

Satyam College of Education

NOIDA

(Affiliated to S.N.D.T. Women's University, Mumbai-20)



SATYAM COLLEGE
OF EDUCATION

EWF & EPC

Practice Teaching and Internship

REPORT BOOK

ACADEMIC YEAR 2019-21

INTERNSHIP PERIOD - _____

NAME OF STUDENT TEACHER : GAYATRI RIKHARI ROLL NO. 1015

NAME OF THE INTERNSHIP SCHOOL: (Name, Address & Contact No. _____

NAME OF THE INCHARGE TEACHER: _____

NAME OF THE INCHARGE PROFESSOR: _____

INTERVIEWS OF TWO EXPERIENCED TEACHERS

Interviews with the help of interviews schedule of two experienced teachers to know more about school functioning and duties, responsibilities, and continuous comprehensive evaluation, difficulties faced, some tips about discipline and dealing with diverse learners. Student teachers have to prepare report including self reflections.

(Interview 01)

Name of the teacher Ms. Era Sahai

Educational Qualification Masters in Economics, Masters in Education

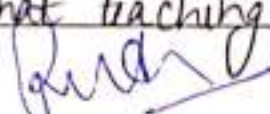
Teaching Subject Economics

Teaching Experience 25 years

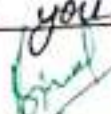
Ques: What factor motivated you the most to become an educator?

Ans: My mother was also a teacher, and been the vice principal in many government schools, seeing her financially independent from the start motivated me. My mother always says and believes that this profession helps a women to be independent and manage both her professional and housemaker jobs. Perhaps, another factor about teaching is that teacher directly contributes in the nation building by providing young exquisite minds.

Ques: What teaching methods and techniques you prefer


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while delivering a lesson?

Ans: Teaching strategies are pragmatic and dynamic, one cannot stick to just few techniques to handle students of different kinds where the same strategies might not work for everyone, therefore I keep on changing my techniques and try to finish my syllabus by August so that I could redo the lessons again in the classroom so that every child at their own pace understands and learn.

Ques: What role does discipline play in teaching and where in your approach?

Ans: Discipline not in education but in general is important for everyone, child should be in discipline, teacher, principal, school management everyone needs to be discipline, for making children discipline a teacher needs to be discipline. It is very important as it allows to concentrate, focus, and modify behaviour, influences perception towards people and life.

Ques: How do you ensure that the class remain lively and interactive as well as disciplined.

Ans: Teacher is the driver of the class, if the driver is sleeping, then obviously the vehicle will not move first. The teacher has to be enthusiastic.

She, fun-loving and jovial, she should enter the class with a right frame of mind otherwise she will deliver the same emotions to her students, therefore the teacher has to be lively to make the class lively, interactivity of the class can be assured by involving the class in activities, all students must be encouraged and should be included in all the activities, while involving the class a teacher has to set some limit to keep the class disciplined.

Ques: How do you ensure to enhance creativity of students through projects and assignments.

Ans: Keeping students bounded to a particular way of doing a task kills their creativity. Assignments are given and students are encouraged to put their original ideas, thought process and efforts the way they want to.

Ques: Some tips that would be beneficial for me as an upcoming educator.

Ans: First of all stop calling yourself educator or teacher, we are a fraternity of nation builders. Teachers nowadays should be tech-savvy as per the changing needs, alert, mature of their content, bold, courageous and sorted. Teachers should be very dynamic these days to cope up with personal, professional and social problems of their lives.

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Self Reflection: Interview next week, all the answers were effortlessly given and that's what experience is.

Malam is been in this profession from very long and have had interactions with different kind of students and learners, and learning from her and listening to her experiences gave me a lot of exposure to real life situations a teacher might have to face.

Eva Malam have done her masters in Economics, Masters in Education and also did a diploma in pre-nursery, she can be a teacher straight from kindergarten to class XII have all the required degrees. She started the journey at the age of 22 and took her first batch of class XII, in the year 1992.

She has a vast subject knowledge and taking her interviews gave me a real insight to this profession.

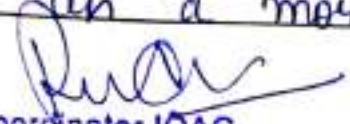
Name of the teacher Ms. Ruchi Madan
Educational Qualification Chartered Accountant
Teaching Subject Business Studies, Accountancy
Teaching Experience 8 Years


Ques: What factor motivated you the most to become an educator?

Ans: I am a Chartered Accountant by profession, but after my son is born I have to leave that career behind, I do not just sit at home I took up teaching to support my family and to take care of my child. But now as I am a part of the fraternity I believe I am blessed to be in this profession and able to teach not one, two but hundreds of children and could contribute to the nation's development by imparting the knowledge I have to these students.

Ques: What are your preferred methods of techniques for teaching?

Ans: Traditional methods like Blackboard and Chalk is not enough unless it's a practical subject like Accountancy nowadays. Powerpoint Presentations, Charts, Graphs, Smart classes enables us to present our lecture in a more fun way, other than ^{that} rote-


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lling, Roleplay, Case study are used.

Ques: What do you think is the greatest challenge while

dealing with students nowadays?

Ans: Nowadays, students are equipped with technology and it is difficult to maintain their interest in book and academics, it is a challenge for students. Students are more tilted towards rote learning than understanding the concept, and knowledge of the concept is not enough. Student should not know how to apply this knowledge.

Ques: How do you ensure that class remains lively and interactive as well as disciplined?

Ans: Educator should be enthusiastic and full of life and should enter with a right frame in the classroom not for her but for the 25-30 students who are in the classroom. Interactivity of the class can be obtained when the child feels comfortable in the classroom when there is a one to one connect of the child with the teacher.

Ques: A classroom has a mixture of different kind of learners. How do you make sure that the content caters to everyone's need?

Ans: Plan should be made beforehand, content should not be difficult to understand and should not be too easy otherwise it will become monotonous and boredom for students of different kinds. Approach varies as per students, if a child needs special attention they are made to sit at front benches and care and attention is provided accordingly, same is with introvert students regular communication should be made to make them comfortable in the classroom.

Ques: How do you ensure to enhance the creativity of students through projects and assignments?

Ans: Creativity is a self-driven force and for that students should be left free, providing them exposure, and giving them a freehand to do the work as per their own terms, teachers should provide the nourishment to the ~~positivities~~ of the child and should acknowledge his/her work.

Ques: Some tips that would be beneficial for me as an upcoming Educator

Ans: Subject Knowledge, compatibility with the students, tech-savvy educator, empathize with your students, always be prepared and planned for the activities you will carry out in the classroom, and always make a plan, because "if you fail to plan, you are planning to fail".

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Self Reflection: "failing to plan is planning to fail"
This quote is given in the interview by
mam which perfectly sums up the lives
of an educator.

We cannot reach our classrooms unplanned
and unaware of the content to be taught,
a teacher has to be ready beforehand of
all the difficulties she might have in
a classroom.

Luchi Mam entered this profession of teaching
with a degree of chartered accountant, which
is a dream for every commerce student and
the way mam explains the topic pretty much
sums up of the knowledge she has of the
subject.

She always comes in the class well prepared of
the topic, of the activities she will conduct
and of course with all the questions she
will give for revision which she collects
from various sample papers.

OBSERVATION OF 2 PERIODS OF TWO EXPERIENCED TEACHERS

Lesson Observation - 1

Name of the teacher MS. Ruchi Madan

Educational Qualification Chartered Accountant

Teaching Subject Business Studies

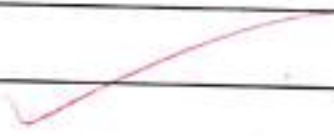
Unit foundation of Business - Sub-Unit Business Services

Teaching Experience 8 Years

Used methods / techniques: • Explanation of the content

• Questioning technique is used the most as it was a revision lesson.


• Illustration with examples are used throughout the revision of the chapters.




Organization of content • Systematic organisation of content.

• Explanations succeeded by questioning.

• Use of tracking aids including sharing of videos related to the topic.


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- questions were asked after every content

Activities Organization:

- Activities are organized in a very systematic order
 - a) content was revised
 - (b) questions regarding every content were framed
 - (c) corrections are made if any.
 - (d) class was disciplined throughout the activity.

Support Material Used:

- PDFs are used for displaying content.
- Examples are used for explaining.
- Videos are shown relating to the topic.

Questions used:

- Introductory
- Developing
- Comprehensive

• Evaluatory

Feedback taken, homework assigned

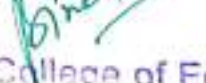
- Recapitulation was done, after the activity
- Students were asked about their doubts
- Questions related to the chapter was given for Homework.

Self reflections

- Discipline was maintained throughout the session.
- Activities are properly conducted.
- Illustration with examples made the chapter easy to understand.
- Knowledge of students and their understanding of the knowledge was evaluated throughout.



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Unit foundation of business Sub-Unit E- business

Used methods/techniques: • Illustration with Examples

- Explanation / Narration
- Questioning technique as it was a Revision lesson.
- Power Point Presentation
- Brainstorming

Organization of content • Well organized, introductory questions were asked.

- Explanation, a brief explanation was conducted.
- Activities relating to evaluation of the content were conducted.

Activities Organization • Questioning technique is used for introduction.

PPT was shown.

- Youtube video was used for explanation at some parts.
- Recapitulation was done at the end.

Support material used:

- Powerpoint Presentation
- Multimedia video is used for better involvement of students.
- Sample papers

Support used:

- Brainstorming Technique is used.
- Comprehensive Questions were asked.
- Activities were included to make the class interesting.
- Question Papers were discussed.

Feedback taken, homework assigned

- Recapitulation is conducted.
- Homework is given in the form of important questions, and differences among terms.
- Doubts were taken at the end.

Self reflections

- Illustration with examples made the chapter easy to understand.
- Sample papers were discussed which provided a real insight to students of proposed exams.
- Activities conducted and attitude of the teacher kept the whole class lively and interactive.

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Lesson Observation - 3

Name of the teacher Ms. Eria Sahai

Educational Qualification Master in Economics, Master in Education

Teaching Subject Economics

Unit Statistical Tools and Interpretation Sub-Unit Measures of Dispersion

Teaching Experience 25 Years

Used methods / techniques: • Explanation

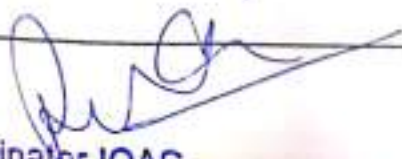
- Questioning
- Illustration with Examples
- Brainstorming

Organization of content • Introduction of the concept

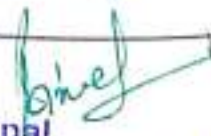
• Brief gist of the content as it was a revisionary lesson.

• Practical Questions are done.

• Questions provided to students for revision



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Activities Organization:

- Questions were thoroughly explained before revision.
- Each type of question is discussed beforehand starting with evaluation.
- Students are encouraged to solve questions and doubts are resolved.

Support Material Used:

- Textbooks
- Educational websites
- Sample Papers

Support Material Used:

- A general gist is provided with the help of books
- Educational websites are used for obtaining variety in questions

- Sample papers are afterward discussed for presentation and revision.

Feedback taken, homework assigned

- Students throughout the class are encouraged to ask questions and solve their queries.
- A detailed homework containing MCQ's, One word and practical Questions made as a work assignment is provided for better revision.

Self reflections

- Tips and tricks are used to encourage non-math students to take interest in the practical portion.
- Questions are well discussed and even solved by teacher himself to cater to the needs of weak students.
- Homework construction is well structured to allow students to revise it before exams to have a detailed study at one sheet.

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Unit Statistical Tools and Interpretation Sub-Unit Correlation

Used methods/techniques:

- Explanation
- Questioning technique
- Illustration with examples
- Brainstorming

Organization of content

- Systematic organization of content
- It was a revision lesson, therefore following were the steps

- (a) Introduction of the content
- (b) Brief gist of the method
- (c) Solving questions of the method taught
- (d) Revisionary questions are given.

Activities Organization

- Activities related to practice were included the most as it was a revisionary lesson.

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- Discipline was given importance while carrying out the activities.

- Before the revisionary question is given, whiteboard is used for solving one question of the type given.

Support material used:

- whiteboard
- Sample papers
- Assignments given in the past for questions
- Sample papers.
- Textbook

Support used:


- In online teaching, it is difficult to solve practical questions but it was well carried out by the use of whiteboards.
- Sample papers are used for providing variety of questions.

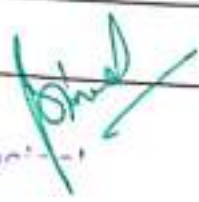
Feedback taken, homework assigned

- Questions are solved and answers are taken from students, in case of any discrepancy in answers it is first resolved before moving onto next question.
- A complete workbook kind of homework is provided for complete revision of the chapter.

Self reflections

- Activities are well carried out.
- Class was lively as well as interactive along with discipline.
- A good revision was conducted and variety in questions can be observed.
- Students are encouraged to ask doubts and solve questions.


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Observation of school facilities such as science laboratory, library, play ground and sports facilities, computer laboratory, geography room, drawing room, music room etc and writing a report

REPORT OF SCIENCE LABORATORY

In-charge of science laboratory Ms. Bindu Anand (HOD Science Department)

Lab assistant Mr. Zaffrudin

Available equipments Microscope, Test tubes, Beakers, Volumetric flask, Bunsen Burner, Dropper, Thermometer, Magnifying glass etc.

Structure of the laboratory School has three spacious laboratories for Physics, Chemistry and Biology. Laboratories are divided into units with all the material available, store room is made inside laboratories to store equipments and other material, almirahs and drawers are kept for storing models and instruments.

Characteristics of the laboratory Laboratories are spacious and bright.

- Equipped with all the apparatus and equipments.
- Comprehensive collection of models and specimens.
- Sufficient supply of fresh air to the laboratory.
- Labs can easily accommodate a good amount of students.

Problems and remedies regarding Science Laboratory

In all, the labs are well designed and properly structured, though a suggestion of glass cabinet for showcasing models and specimens in Biology lab can be adopted.

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SIGNATURE OF IN-CHARGE OF SCIENCE LABORATORY

REPORT OF LIBRARY

Name of the Librarian Ms. Mamta Joshi

Educational Qualification B.Lib

Names of the News Papers 7 newspapers

Names of the Journals 15 Periodicals

Numbers of reference books somewhere around 1500

Dictionaries Oxford Dictionary, Cambridge Dictionary.

Teaching aids Books including fairy tales, little adventure stories, fiction, Encyclopaedias, Dictionaries, Biographies are kept.

Maps / Charts / Models Used as per their requirements.

Efforts to use library in large scale Library follows an open access system for classes 2 to 12 whereby the students visit the library in period assign to them. As part of library activity, Scholastic Book fairs are organized at every PTM idea is the encourage young readers to satisfy the 'love' for reading.

Problems and remedies in Library management

No problems and remediu suggested, library is well managed.

Only advice to use ERP and edunext for better management.

DATE:

SIGNATURE OF THE LIBRARIAN

REPORT OF PLAY GROUND AND SPORTS FACILITIES

In-charge of physical education Ms. Indu Vashista

Size of the Play Ground 6317 square metres

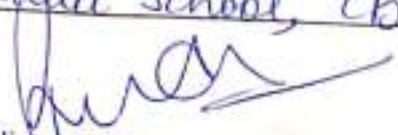
Characteristics of Play Ground School has a standard size outdoor basketball court, football court, volleyball court, lawn tennis court, running tracks are available for athletes to carry out their practices.

Sports equipments School has all the equipments ranging from basketball, football, volleyball, lawn tennis, Badminton, Skates, Table Tennis Bats and Table, cricket pitch, Equipments related to sports are all time available in the school's sports room.

Facility of first aid box


- Comprehensive first Aid Box available
- School accommodates a well-equipped and well furnished medical room. They have nursing attendants and family physician in place for ensuring that all the emergencies are well taken care off.

Participation in Sports competition School has various teams and participation by the school in different tournaments is admirable. School participated in SGTI National Basketball Tournament, Inter-school Tournament of Pragyan Public School, CBSE Cluster Basketball and many more.

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COMPUTER LABORATORY REPORT

Computer lab in-charge Ms. Vivekta Chauhan

Computers in use 50 computers

Internet facility Computer labs are equipped with internet facility where students have unlimited but monitored access

Nature of the trainings given to the student

Students are encouraged to opt for computer activity classes where they learn how to design their own games using latest software.

Students are provided exposure to various educational tools of Microsoft office 365 like One Note, One Drive, office mix, Sway, Yammer, Skype etc.

Use of the computers by Teachers • for making worksheets, reports, question papers, research preparing lesson plans, for maintaining school data, record keeping, attendance sheet, for preparing time table, planners, circulars, printouts, duty charts, transport records etc are maintained by teachers.

Problems and remedies regarding Computer laboratory

There is no major problem faced by the computer laboratory. There are sufficient numbers of computers to cater to all the students

DATE:

SIGNATURE OF THE COMPUTER IN-CHARGE

REPORT OF THE GEOGRAPHY ROOM

Geography Teacher Ms. Eva Sahai (HOD Social Science)

Available equipments Models, samples, sketches, maps, globes, Different types of rocks and minerals, solar system, globes, physical feature of India, tectonic movements, political and cultural maps of India and the world, satellite phones, thermal camera, handheld GPS, theurmoneter.

Structure of the Geography room The room displays different kind of maps, models, structures, collection of various types of rocks and also exhibits various models made by students.

Characteristics of Geography room • Room is well illuminated and spacious

- Atmosphere of the room inspires to study the subject more attentively.
- Geographical models are placed that will help enhancing the importance and value of geography.

Problems and remedies regarding Geography room

There are no problems in the geography room and in future the purpose will

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REPORT OF THE DRAWING ROOM AND MUSIC ROOM

Drawing Teacher Ms. Rajlaxmi Malam

Available equipments Pastel colours, Canvas, boards, drawing sheets, water colours, acrylic colours, coloured sheets for crafts, pencils and brushes.

Structure of the Music room

Music room provides space for vocal and instrumental classes. It is well equipped with various instruments like Tabla, Carno, Guitar, Harmonica, Drum, Sitar etc.

Characteristics of Music room School trains the students in using musical instruments and trains them in vocal learning.
Through this they introduce students to rhythm and harmony.

Problems and remedies regarding music room There could be more musical instruments that can be introduced in the schools for variety.

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Study of school time table, teacher's time table, year plan of school, co-curricular activities conducted in school, Morning assembly and displays bulletin boards.

Time Table of the School

Day →		MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
Time ↓	0	Class Test	-	Class Teachers Period	-	Group A (Activity)
8:30-9:10 AM						
9:20-10:00 AM	1	Accountancy	English	Accountancy	English	Accountancy
10:10-10:50 AM	2	Economics/ EP/ Painting	Economics/ EP/ Painting	Economics/ EP/ Painting	Economics/ EP/ Painting	Economics/ EP/ Painting
10:50-11:20 AM		B	R	E	A	K
11:20-12:00 NOON	3	Business Studies	Business Studies	Business Studies	Business Studies	Business Studies
12:10-12:50 PM	4	Maths/ PSY/ PE-1	Maths/ PSY/ PE-1	Maths/ PSY/ PE-1	Maths/ PSY/ PE-1	Maths/ PSY/ PE-1
1:00-1:40 PM	5	Painting/ music/ PE-2	Painting/ music/ PE-2	Painting/ music/ PE-2	Painting/ music/ PE-2	Painting/ music/ PE-2
1:50-2:30 PM	6	English	Accountancy	English	Accountancy	English

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Teacher's Time Table

Day →		MON	TUE	WED	THU	FRI
Time ↓						
8:30-9:10 am	0	-	-	-	-	-
9:20-10:00 am	1	-	-	-	-	-
10:10-10:50 am	2	XI A/C/D Eco	XI A/C/D Eco	XI A/C/D Eco	XI A/C/D Eco	XI A/C/D Eco
10:50-11:20 am	B	R	E	A	K	
11:20-12:00 noon	3	X B POL Science lab	X B Eco	X A Eco	X A Eco Lab	X A Pol
12:10-12:50 PM	4	-	-	-	-	-
1:00-1:40 PM	5	XII C/D	XII C/D	XII C/D	XII C/D	XII C/D
1:50-2:30 PM	6	-	X B POL SC	X A POL SC	-	X B Eco

MORNING ASSEMBLY AND DISPLAYS BULLETIN BOARDS

Nature of assembly

Assembly takes place on a regular basis and forms an integral part of school curriculum. Students of every class are allotted to conduct the morning assembly. Special assemblies are also conducted in view of special occasions such as Isha, Republic Day, Martyr's day and many more.

Execution of assembly

Flow of general assembly includes prayer, thought of the day, News headlines (National, International and Sports) and thereafter the National Anthem.


Special Assemblies are conducted on main events and celebrations, special assemblies are conducted by students starting from Introduction of the event and thereafter accompanied with a lot of activities - including presentations, speeches, dance performance and many more.

Bulletin board writing (Day's special information)

Bulletin Boards are used for writing a Day thought, for providing important informations regarding meeting, announcements.

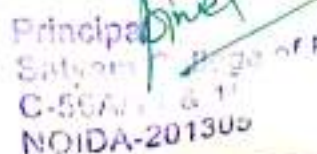
Bulletin Boards are also decorated with students self made pictures, charts, pictures, poetry, etc. Informational and Inspirational quotes are also posted / attached to impart a positive atmosphere.

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SIGNATURE OF THE CLASS TEACHER



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Planning

The different types of co-curricular activities in school are chosen to develop an overall personality of a student.

The various co-curricular activities includes physical development activities, academic development activities, library cultural activities are planned.

Execution

for making the co-curricular activities meaningful in order to bring all-round development of the student. There is a systematic order for the sound organisation and management of these activities, for which certain process is being followed by the teacher in charge.

Self reflection on activities

Activities aim at achieving civic, social, moral and other worth while values as far as possible.

Activities of different kinds and nature were conducted to cater to the needs of different kind of learners, variety in activities enables students with different aptitude, ability, and interest encourage them to participate in activities in large numbers.

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YEAR PLAN OF SCHOOL

The year plan of school is captivating and capable of cultivating moral values, empathy, sportsmanship and scientific aptitude among the students. Each month has given a little owing to the season it holds or festivals and special days associated with it. Performing activities related to different fields, religions and culture builds a sense of respect and tolerance for other religions and human race including nature. The different plans for the months are as follows:-

APRIL: Orientation Day, Baisakhi celebration, celebration of Earth Day, Good Friday

MAY: Theme based, on Mother's Day celebration and women's Day

AUG: Themes are based on Independence Day celebration, Special Assemblies for Janmashtmi and Raksha-Bandhan Celebration

JULY: Calligraphy activities, speaking activities, Role Play Activities are conducted.

SEP: Hindi Diwas celebration with special Assembly, Teachers Day celebrations

OCT: Gandhi Jayanti celebration and Kalimiki Jayanti celebration.

NOV: Purnima celebration, Theme Children's Day celebration

DEC: Christmas Carnival and winter Carnival preparations

JAN: Lohri and Makar Sankranti celebration, Republic Day and Martyr's Day special assemblies are conducted

FEB: Skating competition, special assemblies on

chocolate Day & Basant Day of junior class. Panchmi, Graduation

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Education

Principal
Satyam College of Education
Sector-62,
C-57
1305

Study of school organization and management, Distribution, meeting with parents etc.

Name of the School : G.D. Goenka Public School, Greater Noida

Date of Establishment : 4th September, 2011

Total Employee : Teaching 82 Employees

Non-Teaching 4 Employees

No. of Students : Approximately 3000 Students

Vision of Institute : School aims to equip the students with the skills and competencies

Mission of Institute : 'Higher, Stronger, Brighter', their motto

Symbolizes and encompasses their vision of bringing holistic development of the students and equipping them with virtues of the

Mission is to create leaders for tomorrow

Work Distribution of teachers: Teachers are given and provided with equal work opportunities and each teacher handles two sections of particular subject to keep the workload balance.

Class teachers are allotted with other responsibilities including maintaining records of attendance, managing the execution of class assemblies and activities of their respective classes.

Updates are sent by the teachers to the parents from time to time and keeping the informed with activities and other events.

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Different committee and their functions

There are sports activities headed by sports faculties and cultural committee headed by teachers in rotation for various programmes.

One of the online presentations was on the occasion of Christmas presented by students of different standards.

The various committees are

- 1) Magazine Committee
- 2) Celebration Committee
- 3) Examination + Timetable Committee
- 4) Class Committee
- 5) Disaster Committee
- 6) Cultural Committee
- 7) Sports Committee
- 8) Heritage Club
- 9) Bharat and Scout and Guide Training

EPC : 3

Learning to Use Computer in Education (Computer Project)

Total Hours: 60, Credit 2 (Marks: 50)

B. Ed. 2019-21



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Name of the Student: GAYATRI RIKHARI
Website link: https://edunew.in/
Criteria for the Review of an Educational Website
Layout of webpage

Chapter on the website is properly indexed, heads are properly defined following a systematic order starting from introduction and then going deep into the topic. layout of the topic also impressive following a standard width

Website design

look of the website is basic yet impactful as the topics are mentioned in black colour. overall look of the website is aesthetic supported by relevant pictures of the topic

Colour combination used in website

Black colour is used throughout the website for both the text and picture, which is appropriate for a class-XII student. colours are visually accessible, unlike other colours which are differently to different kind of eyesight people

Appropriateness of design for audience.

for a class XII student, it is indeed an appropriate design as no colour are used except black, website is filled with more content and is accompanied with examples whenever required

Informative aspects of the website

Website is informative, brief gist of the chapter is given all the information regarding different heads are explained.

Interactive Nature of the website

It indeed speak to the target audience, copywriting style suit the website font colour everything is targeted to the group oriented

Readable Nature of the website.

What's better for eyes than black and white, the evergreen black and white combination is used and very much soothing for the eyes of the viewers.

Skimming Nature of the Website.

Text is broken into different heads and sub-heads are used. Heads are properly highlighted and text can easily be found at one glance even for a new user.

Provision of hyperlinks.

Yes at the end NCERT solutions of the chapter, a test previous year questions, overview of the chapter and many more links are given for better understanding of the chapter, technical terms are well defined.

Frequency of Updating of the Website.

Content provided on the website is as per the current syllabus and format and is frequently updated with the most latest information.

Authenticity of the Information provided on the website.

Information provided on website is authentic and can be trusted by the students; can also be used to make revisionary notes of the chapter.

Quality of Images and videos provided on the website.

Images provided are relevant to the topic and are clear, non-ambiguous and easy to understand.

Use of website for the visitors.

Website will be an utmost help to the visitor, teacher being a visitor can learn a lot and can use the examples given to illustrate on the website in real classroom-teaching learning whereas a student being a visitor can expand on his knowledge other than from class or textbooks.

Opinion on overall impact of the website.

The overall appearance of the website is impactful and good source of authentic information for class XII students; rich in content and explanations with examples, useful links in the website makes the experience on the time spent on website in worth appreciation. A great source of information for both students and teachers.

Practical: 2 Preparation of Multimedia presentation



A handwritten signature in blue ink, appearing to be 'Ravi', is written over the printed name of the Coordinator IQAC.

Coordinator IQAC
Satyam College of Education
C-56A/14 Sector-62,
Noida-201305

A handwritten signature in green ink, appearing to be 'Anand', is written over the printed name of the Principal.

Principal
Satyam College of Education
C-56A/14 Sector-62,
Noida-201305

Attendance of a className of the School G.D. Gonenka Public School, Greater NoidaStd. : XI Div. CAttendance of the month: December Year 2020

Difficulty faced by the students for Regular Attendance:

As learning is shifted to online platform, few of the problems are faced by students, including:

- Lack of internet connection at the time of attendance.
- Technical issues faced by students such as distortion of voice at the time of attendance, problems with microphones.
- Students get lazy as school is shifted to online mode, they tend to leave classes and blame it on the network.
- Responsibilities at home has increased from before, they get occupied at household chores and leave classes thinking they might take or copy notes from others.

Efforts made by the school Increasing Attendance:

- Track student's record of absence time to time and give warnings before actions.
- Connect to students via email & messaging taking updates about their well being.
- Keep the morale high of students by inculcating variety of activities in the school curriculum.
- Boost personalized learning
- Inform and take report from parents regarding the continuous absence of the child.
- Implement rewards for positive behaviour.
- Effective timetable scheduling, so that the child gets a mix of both core subjects as well as co-curricular activities.

Self Reflection:

School keeps a regular check on the attendance of students, and take appropriate action as required. Teachers take attendance both at the start and at the end to check whether any student has left in between, to maintain discipline in the classroom.

Parents are also kept in touch for students' attendance and report of their absence is provided to them to ^{our} check their child's activities at home.

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ATTENDANCE SHEET

School: G.D. Greenka Class: XI Div.: C Month: December Year: 2020
Puliwā School

Roll No.	Name of the Students	Date														Total Present Days				
		7/12	8/12	9/12	10/12	11/12	12/12	13/12	14/12	15/12	16/12	17/12	18/12	19/12	20/12		21/12	22/12	23/12	24/12
1	Abhishek Kumar	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	12
2	Abhishek	P	Ab	Ab	P	Ab	P	Ab	P	Ab	P	Ab	P	Ab	P	Ab	P	Ab	P	08
3	Acharya Bansel	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	10
4	Arman Mavi	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	14
5	Arsh Pravin	P	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	05
6	Ayaz Nagan	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	12
7	Ayaz Shaima	P	Ab	Ab	P	Ab	Ab	H	Ab	Ab	Ab	Ab	H	Ab	Ab	Ab	Ab	Ab	Ab	07
8	Akshat Gupta	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	13
9	Deepanshu Jishi	Ab	Ab	P	Ab	Ab	L	L	Ab	Ab	Ab	Ab	L	Ab	Ab	Ab	Ab	Ab	Ab	04
10	Deepu Goyal	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	10
11	Himanshu Nagar	Ab	Ab	P	Ab	Ab	D	D	Ab	Ab	Ab	Ab	D	Ab	Ab	Ab	Ab	Ab	Ab	04
12	Inhila Goyal	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	11
13	Kaityash	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	11
14	Lucky Mavi	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	09
15	Mohari	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	11
16	Panki Goyal	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	11
17	Pavdhi	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	04
18	Rudrakshi	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	05
19	Salman Khan	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	04
20	Siddharth Verma	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	13
21	Subhanika	Ab	Ab	P	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	Ab	02
22																				
23																				
24																				

Principal
 G.D. Greenka
 Puliwā School

Roll No. Name of the Students Date Total Present

Roll No.	Name of the Students	Date	Total Present Days
56			
57			
58			
59			
60			
61			
62			
63			
64			
65			
66			
67			
68			
69			
70			

Summary:

Month: *December*

Year *2020*

Total No. of Working days = *14 Days*

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No. of students present for all days:

Total of Attendance of all students

Average attendance of the students = _____

No. of Students

Activity 02 Assignment / Homework / Journal Assessment

Subject - 1

Commerce - Business Studies - Homework

Class : XI

Div. : C

Nature of Assignment/Homework given/Journal Assessed

• Chapter : forms of Business Organisation

• Preparation : A brief study of what is Partnership, its features, merits and demerits have been conducted in the classroom before providing the homework. Students are well versed with the knowledge of Types of Partners, type of Partnerships and Partnership Deed.

• Objectives : After the completion of the given homework, students will be able to:

- Students will be able to explain distinctive features of Partnership.
- Students will be able to evaluate Partnership form of Business Organisation.
- Students will be able to analyse the factors affecting the construction of Partnership Deed.

• Homework : Imagine you are planning to enter in a partnership with one or more of your classmates. Decide on what you would do together, draw up an agreement with respect to all responsibilities, duties and financial matters. Present the final draft in the class and discuss how you would resolve the differences while drafting the agreement.

• Values : Students through the homework which learn values such as team work, leadership, tolerance and humility.

Through the homework, students will learn:

- how to work in a group
- appreciating and understanding others thoughts
- will develop mutual tolerance
- will learn time management

Homework will bloom creativity amongst the students

Observation of student performance:

Student performed extremely well, it was very engaging to hear students extremely creative and innovative ideas of businesses they want to enter into.

At a point it was more looking like a room filled with bright, unique and passionate entrepreneurs who just wanted to take over the world.

Students put in great efforts to draw up the agreement, duties and responsibilities were well divided as per the specialisations of each child, ideas on financial assistance were very interesting to hear.

Efforts Done for Improvement of Student performance:

Ideas of children were very innovative and students put in great effort but at some points I provided the guidance whenever necessary and asked them to correct the draft.

Activity 02 Assignment / Homework / Journal Assessment

Subject -2

Economics - Homework

Class : XI

Div. : C

Nature of Assignment/Homework given/Journal Assessed

• Chapter: Measures of Dispersion

• Preparation: Before allotting the homework to the students, both theoretical and practical knowledge of the chapter is provided. Numericals relating to quartile deviation were discussed and practiced thoroughly.

• Objectives: After completion of the chapter students will be able to:-

(a) Students will be able to define the meaning of Dispersion.

(b) Students will be able to apply the knowledge while solving practical problems.

(c) Students will be able to compare between Range and Inter-Quartile Range.

(d) Students will be able to appraise or criticize the Inter-Quartile Range.

• Homework: Q1. _____ is the difference between the largest value and the smallest value.

(a) Range

(c) Mean Deviation

(b) Arithmetic Mean

(d) Standard Deviation

Q2. formula of calculating quartile deviation:-

(a) $Q_3 + Q_1$

(c) $Q_3 - Q_1$

(b) $Q_3 + Q_1$

(d) $Q_3 - Q_1$

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Q3. Define Dispersion-

Q4. Find out coefficient of standard deviation of the
wage:

Wages (₹)	800-850	850-900	900-950	950-1000	1000-1050
No. of workers	20	30	50	60	40

• Values: Educational values, Critical Thinking

Observation of student performance:

Questions were well attempted by the students, answers to questions were discussed in the classroom. Students showed satisfactory performance of the homework given.

All students have completed the homework given on time.

Efforts Done for Improvement of Student performance:

Answers of questions were discussed, and any ambiguity in the answers of any of the students were discussed and additionally more questions are discussed in the classroom to avoid any further confusion.

Date :

Constructivist Approach LessonsSubject - 1 : CommerceUnit : Foundation of BusinessClass : XIDiv. : C

Activities carried out during 5 lessons

Objectives:

After completing the chapter, students will be able to:

- To develop Business attitude and skills among students.
- To develop interest among students for business and various fields related with business.
- Students will be able to state the characteristics of service.
- Students will be able to differentiate between goods and services.
- Students will be able to classify different types of business services.
- Students will be able to understand concept of e-banking & its importance in today's world.
- Students will be able to identify various insurance policies and their relevance.

Content:

Chapter includes a brief description of Business services and communication services.

Business services has the following content:

- Introduction
 - Nature of services
 - Difference between goods and services
 - Type of service
- Business services is divided into the following
- Insurance
 - Banking

Chapter has a brief description about Insurance and its types whereas Banking includes all bank services as well as e-banking.

Communication services includes postal and telecom services.

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College of Education

Implementation of lesson:

Lesson: The first step before starting any chapter is to introduce the chapter before the students through some activity.

Introduction: I did the introduction of the chapter using Storytelling technique.

Story - Yesterday Rohini was out for almost five hours. She had too many things to do. She paid school fee for her son, bought fruits and vegetables, paid credit card and telephone bills, met a friend for lunch. They went to a restaurant in South Extension and enjoyed a good meal. Waiter was really polite and prompt in serving. So Rohini and her friend decided to give the waiter \$100 as tip to acknowledge his good service.

I have asked students to list down the activities Rohini did yesterday and afterwards I asked them to differentiate for which of the activities Rohini did not receive goods in return.

Students clearly mentioned for the lunch she paid an additional \$100 to waiter for which she didn't receive any goods.

So, I explained them for everything we pay may be for goods we pay for services also and thereafter I gave them a basic difference also between the two.

Nature of Services: for explaining the concept a couple of examples were selected to better explain each characteristic. Nature of services can be clearly explained through

5 I's i.e. Intangible, Inconsistent, Inseparable, Inventory and Involvement.

- (i) Intangible - for explaining this, I asked students to spray a room freshener and sit calmly with closed eyes and asked them to hold the fragrance. They couldn't and that is what intangibility is and that's how services are.
- (ii) Inconsistency - services differ as per provider - Example given of favourite salon in companion with new salon you ever visited, head massages of both will never be same.
- (iii) Inseparable - goods can be taken away from the seller and sold anywhere else without degradation of the goods but services cannot. They cannot be separated from the service provider.
- (iv) Inventory - we can keep stock of goods and use accordingly but there is no such feature in case of services.
- (v) Involvement - customer is always involved in case of services.

• Difference between goods and services:

Both goods and services are differentiated on the basis of:

- Nature
- Character
- Type
- Consistency
- Separability
- Inventory
- Involvement
- Ownership transferability

Students are better able to understand and were better able to differentiate as now they were well versed with the nature of services.

The activity of differentiating between the two was conducted on white board and students wrote by themselves on most of the areas.

Lesson 2: After successfully introducing the chapter Business services, their nature and nature among goods and services is made, it's time to dig further into the chapter Business services.

• Types of services:

Content of the topic is explained using placards. Three placards were shown to the students.

Placard 1: A bank is shown providing services.

Placard 2: An NGO providing services is shown.

Placard 3: Picture of a salon is shown.

Difference amongst the three placards was asked to the students to which they replied as general services to Placard 1, social services to Placard 2 and personal service to Placard 3.

Explanation to the students were given and introduced the chapter Business services.

• Business services - Business services are of two types:

(a) Banking; and

(b) Insurance

(a) Banking

A brainstorming session was conducted with the students regarding their knowledge about Banking, have they ever visited a bank, what services do they provide and what type of accounts are there in a bank.

Students provided basic details about their visit and structure of bank, what they have observed in the bank and how the services are provided.

• Types of Accounts - Before starting the topic, I asked students what are the main services a bank provides. The way they provide the service of storing our money, helps up people by providing loans.

therefore (a) accepting deposits and (b) providing loans are the two main activities.

for accepting deposits, accounts are mandatory to maintain therefore, some of the common types of bank accounts are:

- (1) Savings Account (SA)
- (2) Current Account (CA)
- (3) Recurring Account (RA)
- (4) Fixed Deposit (FD)
- (5) Multiple-Option Deposit Account (MOD)

A video was shown in the classroom, so that the students can understand the concept well.

The multimedia video had great graphics that will enable the child to better understand the concept.

Each Account was explained well as per:

(i) their characteristics.

(ii) their minimum balance requirement.

(iii) withdrawal facility.

(iv) Interest rate.

(v) Credit facility.

(vi) Pass availability.

(vii) Withdrawal availability.

(viii) Account suitable for and many more.

I ended the class with a table showing the difference of the accounts based on the above points.

Lesson 3: After discussing the types of Accounts, the next step was to introduce the students to other services.

• Banking Services

Use of real objects was done in the explanation of the content. A picture of a real demand draft was put forward amongst students. A few of them recognised it and started with the concept.

Banking services includes the following

- Bank draft / demand draft
- Banker's Cheque / Pay order
- Real Time Gross Settlement (RTGS)
- National Electronic fund transfer (NEFT)

A powerpoint presentation was made to elaborate the chapter.

Slides were made describing the different services and the features of each. Well explained using pictures.

- Examples were given for all the services.
- Real life experiences were also added in the slides.

• e-Banking - Placards of different websites were shown and asked what they can depict from them.

They replied online shopping and then I asked what payment method they choose to order goods and they replied

Online transaction especially very important in this time to avoid direct contact so they avoid COD services.

Online transactions are possible only because of e-banking.

Concept of e-banking & various e-banking services given.

e-banking includes the following

- ATM (Automated Teller Machine)
- Debit Card
- Credit Card
- Internet Banking

Students were asked about their experiences with the following and then the content was well explained.

• Advantages of e-banking - (to customers)

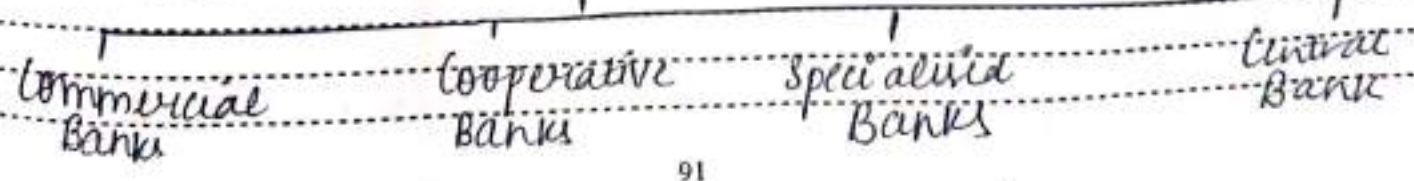
Brainstorming session was conducted as it is a very common topic and students can better understand if they put forward their previous knowledge.

After students answers, few points being noted added to the concept.

Advantages of e-banking (for Banks)

General Explanation method is used here to explain the students why e-banking has advantages for Banks.

from the topic of the services came the topic of classification of Banks



Lesson 4: • Banks

To make students understand the concept of a bank which started in previous class, a table was made and students were asked to place / fix the types of bank as per their knowledge.

List of Banks	Type of Bank
a) State Bank of India	
b) Reserve Bank of India	
c) Bharat Cooperative Bank	
d) Small Industries Development Bank of India	
e) Ahmedabad Mercantile Cooperative Bank	?
f) Export-Import Bank of India	?

Students correctly identified the Reserve Bank and cooperative banks whereas difficulties were experienced in identifying cooperative and commercial banks.

Explanation was given but before that students were asked to understand the meaning of the bank with their name only.

Commercial word describes anything which works for their profit and are made with a purpose of providing services against fee whereas,

Specialised word describes anything which is made for some special purposes and the same applies to specialised banks.

• functions of Commercial Banks

Power point presentation was used for explaining the content.

Students were already available with the content in their books, therefore only important and main points were highlighted in the presentation.

(i) Acceptance of Deposits

Types of Bank Accounts were already explained so it was easier to explain the content.

(ii) Lending Loans

Services of Banks were also taught, therefore a brief gist was given to them.

(iii) Cheque facility

Types of cheques were highlighted:

(a) Bearer cheques, encashable immediately

(b) crossed cheques, deposited to payee's account

(iv) Remittance of funds

Transfer of funds through bank drafts, pay order or mail transfers:

Bank charges commission on fund transfer facilities

(v) Other Allied Services

Bank performs other facility including

- Locker facilities
- Agency facilities and many more.

Lesson 5: Concept of Insurance, the second business
subject was taught in the class.

• Insurance - an Activity was conducted to learn
the chapter topic.

Each student were called to draw one of the
following from the box.

(a) Unit 1 → Goods of X destroyed by fire.

(b) Unit 2 → Goods of X lost or stolen.

(c) Unit 3 → Goods of X lost in transit.

Students were asked what is the similarity
between the three, they responded that all
are different kinds of risk
with goods.

Students were asked how we can eliminate
these risk of business, to which students
responded that we can take insurance
against them.

Afterwards, concept of insurance was
explained.

• functions of insurance - Explanations method was
used to explain the functions involving

(i) Certainty

(ii) Protection

(iii) Risk Sharing - Concept of pool sharing was
explained and mechanism of
companies working is explained.

(iv) Assist in capital formation.

4. Motivating teachers :

Ms. Nidam never stands back when it comes to motivate teachers. She uses different techniques which helps us the teachers and being energetic.

Following are the options which she uses:

- Praising the teachers
- Making herself available for teachers
- Ask us for our opinions
- Encourages our ideas
- Recognizes us or staff who goes beyond their regular work.
- Understands every teachers problems, empathetic.

5. Facilities available for the supervisor & Grievances:

Facilities available for the supervisor and Grievances are as following:

"Any staff member, if aggrieved, shall make a written complaint to the school staff grievance redressal committee comprising vice chairperson of the school committee who shall act as a chairperson of the committee."

Other members of the panel will be teacher/principal/head of school, two parent member of school Management Committee and one staff representative elected by school.

According to supervisor of the school the school management committee will be the first level of the grievance redress mechanism.

Ms. Nallam always keeps herself ahead, she plans in advance for every upcoming Academic or non-academic plan.

She helps both new & experienced teachers with planning the schemes of work and lessons and counsel them regularly.

She always tries her level best to achieve all the desired objectives.

Provides direction for the development of schools in keeping with strategic plans.

Leads in professional development for principals and teachers through programme proposals.

Vision for the school:

Ms. Nallam's vision for the school is very optimistic and high. She believes school will be at where it must be in a shorter span of time. Given below are some of her visions:

To empower students to acquire, demonstrate, articulate and value knowledge and skills that will support them as life-long learners to participate in and contribute to the global world, and practise the core values of the school, respect, tolerance and inclusion and excellence.

Signature of in-charge Teacher

Interview of Office Staff

Name of the Staff: Afzal Ahmed.

Designation: Compliance officer of the school

Educational Qualification: LLB, B. Com

Total Experience: 15+ years

Working with the school (years): 10+ years

1. Duties and Responsibilities:

- Following are the duties and responsibilities:-
- develop and run educational programs
 - resolve conflicts and other issues
 - Manage budgets, logistics and events related to finance.
 - Handle scheduling, record keeping and reporting
 - develop & run educational programs
 - Hire, train and advise staff of the school

2. Facilities available & Grievances:

According to the Mechanism notified by the Directorate of Education (DOE), the school Management Committee will be the first level of the grievance redressal mechanism. A teacher can submit his or her grievance in writing to the Committee or its member secretary of the Committee. The Committee had to examine & redress the grievance within 15 days from the receipt of the

Relationship with other office staff, teachers, head:

Relationship of the compliance officer Mr. Ajal
with all key members of the
staff, teachers and the principal. He
helps everyone with his knowledge
and experience in his field.
After 5 years in the profession, for more than
a decade, he exhibits excellent communi-
cation skills with other office staff and
maintains good relationship with
them. He is always entrusted with impor-
tant responsibilities by the principal.

Scholarship & Freeship Work:

Scholarship is a grant given to pursue
further education.
Freeship is a financial aid given to a
student to remit complete or part of
the institution fee.
→ School provides scholarships for Excellence
in academics.
→ Freeships are given to Economically weaker
students in the school.
→ Candidates can be eligible for few scholarships
automatically while applying to some of the
for admissions.

Various schemes such as Sarva Shiksha Abhiya, Savitribai Phule Dattak Palak Yojna, Ahilyabai
Holkar Mofat Pravasi Yojna:

Various schemes are adopted by the school
in order to achieve the common
objectives and enhance access through
the expansion of quality school edu-
cation to promote equity through the
inclusion of disadvantaged groups and
weaker section, and to improve the
quality of education.

6. School Activities for Deprived children:

School provides educational opportunities to deprived children.

25% fee quota: Getting the deprived into the private schools.

Government reimburse school as per the cost of educating a child in a government school. Sixty-five percent of private school charge less than or equal to the per-child cost at a government school. If charged all more than that charge the highest fee. In our school we are following this 25% quota for deprived children, and we as school take these admissions in our school.

7. State Government Rules and Regulations:

Following state government rules and regulations one must be complied to.

Basic for regulating private schools must be informed by three legal constraints namely:

1. National commitments & obligations.
2. Constitutional obligations.
3. Judicial decisions on unaided private schools.

Our school like any other school is regulated to promote the above-mentioned constitutional objectives. Legislation directed at ensuring provision of adequate infrastructure of facilities for the health & safety of children, equality of access, participation & promote educational interest.

Date :

Signature of in-charge Teacher

Interview of Head Master

Name of the Head Staff: Ms. Meenakshi Tarali

Qualification: M. Com, MBA (Marketing + Sales), B. Ed

Teaching Experience in years: More than 25 years

Duties and Responsibilities:

The work of a headmaster is endless including teaching, planning, organization and administration along with supervision, maintaining relationships with parents and staff, guidance etc.

Apart from these, headmaster, also organises for various programs and projects in the school. As being the headmaster, overall charge of the school has to be taken, ultimate responsibility for the performance, proficiency and effectiveness of all school programmes. As the head of the school, it must be looked into whether the teachers and pupils attend their duties punctually and regularly.

1. Difference between Teaching and Administrative Work:

Teaching and administrative work are different but when talking about a school, both go hand in hand. Various activities performed by teachers will be unable to done, if not backed by administration i.e. Maintenance of data, registers etc. Teaching is more of a personalized job where styles and techniques of teaching is to be altered as per child to child but this isn't a case in administrative work.

3. Relationship with Supervisor, teachers and office staff:

Headmaster is expected to take responsibility in the overall management of the school which includes managing Supervisor, teacher & office staff.

The effective leadership of headmaster provides positive influence on the performance of teachers. Indeed leadership and cordial relationship is a fundamental aspect in the vocation of a headmaster.

4. Faculty Improvement programmes to motivate teachers:

Various faculty improvement programmes to motivate teachers have been adopted in the past including

- Advanced Teaching Skills
- Career Guidance
- Classroom Management
- Communication and Presentation Skills
- Creative thinking
- Emotional Intelligence
- Digital Literacy Program
- Language and Grammar
- Leadership skills for teachers

5. Innovation Practices:

Innovative practices inculcated in the school's curriculum are creative teaching where tools are used to stimulate creativity. playful games are included in real world learning - inspiring real-world experiences with your instructions will make teaching moments fresh and enrich classroom learning. Story board teaching is a great way to teach student any subject which requires visualization highly conceptual ideas.

6. Co-curricular Activities of School:

The school has worked on different areas to develop co-curricular activities and including:-

- (i) Students Council → It is the voice of the student body, help share student ideas, interest and concerns with the school and community.
- (ii) Clubs including (a) Environment club (b) Dramatics club (c) Word weaver club (d) Astronomy club (e) Photography club (f) Interact club (g) Interact club (h) Western music club (i) Muz club (j) Quiz club (k) Robotics club (l) Math club

7. Value Education / Environment Education / Yoga Education:

• Yoga Education → The school believes that a healthy mind resides in a healthy body. Yoga and aerobic exercises are undertaken to channelize the energies of the students. It is conducted with the purpose of developing muscles, self-control, agility, co-ordination and holistic health.

• Environment Education → "The earth does not belong to us; we belong to the Earth". The school take initiative to instill a sense of responsibility towards the environment and personal commitment to protect and preserve it.

8. Efforts Done to Improve Admissions:

Scholarships are awarded to the meritorious students to improve admissions. Scholarships are given not only to academically rich students but also to children who are in co-scholastic areas, so that they are awarded & acknowledged excellence in various fields.

Scholarships for Academic		Scholarships in co-scholastic	
85-90%	30% waiver	District / CBSE cluster	10% tuition fee
90-93%	40% waiver		
93-96%	50% waiver	State level	15% Tuition fee
96-98%	75% waiver		
98-100%	100% waiver	National level	100% Tuition fee

9. Unique Characteristics of the school:

The list goes too long. The school has a variety of activities for experiential learning of the child including school cinema, STEM, Abacus Training, 3D printing, Robotics, reflective journals, top notch infrastructure to assist in easy delivery of the content. Infrastructure including science lab, language lab, Studios for carrying out different cultural activities. Entire premises under different surveillance, GPS enabled transport facilities & much more.

10. Special Achievements of the school:

- School bagged the coveted 'Innovative Practices for Academic Excellence' award in the 12th edition of World Education Awards 2018.
- ASPAM Suiyath School, Noida was conferred with the 'Award for Quality in Education' on Sept. 2018 by The North School Merit Awards 2018.
- Helmed one of the prominent schools in Ghaziabad to be conferred with the "Best 10 - Educational Schools in Ghaziabad" in 2015-16 (By Brand Achievers)

11. Vision for the school:

Vision is to develop well-rounded, confident and responsible individuals who aspire to achieve their full potential. Providing a welcoming, happy, safe, and supportive learning environment where everyone is equal and all achievements are celebrated. School's vision is to nurture each student's talent since every child is unique and have different attributes, it is my constant endeavour to hone the talent of each ASPAMIAN. The vision of school fraternity is to provide challenging, environment, boundless opportunities thereby unlocking infinite potential in every student.

Date :

Signature of Incharge Teacher

Registers and Documents of the school

1. Service Book of Teachers:

Every action/step of an employee's service life must be recorded in the service book. Each entry is also attested by the head of the school. Every year, the service book should be submitted for verification. It is a document to record all the events in the entire service period and career.

2. Leave Register:

Leave registers are maintained to keep records of teachers and other employees absence, presence, sick leave and for other purposes, it is useful in payroll purposes and also helps in regulating the substitution class.

3. School Leaving Certificate:

School leaving certificate is issued only after application from the parents manually or on mail. Application should be made one month prior of the intention.

Documents required :- (a) form of 16 No objection certificate (b) fee slip of last month.

4. Admission Procedure of the school:

- (a) Admission Enquiry: online submission of the enquiry form for the school's website.
- (b) Registration
- (c) School visit and Interaction with Principal
- (d) form submission
- (e) Payment of fees
- (f) Parent Orientation Program

5. Rules and Regulations of the School:

- Punctuality and regularity in attendance is essential
- Entry into school premises not permitted after 8:00 a.m.
- A minimum of 75% attendance is compulsory to be eligible to appear in the examination.
- Students must come to school in neatly laundered uniforms and polished shoes.
- Students not allowed to use school phone without permission.
- Respect for school property and school belongings is an absolute must.
- A student must speak in decent language all the time.
- Students are required to carry school identity card each day.
- Students are not allowed to receive private tuition from school teachers.
- Any communication in the school almanac must be acknowledged by the parent/guardian.

Date :

Signature of in-charge Teacher

1. Conducting Prayer Report:

Date of Assembly: 15 April, 2021, Thursday Time: 8:20 AM

The prayer was performed by the students under the guidance of the class teacher.

Following is the flow of assembly and name of students:

- (i) Composing/anchoring: Komal Dhillon
- (ii) Word of the Day: Ira Jassi
- (iii) Thought of the Day: Manav Kumar
- (iv) News Headline: Daksh Bansal
- (v) National Anthem

2. Conducting Assembly:

Date: 18 April, 2021 Class Teacher: Ms. Neelam
Theme: forest breeds mankind Motto: Team Meeting

It was a day of special assembly and prior duties have been given to the students as follows:

- (a) anchoring: Vivaan Jassi
- (b) prayer: Tanisha
- (c) word of the day: Class Teacher
- (d) Thought of the Day: Chaitanya
- (e) Introduction of the theme: Arun
- (f) special item for theme: Shikhar

3. Organising Bulletin Board:

Bulletin Boards are often decorated with the current theme in line. For eg: on tuesday special assemblies are conducted, therefore the theme of the assembly is often used to decorate the bulletin board. Informational and inspirational quotes are often pasted to impart a positive atmosphere.

Date :

Signature of in-charge Teacher

Report of Co-curricular Activities Organized

1. Health Related Activities:

School arranged a 'Nutrition Session' for parents and their children. The session was taken by Ms. Sakshi Arora Madan who holds experience of 14 years and has been working in the field of Nutrition at well reputed companies and hospitals (A.U.M.S./ST. Stephens) for years.

It was indeed a great experience with her she shared a lot of beneficial advice with teachers as well for ex-how we can make ourselves fit during this pandemic time.

It was a virtual session. We got feedback from parents which was so motivating.

2. Educational Visit organized:

Due to the prevailing situation, the school unable to organise any educational visit. But, it didn't took its step back and instead organised a virtual tour to the famous monuments of the world including:

- (a) Machu Picchu, Peru
- (b) Great Wall of China
- (c) Colosseum, Italy
- (d) Taj Mahal, India
- (e) Pyramids of Giza, Egypt
- (f) Statue of Unity, India

Teachers took an extra effort, to organise the virtual trips apart from their regular work for classes I till VII.

3. Cultural Programme Organized:

The school celebrates 'Baisakhi' harvest festival of Punjab and has an important value. It is an important cultural.

Baisakhi celebrated at the school with great enthusiasm. All of the students enjoyed dancing on Bhangra beats and were shown a small animated video on the festival. There were two activities for the students:

① Dhol making

② Dance on Punjabi song

The motive behind the celebration was to appraise the children of their culture and heritage. The celebration was fun. It was a virtual but the celebration was full of enthusiasm and energy.

4. Day Celebration:

The school celebrated Mother's Day on 9th May. It was a very wonderful event.

Following events took place with the students including:

(a) Crown making

(b) Card Making (includes special message)

After the event, all the grade mentors have to send their individual report to their respective wing coordinator.

Wing coordinator compile everyone's work and send the entire wing's report to the principal.

Principal then analyze the events and do the needful.

Signature of in-charge Teacher

Date :

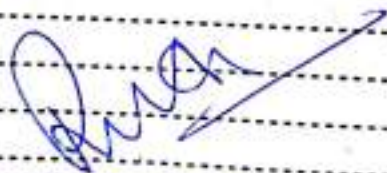
Report on Experiences of the teacher:

Teachers are given with different responsibilities during co-curricular activities to like:-

- (a) Arranging for the event-
- (b) Competing
- (c) Decorations
- (d) Student information management
- (e) Leave person whereabouts and at last
- (f) Report writing

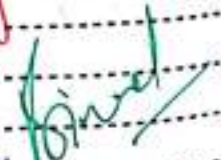
Teachers have had good experiences so far working in different co-curricular activity as it increases their knowledge and gives them hands on experience.

Teachers are intrigued by the way different event activities can be organized and love to explore & experience it.



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Date :

Signature of in-charge Teacher

• Principles of Insurance

Principles are very important, each principle is explained in the classroom with examples.

following principles were explained:

- (a) Utmost Good faith
- (b) Indemnity
- (c) Insurable interest
- (d) Proximate Cause
- (e) Subrogation
- (f) Contribution
- (g) Mitigation

• Types of Insurance

(a) Life Insurance

Explained with the help of a PowerPoint presentation and all the types of life insurance i.e.:-

- (i) Whole life policy
- (ii) Endowment life insurance policy
- (iii) Joint life policy
- (iv) Annuity policy
- (v) Children's Endowment Policy

They all were well explained with all their important features.

(b) Fire Insurance

A multimedia video was shown of Magnet Brain concept was well explained in the video.

(c) Marine Insurance

Youtube video of Magnet brain was used to explain the concept.

Student's feedback about learning experience:

- Students responded positively, they understood all the concepts taught.
- Questions were prepared at the end of each topic and recapitulation questions were asked at the end of every class to which response of every child was received.
- Students liked the multimedia videos shown, Penpoint presentations made and could also experience the change in their methods of learning from live to virtual classes.
- Students showed full participation in the activities conducted and felt that they are a part of an actual classroom and not just taking classes from their home.

Self-Reflection:

- After taking the lessons, a sense of 'live class' activities and their implementation is developed, taking class with real students feels extremely different and in all was a great experience.
- Activities make classroom interactive and lively, and that's what I observed through my lessons.
- Students prefer more of activity based learning than just narration.
- Students responded well to all the questions asked in the classroom.

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Constructivist Approach LessonsSubject - 2 : EconomicsClass : XIUnit : Growth and Development of
Agriculture, Industry +
foreign Trade
(1947-20)

Activities carried out during 5 lessons

Objectives:

After completing the chapter, following objectives will be achieved:-

- (a) To develop interest among students for Economics and various fields related to Economics.
- (b) To develop an understanding of core Economic principles and how they apply to a wide range of real-world issues.
- (c) Students will be able to recognise importance of agriculture.
- (d) Students will be able to list the development strategies in Industrial sector since Independence.
- (e) Students will be able to compare state of agriculture, Industry and foreign trade before and after Independence.

Content:

Chapter is divided into three parts viz. Agriculture, Industry and foreign Trade.

Agriculture include its importance, features, policies since Independence, New Agriculture Policy/Strategy and Problems of Indian Agriculture. whereas Industry part includes Role and Importance of Industries in India, Development strategies since independence, Industrial Policy of 1956, features of Industrial Development in between 1947-50, problems of Indian Industry, foreign Trade, features, trade policy in pre-reform + problem.

Implementation of lesson:

Lesson 1: Introduction of the chapter.

Questions were asked in the form of Riddles:

Ques: More than half of the population is dependent on me. Still I fulfill the hunger of 100% of population. What am I? → Agriculture

Ques: I create goods from knife to machines, from clothes to carpets, you fulfill the most of your needs because of me. → Industry

Ques: You think of me when you want to earn money from outside and also when you want something you already don't have → Foreign Trade

With the help of these riddles, the chapter was introduced in a fun way, always made the classroom jovial and in the right mood to start.

• Agricultural Development

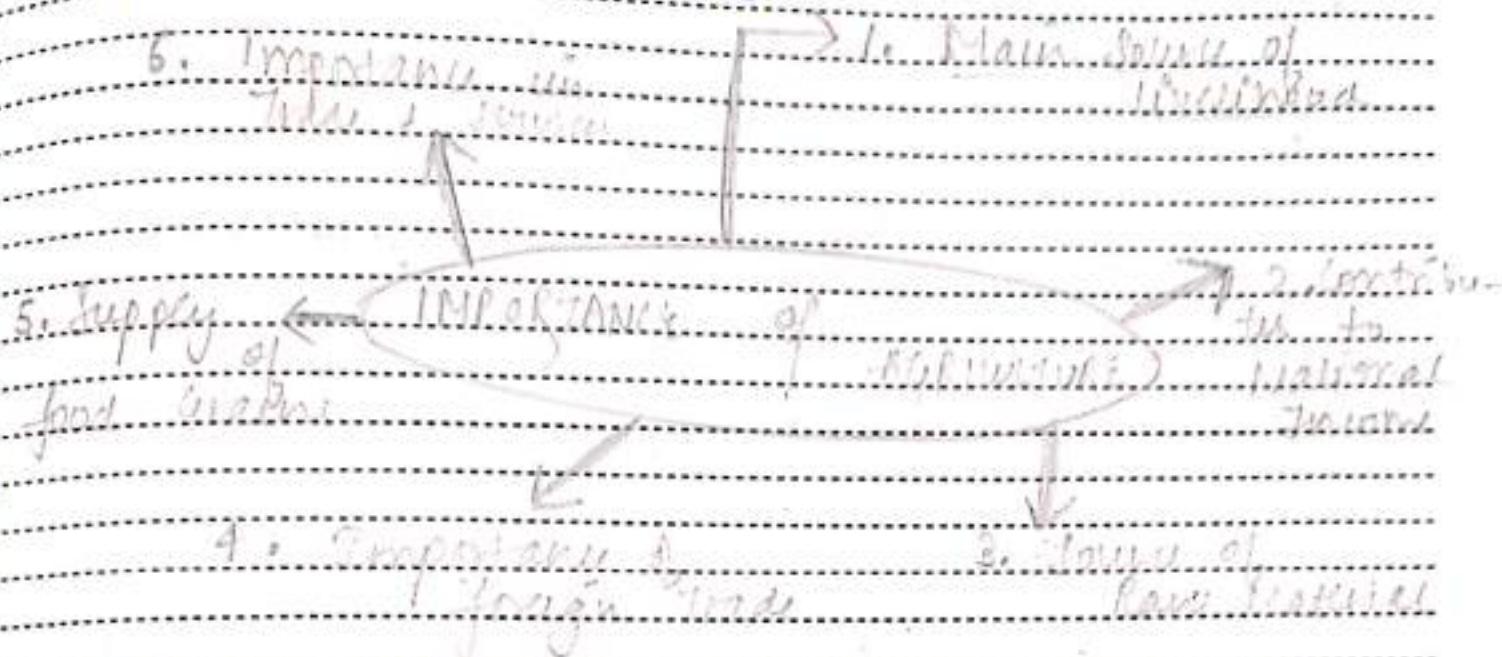
(a) Importance of Agriculture:

A brainstorming session was conducted where students were asked to think of points what makes agriculture important. Students were asked to write their thoughts one by one on the white board.

Answers so obtained

- Provides livelihood
- fulfills food requirements of a nation
- Provides the base for making further products

Answers of students are added to the main concept and is shown to the students in the form of a diagram.



Explanation technique was further used for explaining the points.

(b) features of Agricultural Development

A penpoint presentation made in order to clarify the concept. following points were added:

- unemployment & disguised unemployment
- low productivity of Indian agriculture
- Dualism in labour market
- dependence on rainfall
- fluctuations in agriculture output
- diversities in agriculture

(c) Agricultural policy since Independence

Placards were shown of agriculture before & after British rule to estimate the state of agriculture.

British rule policies have devastated India agriculture specially land reforms which were abolished or changed after independence. Explanation and questioning technique was used.

Lesson 2: New Agricultural Strategy

As studied in previous class, reforms since Independence bring in great change in the state of agriculture and India was able to generate grains, and in order to encourage farmers.

Green Revolution came into picture

• Meaning of Green Revolution

Students were brainstormed and asked what they can interpret from the term green revolution, and they put their views forward.

Meaning and concept of green revolution is explained

Concept of High-Yielding Varieties Programme which was introduced in the form of a package programme was also highlighted

Blackboard activity was done for explaining phase of Green Revolution i.e.

PHASES of GREEN REVOLUTION

1st PHASE (Mid 1960s up to mid 1970s)

• Use of HYV seeds in states: UP, Punjab, Haryana, AP, Andhra Pradesh & Western UP only.

• Use of HYV seeds limited only wheat growing regions.

2nd PHASE (Mid 1970s to mid 1980s)

• Green revolution spread to other crops.

• features of Green Revolution

A Power point presentation was used for explaining the concept and diagrams are used made so teach the concept.

Slide 1:

FEATURES OF GREEN REVOLUTION

1. Focus on Potential Regions

2. Introduction of Modern Input

3. Role of State

Slide 2: focus on Potential Regions

used so that growth in only potential regions are of complementary resources don't suffer from inadequacy

Slide 3: Application of Modern Inputs

Introduction of Modern Inputs

Use of HYV seeds

Proper irrigation

Use of chemical fertilizers

Slide 3: Active Role of the State:

- National Seeds Corporation was setup
- State farm corporation was setup
- National Co-operative Development Corporation
- National Bank for Agriculture and Rural Development
- food corporation of India was setup
- Agricultural Costs and Price Commission was setup

Explanations are provided in between the slide for better understanding.

Lesson 3: • Effect of Green Revolution

A game was played where I had charts in a box of the effects and its opposite. I draw one at a time and asked students will it be an effect of Green Revolution or not with corresponding reasons.

Box had charts like: (i) Increase in Production or Decrease in Production
(ii) Increase in Productivity or Decrease in Productivity

Students participated actively and tried giving their point of view in the discussion, but I also explained the explanation by students and the point simultaneously.

• Neanness of the Strategy

Youtube video was shown for the concept:

Video included the following points:

- Confined to food crops
- Limited coverage
- Inequality among farmers
- Undesirable social effect
- Limited Increase in production

• Problems of Indian Agriculture

Two groups have been formed and students were asked to discuss and student group regarding the problems of Indian agriculture based on the understanding of the chapter.

have developed so far.
representative of each group was formed by
the students themselves and he/she presented
the view of the entire class.

Group 1

- large dependency on agriculture
- Outdated technology
- Heavy unemployment

Group 2

- Depend on rainfall
- More labour intensive
- Outdated methods of farming

Students presented their views and later
combined to the points given in the
textbook including:

- Conservative outlook of farmers
- Ineffective land reform system
- Uneconomic Holdings
- Lack of credit and marketing facilities
- Disguised and seasonal employment

All the points have been thoroughly explained
with illustrations.

2. Industrial development

Process of industrialization was explained and
placards were used of:-

- Modern technologies
- Mechanical power in factories
- More industries are setup.

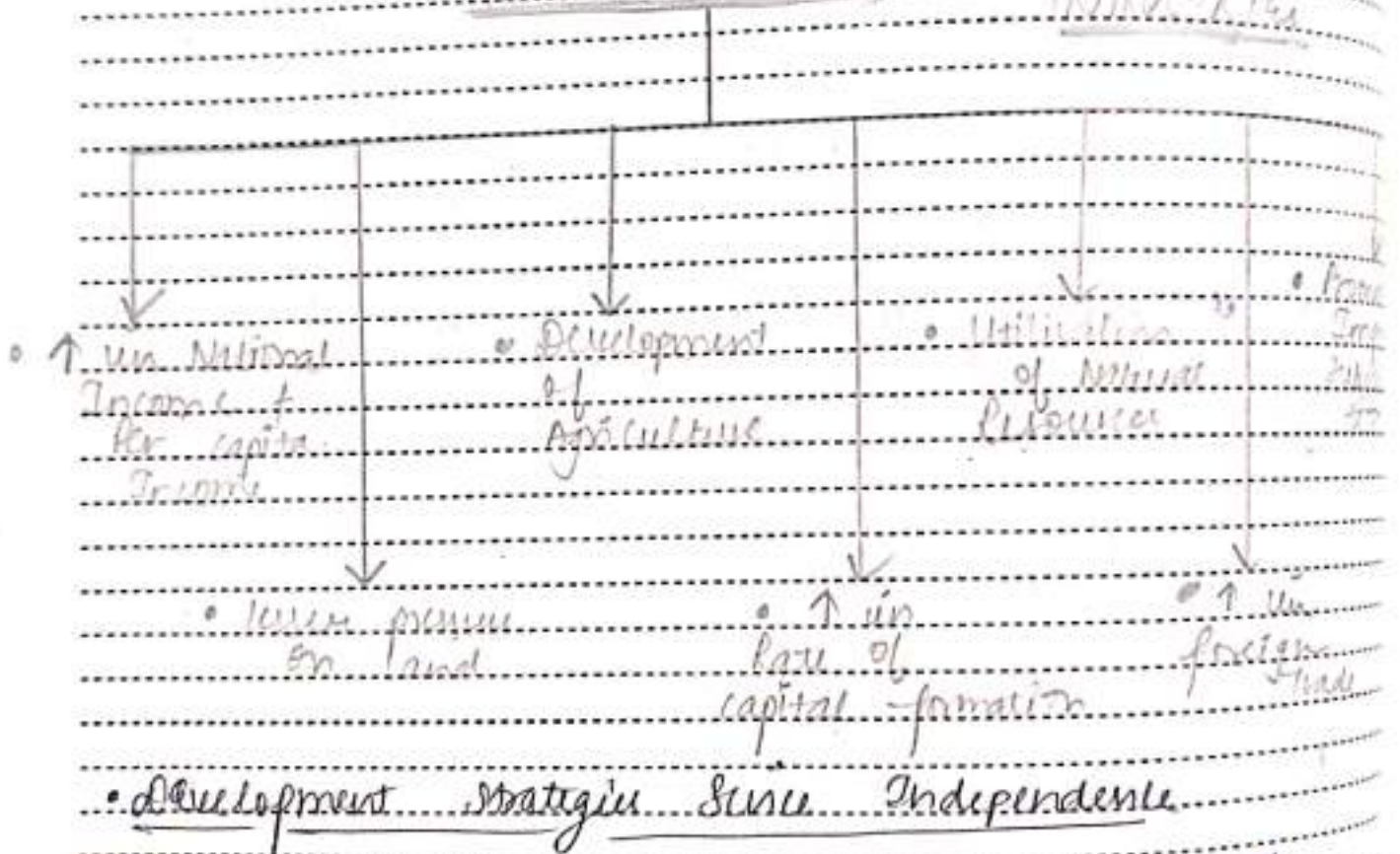
Explanation was given what is industrialization
and what it requires.

Lesson 4: Role AND IMPORTANCE of INDUSTRIES IN INDIA

A general discussion was conducted in class regarding importance of Industries in economy and what role they play in it. Students put in their views forward.

A PPT was made and shown, diagrammatically the concept was shown for more impact.

ROLE AND IMPORTANCE of INDUSTRIES



Students were asked to show a placard of Indian industries before and after independence.

They were asked to imagine what strategies could have been adopted to better the prevailing conditions.

Students gave their views and later on were explained about the concept.

Industrial Policy of 1956

A power point presentation was made to explain the concept

Slide 1: Information on Policy was given

Policy made by government were made public.

Slide 2: Under this industries were classed into

Classification

Schedule A

industries are includes, heavy, engineering, iron, steel, heavy industries were under government.

Schedule C
All remaining industries, private sector.

Schedule B

of B industries, state owned - minimum other remaining industries state govt + private work together

Slide 3: Encouraging cotton & small scale industries

and for rural development

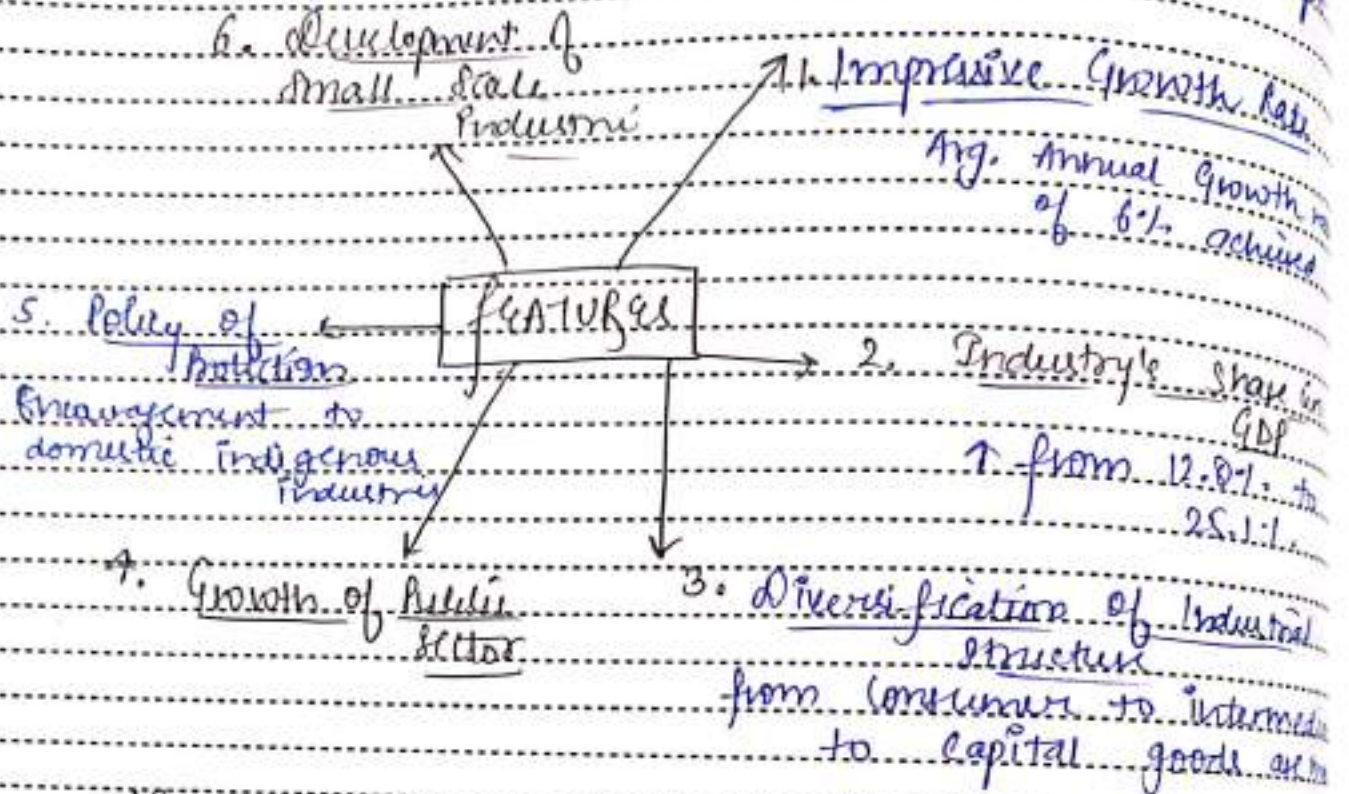
states were asked to develop such industries

Slide 4: Industrial licensing

Topic was explained thoroughly with pictures and content.

Lesson 5: Features of INDUSTRIAL DEVELOPMENT 1947-70

Mind map was used to explain the concept



• Limitations

Concept explained with the help of white boards, pointers are made and explained thoroughly.

• Problems of Indian Industry

again brain-storming technique was used to take their point of view on Indian industry concept after above discussion and

following points like:-

- technological backwardness
 - poor infrastructure
- points were given by them. I ended the concept after adding more pointers.

FOREIGN TRADE

Basic understanding of the students regarding the concept was evaluated, some questions were asked like:-

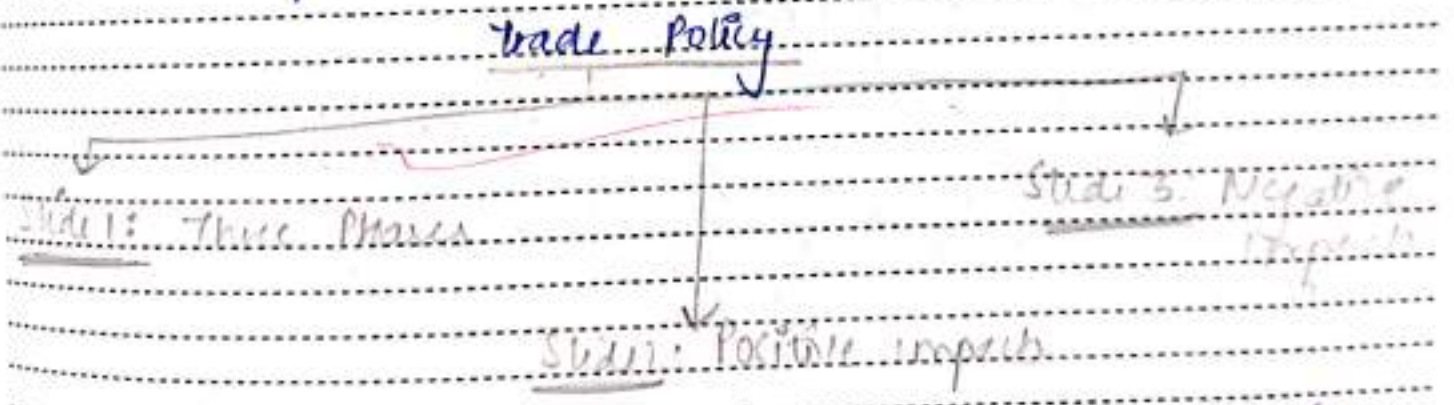
- (a) What is foreign trade?
- (b) What are the activities performed in foreign trade?
- (c) In how many ways foreign trade can be done?
etc.

FEATURES OF INDIAN FOREIGN TRADE

A diagrammatic representation of the concept was done and explained further.

TRADE POLICY DURING THE PRE-REFORM PERIOD

A powerpoint presentation was made to explain the concept.



Concept is explained in three slides with little content and more visual aids.

PROBLEMS OF INDIAN'S FOREIGN TRADE

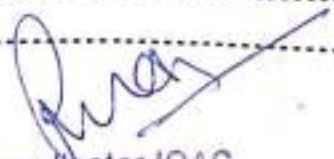
Students were asked their point of view for classifying later a video was shown for clarifying the concept.

- They enjoyed all the sessions.
- They found activities more very helpful rather than you only explaining, you also included us and made the class interactive and not monotonous.
- Use of ppt for explaining the content rather than just book reading proved helpful as they enjoyed and were not bored.
- Students showed full participation and were very active and joyful during the activities and answered well to all recapitulatory and evaluatory questions.

Self-Reflection:

• Being in the profession of education, it becomes very important for me to learn how to deliver a chapter in the classroom with all the activities planned and with all time management and after delivering the chapter I felt that I did learn something. Practical experience is different than facing in a real environment and you have to answer them no matter you know it or not and I did learn it through the delivery of the chapter.

Date :



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Project/Exhibition/Display

Class: XI

Div. : C

Objectives of the Activity:

- Students will be able to identify different forms of business organisation.
 - Students will be able to explain distinctive features of different forms of business organisations.
 - Students will be able to evaluate each form of organisation.
 - Students will be able to distinguish between different forms of organisations.
- Objective of working in teams, learning to understand and respect others' point of view and tolerance towards everyone was given due importance.

Preparation for the Activity:

for the activity to be conducted a well structured plan was made regarding what exactly and how the following objectives will be carried out.

Activity was chosen keeping mind that it should be interactive along with fun for students, values such as team spirit, teamwork were kept in mind before crafting the project for students.


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Implementation of the Activity:

Class was divided into groups of seven. Each group per their wish will select a form of organization and will find the following information about the company:

- Profile of business
 - Capital, employment
 - functioning of business
 - Ideology and working of the business
- when they did they last expanded and how findings will be submitted in the form of project report.

Students' Participation in the Activity:

Students actively participated in the activity, they showed cooperation towards the members of their group.

Students came up with extremely impressive companies, many of them were startups and they also took many of the companies started by young entrepreneurs including OYO.

Students received practical exposure to the theoretical knowledge they received in the four wall classrooms, they discussed their experience with others in classroom.

Self Reflection:

As a future educator, it is very important for me to be able to construct activities and plan activities that will help students to better understand the concept. Activities like these in real fulfill the constructivist approach where a child develops or forms his knowledge by his own face, and making one such project for them is a great learning to me.

Date :

Signature of in-charge Teacher

Revision Lesson

Subject: Commerce

Class: XI

Unit: Nature and Purpose of Business

Div.: C

Planning for Revision Lesson

- Past year question papers were studied carefully to draw an idea about the patterns of distribution of marks within the chapter. To get a rough idea on which part to give more time to for revision.
- Activities are planned to do in class, to minimise time of explanation and max focus can be done on revision part through activities.
- Activities are designed keeping in view of maximum participation from the students.

Implementing Revision Lesson:

- Introduction of the chapter for revision also, introduction of the chapter is very important but this time instead of asking questions related to their previous knowledge, questions directly relating to the content was asked as students were already aware of the content.
Question such as What are the different kinds of human activities.
Q. How many types of Economic Activities are there.
Once students get the idea regarding the chapters, the following activities are conducted.

Activity for Differentiating between Economic and Non-Economic Activities

Some names were posted on the power point slide such as

- (a) Employment
- (b) Business
- (c) Religious work
- (d) Charity

Students were asked to differentiate the charts along with reasons.

Students identifying the activities into Non-Economic and Economic are also asked to state one point of difference between the two, this way of differentiation between the two and concept of Economic activity were concluded through activity.

Types of Economic Activity

Charts were kept for the activity, where I will take out one chart each time and directly ask a student about the type of Economic Activity and its one feature.

Comparison between Business, profession and employment is done on white board, where at first I call one student to write and the student will call the next student by himself and the chain goes on until the entire concept was completed.

for concept of a Business, its objective and characteristics of a powerpoint presentation.

and a brief gist was given, total of 20 minutes were taken.

Questions relating to the concept were asked to check the understanding of the concept.

Economic and Social objectives of Business
Class is divided in equal and teams were formed. Team A was given Economic objectives of Business. Team B was given Social objectives of Business.

Each member of every team one by one stated one objective and explained it thoroughly to the entire classroom.

Role of Profit - Powerpoint presentation was shown and questions were asked.

Classification of Business Activities into Industry and Commerce, in main points were completed with the help of a video on Internet where a short brief summary of the content was provided.

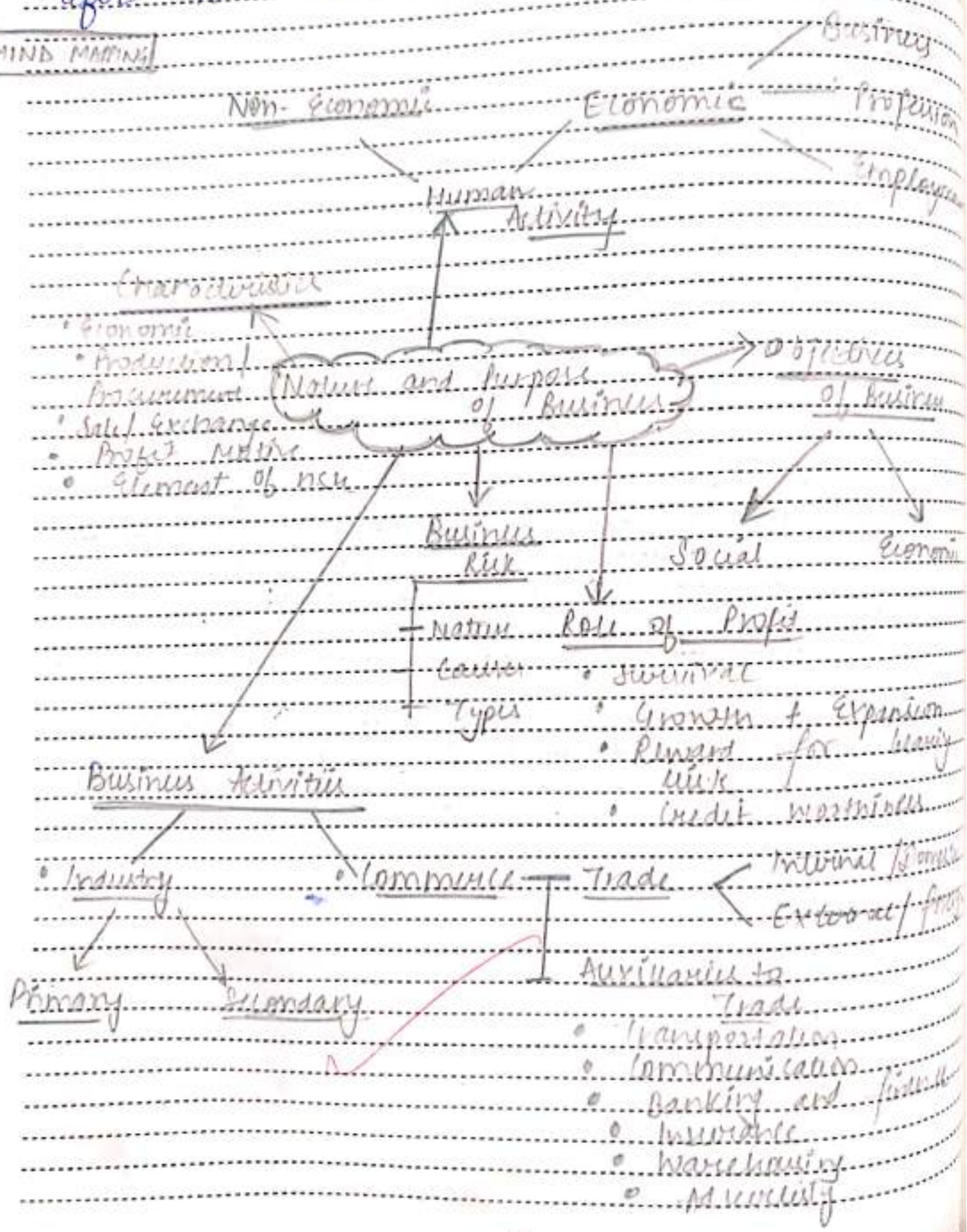
Questions of sample paper from the respective topic were discussed.

Business Risk

For the activity conducted here I will take out this content from the bowl and the student whose name appear will talk about or share his content knowledge with the class. Any child who will find the content in complete can add to the content, this way student will remember the concept for a longer period as they themselves added points to the content.

At the end of the lesson, a mind map was displayed so that students can refer to it whenever required.

MIND MAPING



Impact of Revision lesson on student's performance:

- Students developed confidence in the understanding of the concept.
- Activities were well conducted and greatly affected students' knowledge towards the chapter.
- Lesser explanation and more involvement of children made the revision lesson plan interesting to them and they actually did revise rather than just remaining passive learners to the whole activity.
- Mind Map was quite liked by them and they find it very useful for revision purpose.

Self Reflection:

Conducting a fresh lesson and conducting a revision lesson are different experiences altogether.

When you have to first introduce the chapter it seems quite easy as students are new to the concept so therefore you can easily mould them as per your wish but in a revision lesson plan they have already developed a fair understanding of the chapter so therefore each activity to be carried out as well as the questions to be asked are to be well designed and formulated to cater to the purpose of revision.

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Revision Lesson

Subject-2 : Economics

Unit : Common Goals of five Year Plan

Class : XI

Div. : C

Planning for Revision Lesson

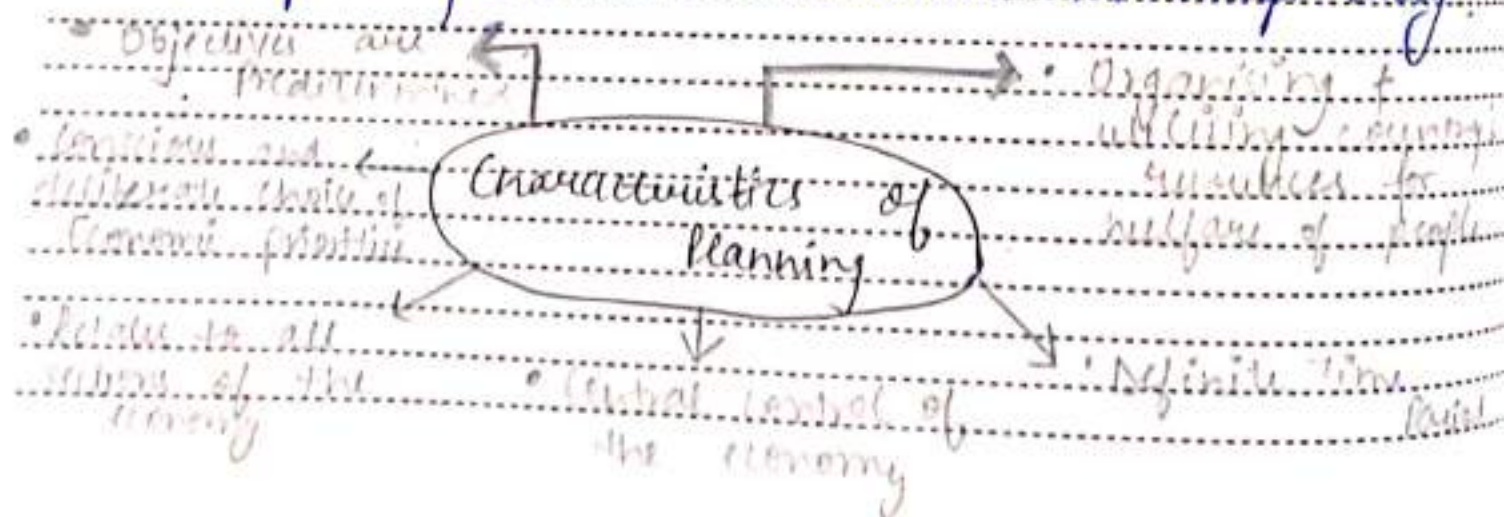
- Chapter was divided into small parts, and similar concepts are kept together so that a link can be formed while revision for better understanding and memorization of the child.
- Activities are given main focus rather than explanation as students will learn and revise more when they will be exposed to the content rather than monotonous learning/discussion.
- Revisionary questions are collected from past year question papers and from sample papers to give student an insight of how questions will be framed.

Implementing Revision Lesson:

Economic Planning and its Characteristics

Students are asked about their knowledge on what does Economic planning mean, to which students replied according to their previous knowledge of the content.

For characteristics an image was shown to them, in a compact form to remember the concept easily.



Types of Economic Systems or Economies

(A) Capitalist Economy

(B) Socialist Economy

(C) Mixed Economy

Students were asked which amongst the following economies do India is following.

Students gave the correct answer of Mixed Economy, thereafter were asked to differentiate between the three and state their distinct characteristics.

It was an open ended discussion where students can add points to others answers also.

At last, students were asked to write the main characteristics on white board one by one.

Importance of Planning in India

Summary presentation was used to explain the concept and brief information was given.

Importance includes:

- Limitation of Market Mechanism.
- Establishment of Economic and Social Justice.
- Use of Resources in National Interests.
- Creation of Economic and Social Infrastructure.

Origin and Development of Plans in India

(A) Only important information or should I say important names and date were highlighted in the concept as it is the most important and is asked the most in previous year question papers.

Impact of Revision lesson on student's performance:

They understood the concept well and gave all answers in the revision lesson plan.

A Recapitulation session was also conducted and they show significant change in comparison to the answer received at the beginning of the chapter.

Activities did improve their understanding of the concept and helped them retain the concept for a longer time.

Self Reflection:

It was a great revision lesson. Activities were conducted well and went smoothly, it was indeed a great strategy to reduce explanation and include more activity in revision lesson plans as students involvement in the same activities will help them better retain the concept and they will understand more.

It was also an opportunity for me as my area was limited but I learned how to monitor and conduct activities in a classroom with discipline.

Question selection plays an important part in the revision of the lesson.

Date :

Signature of in-charge Teacher

Unit Test

Subject-1: CommerceClass: XIUnit: Emerging Modes of BusinessDiv.: C

Unit Test paper

Duration: 40 minUnit TestTotal Marks: 20Instructions

- All questions are compulsory to attend.
- Total number of questions are five.
- Question Number 1 consist of 5 Multiple Choice Questions of 1 mark each.
- Question Number 2 consist of 4 very short answer type question of 1 mark each.
- Question Number 3 and 4 are short answer type questions of 3 mark each.
- Question Number 5 is long answer type question of 5 mark each.
- There is no overall choice in question paper.

Q1. Multiple Choice Questions :- (5x1=5 marks)

1. e-commerce does not include
- (a) A business's interactions with its suppliers.
 - (b) A business's interactions with its customers.
 - (c) Interactions among the various departments within the business.
 - (d) Interactions among the geographically dispersed units of the business.

2. The payment mechanism typical to e-business
- (a) Cash on delivery (COD)
 - (b) Cheques
 - (c) Credit and debit cards
 - (d) e-Cash

3. Creating blogs to form consumer's forum or pressure groups is an example of

- (a) B2C Commerce
- (b) B2B Commerce

- (c) C2C Commerce
- (d) B2E Commerce

4. Level-4 Virus means
- (a) Creating annoyance on-screen display
 - (b) Damaging targeted files
 - (c) Destroying the entire system
 - (d) Disrupting function of computer

5. This is not a characteristic of e-business
- (a) Convenience
 - (b) Customary Satisfaction
 - (c) Global reach
 - (d) Personal touch

Q2. Very short answer type questions: (4x1 = 4 marks)

1. Name two risks involved in e-commerce
2. Vijay wanted to sell his motorcycle but could not get any buyer. On his friend's suggestion, he posted the sale on olx.com and found a buyer within 3 days. Name the type of e-business.
3. Mention two limitations of e-commerce.
4. Give two transaction risks involved in online transactions.

Q3. Describe briefly the data storage and transmission risk in e-business. (3x1 = 3 marks)

Q4. How e-business is helping our society to turn paperless? (3x1 = 3 marks)

Q5. Discuss the limitations of electronic mode of doing business. Are these limitations severe enough to restrict its scope? Give reasons for your answer.

Unit Test

Subject-2: EconomicsClass: XIUnit: Common Goals of five year plansDiv.: C

Unit Test paper

Unit TestDuration: 40 minTotal Marks: 20

Instructions:

- All questions are compulsory to attend
- Total number of questions are five.
- Q1 consist of Multiple choice questions of 1 mark each.
- Q2 consist of one word answer of 1 mark each.
- Q3 and Q4 are short answer type question of 2 marks each.
- Q5 is essay type / long answer type question of 5 marks.
- There is no overall choice in question paper.

Q1. Multiple Choice Questions:

(5X1 = 5 marks)

1. When was India's planning commission constituted?

(a) 6th August, 1952

(b) March 15, 1950

(c) 15th August, 1947

(d) April 1, 1997

2. What was the period of India's seventh five year plan

(a) 1951-56

(b) 1956-61

(c) 1980-85

(d) 1985-1990

3. How many five year plans in India have been completed so far?

(a) 8

(b) 10

(c) 11

(d) 12

4. When was NITI Aayog established?

Coordinator IOAE

123

Principal

Satyam College of Education

Satyam College of Education

Sector-62,

C-52/14 & 15, Sector-62,

Gurgaon-201305

NRDA-201305

(a) 1991
(c) 2011

(b) 2001
(d) 2015

5. Who is the chairman of NITI Aayog?
(a) Prime Minister
(b) Finance Minister
(c) President of India
(d) Governor RBI

Q2. One word answer.

(4 × 1 = 4 marks)

1. In which year Economic planning in India began?

2. Who is the chairperson of the planning commission in India?

3. In which year was the planning commission established?

4. Which organization replaced planning commission of India?

Q3. Does modernisation as a planning objective create contradiction in the light of employment & generation? Explain.

(3 × 1 = 3 marks)

Q4. Explain growth with equity as a planning objective.

(3 × 1 = 3 marks)

Q5. Point out any four areas of failures of India's five year plans till 1991.

(5 × 1 = 5 marks)

Blue Print of Question Paper

Objective	Remembering			Understanding			Applying			Skill			Total (Marks)
	E	S	O	E	S	O	E	S	O	E	S	O	
1 Concept and scope of e-business	-	-	1(1)	-	-	1(2)	-	-	1(1)	-	-	-	4
2 Benefits of e-business	-	3(1)	-	-	-	-	-	-	-	-	-	-	3
3 Limitations of e-business	-	-	1(1)	-	-	-	5(1)	-	-	-	-	-	6
4 Online trans- actions	-	-	1(1)	-	-	1(1)	-	-	-	-	-	-	2
5 Security and privacy of e-trans- actions	-	-	1(1)	-	3(1)	1(1)	-	-	-	-	-	-	5
Total (Marks)		3	4		3	4	5		1				20
Total (Marks)		7			7			6			-		20

- E = Essay type Number of questions = 1 of 5 marks
 S = Short Answer type Number of questions = 2 of 3 marks
 O = Objective type Number of questions = 9 of 1 marks

Note: The number outside the brackets indicates marks while inside the brackets indicates number of questions

[Signature]
 Director IQAC
 Dept. of Education
 Sector-62,
 NOIDA-201305

[Signature]
 Principal
 Sahyoni College of Education
 G-33A/14 & 15, Sector-62,
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Preparation for setting test paper:

Chapter is divided into contents, and each content is studied carefully before starting with framing of questions. The unit test should not be very easy as well as not very difficult for the students.

Each content of the chapter is given due importance and tried incorporating questions from each part.

Difficulty faced while preparing test paper:

As the paper was of 20 marks only, therefore problem is faced while selection of the questions, also chosen questions should fulfil the need of all children and should not be too easy for someone or too difficult for the other.

Learning experience from this activity:

- Choosing of appropriate and important content for revision.
- Unit test are made to revise the chapter and only the questions most important from learning point of view and who also covers the essence of the concept should be added.
- How unit test should be conducted and how it should be constructed.
- Every learning aspect whether understanding, remembering, application or skill should form part of the question paper.

Result Sheet

Subject: Commerce

Unit: Emerging Modes of Business

Class: XI

Div.: C

Roll No.	Name of the Student	Marks Obtained					Total
		Q.1	Q.2	Q.3	Q.4	Q.5	
1	Abhinav Kumar	3	2	2	2	3	12
2	Abhishek	4	2	2	3	3	14
3	Aditya Bansal	3	2	2	1	2	10
4	Aman Mavi	3	2	2	3	3	13
5	Ansh Praveen	2	1	1	2	3	09
6	Anyan Nagar	4	2	3	1	2	10
7	Anyan Sharma	3	3	3	2	2	13
8	Bhajat Gupta	3	2	2	3	3	13
9	Deepanshu Joshi	3	1	1	2	2	09
10	Dhruv Goyal	3	2	1	1	3	10
11	Himanshu Nagar	4	2	1	3	2	12
12	Irshika Bang	5	3	3	2	5	18
13	Kshitayush Mishra	4	3	2	1	3	13
14	Lucky Mavi	3	2	2	3	3	13
15	Manavi	5	3	2	2	3	15
16	Pakhi Goyal	4	4	3	2	4	17
17	Paridhi	2	3	1	2	4	12
18	Rudrakshi	1	3	2	2	2	10
19	Salman Khan	1	2	1	2	3	09
20	Siddhant Verma	4	2	3	1	4	14
21	Subhankar	2	1	2	1	2	08
22							
23							
24							
25							

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Sl. No.	Name of the Student	Marks Obtained					Total
		9.1	9.2	9.3	9.4	9.5	
64							
65							
66							
67							
68							
69							
70							

Mean of the class $X = \frac{\text{Total Marks}}{\text{Total No. of students}} = \frac{EX}{N} = \frac{254}{21}$

Mean of the class = $X = \frac{\text{Total Marks}}{\text{Total No. of students}} = \frac{254}{21} = 12.09 \text{ or } 13$

Prakash
 Coordinator IOAC
 of Education
 Sector-62,
 11005

Prakash
 Principal
 Satyam College of Education
 C-52A/11 & 12, Sector-62,
 NOIDA-201305

Calculation of Standard Deviation of the Class:

Roll No.	X Score	Deviation of the Score $X - \bar{X}$	$(X - \bar{X})^2$
1	12	$(12 - 13.0) = -1$	$(-1)^2 = 1$
2	14	$(14 - 13.0) = 1$	$(1)^2 = 1$
3	10	$(10 - 13.0) = -3$	$(-3)^2 = 9$
4	13	$(13 - 13.0) = 0$	$(0)^2 = 0$
5	09	$(09 - 13.0) = -4$	$(-4)^2 = 16$
6	10	$(10 - 13.0) = -3$	$(-3)^2 = 9$
7	13	$(13 - 13.0) = 0$	$(0)^2 = 0$
8	13	$(13 - 13.0) = 0$	$(0)^2 = 0$
9	09	$(09 - 13.0) = -4$	$(-4)^2 = 16$
10	10	$(10 - 13.0) = -3$	$(-3)^2 = 9$
11	12	$(12 - 13.0) = -1$	$(-1)^2 = 1$
12	18	$(18 - 13.0) = 5$	$(5)^2 = 25$
13	13	$(13 - 13.0) = 0$	$(0)^2 = 0$
14	13	$(13 - 13.0) = 0$	$(0)^2 = 0$
15	15	$(15 - 13.0) = 2$	$(2)^2 = 4$
16	17	$(17 - 13.0) = 4$	$(4)^2 = 16$
17	12	$(12 - 13.0) = -1$	$(-1)^2 = 1$
18	10	$(10 - 13.0) = -3$	$(-3)^2 = 9$
19	09	$(09 - 13.0) = -4$	$(-4)^2 = 16$
20	14	$(14 - 13.0) = 1$	$(1)^2 = 1$
21	08	$(08 - 13.0) = -5$	$(-5)^2 = 25$
22			
23			
24			
25			
26			
27			
28			
29			

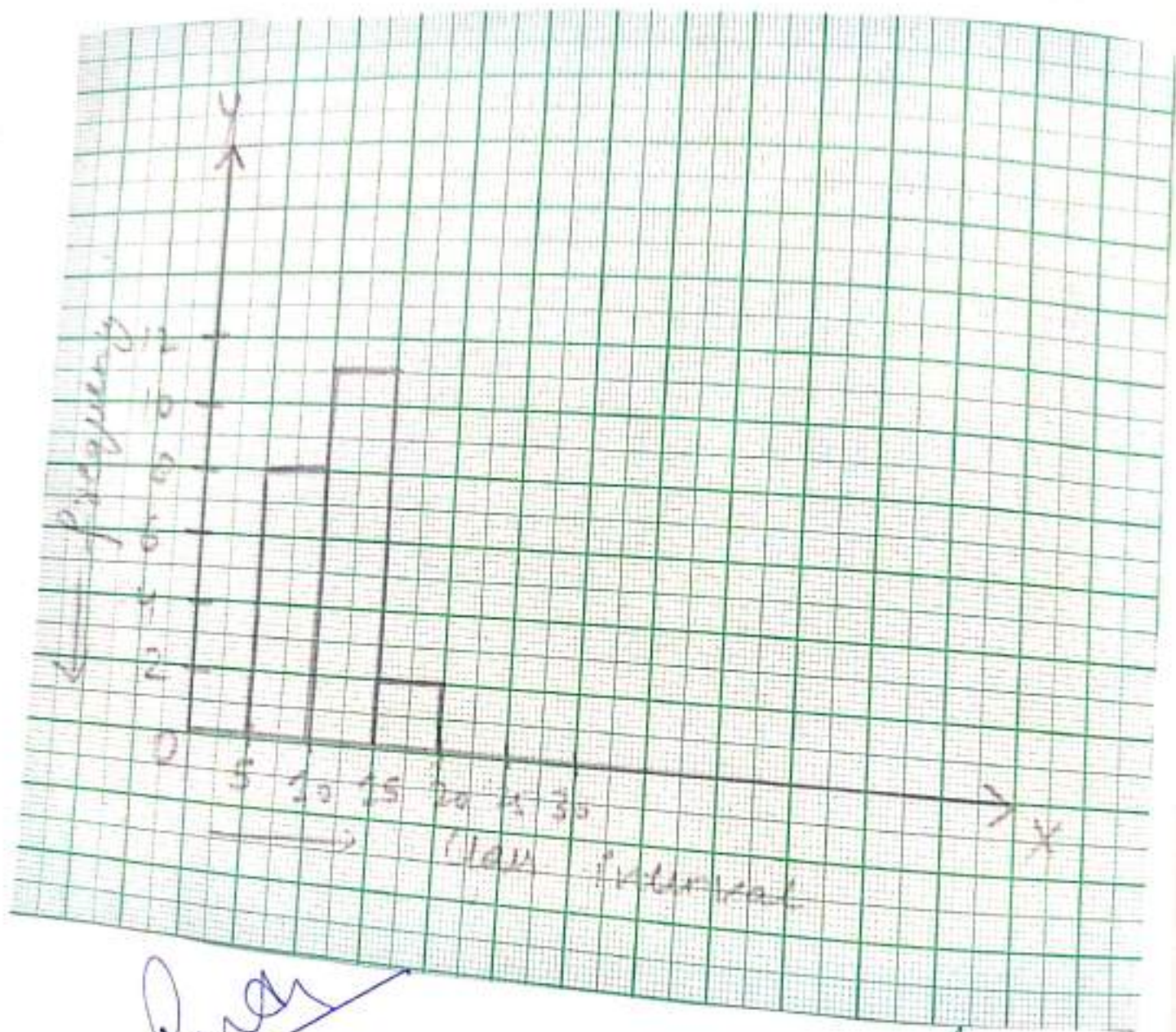
Roll No.	X Score	Deviation of the Score $X - \bar{X}$	$(X - \bar{X})^2$
60			
61			
62			
63			
64			
65			
66			
67			
68			
69			
70			

Standard Deviation = $\sqrt{\frac{\sum Y^2}{N}} = \sqrt{\frac{159}{21}}$

Standard Deviation of the Class = 2.75



2. Draw a bar graph on graph paper and also here take class interval on x-axis and frequency on y-axis



[Signature]

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Interpretation of Data from Mean:

Mean obtained of the test was 13, where around 11 students obtained marks between 10-15 which is a good result.

Mostly obtained between 0-5 marks by no student and it was a great result.

Standard Deviation :

Standard deviation is a measure of the amount of variation or dispersion of a set of values.

A low standard deviation indicates that the values tend to be close to the mean of the set, which is a high standard deviation that the values are spread out over a wider range.

Graph:

At per the graph, most students performed well and around 11 students performed good, very few students around 2 score around 15-20 marks.

Feedback Given to the students:

- Students were appreciated for their effort.
- Students were asked to properly present their questions answer as how you write an answer will get you good marks.
- More focus to be given on content rather than on filling the pages.
- Marks are quite scoring, therefore told them to keep their handwriting clear.
- Quality of content matters and not quantity.
- Give first preference to the demand of the question don't dodge around the topic too much, little is more in that case.
- Long Answer Questions can be of value based or application, therefore try to be little innovative at that point.
- Practice is the key to success! Keep practising and score more.

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Date :

Signature of in-charge P

Satyam College of Education, Noida
(Affiliated to SNDT Women's University, Mumbai-20)

Reg. No. 1015

Internship completion Certificate

This is to certify that Ms. Gayatri Rikhari
has completed all activities mentioned in B.Ed. Internship programme successfully, in the school
Asaram Scottish School, Noida during
the period _____ to _____.


msw

Signature of the
in-charge Professor



Coordinator IQAC
Satyam College of Education
C-56A/14 & 15, Sector-62,
Noida-201305

Signature of the
Teacher in-charge (School)


Principal
Satyam College of Education
C-56A/14 & 15, Sector-62,
NOIDA-201305

Signature of the Head
Master / Mistress of the School

Seal of the School



Signature of the Principal
Satyam Fashion Institute, Noida

Seal of the College

Constructivist Approach Lesson

Class: Commerce

XI

Unit: Nature and Purpose of BusinessDiv.: B

Constructivist Lesson Plan:

- To develop Business attitude and skills among students
- To develop interest among students for business & various fields related
- Students will be able to understand the difference between Economic and non Economic activities.
- Students will be able to identify the distinctive features of business, profession and employment.

- Human Activity is divided into Economic and non-Economic Activities.
- Economic Activities are further classified into Business, profession and Employment.

Presentation of lesson:

Introduction of the concept

Concept of Human Activity is explained with the help of brainstorming session which helped them identify the concept by themselves and grasp it. Flashcards were used to make a differentiation in the Economic and Non-Economic Activities. Flashcards of a woman looking for her family and a woman looking in a hotel was

used. further, questioning skills were used to get them on the right track.

A chart made on the difference between Economic and Non-Economic Activities was presented and explained.

• Types of Economic Activity

A little game was played, where few chips related to different economic activities were kept and students were asked to draw a chip randomly and had to place it under the correct head.

They used their previous knowledge and experience to put/classify them into different heads.

later on, they were asked to make a table in their notebooks to have a clear understanding on the difference between the three.

Blackboard was used and the entire concept was explained and difference between the three based on different heads was explained.

Students' feedback about learning experience :

They quite enjoyed the lesson, they told it ain't like the regular class, where they were only at the receptive mode. They got a chance to participate in the class.

Self - Reflection :

I thoroughly enjoyed my lesson, the Bravertoring skills, the game everything went well smoothly and all the objectives as planned were achieved.

Date :

Signature of in-charge Teacher

Constructivist Approach Lesson

Subject-1: Commerce

Class: XII

Unit: Marketing Management

Div.: B

Lesson: 2

Constructivist Lesson Plan: (Using power point presentation Or Online resources)

Objectives

• They will be able to understand the concept of Product as an element of marketing mix. • They will be able to differentiate among different terms of branding. Apply the advantage of Branding

Content:

- Introduction about Product.
- Branding as a main component of Product.
- Concept and terms Related to Branding.
- Advantages of Branding available to Customers.

Implementation of lesson:

(a) Prior Knowledge Activation

Two pens were given to ask what they will choose and why? One was a Reynolds pen whereas other was a Parker.

Choice of the student made it quite evident of his selection due to the branding of the product.

(b) Meaning of Product

A list of items was shown and students were asked to classify them into

(c) functions of Commercial Banks

To explain the concept, technology is integrated, the concept was introduced through story telling, but the entire story was made on an app called the animaker. later on ppt was used for the explanation part, questioning technique and interactive approach was used to carry out the same.

(d) Recapitulation questions

Recapitulation of the content was done with the help of Kahoot.

Students' feedback about technology integrated learning experience:

Students liked the animaker app and seemed curious while the story telling part, it was a new experience for them. They were quite enjoying throughout because of the activities planned.

Self-Reflection about using technology in teaching process:

Activities planned whether it was Animaker, Kahoot or ppt it all seemed very useful in accomplishing the goal of making students the concept of animaker quite helped a lot in making the entire story interesting.

Date :

Signature of in-charge Teacher

Learning Difficulties & Remedial Teaching

Identification of Learning Difficulty of students:

Learning difficulty most commonly faced was of
 dyslexia. A child may not understand letters,
 groups of letters, sentences or paragraphs. At the
 beginning of the first grade children may occasion-
 ally may reverse and rotate the letters they
 read and write. They read 6 as 9, b as
 d and so on.

Process of Preparing remedial Material / Material for Diverse learners:

Multisensory activities help dyslexic children absorb
 and process information in a retainable
 manner + involve using senses like touch
 and movement alongside sight and hearing.
 They are not only beneficial for dyslexic
 learners but also the best of the class. Engaging
 + something different + hands-on excites students
 + heightens engagement.

Implementing Remedial Material / Material for Diverse Learners:

Material for dyslexic learners must be made
 such as
 * writing words and sentences with tactile
 materials.
 * Physical activities to practice spelling e.g -
 hopscotch
 * Scavenger hunts for letters and words
 * Pocket spell checkers
 * Line Readers

4. Performance of students after Implementation of Remedial Resources / Material for Diverse Learners:

Performance of students gradually improved. The following learning materials greatly helped them in improving their performance. Use of multisensory approach for sure helped the student grasp the concepts and understand letters and group of letters.

Physical activities, 'Pocket spell checked' added a fun way of learning and rather than cramming the concept, they started understanding it.

5. Self Reflection:

It was a great experience to create & implement different material for children to help them.

Every child is unique and have different learning requirements therefore different ways are needed to be developed in order to make them understand the concept.

Date :

Signature of in-charge Teacher

Preparation of Test Items/Tools

Subject : EconomicsClass : IXUnit : The story of village PalampurDiv. : B

Test Items

Process of Preparation of test items for oral Exam / Practical Exam / Skill test / Project

Evaluations:

Objectives of testing

The test is made for the following reasons:

- (a) To evaluate and grade students.
- (b) To motivate students to study.
- (c) To add variety to student learning.
- (d) To identify weaknesses of the children and correct them.
- (e) To obtain feedback of the teaching of the chapter.
- (f) To assess the learning of the child and plan the teaching accordingly.

Content:

following are the topics covered in the chapter:

- * Introduction
- * Organisation of Production
- * Farming in Palampur
- * Non-farming Activities in Palampur
- * Conclusion

The chapter talks about the condition of the village Palampur regarding farming and non-farming activities. It put the village as an example regarding the state of villages in India.

Lesson: The story of village Palampur

Worksheet 1

Answer in one sentence (1 Mark)

1. What is the main economic activity in Palampur?
2. How many families live in Palampur?
3. How Palampur Village is well connected with its neighboring villages and towns?
4. What was the status of upper cast families in Palampur?
5. What was the benefit of electricity in Palampur?
6. What facilities are available for education and health in Palampur?
7. Farmer's plough is an example of which factor of production?
8. What are the non-farming activities being carried in Palampur?
9. What do you mean by factor of production?
10. What do you mean by working capital?
11. Identify which out of land, seeds, machinery and building as in the category of working capital?
12. What kind of labour is needed for the production of goods and services?
13. What is human capital?

Short answer type questions (3 Marks)

1. Explain the term physical capital. Mention the different types with example.
2. Which capital can be considered as the best land, labour, physical capital or human capital and why?

Long Answer type of question (5 Marks)

1. What is the aim of production? State four requirements of production.

Date :

Signature of in-charge Teacher

Process of preparation of Observation checklist/Rating scale / Rubric/Interview Schedule/
Interest Inventory/Attitude scale (Any one)

Objectives of the tool

RUBRIC

- It is used to examine how well students have met learning outcomes rather than how well they perform compared to their peers.
- Typically include specific, observable, and measurable descriptors that define expectations at each level of performance for each criterion.

Tool:

A rubric is a guiding guide with criteria for evaluating student's work in direct relation to one or more of the program's learning outcomes and a rating scale indicating differing levels of performance.

They can be used to assess student performance on course assignments, exams, practice and internships, research papers, portfolios, group projects, public presentation and many other types of work. The tool overall scores and any subcategory developed to measure more specific elements of performance are easily aggregated for further analysis at the program level.

Holistic scales, checklist, rating scales, and analytical scales can be used in rubric.

Benefits:

- Establishes shared expectations and assessment practices among all who collaborate to develop them
- Can be used to evaluate student work
- Make it more efficient to assess multifaceted work or performance

Challenges:

- Take time and effort to develop
- Need to include description of specific criteria, and preferably exemplars of student work to benchmark different levels of performance
- May be a less precise measure because of the large range of performance with each specified level

How to create and use a rubric:

- Review student's learning outcomes
- Identify student work
- Establish criteria
- Identify scale
- Determine range + target
- Conduct Pilot
- Develop sampling plan
- Aggregate scores

Date :

Signature of in-charge Teacher

Interview of Supervisor

Name of the Teacher: Ms. Neelam Rawat

Educational Qualifications: M.Ed, B.Sc, B.Ed, B.T.C

Experience in years as supervisor: +5 years

1. Duties and Responsibilities:

- Ms. Neelam Rawat oversees the day-day performances of middle wing.
- Manages the teachers teaching and activities in primary wing.
- All of the teachers need to send her day to day reports and fortnight plans.

2. Difference between Teaching and Administrative Work:

- She takes EVS and Social Science in primary wing.

Following classes are taken by her:

- III
- IV + V

- Administrative work of Ms. Neelam Rawat includes the following:
 - (a) Updating attendance of teachers
 - (b) Uploading fortnight plans
 - (c) Managing entire primary wing.

3. Relationship with other teacher / Head of Institution:

- Interaction with the head teacher on day to day basis.
- Daily meetings are conducted for problems of teachers.