in 1952. Marathi is the primary medium of instruction for this school with others as secondary medium and the student teacher ratio is 26:1. The school takes pride of its excellent teaching methodology. The school provides education to students from class VI<sup>th</sup> to X<sup>th</sup>. The current student strength of the school is approximately 393. This school's library has 1870 books.



The School has given exceptional results in the academic sphere and its students has excelled in extra co-curricular activity to. This school has 100% of students qualifying the examination and out of these 5% scored first grade.

Kasturba Ramya School (KRS) located at Amravati, Amravati MC cluster Rukhmini Nagar Ward No-10 is one of the popular school in India. The school has been rated by 2 people on ICBSE. The Kasturba Ramya school has been viewed 132 times by the visitors on ICBSE. This school is counted among the top-rated schools in Maharashtra with an excellent academic track record. If you're looking for more details regarding results, admission procedure, application forms, examination schedule and syllabus, kindly contact the relevant department of the school.

## OBJECTIVES AND AIMS

Our pupils are the future of our school we are most proud. Our aim is to create a happy, caring atmosphere in which pupils and adults show consideration and respect for each other at all times. We aim to provide the highest standards of education within an inclusive environment. We have therefore developed a broad and balanced theme-based curriculum, which includes assessment and meets all statutory requirements, ensuring it challenges and meets the needs and interests of all our children. We endeavour to ensure that all of our pupils fulfil their potential, experience success both academically and socially whilst enjoying their times in our care. We also have a variety of co-curricular activities designed to enrich each child's experience, and actively welcome parents into school life.



The purpose of the school is not merely imparting knowledge of physical and intellectual development but also to facilitate harmonious development of the student.

## VISION AND VALUES

Our vision underpins our teaching and learning. Through the promotion of positive learning attitudes, we strive to develop ambition, confidence, care, respect and tolerance in our pupils in order to prepare and enable them to become lifelong learners and take an active role in their communities, shaping the future and becoming fully rounded citizens.

## Dimension and School Safety $\rightarrow$ Physical dimension (School infrastructure)

### A] Appearance of the school building and its classroom:-

The Infrastructure and the Building of the school is well architect and has wide front and no. of rooms for each section. The school class begins from I<sup>st</sup> to X<sup>th</sup> class and each class is having three sections A, B, C, respectively. According to this the Building structure of school designed well and in front a big play-ground surrounded by trees and grasses make the school atmosphere so attractive, cool and calm interestingly.

### B] School size and Ratio of Students To Teachers :-

The school area is spreaded on of land, total no of students in this school is 393 accordingly. The staff nearby 40 for Both level.



## C] Order and organization of classroom In The School:-

The school structure in itself display of its contents there are very sophisticated facility of each classroom there are total six classroom. for primary level student the classroom are present on ground level.

### \* School premise and playground:

The school premises is very clean and big playground it present surrounding to the boundaries of school. The Neem and ashoka trees are present and a lawn grasses are also present. The presence of green environment makes the surrounding very fresh and attractive. In playground the different sports including cricket valley ball, Basket Ball, Table Tennis, etc can be played as it have separate and an unique place for that. In the same playground.

In School premises the Benches are made up of cements are present at a distance of pedicul- are major for sitting which again makes it attractive. The system of water, architect or designed water (For drinking) is also present which gives the students one of the great facility of clean drinking water. Behind it after the front side the cafe is present and a large vacant or free space is also present and students use this place for eating, completing this works, doing free, etc

This place is surrounded by large no. of trees and lawn grasses. Some of trees are present which looks like a small botanical garden and teacher uses it for explaining students the concept of botanical science, act theory, by giving example on value of environment and save trees.









## \* Availability of Resources:-

In a school the no. of Resources for each field relevant to School work are available there. Number of books are available in the library of the school for each subject. In the laboratory all the required chemicals are present in the school. That are required for the experiment in higher classes 8<sup>th</sup>, 9<sup>th</sup> and 10<sup>th</sup>. All the experimental instruments are also present in the school. In case of sports sector, all the related sports equipment, like, Ball, Bat, Volley ball, foot ball, Basket Ball all set up equipment of Play-ground are also present in the school. So in each and every field the no. of resources are not limited.

## \* Library / Laboratory →

The facility of library is very well and the library consist of Thousand of books more than that related to each subject including sciences Maths, G.R, Hindi, Marathi, English, etc and under each book is available not only to limited teachers but also for all the students. In the laboratory are the experimental equipments are Present. These things facilitates all of the experimental performances, helps students to learn about each and every things in the L.L.

## \* Sanitary / Drinking water / Cafeteria →

The area of cafeteria is very clean and healthier surrounded by trees and lawn grasses. The system of by the Management of clean drinking water is well organised at that place. The





water tap are designed in such a way that only after applying pressure water comes out and this thing prevent the loss of water due to mistake of Students.

### \* Transport and other facilities:

School owns their buses and this thing or way of transport become an easy and good way of Students arrival. For arranging this the school has their own buses and no need to book other transport vehicles which again become one of the best facility of transports.











## B] Social Dimension:

1] Quality of interpersonal relationship Between and among students, teachers Administration and Staff, involvement of parents :->

(K.K.S) Kasturba Kanya School, it was undertaken in favor of Shri Shivaji college of education, Amravati. In this institute bothly Co-Education system is present. This Institution handle their responsibilities with very care and honestly. Specially ladies staff.

2] Equitable and fair treatment of students, teachers, staff and guardians :->

The Teacher of this school are very soft spoken with students. Teacher Treats every student equally. They are not treated by their caste or status it either rich or poor. They treat students Equally.

5] Degree of competitions and social comparison between students :->

The spirit of competition is good between students on social comparison as students all treated as same way. Encourage in the social activity also.

4] Degree to which teachers, student and staff contribute to decision-making at the school :->

According to improvement of school management or student IQ level improve in the value of morality, thinker, enthusiastic, etc

1] Punctuality builds character

2] Honesty make man characteristics

3] etc.



## \* Academic Dimension →

Teacher properly gives the instruction to the students time to time. The cultural programmes are arranged for the students in which students itself takes participation. Teachers try to speak in the language which can be easily understood by the students. If students ask any difficulty faced by them or problems/questions by which they are not satisfied or understood, teacher replies to them very kindly, effectively to provide them what they want to know.

Every question asked by the students are answered by teachers without ignoring or neglecting. The proper time-table and calendar are arranged by teachers itself. Every students progress reports are maintained by the students supervisors or teacher in a school in their respective section.

## D] School Safety :->

Security is very promptly handle in school. There is security guard and one gun man kept for the security purpose of students. We all compounds are covered with wires. The students are not allowed to go out of the campus during school hours. Every students, teachers and Non-teaching staff too.

### \* General Responsibilities of School Staff :->

The responsibility by staff is fully filled. They take proper care of every students.

### \* Students Rowdies: Bullying, Langing, Ragging and Harassment (Mental Sexual etc):

As per school management responsibility these all things are not allowed in school and proper eye is kept on every students. If any complaint comes again about all these. The proper action is then taken by School Management.



\* Policies, Rules, Regulations and precautions to be observed by school :->

As the school is government aided the strict rules and regulations are followed by the whole staff and strictly conducted rules for students accordingly.

\* Emergency Alert system and standard official procedure (SOP) For :->

1] Fire in school :->

Fire Extinguisher is present in a school to handle such a situation or happenings.

2] Terrorist attack / Bomb threat / Inter-uder / Hostage :->

The strict security is available in a school who kept watch on each and every person. Person without ID card or investigation can't be enter in a school campus. and after doing so can allow to go. The school has wide contact with the persons that has an experience in such situation and may provide to school.

## \* Severe Storms / Earthquake :->

The infrastructure of the school or the building of the school is very well architect and does not suffer from such geographical issues. The Reports of damage or even the occasion or happening of such conditions were not reported. The structure is well build and the school has not been suffered from such issues and has some power to hold the entire occupancy but school staff has very honest attention if something happens like that and were become ready to stand or to take precautions to overcome such problems.

## \* Hazardous Materials / chemical spills :->

Student know about this, what reaction should happen. School is localized there such as no-chemical spills or any other material are dangerous they make sure for their safety.



## \* Weapons :->

For the safety purpose the legal pistol is present at the watchman and he kept watch on each and every person going or coming from outside or inside. Other weapons are not present or even not allowed of keep instead of keeping by watchmen.

## \* Social Issues / Suicide attempts :->

Social issues as such suicidal attempt are never seen in a school as the school environment is too health free from any such resources or conditions that leads to bring up such cases. Teacher's motivation, their inspiration, their understanding towards students suffering from psychological problems or issues and their role of solving problems of them is very well.

## \* Understanding Classroom Management

A] Meaning, concept and aspects of classroom Environment  $\Rightarrow$

Classroom is the place where students and teachers more closely interact with each other and interaction among students are also intensified in a classroom. The classroom environment is so attractive, clean with proper ventilation and friendly. The places where students sit are very clean. The proper management of light and air gives the feeling of freshness or freshness.

The performance of most of the students in a classroom is directly proportional to the fresh and healthy environment of classroom.











B] Social: Authoritative, authoritarian,  
Permissive and dismissive, teaching  
Behaviour:  $\Rightarrow$

The Teaching skill of teacher are very good and active. They treat every child equally and with their full attention and with an honest intention. They give Answer to every questions asked by the student in a class. which facilitates the Teaching and learning process. As student got the answer from their teachers as they expected this thing lead us to create an interest in the process of learning and in building the confidence in students and also help to improve the Questioning skill or an ability within students without any hesitation.

C] Emotional: The Teacher taught bond  
The Team spirit, the dignity of  
Self:  $\Rightarrow$

The Relation among students  
And teacher due to effective and on  
Interesting teaching skill become so  
Friendly and leads to develops, the



Boad, team spirit, development of individual self confidence and which helps to boost up their emotional Attitude towards.

D] Democratic classroom environment characteristics and strategies for creating positive and democratic Environment :->

IN Each classroom an Ideal and skilled teacher directs the positive impact and leads to change the area of thinking of students. Students get equal chance & an opportunity and equal treatment with regard to an activities relevant to school work provide a democratic classroom.

## B] Communication in the classroom

A] Speaking Skills: Descriptive / Judgemental language →

Students in a class get equal chances to speak or to ask about doubt and teacher uses the language in which students can get or understand the topic properly. By means of providing them chance their speaking skill become good and well.

B] Listening Skills: Being approachable, listening to students →

Teachers in a class not only actives the lecture but also listen to the students that either they are getting what teacher actually want to taught to them. Their doubts their problems are taken prior first listening by st. teacher and teacher then solve this.



## 2] Verbal and Non-verbal Communication

Both the way of communication becomes effective. Teachers in a class not only use the verbal communication skills used by the students also play a very great role for better understanding of students.

## 3] Classroom Management mistakes to be avoided :->

Teacher tries their best to avoid any mistake made by means of themselves in a classroom for that they prepared the prior planning before entering in a classroom, so that all students get the hint of teacher that they are going to deliver.





C] Expectations: Rules, consequences, Routine and procedure :->

A] Communicating and discussing Expectations and Rules :->

IN a classroom environment teacher provide equally chances to every student to ask their individual doubts and problems and also allow them to discuss among themselves, this communication between one another solve most of their doubts as every students perception towards understanding different topics are different.

B] Establishing and implementing Routines and procedures :->

Different routine activities

In a classroom designed by the teacher should followed and implemented by the students and teacher keep watch on such implementations in daily classroom environment, develops self esteem.

## C] Getting Students to co-operate: Making them accountable:→

When teacher allows students to take participation in the different work or activities from teacher side. This things direct student to co-operate in such action and this intum develop a co-operative Behaviour.

## D] Maintenance of Students records and strategies for motivational:→

The Report cards, achievement and the data of student progress are well sophisticated maintained by teachers. Based on their performance teacher motivates student to again improve their performances and motivate or inspired them by means of appreciating their records.



D] Teacher as an effective Manager and leader :->

A] Standards for classroom conducts :->

When Teacher enter in a classroom students stands up and whenever teacher ask them to sit down they do follow the same Teacher always after asking the wellness about students starts their teaching by revising previous one.

B] Proactive discipline and assertive Discipline :->

The Principles regarding discipline in school or classroom is tightly followed by teachers and this directs the positive impact on other students. Teaching and Non-Teaching Staff. This thing become one of the positive way towards progress

C] Understanding positive approaches to discipline and handling discipline :->

Teacher knows how to manage the class and classroom environment

And also give priority to follow Rules and regulations made in Reference of maintaining the discipline.

## D] Bullying and power struggling In the classroom →

AS In Each classroom the discipline and rules and regulations are strictly followed by each students. There is no space for bullying, power struggling. But if some of the students may be some teacher related to individual act of each things involved become to prove to get strict Punishment. Due to tightly rules us. No one can dare to do the same act and hence when such cases by chance if arises that leads to get a lesson for other students and hence The Environment of teacher's classroom become so cool and free from any such power struggling etc.





E] Reminders, warning, notes,  
Referrals involving parents,  
Suspension :->

The strict watch has been kept on the performances of each and every students if there found any of frustration or change in the report of any students. Lack of performances in any field is sufficient to takes that report to the parent and gives them warning, notes and on each and every time they do the same thing and again if not remind by the parents, again if not received accordingly the take the action. Here the parents meeting, discussed the issue and problem associated with student that affects their performance. Parents got the solution of issues associated with their children by means of discussion with teacher and follow the strategies guided by them, that ultimately gives the positive result.

Mal



# Book review of ICSE Board Tomooae school, Amravati.

- Book name : Treasure Trove  
Standard : VIII th.  
Pages of the book : -  
Publisher : Beeta publication  
Cover : Mixed with multiple colours and theme  
font : 12 , Dimensions : 20.3 x 25.4 x 4.7 cm  
Exercises : Grammar and vocabulary, short stories, Novel, poem  
Consulting Editor : Anahita Lee.

This book is divided into five sections.

- No. 1. Listening and speaking : by this children listen to an advanced level of academic discourse and prepare notes and summary for further deliberations using multimedia presentations.
- Suggested areas and content :
  - 1) listen to a variety of texts from different genres and registers such as story, poems, narratives, lecture etc. for oral / written Comprehend.
  - 2) Analyse and evaluate use of language in different contexts (newspapers, television, billboards and advertising campaigns) and its interpretations.
  - 3) collect and collate ideas and seek clarification to keep discussion relevant.
- No. 2 Reading : Children read and critically evaluate the text from socio-political and cultural context along with other texts. They explore translated texts including myths, folklore, legends etc.
- suggested areas / content : literary / non-literary texts on a wide range of themes covering different genres and registers. in this book they focuses on vocabulary / figurative language and tone.



Deconstruct the textual piece to understand the central theme, point of view, characters, plot, dialogue / incident, humour, Evaluate and analyse the text from the point of view of its. 1) Production 2) Drama 3) Film Content.

Writing : Children write coherently and logically defend their writings through active research. There is a continuum in their creative writing.

Suggested areas / content : In this section they given various types of writings. for Example. -

- 1) Paragraph writing (250 - 300 words)
- 2) letter writing (formal / informal) 3) Advertisement
- 4) Diary 5) Journal 6) Report 7) Articles
- 8) Personal narrative 9) story 10) Poem.

Grammar and vocabulary in context : Children develop a rational outlook to the different functions of grammar and use it accordingly in diverse

Context that many include e-content.

Suggested areas / content : In this section thought phrases and clauses and their function in specific sentences.

## • Sentenced Analysis :

- 1) main clause and subordinate clause (s)
- 2) Sentence transformation from simple to complex  
| Compound Sentences.
- 3) Use phrases, idioms figure of speech in  
Context.

## • English Literature :

Literature encompasses both literary and non-literary writing. Different form of literature such as prose, poetry, and drama use rhyme, alliteration, irony, dialogue and a number of other devices that help develop appreciation and language.

Non-literary texts such as reports, articles etc. provide academic information thereby enriching the repertoire of children.

The curriculum is designed to provide students with a solid foundation of knowledge and skills that they will need to excel in their future academic Pursuits.

In BSEF class 8 students are introduced to more complex concepts and theories and expected to develop critical thinking and problem solving.



According to NEP of 1986, English is used as the medium of teaching in India in all ICSE schools. Only students from ICSE-affiliated institutions (CBSE-affiliated schools) can take ICSE exam.

Students study six subjects one of which must be English and one must be a second language. Students must obtain pass scores in at least five ICSE examination papers to pass the exam. Passing score for each subject is 35% of the total score.

### Overview of the Exam :

Particulars	Details
Full Exam Name	ICSE Board of Secondary Education Class 8th Exam
Name of the Board	Council for the Indian School Certificate Examination (CISCE)
Medium of Instruction	English
Exam Duration	3 hours.
Mode of Examination	offline.

## Book Analysis.

Book Name :- English Balbhaxati Textbook.

Class :- standard eight

Name of publisher :- Vivek uttam gosavi

Controller :- Maharashtra state textbook Bureau, Prabhadesi,  
mumbai, 400025.

Price :- 64 ₹

Year of publication :- 2018

Medium :- English

Pages :- 104

Edition :- 2018 first edition

### • Physical Aspects of English Textbook :-

Cover page :- with a view to attain the language skills the investigator focused on the content related to values in textbook on the 8<sup>th</sup> grades english book and initiated the analysis from cover page. The cover page of the book depicts a beautiful scenery showing mountains, birds, trees, flowers, butterflies which show the importance of nature among students.

Size of the book :- size of the book is suitable from the point of view of age group of students.

Size of the book is suitable in relation to the volume of the book.



- Printing layout :-
  - Suitable length of the line is used
  - font of the book is also suitable
  - margins are appropriate.
  - spacing between the line is appropriate.
  - The paper is suitable.

Prelims :-

- Title page gives necessary information.

- preface gives an idea of the scope and central theme of the book
- Introduction is catchy.
- Every important point is bolden or shown in different colour.
- glossary is given in proper language.
- Index is available.

## • Nature of content

Relevant content :- The content given in the book is relevant to the instructional objectives of the subject.

Coverage of the Course content :- The content and syllabus given in the index is properly covered in this book.

Updated content :- The information has been updated in this edition and is up to date.

Adequate and Authentic content :- The content is adequate, accurate and authentic.

Continuity and Balance :- The every next topic is related to the previous one which actually makes learner recall the previous knowledge and understand the topic effectively.

Linking with life :- Examples given in the English textbook are related to daily life and are easily understandable. Students can draw the concept by linking it to their lives.

Organised content :- Content is so organised that students can achieve good grades by self studying the content.

Division into Unit :- The content matter is divided into proper chapters and units which makes the students find things easily.

Psychological Approach :- The approach followed in the book is suitable to the needs of the students.

Flexible organization :- The organization is flexible enough to submit the changes in accordance with the changes in the instructional plane.



## Presentation of Content :-

- Attractive and appropriate title
- Motivating presentation for further study
- matter is presented in a creative manner to sustain interest.
- Adequate reinforcement of new items of learning through replication and application.
- Presentation provides some suggestions and implications for adoption of effective teaching method.

## Style :-

- appropriate vocabulary according to the level of the student is used.
- Short and simple sentences.
- Punctuation is done correctly.
- The language used is grammatically correct.
- Technical terms are properly explained.

## Illustration :-

- Illustration is clear and authentic.
- The illustration is purposeful
- The illustration is supplementation of the text.
- Variety in illustrations.

## Exercise and projects :-

- In chapter and at the end of chapter exercises.
- The exercises make students revise the content.
- The projects provided are kept in achieving various purposes of teaching.
- Projects have a close resemblance to actual life situations.
- The exercises promote the spirit of enquiry.



# Textbook Analysis.

Book name and class - Honey Dew Textbook of English Class 8<sup>th</sup>

Board - CBSE

Published by - NCERT

Pages - 131

## Cover Page -

The cover page of the Honey Dew book has a bright red colour with a drawing in yellow colour which is uniformed. The cover page of the supplementary reader in English has a picture of a child reading a book. There could be more pictures on the Honey Dew book for the students to attract them to read the book and create interest in the subject.

## Font and Size -

The size of the words and sentences are appropriate for the students, teachers as well as parents to read and understand properly. The difficult words with the meanings and comprehension check are marked in blue colour. Exercises, grammar and the four skills are marked with asteric signs. The page numbers are in different font and colour so that the students and the teachers can go back to that specific page whenever needed.

## Chapters -

There are in total 8 chapters in the Honey Dew book. Each chapter has a QR code for the students to use the digital form to study. There is little insight to each chapter in the form of questions or about the background of the given chapter. The supplementary book It-so-happened has in total 11 chapters. Each of the book contains a note for the teachers for a better teaching-learning process.

## Exercises -

At the end of the each chapter there are different questions based on the specific chapter. There are questions on the speaking and writing skills of the English language. The questions are based on the text as well as the English language. Between every text and poem there are questions based on the comprehension to see how much progress the students have done and if there is a need for improvement in the teaching skills.

## Pictures and Colour Schemes -

For the better understanding of the topic, there are pictures too. For example, in chapter 2 Tsunami, there are pictures about the destruction caused by a tsunami and how it affects the lives of people. Chapter 3, The Glory of the Past is in the form of comic book. Through this, students not only study about the history, but that too in a fun way. Difficult words are marked in blue colour along with their meanings.



## Contents -

The contents of each chapter has different themes. There are chapter on history and geography. Through this the students learn about different subjects along with the study of language. The book also contains inspirational stories such as A Visit to Cambridge for the students to work hard.

## Teaching Aids -

Chapter 5- The Submit Within, is about the expition to Mount Everest by Major H.P.S. Ahluwalia. Through the use of AV aids, like the youtube vides with the same name the students will understand the chapter better and see visually the problems while climbing the Mount Everest.

## Illustration -

Illustrations are pictures, design or diagram for the students. The Honey Dew book is full of pictures for the students. Through the illustrations the readers understand the chapter and creates an interest in reading too.