

ST. XAVIER'S INSTITUTE OF EDUCATION

MUMBAI

NAAC Accredited with 'A' Grade

NAME OF THE STUDENT	<i>Arwa Moiz Sakerwala</i>
ROLL NUMBER	<i>40</i>
PEDAGOGY I	<i>ENGLISH</i>
INTERNSHIP GROUP/S	<i>HOLY CROSS SCHOOL, GROUP 6</i>
COACHING GROUP TEACHER IN CHARGE	<i>Ms. Nishi Kumar</i>



INTERNSHIP HANDBOOK

SEMESTER III

ACADEMIC YEAR

2021-2022

**REFLECTIVE JOURNAL
ON INTERNSHIP
ACTIVITIES
2021-2022**



ST. XAVIER'S INSTITUTE OF EDUCATION
B. Ed. PROGRAM
SEMESTER- III
INTERNSHIP INDEX 2021-22

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	GL 01	Group 6- The Clothesline by Charlotte DrUITT Cole	25/10/2021	ENGLISH
	GL 02	Group 6- Papa Panov's Special Christmas by Leo Tolstoy	27/10/2021	ENGLISH
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	GL 04 Exp: 02	Group 6- Composition- Autobiography	27/11/2021	ENGLISH
	GL 05	Group 6- Composition- Interview writing	14/12/2021	ENGLISH
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	GL 08 Exp: 04	Group 6- The Kite Festival	23/12/2021	ENGLISH
	GL 09	Group 6- Grammar- Figures of Speech	06/01/2022	ENGLISH
	GL 10	Group 6- Grammar- Prepositions	08/01/2022	ENGLISH
	GL 11	Group 6- Grammar- Adverbs	11/01/2022	ENGLISH
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	TL 1	Group 6- Home sweet Home by John Howard Payne	26/11/2021	ENGLISH
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VII	Reflection Sheet on Theme Based Lessons			
VIII	Reflection Sheet on Experiential Lessons			
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	Lesson Number	Internship Group Number	Date	Pedagogy
1	GL- 01	Group 6- Helen Keller- Std 5	26/10/2021	ENGLISH
2	GL- 02	Group 6- The Silver House- Std 6	29/10/2021	ENGLISH

3		Group 6- Social and Religious Reforms (Theme based)- Std 8	25/11/2021	HISTORY
4	TL- 01	Group 6- The Pilgrim (Theme based)- Std 8	26/11/2021	ENGLISH
5	GL- 03 Exp- 01	Group 6- Nature created man and woman equal- Std 8	27/11/2021	ENGLISH
6		Group 6- The feminist Struggle- Std 8	30/11/2021	HISTORY
7	GL- 05 Exp- 02	Group 6- Autobiography of a great India Bustard- Std 7- Exp	11/12/2021	ENGLISH
8		Group 6- Evolution- Std 5	16/12/2021	HISTORY
9	GL- 08	Group 6- Adjectives (Quality and Quantity)- Std 6	18/12/2021	ENGLISH
10		Group 6- Entertainment and History- Std 10- Exp	23/12/2021	HISTORY
11		Group 6- Stone age and Middle age- std	04/01/2022	HISTORY
12	GL- 0 Exp- 04	Group 5- Informal letter writing- Std 7	06/01/2022	ENGLISH
13		Group 6- India during Maurya Empire- Std 6- Exp	08/01/2022	HISTORY
14		Group 6- The Maratha Empire- Std 7	11/01/2022	HISTORY
15	GL- 12	Group 6- The Red Headed League- Std 7	13/01/2022	ENGLISH
XI	Planning and Administration of Unit Test and Analysis of Results (Pedagogy of School Subject I)			
XII	Student Activity/ Participation Record Sheets			
XIII	General Reflections on Internship Activities/ lessons- SXIE Peer Group/ Practice teaching School			

I. Curriculum Design at St. Xavier's Institute of Education

St. Xavier's Institute of Education is a Teacher Education college affiliated to the University of Mumbai. Since the college is affiliated to the University of Mumbai, the college follows the syllabus prescribed by the University of Mumbai. However, in keeping with the vision and mission of the institution, the curriculum has been enhanced and enriched by adding newer dimensions to the existing syllabus. The entire curriculum for B.Ed. course had been prescribed by the University. To achieve the vision and mission of our institution, the institution had decided to modify the curriculum design creatively, based on the principles of Ignatian Pedagogical Paradigm (IPP). Since the vision, mission and objectives of the institution reflects local, national, and global expectations, the curriculum was designed to achieve this expectation. All the academic activities were well framed based on the National policy and addressed the stakeholders' requirements.

Ignatian Pedagogical Paradigm (IPP)

IPP is a framework pervading all the activities of the Institution and especially manifested in the Practice teaching program of the Institute. The Paradigm is a unique feature of the Institution and is followed as per the tenets laid down by its patron saint, St. Ignatius of Loyola. The paradigm emphasizes on the practice of Reflection based on experiences. For this, the experiences must be based on the context of the learners so that they are moved to contemplative action.

II. About Internship Program (During the Covid-19 Pandemic)

The B.Ed. course of the St. Xavier's Institute of Education, Mumbai is governed by University of Mumbai and NCTE, a statutory body by the Act of Parliament in 1993. To revamp the teacher education courses throughout India, NCTE has issued new rules and regulations regarding B.Ed. Programme in 2014 and accordingly the duration of this course now is of two academic years, comprising of four semesters. To impart professional training and to inculcate positive attitude towards teaching profession, NCTE has directed the teacher education institutions to send the prospective teachers in schools for 11 weeks of Internship in Semester III. However, in the situation of Covid-19 Pandemic, the Institution has decided to conduct the B.Ed. Semester III Internship lessons in the internal peer group of the institution due to unavailability of the permission of school for lesson giving. The internship lessons to start from October 2021 onwards in house. During this period apart from

conducting lessons students would also be engaged in other type of school related activities to get the understanding of working of the school programme.

They would use their understanding obtained from the B.Ed. classroom to conduct lessons in their peer groups.

III. Semester III Internship Activities - University of Mumbai

Internship is a mandatory activity specified by the University. It is done very systematically and meaningfully at the Institute to make every experience in the internship schools contribute to the evolution of students as teachers. Since, there is no real school available in the pandemic the virtual internship groups are made in the institution itself as per the guidelines of the university and , a list of activities are prescribed to the student teachers to be conducted in the assigned group.

Title	Marks	Credits
Pedagogy I general Lessons: 13 Lessons (10 marks each) Inclusive of experiential lessons	130	12
Theme based Lesson: 2 Lessons (10 marks each) Inclusive of experiential lessons	20	
Administration of Unit Test and analysis of results (Pedagogy of school subject I)	20	
Reflective Journal on internship activities.	30	
Total	200	12



ST. XAVIER'S INSTITUTE OF EDUCATION
B. Ed. PROGRAM
SEMESTER- III
INTERNSHIP LESSON INDEX 2021-22

Ped ago gy 1/ Gen eral	Lesson Number	Date	Pedagogy	Topic	Supervisor's Signature
	01	25/10/2021	ENGLISH	The Clothesline by Charlotte Druitt Cole	Ms. KC
	02	27/10/2021	ENGLISH	Papa Panov's Special Christmas by Leo Tolstoy	Ms. VS
	03	25/11/2021	ENGLISH	Weeds in the Gardens	Ms. EP
	05	27/11/2021	ENGLISH	Composition- Autobiography	Ms. KC
	07	14/12/2021	ENGLISH	Composition- Interview writing	Ms. SP
	08	16/12/2021	ENGLISH	Three Sacks of Rice- Part 1	Ms. PS
	09	18/12/2021	ENGLISH	Three Sacks of Rice- Part 2	Ms. EP
	10	23/12/2021	ENGLISH	The Kite Festival	Ms. KC
	11	06/01/2022	ENGLISH	Grammar- Figures of Speech	Ms. SP
	12	08/01/2022	ENGLISH	Grammar- Prepositions	Ms. PS
	13	11/01/2022	ENGLISH	Grammar- Adverbs	Ms. EP
	14	13/01/2022	ENGLISH	Grammar- Active and Passive voice	Ms. NK
	15	15/01/2022	ENGLISH	The Road Not taken	Ms. KC
	Ped ago gy 1/ The me	Theme	Date	Pedagogy	Topic
04		26/11/2021	ENGLISH	Home Sweet Home	Ms. NK
06		29/11/2021	ENGLISH	Unke Munke Timpetoo	Ms. GS

**IV. GENERAL LESSON
PLAN/
STUDENT – TEACHER
SELF-REFLECTION
SHEET ON LESSON**

ST. XAVIER'S INSTITUTE OF EDUCATION
MUMBAI
GENERAL LESSON PLAN
B.Ed. Semester II
Academic Year 2020-2021

Name of the Student: Arwa Sakerwala

Roll No: 40

Pedagogy: 1:

General Lesson plan No.: 1

Std.: 6

Div.: Peer Group 6

Date : Time: 25/10/2021 9:10 - 9:40

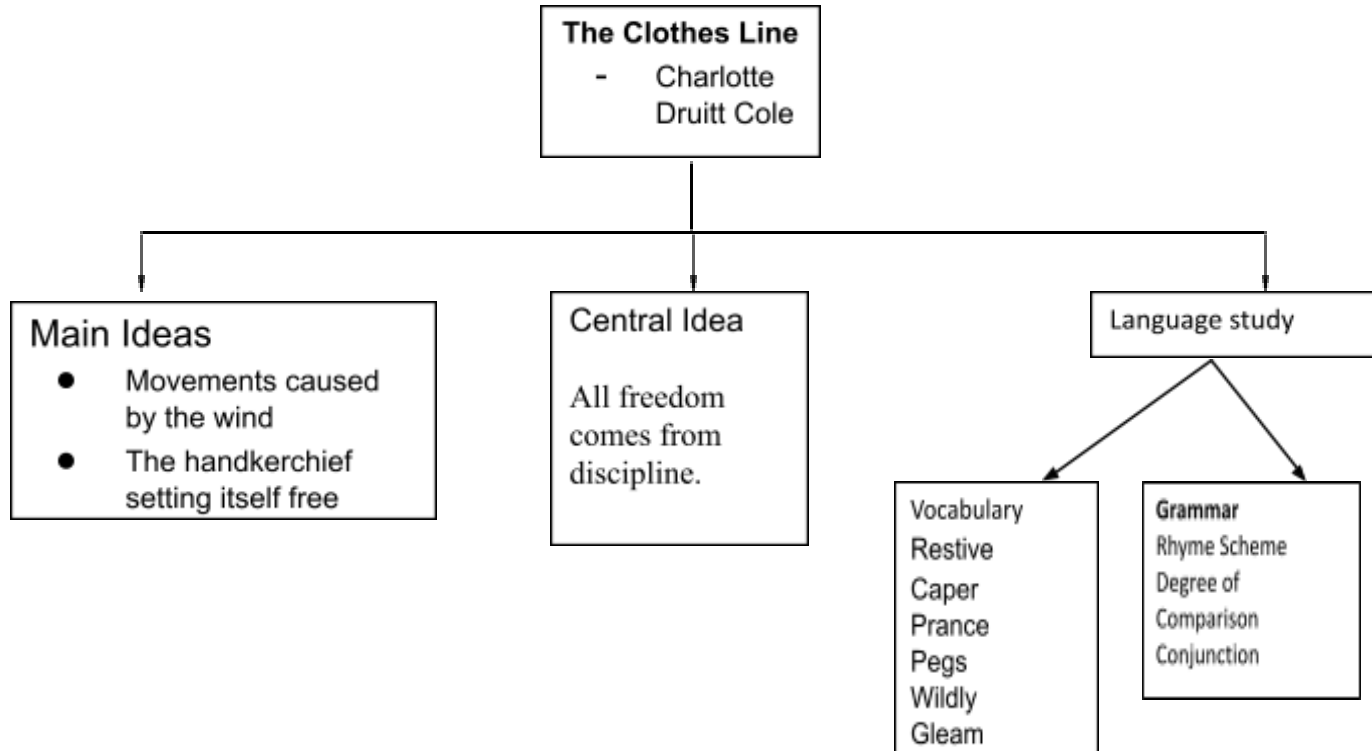
CONTEXT

Entry Behavior: *Pupils have General Knowledge about the wish for freedom.*

Correlation: *External with the subjects Geography, Mathematics, life.*

Content Organization:

Unit:



Core Values/ Core Components: “*Protection of Environment*”

INSTRUCTIONAL OBJECTIVES

A. FOR LESSON

I. COGNITIVE DOMAIN

1.

Remembering

- The pupil recalls the creatures are compared to witches, snow, etc.
- The pupil states how the creatures are dancing.
- The pupil recalls **creatures caper and prance like the restive horses.**
- The pupil states the windy weather in the poem.
- The pupil recalls who dances wildly.
- The pupil locates the line that states the shape of the creature.
- The pupil recalls the **time of the year used in the poem.**
- The pupil recalls who the poet saw dancing excitedly.
- The pupil states what she left behind.
- The pupil recalls that she flew like a bird.
- Pupil states that she was flipping, flopping and fluttering for fun.
- The pupil locates that she could be in a ditch or the sea.
- The pupil states that the poet knows that the handkerchief will not return.
- The pupil locates the difficult words in the poem, when meanings are suggested.
-

1.

Understanding

- The pupil describes the sights seen by the poet
- The pupil explains why the creatures are dancing.
- The pupil explains why creatures appear as if dancing.
- The pupil identifies the season in the poem.
- The pupil gives reasons for the poet's comparison of the handkerchief with witches, horses, etc.
- The pupil identifies the line that indicates that the poet is describing clothes.
- The pupil explains that the cloth was struggling for freedom.
- The pupil explains what indicates that she is craving for freedom.
-

1.

Analyze

- The pupil derives the main ideas
- The pupil infers the Central idea
- The pupil explains the central idea
- The pupil explains that the handkerchief or the poet admired freedom.
- The pupil explains why the poet has compared clothes to humans.
- The pupil identifies what the handkerchief is symbolic of.
- The pupil comments on the suitability of the title.

1.

Evaluate

- The pupil highlights the rhyme scheme used in the poem
- The pupil explains the figures of speech used in the poem
- The pupil explains how the poet uses imagery in the poem
- The pupil explains reasons for the handkerchief being the symbol of life and people.
- The pupil comments on the poet's style (nature, mood, choice of words)

I.PSYCHOMOTOR DOMAIN

- **The pupil recites the poem with proper pronunciation and expression**
- **The pupil answers the questions using proper grammatical structure**

B. FOR CORE COMPONENTS/VALUES

Valuing (Protection of Animals)

The pupil develops an awareness of the Core component “ Protection of Environment“

- **The pupil explains how animals are caged in zoos, aquariums, etc.**
- **The pupil explains why animals feel sad being caged.**
- **The pupil suggests ways to create awareness about the animal rights.**

A. For the Assignment:

Creating

- **The pupil makes sentences with the new words introduced in the poem.**

METHODOLOGY TO BE FOLLOWED:

- *For the Lesson:* for the lesson – Questioning, Discussion, Video Discussion

For the core component/s- Image discussion, General Discussion

EVALUATION STRATEGIES TO BE FOLLOWED

For the Lesson:

- **or the lesson – Appreciation Questions**
- **for the Value/Core Component – Questioning**

REFERENCES- English Balbharti Std 6, Google

Web-references (urls)

<http://www.jkacademypro.com/the-clothesline-poem-summary-questions-and-answers/>

<http://www.jkacademypro.com/grade-6-poem-clothesline/>

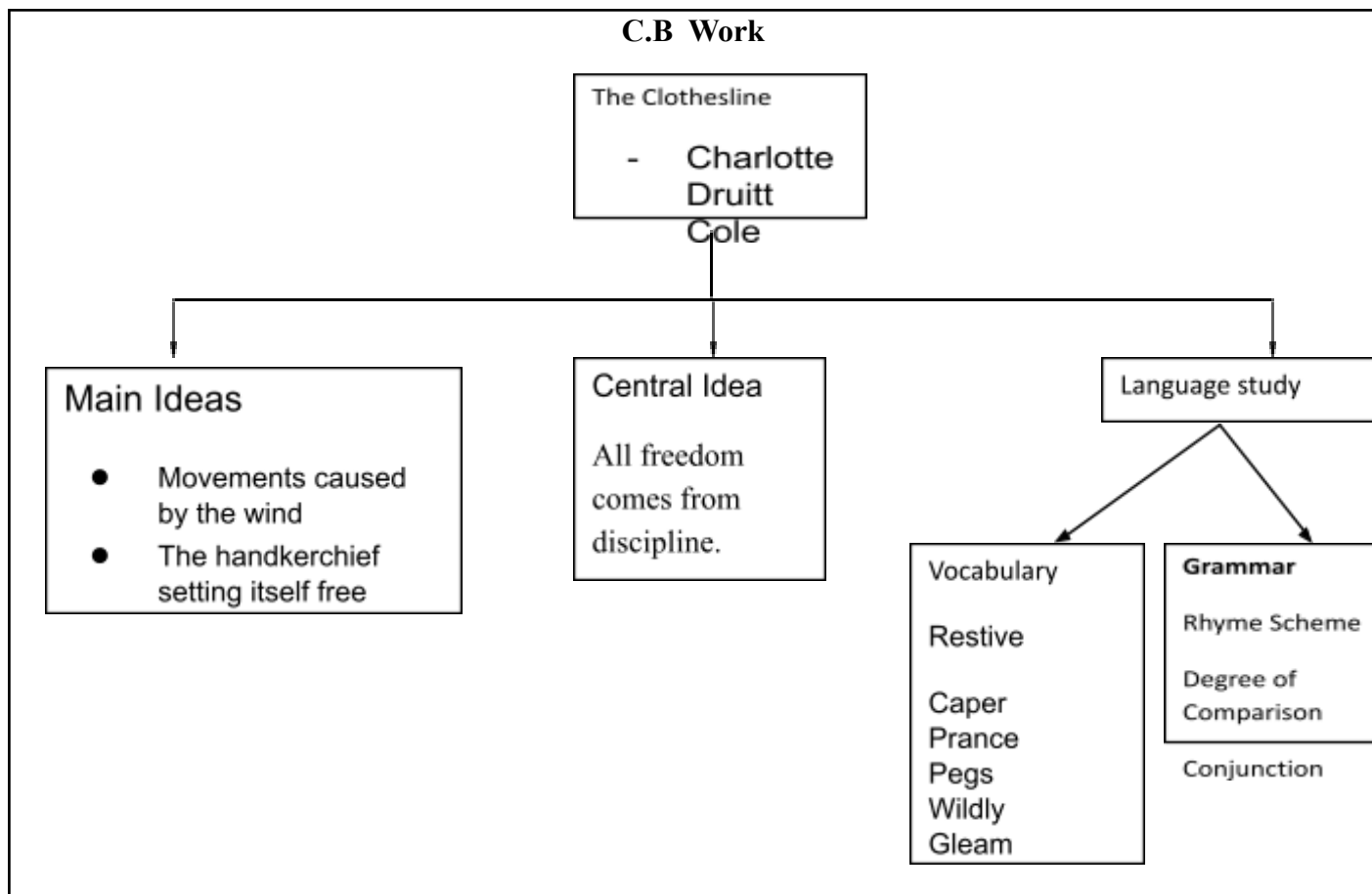
<https://youtu.be/mvZXQ9nAfZw>

<https://youtu.be/BKi5nl5cQV4>

Content	Activity	C.B Work
Experience:		
Set induction Audio- Visual Aids Questioning	Tr. shows a video on Freedom and asks following questions- <ol style="list-style-type: none"> 1. What did you watch in the video? 2. What is the insect trying to do? 3. What happens to the insect after it manages to fly out of the window? 	VIDEO https://youtu.be/mvZXQ9nAfZw
Linking Statement	Based on a similar theme there is a poem in your book that describes a casual occurrence in the most beautiful and meaningful way. Please open Pg. 23 of your Textbook.	
Statement of the topic & Scope	Today we shall see how the poet has given a message on freedom by describing a daily happening, in the poem, The clothesline by Charlotte Cole. Tr. Displays the topic on the screen	THE CLOTHESLINE -Charlotte Cole
About the Author:	Charlotte Druitt Cole (13 January 1878) She has written many poems and analogies for children. Very little is known about the poet A book of play for children, chums the play hour express and tales for little folk are some famous books	
Presentation General Study:	Tr. introduces the poet. The tr. Does a model recitation of the poem by showing a video and then asks the following gist questions; <ol style="list-style-type: none"> 1. What is the poem about? 2. What are the different things the handkerchief is compared to? 3. What is the weather in the poem? 	VIDEO https://youtu.be/BKi5n15cQV4
Detailed Study Sub-Unit 1: Hand in hand... march wind	The tr. Makes a pupil recite the sub-unit and then discusses making teacher contributions wherever necessary. Tr. Asks – <ol style="list-style-type: none"> 1. How do the fluttering creatures look? 2. How are the creatures dancing? 3. Like whom do they caper and prance? 4. Who dances wildly? 5. What shape does the creature form due to the wind? (Cone- correlation with Math) (Rounded in front hollow behind- Similar properties are seen in shapes like cone and 3D semicircle) 6. What is happening to them due to the wind? 7. Which word means restless? 8. Which word means skip or dance in a lively manner? 9. Which word means walk or move highly? 10. Why do the creatures appear as though dancing? 	Restive Caper Prance Video of clothes moving on the clothesline

	<p>11. Which lines indicate sounds? 12. Which month is it in the poem? 13. What is the weather in the poem? (Different seasons- correlation with geog) (March is one of the windiest months of the year for western countries because it is a month of seasonal transition meaning the season is slowly changing from winter to spring) 14. What is the poem describing? 15. Phrase which shows degree of comparison? 16. What is the main idea of the subunit? Tr. Provides options for students to pick up. Tr. Displays the appropriate Main Idea.</p>	<p>As white as Movements caused by the wind</p>
<p>Sub-Unit 2: One I saw... to my pocket, I know.</p>	<p>1. Whom did the poet see dancing excitedly? 2. Which word means violently? 3. What did she leave behind her? 4. An object which is used to secure the clothes on the clothesline? 5. Word which means soft light that shines for sometime? 6. Whom did she fly like? 7. What was she doing for fun? 8. Where could she possibly be? 9. How did the poet see her in the sun? 10. Who was she? 11. What does the poet know? 12. Which line indicates that the poet is describing clothes? 13. What was she craving for? 14. What is preventing the handkerchief from flying away? 15. What is the handkerchief/ clothes compared to? 16. Why are clothes compared to humans? (correlation with life- human beings throughout life are trying to enjoy and set themselves free.They are struggling for freedom. However, not all freedom is useful) Tr. gives two situations of Raj and Rahul to bring in the concept of Discipline. 17. What are the pegs symbolic of? (Tr. highlights the importance of discipline in one's life. It is okay to enjoy freedom but there is no freedom without discipline.) (Tr. gives an example from the student's life- You want to play and have fun but it is only possible after you have done your homework in time.) Tr. shows a video on self discipline and strengthens the theme. 18. Which word joins two phrases or sentences?</p>	<p>Wildly Pegs Gleam Freedom Pegs Discipline https://youtu.be/N2aZlybvOOA And- Conjunction</p>

	19. What is the main idea of the subunit? Tr. displays options and asks the students to pick the right answer and justify.	The handkerchief setting itself free
Summarization	Tr. Shows appreciates the poem and summarizes saying – Today we have seen how right freedom comes with discipline in the poem Clothesline.	
Evaluation	Tr. Asks the following qts; <ul style="list-style-type: none"> ● What is the Central idea of the poem? ● The pupil explains the central idea. ● Highlight the words used for sounds in the poem? ● Highlight the words used for movement in the poem? ● Is the title of the poem suitable? ● What are the rhyming words in the poem? ● Explain the use of conjunction in the poem. ● What is the handkerchief symbolic of? ● What is the writing style of the poet? (nature, mood, choice of words) 	All freedom comes from discipline.
Reflection	Tr. displays pictures of aquariums, zoos, and circuses where animals are forced to stay in closed spaces. Tr. Discusses further. <ul style="list-style-type: none"> ● Do animals have the right to freedom? ● How would you feel if you were forced into the four walls? Tr. Discusses further. 	IMAGES
Action	Tr. Asks - What would you do for the cause of Animal freedom? What can you do for them?	
Assignment	Make sentences using the difficult words introduced in the poem.	



Supervisor's Feedback

SUPERVISOR'S FEEDBACK *(could be handwritten image/ typed attached to the final plan)*

NAME OF THE STUDENT: Arwa Sakerwala LESSON TYPE/ NO: GL 1 DATE OF LESSON- 25/10/2021

	CRITERIA	FEEDBACK ON LESSON	SPECIAL REMARK (if any)
1	SET INDUCTION Devices used	Relevant and apt video was used to draw the students' attention to the essence of the title. Tr could link very well to the title.	Tr was pleasant and energetic as she started the class.
2	PRESENTATION <ul style="list-style-type: none"> • Questioning • Explanation • Exemplification • Other strategies used 	Poet information integrated well. Model reading done well. Gist questions could be handled better. Detailed questions were asked with fluency in both the units. First unit was done with good questions, vocabulary skills, contextualized the content. But higher order questions were hardly asked- be cautious of this. Second unit was handled well with analogies and examples to the age	Essence of the poem was elicited with creativity and reflective thinking.

		of the student, yet bringing out the essence of the poem with depth and clarity. Excellent work done here!! The presentation was effective and attractive. Tr was well prepared and had done good research work.	
3	SUMMARY	Summarized	
4	EVALUATION Strategies Used	Evaluation was comprehensive and covered the elements of understanding text.	
5	ASSIGNMENT (type of assignment given)	Assignment – too simple, which could be used in unit Please be careful, to maintain consistency throughout the lesson.	
6	REFLECTION-ACTION ON CORE-COMPONENT/ THEME	Reflection -action could be more connected to the content. The content could be enhanced with the reflection on it with scientific temper and thinking of self-discipline.	
7	TEACHER-STUDENT INTERACTION	Throughout the lesson, the teacher motivated the students to interact and remain interested and engaged.	
8	RESOURCES USED FOR TEACHING (TRADITIONAL & DIGITAL)	Presentation, images, video clippings and story board were used effectively throughout the poem, especially to deduce the essence from the students.	
	Overall	Overall, a good effort. Suggestions to be reflected upon for more effectiveness and consistency while teaching.	

Date: 25/10/2021

College Supervisor's Signature: Kalpana Chavan

Signature of the Supervisor – Ms. KC

Date: 25/10/2021

Only For Draft Lesson

Draft Lesson No.- 3

Name/ Signature of the Guiding Professor: Ms. Priti

Date of Approval: 12.10.2021



**ST. XAVIER'S INSTITUTE OF EDUCATION
MUMBAI
Semester III 2021-22**

Name of the Student: Arwa Sakerwala **Pedagogy:** ENGLISH
General / Experiential /Theme Lesson Number: GL 1

Student Teacher Self-Reflection Sheet on the lessons			
Lesson No: GL 1		Date: 25/10/2021	
		Pedagogy: ENGLISH	
Criteria	Planning	Execution	Learning experience & Scope for Improvement
Planning/preparation <ul style="list-style-type: none"> ● Planning for smooth lesson ● Arrangement of necessary materials and equipment ● Plan for differentiated learning 	The poem I had selected was tricky and difficult for std 6 to comprehend. I tried incorporating examples and case studies that were simple to come down to their level. I used different video, images, storyboard, gif, sounds, etc., so that they could understand better.	The examples turned out to work well and all the peers and supervisor appreciated it. My sem 2 lessons were average so I was a bit nervous but I could execute the poem well and it boosted my morale.	I got feedback to keep consistency with the questions in both the sub unit which is something I shall try to incorporate in future lessons. Since the poem was difficult and I could provide relevant examples, I was appreciated a lot by the supervisor.
Teacher –student ambience for interaction (Set Induction) <ul style="list-style-type: none"> ● Evidence of a positive atmosphere ● Student information ● Welcoming students to my class 	In my sem 2 lessons I kept getting feedback for being more enthusiastic and I was chosen for remedials for the same. However, I realized where I was lacking and I tried reading with voice modulation and with better expressions several times before the lesson.	I tried my best to be expressive and I believe that there was a lot of improvement in me. I felt much more confident.	It was amazing to hear from the supervisor that I was pleasant throughout the lesson and my model reading was very unique. I am glad I tried experimenting and it turned out well.
Lesson pacing (Presentation) <ul style="list-style-type: none"> ● Pace of my lessons appropriate to complete lesson ● Progression of my lesson ● Adequate opportunities for student engagement 	I have always finished my lessons in time which also means that there are chances I can finish before time. So I had ensured that there are enough questions so that the students are engaged throughout. Also I usually speak fast so I tried to keep the pace normal.	I finished exactly in 30 minutes which is no less than an achievement. I tired involving videos, situations, and questions to keep the interest of the students intact.	I have to be careful as to not finish before time in future lessons.
Student motivation (during presentation) <ul style="list-style-type: none"> ● Tactics to Engaging students from beginning of the class ● Building on the students' prior knowledge ● Sharing the learning goals with the students ● Class instructions before starting a lesson ● Endeavour to build in success for each student ● Positive reinforcement to the students 	As aforementioned the poem was difficult and so I included a lot of images and storyboard to make it simple for the students. The example I used was from their life so it could be better understood. Technology cannot be relied on so I told them to interrupt whenever they can't see my presentation or hear me or the video.	All the hard work turned out well this time and so I am looking forward to giving better lessons and consistent ones in future too.	I got to learn that it is very important to come down to the level of the students.
Diversity in the class (Presentation)	I wanted all the students to participate and so I had kept a mix of both higher	I was using organizing and refocusing	It is important to ensure inclusivity in the classroom.

<ul style="list-style-type: none"> • Use of teaching methodologies to engage pupils with different learning styles • Strategies to engage the less abled students • Strategies to engage the exceptionally abled students • Strategies to engage special needs students • Strategies to ensure the active participation of all students in my class • Strategies for the social development of students 	and lower order questions.	techniques of questioning so that the question gets simpler for the students to understand. I was trying to involve almost all the students so that no one feels left out. On receiving unexpected answers I had to ask suggestive questions to get them back on track.	
Use of resources in teaching-learning (Presentation) <ul style="list-style-type: none"> • Resources other than the textbook • Use of ICT to support learning • Resources to support differentiated learning in classroom 	I had prepared google slides, storyboard, used images and gif to explain the analogy in the poem.	All of it worked in my favor.	Making the presentation colorful is important to grab the attention of the students along with the images. I got feedback to keep the font readable for the students.
Assessment of students (Evaluation) <ul style="list-style-type: none"> • Use of variety of assessment technique • Use of students' result for planning • Encourage student for self-assessment • Encourage for peer assessment 	I had different assessment questions like central idea, main idea, writing style, rhyming words, degree of comparison, conjunction, higher order questions, etc.	The assignment I kept was a simple one thinking that the poem was heavy so the homework could be simple.	I got to learn one important thing which is that the assignment should also fall in line and cannot be too simple.
Use of core-component-	I changed my core component and made it freedom for animals thinking that it goes well with the theme.	However, it did not turn out to match the theme and instead became opposite of the message in the poem.	I learned that the core component should match with the lines on the theme and the message in the lesson/poem.
Key points for action: Maintaining consistency throughout is important and that is my major takeaway from this lesson.			

Signature of Student: Arwa Moiz Sakerwala

ST. XAVIER'S INSTITUTE OF EDUCATION
MUMBAI
GENERAL LESSON PLAN
B.Ed. Semester II
Academic Year 2020-2021

Name of the Student: Arwa Sakerwala

Roll No: 40

Pedagogy: 1: English

General Lesson plan No.: 2

Std.: 7

Div.: Peer Group 6

Date : Time: 27/10/2021 9:10 - 9:40

CONTEXT

Entry Behavior: The pupil has previous knowledge about celebrations of different festivals in India.

Correlation: External correlation with geography and history

Content Organization:

Unit:

PAPA PANOV'S SPECIAL CHRISTMAS -----Leo Tolstoy		
Main Idea	Central Idea	Language Study
1. Festive atmosphere in Papa Panov's village 2. Papa Panov's Grief/sadness	Christmas Eve Celebration	<u>Word:</u> <ul style="list-style-type: none">● Scurried● Muffled● Cowshed <u>Adjectives:</u> Little Excited Bright Delicious Cheerful Round Sad

Core Values/Core Components: Secularism

INSTRUCTIONAL OBJECTIVES

A. FOR LESSON

I. COGNITIVE DOMAIN

A) For the Lesson:

I] REMEMBER

- The pupil recalls the main character of Papa Panov.
- The pupil states the setting/location of the story.
- The pupil recalls which festival is mentioned in the lesson.
- The pupil recalls what Papa Panov did after going back indoors.
- The pupil recalls what the excited children did.
- The pupil states that Mary's little child was born in the cowshed.
- The pupil recalls what Papa Panov read in the bible.

II] UNDERSTAND

- The pupil gives reasons why Old Papa Panov stepped outside his shop.
- The pupil explains how the author described Papa Panov's face.
- The pupil explains how the author described Christmas Eve.
- The pupil explains why papa panov opened the family bible.

III] ANALYZE

- The pupil explains why papa panov was sad.
- The pupil introspects how reading religious texts is beneficial.

PSYCHOMOTOR DOMAIN

IV) SKILL OF ORAL EXPRESSION:

The pupil:

- reads the lesson using proper pronunciation and expression
- answers the questions using proper grammatical structure

COGNITIVE DOMAIN

V) EVALUATE

The pupil:

- The pupil draws the character sketch of Papa Panov.
- The pupil identifies the main idea of the lesson.
- The pupil identifies the central idea of the lesson.
- The pupil identifies the adjectives and meanings.
- The pupil analyzes the value of family and relationships.

For the Assignment:

VI) CREATE:

The pupil:

- Write a letter to your friend inviting him/her to your home for Christmas celebration.

AFFECTIVE DOMAIN

B. FOR CORE COMPONENTS/VALUES

The pupil develops awareness of the core component "SECULARISM" through the lesson.

- The pupil explains the concept of secularism.
- The pupil explains the importance of unity among different religions.

- The pupil suggests ways to create awareness of always being united.

METHODOLOGY TO BE FOLLOWED:

- *For the Lesson:* for the lesson – Questioning, Discussion, Video Discussion

For the core component/s- Image discussion, General Discussion

EVALUATION STRATEGIES TO BE FOLLOWED

For the Lesson:

- or the lesson – Appreciation Questions
- for the Value/Core Component – Questioning

REFERENCES- English Balbharti Std 7, Google

Web-references (urls)

<https://youtu.be/BNrGShLzQhU>

<https://youtu.be/-5SYp2PvYRE>

<https://lh3.googleusercontent.com/proxy/IVwBw9Syq6N->

<https://www.thoughtco.com/papa-panovs-special-christmas-story-739300>

<https://www.worldatlas.com/upload/1f/12/a0/russia-administrative-divisions-map.png>

<https://c8.alamy.com/comp/H3M1EW/russia-flag-on-map-of-earth-globe-H3M1EW.jpg>

Content	Activity	C.B Work
Experience:		
Set induction Visual Aids Questioning	Tr. Shows the following images to the students. Tr. Asks the following questions; <ul style="list-style-type: none"> • Name the festivals. Spot the difference game on the theme of Christmas. <ul style="list-style-type: none"> • When is Christmas celebrated? • Why is Christmas celebrated on 25th December? 	IMAGES https://shepherdsfriendly.blob.core.windows.net/wp-media/2017/12/SF-XMAS-SPOT-THE-DIFFERENCE-v2-page-001-1.jpg
Linking Statement	All of the above things indicate the celebration of the Christmas festival. . Similarly we come across a prose lesson in your text book that talk about Christmas and how Papa Panov spent his Christmas Eve in a small Russian village.	
Statement of the topic & Scope	Today we shall see how the author describes the atmosphere on Christmas Eve and how Papa Panov spent his evening in the prose 'Papa Panov's Special Christmas' by 'Leo Tolstoy.' Tr. Displays the topic on the screen. Please open pg. 99 in your textbook	PAPA PANOV'S SPECIAL CHRISTMAS ---- ---Leo Tolstoy
About the Author:	The teacher gives a brief introduction about the Author and the short story. Leo Tolstoy's Papa Panov is a retelling of a French Christmas fable. He was a Russian writer who primarily wrote novels and short stories. Later in life, he also wrote plays and essays. He was known for	

	<p>his strong opinions about right or wrong. Leo Tolstoy was born on 9th September and passed away in November 20, 1910. Tolstoy's books have had an influence on Indian readers. India also had a strong impact on Tolstoy. He became interested in Indian thought as a young man and started reading about it. Indian ideas had a part in Tolstoy's philosophy, and he adapted Indian stories into Russian stories. Some of his famous works are:</p> <p>War and Peace Anna Karenina</p> <p>Tolstoy believed that the sole meaning of life is humanity and that we should help the needy people in all the ways we can.</p>	
<p>Presentation</p> <p>General Study:</p>	<p>The teacher does a model reading of the units and then asks a few gist questions:</p> <ol style="list-style-type: none"> 1. Who is the narrator of this story? 2. Who is the main character in the story? 3. What story is the lesson describing? 4. What is the profession of Old Papa Panov? 	
<p>Detailed Study</p> <p>Sub Unit 1: It was Christmas Eve....they had gone.</p>	<p>The Tr. shows a short video to the pupils. The Tr. then develops the subunit by asking questions and making significant teacher contribution:</p> <p>Tr. makes a pupil read the subunit and then develops the subunit by asking questions and making significant teacher contribution.</p> <p>What time of the year was it? Where is Christmas being Celebrated? (correlation with geog- Tr. shows Russia on the map) Why are days short during winter? (correlation with geog) Where had the lights begun to appear? What reminded Papa Panov of old Christmas times? What is the tradition of Christmas cooking? Name the adjectives from the Subunit? What did children who were excited do? Which word in the text mean to run quickly? What escaped from the closed shutters? Which word in the text mean an unclear sound? What is the main idea of the subunit? Tr. displays options and asks the students to pick the right answer.</p>	<p>Image of Map</p> <p>Adjectives Bright Delicious</p> <p>Scurried – To run quickly.</p> <p>Muffled – Unclear sound</p> <p>Festive Atmosphere in Papa Panov's village.</p>

<p>Sub-Unit 2:</p> <p>His usually cheerful....in the cowshed.</p>	<p>Tr. makes a pupil read the subunit and then develops the subunit by asking questions and making significant teacher contribution.</p> <ol style="list-style-type: none"> 1. What looks sad now? 2. Why did Papa Panov look sad? 3. When do you all feel sad? 4. List the adjectives from the subunit? 5. What did Papa Panov do after he went back indoors? <ol style="list-style-type: none"> 1. What did Papa Panov pull down that night? 1. Why did papa Panov pull down the big family bible? 1. What did he read in the Bible? 1. Where was Mary's little baby born? 1. Which word in the text indicates a shed for housing of the cows? 1. How was Papa Panov feeling while reading the Bible? 1. Do you read any religious texts? If yes, how do you feel? (Reading religious texts helps to develop self-control.) (correlation with history) (The religious texts were written hundreds of years ago. However, it is available to us today because of the invention of the printing press.) 1. What is the main idea of the subunit? <p>The Tr. displays options and asks the students to pick the right answer.</p> <p>How would you feel if you had to celebrate festivals alone without your family? (Tr. shows two images and highlights the importance of family. Tr. also brings in the unfortunate orphanages and how students should share their happiness with them.)</p>	<p>Adjectives: Cheerful Round Sad Little</p> <p>Cowshed- shed for the housing of cows</p> <p>Main Idea: Reason for Papa Panov's sadness.</p>
<p>Summarization</p>	<p>Today we saw how wonderful it was to experience the feel of Christmas Eve in this small Russian village and how Papa Panov enjoyed himself even though he was all alone on Christmas Eve. How Papa Panov stepped outside his shop to take a last look around of the bright lights, sounds of happiness and delicious smell of Christmas food. He spent his Christmas Eve all alone as his wife and children were no longer with him. We saw the two main ideas in the lesson.</p>	
<p>Evaluation</p>	<ol style="list-style-type: none"> 1. Describe Papa Panov's personality. 1. What is the central idea of the lesson? 1. What is the style of writing? 	<p>Character sketch of Papa Panov Christmas Eve celebration</p>
<p>Reflection</p>	<p>Tr. shows a video on Secularism and asks the following questions-</p> <ol style="list-style-type: none"> 1. What did you see in the video? 2. Why is religious harmony important? 3. What will happen if there is no unity? 	<p>A video on Hindu-Muslim Unity Map of India</p>
<p>Action</p>	<ol style="list-style-type: none"> 1. What you would do to spread unity among people? 	
<p>Assignment</p>	<p>Write a letter to your friend inviting him/her to attend the Christmas celebration at your house.</p> <p>THANK YOU CLASS.</p>	

C.B Work

PAPA PANOV'S SPECIAL CHRISTMAS		
-----Leo Tolstoy		
Main Idea	Central Idea	Language Study
1. Festive atmosphere In Papa Panov's village 2. Papa Panov's Grief/ sadness	Christmas Eve Celebration	<u>Word:</u> <ul style="list-style-type: none">• Scurried• Muffled• Cowshed <u>Adjectives:</u> Little Excited Bright Delicious Cheerful Round Sad

Supervisor's Feedback

Signature of the Supervisor – Ms. VS

Date: 27/10/2021

Only For Draft Lesson

Draft Lesson No.- 2

Name/ Signature of the Guiding Professor: Ms. Priti

Date of Approval: 14.10.2021

SUPERVISOR'S FEEDBACK	
NAME OF THE STUDENT: <u>Arwa</u> LESSON TYPE: <u>General</u>	
DATE OF THE LESSON: <u>27/10/21</u>	
CRITERIA	FEEDBACK /SPECIAL REMARKS
SET INDUCTION- Devices used, Relevance, Logical Linkage to the topic	Started the lesson very well. About the author - very good.
PRESENTATION	Could have been better.
Achievement of Objectives	
Delivery of Instruction Demonstration of knowledge of content, concepts and skills	Correlation with science done but limit to the what is needed in the lesson. Try to include some voice modulation and a little bit more excitement.
Classroom Interaction	Questions were put up well. Adjectives were put up well. Main idea → give sometime for students to think & deliberate on it. Little bit you could have dwelt on the Christmas story.
Organization of the lesson	It was logically presented. But try to <u>link</u> the subunits well.
SUMMARISATION OF THE LESSON	<u>Done well</u>

What did Papa Panov pulled down that night?
 slowly tracing. Could have taken up some
 phrases.

EVALUATION - Assessment Strategies	Character sketch well taken Central idea was not convincing at all.
REFLECTION & ACTION Core Component Integration/ For experiential lesson integration of experiential activities	How was the reflection action connected? There was no connecting link at all.
Technical aspects/Digital and Physical Resources used	Very well made powerpoints Pictures good.
Teacher Qualities	You may need to develop some more enthusiasm which will make the class more exciting. Communication skills were good.
ASSIGNMENT	Assignment - not related to your lesson.
OVERALL FEEDBACK	You could have brought out the loneliness of the elderly people as children go for their career. Please look at the embedded values within the lesson.

Dr. Vini Sebastian

Associate Professor

Date: 27/10/21

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**ST. XAVIER'S INSTITUTE OF EDUCATION
MUMBAI
Semester III 2021-22**

Name of the Student: Arwa Moiz Sakerwala
General Lesson Number: GL 2

Pedagogy: ENGLISH

Student Teacher Self-Reflection Sheet on the lessons			
Lesson No: GL 2	Date: 27/10/2021	Pedagogy: ENGLISH	
Criteria	Planning	Execution	Learning experience & Scope for Improvement
Planning/preparation <ul style="list-style-type: none"> ● Planning for smooth lesson ● Arrangement of necessary materials and equipment ● Plan for differentiated learning 	Before beginning the lesson I had done a practice run through of the lesson to avoid any kind of glitch. I also played the videos to check.	As I am not well acquainted with the zoom platform I faced a bit of difficulty. Also the video audio was not clear on the other side. I think the pronunciation was foreign and hence it was not heard clearly.	I need to be well versed with all the different platforms as a teacher.
Teacher –student ambience for interaction (Set Induction) <ul style="list-style-type: none"> ● Evidence of a positive atmosphere ● Student information ● Welcoming students to my class 	I had kept a spot on the differences in activities in the set induction as I knew that the previous class was history and the students might be a bit tired. I was trying to encourage all the students to answer. Also I practiced model reading with voice modulation and expressions.	The activity turned out well and the peers appreciated it. I tried having a personal touch with the students by asking them the specialities made at their home on festivals.	It is important to maintain the readiness of the students right from the start.
Lesson pacing (Presentation) <ul style="list-style-type: none"> ● Pace of my lessons appropriate to complete lesson ● Progression of my lesson ● Adequate opportunities for student engagement 	The content I had selected was precise and so I feared that it would get completed before time. I had kept a word wall activity for the students so that everyone could participate. I encouraged the students who were not answering.	The word wall activity was appreciated by the peers. On being picked the students answered. I finished on time.	I got a feedback to ask questions with more excitement and that is something I shall work on in the future lessons.
Student motivation (during presentation) <ul style="list-style-type: none"> ● Tactics to Engaging students from beginning of the class ● Building on the students' prior knowledge ● Sharing the learning goals with the students ● Class instructions before starting a lesson ● Endeavour to build in success for each student ● Positive reinforcement to the students 	To engage the students I had kept spot the differences and word wall activity which is usually enjoyed by the students. I had a guessing game in the set induction which is usually loved by the students. I had planned to create a festive atmosphere for the students by images and questions. I had instructed them to interrupt whenever necessary and also participate to make the class interactive.	The festive christmas atmosphere created excitement in the children right from the start and that was my plan. The peer that usually does not answer, did it today so it was no less than an achievement.	It is important to include all the students in the class and activities.
Diversity in the class (Presentation) <ul style="list-style-type: none"> ● Use of teaching methodologies to engage pupils with different learning styles ● Strategies to engage the less abled students 	I had prepared the google slides on the Christmas theme. I had also included word wall activity to keep the students engaged. The activity also allows introverted students to participate.	The presentation was appreciated by the supervisor and the peers. I got feedback that I linked the set induction and the lesson well.	It is important to keep the presentation interactive and colorful at the same time so that the interest is not lost.

<ul style="list-style-type: none"> • Strategies to engage the exceptionally abled students • Strategies to engage special needs students • Strategies to ensure the active participation of all students in my class • Strategies for the social development of students 			
<p>Use of resources in teaching-learning (Presentation)</p> <ul style="list-style-type: none"> • Resources other than the textbook • Use of ICT to support learning • Resources to support differentiated learning in classroom 	<p>I used google slides, videos, images, gif, word wall net, etc., as my teaching- learning resources.</p>	<p>All of these were appreciated.</p>	<p>I shall try to incorporate several different teaching tools so that the lesson turn out to be interesting.</p>
<p>Assessment of students (Evaluation)</p> <ul style="list-style-type: none"> • Use of variety of assessment technique • Use of students' result for planning • Encourage student for self-assessment • Encourage for peer assessment 	<p>I had done character sketch of the main character papa panov, main ideas, central idea, vocabulary test on word wall net etc., as a part of assessment of students. I had also given letter writing as a part of assignment.</p>	<p>The character sketch idea was appreciated by the supervisor. However, the assignment could have been in lines with the main theme.</p>	<p>I shall work more on the assignment giving part in the future lessons.</p>
<p>Use of core-component</p>	<p>I had thought of secularism as my core component where I had shown a video of people of different religions having food together, maps on diversity and unity.</p>	<p>I got a better idea from the supervisor regarding the core component which i think suited better.</p>	<p>I shall be more careful while selecting the core component.</p>
<p>Key points for action: I need to deeply reflect on the text while deciding the central idea, core component, and assignment is the major feedback I received today. That is something I shall keep in mind while preparing my future lessons.</p>			

ST. XAVIER'S INSTITUTE OF EDUCATION

MUMBAI

GENERAL LESSON PLAN

B.Ed. Semester II

Academic Year 2020-2021

Name of the Student: Arwa Sakerwala

Roll No: 40

Pedagogy: 1: ENGLISH

General Lesson plan No.: 3 Experiential- 1

Std.: 5

Div.: Peer Group 6

Date : Time: 25/11/2021 9:10 - 9:45

CONTEXT

Entry Behavior: The pupil has previous knowledge about good and bad habits.

Correlation: External correlation with geography, science and life

Content Organization:

Unit:

WEEDS IN THE GARDEN -----Anonymous			
Main Idea	Central Idea	Language Study	Phrases
1. Anshuman's bad habits and disobedience. 2. Anshuman's father trying to teach a lesson	Bad Habits are easier to change today than tomorrow / Wise to change bad habits today than tomorrow	<u>Word:</u> <ul style="list-style-type: none">Indulgeuproot <u>Adjectives:</u> <ul style="list-style-type: none">Gentleloving <u>Prepositions:</u> Around For On <u>Prefix:</u> Happy Efficient	In vain

Core Values/ Core Components: protection of environment

For Experiential: Prevention of food wastage

INSTRUCTIONAL OBJECTIVES

A. FOR LESSON

I. COGNITIVE DOMAIN

➤ REMEMBER

The pupil:

- The pupil recalls that parents feel sorry when they have to scold or cannot fulfill their child's wishes.
- The pupil states that parents become unhappy when children do not listen in spite of scolding them.
- The pupil recalls that Anshuman's parents noticed that he was developing bad habits.
- The pupil recalls that parents want to be gentle and loving while correcting their children.
- The pupil recalls that Anshuman and his father went for a walk to grandfather's farm.
- The pupil states that Anshuman's father pointed at the weeds.
- The pupil recalls that Anshuman's father asked him to uproot the weed carefully.

➤ UNDERSTAND

The pupil:

- The pupil gives reasons for parents being unhappy with their children's disobedience.
- The pupil explains reasons why Anshuman refused to accept his bad habits.
- The pupil explains that weeds are compared to bad habits.

➤ ANALYZE

The pupil:

- The pupil gives reasons why bad habits are compared to weeds.
- The pupil explains their own behavior when corrected by parents.
- The pupil introspects the consequences of disobeying elders.
- Pupil explains the importance of getting rid of bad habits.

PSYCHOMOTOR DOMAIN

IV) SKILL OF ORAL EXPRESSION:

The pupil:

- Reads the lesson using proper pronunciation and expression
- Answers the questions using proper grammatical structure

COGNITIVE DOMAIN

➤ EVALUATE

The pupil:

- The pupil identifies the main idea of the lesson.
- The pupil identifies the central idea of the lesson.
- The pupil identifies the adjectives and meanings.
- The pupil analyzes the importance of obeying parents.

PSYCHOMOTOR COMPETENCIES:

The pupil -

- Sow the mustard seeds in the cotton bed to realize the efforts of the farmers.
- Participate in the role play activity on parenting

- Draw a weed and color it for understanding the type of weeds.

AFFECTIVE COMPETENCIES:

The Pupil –

- Suggest ways to avoid conflicts with parents regarding bad habits

➤ **FOR ASSIGNMENT**

CREATE

The pupil:

- Visits a garden/park to observe weeds and writes about their observations.

B. FOR CORE COMPONENTS/VALUES

The pupil develops the awareness of the core component “ Protection of environment “

- The pupil explains the concept of soil fertility.
- The pupil explains the importance of fertile soil.
- The pupil explains what will happen if the soil turns infertile.
- The pupil identifies who is responsible for soil infertility.
- The pupil suggests ways to protect soil fertility.

METHODOLOGY TO BE FOLLOWED:

- *For the Lesson:* for the lesson – Questioning, Discussion, Video Discussion

For the core component/s- Image discussion, General Discussion

EVALUATION STRATEGIES TO BE FOLLOWED

For the Lesson:

- or the lesson – Appreciation Questions
- for the Value/Core Component – Questioning

REFERENCES- English Balbharti Std 5, Google

Web-references (urls)

<https://www.youtube.com/watch?v=BjrKiRNR8cw>

<https://youtu.be/KtWlihy28c>

<http://www.jkacademypro.com/std-5-lesson-18-weeds-in-the-garden-questions-answers/>

Content	Activity	C.B Work
Experience:		

Set induction Audio- Visual Aids Questioning	Tr. Shows the following images/ gestures to the students abouts good and bad habits. Tr. Asks the following questions; <ul style="list-style-type: none"> ● Distinguish between the good and the bad habits?. ● Who teaches you good habits? ● Do parents correct you for improving bad habits?/ How do parents react when you misbehave? 	IMAGES
Linking Statement	Similarly we come across a prose lesson in your textbook that talks about bad habits and how obeying parents is important to get rid of these	
Statement of the topic & Scope	Today we shall see how the author compares bad habits with the weeds in the prose 'Weeds in the garden' by Anonymous. Tr. Displays the topic on the screen. Please open pg. 44 in your textbook	WEEDS IN THE GARDEN -----Anonymous
About the Author:	N.A.	
Presentation General Study:	The teacher does a model reading of the units and then asks a few gist questions: <ol style="list-style-type: none"> 1. Who are the main characters in the story? 2. What would be the age of Anshuman? 3. Where did he go with his father? 	
Detailed Study Sub Unit 1: Most of the parents... their son's ways	Tr. shows pupil video of the subunit and then develops the subunit by asking questions and making significant teacher contributions. <ol style="list-style-type: none"> 1. When do parents feel sorry? 2. The word which means "to give something the child wants." 3. When do parents become unhappy? 4. What did Anshuman's parent's notice? 5. What did Anshuman refuse to believe? 6. What did Anshuman's parents do to improve him? 7. What was the outcome of all the efforts for improving him? 8. Which phrase means "without success."? 9. How did Anshuman's parents want to be while correcting him? 10. Identify the adjectives from the answer of the above question. 11. Why were Anshuman's parents unhappy? 12. Why did Anshuman refuse to believe that bad habits were taking a hold over him? 13. Do you have bad habits? 14. How do you behave when parents correct your bad habits? 15. What is the main idea of the subunit? Tr. displays options and asks the students to pick the right answer.	Indulge In Vain Adjectives Loving and gentle Anshuman's bad habits and disobedience.
	Experiential strategy for teaching- The teacher provides a situation between parents and child and asks the students to take up roles. (The gestures you have used in your set induction could be clubbed along with you role play) Experiential activity 1 Role Play- The pupil volunteers for the roles of Mother, Father, and child. Can you provide one example where you disobeyed and faced a problem? What will happen if you do not get rid of bad habits?	

<p>Sub-Unit 2:</p> <p>Soon, an opportunity... he warned.</p>	<p>Experience- Character building</p> <p>The Tr. then makes a pupil read the subunit and then develops the subunit by asking questions and making significant teacher contributions.</p> <ol style="list-style-type: none"> Where did Anshuman and his parents go? Where did they go early in the morning? What was the father doing while they were walking? (correlation with science- different types of plants like the shrubs, vines, bushes, etc.) What did the father point at in the farm? What did Anshuman's father ask him to do? Which word means "to pull a plant from its roots." What happened after a while? What did Anshuman's father ask him to be careful about? What would happen if the traces of the weed's roots were left? Pick out the prepositions from the subunit? Pick out the adjectives from the subunit. Why was Anshuman's father asking Anshuman to uproot the weeds? (correlation with science- weeds absorb the nutrients of the crop) What are the bad habits compared to? Why are bad habits compared to weeds? <p>Experiential activity 2- Students sow the mustard seeds in the cotton bed by following the instructions of the teacher. The teacher makes the students realize the efforts taken by the farmers. The teacher shows images of food wastage and brings in the value of protection of food wastage. The teacher also highlights the effects of weeds on plants.</p> <ol style="list-style-type: none"> What is the main idea of the subunit? <p>The Tr. displays options and asks the students to pick the right answer.</p>	<p>Uproot</p> <p>for, around, on</p> <p>Adjectives: small, bigger</p> <p>Main Idea: Anshuman's father trying to teach a lesson</p>	
<p>Summarization</p>	<p>Today we saw how important it is to get rid of bad habits as soon as possible and always obey elders through the story of Anshuman.</p>		
<p>Evaluation</p>	<table border="1" style="width: 100%;"> <tr> <td data-bbox="331 1395 1203 1585"> <ol style="list-style-type: none"> Add prefixes to form opposites. What is the central idea of the lesson? What is the style of writing? Comment on the suitability of the title? </td> </tr> </table>	<ol style="list-style-type: none"> Add prefixes to form opposites. What is the central idea of the lesson? What is the style of writing? Comment on the suitability of the title? 	<p>Wordwallnet.com</p> <p>Happy, continue, effective</p> <p>Bad Habits are easier to change today than tomorrow</p>
<ol style="list-style-type: none"> Add prefixes to form opposites. What is the central idea of the lesson? What is the style of writing? Comment on the suitability of the title? 			
<p>Reflection</p>	<p>The Tr. shows images about on soil fertility and asks the following questions-</p> <ol style="list-style-type: none"> What is soil infertility? What are the causes of soil being infertile? What is the importance of fertile soil? Who is responsible for soil infertility? 		
<p>Action</p>	<p>What can you do to protect the fertility of soil?</p>		
<p>Assignment</p>	<p>Visits a garden/park to observe weeds and writes about their observations.</p> <p>THANK YOU CLASS.</p>		

WEEDS IN THE GARDEN -----Anonymous			
Main Idea	Central Idea	Language Study	Phrases
3. Anshuman's bad habits and disobedience. 4. Anshuman's father trying to teach a lesson	Bad Habits are easier to change today than tomorrow / Wise to change bad habits today than tomorrow	<u>Word:</u> • Indulge • uproot <u>Adjectives:</u> • Gentle • loving <u>Prepositions:</u> Around For On <u>Prefix:</u> Happy Efficient	In vain

C.B Work			
Supervisor's Feedback			
SUPERVISOR'S FEEDBACK			
Name of the Student: ARWA SAKERWALA Lesson Type: Experiential Lesson No: 01 Date: 25/11/2021			
NO	CRITERIA	FEEDBACK ON LESSON	SPECIAL REMARK (if any)
1	SET INDUCTION	Images on habits – was good but need to use more meaningfully Based on the similar theme – state linkage clearly. Title –mentioned- state it at once and then speak about author.	Experiential Lesson
2	PRESENTATION	Model reading was good. Can do better. Gist questions were relevant. Lesson was very interesting and loaded with values. Weeds in our life – in what way they are harmful. Certain sentences in the lesson had opportunity for teacher contribution- uproot the weed carefully, making sure that no trace of the root was left in the soil Weeds in the garden- ask questions how and why it is compared with our life? Integration of skills – you can do this effectively work on this Pace and Voice modulation – check this	
3	SUMMARY	Was done	

4	EVALUATION	Questions	
5	ASSIGNMENT	Was given	
6	REFLECTION- ACTION ON CORE COMPONENT/ THEME	Protection of Environment – was handled well	
7	NATURE OF ACTIVITY FOR EXPERIENTIAL LESSON (Only for Experiential Lesson)	Activity- what was the purpose of the activity. A brief intro could have been better.	
8	RESOURCES USED FOR TEACHING (TRADITIONAL & DIGITAL)	Videos GIFs Images Wordwall activity	

Name of the supervisor: Dr. Elvina Pereira

Date: 25th November, 2021

Signature of the Supervisor – Ms. EP Date:

Only For Draft Lesson

Draft Lesson No.- 2

Name/ Signature of the Guiding Professor: Ms. Priti

Date of Approval: 20/11/2021

**ST. XAVIER'S INSTITUTE OF EDUCATION
MUMBAI
Semester III 2021-22**

Name of the Student: Arwa Moiz Sakerwala

Pedagogy: ENGLISH

General / Experiential / Lesson Number: GL 3 Experiential 1

Student Teacher Self-Reflection Sheet on the lessons			
Lesson No: GL 3 EXP 1		Date: 25/11/2021	
		Pedagogy: ENGLISH	
Criteria	Planning	Execution	Learning experience & Scope for Improvement
Planning/preparation <ul style="list-style-type: none"> ● Planning for smooth lesson ● Arrangement of necessary materials and equipment ● Plan for differentiated learning 	It was my first experiential lesson so I had made a video of sowing mustard seeds beforehand. Besides, I had made my presentation on google slides and had used word wall activity for the students.	However, due to the internet connection I video took too long to play and as it was peer lesson, they could manage it by themselves.	I got feedback to have more teacher contributions at required places so I think I can improve there. Besides, I also got an idea of showing steps of composting after bringing out the value of prevention of food wastage.
Teacher –student ambience for interaction (Set Induction) <ul style="list-style-type: none"> ● Evidence of a positive atmosphere ● Student information ● Welcoming students to my class 	I had kept images of good and bad habits as a part of set induction. Besides, I asked them about their previous lesson and if they have kept the required material ready for the activity. I had also kept a role play activity for character building so that the students enjoyed it.	I did everything as per my plan but I think that there is scope for improvement in terms of linking the set induction to the lesson.	I received feedback that I could ask more questions in the set induction and then link it to the lesson. I shall pay more attention to this.
Lesson pacing (Presentation) <ul style="list-style-type: none"> ● Pace of my lessons appropriate to complete lesson ● Progression of my lesson ● Adequate opportunities for student engagement 	I had kept one cognitive activity and one psychomotor activity only so that I could finish it on time. I practiced model reading so that the voice modulation is there.	All the peers participated in both the activities. I finished the lesson exactly in 35 minutes without any delay.	I think I should ask better framed questions so that it is understood well.
Student motivation (during presentation) <ul style="list-style-type: none"> ● Tactics to Engaging students from beginning of the class ● Building on the students' prior knowledge ● Sharing the learning goals with the students 	I had asked them to interrupt whenever necessary. I also	More or less everyone interacted in the lesson.	There is always scope for more responses. However, it is a peer lesson and so there are limitations. In the actual

<ul style="list-style-type: none"> • Class instructions before starting a lesson • Endeavour to build in success for each student • Positive reinforcement to the students 	planned a word wall activity for student engagement. I made sure that everyone answered and kept motivating them.		classroom, I think more positive reinforcement will be required.
Diversity in the class (Presentation) <ul style="list-style-type: none"> • Use of teaching methodologies to engage pupils with different learning styles • Strategies to engage the less abled students • Strategies to engage the exceptionally abled students • Strategies to engage special needs students • Strategies to ensure the active participation of all students in my class • Strategies for the social development of students 	I had kept a mix of both higher and lower order questions for students with different mental abilities. The experiential strategy was also to develop the value of importance of food among the children.	It was good enough but I think a real classroom would be a lot different than the peer lessons.	A classroom is a mix of students with different capabilities and ensuring that all of them understand the lesson is important.
Use of resources in teaching-learning (Presentation) <ul style="list-style-type: none"> • Resources other than the textbook • Use of ICT to support learning • Resources to support differentiated learning in classroom 	I had made google slides, word wall activity, video, images, gifs, etc., to make the classroom more engaging and innovative.	All of these worked well and in my favor.	I can try incorporating more teaching resources.
Assessment of students (Evaluation) <ul style="list-style-type: none"> • Use of variety of assessment technique • Use of students' result for planning • Encourage student for self-assessment • Encourage for peer assessment 	Word wall was a part of evaluation, central idea, and higher order questions.	All the students could answer the questions and participate in the activity.	Evaluation can be done in a more innovative way.
Use of core-component	I had selected protection of the environment and soil fertility.	I did as per my plan but the feedback I received was very useful.	The supervisor told me to show steps of composting with the waste of the food like peels and skins which would also go in line with my core component.
Key points for action: A brief introduction before the activity shall do good. Also being more insightful while lesson planning is important.			

ST. XAVIER'S INSTITUTE OF EDUCATION

MUMBAI

GENERAL LESSON PLAN

B.Ed. Semester II

Academic Year 2020-2021

Name of the Student: Arwa Sakerwala

Roll No: 40

Pedagogy: 1: ENGLISH

General Lesson plan No.: 4 Experiential lesson- 02

Std.: 8

Div.: Peer Group 6

Date : Time: 27/11/2021 9:10- 9:45

CONTEXT

Entry Behavior: Pupils have previous knowledge about an autobiography.

Correlation: External correlation with Geography and life.

Content Organization:

Unit: Topic: Autobiography

Format	Features	Points for discussion
Introduction Body Conclusion	Title -Introduction - First person narration -Body Short and crisp Logical sequence Continuity Includes memories, emotions, influences and achievements Paragraphs Grammatical accuracy Relevance Personal touch -Conclusion	Introduction (Gain the reader's attention) Body (birth, present condition, emotions and memories) Conclusion (end with a message)

Core Components: Constitutional obligations

For Experiential: promotion of rural handicrafts

INSTRUCTIONAL OBJECTIVES

A. FOR LESSON

I. COGNITIVE DOMAIN

REMEMBER

The pupil:

- recalls the features of an autobiography
- Lists the types of essays

UNDERSTAND

The pupil:

- Explains the purpose of writing an autobiography
- explains the significance of following the format of an autobiography
- explains the significance of each of the features of an autobiography

SKILL OF ORAL EXPRESSION

The pupil:

- discusses the points for the autobiography
- discusses using proper grammatical structure

ANALYSE

The pupil:

- discusses the point to be written at the beginning of the autobiography
- discusses the points to be written as the middle part of the autobiography
- discusses the points to be written at the end of the autobiography

EVALUATE

The pupil:

- highlights the features that have enhanced the given autobiography

PSYCHOMOTOR COMPETENCIES

The pupil:

- creates a diya with the help of clay
- Makes an artificial fire cracker with chart paper

AFFECTIVE COMPETENCIES

The pupil:

- Suggests ways to create awareness about child labor
- Suggests ways to promote rural handicraft

A. FOR ASSIGNMENT

CREATE

The pupil:

- Writes an autobiography on the topic that was discussed in class

B. FOR CORE COMPONENTS

The pupil develops an awareness of the core component ‘Constitutional Obligations’ through the lesson on writing an Autobiography.

- The pupil explains how child labor affects the development of children
- The pupil suggests different ways to create awareness about Child labor

METHODOLOGY TO BE FOLLOWED:

- *For the Lesson:* for the lesson – Questioning, Discussion, Video Discussion

For the core component/s- Image discussion, General Discussion

EVALUATION STRATEGIES TO BE FOLLOWED

For the Lesson:

- or the lesson – Appreciation Questions
- for the Value/Core Component – Questioning

REFERENCES- English Balbharti Std 8, Google

Web-references (urls)

Jamboard

Articles-

<https://economictimes.indiatimes.com/news/environment/pollution/1-lakh-kids-under-5-years-of-age-die-due-to-air-pollution-each-year-study/articleshow/69662198.cms>

<https://economictimes.indiatimes.com/industry/environment/2019-ozone-hole-is-the-smallest-on-record-nasa/articleshow/71703893.cms>

<https://economictimes.indiatimes.com/news/india/india-has-successfully-phase-d-out-production-consumption-of-ozone-depleting-substances-says-mos-choube/articleshow/86261035.cms>

Content	Activity	C.B Work
Experience:		
Set induction Ref to: G.K. Device: Questioning	ENGAGE: Tr. provides some riddles and asks pupils to find and answer the questions provided on the worksheet. Tr. discusses the questions. Who are the ones talking in these riddles? What do you call that account that is written by people about themselves? Tr. elicits some of the famous autobiographies and also distinguishes between biography and autobiography. Why are autobiographies written?	

	What are the types of essays that you know? (autobiography, Descriptive, narrative, argumentative, Imaginative)	
Linking Statement	You are aware of autobiographies, but writing them requires careful attention.	
Statement of the topic & Scope	Today we shall see how we can write an Autobiography in the lesson, 'Essay Writing'.	Topic: Essay Writing - Autobiography
Presentation General Study:		
Detailed Study <u>Format:</u> <ul style="list-style-type: none"> ● Introduction ● Body ● Conclusion 	<p><u>EXPLORE:</u> Tr. uses Jamboard and asks students to arrange the sequence of the given autobiography. https://jamboard.google.com/d/1O8M1BnG8ZANDQhZQTLBDXMNiSyh206TJ72NWHM9ek-A/edit?usp=sharing</p> <p><u>EXPLAIN: (Format)</u> Tr. elicits the format of an autobiography and then asks the following questions: What is the importance of an introduction? Why is the body written in an autobiography? What is the purpose of the conclusion?</p> <p><u>EXPLORE:</u> Tr. displays a well written autobiography of a firecracker and asks the students the following question: What do you like about the autobiography?</p> <p><u>EXPLAIN: (Features)</u> Tr. asks the students: What are the features of a well written autobiography? How should the Introduction be? Why? What must be included in the body? How should it be written? What happens when there is no chronology? Why should it be grammatically correct? Would it be an autobiography if it is not written with first person narration? Why must the autobiography include emotions, feelings and experiences? How must the conclusion be written? Why?</p> <p><u>Experiential activity 1:</u></p>	<p><u>Format:</u></p> <ul style="list-style-type: none"> ● Introduction ● Body ● Conclusion <p>An autobiography of a firecracker</p> <p><u>Features:</u> Title -Introduction First person narration -Body Short and crisp Logical sequence Continuity Includes memories, influences and achievements Paragraphs Grammatical accuracy Relevance Personal touch -Conclusion</p>

	<p>Teacher asks the students to make an artificial fire cracker and asks the following questions-</p> <p>How did you feel making it?</p> <p>How would you feel if you had to do the same work for days, weeks, and months together?</p> <p>Is it safe for children to work in these factories? (Tr. sensitizes the students by showing a video. Tr. tells them that these children have to work with explosive materials which cause them physical and mental injuries.)</p> <p>What can you do for these children?</p> <p>How can you create awareness about child labor?</p> <p><u>ELABORATE:</u></p> <p>Tr. puts up the title of an autobiography. Tr. then asks the students the following questions:</p> <p>How will you introduce the topic?</p> <p>How will you build up the story line?</p> <p>Tr. discusses different ideas.</p> <p>How will you include emotions?</p> <p>How will you conclude?</p> <p>What message would you include?</p>	<p>Introduction (gain the reader's attention)</p> <p>Body (details – birth, present condition, emotions, memories)</p> <p>Conclusion (message)</p> <p>https://youtu.be/LdUzN1Sutik</p> <p><u>Write an 'Autobiography on diya'.</u></p>
Experiential	<p>Experiential strategy for teaching:</p> <p>How can you celebrate diwali without causing harm to the environment?</p> <p>Tr. shows different types of diyas to the students.</p> <p>ACTIVITY</p> <p>Tr. instructs students to create a diya with the help of clay and the participants follow the steps.</p> <p>Tr. shows a video of a diya seller?</p> <p>Is it right to bargain with the local vendors?</p> <p>How can you promote rural handicrafts?</p> <p>Why is it important to promote rural handicrafts?</p>	<p>VIDEO</p> <p>https://youtu.be/aD7QU-9VBQM</p> <p>https://youtu.be/dII GFWd8MPE</p>
Summarization	<p>Today we learnt how to write an autobiography along with its features and format.</p>	
Evaluation	<p><u>EVALUATE:</u></p> <p>Write an Autobiography of a diya.</p> <p>Tr. gives 3 minutes for the pupils to write the autobiography and then ask some of them to read.</p>	
Reflection	Integrated in the subunit	
Action	Integrated in the subunit	
Assignment	<p>Tr. asks the students to complete the Autobiography at home. Tr. provides another topic for practice. (Autobiography of Rangoli)</p>	

C.B Work

Topic: Autobiography

Format	Features	Points for discussion
Introduction Body Conclusion	Title -Introduction - First person narration -Body Short and crisp Logical sequence Continuity Includes memories, emotions, influences and achievements Paragraphs Grammatical accuracy Relevance Personal touch -Conclusion	Introduction (Gain the reader's attention) Body (birth, present condition, emotions and memories) Conclusion (end with a message)

Supervisor's Feedback

SUPERVISOR'S FEEDBACK (could be handwritten image/ typed attached to the final plan) NAME OF

THE STUDENT: Arwa Sakerwala LESSON TYPE/ NO: Exp 2 GL 4 DATE OF LESSON: 27/11/2021

	CRITERIA	FEEDBACK ON LESSON	SPECIAL REMARK (if any)
1	SET INDUCTION Devices used	Relevant , interesting, keep the font simple. Questions asked well to involve students and	

2	PRESENTATION <ul style="list-style-type: none"> • Questioning • Explanation • Exemplification • Other strategies used 	<p>The autobiography format is done as an activity... You can send the link of the files to all, as reading from screen will be difficult The feature deduced can be updated on the slide as each feature is deduced, students cannot remember all Too much verbal, but visual summarization needed. Came much later. Comparison with error can be 2 page view or chart , with error and correction. Could be better prepared. Went back and forth.</p> <p>Second experiential activity was good , first one was self contradictory and could be more better thought about</p> <p>Time mgt needed</p>	
3	SUMMARY	Rushed one, could have better	
4	EVALUATION Strategies Used	Drill work, interaction with students = good Deduced important points.	
5	ASSIGNMENT (type of assignment given	Given	
6	REFLECTION-ACTION ON CORE-COMPONENT/ THEME	Experiential learning was brought out with firecrackers and diya. Making fire crackers to understand the difficulty of hardship should be brought out	
7	TEACHER-STUDENT INTERACTION		

8	RESOURCES USED FOR TEACHING (TRADITIONAL & DIGITAL)	E-Resources could be better utilized	
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Date: 27/11/2021

College Supervisor's Signature: Kalpana Chavan

Signature of the Supervisor – Ms. KC Date: 27/11/2021

Only For Draft Lesson

Draft Lesson No.- 2

Name/ Signature of the Guiding Professor: Ms. Priti

Date of Approval: 25/11/2021

**ST. XAVIER'S INSTITUTE OF EDUCATION
MUMBAI
Semester III 2021-22**

Name of the Student: Arwa Sakerwala Pedagogy: ENGLISH (Essay Writing- Autobiography STD8 General / Experiential Number: GL 04 EXP 02

Student Teacher Self-Reflection Sheet on the lessons			
Lesson No: GL 05 EXP 02		Date: 27/11/2021	
		Pedagogy: ENGLISH	
Criteria	Planning	Execution	Learning experience & Scope for Improvement
Planning/preparation <ul style="list-style-type: none"> ● Planning for smooth lesson ● Arrangement of necessary materials and equipment ● Plan for differentiated learning 	As it was my experiential lesson, I had made a video of one activity and had decided to do the second activity live. However, as in the previous lessons my videos used to take a long time to load, I had kept the materials ready in case I was required to do it live.	As expected, the videos were lagging and so I did both the activities live due to which I had to rush through and I also exceeded by 5 minutes.	I need to find a solution for the videos lagging. Also I need to have a balance between the content and the activities.
Teacher –student ambience for interaction (Set Induction) <ul style="list-style-type: none"> ● Evidence of a positive atmosphere ● Student information ● Welcoming students to my class 	I had kept riddles for set induction so that the start is a bit engaging and light.	The set induction worked well and was in sync with the lesson. I asked the students about their previous class and also about the materials that were required.	I think welcoming is something that is a must as it sets the mood for the class.
Lesson pacing (Presentation) <ul style="list-style-type: none"> ● Pace of my lessons appropriate to complete lesson ● Progression of my lesson ● Adequate opportunities for student engagement 	As it was my first composition lesson and just second experiential lesson I had no idea as to how to go about doing it. I had decided to switch between the tabs.	However, switching between the tabs got a bit confusing and as a result I skipped a part and had to return to it.	I got feedback that maybe the link could be sent for them to read. The comparison between the right and wrong could be done on the slide itself. I think that is a good idea that I got.
Student motivation (during presentation) <ul style="list-style-type: none"> ● Tactics to Engaging students from beginning of the class ● Building on the students' prior knowledge ● Sharing the learning goals with the students ● Class instructions before starting a lesson ● Endeavour to build in success for each student ● Positive reinforcement to the students 	I had riddles so that the class could get involved. I had questions about the autobiography. I had decided to give some idea about the activity and lesson at the start.	I posed various questions about the autobiography after the riddles, which worked well. I did give a few instructions and a brief idea about the class.	This time I asked one idea from each peer and I think it a good move to have responses.

<p>Diversity in the class (Presentation)</p> <ul style="list-style-type: none"> ● Use of teaching methodologies to engage pupils with different learning styles ● Strategies to engage the less abled students ● Strategies to engage the exceptionally abled students ● Strategies to engage special needs students ● Strategies to ensure the active participation of all students in my class ● Strategies for the social development of students 	<p>I had made google slides and used videos, jamboard, docs, etc., for presentation. I had planned activities that could be fun for the students.</p>	<p>I think the presentation and other resources worked well but I could have arranged it better. The first activity contradicted a bit but my idea was to give the students an experience of the hardships.</p>	<p>Organization is the key.</p>
<p>Use of resources in teaching-learning (Presentation)</p> <ul style="list-style-type: none"> ● Resources other than the textbook ● Use of ICT to support learning ● Resources to support differentiated learning in classroom 	<p>Jamboard Docs Google slides Videos Images</p>	<p>Used all the resources but it became a bit confusing.</p>	<p>I can send a few things to the students so that they can have access to it by themselves.</p>
<p>Assessment of students (Evaluation)</p> <ul style="list-style-type: none"> ● Use of variety of assessment technique ● Use of students' result for planning ● Encourage student for self-assessment ● Encourage for peer assessment 	<p>As it was composition, the students had to start writing a paragraph on the topic 'autobiography of a diya'</p>	<p>I discussed the autobiography in the elaborate section and for evaluation carried it further. As the time was running I could not let them write enough.</p>	<p>Time management is important. This was my first lesson in which I exceeded 5 minutes.</p>
<p>Use of core-component</p>	<p>It was integrated with the activities- promotions of rural handicrafts and prevention of child labor.</p>	<p>Promotion of rural handicrafts worked in my favor but the other one could have been brought out in a much better way.</p>	<p>The purpose of the activity needs to be pondered upon more.</p>
<p>Key points for action: The activities shall have a purpose and should not contrast.</p>			

ST. XAVIER'S INSTITUTE OF EDUCATION
MUMBAI
GENERAL LESSON PLAN
B.Ed. Semester II
Academic Year 2020-2021

Name of the Student: Arwa Sakerwala

Roll No: 40

Pedagogy: 1: ENGLISH

General Lesson plan No.: 5

Std.: 9th

Div.: Peer Group 6

Date : Time: 14/12/2021 8:30 - 9:00

CONTEXT

Entry Behavior: Pupils have previous knowledge about Interviews.

Correlation: External correlation with Journalism and sports.

Content Organization:

Unit:

Topic: Interview

Procedure	Features	Points for discussion
Greeting Title Introduction (interviewee/candidate Opening Questions Content Questions /Main Body Concluding Questions Ending/ Summing up	Title Introduction <ul style="list-style-type: none"> • Proper Sequence • Simple factual information questions • Higher order questions • Avoid Yes/No questions • Flexibility • Face to Face Communication • Grammatical Correctness • No personal questions Concluding Remarks	Introduction (Warm welcome, Brief Introduction) Body (Open ended questions. Opportunity should be given to the interviewee to speak) Conclusion (Message for the youth, Future plans)

Core Components: Constitutional obligations

INSTRUCTIONAL OBJECTIVES

A. FOR LESSON

I. COGNITIVE DOMAIN

REMEMBER

The pupil:

- Recalls the features of an Interview
- Recalls the format of an Interview

UNDERSTAND

The pupil:

- Explains the purpose of an Interview
- Explains the significance of following the format of an Interview
- Explains the significance of each of the features of an Interview

SKILL

The pupil:

- Develops the skill of written expression through Interview writing.
- The pupil writes the Interview using proper grammatical structure.

ANALYSE

The pupil:

- Discusses the questions to be written at the beginning of an Interview
- Discusses the questions to be written as the middle part of an Interview
- Discusses the questions to be written at the end of an Interview

EVALUATE

The pupil:

- Identifies the errors in the Interview
- Highlights the features that have enhanced the given Interview

PSYCHOMOTOR COMPETENCIES

SKILL OF ORAL EXPRESSION

The pupil:

- Writes or prepares a proper interview schedule
- Answers the questions using proper grammatical structure

A. FOR ASSIGNMENT

CREATE

The pupil:

- Write a narrative essay on your interview with a sports celebrity on the topic that was discussed in class.

B. FOR CORE COMPONENTS/VALUES

The pupil develops an awareness about the right of Freedom of Speech in the core component 'Constitutional Obligations' through the lesson on writing an Interview.

- The pupil explains why Freedom of Speech is important

- The pupil suggests different ways to create awareness about Freedom of Speech

METHODOLOGY TO BE FOLLOWED:

- **For the Lesson:** for the lesson – **constructivism, Questioning, Discussion, Video Discussion**

For the core component/s- Image and video discussion, General Discussion

EVALUATION STRATEGIES TO BE FOLLOWED

For the Lesson:

- **or the lesson – Appreciation Questions**
- **for the Value/Core Component – Questioning**

REFERENCES- English Balbharti Std 9, Google Grammar and Composition books

Jamboard

Wordwall net

Web-references (urls)

<https://youtu.be/laGZaS4sdeU>

<https://youtu.be/wsaVP63SHQI>

<https://www.masterclass.com/articles/how-to-write-an-interview-article>

Content	Activity	C.B Work
Experience:		
Set induction Ref to: G.K. Device: Audio video aids Questioning	ENGAGE: Tr. tells the students that ‘ I have received The Best Teacher’s Award.’ What are the different questions will you ask me? What is it called when a person is asked a group of questions in a formal setting? (Interview) Why is an Interview taken? Tr. Shows a video of interview of a famous personality and asks the following questions. Whose Interview is taken? (eminent personalities, award winners) Which profession do you think is widely known for holding interviews? (Journalism) What is the difference between an Interview and Dialogue?	VIDEO https://youtu.be/laGZaS4sdeU
Linking Statement	You have heard about an interview let us learn how to write and prepare for an interview	

Statement of the topic & Scope	Today we shall see how we can write an Interview.	Topic: Interview Writing
Presentation Detailed Study SUBUNIT 1 <u>Format:</u> Title Introduction Opening Questions Main Body Concluding Questions Ending/ Summing up	<u>EXPLORE:</u> Tr. shows a model Interview to the pupils and asks them to name the components of the Interview. (Wordwall or online worksheet) <u>EXPLAIN: (Format)</u> Tr. elicits the format of an Interview and then asks the following questions: What is the importance of an introduction? What is the importance of opening questions? Why is the main body written in an Interview? What is the purpose of the concluding questions?	<u>Format:</u> Title Introduction Opening Questions Main Body Concluding Questions Ending/ Summing up <u>An Interview of Mirabai Chanu</u>
Sub-Unit 2:	<u>EXPLORE:</u> Tr. then shows two interviews (good and bad) and asks pupils which is better and asks them to justify their answer with three reasons. What do you like about the Interview? <u>EXPLAIN: (Features)</u> Tr. asks the students: What are the features of a well written Interview? How should the Introduction be? Why? What must be included in the body? How should the content questions be written? What happens when there is no chronology in the questions asked? Why should it be grammatically correct? Would it be an Interview if the interviewee does not get an opportunity to speak? Why is it important to avoid personal questions? <u>ELABORATE:</u> Tr. puts up the title of an Interview. Tr. then asks the students the following questions: How will you greet the interviewee? How will you build up the questions?	<u>Features:</u> <ul style="list-style-type: none"> • Proper Sequence • Higher order questions • Avoid Yes/No questions • Flexibility • Face to Face Communication • Grammatical Correctness <ul style="list-style-type: none"> • No personal questions Concluding remarks Introduction (Warm welcome, Brief Introduction) Body (Open ended questions. Opportunity should be given to the interviewee to speak) Conclusion (Message for the youth, Future plans) <u>Write an Interview of an Environmentalist</u>

	Tr. discusses different ideas. What else can you ask apart from personal questions? How will you conclude?	
Summarization	Today we have seen the significance of the format and features of the Interview that one should keep in mind while writing an Interview.	
Evaluation	<u>EVALUATE:</u> Write an Interview of a famous Author. Tr. gives 3 minutes for the pupils to Write the Interview and then ask some of them to read.	
Reflection	Tr. shows an interview of a news channel where the interviewer refuses to allow the interviewee to speak. What is wrong in the video? Which right is violated? (Right to speech) What will be the consequences if Right to Speech is neglected? (Right to speech is a basic right that all individuals have and is written in the constitution.)	https://youtu.be/wsaVP63SHQI
Action	How can you exercise Right to speech effectively? In what ways can you create awareness about the importance of Right to Speech?	
Assignment	Tr. asks the students to write a narrative essay on their interview with a sports celebrity / complete the Interview at home. Tr. provides another topic for practice.	

C.B Work/ Summary slide of Content / Any other kind of summary

Procedure	Features	Points for discussion
Greeting Title Introduction (interviewee/ candidate Opening Questions Content Questions /Main Body Concluding Questions Ending/ Summing up	Title Introduction <ul style="list-style-type: none">- Proper Sequence- Simple factual information questions- Higher order questions- Avoid Yes/No questions- Flexibility- Face to Face Communication- Grammatical Correctness- No personal questions Concluding Remarks	Introduction (Warm welcome, Brief Introduction) Body (Open ended questions. Opportunity should be given to the interviewee to speak) Conclusion (Message for the youth, Future plans)

Supervisor's Feedback (FEEDBACK SHEET GIVEN BY THE SUPERVISOR TO BE ATTACHED)

14.12.21

Arwa Sakarwala

GL-05 English
IX.

- S.I. was relevant and done well. It was related well to the lesson. (It was a little lengthy need to keep it short.)
- For teaching the composition, constructivist approach was used. To start with the format, wordwall used for students to identify. The significance and procedure for format was elicited from the students.
- Teacher provided examples to show the features of the interview questions - jamboard used with Doc to use it as a game. Good discussion on the features with reasoning was done.
- The the teaching resource like doc, jamboard, gifs, etc including the slide presentation.
- Further to develop students skill for writing an interview tr. provided an exercise to write one, which was discussed prior to writing.
- Students were provided some time to write one. - This is evaluation, so you have to check once what is written - so discuss it.
- For core component, tr. used an example of the content and reflection/action was discussed well.
- All the E's were discussed well, though there is still scope of improvement in lesson.

Saezly
14/12/21

Signature of the Supervisor: Ms. SP**Date: 14/12/2021****For Draft lessons****Draft Lesson No.-****Name/ Signature of the Guiding Professor: Ms. Priti****Date of Approval: 13/12/2021**

**ST. XAVIER'S INSTITUTE OF EDUCATION
MUMBAI
Semester III 2021-22**

Name of the Student: Arwa Sakerwala**Pedagogy: ENGLISH****General Lesson Number: 05 (Interview Writing)**

Student Teacher Self-Reflection Sheet on the lessons			
Lesson No: GL 05	Date: 14/12/2021	Pedagogy: ENGLISH	
Criteria	Planning	Execution	Learning experience & Scope for Improvement
Planning/preparation <ul style="list-style-type: none"> ● Planning for smooth lesson ● Arrangement of necessary materials and equipment ● Plan for differentiated learning 	I had prepared my presentation on google slides, I tried including interactive activities using the word wall, jamboard, and Google docs. As it is only my second composition lesson, I did practice so that the lesson goes smoothly and I do not get caught up switching between apps.	The lesson went well. The supervisor liked the way different apps were used. However, as it was time I did not ask the students to read after the evaluation part.	Asking the students to read is an important part of evaluation. Also I got feedback on being more lively. I shall work on it more.
Teacher –student ambience for interaction (Set Induction) <ul style="list-style-type: none"> ● Evidence of a positive atmosphere ● Student information ● Welcoming students to my class 	As aforementioned, I had different activities and a mix of higher and lower order questions for the interactions.	The supervisor said that there was good discussion and participation.	Using more teaching-learning resources makes the class interactive.
Lesson pacing (Presentation) <ul style="list-style-type: none"> ● Pace of my lessons appropriate to complete lesson ● Progression of my lesson ● Adequate opportunities for student engagement 	I had planned my lesson and did ensure that I did not exceed my time.	However, I could have asked one or two students to read just to finish the evaluation part smoothly.	It is okay to exceed by 2-3 minutes instead of rushing through the evaluation part. Besides, the core component can be brushed through if there is a lack of time.
Student motivation (during presentation) <ul style="list-style-type: none"> ● Tactics to Engaging students from beginning of the class ● Building on the students' prior knowledge ● Sharing the learning goals with the students ● Class instructions before starting a lesson ● Endeavour to build in success for each student ● Positive reinforcement to the students 	I had instructed the students to participate right from the beginning.	I was trying to bring in humor in between so that the class does not get boring and students can participate without any hesitation.	Humor is good for a healthy class.
Diversity in the class (Presentation)	I had decided to ask everyone to	I made sure that everyone was	Positive reinforcements help gather responses.

<ul style="list-style-type: none"> • Use of teaching methodologies to engage pupils with different learning styles • Strategies to engage the less abled students • Strategies to engage the exceptionally abled students • Strategies to engage special needs students • Strategies to ensure the active participation of all students in my class • Strategies for the social development of students 	answer all the questions.	answering in the class and motivated them to respond irrespective of whether it is right or wrong.	
Use of resources in teaching-learning (Presentation) <ul style="list-style-type: none"> • Resources other than the textbook • Use of ICT to support learning • Resources to support differentiated learning in classroom 	Word wall net activity Jamboard Google docs Google slides Videos, Images, GIFs	All of the apps fortunately worked fine and I got a good feedback for using them.	Other teaching resources can be explored.
Assessment of students (Evaluation) <ul style="list-style-type: none"> • Use of variety of assessment technique • Use of students' result for planning • Encourage student for self-assessment • Encourage for peer assessment 	For evaluation I had 'An autobiography of an Environmentalist'	All the parts were discussed but I did not ask them to read due to time constraints.	I shall be careful about that in the future.
Use of core-component	Freedom of speech. I showed a video of a news anchor who did not allow the interviewee to speak and was putting words in the person's mouth.	The core component came out well and the responses were accurate and as expected.	The CC should flow smoothly.
Key points for action: Not sidelining the Evaluation part due to lack of time, instead CC can be compromised a bit.			

ST. XAVIER'S INSTITUTE OF EDUCATION
MUMBAI
GENERAL LESSON PLAN
B.Ed. Semester II
Academic Year 2020-2021

Name of the Student: Arwa Sakerwala

Roll No: 40

Pedagogy: 1: ENGLISH

General Lesson plan No.: 06 Experiential: 03

Std.: 5 Div.: Peer Group 6

Date : Time: 16/12/2021 9:10 - 9:40

CONTEXT

Entry Behavior: The pupil has previous knowledge about being wise.

Correlation: External correlation with Math and Economics.

Content Organization:

Unit:

THREE SACKS OF RICE -----Anonymous			
Main Idea	Central Idea	Language Study	Phrases
1. Introduction of the three brothers and their mother. 2. Distribution of Sacks of rice as per the plan	Precaution is better than cure	<u>Word:</u> <ul style="list-style-type: none"> ● Priest ● Trade ● Marriageable ● Fond ● Prosperous ● Permit <u>Adjectives:</u> <ul style="list-style-type: none"> ● Strong ● Clever ● Unkind ● Honest <u>Verbs:</u> Permit Visited Went Gave	Soft-hearted Quite readily

Core Components: Protection of Environment

For Experiential: Valuing Hard Work of Laborers and Farmers

INSTRUCTIONAL OBJECTIVES

A. FOR LESSON

I. COGNITIVE DOMAIN

➤ REMEMBER

The pupil:

- The pupil recalls the main characters of the story.
- The pupil lists the common qualities of the three brothers.
- The pupil states the profession of the three brothers.
- The pupil recalls why the three brothers love their mother so much.
- The pupil states the purpose of the father's friend.
- The pupil states the plan of the father's friend.

➤ UNDERSTAND

The pupil:

- The pupil explains why finding the right match for the daughter was important
- The pupil gives reasons for the search for an able son in law.

➤ ANALYZE

The pupil:

- The pupil examines how many sacks of rice were used.
- The pupil explains the plan of the father's friend.

PSYCHOMOTOR DOMAIN

IV) SKILL OF ORAL EXPRESSION:

The pupil:

- Reads the lesson using proper pronunciation and expression
- Answers the questions using proper grammatical structure

COGNITIVE DOMAIN

➤ EVALUATE

The pupil:

- The pupil identifies the main idea of the lesson.
- The pupil identifies the central idea of the lesson.
- The pupil locates the adjectives and meanings.
- The pupil analyzes the importance of hard work.

PSYCHOMOTOR COMPETENCIES:

The pupil -

- Make a paper bag out of newspaper as per the instructions given by the teacher.
- Participate in an activity of selling grains as a farmer.

AFFECTIVE COMPETENCIES:

The Pupil –

- Suggest ways to solve the problem of farmers regarding less income.

➤ **FOR ASSIGNMENT**

CREATE

The pupil:

- The pupil imagines themselves as one of the three brothers and writes a paragraph talking about what they would do with the sack of rice.

B. FOR CORE COMPONENTS/VALUES

The pupil develops the awareness of the core component “Protection of Environment”

- The pupil gives reasons as to why using cloth bag is better than using plastic bag
- The pupil explains the consequences of using plastic bags
- The pupil suggests ways of creating awareness about ill effects of plastic.

METHODOLOGY TO BE FOLLOWED:

- *For the Lesson:* for the lesson – Questioning, Discussion, Video Discussion

For the core component/s- Image discussion, General Discussion

EVALUATION STRATEGIES TO BE FOLLOWED

For the Lesson:

- or the lesson – Appreciation Questions
- for the Value/Core Component – Questioning

REFERENCES- English Balbharti Std 5, Google

Web-references (urls)

<https://maharashtraboardssolutions.com/maharashtra-board-class-5-english-solutions-chapter-10/>

<https://youtu.be/vIMotP6zXSI>

<http://www.jkacademypro.com/class-5-english-lesson-10-three-sacks-of-rice-answers/>
wooclap.com

https://www.youtube.com/watch?v=_cf7dwG_u74&t=4s

<https://www.grainmart.in/news/middlemen-biggest-obstacle-in-increasing-farmers-income/>

Content	Activity	C.B Work
Experience:		
Set induction Audio- Visual Aids Questioning	Tr. Shows a video of 'Pig and sheep' to the pupils. Tr. asks the following questions: 1. What was the video about? 2. What options did the pig have? 3. Did it make the right choice? 4. Why is it important to take right decisions?	VIDEO

Linking Statement	Similarly we come across a prose in your textbook which tells us a story about three brothers and the plan of their father's friend to take the right decision.	
Statement of the topic & Scope	Today we shall see how a father plans to select the right groom for his daughter in the prose lesson 'Three Sacks of Rice' by Anonymous. Tr. Displays the topic on the screen. Please open pg. 23 in your textbook	THREE SACKS OF RICE ----- Anony mous
About the Author:	N.A.	
Presentation General Study:	The teacher does a model reading of the units and then asks a few gist questions: 1. Who are the main characters in the story? 2. According to you, what is the lesson about? 3. What common qualities are usually observed in the story of three brothers?	
Detailed Study Sub Unit 1: You may have ... their father.	Tr. shows pupil video of the subunit and then develops the subunit by asking questions and making significant teacher contributions. 1. What common qualities did the three brothers have? 2. What is the profession of the three brothers? 3. What did the youngest brother do after he finished his education? 4. What does it tell us about the youngest brother? 5. Which word is synonymous with 'Kind hearted.' 6. Which word in the text means a skilled job of buying and selling goods and services? (Trade) (Correlation with Economics - Trade takes place between different countries) 7. Why were the brothers fond of their mother? 8. Pick out adjectives from this subunit. 9. What is the main idea of the subunit? Tr. displays options and asks the students to pick the right answer.	VIDEO Soft Hearted Adjectives Hardworking, honest, clever Introduction of the three brothers and their mother.

<p>Sub Unit 2: One day ... till I come back.</p>	<p>Tr. makes a pupil read the subunit and then develops the subunit by asking questions and making significant teacher contributions.</p> <ol style="list-style-type: none"> 1. What kind of a business does the friend have? 2. Which word in the text means successful, bringing wealth? 3. When does a business become prosperous? (correlation with Math- When there is profit, when the expense is not more than revenue earned.) 4. What is the father's friend looking for? Why? 5. Which word in the text means suitable for the right age of marriage? 6. What is the responsibility assigned by the friend to the brothers? 	
	<p>Tr. Asks the following questions- Where do we buy grains from? Do farmers sell their produce to the grain stores directly? Who is in between them? (Tr. Tells the students that there is a middleman who buys the produce from the farmers and transports it to the local markets) Do the middleman pay the farmers properly? Experiential strategy for teaching- The teacher asks 2-3 pupils to take up the role of a farmer who is trying to sell their farm produce. Experiential activity 1 Role Play- The pupil volunteers for the roles of farmers and wholesale buyer. Tr. Gives an example of a rural place where the farmers are cheated and paid less. How would the farmers feel when they get less money for their hard work? What do you think would be the consequence of less returns on the farm produce? What can we do for them? Experience- Struggles of farmers</p>	
	<ol style="list-style-type: none"> 1. Why did the friend make a plan with the mother? 2. Which phrase means 'without any hesitation.' 3. Pick out the verbs from the subunit. 4. How will you describe the plan of the friend in your own words? 5. What is the main idea of the subunit? 	<p>Quite readily</p> <p>Verb: Visited, permit</p> <p>Main Idea: Distribution of sacks of rice as a part of the plan.</p>
	<p>Experiential activity 2- Tr. shows images of Jute bags and highlights the benefits of using them. The teacher then instructs them to make paper bags. Students prepare a paper bag out of a newspaper following the instructions of the teacher. Students further decorate the paper bag. (Tr. states that these bags are environment friendly. Tr. also states that similar bags can be made out of jute, fabric,</p>	<p>VIDEO https://youtu.be/heoAmpw12xQ</p>

	<p>etc. Besides, this is a source of income for many single women.) Tr. shows a video and sensitizes the students.</p> <p>Reflection: How will using paper or cloth bags benefit the environment? Why is it important to switch to alternatives to plastic? What will happen if the use of plastic is not reduced?</p> <p>Action: How can you as students reduce the use of plastic? What else can you do to create awareness regarding the effects of plastics on the environment?</p>	
Summarization	<p>Today we came across three brothers who were dedicated to their respective professions. We also came to know about their father's friend who is in search of the right groom for his only daughter.</p>	
Evaluation	<ol style="list-style-type: none"> 1. What is the central idea of the lesson? 2. Comment on the suitability of the title? 3. What is the purpose of the quotation marks ("")? <p>Tr. Has a woodclap activity for the question what will happen next in the story?</p>	
Reflection	Integrated in the subunit	
Action	Integrated in the subunit	
Assignment	<p>Imagine that you are one of the three brothers and write a paragraph talking about what you would do with the sack of rice./ Make a list of the plastic items in your house and write environment friendly alternatives to those items.</p> <p>THANK YOU CLASS.</p>	

C.B Work

THREE SACKS OF RICE

-----Anonymous

Main Idea	Central Idea	Language Study	Phrases
1. Introduction of the three brothers and their mother. 2. Distribution of Sacks of rice as a part of the plan.	It is better to be sure than sorry.	<u>Word:</u> <ul style="list-style-type: none"> • Priest • Trade • Marriageable • Fond • Prosperous • Permit <u>Adjectives:</u> <ul style="list-style-type: none"> • Strong • Clever • Unkind • Honest <u>Verbs:</u> Permit Visited Went Gave	Soft-hearted Quite readily

Supervisor's Feedback

SUPERVISOR'S FEEDBACK (could be handwritten image/ typed attached to the final plan)

NAME OF THE STUDENT: Arwa Sakerwala LESSON TYPE/ N0-6 Exp- 03 DATE OF LESSON- 16/12/2021

	CRITERIA	FEEDBACK ON LESSON	SPECIAL REMARK (if any)
1	SET INDUCTION Devices used	SEt induction through a video and based on the video topic introduced.	
2	PRESENTATION <ul style="list-style-type: none"> • Questioning • Explanation • Exemplificati on • Other strategies used 	Gist questions used to appreciate the lesson. Role of farmer used as an experiential activity. \meaning of trade and different vocabulary words explained. Questions from the lesson used to understand the lesson and arrive at main idea and central idea. Paper bag activity was good. purpose of quotation marks	

3	SUMMARY	summary slide could be prepared in the form of flow chart.	
4	EVALUATION Strategies Used	main idea and central idea few options could be shown and elicited.	
5	ASSIGNMENT (type of assignment given)	assignment given	
6	REFLECTION-ACTION ON CORE-COMPONENT/ THEME	core component integrated rural context to the experiential activity connected.the video was connected to the rural context.	
7	TEACHER-STUDENT INTERACTION	teacher student interaction good.	
8	RESOURCES USED FOR TEACHING (TRADITIONAL & DIGITAL)	ppt good with sufficient vidoes.	

Date: 16.12.2021

College Supervisor's Signature:priti s

Signature of the Supervisor – Ms. PS Date: 16/12/2021

Only For Draft Lesson

Draft Lesson No.-

Name/ Signature of the Guiding Professor: Ms. Priti

Date of Approval: 01/12/2021

**ST. XAVIER'S INSTITUTE OF EDUCATION
MUMBAI
Semester III 2021-22**

Name of the Student: Arwa Sakerwala
General / Experiential Lesson Number: 6 Exp:03

Pedagogy: ENGLISH

Student Teacher Self-Reflection Sheet on the lessons			
Lesson No: GL 06 Exp: 03		Date: 16/12/2021	Pedagogy: ENGLISH
Criteria	Planning	Execution	Learning experience & Scope for Improvement
Planning/preparation <ul style="list-style-type: none"> ● Planning for smooth lesson ● Arrangement of necessary materials and equipment ● Plan for differentiated learning 	I had made my presentation on google slides. I had included a lot of videos, images and also article and wooclap activity for the students. I also practiced model reading and voice modulation.	The lesson went well as the planning was done fine.	Effective planning determines the efficiency of the lesson.
Teacher –student ambience for interaction (Set Induction) <ul style="list-style-type: none"> ● Evidence of a positive atmosphere ● Student information ● Welcoming students to my class 	I had changed my set induction video as I found a better one.	The video and questions I could link well with the lesson.	Finding the right video is very important for good linkage.
Lesson pacing (Presentation) <ul style="list-style-type: none"> ● Pace of my lessons appropriate to complete lesson ● Progression of my lesson ● Adequate opportunities for student engagement 	I did not want to exceed my time and so I had asked peers to keep materials ready.	I took 3-4 minutes extra as it was experiential but otherwise it was nice.	Time management and the right pace is important for the teacher.
Student motivation (during presentation) <ul style="list-style-type: none"> ● Tactics to Engaging students from beginning of the class ● Building on the students' prior knowledge ● Sharing the learning goals with the students ● Class instructions before starting a lesson ● Endeavour to build in success for each student ● Positive reinforcement to the students 	I have decided to bring in humor whenever possible and keep a light mood while teaching.	I tried my best and it worked out as everyone was active during the class and got a good feedback from the supervisor.	Being lively during the lesson is important to keep the students involved.
Diversity in the class (Presentation) <ul style="list-style-type: none"> ● Use of teaching methodologies to engage pupils with different learning styles ● Strategies to engage the less abled students ● Strategies to engage the exceptionally abled students ● Strategies to engage special needs students ● Strategies to ensure the active participation of all students in my class ● Strategies for the social development of students 	I tried having activities and questions that are simple to do and manageable for all the students. I had also decided to positively reinforce the students.	Most of the peers answered and did the activity.	Positive reinforcement motivates the students to participate and answer.

Use of resources in teaching-learning (Presentation) <ul style="list-style-type: none"> ● Resources other than the textbook ● Use of ICT to support learning ● Resources to support differentiated learning in classroom 	Google slides Videos, Images, GIFs Wooclap Articles	All of it worked well and enriched the lesson.	Using different resources makes the lesson effective and interactive.
Assessment of students (Evaluation) <ul style="list-style-type: none"> ● Use of variety of assessment technique ● Use of students' result for planning ● Encourage student for self-assessment ● Encourage for peer assessment 	Main ideas, central idea, wooclap activity, use of punctuations, verbs and adjectives.	Both the higher and lower order questions were answered well.	I got feedback highlighting the use of punctuation during the lesson itself.
Use of core-component	I had integrated it with the paper bag activity and how it is beneficial for the environment.	It came out well and was appreciated by the supervisor.	The flow is something important and which I could achieve.
Key points for action:			

ST. XAVIER'S INSTITUTE OF EDUCATION
MUMBAI
GENERAL LESSON PLAN
B.Ed. Semester II
Academic Year 2020-2021

Name of the Student: Arwa Sakerwala

Roll No: 40

Pedagogy: 1: ENGLISH Three sacks of rice part 2

General Lesson plan No.: 7

Std.: 5

Div.: Peer Group 6

Date : Time: 18/12/2021 9:10 - 9:40

CONTEXT

Entry Behavior: The pupil has previous knowledge of the different stories of three brothers
The pupil has previous knowledge about the plan of the father's friend.
The pupil has general knowledge about the growing of crops in a fertile soil.

Correlation: External correlation with Geography and Math

Content Organization:

Unit:

THREE SACKS OF RICE			
-----Anonymous			
Main Idea	Central Idea	Language Study	
1. The Brothers and the sack of Rice 1. The Clever use of the Rice	The Wise Decision	<u>Word:</u> <ul style="list-style-type: none"> • Priest • Confession • Neighbouring • Lying • Yielded <u>Synonyms:</u> Fortunately Prosperous Permit Labor	Phrase: In your name

Core Components: Protection of Environment

INSTRUCTIONAL OBJECTIVES

A. FOR LESSON

I. COGNITIVE DOMAIN

A) For the Lesson:

I] REMEMBER

The pupil:

- Recalls the usage of sacks of rice by the three brothers.
- States the number of sacks yielded by the youngest son.
- Recalls who the friend selected as his son-in-law.

II] UNDERSTAND

The pupil:

- The pupil explains how the three brothers prevented the rice from spoiling.
- The pupil gives reasons as to why the youngest son asked for his share.
- The pupil explains why the father chose the youngest brother as his future son-in-law.

III] ANALYSE

The pupil:

- identifies the central idea of the lesson
- identifies the main idea of the lesson.

PSYCHOMOTOR DOMAIN

IV) SKILL OF ORAL EXPRESSION:

The pupil:

- reads the lesson using proper pronunciation and expression
- answers the questions using proper grammatical structure

COGNITIVE DOMAIN

V) EVALUATE

The pupil:

- Identifies the verbs and meanings.
- analyses the value of the crops

For the Assignment:

VI) CREATE:

The pupil:

- Write a story of three brothers using your imagination.

B. FOR CORE COMPONENTS/VALUES

The pupil develops awareness of the core component "PROTECTION OF THE ENVIRONMENT" through the lesson 'Three Sacks of Rice.'

- The pupil explains the importance of fertile soil.
- The pupil explains why it is important to protect our environment.
- The pupil explains how human beings are responsible for the destruction of environment.
- The pupil suggests ways to create awareness regarding the protection of environment.

METHODOLOGY TO BE FOLLOWED:

- *For the Lesson:* for the lesson – Questioning, Discussion, Video Discussion

For the core component/s- Image discussion, General Discussion

EVALUATION STRATEGIES TO BE FOLLOWED

For the Lesson:

- or the lesson – Appreciation Questions
- for the Value/Core Component – Questioning

REFERENCES- English Balbharti Std 5, Google

Web-references (urls)

<https://maharashtraboardssolutions.com/maharashtra-board-class-5-english-solutions-chapter-10/>

<https://youtu.be/vIMotP6zXSI>

<http://www.jkacademypro.com/class-5-english-lesson-10-three-sacks-of-rice-answers/>

<https://indianexpress.com/article/opinion/columns/food-waste-index-report-india-coronavirus-hunger-index-7261909/>

Storyboard

Kahoot

Word wall

Jamboard

Newspaper article

Content	Activity	C.B Work
Experience:		
Set induction Audio- Visual Aids Questioning	The teacher displays a self-made storyboard of the self written story of three brothers and asks some questions: <ul style="list-style-type: none">● What was the plan of the rich merchant?● What did the eldest and youngest brother do?● What did the second brother do?● Why did the merchant give his wealth to the second brother?● What moral do you get from this story?	STORYBOARD
Linking Statement	Similarly we come across a prose in your textbook which tells us a story about how one of the three brothers shows his cleverness and makes use of the sack of rice in a smart way.	
Statement of the topic & Scope	Today we shall see how the three brothers prevented the sack of rice from spoiling by applying different ideas in the lesson 'Three Sacks of Rice'.	THREE SACKS OF RICE -----Anonymous
About the Author:	N.A.	

<p>Presentation</p> <p>General Study:</p>	<p>Tr. Has a quiz activity on Kahoot for revision of the previous subunit.</p> <p>The teacher does a model reading of the units and then asks a few gist questions:</p> <ol style="list-style-type: none"> 1. Who is the narrator of this story? 2. After how long did the friend return? 	
<p>Detailed Study</p> <p>Sub Unit 1: The friend went away ... money anymore.</p>	<p>Tr. makes a pupil read the subunit and then develops the subunit by asking questions and making significant teacher contributions.</p> <ol style="list-style-type: none"> 1. Who did the friend visit first after returning back? 2. What did the eldest brother do when he met the friend? 3. What alternative does the middle brother give in place of using the rice without his permission? 4. What does it tell us about the middle brother? 5. Why did the eldest brother sell the rice to his customers? 6. What would happen if the rice got spoiled? (Loss-Correlation with Math) 7. How did the priest prevent the rice from spoiling it? 8. Pick out the phrase which means 'on behalf of someone.' 9. The sack of rice was similarly distributed, but what can we say about the usage? 10. What is the main idea of this part? <p>Tr. provides a word wall activity to the students for classifying the verbs and adverbs from the lesson.</p>	<p>In the name of</p> <p>Image of a farmer sowing paddy</p> <p>Main idea: Brothers and the sacks of rice.</p> <p>https://wordwall.net/resource/26654563</p>
<p>Sub-Unit 2:</p> <p>When the friend went....future son-in-law.</p>	<p>Tr. makes a pupil read the subunit and then develops the subunit by asking questions and making significant teacher contributions.</p> <ol style="list-style-type: none"> 1. Where does the youngest brother go to help? 2. Locate the word which means places are next or near to each other. 3. What is the result of sowing paddy in the plot? 4. What is the purpose of the paddy field? (correlation with Geography- Irrigated paddy fields traditionally produce much rice, taking benefits of stable water supply and continuous ponding. Paddy fields are simultaneously performing other functions for the local environment, including climate mitigation, flood control, groundwater recharge, biodiversity, and ecosystem development.) 5. What does it tell us about the youngest son? 6. What do you think was right for the youngest brother to ask for a share in the money? Why? 7. How many sacks did the youngest brother sell and kept back? 8. How did the three brothers use the sack of rice? 9. Why did the lesson end with the line, 'He had found his future son- in- law.' 	<p>Neighbouring</p>

	<p>10. What is the synonym of Fortunately, labor?</p> <p>11. Why is it important to make wise decisions? (Tr. asks the pupils as to what decisions are they required to take in their daily life? How does one wrong decision affect them? What lesson did they learn from the wrong decision that they took?)</p> <p>12. What is the main idea of this subunit?</p>	<p>Main Idea: The Clever use of the Rice</p>
Summarization	<p>Today we learned how important it is to handle a responsibility given to you and make decisions using your mind and cleverness as per the given situation.</p>	
Evaluation	<p>1. What is the central idea of the story?</p> <p>2. Character sketch of three brothers. (Tr. uses jamboard to build the character sketches of the three brothers)</p> <p>3. What did you learn from this lesson?</p> <p>4. How is the language used in the story?</p>	<p>Central Idea The Wise Decision https://jamboard.google.com/d/1U1djEbEe3TZZmbJri96N9a4Bg1HF7Oj9plo-7r_ST9w/edit?usp=sharing MORAL OF THE STORY: When you sow you will get more.</p>
Reflection	<p>Tr. explains, So as we saw that if we want our future to be bright, we need to put in a lot of hard work and efforts to make it grow.</p> <p>Tr. displays images of farmers working. (Farming is not easy work. Our farmers are working hard like the youngest son as then only he could gather 25 sacks of rice)</p> <p>Do we respect our farmers for the work they do? Do we respect the food that comes to our table? (Farmers are our best friends. The progress that farmers have brought in our lives is incredible and we should be thankful to them for serving us with food. We should not waste food at all. It takes 90-110 days to grow rice.) Tr. Shows an article about food wastage problem in India.</p>	<p>IMAGES</p> <p>https://indianexpress.com/article/opinion/columns/food-waste-index-report-india-coronavirus-hunder-index-7261909/</p>
Action	<p>How will you show respect to the farmers for the work done? (Can we write a thank you note to the farmers who help us to get food and increase the harvest and economy of the nation OR Not waste food?)</p> <p>Tr. explains, as we saw, how the youngest son made good use of the rice. Can you tell me what would have happened if the soil in which the rice was grown was infertile? (The crop would have not grown the way it should have and the youngest brother would not have</p>	

	yielded 25 sacks of rice. Apart from this, he would also not be chosen as the son-in-law by the friend) What would you do to spread awareness regarding the protection of the environment?	
Assignment	Write a story of three brothers using your imagination. THANK YOU CLASS.	

C.B Work
C.B. Summary

THREE SACKS OF RICE			
-----Anonymous			
Main Idea	Central Idea	Language Study	
1. The Brothers and the sack of Rice 1. The Clever use of the Rice	The Wise Decision	<u>Word:</u> <ul style="list-style-type: none"> ● Priest ● Confession ● Neighbouring ● Lying ● Yielded <u>Verbs:</u> Welcomed Remembered Distributed Spoilt <u>Adverbs:</u> Willingly Kindly Wisely <u>Synonyms:</u> Fortunately Prosperous Permit Labor	Phrase: In your name

A rich merchant had three sons. He wondered how to divide his huge mansion among his three sons, who wished to acquire his wealth upon his death. After much thought on the subject, he came up with a plan. One day, he called the three brothers and told them, " There is a treasure in the backyard of the mansion. I will give my wealth to the person who can get me three gold coins in a month."The three brothers were happy with this condition and rushed in search of the three gold coins.

All the three brothers went to the backyard, but there was nothing except mud and wood. The youngest brother was a lazy person and thought that the father was fooling them and did not bother much.

The eldest brother believed his father's words and started digging the ground in search of the treasure. However, the second brother was a wise person. He realized that there is no hidden treasure and hard work is the only treasure one has.

He had seen a potter in a nearby village who made pots using mud and the wooden wheel. The second brother worked hard and made the wheel. He worked hard and started making pots and sold them in the market.

The youngest and the eldest brother made fun of him and said that there is no need to take so much pain. By the end of the month, the eldest brother failed to discover the treasure. The youngest brother pleaded mercy from his father. It was only the second brother who worked hard and was able to earn three gold coins. The merchant realized who was worthy of the mansion and gave it to the second brother. The eldest and the youngest brother were ashamed of their foolishness and laziness.

Work cited- <https://shortstoriesshort.com/story/the-three-brothers/>

Supervisor's Feedback

SUPERVISOR'S FEEDBACK

Name of the Student: Arwa Sakerwala **Lesson Type:** General **Lesson No:** 07 **Date:** 18/12/2021

NO	CRITERIA	FEEDBACK ON LESSON	SPECIAL REMARK (if any)
1	SET INDUCTION	Story of three brothers and gold coin Idea was good but check time management Was stated well Quiz - could have used quiz only	
2	PRESENTATION	Well prepared and methodical presentation Model reading was good Integration of skills – Good attempt Questions were good can add higher order questions New word- check the correct method You are taking lot of efforts to prepare the presentation but please be aware about the time Use of resources- be careful Lesson gist- developed well	
3	SUMMARY	Was done	
4	EVALUATION	Central Theme, Moral, Character sketch of three brothers	
5	ASSIGNMENT	Story writing	
6	REFLECTION- ACTION ON CORE COMPONENT/ THEME	Food wastage was good but protection of the environment – Organization will help do well check this	
7	NATURE OF ACTIVITY FOR EXPERIENTIAL LESSON (Only for Experiential Lesson)	NA	
8	RESOURCES USED FOR TEACHING (TRADITIONAL & DIGITAL)	Wordwall Kahoot Jamboard Newspaper Articles Images GIFs Storyboard	

Name of the supervisor: Dr. Elvina Pereira

Date: 18th December, 2021

Signature of the Supervisor – Ms. Date: 18/12/2021

Only For Draft Lesson

Draft Lesson No.-

Name/ Signature of the Guiding Professor: Ms. Priti

Date of Approval: 9/12/2021

**ST. XAVIER'S INSTITUTE OF EDUCATION
MUMBAI
Semester III 2021-22**

Name of the Student: Arwa Sakerwala
General Lesson Number: 07

Pedagogy: ENGLISH

Student Teacher Self-Reflection Sheet on the lessons			
General Lesson No: 07		Date: 18/12/2021	
		Pedagogy: ENGLISH	
Criteria	Planning	Execution	Learning experience & Scope for Improvement
Planning/preparation <ul style="list-style-type: none"> ● Planning for smooth lesson ● Arrangement of necessary materials and equipment ● Plan for differentiated learning 	It was a general lesson but still I wanted it to have activities and be interactive so I used many resources for student engagement. I practiced the lesson to have a correct flow.	However, I think since I used too many resources it was a little disorganized.	I got feedback to zero in the best suited resources and be careful about the time.
Teacher –student ambience for interaction (Set Induction) <ul style="list-style-type: none"> ● Evidence of a positive atmosphere ● Student information ● Welcoming students to my class 	For set induction I had a self written and self made story board. I also had a kahoot activity for a quick recap of the previous lesson.	I think I took a bit longer for the set induction and the supervisor suggested to me that I could have just used the kahoot activity for set induction.	Set induction need not be anything very elaborate but a simple quiz on the previous lesson shall suffice.
Lesson pacing (Presentation) <ul style="list-style-type: none"> ● Pace of my lessons appropriate to complete lesson ● Progression of my lesson ● Adequate opportunities for student engagement 	It was the second part and the content was not much. I had many activities to make the lesson interesting. The flow of the lesson was good but could have been better.	I think I exceeded 5 minutes so that could have been avoided.	In actual schools the students shall leave once the bell rings so even 5 minutes extra can be a problem.
Student motivation (during presentation) <ul style="list-style-type: none"> ● Tactics to Engaging students from beginning of the class ● Building on the students' prior knowledge ● Sharing the learning goals with the students ● Class instructions before starting a lesson ● Endeavour to build in success for each student ● Positive reinforcement to the students 	I practice voice modulation and model reading before the lesson to be more lively.	I try positive reinforcements for more responses.	I think positive reinforcements work and shall also be a good way of handling students in the actual classroom.
Diversity in the class (Presentation) <ul style="list-style-type: none"> ● Use of teaching methodologies to engage pupils with different learning styles ● Strategies to engage the less abled students ● Strategies to engage the exceptionally abled students 	The activities I think include students of different capabilities and learning styles.	The activities were appreciated by the peers as well as the supervisor.	Activities can be used for handling the diversity in the class. However, the activities should be according to the mental level of the students.

<ul style="list-style-type: none"> • Strategies to engage special needs students • Strategies to ensure the active participation of all students in my class • Strategies for the social development of students 			
Use of resources in teaching-learning (Presentation) <ul style="list-style-type: none"> • Resources other than the textbook • Use of ICT to support learning • Resources to support differentiated learning in classroom 	Kahoot, Wordwall activity, Articles, jamboard, Storyboard, Images, GIFs	Kahoot, Wordwall activity, Articles, jamboard, Storyboard, Images, GIFs	The activities were appreciated by the supervisor but got feedback to remain guarded.
Assessment of students (Evaluation) <ul style="list-style-type: none"> • Use of variety of assessment technique • Use of students' result for planning • Encourage student for self-assessment • Encourage for peer assessment 	Central idea, moral, adverbs, character sketch on jamboard, similar words.	All the questions were rightly answered by the students.	New ways of evaluation makes the lesson interesting.
Use of core-component	Prevention of food wastage and protection of environment. I showed images of compost as well.	I got an idea of starting with self sufficiency and now hunger index because of wastage.	The advice was nice and shall try incorporating in further lessons.
Key points for action: Use of resources is good but picking the best suited is important to finish in time.			

ST. XAVIER'S INSTITUTE OF EDUCATION

MUMBAI

GENERAL LESSON PLAN

B.Ed. Semester II

Academic Year 2020-2021

Name of the Student: Arwa Sakerwala

Roll No: 40

Pedagogy: 1: ENGLISH

General Lesson plan No.: 8 Experiential: 04

Std.: 8

Div.: Peer Group 6

Date : Time: 23/12/2021 9:10 - 9:45

CONTEXT

Entry Behavior: The pupil has previous knowledge about the kite flying festival. The pupil has general knowledge about the invention of aero planes.

Correlation: External correlation with history and life

Content Organization:

Unit:

THE KITE FLYING -----Anonymous			
Main Idea	Central Idea	Language Study	Phrases
1. Invention and Type of Kites/ History of kite festival 2. Uttarayan and the Kite festival/ Indian tradition of flying kites	The Kite Festival Celebration	<u>Word:</u> <ul style="list-style-type: none">MotorizedCompeteMythologicalCoincides <u>Tense:</u> Present, past and future <u>Antonyms:</u> Difficult Couple End <u>Synonyms:</u> Tradition Luck Enthusiasm	Come a long way Grinding Halt

Core Values/ Core Components: Secularism

For Experiential: Concern for Seasonal Workers

INSTRUCTIONAL OBJECTIVES

A. FOR LESSON

I. COGNITIVE DOMAIN

➤ REMEMBER

The pupil:

- The pupil recalls the materials used for making kites.
- The pupil lists the types of kites.
- The pupil states other names for the kite flying festival.
- The pupil recalls what Uttarayan marks.

➤ UNDERSTAND

The pupil:

- The pupil gives reasons for wind being important for kite flying.
- The pupil explains why motorized and fiberglass glass are better than paper kites.
- The pupil explains why kite flying is also known as uttarayan.

PSYCHOMOTOR DOMAIN

IV) SKILL OF ORAL EXPRESSION:

The pupil:

- Reads the lesson using proper pronunciation and expression
- Answers the questions using proper grammatical structure

COGNITIVE DOMAIN

➤ EVALUATE

The pupil:

- The pupil identifies the main idea of the lesson.
- The pupil identifies the central idea of the lesson.
- The pupil identifies the tense and meanings.

PSYCHOMOTOR COMPETENCIES:

The pupil -

- Demonstrates the skill of Kite making.
- Makes a slogan promoting the Kite festival.

AFFECTIVE COMPETENCIES:

The Pupil –

- Suggest ways to promote local artisans.
- Describes how festivals unite people.

➤ FOR ASSIGNMENT

CREATE

The pupil:

- Interview a Kite seller about the business and its challenges.

B. FOR CORE COMPONENTS/VALUES

The pupil develops the awareness of the core component “Secularism” and the value of Unity in Diversity through “The kite festival”

- The pupil explains the importance of being united.
- The pupil suggests ways as to how they will promote unity in their classroom.

METHODOLOGY TO BE FOLLOWED:

- *For the Lesson:* for the lesson – Questioning, Discussion, Video Discussion

For the core component/s- Image discussion, General Discussion

EVALUATION STRATEGIES TO BE FOLLOWED

For the Lesson:

- or the lesson – Appreciation Questions
- for the Value/Core Component – Questioning

REFERENCES- English Balbharti Std 8, Google

Wordwall

Web-references (urls)

<https://schoolworkhelper.net/the-effect-of-the-earths-rotation-revolution/>

<https://youtu.be/zdghmKGRlxs>

<https://youtu.be/qwpNdJ5Vhco>

<https://timesofindia.indiatimes.com/city/ahmedabad/coronavirus-smothers-kite-makers-business/articleshow/79586794.cms>

<https://m.dailyhunt.in/news/india/english/windowtonews-epaper-wintonws/kite+festival+big+biz+source+of+livelihood+for+many-newsid-n159268446>

<https://www.seniority.in/blog/how-makar-sankranti-is-celebrated-in-7-different-states-in-india/>

Content	Activity	C.B Work
Experience:		
Set induction Visual Aids Questioning	Tr. Shows the following images to the students about the invention of aero planes. Tr. Asks the following questions; <ul style="list-style-type: none">● Who invented the aero plane?● Why do you think people made attempts to invent the aero plane?● In which festival does the human desire to fly manifest itself?	IMAGES
Linking Statement	Similarly we come across a prose lesson in your Text book that talk about the kite flying festival.	

Statement of the topic & Scope	Today we shall see how the author has described the kite festival and the different types of kites in the prose lesson 'The Kite Festival' by Anonymus. Tr. Displays the topic on the screen. Please open pg. 62 in your textbook	THE KITE FESTIVAL ----- Anonymous
About the Author:	N.A.	
Presentation General Study:	The teacher does a model reading of the units and then asks a few gist questions: 1. When do we celebrate the kite festival? (January 13 or 14) 2. What is the kite festival called in your mother tongue? (It is known as Pedda Panduga in Andhra Pradesh and Telangana, Makara Sankranti in Karnataka and Maharashtra, Pongal in Tamil Nadu, Magh Bihu in Assam, Magha Mela in parts of central and north India, as Makar Sankranti in the west, Maghara Valaku in Kerala, and by other names.) 3. Which types of Kites are mentioned in the lesson? (motorised and fibreglass kites)	
Detailed Study Sub Unit 1: Years ago ... power-driven aeroplanes.	Tr. asks a pupil to read the subunit and then develops the subunit by asking questions and making significant teacher contributions. Are you all aware about who invented the kites? Before starting the prose lesson, let's talk about the history behind it. (correlation with History) https://www.chinahighlights.com/travelguide/culture/kites.html 1. What does the harassed mother say to her restless child? 2. Why does the mother ask her child to fly a kite? In today's time what purpose other than entertainment do you think kite flying serves? Even Finland's education system today uses kite flying to teach physics. 1. Traditionally, what were the kites made up of? 1. Which phrase means "to progress or develop." 1. Which kites are invented to compete with the traditional kites? (fiberglass- It is a very durable material which increases the life of the kites.) 1. Pick out the word which means to take part in a competition. 1. Which word here means 'something that works with the help of an engine.' 1. What do the kite flyers wait for? 1. Why do you think wind is important for flying a kite? (It helps the kite to launch smoothly. Besides, wind is required for the kite to fly in the sky.) 1. In which tense is the sentence 'They are waiting for the right wind.' (Tr. asks the pupil to convert it into past and future tense) 1. Which stories tell us about human beings wanting to or trying to fly?	Come a long way Compete Motorized Invention and Type of Kites Present

	<p>1. Which word means 'a body of stories?'</p> <p>1. What is the main idea of the subunit?</p> <p>Tr. displays options and asks the students to pick the right answer. Tr. further says that in the sub unit we saw how kites were made in the past and also how it has evolved over time.</p>	
	<p>Experiential strategy for teaching- Are the festivals only about entertainment? How does the celebration of a festival help the locals? (Tr. shows images of the famous Gujarat kite festival) (Tr. tells the students that these festivals provide employment opportunity to many rural workers and promotes their skills and craft)</p> <p>Experiential Activity 1: Tr. asks the students the following questions-</p> <p>Do you think there is enough awareness about the Gujarat Kite festival?</p> <p>Why is it important to promote these festivals?</p> <p>Tr. asks students to write a slogan about the Gujarat Kite festival.</p> <p>Experiential activity 2 Kite Making- The kite festival supports many local artisans by expanding their businesses which has a direct impact on the local economy.</p> <p>The festival is providing employment to many rural communities especially to the women. Tr. shows an article about the employability skill of Gujarat international kite festival.</p> <p>The teacher shows a video of kite making and asks the students to follow.</p> <p>The pupil prepares a kite using chart paper or newspaper following the instructions.</p> <p>Tr. shows a video of kite making and asks the following questions.</p> <p>Tr. Asks the students to write the slogan on the kite</p> <p>During the Pandemic, many small scale traditional industries have suffered setbacks. The kite makers have also incurred losses. (Tr. shows an article and sensitizes the students.)</p> <p>Along with that, handloom weavers, potters and other traditional industries are affected.</p> <p>1. Why should we buy handicrafts from local artisans? (Tr. shows an article which states that the Chinese yarn is most fatal for birds. People should use cotton threads for flying kites. Tr. states that the local kite makers use threads that do not harm the birds much)</p> <p>1. How can we promote Indian artisans?</p> <p>Experience- Preparation of Kite</p>	<p>https://youtu.be/zdgxmkGRlxs https://youtu.be/jw5dsTPoglc</p> <p>VIDEO-</p> <p>https://youtu.be/qwpNdJ5Vhco https://m.dailyhunt.in/news/india/english/windowtonews-epaper-wintonws/kite+festival+big+biz+source+of+livelihood+for+many+newsid-n159268446</p> <p>Article-</p> <p>https://timesofindia.indiatimes.com/city/ahmedabad/coronavirus-s-mothers-kite-makers-business/articleshow/79586794.cms</p> <p>https://timesofindia.indiatimes.com/city/noida/fly-kites-but-dont-hurt-the-birds/articleshow/45878788.cms</p>
<p>Sub-Unit 2:</p> <p>In India ... end of winter.</p>	<p>The Tr. makes a pupil read the subunit and then develops the subunit by asking questions and making significant teacher contributions.</p> <p>1. What is Basant? (coming of spring) (correlation with hindi- It is a hindi word for a festival called spring.) (बसंत ऋतु, ग्रीष्म ऋतु, वर्षा ऋतु, शरद ऋतु)</p>	

	<ol style="list-style-type: none"> 1. What do people do during Makar Sankranti? 1. Where do people in towns and cities practice this traditional sport? 1. What is kite-flying day called in Gujarat? 1. Why do people meet outdoors? 1. Makar sankranti coincides with which other festival? 1. Which word here means “to happen at the same time.” 1. Which phrase means ‘to stop working.’ 1. Why is it called uttarayan? (sun is said to begin its journey to the northern hemisphere) correlation with geography- The earth starts its journey towards the north) 1. What is Uttarayan a mark of? (end of winter) 1. What are the synonyms of Tradition, Luck, Enthusiasm? 1. What are the antonyms of Difficult, Couple, End? 1. What is the main idea of this subunit? 1. What is the importance of these festivals? (People celebrate life together, diverse communities enjoy the traditions like kite flying, irrespective of religious diversity) 1. How do festivals unite people? (People celebrate life together, diverse communities enjoy the traditions like kite flying, irrespective of religious diversity) correlation with history (Lokmanya Tilak promoted Ganesh Utsav to instill nationalistic feelings among indians against the British) 1. Why is it important to be united? 1. How can you promote unity in the classroom? 	<p>Coincides</p> <p>Grinding halt</p> <p>Main Idea: Uttarayan and the Kite festival</p> <p>IMAGE https://cdn-dbfal.nitrocdn.com/ZlvcIIhMnHVdvEWpFRpwOIHQoHXzSxWZ/assets/static/optimized/rev-d6e8429/wp-content/uploads/2010/08/01m.jpg</p>
Summarization	So students today we studied about how the festival of kites is celebrated and we also saw the evolution of kites that were made. We also learnt about how these festivals bring joy to our life.	
Evaluation	<ol style="list-style-type: none"> 1. What is the central idea? 2. Can you suggest another title for the prose lesson? 3. What is the writing style of the author? 4. Why is the lesson on Kite flying in English prose? (culture, understanding the significance of tradition) 	The Kite Festival Celebration
Reflection	Integrated in the subunit	
Action	Integrated in the subunit	
Assignment	Buy a kite from a local vendor and ask them a few questions about their business and its challenges. THANK YOU CLASS.	

C.B Work			
THE KITE FLYING			
-----Anonymous			
Main Idea	Central Idea	Language Study	Phrases

<ol style="list-style-type: none"> 1. Invention and Type of Kites/ History of kite festival 2. Uttarayan and the Kite festival/ Indian tradition of flying kites 	<p>The Kite Festival Celebration</p>	<p><u>Word:</u></p> <ul style="list-style-type: none"> • Motorised • Compete • Mythological • Coincides <p><u>Tense:</u> Present, past and future</p> <p><u>Antonyms:</u> Difficult Couple End</p> <p><u>Synonyms:</u> Tradition Luck Enthusiasm</p>	<p>Come a long way Grinding Halt</p>
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Supervisor's Feedback

SUPERVISOR'S FEEDBACK (could be handwritten image/ typed attached to

the final plan) NAME OF THE STUDENT: Arwa LESSON TYPE/ NO: Experiential DATE OF LESSON

23/12/21

	CRITERIA	FEEDBACK ON LESSON	SPECIAL REMARK (if any)
1	SET INDUCTION Devices used	Good , relevant. Research done , linked well	
2	<p>PRESENTATION</p> <ul style="list-style-type: none"> • Questioning • Explanation • Exemplification • Other strategies used 	<p>Model reading done well. Kite physics book – good recommendation Show correlation to physics – atleast in brief if u recommend such a good book.</p> <p>Vocabulary connected , but retain it in context like motorised Images and animation made it more interesting for students</p> <p>Mythology – body of stories ?? myths can be added Main idea can be close to the unit alternate ways to kite</p>	

		flying Content covered well. Research done used effectively	
3	SUMMARY		
4	EVALUATION Strategies Used		
5	ASSIGNMENT (type of assignment given		
6	REFLECTION-ACTION ON CORE-COMPONENT/ THEME EXPERIENTIAL	Experiential activity done well Video was relevant, tr was conducting activity together Articles showing the state of kite makers was relevant	

		What can we do - ? promote art of kite flying Contrasting to kite flying promotion ... But later connected very well to the theme Values of unity in diversity brought out in diversity Linking – was good , clear , holistic teaching	
7	TEACHER-STUDENT INTERACTION		
8	RESOURCES USED FOR TEACHING (TRADITIONAL & DIGITAL)	E-activity done well Presentation excellent	

Date: College Supervisor's Signature: Kalpana Chavan
Signature of the Supervisor – Ms. KC Date: 23/12/2021

Only For Draft Lesson

Draft Lesson No.- 2

Name/ Signature of the Guiding Professor: Ms. Priti

Date of Approval: 10/12/2021

**ST. XAVIER'S INSTITUTE OF EDUCATION
MUMBAI
Semester III 2021-22**

Name of the Student: Arwa Sakerwala

Pedagogy: ENGLISH

General Lesson Number: 08 Exp: 04 The Kite flying

Student Teacher Self-Reflection Sheet on the lessons			
General Lesson No: 08		Date: 23/12/2021	
		Pedagogy: ENGLISH	
Criteria	Planning	Execution	Learning experience & Scope for Improvement
Planning/preparation <ul style="list-style-type: none"> ● Planning for smooth lesson ● Arrangement of necessary materials and equipment ● Plan for differentiated learning 	I had made my presentation on google slides and had included activities and questions for student interaction. I had also informed the group about the activities beforehand for a smooth lesson. I had also practiced model reading and voice modulation.	Everything went well and the peers participated in the activities and the discussion. I got feedback that model reading was done well.	I can also try and look into the camera so that it appears as there is eye contact.
Teacher –student ambience for interaction (Set Induction) <ul style="list-style-type: none"> ● Evidence of a positive atmosphere ● Student information ● Welcoming students to my class 	I had kept the invention of airplanes and the reason behind it was my set induction. It took me a lot of time to decide and come up with something like this.	The set induction and the research was appreciated by the supervisor and got feedback that it was linked well.	A creative set induction raises the bar of the lesson.
Lesson pacing (Presentation) <ul style="list-style-type: none"> ● Pace of my lessons appropriate to complete lesson ● Progression of my lesson ● Adequate opportunities for student engagement 	As it was experiential I was anxious about exceeding the time and so I had planned to keep things to the point and short.	I finished on time and did not exceed it. It is no less than an achievement. Finally in my last experiential I was on time.	Even 5 minutes of lesson extension won't work in actual classrooms and schools.
Student motivation (during presentation) <ul style="list-style-type: none"> ● Tactics to Engaging students from beginning of the class ● Building on the students' prior knowledge ● Sharing the learning goals with the students ● Class instructions before starting a lesson ● Endeavour to build in success for each student ● Positive reinforcement to the students 	I motivated the peers right from the beginning and asked them to participate in the activity as well as the discussion. I had also planned to do more positive reinforcements.	I did instruct and positively reinforce. More or less everyone was engaged and participating in the class.	For students to participate it takes a lot more than content and activities.
Diversity in the class (Presentation) <ul style="list-style-type: none"> ● Use of teaching methodologies to engage pupils with different learning styles ● Strategies to engage the less abled students ● Strategies to engage the exceptionally abled students 	I had many articles in my lesson to make it interesting and interactive.	I asked the students to read the headlines and reflect so that they can get	However, I got feedback that the similar and opposite words were a bit lower order. I shall keep that in mind. I shall have something which is at par with the topic of tenses.

<ul style="list-style-type: none"> Strategies to engage special needs students Strategies to ensure the active participation of all students in my class Strategies for the social development of students 		involved. I also had a word wall activity. I also had tenses for grammar which gathered responses.	
Use of resources in teaching-learning (Presentation) <ul style="list-style-type: none"> Resources other than the textbook Use of ICT to support learning Resources to support differentiated learning in classroom 	Google slides Images GIFs Videos Articles Word Wall activities	The articles, videos and gifs were appreciated by the supervisor.	The research that is done before the presentation gets reflected in the lesson.
Assessment of students (Evaluation) <ul style="list-style-type: none"> Use of variety of assessment technique Use of students' result for planning Encourage student for self-assessment Encourage for peer assessment 	Main ideas, central ideas, higher order questions, tenses, antonyms and synonyms, etc.	Except for antonyms and synonyms, everything was appreciated.	Also that the options of the main idea should not be too obvious.
Use of core-component:	Secularism (Unity in diversity) I linked it with how the same festival of kite flying has different names in different regions. I then linked it to how despite linguistic, region, and religious differences the one thing common is being Indian.	The linkage was really appreciated by the peers as well as the supervisor.	The core component if linked well can be brought out well.
Key points for action: Supervisor appreciated the suggestion of reading a book on physics of kite flying but a line or two from the book is important. Also I had showed alternative ways of kite flying without harming the birds. So, I got a feedback to summarize it generally.			

ST. XAVIER'S INSTITUTE OF EDUCATION
MUMBAI
GENERAL LESSON PLAN
B.Ed. Semester II
Academic Year 2020-2021

Name of the Student: Arwa Sakerwala

Roll No: 40

Pedagogy: 1: ENGLISH Grammar

General Lesson plan No.: 09

Std.: 8

Div.: Peer Group 6

Date : Time: 04/01/2022 9:10 - 9:40

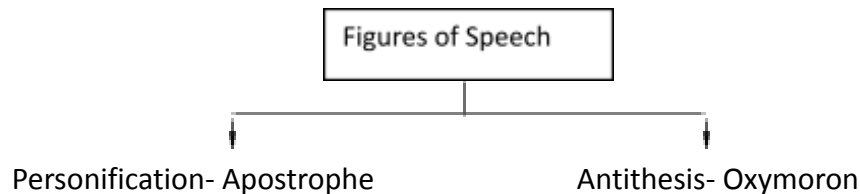
CONTEXT

Entry Behavior: Pupils have previous knowledge about figures of speech Alliteration and Repetition.

Correlation: life, environment

Content Organization:

Unit:



Core Values/ Core Components: Values (Core Component) to be highlighted: Secularism (Universal Brotherhood)

INSTRUCTIONAL OBJECTIVES

A. FOR LESSON

I. COGNITIVE DOMAIN

REMEMBER

The Pupil

- States the definition of personification

- Recalls the definition of Apostrophe
- States the definition of Antithesis
- Recalls the definition of Oxymoron

II) UNDERSTAND

The Pupil

- Identifies the figure of speech personification in the given sentences
- Identifies the figure of speech Apostrophe in the given sentences.
- Identifies the figure of speech Antithesis in the given sentences.
- Identifies the figure of speech Oxymoron in the given sentences.

III) ANALYZE

The pupil

- Explains how the given sentences have different types of figures of speech and their usage.
- Compare Antithesis to Oxymoron sentences.

IV) EVALUATE

The Pupil

- Supplies the figures of speech of the given sentences
- Identifies the Personification, Apostrophe, Antithesis, and Oxymoron given in the worksheet and solves the given sentences.

PSYCHOMOTOR COMPETENCIES:

B. FOR THE ASSIGNMENT

The pupil:

- Completes the worksheet identifying the different figures of speech Personification, Apostrophe, Antithesis, and Oxymoron

B. FOR CORE COMPONENTS/VALUES

The pupil develops awareness of Universal Brotherhood in the core component 'Secularism' through the lesson Figures of speech - Personification, Apostrophe, Antithesis, and Oxymoron

- The pupil explains the importance of Universal Brotherhood
- Suggests ways to promote Universal Brotherhood

METHODOLOGY TO BE FOLLOWED:

For the Lesson: for the lesson – 5E Constructivist Approach, Discussion

For the core component/s- Image discussion, General Discussion

EVALUATION STRATEGIES TO BE FOLLOWED

For the Lesson:

- or the lesson – Appreciation Questions
- for the Value/Core Component – Questioning

REFERENCES- English Balbharti Std 8, Google

Web-references (urls)

- English essentials video
- Google
- Jamboard, Google docs
- <https://examples.yourdictionary.com/alliteration-examples-for-kids.html>
- <https://leverageedu.com/blog/figures-of-speech/>
- <https://education.seattlepi.com/examples-antithesis-poetry-5047.html>
- <https://literarydevices.com/oxymoron/>
- <https://kidskonnct.com/language/apostrophe/>

Content	Activity	C.B Work
Experience:		
Set induction Audio- Visual Aids Questioning	<p>ENGAGE:</p> <p>Teacher displays a few tongue twisters and asks the students what they notice? (similar sounds)</p> <p>What is the most common thing in these tongue twisters? (sounds are repeated)</p> <p>Why are the sounds repeated? (for poetic effect)</p> <p>So when similar sounds or repetition of similar letters is used for poetic effect, what is it called? (Alliteration)</p> <ul style="list-style-type: none"> • she sells seashells by the seashore • Betty Botter bought some butter But she said the butter’s bitter If I put it in my batter, it will make my batter bitter But a bit of better butter will make my batter better So ‘twas better Betty Botter bought a bit of better butter. 	

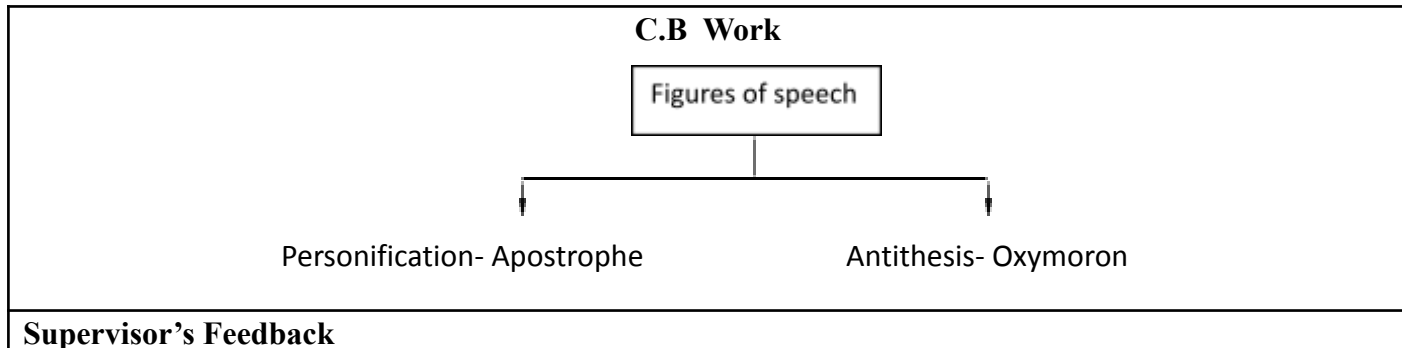
	<ul style="list-style-type: none"> Show Shawn Sharon's shabby shoes 	
Linking Statement	Thus you are all aware of the figures of speech i.e., Alliteration And Repetition and its usage in the poem.	
Statement of the topic & Scope	Today we shall study the next figures of speech i.e., Personification, Apostrophe, Antithesis, and Oxymoron and what effect they have in the poems.	Personification, Apostrophe, Antithesis, and Oxymoron
Detailed Study	<p>EXPLORE:</p> <p>Teacher displays a video of animals dancing. And asks the students what are the animals doing? Do the animals dance like humans? What has the producer done in this video? (given a human quality to animals)</p> <p>Teacher provides two sentences and asks the students to identify the most important thing</p> <ul style="list-style-type: none"> Time grabs you by the wrist, directs you where to go- Green Day's 'Good Riddance' Time alone can tell the difference The Earth is thirsty for rain <p>What is similar in all of the above sentences?</p> <p>EXPLAIN:</p> <p>Teacher discusses the answers and in the given sentence and then gives the definition. Teacher displays a few more sentences on <u>Personification</u> and explains to the students.</p> <p>Can you define personification in your own words? (when we give human quality to the animals and the nonliving things it is called personification) (non human things are described to have human attributes)</p> <p>What are the features of personification? (things become more vivid descriptions and visual, humanly feelings and experiences are explained)</p> <p>Why is personification used?(Personification is a way to add more description to your poem by giving human characteristics to inanimate objects.)</p> <p>Tr. Displays a short poem having personification and elicits the importance of personification.</p>	<p>VIDEO</p> <p>https://youtu.be/9tKwSPjw-VM</p> <p>Sentences</p>

<p>Apostrophe</p>	<p>EXPLORE:</p> <p>Teacher provides two sentences and asks the students to identify the most important thing</p> <ul style="list-style-type: none"> ● Dear trees, we owe you our life! ● O shakespeare! Great power in your words. ● Why are you so elusive Wisdom? <p>EXPLAIN:</p> <p>Teacher discusses the answers and in the given sentence and then gives the definition. Teacher displays a few more sentences on the Apostrophe and explains to the students. Teacher displays the right answers on PPT.</p> <p>What are its features? (direct address to dead, inanimate, living but absent, abstract something or someone that cannot respond)</p> <p>Definition of Apostrophe? An Apostrophe is a direct address to the dead/ absent/ Inanimate/ Abstract ideas, notions or entities.</p> <p>Why is Apostrophe used? (To bring life to inanimate objects, adds emotions that the readers can identify easily)</p> <p>ELABORATE:</p> <p>Teacher displays a mixed bag of sentences and asks the students to classify them into Personification and Apostrophe with reasons.</p>	<p>Exercise 1 on the Worksheet</p>
<p>Sub-Unit 2:</p>	<p>EXPLORE:</p> <p>Teacher displays sentences of oxymoron. Teachers ask the students to identify the important things.</p> <ul style="list-style-type: none"> ● The comedian was seriously funny. ● Her sweet bitter words hurt me. ● He became a living corpse. ● It is a genuine imitation Rolex watch. <p>EXPLAIN:</p>	

<p>Antithesis</p>	<p>Teacher asks the students the following questions-</p> <ol style="list-style-type: none"> 1. What is common in all the sentences? 2. What is the placement of the opposing ideas? 3. Are the contrasting words used for one entity or more? 4. Can you try to frame the definition of Oxymoron? <p>It's use and different features. (Opposing ideas or notions used)</p> <p>(Oxymoron- opposing words and ideas are in close proximity and are used for one entity.</p> <p>Definition of Oxymoron? (Oxymoron is use of opposite/contrasting ideas for one entity in close conjunction with each other)</p> <p>Tr. Displays a self written paragraph to elicit the importance of Oxymoron.</p> <p>EXPLORE:</p> <p>Teacher displays sentences of antithesis. Teachers ask the students to identify the important things.</p> <ul style="list-style-type: none"> ● Her bitter thoughts were concealed by her sweet words. ● He became a living person with a dead mind. ● You're easy on the eyes, hard on the heart. <p>EXPLAIN:</p> <p>It's use and different features. Antithesis- Opposing ideas are used for two different entities and not in close proximity)</p> <ul style="list-style-type: none"> ● Setting foot on the moon may be a small step for a man but a giant step for mankind- Neil Armstrong <p>Definition of Antithesis? (Antithesis is the use of opposite/ contrasting ideas, phrases, clauses, or sentences for two different entities)</p>	
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	<p>Why do poets use Antithesis? (Poets use antithesis to create figurative language that adorns, embellishes and adds imagery to their works, or to juxtapose ideas that contrast in a balanced manner.)</p> <p>Teacher then explains the difference between the two figures of speech and gives the definition and displays some examples.</p> <p>ELABORATE:</p> <p>Teacher displays sentences on Antithesis and Oxymoron and asks students to classify them.</p> <p>Teacher provides words for Oxymoron and asks the students to form sentences</p> <p>Bittersweet, Awfully good, deafening silence</p>	Exercise 2 on the Worksheet
Summarization	So today we learned two new figures of speech – Personification, Apostrophe, Antithesis, and Oxymoron	
Evaluation	<p>EVALUATE:</p> <p>Teacher gives a few sentences and asks the students to identify Personification, Apostrophe, Antithesis, and Oxymoron sentences.</p> <p>Why are figures of speech used? (Art of language, variety of ways to communicate, literary decorative devices)</p>	Exercise 3 on the worksheet
Reflection Secularism	<p>Tr. states that we just read a quote by Martin Luther king- "We must learn to live together as brothers or perish together as fools."</p> <ul style="list-style-type: none"> • What are your reflections on the quote? • Why do you think a feeling of Universal brotherhood is important? • What will happen if the feeling of oneness is missing? • How will the world benefit if there is Universal brotherhood? 	Image of people of different religions
Action	<ul style="list-style-type: none"> • What can you do to promote Universal brotherhood? • Can you suggest some ways in which brotherhood can be practiced in your classroom? 	

Assignment	Complete the worksheet of figures of speech Personification, Apostrophe, Antithesis, and Oxymoron. / Write a poem using different figures of speech.	
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6/1/22

ARWA SAKERWALA

GL-09 English
VIII

- Tongue twisters for S.I was done well, good idea, it was related well to the topic.
- For the stage of Explore teacher used cartoon video and asked students questions on its basis. Give some time to the students to answer first to your posed questions then only give out any explanation. Teacher provided more examples for students to identify the components of the concept. For both the types there were examples given in Explore and tr. Explained the concept after eliciting some response from students.
- There was a common Elaborate done but this stage should be separate for each type and not together as in Evaluation you will already give a common drill. The jamboard exercise was though done very well.
- The reason may not be asked to be written.
- Four figures of speech ?? - it is too much of a content for a 30 min class, as you skipped the elaborate stage for each type, be more clear about how the stages to be kept and therefore the total content. Summary done.
- Teacher used mixed statements for Evaluation stage - Good! c.c. was related well through content.
- The slide presentation was very picturesque and the drills were adequately provided.
- Teaching was done well, 5Es used but become more aware of placement of each stage.

Arwa
6.1.22

Signature of the Supervisor – Ms. SP Date: 04/01/2022

Only For Draft Lesson

Draft Lesson No.-

Name/ Signature of the Guiding Professor: Ms. Priti

Date of Approval: 22/12/2021

**ST. XAVIER'S INSTITUTE OF EDUCATION
MUMBAI
Semester III 2021-22**

**Name of the Student: Arwa Sakerwala
General Lesson Number: 09**

Pedagogy: ENGLISH

Student Teacher Self-Reflection Sheet on the lessons			
General Lesson No: 09		Date: 06/01/2022	
		Pedagogy: ENGLISH	
Criteria	Planning	Execution	Learning experience & Scope for Improvement
Planning/preparation <ul style="list-style-type: none">● Planning for smooth lesson● Arrangement of necessary materials and equipment● Plan for differentiated learning	I had made my presentation on google slides and had used jamboard and google docs for interaction. I had also practiced the lesson and had done a run through to ensure if everything was working fine.	The lesson went fine but I was facing network issues because of which using the resources became a task. During the lesson I also felt that I had taken too much content and only 3 types would have been enough.	Being mindful while deciding the content is important. It is important to be ready for network issues and technical glitches.
Teacher –student ambience for interaction (Set Induction) <ul style="list-style-type: none">● Evidence of a positive atmosphere● Student information● Welcoming students to my class	I had tongue twisters for set induction and for having a light mood for the class.	The purpose was met and the set induction went well.	Creative set induction always helps.
Lesson pacing (Presentation) <ul style="list-style-type: none">● Pace of my lessons appropriate to complete lesson● Progression of my lesson● Adequate opportunities for student engagement	I had selected 4 types of figures of speech because I thought I would finish.	However, as the content was more I had to rush through to finish the content in time. However, I did not exceed and completed in time.	Taking less content is fine but more can be harmful.
Student motivation (during presentation) <ul style="list-style-type: none">● Tactics to Engaging students from beginning of the class● Building on the students' prior knowledge	I had given instructions to participate and be active	I did have responses but I expected a	As I had taken more content, I could not wait for peers to think and respond. I need to give

<ul style="list-style-type: none"> ● Sharing the learning goals with the students ● Class instructions before starting a lesson ● Endeavour to build in success for each student ● Positive reinforcement to the students 	throughout the class.	few more. However, as it was my first lesson the peers answered less.	them more time to think and answer.
Diversity in the class (Presentation) <ul style="list-style-type: none"> ● Use of teaching methodologies to engage pupils with different learning styles ● Strategies to engage the less abled students ● Strategies to engage the exceptionally abled students ● Strategies to engage special needs students ● Strategies to ensure the active participation of all students in my class ● Strategies for the social development of students 	I tried simplifying the questions as the peers are from different pedagogies.	More or less they could come up with the right answer.	Having an inclusive environment is important even in the actual classroom.
Use of resources in teaching-learning (Presentation) <ul style="list-style-type: none"> ● Resources other than the textbook ● Use of ICT to support learning ● Resources to support differentiated learning in classroom 	Jamboard, Google docs, Google slides, Videos, Images, GIFs	Everything added to the effectiveness of the lesson.	Network issues are always a possibility.
Assessment of students (Evaluation) <ul style="list-style-type: none"> ● Use of variety of assessment technique ● Use of students' result for planning ● Encourage student for self-assessment ● Encourage for peer assessment 	I had kept a common drill for all the types of figures of speech. I had separate evaluations for a few types as well.	However, because of lack of time I could not have the word wall activity.	It would have been better if I had elaborate for each type of figure of speech.
Use of core-component (Secularism)	I brought out the concept of unity through a quote. "Learn to live as brothers together or perish as fools"	The reflection action went well as I received expected responses from the peers.	It is not necessary to have elaborate CC all the time.
Key points for action: Being mindful while deciding the content, being prepared for low network			

ST. XAVIER'S INSTITUTE OF EDUCATION

MUMBAI

GENERAL LESSON PLAN

B.Ed. Semester II

Academic Year 2020-2021

Name of the Student: Arwa Sakerwala

Roll No: 40

Pedagogy: 1: ENGLISH

General Lesson plan No.: 10

Std.: 6

Div.: Peer Group 6

Date : Time: 08/01/2022 9:10 - 9:40

CONTEXT

Entry Behavior: The pupil has previous knowledge about nouns and pronouns.
The pupil has previous knowledge about the concept of preposition.

Correlation: Internal correlation with English and External correlation with Life

Content Organization:

Unit:

Topic: PREPOSITION

<i>Preposition of Place</i>	<i>Preposition of Time</i>
Prepositions of place describe the position of a person or thing in relation to another person or thing.	A preposition of time is a preposition that allows you to discuss a specific time period such as a date on the calendar, one of the days of the week, or the actual time something takes place. Prepositions of time are the same words as prepositions of place, however they are used in a different way.

Core Values/ Core Components: India's common cultural heritage

INSTRUCTIONAL OBJECTIVES

A. FOR LESSON

I. COGNITIVE DOMAIN

REMEMBER

The pupil:

- Recalls different relationships with people.
- Recalls the definition of preposition

UNDERSTAND

The pupil:

- Explains the definition of Preposition of place
- Explains the definition of Preposition of time.
- Identifies prepositions of time and place.

ANALYSE

The pupil:

- Explains the difference between preposition of place and preposition of time.

EVALUATE

The Pupil

- Classifies the prepositions on the basis of its types.
- Frames sentences of his / her own using various types of prepositions

B. FOR THE ASSIGNMENT

CREATE

The pupil:

- Writes a descriptive essay using prepositions of time and place.

B. FOR CORE COMPONENTS/VALUES

The pupil develops the awareness of the core component “India’s common cultural heritage” through the lesson “ preposition”

- The pupil explains the importance of protecting the common cultural heritage.
- Suggest ways to protect our heritage and monuments.

METHODOLOGY TO BE FOLLOWED:

- *For the Lesson:* for the lesson – **5E constructivist Approach, Discussion Questioning, Discussion, Video Discussion**

For the core component/s- Image discussion, General Discussion

EVALUATION STRATEGIES TO BE FOLLOWED

For the Lesson:

- **or the lesson – Appreciation Questions**
- **for the Value/Core Component – Questioning**

REFERENCES- English Balbharti Std 6, Google

Web-references (urls)

Grammarly.com

Wren & Martin Grammar and Composition

Navneet Grammar Book for Std V and VI

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http://road2english.weebly.com/uploads/3/0/4/2/30427414/3935782_orig.jpg

Content	Activity	C.B Work
Experience: Set induction Audio- Visual Aids Questioning	ENGAGE: Tr. displays 3 pictures on the screen and asks the students to describe the picture. 1. The boy is sitting on the chair. 2. The man is sitting by the lake. 3. Car is moving through the tunnel. 4. Heinz Company was established in 1869. Tr. asks the students to pick out the nouns and pronouns from the sentences. Tr. then asks the students the following questions- 1. Which words show relation between the nouns/pronouns in the sentences?/ What words apart from the nouns, pronouns, and verbs are remaining in the sentences? (on, towards, at) 2. What is the function of the words on, towards, at, etc., in these sentences? 3. What are these words called? (prepositions) 4. Where are the prepositions placed in the sentences.	IMAGES
Linking Statement	Teacher then says, you know that prepositions show relation between the nouns and pronouns in a sentence and are always positioned before nouns/pronouns.	

<p>Statement of the topic & Scope</p>	<p>So students let us study prepositions in detail through their types. Today we shall come across two types of prepositions namely-</p> <ul style="list-style-type: none"> • Preposition of place • Preposition of time 	<p>Preposition</p>
<p>Detailed Study</p> <p>Subunit 1</p> <p>Preposition of place</p>	<p>What is a preposition? A preposition is used to show the relationship between the noun and the pronoun in a sentence. A Preposition must always be followed by a noun or pronoun in a sentence.</p> <p>EXPLORE: Teacher gives an activity of picture description and asks the students to frame sentences with the help of the picture.</p> <p>The family is at the dining table. The juice is in the glass. The mother is giving the plate to the boy. Breakfast is served on the table. Tr. provides a few more sentences.</p> <ol style="list-style-type: none"> 1. Little Jack sat in a corner. 2. He hid behind the door. 3. The cat is sitting under the table. 4. Mother went to her office. <p>Which words tell us about the position of the nouns/pronouns in the sentences? (at, in, to, on)</p> <p>EXPLAIN:</p> <ol style="list-style-type: none"> 1. What is the function of the prepositions (at, in, to, on) in these sentences? (Showing position) 2. What question does the preposition of place answer? (Where?) 3. Do you agree that these words give more information about nouns and pronouns? How? 4. Why do you think prepositions of place are important? <p>The words in, at, to, on, under, behind, etc., are showing the position of nouns or pronouns in relation to other nouns and pronouns.</p> <p>Tr. Elicits the importance of preposition of place with the help of a poem.</p>	

	<p>So, students Prepositions of place describe the position of a person or thing in relation to another person or thing.</p> <p>ELABORATE:</p> <p>Tr. asks the students to frame sentences using the prepositions - under, at, behind, on, below.</p> <p>Tr. asks students to explain why the preposition used is called the preposition of place.</p>	
<p>Sub-Unit 2:</p> <p>Preposition of time</p>	<p>EXPLORE:</p> <p>Teacher displays an image of a train ticket and asks the students to fill in the blanks.</p> <ul style="list-style-type: none"> ● John needs to board the flight __ 11:30. ● He is traveling __ in November. ● He is traveling __ 12th November 2015. <ol style="list-style-type: none"> 1. Did you notice that the same prepositions are being used for prepositions of time? 2. What is the difference in the way these prepositions are used? <p>Tr. provides few more sentences-</p> <ul style="list-style-type: none"> ● Riya gets up at 7'o clock. ● Sania will visit you on Wednesday. ● Smith's birthday is in December. ● John is going to Paris next week. <p>Tr. draws the attention of the students that the same prepositions are now used to indicate time. Tr. gives more examples.</p> <p>EXPLAIN:</p> <ol style="list-style-type: none"> 1. What is the function of the prepositions (at, in, to, on) in these sentences? (discusses time) 2. What question does the preposition of time answer? 3. Why do you think prepositions of time are important? 4. What will happen if the preposition of time is not used appropriately? <p>So students, A preposition of time is a preposition that allows you to discuss a specific time period such as a</p>	 <p>Exercise 1 on the worksheet</p>

	<p>date on the calendar, one of the days of the week, or the actual time something takes place. Prepositions of time are the same words as prepositions of place, however they are used in a different way. Preposition of time answers the question ‘when’ and preposition of place answers the question ‘where.’</p> <p>Tr. Elicits the importance of preposition of time with the help of a chat conversation.</p> <p>ELABORATE:</p> <p>Tr. provides a mixed bag of sentences of prepositions of time and place and asks the students to fill in the blanks with suitable prepositions.</p>	
Summarization	So students, today we studied prepositions in which we learned Preposition of Place and Preposition of Time.	
Evaluation	<p>EVALUATE:</p> <p>Tr. shows a passage or story having prepositions of time and place and asks the students to classify the sentences.</p> <p>Tr. asks the students to justify putting a particular sentence in a particular column.</p> <p>(Tr. uses a jamboard to conduct the above activity.)</p>	Exercise 2 on the worksheet
Reflection	<p>Tr. draws the attention of the students to the sentence-</p> <p>‘Raj is writing on the marble walls of Taj Mahal.’</p> <p>Tr. tells students that our country is rich in monuments like Taj Mahal, ellora caves, etc.</p> <ul style="list-style-type: none"> • Is it right to spoil these beautiful monuments? • Why are these monuments important? (Yes, these monuments are really important. They make our country famous. Lots of tourists are attracted due to this rich historical heritage which helps in increasing our country's revenue.) 	Images of Monuments

	<ul style="list-style-type: none"> • What will happen if the monuments are not protected? 	
Action	<ul style="list-style-type: none"> • What will you do to protect our rich cultural heritage? • How will you create awareness about the importance of protecting our cultural heritage? 	
Assignment	Write a descriptive essay about your visit to any of the cultural heritage with the help of prepositions of time and place.	

C.B Work

Sub unit 1 **Preposition of Place (EXPLORE)**

1. The family is at the dining table.
2. The juice is in the glass.
3. The mother is giving the plate to the boy.
4. Breakfast is served on the table.

(EXPLAIN)

5. Little Jack sat in a corner.
6. He hid behind the door.
7. The cat is sitting under the table.
8. Mother went to her office.

Sub unit 2 **Preposition of Time (EXPLORE)**

1. John needs to board the flight at 11:30.
2. He is traveling in November.
3. He is traveling on 12th November 2015.

(EXPLAIN)

4. Riya get up at 7'oclock.
5. Sania will visit you on Wednesday.
6. Smith's birthday is in December.
7. John is going to Paris next week.

(ELABORATE)

1. Raj is writing on the marble walls of Taj Mahal.
2. Do you work on Mondays?
3. She lost her ring at the bridge.
4. It gets cold at night.
5. There is some milk in the fridge.
6. There should be a lot of progress in the next century.
7. Jupiter is in the Solar System.
8. I have a meeting at 9am.

Evaluation (Exercise 2)

Supervisor's Feedback***SUPERVISOR'S FEEDBACK (could be handwritten image/ typed attached to the final plan)***

NAME OF THE STUDENT: Arwa Sakerwala LESSON TYPE/ NO: GL 10 DATE OF LESSON: 08/01/2022

	CRITERIA	FEEDBACK ON LESSON	SPECIAL REMARK (if any)
1	SET INDUCTION Devices used	TEacher introduces the concept by	
2	PRESENTATION <ul style="list-style-type: none">• Questioning• Explanation• Exemplification• Other strategies used	testing previous knowledge of students. 5 E approach used to teach the concept of Preposition to students. sufficient exercise provided to test students understanding of the concept. Jam board activity used to explain. Preposition of place well explained.	
3	SUMMARY	Summary done	
4	EVALUATION Strategies Used	Sufficient scope of questions used to test students understanding	
5	ASSIGNMENT (type of assignment given)	assignment given.	
6	REFLECTION-ACTION ON CORE-COMPONENT/ THEME	Core component well connected of the topic.	
7	TEACHER-STUDENT INTERACTION	Good students participated to a large extent.	
8	RESOURCES USED FOR TEACHING (TRADITIONAL & DIGITAL)	PPt was good well supported with images.	

Date: 8.1.2022

College Supervisor's Signature: Priti S

Signature of the Supervisor – Ms. PS Date: 08/01/2022

Only For Draft Lesson

Draft Lesson No.- 2

Name/ Signature of the Guiding Professor: Ms. Priti

Date of Approval: 03/01/2022

**ST. XAVIER'S INSTITUTE OF EDUCATION
MUMBAI
Semester III 2021-22**

Name of the Student: Arwa Sakerwala
General Lesson Number: 10

Pedagogy: ENGLISH
Std 6- Prepositions (Place and Time)

Student Teacher Self-Reflection Sheet on the lessons			
General Lesson No: 10		Date: 08/01/2022	
		Pedagogy: ENGLISH	
Criteria	Planning	Execution	Learning experience & Scope for Improvement
Planning/preparation <ul style="list-style-type: none"> ● Planning for smooth lesson ● Arrangement of necessary materials and equipment ● Plan for differentiated learning 	<p>I had an image description game for my set induction. I had apprehensions because the sentences coming from the students might be out of context. However, I tried to have specific images to have expected answers.</p>	<p>I got expected responses only and then I asked them to pick out the nouns and linked it to the preposition in the sentence and then the topic. The set induction went smooth and as planned.</p>	<p>Planning the right set induction is important for linking to the lesson well.</p>
Teacher –student ambience for interaction (Set Induction) <ul style="list-style-type: none"> ● Evidence of a positive atmosphere ● Student information ● Welcoming students to my class 	<p>I try giving a brief idea about the lesson before I present my screen so that the students are ready. I also encourage them to participate actively right at the start.</p>	<p>I think giving a brief intro about the class works well for me and in gathering responses.</p>	<p>Behaving as if you are a friend and a part of the class creates a nice friendly environment.</p>
Lesson pacing (Presentation) <ul style="list-style-type: none"> ● Pace of my lessons appropriate to complete lesson ● Progression of my lesson ● Adequate opportunities for student engagement 	<p>My topic was a simple and short one so I made sure that there are enough examples so that justice is done to both the types. Also I finished in exactly 30 minutes so I think my lesson pacing was fine.</p>	<p>I got feedback that both the topics were dealt equally and also the inductive deductive and 5E constructivist approach was used well.</p>	<p>Inductive deductive approach and 5Es shall gradually develop with practice.</p>
Student motivation (during presentation) <ul style="list-style-type: none"> ● Tactics to Engaging students from beginning of the class ● Building on the students' prior knowledge ● Sharing the learning goals with the students ● Class instructions before starting a lesson ● Endeavour to build in success for each student ● Positive reinforcement to the students 	<p>I had decided to ensure that every peer is actively responding in my class and so I had kept enough questions for everyone to answer. I also try to positively reinforce students to motivate them.</p>	<p>The class environment was interactive and so I think positive reinforcements and simplified questions help. I try to have more expressions and voice modulations so that the lesson is interesting and students are interested.</p>	<p>I got feedback that I was confident and I shall keep improving and trying my best.</p>
Diversity in the class (Presentation) <ul style="list-style-type: none"> ● Use of teaching methodologies to engage pupils with different learning styles ● Strategies to engage the less abled students ● Strategies to engage the exceptionally abled students ● Strategies to engage special needs students 	<p>I try to have a mix of higher and lower order questions so that everyone can participate in the class. When some peer is not active I make sure that I call out the name and ensure that he/she pays attention.</p>	<p>I had many responses and so I am glad that the strategies work.</p>	<p>I think becoming a good teacher comes with practice and effort and nothing else.</p>

<ul style="list-style-type: none"> Strategies to ensure the active participation of all students in my class Strategies for the social development of students 			
Use of resources in teaching-learning (Presentation) <ul style="list-style-type: none"> Resources other than the textbook Use of ICT to support learning Resources to support differentiated learning in classroom 	Images, GIFS, jamboard, Google docs	All the resources worked fine and effectively.	Using a lot of resources also at times can be dangerous because the teacher element can get lost.
Assessment of students (Evaluation) <ul style="list-style-type: none"> Use of variety of assessment technique Use of students' result for planning Encourage student for self-assessment Encourage for peer assessment 	I try to ensure that the elaborate and evaluation strategy for grammar is not monotonous throughout the lesson. I had a poem eliciting the importance of preposition of place and a chat conversation for the importance of Preposition Of time. For evaluation I had a story and asked the students to pick out phrases from the paragraph.	I got many responses for all the elaborate and evaluation part so that way it can be inferred that variation helps.	Variations are important so that the lesson does not become tedious.
Use of core-component	I had a sentence in the elaborate part of subunit 2 using which I connected to Preservation of Common cultural heritage	The cc came out well because I received expected responses.	CC can be kept short and crisp.
Key points for action: Maintaining my own level and raising the bar after each lesson.			

ST. XAVIER'S INSTITUTE OF EDUCATION
MUMBAI
GENERAL LESSON PLAN
B.Ed. Semester II
Academic Year 2020-2021

Name of the Student: Arwa Sakerwala

Roll No: 40

Pedagogy: 1: ENGLISH

General Lesson plan No.: 11

Std.: 6

Div.: Peer Group 6

Date : Time: 11/01/2022 9:50 - 10:20

CONTEXT

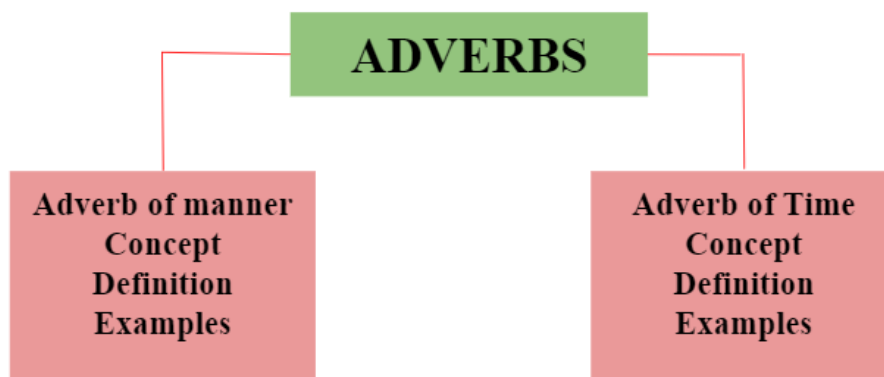
Entry Behavior: The Pupil has previous knowledge about the concept of verbs.
The pupil has previous knowledge about the concept of adverbs.

Correlation: History, Life, English

Content Organization:

Unit:

Topic: ADVERBS



Core Values/ Core Components: Inculcation of scientific temper

INSTRUCTIONAL OBJECTIVES

A. FOR LESSON

I. COGNITIVE DOMAIN

1. REMEMBER

The pupil

- Identifies adverb of manner in the sentences
- Identifies adverb of time in the sentences

1. UNDERSTAND

The pupil

- Defines adverb of manner
- Defines adverb of time
- Gives reasons for the classification of adverb of manner and adverb of time.

1. ANALYSE

The pupil

- Uses the adverbs to fill in the blanks for the sentences provided
- Frames sentence of their own using the two types of adverbs

B. FOR CORE COMPONENTS/VALUES

The pupil develops an awareness of the core component Inculcation of Scientific Temper through the lesson Adverbs

The pupil

- Reasons why it is important to be punctual, maintain cleanliness, exercise regularly and eat healthy food
- Discussed how they will work towards improving themselves for having a healthy life.

C. ASSIGNMENTS

CREATE

The pupil

- Writes an essay making use of the adverb of manner and time

METHODOLOGY TO BE FOLLOWED:

For the Lesson: for the lesson – Constructivist Approach (5E's) & Discussion, Use of ICT Questioning, Discussion, Video Discussion

For the core component/s- Image discussion, General Discussion

EVALUATION STRATEGIES TO BE FOLLOWED

For the Lesson:

- **or the lesson** – Appreciation Questions
- **for the Value/Core Component** – Questioning

REFERENCES- English Balbharti Std 6, Google

Wren and Martin

Essential English Grammar and Composition, Holy Faith

Web-references (urls)

<https://www.teach-this.com/parts-of-speech-activities-worksheets/adverbs-manner-degree>

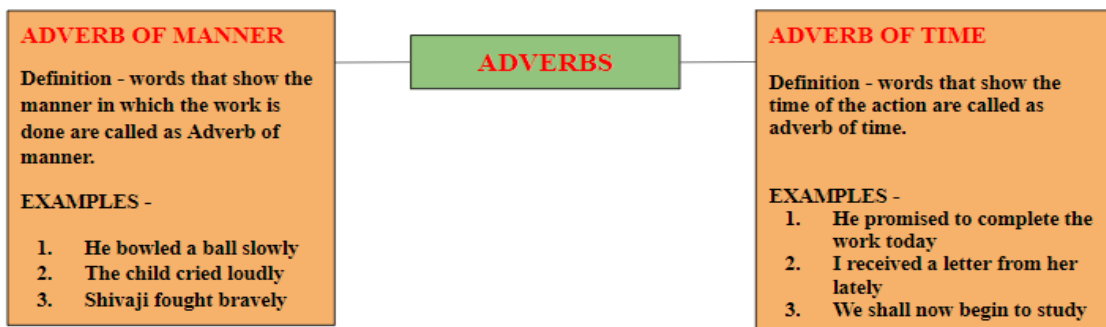
<https://hellopoetry.com/poem/695146/adverb-of-time/>

<https://www.gingersoftware.com/content/grammar-rules/adverb/adverbs-time/>

Content	Activity	C.B Work
Experience:		
Set induction Audio- Visual Aids Questioning	The tr. provides two sentences one with only verbs and the other with verbs and adverbs both. <ul style="list-style-type: none"> • The girl sings.- The girl sings sweetly. • My mother is beautiful- My mother is very beautiful. • He is always busy- He is almost always busy. The Tr. asks the following questions <ol style="list-style-type: none"> 1. Which sentence makes more sense? 2. What is the verb in the sentence? 3. Which word is adding information to the verb? 4. What is it called when a word adds more meaning to the verb? (adverb) 	Verbs – sings Adverb- sweetly Adjective- beautiful Adverb- Very Adverb- Always Adverb- Almost
Linking Statement	Students, you are aware that the word which adds meaning or gives more information about the verbs is called Adverbs	
Statement of the topic & Scope	Today we shall study about it in detail through the types of adverbs in our lesson ‘Adverbs.’ <ol style="list-style-type: none"> 1. Adverb of Manner 2. Adverb of Time 	Displays the topic
Detailed Study Sub Unit 1 EXPLORE Adverb of Manner EXPLAIN ELABORATE	Tr. displays a paragraph on the screen and asks the students to pick out the adverbs from the paragraph. Tr. puts the sentences together and asks the following questions to the students: <ol style="list-style-type: none"> 1. What do they tell us about the action being performed? 2. What is one distinctive feature of adverbs of manners? (ends in ly) 3. Do you agree that these words help us to understand more the action being performed? How? 4. What question does the adverb of time answer? (How?) Tr. explains the adverb of manner and asks the students to come up with the definition on their own. Students define the concept of Adverbs. Tr. displays examples on the screen and elicits the importance of adverbs of manners. Students fill in the blanks with adverbs of manners with the help of the clues given in the bracket.	Jam board activity Find the Adverb › Read this paragraph and find the adverbs: Today I helped my mom cook dinner. We carefully cut the vegetables and slowly placed them into a boiling pot of water. Next, mom quickly browned the chicken and patiently let it cook through. She works fast. I eagerly waited for my next job, which was to gently sprinkle spices into the soup. But, I accidentally poured in too much cumin. I quietly told my mom my mistake, and she sweetly told me, as a child, she had coincidentally made the same mistake. Now I realize cooking is not as hard as I thought.

<p>Sub-Unit 2:</p> <p>EXPLORE Adverb of time</p> <p>EXPLAIN</p> <p>ELABORATE</p>	<p>Tr. conducts an activity with the students</p> <p>Tr. gives the students a situation that one of your friends is sick/ has met with an accident. You have to talk to him/her inquiring about his/her health?</p> <p>Tr. displays the questions and sentences having the adverb of time. Tr. asks the students the following questions</p> <ol style="list-style-type: none"> 1. What do these adverbs tell us about the action being performed? 2. Do you agree that they tell us more about the time when the action is being performed? 3. Do you think it is important to use the adverb of time/ Why? 4. What question does the adverb of manners answer? (When?) <p>Tr. asks the students to define the adverb of time in their own words. Tr. elicits the importance of the adverb of time in a poem.</p> <p>Tr. explains the concept of the adverb of time to the students. Tr. provides some more examples and also asks the students to frame their own sentences. (Daily, early, before, lately)</p>	<p>Adverb of Time – words that show the time of the action are called as adverbs of time.</p> <p><small>May 2014 adverb of time I today, I woke up with my head overwhelmed with thoughts of you. a smile started at the corner of my lips that eventually coursed through my face like how the first light of the day spreads at sunrise, or how I feel my body respond to the first sip of coffee in the morning.</small></p> <p><small>I look at the space beside me that is intended for you, a space that I have saved just for you, pillows substitute your presence, not as warm, but they will do for now.</small></p>
<p>Summarization</p>	<p>So, students today we have learnt the concept of Adverbs and the two types of Adverbs in detail.</p>	
<p>Evaluation</p>	<p>Tr. displays a paragraph on the screen and asks the students to classify adverbs of manners and adverbs of time. Tr. also asks the students to justify it.</p>	
<p>Reflection</p>	<p>Tr. asks the students what the paragraph was about. Tr. asks the following question-</p> <ol style="list-style-type: none"> 1. Do you think it is important to follow the actions mentioned in the images? Why? 2. What will happen if we do not follow these actions? 3. What will happen if we keep following these actions regularly? 	<p>Images of waking up early, doing exercise regularly, maintaining cleanliness, eating healthy food, are displayed on the screen.</p>
<p>Action</p>	<p>Suggest some ways in which you will improve yourself towards having a fit and healthy life.</p>	
<p>Assignment</p>	<p>Write an essay making use of the adverb of manner and adverb of time.</p>	

C.B Work



Supervisor's Feedback

Signature of the Supervisor – Ms. EP Date: 11/01/2022

Only For Draft Lesson

Draft Lesson No.- 1 (Uncoached)

Name/ Signature of the Guiding Professor: Ms. Priti

Date of Approval: 10/01/2022

SUPERVISOR'S FEEDBACK

Name of the Student: Arwa Sakerwala Lesson Type: General Lesson No: 11 Date:
11/01/2022

NO	CRITERIA	FEEDBACK ON LESSON	SPECIALREMARK (if any)
1	SET INDUCTION	Two sets of sentences- Questions Linked with clarity	Uncoached
2	PRESENTATION	Well prepared and methodical presentation. Illustrating with examples – used very effectively and with proper preparation. Keep it up. Jamboard Para- was suitable and handled well. Very good efforts to make presentation effective and interesting. Selection of para and poem was well thought. Motivating and gentle teaching manner. Total involvement in teaching Very good efforts to make well integrated presentation.	
3	SUMMARY	Was done	
4	EVALUATION	Examples - Para	
5	ASSIGNMENT	Write an essay	
6	REFLECTION- ACTION ON CORE	Which core component? Inculcation of scientific Temper- importance of good habits and healthy lifestyle	

	COMPONENT/ THEME		
7	NATURE OF ACTIVITY FOR EXPERIENTIAL LESSON (Only for Experiential Lesson)	NA	
8	RESOURCES USED FOR TEACHING (TRADITIONAL & DIGITAL)	Jamboard Google Doc Images GIFs	

Name of the supervisor: Dr. Elvina Pereira

Date: 11th January, 2022

**ST. XAVIER'S INSTITUTE OF EDUCATION
MUMBAI
Semester III 2021-22**

Name of the Student: Arwa Sakerwala
General Lesson Number: 11

Pedagogy: ENGLISH
Std 6 Adverbs (Adverb of Time and Manner)

Student Teacher Self-Reflection Sheet on the lessons			
General Lesson No: 11		Date: 11/01/2022	
		Pedagogy: ENGLISH	
Criteria	Planning	Execution	Learning experience & Scope for Improvement
Planning/preparation <ul style="list-style-type: none"> ● Planning for smooth lesson ● Arrangement of necessary materials and equipment ● Plan for differentiated learning 	I practice my lesson at least once and have all the questions in my mind. I also try to keep adding examples and enhancing my lesson.	I received really good feedback except the cc.	I shall keep working hard and better.
Teacher –student ambience for interaction (Set Induction) <ul style="list-style-type: none"> ● Evidence of a positive atmosphere ● Student information ● Welcoming students to my class 	My set induction was a concept of adverbs in which I gave them two sets of sentences and asked them to decide which set is better and why.	I got the expected responses from the peers and so could link it well.	For an effective linkage it is important that the set induction is right.
Lesson pacing (Presentation) <ul style="list-style-type: none"> ● Pace of my lessons appropriate to complete lesson ● Progression of my lesson ● Adequate opportunities for student engagement 	It was a simple topic and a small one so I tried to deal with each type thoroughly with examples and clarification of doubts.	I finished the lesson within time and got feedback that both the types were done justice with proper examples.	
Student motivation (during presentation) <ul style="list-style-type: none"> ● Tactics to Engaging students from beginning of the class ● Building on the students' prior knowledge ● Sharing the learning goals with the students ● Class instructions before starting a lesson ● Endeavour to build in success for each student ● Positive reinforcement to the students 	I start the class with instructions for active participation and I try to be more lively. I try to give examples according to their mental level.	I got the feedback that the grammar lesson was taught well and the method was followed. Also the definition was derived from the students. Supervisor said that the illustration with examples was done really well.	I got peer feedback that I used to teach technically before but now there are a lot of emotions. Supervisor also said that I have a gentle and loving manner of teaching.
Diversity in the class (Presentation)	I always try to have a mix of	I got peer feedback	Having a mix of higher order and lower order

<ul style="list-style-type: none"> ● Use of teaching methodologies to engage pupils with different learning styles ● Strategies to engage the less abled students ● Strategies to engage the exceptionally abled students ● Strategies to engage special needs students ● Strategies to ensure the active participation of all students in my class ● Strategies for the social development of students 	<p>questions and activities. I also try to ensure that all are participating and understanding.</p>	<p>that I involve everyone in the class without making it obvious. Also I always try to clarify doubts and encourage questions.</p>	<p>questions shall help to serve the diversity. Also being open to wrong answers is also important. The teacher should have the skill of simplifying the question if there are no responses.</p>
<p>Use of resources in teaching-learning (Presentation)</p> <ul style="list-style-type: none"> ● Resources other than the textbook ● Use of ICT to support learning ● Resources to support differentiated learning in classroom 	<p>Jamboard, Google docs, Images, GIFs</p>	<p>I think I could have shown a video as well as it was a lower grade.</p>	<p>The supervisor appreciated the clear and appropriate use of resources.</p>
<p>Assessment of students (Evaluation)</p> <ul style="list-style-type: none"> ● Use of variety of assessment technique ● Use of students' result for planning ● Encourage student for self-assessment ● Encourage for peer assessment 	<p>I had written a paragraph having adverbs of manner and time and asked the students to pick and classify words of both the types.</p>	<p>The evaluation went smoothly as I got enough answers with justification.</p>	<p>Evaluation is important to ensure that the content is understood well.</p>
<p>Use of core-component</p>	<p>Inculcation of Scientific temper was my CC. I had planned to bring it out through my evaluation activity and with the help of images.</p>	<p>I had a paragraph speaking about good habits and healthy lifestyle. From there I brought out the CC 'Inculcation of scientific temper.'</p>	<p>I think that I should have asked a few more questions because my supervisor could not make out which my CC was.</p>
<p>Key points for action: Try my best every single time. Be more passionate about teaching and making interesting lessons</p>			

ST. XAVIER'S INSTITUTE OF EDUCATION

MUMBAI

GENERAL LESSON PLAN

B.Ed. Semester II

Academic Year 2020-2021

Name of the Student: Arwa Sakerwala

Roll No: 40

Pedagogy: 1: ENGLISH

General Lesson plan No.: 12

Std.: 7

Div.: Peer Group 6

Date : Time: 13/01/2021 9:10 - 9:40

CONTEXT

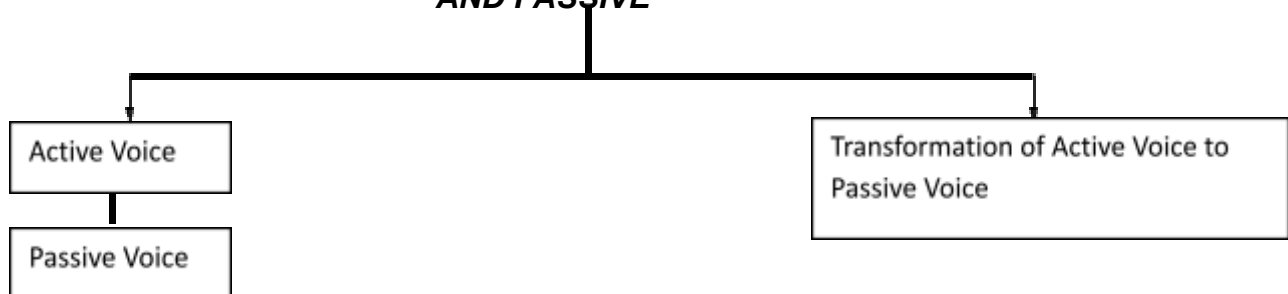
Entry Behavior: The pupil has previous knowledge about components of a sentence.

Correlation: External correlation Science and real life

Content Organization:

Unit:

**Topic: ACTIVE
AND PASSIVE**



Core Values/ Core Components: Protection of Environment

INSTRUCTIONAL OBJECTIVES

A. FOR LESSON

I. COGNITIVE DOMAIN

REMEMBER

The pupil:

- Recalls the definition of active voice

- Recalls the definition of passive voice

UNDERSTAND

The pupil:

- Classifies the sentences of active voice and passive voice
- Identifies active voice and passive voice
- Supplies examples of statement with active voice

ANALYSE

The pupil:

- Differentiates between active voice and passive voice
- Explains the difference between active voice and passive voice

EVALUATE

The Pupil

- Identifies the two types of voices
- Transforms active voice into passive voice

FOR THE ASSIGNMENT

CREATE

The pupil:

- Writes a passage on Save Our Common Home- Earth using active and passive voice

B. FOR CORE COMPONENTS/VALUES

FOR THE CORE COMPONENTS

The pupil develops awareness of the core component '**Protection of Environment**' in the lesson Active and Passive voice

- The pupil explains the effects of pollution on the environment
- The pupil gives reasons for the increasing pollution levels
- Suggest ways to protect the environment

METHODOLOGY TO BE FOLLOWED:

- *For the Lesson:* for the lesson – **5E constructivist Approach, Questioning, Discussion, Video Discussion**

For the core component/s- Image discussion, General Discussion

EVALUATION STRATEGIES TO BE FOLLOWED

For the Lesson:

- **or the lesson – Appreciation Questions**
- **for the Value/Core Component – Questioning**

REFERENCES- English Balbharti Std 7, Google

English Grammar book

Wren and Martin

Navneet Grammar book std 7
 Jamboard
 Google slides
 Google form
 Quiz maker
 Newspaper article

Web-references (urls)

<https://www.grammarly.com/blog/active-vs-passive-voice/>

<https://www.ef.com/wwen/english-resources/english-grammar/passive-voice/>

Content	Activity	C.B Work
Experience:		
Set induction Audio- Visual Aids Questioning	ENGAGE: The Tr. Displays 4 sentences on the screen and asks the students to identify the Subject, Verb and Object in the given sentences. 1. He grows plants 2. Rohan does not cook food 3. Eesha is singing a song 4. Kritika is not chopping vegetables. The Tr. Says that every sentence is made up of subject, verb and object.	
Linking Statement	We have seen how subject, verb and object are used to form a sentence.	
Statement of the topic & Scope	Today we shall see how shifting of these components of a sentence can make a different type of sentence in the topic: ACTIVE AND PASSIVE VOICE The Tr. Shows a concept map of active and passive voice along with its transformation	ACTIVE AND PASSIVE VOICE
Detailed Study Subunit 1	Explore: The Tr. Provides a mixed bag of sentences including active and passive voice. Tr. Asks them to classify these sentences based on their similarity. Tr. discusses the justification of the classification. Active Voice: 1. Radhika has not written an article. 2. I have read the newspaper 3. The peon opened the gate 4. Naman called my friends Passive Voice: 1. The wounded man was helped by the boys 2. Savirti is loved by Sita 3. The wall is being built by the mason	

	<p>4. The work will be done by tonight</p> <p>The Tr. Asks the students on what basis did they classify the sentences</p> <p>EXPLAIN:</p> <p>Tr. Discusses the answer and asks the following question.</p> <ol style="list-style-type: none"> 1. Can you identify the components of active voice? (Subject, Verb, Object) 2. What similarities do you find? 3. What is an active voice? [An action performed by the subject in relation with the object is known as Active Voice. Here, the subject performs the action and the object receives it] 4. Can you identify the components of passive voice? (Object, verb, subject) 5. What similarities do you find? [The word “by” is used in passive voice] [Active voice does not use the word “by”] 6. What is passive voice? [An action performed by the subject in relation with the object is known as Active Voice. Here, the subject performs the action and the object receives it] [An action performed by the object on by the subject is known as Passive Voice. Here, the object performs the action by the subject] <p>The Tr.then introduces the rules of active voice and passive voice.</p> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>Active Voice- Subject + Verb + Object</p> </div> <div style="border: 1px solid black; padding: 5px; width: fit-content; margin: 10px auto;"> <p>Passive Voice- Subject + HV +Verb + Object</p> </div> <p>Helping verbs are also known as auxiliary verbs.</p> <p>ELABORATE:</p> <p>The Tr. puts up a paragraph and asks them to pick out sentences having active and passive voice (Reflection action done here)</p> <p>The pupil explains why the following sentences are active or passive voice</p>	<p>Worksheet 1</p>
	<p>EXPLORE:</p>	

Sub-Unit 2:**Transformation from Active Voice to Passive voice**

The Tr. provides an active voice sentence and asks them to name the components: [Subject, Verb, Object]

[The warm sun melted the snowman]

[The snowman was being melted by the warm sun]

Tr. asks them to shuffle the components and frame a new sentence using “by”

[The Tr. repeats the activity and solves two more sentences for the students]

EXPLAIN:

The Tr. explains the rules of transformation of Active voice to passive voice

RULE 1:**If the sentence is in Simple present tense:**

Rule 1: If the sentence is in simple present tense for example- **She cooks food.**

So while transforming the auxiliary '**is/am/are+ past participle**' will be added. "**The food is cooked by her**

Rule 2: If the sentence is in simple present continuous tense for example- **She is cooking food.**

So while transforming the '**being+ past participle**' will be added. "**The food is being cooked by her**"

Tense	Active Voice	Passive Voice
Simple Present	Cook/cooks	Is/am/are cooked
Present Continuous	Is/am/are cooking	Is/am/are being cooked

If the sentence is in Simple past tense:

Rule 3: If the sentence is in simple past tense for example- Seema played badminton.

So while transforming the auxiliary '**was/were+ past participle**' will be added. "**Badminton was played by Seema**

Worksheet 3

Rule 4: If the sentence is in simple past continuous tense for example- **Seema was playing badminton.**

So while transforming the '**being+ past participle**' will be added. "**Badminton was being played by Seema.**'

Tense	Active Voice	Passive Voice
Simple Past	Played	Was/were played
Past Continuous	Was/were playing	Was/were being played

ELABORATE:

Tr. Asks the pupil to give some examples.

The tr. Provides active voice sentences to the students along with the options through a quiz and asks them to pick the right transformation to passive voice. Tr. Asks the students to specify which rule they have used while picking the right answer.

Active Voice Sentences:

1. The cat killed the mouse.
2. The men are cutting down the trees.
3. The boy took my book.
4. The cat was drinking the milk.
5. The girl will complete her work.

Passive Voice sentences:

1. The mouse was killed by the cat.
2. The trees are being cut down by the men.
3. My book is taken by the boy.
4. The milk was being drunk by the cat.
5. The leopard chased the Antelope.

Worksheet 3

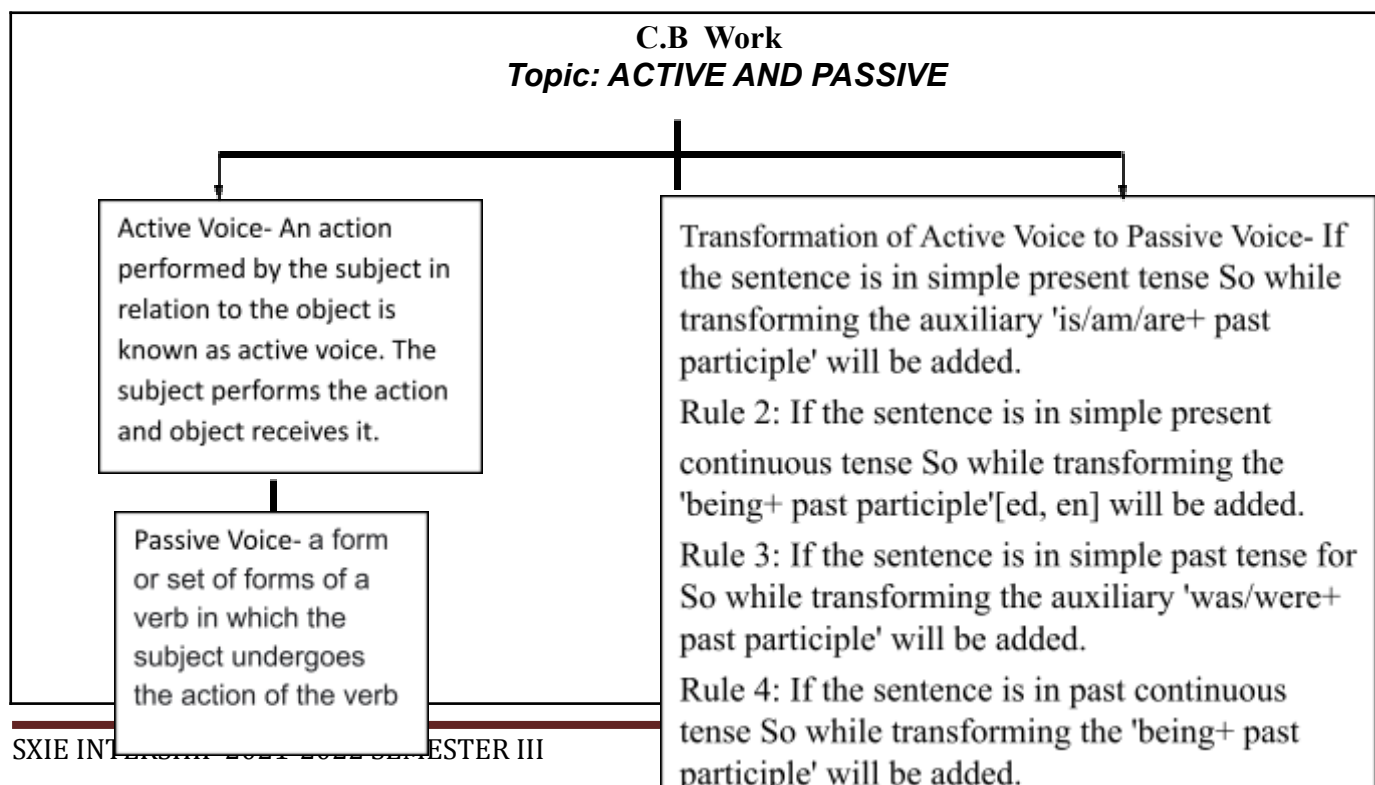
<http://www.quiz-maker.com/QPH41D5IG>

Summarization So students, today we have studied about active voice and passive voice. We also learnt how to transform active voice into passive voice along with its rules.

Evaluation The Tr. gives sentences and asks the students to transform them into active voice using the appropriate rules:
 1. The farmer gathers the harvest. [Simple present]

Worksheet 4

	<ol style="list-style-type: none"> 2. The recitation pleased the inspector [Simple past] 3. My father is writing a letter [Present continuous] 4. My cousin has drawn this picture [Past past] 5. Rama was making a kite [Past continuous] 6. Miss Rita is teaching us grammar [Present continuous] 	
Reflection	<p>After the ELABORATE stage of subunit 1 Tr. asks the following question-</p> <ol style="list-style-type: none"> 1. What is the paragraph talking about? 2. In what ways is pollution affecting us? 3. Who is responsible for causing pollution? 4. What will happen if pollution is not controlled? 5. Why is it important to check the pollution levels? 	Images of Air, water pollution
Action	<ol style="list-style-type: none"> 1. Can you suggest ways in which we can protect our environment? 2. How can you spread awareness amongst your friends and surroundings regarding the increasing pollution? 	
Assignment	Writes a passage on Save Our Common Home- Earth using active and passive voice	



Supervisor's Feedback
Signature of the Supervisor – Ms.PS Date: 13/01/2022
Only For Draft Lesson
Draft Lesson No.-
Name/ Signature of the Guiding Professor: Ms. Priti
Date of Approval: 12/01/2022

SUPERVISOR'S FEEDBACK (could be handwritten image/ typed attached to the final plan)

NAME OF THE STUDENT: Arwa Sakerwala LESSON TYPE/ NO- 12 DATE OF LESSON- 13/01/2021

	CRITERIA	FEEDBACK ON LESSON	SPECIAL REMARK (if any)
1	SET INDUCTION Devices used	4 sentences are given . Questions based on observation. Good	
2	PRESENTATION <ul style="list-style-type: none"> • Questioning • Explanation • Exemplification • Other strategies used 	Teacher asks students to classify sentences into 2 columns. Teacher then explains the steps for active and passive words by identifying the subject, object and verbs, helping wverbs. Teacher gives examples of active voice sentences. Teacher then gives passive voice sentences. Illustrate with the help of examples used. Good. Teacher gives the pattern of active voice and passive voice. The importance of active voice explained. The importance of passive voice explained. Teacher shows a chart of auxiliary verbs – and the change in them in the passive voice. Teacher puts up a table to transform active sentences in passive sentences for present and past tense. Good. Teacher then gives drill problems to solve. Exercises – to choose the right answer. Interesting and enriching	

		lesson. Activities were good. Google form idea was good.	
3	SUMMARY	Done	
4	EVALUATION Strategies Used	Google form	
5	ASSIGNMENT (type of assignment given)	Given	
6	REFLECTION-ACTION ON CORE-COMPONENT/ THEME	Global warming and pollution discussed.	
7	TEACHER-STUDENT INTERACTION	Interactive	
8	RESOURCES USED FOR TEACHING (TRADITIONAL & DIGITAL)	Jam board activity Pictures, Articles Gifs Google form, doc Quiz	

Date: 13 jan 2022

College Supervisor's Signature: Ms. Nishi Kumar

**ST. XAVIER'S INSTITUTE OF EDUCATION
MUMBAI
Semester III 2021-22**

Name of the Student: Arwa Sakerwala

Pedagogy: ENGLISH

General Lesson Number: 12 Active Voice and Passive Voice Std 7

Student Teacher Self-Reflection Sheet on the lessons

General Lesson No: 12		Date: 13/01/2022		Pedagogy: ENGLISH	
Criteria	Planning	Execution	Learning experience & Scope for Improvement		
Planning/preparation <ul style="list-style-type: none"> ● Planning for smooth lesson ● Arrangement of necessary materials and equipment ● Plan for differentiated learning 	I had made my presentation on google slides and had done a few run throughs to avoid any glitch. As the topic was a bit complex I had a lot of illustrations with examples for better understanding.	The examples helped to explain and deduce the concept, definition, and rules from them. Grammar is a lot about illustration with examples.	There was one sentence in which I made a mistake with the tense. I should be careful about such mistakes next time.		
Teacher –student ambience for interaction (Set Induction) <ul style="list-style-type: none"> ● Evidence of a positive atmosphere ● Student information ● Welcoming students to my class 	My set induction was identifying the components of the sentence and then I linked it to Active and Passive voice.	I started the lesson by telling the students to focus. I also encouraged them to participate and clarify doubts if any.	I was able to link the set induction well and so it always should be based on the previous knowledge.		
Lesson pacing (Presentation) <ul style="list-style-type: none"> ● Pace of my lessons appropriate to complete lesson ● Progression of my lesson ● Adequate opportunities for student engagement 	I had planned only limited content for the class but I had apprehensions of exceeding the time.	I exceeded the lesson by 5 minutes and I think that could have been avoided.	I shall be careful while selecting the content.		
Student motivation (during presentation) <ul style="list-style-type: none"> ● Tactics to Engaging students from beginning of the class ● Building on the students' prior knowledge ● Sharing the learning goals with the students ● Class instructions before starting a lesson ● Endeavour to build in success for each student ● Positive reinforcement to the students 	I always want to teach effectively and so I try to involve everyone in the class.	If one person tries framing the definition, I make sure that someone else reads the definition. That way everyone gets engaged. I always encourage everyone to participate right at the start and even during the lesson.	When the entire class is involved, the class is fun and interesting.		
Diversity in the class (Presentation) <ul style="list-style-type: none"> ● Use of teaching methodologies to engage pupils with different learning styles ● Strategies to engage the less abled students ● Strategies to engage the exceptionally abled students ● Strategies to engage special needs students ● Strategies to ensure the active participation of all students in my class ● Strategies for the social development of students 	To make the class interesting and engaging, I had planned different activities so that everyone could participate.	All the peers participated in all the activities and answered different questions.	Learning by doing and involving is easier than lecturing.		
Use of resources in teaching-learning (Presentation) <ul style="list-style-type: none"> ● Resources other than the textbook 	Google slides Google docs	All the resources	Resources make the class interesting.		

<ul style="list-style-type: none"> • Use of ICT to support learning • Resources to support differentiated learning in classroom 	<p>Google form Jamboard Newspaper Articles Quizzmaker Images, GIFs</p>	<p>helped me make the class interactive and effective.</p>	
<p>Assessment of students (Evaluation)</p> <ul style="list-style-type: none"> • Use of variety of assessment technique • Use of students' result for planning • Encourage student for self-assessment • Encourage for peer assessment 	<p>I had prepared a google form for evaluation.</p>	<p>I gave them a few minutes to finish the form and to avoid exceeding time I asked them to submit as much as they could finish.</p>	<p>I got a few answers which helped me to correct them. It is not necessary that we have all the right answers but correcting is important.</p>
<p>Use of core-component</p>	<p>I had a paragraph on pollution in the elaborate part of subunit 1. From there I linked it to the CC of Protection of environment.</p>	<p>I asked a few questions and swiftly completed the CC in between the lessons.</p>	<p>The CC can be handled anytime during the lesson.</p>
<p>Key points for action: Being more careful to avoid silly mistakes.</p>			

ST. XAVIER'S INSTITUTE OF EDUCATION
MUMBAI
GENERAL LESSON PLAN
B.Ed. Semester II
Academic Year 2020-2021

Name of the Student: Arwa Sakerwala

Roll No: 40

Pedagogy: 1: ENGLISH

General Lesson plan No.: 13

Std.: 9

Div.: Peer Group 6

Date: Time: 15/01/2022 10:30 - 11:05

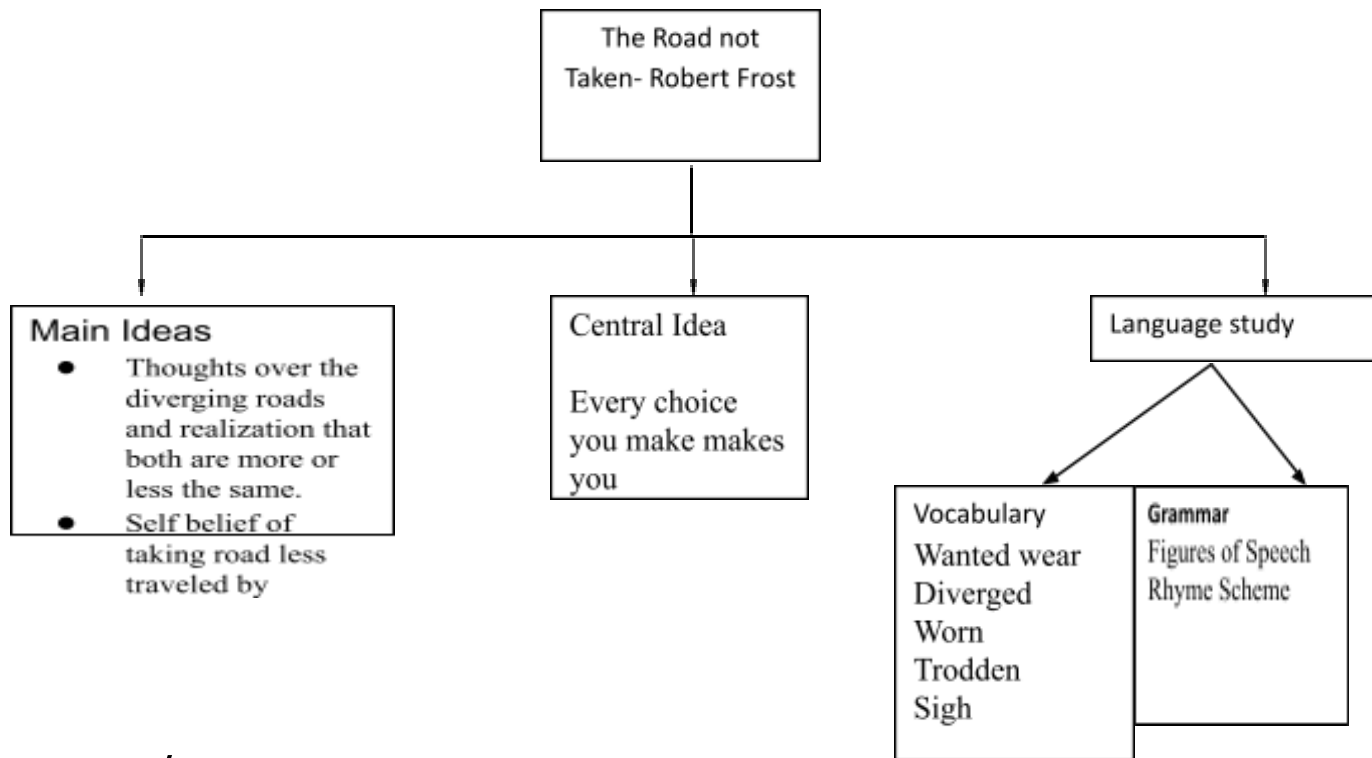
CONTEXT

Entry Behavior: *Pupils have General Knowledge about the importance of making right choices*

Correlation: *External with the subjects Science and Life.*

Content Organization:

Unit:



Core Values/ Core Components: Inculcation of scientific temper

INSTRUCTIONAL OBJECTIVES

A. FOR LESSON

I. COGNITIVE DOMAIN

I. COGNITIVE DOMAIN

1. Remembering

- The pupil recalls the setting of the poem.
- The pupil recalls how far the poet could see.

- The pupil states what the poet is doing.
- The pupil states the poet's realization after choosing the road.
- The pupil recalls which road did the poet take.
- The pupil states what the poet says about the two roads.
- The pupil recalls what the poet will say after ages and ages.
- The pupil locates the difficult words in the poem, when meanings are suggested.

1. **Understanding**

- The pupil describes the season in the poem
- The pupil explains how the poet knows that not many people have traveled by both the roads
- The pupil share a similar incident from their life
- The pupil describes why crossroads are symbolic to choices in life.
- The pupil gives reasons for the poet's heart dancing with pleasure.

1. **Analyze**

- The pupil derives the main ideas
- The pupil infers the Central idea
- The pupil explains the central idea
- The pupil comments on the suitability of the title.

1. **Evaluate**

- The pupil highlights the rhyme scheme used in the poem
- The pupil explains the figures of speech used in the poem
- The pupil supplies another title for the poem.
- The pupil explains how the poet uses symbolism in the poem
- The pupil comments on the poet's style (nature, mood, choice of words)
- The pupil explains lines. 'I took the one less traveled by, And that has made all the difference'

II. PSYCHOMOTOR DOMAIN

- **The pupil recites the poem with proper pronunciation and expression**
- The pupil answers the questions using proper grammatical structure

B. FOR CORE COMPONENTS/VALUES

AFFECTIVE DOMAIN

The pupil develops awareness about the core component ‘Inculcation of Scientific temper’ through the poem ‘The Road Not Taken.’

- Pupil explains the importance of making the right choice in life.
- Pupil explains why exercising regularly is important.
- Pupils suggest ways to have a healthy lifestyle.
- Pupil suggests measures for making the right decision.

A. For the Assignment:

Creating

- The pupil writes a letter to Robert Frost appreciating the poem and describing how you make choices in life.

METHODOLOGY TO BE FOLLOWED:

- *For the Lesson:* for the lesson – Questioning, Discussion, Video Discussion

For the core component/s- Image discussion, General Discussion

EVALUATION STRATEGIES TO BE FOLLOWED

For the Lesson:

- or the lesson – Appreciation Questions
- for the Value/Core Component – Questioning

REFERENCES- English Balbharti Std 9, Google

Web-references (urls)

- <https://lithub.com/youre-probably-misreading-robert-frosts-most-famous-poem/>
- <https://historyofyesterday.com/the-tragic-story-behind-the-road-not-taken-2b4ac47480d7>
- <https://old.amu.ac.in/emp/studym/99998210.pdf>
- <https://youtu.be/sQ1C1ifTlyM>
- <https://askabiologist.asu.edu/questions/why-do-leaves-change-color>
- <https://www.inc.com/business-insider/people-who-found-success-and-changed-careers-after-30-years-old.html>
- <https://youtu.be/dZl3Mj7qDrE>
- <https://www.hindustantimes.com/india-news/2-141-trees-cut-in-aarey-colony-mumbai-metro-says-hopes-to-meet-project-deadline/story-YYjZGXAXqcbdeWPw5nhRSP.html>
- <https://www.mindler.com/blog/career-change-later-in-life/>

Wooclap

Storyboard

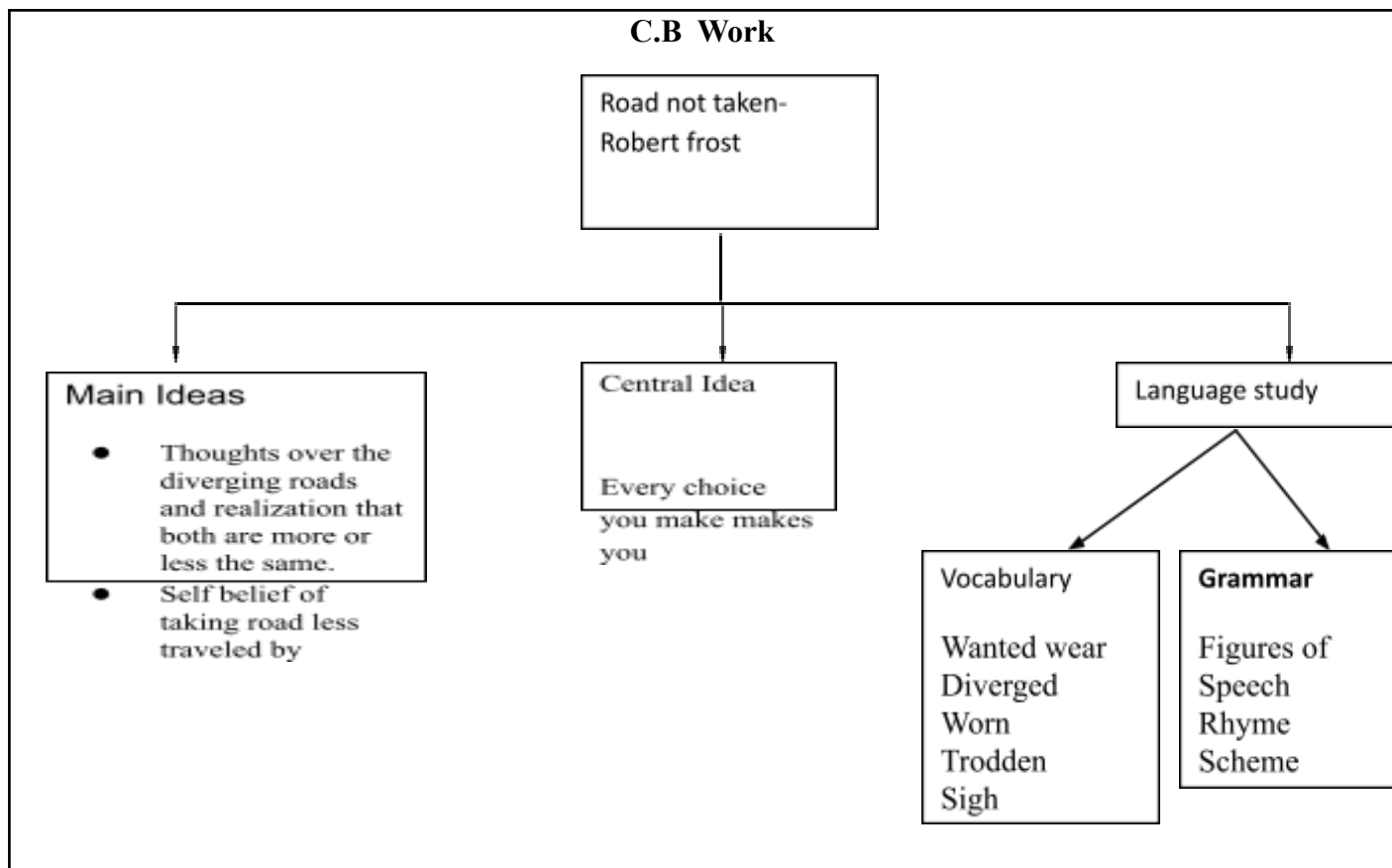
Content	Activity	C.B Work
Experience:		

<p>Set induction Audio- Visual Aids Questioning</p>	<p>Tr. Plays a video about choices we make in life. Tr. Asks the following questions on the video;</p> <ul style="list-style-type: none"> ● What is the video about? ● How do choices we make impact our life? ● How do we make a choice? ● How do you know if it's the right choice? ● How do you know that the other option was not good enough? <p>We all have to make choices in our life but not necessarily these choices may be always good, sometimes it may be bad but we need to learn and rectify our bad choices. Tr. States that it is difficult to make the right choice and decide whether the choice is right or not..</p>	<p>VIDEO https://youtu.be/sQ1C1ifTlyM</p>
<p>Linking Statement</p>	<p>Similarly there is a poem in your book that talks about the choices we make in life.</p>	
<p>Statement of the topic & Scope</p>	<p>Today we shall see how the poet has expressed his feelings about options one has in life and the anxiety related to it, in the poem, 'The Road Not Taken' by Robert Frost. Tr. Displays the topic on the screen</p>	<p>THE ROAD NOT TAKEN –Robert Frost</p>
<p>About the Author:</p>	<p>Robert Lee Frost was an American poet. He addressed the complex social and philosophical themes using settings from rural life in New England in the early 20th Century. He is known for realistic depictions of rural life using American colloquial speech. He is the only poet who has received four Pulitzer prizes for Poetry. He was awarded the Congressional Gold Medal in 1960 for his poetic works. On July 22, 1961, Frost was named poet laureate of Vermont. His famous works are- A Boy's will, North of Boston, Stopping by the Woods. The poem 'The road not taken' was featured in the <i>Mountain Interval</i> 1916. Frost wrote this poem to make fun of his friend Edward Thomas who had a habit of regretting a path not taken when they would go for strolls.</p>	<p>Image of Robert Frost Images of famous works Image of Edward Thomas</p>
<p>Presentation General Study:</p>	<p>Tr. Introduces the poet. The tr. Does a model recitation of the poem and then asks the following gist questions;</p> <ol style="list-style-type: none"> 1. What is the poem about? 2. Who is the narrator of the poem? 3. What is the poet doing? 	

<p>Detailed Study</p> <p>Sub-Unit 1: Two roads diverged... about the same</p>	<p>The tr. Makes a pupil recite the sub-unit and then discusses making significant teacher contributions wherever necessary.</p> <p>Tr. Asks the following questions–</p> <ol style="list-style-type: none"> 1. Where is the poet standing? 2. Which word means ‘separate and go in different directions?’ 3. What is the season in the poem? (Autumn) 1. How do we know that it is Autumn? (Yellow woods)(Correlation with Science) (In autumn when it starts to get cold, some plants stop making chlorophyll. Instead, those plants break down chlorophyll into smaller molecules. As chlorophyll goes away, other pigments start to show their colors. This is why leaves turn yellow or red in fall.) 2. What is the poet sorry for? 3. What is the poet doing? 4. Which word means ‘low growing plants that cover the forest floor?’ 5. How far could the poet see? 6. What do you think the crossroads are symbolic of? (Choices we have in life) 7. Can you share one incident of your life? (Tr. shares her own story- After the 10th Grade, my options were Arts and Science. Everyone suggested that I should take science, but I opted for Arts.) 8. What did the poet at last decide? 9. Which word means ‘just as good as the other one?’ 10. Why did the poet choose that path? 11. Which figure of speech is used here by the poet? 12. Which phrase means ‘needed to be used?’ 13. Did the poet choose the road quickly? 14. What did the poet realize after passing from there? 15. Which word means ‘damaged as a result of much use’ 16. Can you relate it with your life? (Tr. shares her own experience- Everyone said that Arts is easy but after taking it I realized that it has its own challenges. Similarly every option has its own pros and cons.) 17. What is the main idea of this subunit? 	<p>Diverge</p> <p>Image of yellow leaves</p> <p>Undergrowth Image of Undergrowth</p> <p>any movie clipping which depicts the choices one makes and then realizes and moves on with life</p> <p>Fair</p> <p>Alliteration</p> <p>Wanted wear</p> <p>Worn Thoughts over the diverging roads and realization that both are more or less the same.</p>
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	<p>What is the Main idea of the 2 stanzas. Tr. Provides options for students to pick up. Tr. Displays the appropriate Main Idea.</p>	
<p>Sub-Unit 2:</p> <p>And both that morning... made all the difference</p>	<p>The tr. Makes a pupil recite the sub-unit and then discusses making significant teacher contributions wherever necessary.</p> <ol style="list-style-type: none"> 1. What does the poet say about the two roads? 2. How many people had taken those roads? 3. How does the poet know that not many people had taken those roads? (Struggles of people make people different and creative through the choices people make, Tata's, Ambani's, People who are ready to take risks take new roads and challenges. As students of standard which standard you would be faced with choices in life which you need to choose wisely and go ahead with conviction.) 4. Which word means 'Walked over?' 5. What did the poet keep for another day? 6. What is the figure of speech used? 7. What does the poet know? 8. What did the poet doubt? 9. Do you agree when the poet says that once you have made a choice, going back is difficult and doubtful? <p>(Tr. shows an article about successful people who changed their career later in life.)</p> <ol style="list-style-type: none"> 1. Is the poet talking about roads? If no, then what is the poet referring to? 1. What will the poet say after ages and ages? 1. What is the figure of speech used by the poet? 1. How will the poet say that? 1. Which word means 'Deep breath?' 1. Why does the poet call the road he took 'less travelled by' when in stanza 3 he says both the roads were not used much? <p>(Tr. explains the students that it is a normal tendency of people to believe that the choice they make is the best. However, it is only after years that we come to know if the choice was right or not. Also, there will always be a road [choice, option] not taken)</p> <ol style="list-style-type: none"> 1. Is the poet sure that the difference is going to be positive? 1. What is the main idea of the subunit? 	<p>Trodden</p> <p>ALLITERATION</p> <p>ARTICLE</p> <p>REPETITION</p> <p>Sigh</p> <p>Self Belief of taking the road less traveled by</p>

Summarization	Today we have seen how Robert Frost has given a meaningful message about life through the most simplistic daily occurrence. There are several choices in life we make which in turn make us. Every choice has pros and cons associated with it.	
Evaluation	Tr. Asks the following qts; <ul style="list-style-type: none"> • What is the Central idea of the poem? • What is the writing style of the poet? • Comment on the suitability of the title? Which road is the title talking of- The road that the poet took or the one he didnt take? • What is the rhyme scheme of the poem? • Can you suggest another title for the poem? • Why are diverging roads symbolic of life/ choice in life? • Explain the lines ‘I took the one less travelled by, And that has made all the difference’. (Tr. shares wooclap link and asks the students to write their answers there.)	Choice we make, makes us abaab
Reflection	Tr. shows a storyboard about decision making and asks the following questions- <ol style="list-style-type: none"> 1. What did you infer from this storyboard? 2. Do you think it was the right decision? Why? 3. Why do you think exercising is important? 	https://www.storyboardthat.com/storyboards/egger23/decision-making-process
Action	3. What will you do to have a healthy lifestyle? 4. Suggest ways in which you can make the right decision/ choice.	
Assignment	Write a letter to Robert Frost appreciating him for the poem and describing how you make choices in life.	



Supervisor's Feedback

SUPERVISOR'S FEEDBACK (could be handwritten image/ typed attached to

the final plan) NAME OF THE STUDENT: Arwa LESSON TYPE/ NO DATE OF LESSON

	CRITERIA	FEEDBACK ON LESSON	SPECIAL REMARK (if any)
1	SET INDUCTION Devices used	Video shown – apt, relevant Questions asked well' Linked well	

2	<p>PRESENTATION</p> <ul style="list-style-type: none"> • Questioning • Explanation • Exemplification • Other strategies used 	<p>The info of poet good. The context of poem done well... simple – but meaningful. Good research. Model reading well. Gist questions covered well. Vocab covered well Visually appealing and made concepts meaningful. Correlation to science done.</p> <p>Crossroads – explained well. Could relate to students, life Students are in 9^h, they will face same situation.</p> <p>Wanted wear- why? Less ppl went there Reflective, analytical questions asked. Connected the poets' plight to examples for real life. Tr's examples = apt for 9th and highlighted it.</p> <p>Thoughts over= Dilemma *in main idea – use precise words. Tr was enthusiastic throughout Ask student more examples from their decisions – situation</p> <p>Examples from real life – good technique... Exceptional cases expanded horizon, with precaution</p>	
		<p>Grammar linked well. Main ideas deduced and central idea good.</p>	
3	<p>SUMMARY</p>		

4	EVALUATION Strategies Used	Central idea connects to the essence of poem Rhyming scheme discussed well Reflective question asked – well chosen question	
5	ASSIGNMENT (type of assignment given)	Very good	
6	REFLECTION-ACTION ON CORE-COMPONENT/ THEME	Excellent To the context of content,	
7	TEACHER-STUDENT INTERACTION	Interaction -good,	
8	RESOURCES USED FOR TEACHING (TRADITIONAL & DIGITAL)	e-tools used effectively	Overall, a meaningful lesson, profound but made it reach the students. Excellent!!

Date: College Supervisor's Signature: Kalpana Chavan
Signature of the Supervisor – Ms. KC Date: 15/01/2022

Only For Draft Lesson

Draft Lesson No.-

Name/ Signature of the Guiding Professor: Ms. Priti

Date of Approval: 11/01/2022

ST. XAVIER'S INSTITUTE OF EDUCATION
MUMBAI
Semester III 2021-22

Name of the Student: Arwa Sakerwala **Pedagogy:** ENGLISH
General Lesson Number: 13 **Std 9 The Road Not Taken**

Student Teacher Self-Reflection Sheet on the lessons			
General Lesson No: 13		Date: 15/01/2022	
		Pedagogy: ENGLISH	
Criteria	Planning	Execution	Learning experience & Scope for Improvement
Planning/preparation <ul style="list-style-type: none"> ● Planning for smooth lesson ● Arrangement of necessary materials and equipment ● Plan for differentiated learning 	The poem was a tricky one and so I did a lot of research work as to which examples would suit best and how it can be best taught to the students in the right essence. I had an activity of reflecting on the last two lines on wooclap so I had to log in before the lesson on the app so that I can see the responses. Also I had a bit of a contradiction from the poet and I was a bit anxious about that.	All the efforts turned out well as I got amazing feedback from the supervisor KC ma'am. Also she liked the idea of wooclap and I got some great responses from the peers. However, the contradiction or a different perspective worked in my favor and ma'am called it a surprise element. Poems are always open to various interpretations and so I took the risk.	Taking risks in the lesson is important so that you know what works and what does not. Also it is better to be open to varied interpretation in an English class especially when it is a higher grade.
Teacher –student ambience for interaction (Set Induction) <ul style="list-style-type: none"> ● Evidence of a positive atmosphere ● Student information ● Welcoming students to my class 	I had a video on choices that we have to make everyday in life. I thought that it would be a little kiddish for grade 9 but it suited well to the theme so I continued with it.	However, I got feedback that the video was very accurate and right from the start the essence was brought out.	It is good to take risks.
Lesson pacing (Presentation) <ul style="list-style-type: none"> ● Pace of my lessons appropriate to complete lesson ● Progression of my lesson ● Adequate opportunities for student engagement 	Poems cannot be taken half and so I was speculating that I might exceed time as I had a lot of questions, self reflections, and discussion.	I exceeded it by 7-10 minutes which is something that is impossible in a real classroom.	Time management is important and restricting to 30 minutes is also very important.
Student motivation (during presentation) <ul style="list-style-type: none"> ● Tactics to Engaging students from beginning of the class ● Building on the students' prior knowledge ● Sharing the learning goals with the students ● Class instructions before starting a lesson ● Endeavour to build in success for each student ● Positive reinforcement to the students 	I was going fourth and the energy was down by that time so I created curiosity in the students so that they could participate. I also had self evaluation questions so that the students could think inward.	Creating curiosity, positive reinforcements helped and I had a lot of interaction throughout.	Asking self reflective questions creates a friendly environment. Sharing personal examples also helps.

Diversity in the class (Presentation) <ul style="list-style-type: none"> • Use of teaching methodologies to engage pupils with different learning styles • Strategies to engage the less abled students • Strategies to engage the exceptionally abled students • Strategies to engage special needs students • Strategies to ensure the active participation of all students in my class • Strategies for the social development of students 	I had planned many examples and discussions for better understanding of the students.	I also encouraged diverse opinions without judging them as right or wrong.	Keeping in mind the context of the content and the learner is important. I also got suggestions for the phrase wanted wear and how people follow footsteps of others.
Use of resources in teaching-learning (Presentation) <ul style="list-style-type: none"> • Resources other than the textbook • Use of ICT to support learning • Resources to support differentiated learning in classroom 	Google slides Wooclap Images, GIFs Videos Newspaper articles Storyboard	Google slides Wooclap Images, GIFs Videos Newspaper articles Storyboard	
Assessment of students (Evaluation) <ul style="list-style-type: none"> • Use of variety of assessment technique • Use of students' result for planning • Encourage student for self-assessment • Encourage for peer assessment 	I had a rhyme scheme, writing style, explaining the last few sentences on wooclap, and suggest a title as my evaluation.		
Use of core-component	I had a storyboard for bringing out the CC of inculcation of scientific temper.	It worked well and got superb feedback on it.	Maintaining the theme and context of learners even for CC works

Key points for action: Taking risks is important, Maintaining context of content and learners is important, Time management.

www.wooclap.com/JYHTUE

Explain the lines 'I took the one less traveled by, And that has made all the difference'.

we like making unique choices thinking they would lead us to something good but not

If we change nothing nothing will change

Making the choice and how it changes one's life

The poet's life is a depiction of the choices that he has made.

wooclap Questions 1 / 1 Messages 100% Exit

V. REFLECTION ON GENERAL LESSON

**ST. XAVIER'S INSTITUTE OF EDUCATION
MUMBAI**

**Semester III
Reflection on General Pedagogy I Lessons
2021-22**

Name: Arwa Moiz Sakerwala **Roll No. -** 40 **Dates of the lesson:** 25/10/2021 & 27/10/2021

1. How did the lessons help me to become a more analytical and innovative teacher?

My lessons in semester 2 went average and so I was a bit nervous at the start of the internship. However, I recognized where I was falling short and started spending more time on the lesson planning. The first two lessons went really well and it has boosted my confidence to another level. However, I need to be more thoughtful with the core component and the assignment. I was told that my model reading was not good enough in semester 2 but in both of these lessons my model reading was appreciated.

2. What qualities as a teacher do I need to develop? Why?

I think with lessons the questioning skills are getting polished and the content knowledge as well. However I believe that more than these the presentation skills and communication competence is something that is of utmost importance. I am developing these for sure but there is always scope for improvement. These skills are important because using these the teacher interacts with the students. Besides, the teacher also needs to be approachable so that the students feel comfortable and so rapport building is another quality required for being a good teacher.

3. What attitudinal change do I see in my personality in transformation from a graduate to a professional teacher?

My self-efficacy has reached another level in the B.Ed. course. Earlier, I used to think that there are certain things only specific people can do but in B.Ed. I realized that everyone can do everything and everything is in the mind and determination. Also that performing is important and not outperforming. Trying is more important than succeeding.

4. What challenges did I face while planning and conducting general lessons?

Not challenges as such because we have got acquainted with the general lessons but I think experiential and theme based will be a bit of a task. General lesson planning goes faster but I think there needs to be more time dedicated to core components and assignment deciding.



**ST. XAVIER'S INSTITUTE OF EDUCATION
MUMBAI**

**Semester III
Reflection on General Pedagogy I Lessons
2021-22**

Name: Arwa Sakerwala Roll No. 40

Dates of the lesson: 14/12/2021 & 18/12/2021

1. How did the lessons help me to become a more analytical and innovative teacher?

There is no doubt in this. With every lesson I see a kind of improvement in myself which is really satisfying as a teacher. There is a motivation for working hard and performing better with every supervisor and peer feedback. Besides, I got the opportunity to use different online resources which I would never think of.

2. What qualities as a teacher I need to develop? Why?

I think I am doing really well and I am trying to put in my best efforts and the results are also very clearly seen. However, there is always scope for improvement and I shall strive for excellence. I shall try being more lively during the class.

3. What attitudinal change do I see in my personality in transformation from a graduate to a professional teacher?

I have started thinking like a teacher with all the UAPs, values, and core components. My family has started calling me a teacher already because the reflection of the course is even outside the online classroom and internship. I am grateful for every single feedback and I am willing to do everything it takes to perform well and improve. I have become more confident as a person and as a teacher.

4. What challenges did I face while planning and conducting general lessons?

The challenge for me has changed now. The challenge is which resource to use and which to avoid. I think this is a positive challenge. In the lesson on 18th I used so many resources that I got feedback to zero in on a few and use the best. I am taking in all the feedback with positivity and shall reflect in future lessons.

(After every two general lessons one reflection)

**ST. XAVIER'S INSTITUTE OF EDUCATION
MUMBAI**

**Semester III
Reflection on General Pedagogy I Lessons
2021-22**

Name: Arwa Sakerwala Roll No. - 40

Dates of the lesson: 06/01/2022 & 08/01/2022

1. How did the lessons help me to become a more analytical and innovative teacher?

With every lesson there is a lesson to be learned. After figures of speech I realized how important it is to be mindful while selecting the content. Also with every lesson the constructivist approach gets strengthened and is understood better. After the preposition lesson I was quite satisfied and I got reassurance that innovation and creativity in the lesson plan always reflects in the lesson. Every lesson inspires me to experiment and explore more resources and ways of teaching. At the same time it gives more experience and practice for the constructivist approach.

2. What qualities as a teacher do I need to develop? Why?

I think I am on my way to becoming a good teacher. However I think that I can be more clear while asking questions. I at times tend to forget a few questions. I always try to be more welcoming and cheerful in the class by positively reinforcing the students and bringing in humor. I think I can have a bit more humor so that the environment is positive and fun loving.

3. What attitudinal change do I see in my personality in transformation from a graduate to a professional teacher?

I had started to know my strengths and limitations. I have also accepted them and am positively working towards it. My limitations do not bog me down any more. I have started being positive about constructive criticism. After my preposition lesson I was motivated to perform better and it reassured me that I can be a good teacher which is important.

4. What challenges did I face while planning and conducting general lessons?

There are no such challenges as such because now it has started to become a practice. However, deciding the appropriate amount of content was never a problem for me but with figures of speech I think I missed being mindful about the content proportion.

(After every two general lessons one reflection)

**ST. XAVIER'S INSTITUTE OF EDUCATION
MUMBAI**

**Semester III
Reflection on General Pedagogy I Lessons
2021-22**

Name: Arwa Sakerwala Roll No.: 40

Dates of the lesson: 11/01/2022 & 13/01/2022

1. How did the lessons help me to become a more analytical and innovative teacher?

With every lesson there is a lesson and a kind of confidence that I get. Whether positive or negative, the feedback motivates me to perform better and do more referencing and research work for the next lesson. In my active and passive lesson I made a minor mistake which shall make me more cautious next time. We all learn from our mistakes.

2. What qualities as a teacher I need to develop? Why?

I think I need to be ready for having wrong and unexpected answers when in actual school set up and still proceed with the lesson. I think I took a bit more content for the voice, so I need to be mindful while deciding the content to be taught and not over enthusiastic.

3. What attitudinal change do I see in my personality in transformation from a graduate to a professional teacher?

There is a lot of difference in me. I am more comfortable giving lessons and I am okay taking a risk which I think is an important quality which I did not have before. I am willing to learn from my mistakes and publicly acknowledge them.

4. What challenges did I face while planning and conducting general lessons?

The basic concept of Adverbs are taught in std 5 but I was not sure if the peers would remember it clearly or not so I had kept a backup of probing questions but fortunately I received accurate answers. For active and passive voice I was a bit nervous because I did not know if the peers would be interested in such a complex topic or not.

(After every two general lessons one reflection)

**ST. XAVIER'S INSTITUTE OF EDUCATION
MUMBAI**

**Semester III
Reflection on General Pedagogy I Lessons
2021-22**

Name: Arwa Sakerwala Roll No. - 40 Dates of the lesson: 15/01/2022 Road Not taken

1. How did the lessons help me to become a more analytical and innovative teacher?

My last internship lesson for semester 3. I had a lot of apprehensions as it was a tricky one. However, this lesson made me a risk taker which is an important quality for a teacher. The lesson went really well and got amazing feedback. I am very thankful for the opportunity and it had made me a more comfortable and enthusiastic teacher.

2. What qualities as a teacher I need to develop? Why?

I think I need to manage my lesson time and pacing well. In the last 2 lessons I exceeded the time which will not be allowed in schools. Also it means that I am taking a lot of content so I need to work on that part as well.

3. What attitudinal change do I see in my personality in transformation from a graduate to a professional teacher?

I can say that there is a drastic change in my personality and the way I give lessons. I do not hesitate taking risks even when I falter. I have started to see things differently and with a broader perspective.

4. What challenges did I face while planning and conducting general lessons?

I think the one challenge that all of us face is pretending the age and planning the lesson. I do not know if the lessons will go as smooth and planned as they did here. Also the difficult answers will have responses or not.

(After every two general lessons one reflection)

VI. THEME BASED LESSONS

ST. XAVIER'S INSTITUTE OF EDUCATION
MUMBAI
GENERAL LESSON PLAN
B.Ed. Semester II
Academic Year 2020-2021

Name of the Student: Arwa Sakerwala

Roll No: 40

Pedagogy: 1: ENGLISH

Theme based: 01

Std.: 7

Div.: Peer Group 6

Date : Time: 26/11/2021 10:00 - 10:30

CONTEXT

Entry Behavior:

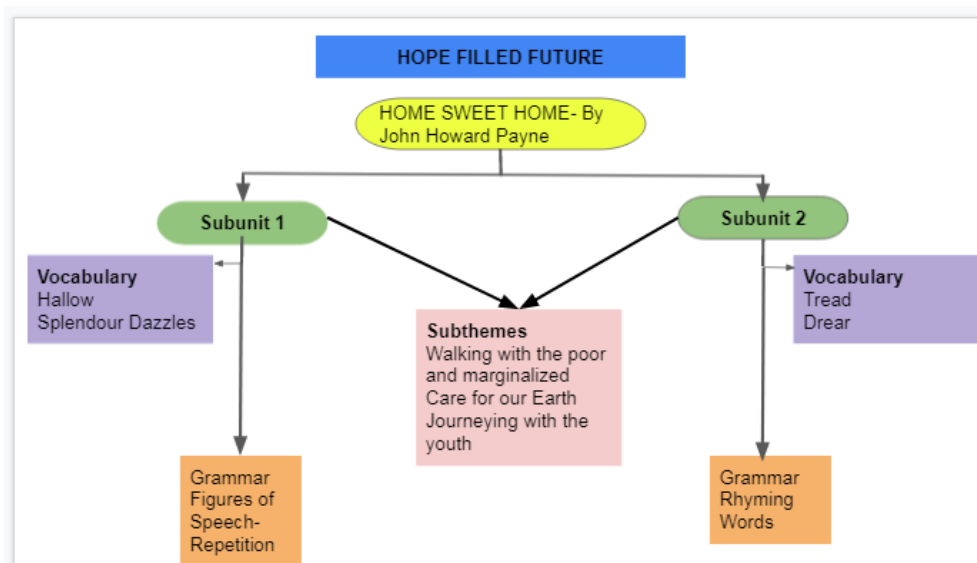
- Have previous knowledge about the importance of relationships and family within the house.
- Have general knowledge about the joy and comfort zone one has at home.

Correlation:

- External correlation with Real Life
- External correlation with Science.

Content Organization:

Unit:



Core Values/ Core Components: Building a hope – filled future

INSTRUCTIONAL OBJECTIVES

A. FOR LESSON

I. COGNITIVE DOMAIN

Remembering:

The pupil:

- States the pleasure of staying at home
- States the importance/ presence of relationships

Understanding:

The pupil:

- Explains the joy at home which no other place can give.
- Gives reasons for home to be a better place.
- Explains why no other place feels like home.

Analyzing:

The pupil:

- Explains how family members play an important role in one's life
- Finds out the poet's need to return home
- Presents the connection that one has with home

Evaluating:

The pupil:

- Deduces the main ideas of the subunits
- Infers the central idea of the poem
- Highlights the rhyming words in the poem
- Explains the figures of speech used in the poem
- Comments on the poet's style (nature, mood, choice of words)

B. FOR THE SUB-THEMES: (Consciousness of God's Presence; Walking with the poor and marginalized; Care for the Earth; Journeying with the Youth)

OBJECTIVE: The pupil develops an awareness of the theme, "Building a hope- filled Future", through the lesson 'Home Sweet Home'.

The pupil

- Examines the causes of destruction of our Mother Earth. (**Care for our Earth**)
- Explains how human beings are responsible for destroying Earth (**Care for our Earth**)
- Suggest ways for protecting our common home Earth (**Care for the Earth**)
- Suggests ways for helping the less fortunate like the homeless, Orphans, etc. (**Journeying with the Youth**) (**Walking with the poor and the marginalized**)

- Identifies the importance of helping the less fortunate (**Journeying with the Youth**)

C. **FOR THE ASSIGNMENT:**

Creating:

The pupil has/writes a dialogue with a friend talking about how Earth is our common home and in what ways we can protect it. (**Care for our Earth, Journeying with the Youth**)

METHODOLOGY TO BE FOLLOWED:

- *For the Lesson:* for the lesson – Questioning, Discussion, Video Discussion

For the core component/s- Image discussion, General Discussion

EVALUATION STRATEGIES TO BE FOLLOWED

For the Lesson:

- or the lesson – Appreciation Questions
- for the Value/Core Component – Questioning

REFERENCES- English Balbharti Std 7, Google

Web-references (urls)

Storyboard:

<https://drive.google.com/file/d/18YWGOeLwBUoCkZaavWjoYi3h3F1fxo5o/view?usp=sharing>

<https://pravingawali.blogspot.com/2021/01/clasa-7-english-44-home-ssweet-home.html>

http://web.arpanbigboss1.com/chapter_pdf/Class%207/English/Home%20Sweet%20Home/4.4%20Home%20Sweet%20Home.pdf

https://youtu.be/ue_OjIP0wQo

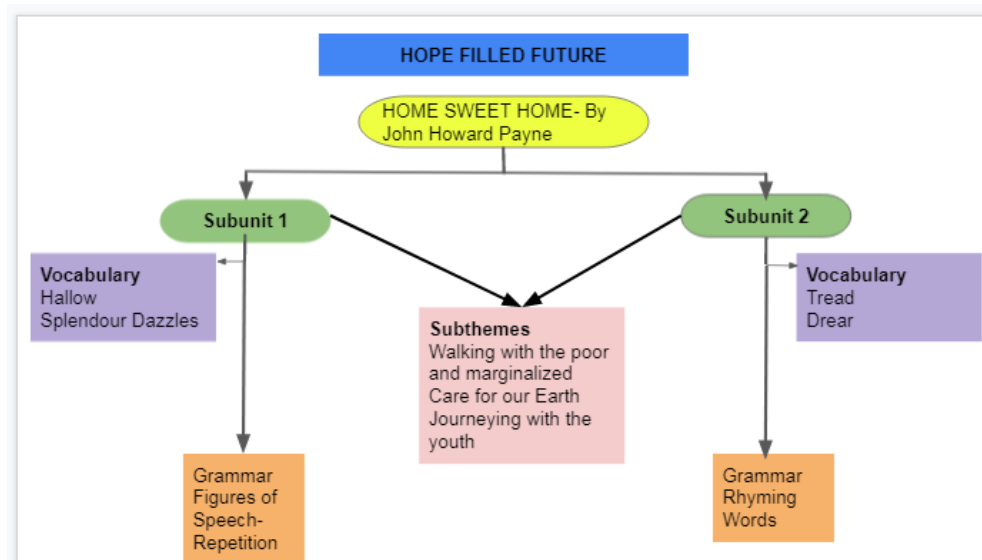
Content	Activity	C.B Work
Experience:		
Set induction Ref: G.K. Device: Pictures, Questioning	Tr. displays a storyboard about a conversation between a mother and her daughter regarding the urge to step out of the house and play with friends in this current pandemic situation. The Tr. asks the following questions: 1. What does this storyboard tell us about? 2. Do we appreciate the time we have spent in the house? In relation to the above storyboard, the Tr. further explains that we humans have never appreciated the joy and calmness we get being in our own houses until the covid pandemic started. In the current scenario, we should be thankful to God to have a roof over our heads, as people who have suffered from covid had to leave their houses and	STORYBOARD

	go to the hospitals for the treatment and in many cases those people never even returned back home. Thus, instead of complaining about being in the house, we should appreciate the little things around us and make use of the given time.	
Linking Statement	Similarly there is a poem in your textbook that highlights the narrator's wish to return to his house.	
Statement of the topic & Scope	Today we shall learn how the poet has beautifully expressed his longing for being home in the poem Home Sweet Home by John Howard Payne.' Tr. Displays the topic	HOME SWEET HOME ● John Howard Payne
About the Author:	John Howard Payne was an American dramatist, actor, editor, and a writer. Payne spent most of life away from family and stayed in New York city, France, Ireland, etc., for work. He is greatly known for the lyric poem "Home Sweet home" which he wrote for the opera <i>Clari, the Maid of Milan</i> . The poem gained popularity during the American civil war when troops on both sides could relate to it.	IMAGES
Presentation General Study:	Tr. does the model reading of the poem and asks the following gist questions- 1. What is the poem about? 2. Where is the narrator? 3. Why is the narrator away from home?	
Detailed Study Subunit 1: Mid pleasures...like home! Sub-theme 1: ● Walking with the poor and the	Tr. asks a pupil to read the first subunit and asks the following questions to build the poem. Tr. makes necessary contributions. 1. How does the poet begin glorifying his home in the first stanza? 2. How is home made holy? 3. Pick out the line from the first stanza that indicates that home is a holy place? 4. Which word in the line means "Something holy?" 5. How does the poet describe his home in the second stanza? 6. What does the poet say about being away from home in the second stanza? 7. What is the poet longing for? 8. Which lines are repeated in both the stanzas? 9. Which figure of speech would it be? 10. What is the main idea of the subunit? Do only lavish homes give comfort? Tr. shows a video of people staying in slums and still having bright smiles on their faces despite their everyday struggles and hardships.	Hallow MAIN IDEA : There is comfort where there is home REPETITION

<p>marginalized</p>	<p>Reflection-</p> <p>What did you watch in the video?</p> <p>What are the hardships faced by the poor and the marginalized?</p> <p>Do they have proper houses to stay like we do?</p> <p>Why is it important to uplift the poor in the country?</p> <p>Tr. Shows images of orphans-</p> <p>How do orphans feel without parents?</p> <p>Have you ever been to an orphanage?</p> <p>Action-</p> <p>What can you do to help them?</p> <p>In what ways can you make them feel a part of the society?</p>	
<p>Sub-Unit 2:</p> <p>I gaze on the moon..... there's no place like home</p> <p>Sub theme 2- Care for our Earth</p>	<p>Tr. asks pupils to read one stanza each and asks following questions to build the subunit-</p> <ol style="list-style-type: none"> 1. Which word means to walk lightly/slowly 2. How does the poet feel while walking the wild? 3. Which word means uninterested and dull? 4. What makes the poet remember his mother? 5. Whose fragrance shall not cheer the poet anymore? (Correlation with science- Woodbine is a type of honeysuckle that vines. This species is very fragrant and has flowers that show a mix of yellow, white, and pink.) 6. What does the poet miss the most? (Sitting beneath the father, soothing touch of mother) 7. Which pleasure does the poet wish to have? 8. What does the poet hope for? or decide in the last stanza? 9. What is the main idea of the subunit? <p>Tr. shows the image of Earth and asks the following questions-</p> <ol style="list-style-type: none"> 1. Which is the common home for all living species? (Earth) 2. Do you keep your house clean? 	<p>Tread Dreary Dreary</p> <p>Woodbine</p> <p>MAIN IDEA: Poet's wish to return to home</p>

	<p>3. Do you keep the common home- Earth clean? (Tr. shows images of people throwing garbage from buses, littering public places etc.)</p> <p>4. What will happen if you do not keep the Earth clean? (Tr. talks of the rising pollution levels and different problems caused by it)</p> <p>Tr. Shows images of the youth participating in the swach bharat abhiyan</p> <p>Action-</p> <ol style="list-style-type: none"> 1. What can you do to keep our common home clean? 2. What steps can you take for sustainable development? 	
Summarization	Today we have learnt about the importance of a house in our lives.	
Evaluation	<ol style="list-style-type: none"> 1. What is the central idea of the poem? 2. What change do you find in the repeating lines towards the last stanza? Why? (The poet is stressing the fact the whatever kind of home one has, there is no other place like home- “Be it ever so humble, there is no place like home”) 3. Why are the lines repeated? (For poetic effect) 4. Pick out rhyming words from the poem. 5. What is the writing style of the poet? <p>Why has the poet used word contractions like ‘mid, ne’er, etc.?</p>	There is no place like home
Reflection	Integrated in the sub-units.	
Action	Integrated in the sub-units.	
Assignment	Write/ have a dialogue with a friend talking about how Earth is our common home and in what ways we can protect it.	

C.B Work



Supervisor's Feedback

SUPERVISOR'S FEEDBACK (could be handwritten image/ typed attached to the final plan)

NAME OF THE STUDENT: Arwa Sakerwala LESSON TYPE/ NO: Theme based 1

DATE OF LESSON: 26/11/2021

CRITERIA	FEEDBACK ON LESSON	SPECIAL REMARK (if any)
1 SET INDUCTION Devices used	Comic strip – Dialogue reading.	Good
2 PRESENTATION <ul style="list-style-type: none"> • Questioning • Explanation • Exemplification • Other strategies used 	Well framed questions. Good gist questions. Difficult words explained. Figures of speech explained. Pictures used. Videos to demonstrate the values of life. Main ideas and central ideas discussed.	Good presentation. The lesson was well organized. Role play was good
3 SUMMARY	Done	

4	EVALUATION Strategies Used	Done	
5	ASSIGNMENT (type of assignment given)	Given	
6	REFLECTION-ACTION ON CORE-COMPONENT/ THEME	Done – appropriate to the theme	
7	TEACHER-STUDENT INTERACTION	Good – very interactive	
8	RESOURCES USED FOR TEACHING (TRADITIONAL & DIGITAL)	Video Pictures Good presentation	

Date: 26/11/2021

College Supervisor's Signature:

Ms. Nishi Kumar

Signature of the Supervisor – NK Ma'am Date: 26/11/2021

Only For Draft Lesson

Draft Lesson No.- 1

Name/ Signature of the Guiding Professor: Ms. Priti

Date of Approval: 21/11/2021

**ST. XAVIER'S INSTITUTE OF EDUCATION
MUMBAI
Semester III 2021-22**

Name of the Student: Arwa Moiz Sakerwala

Pedagogy: ENGLISH

General / Themel Lesson Number: Theme based 01 Home Sweet Home Std 7

Student Teacher Self-Reflection Sheet on the lessons			
Lesson No: Theme based 01 GL 5		Date: 26/11/2021	
		Pedagogy: ENGLISH	
Criteria	Planning	Execution	Learning experience & Scope for Improvement
Planning/preparation <ul style="list-style-type: none"> ● Planning for smooth lesson ● Arrangement of necessary materials and equipment ● Plan for differentiated learning 	I had prepared my presentation on google slides and tried making the lesson full of values and easily connectable with life.	Everything went fine but one video that I wished to play did not load and I had to skip it.	I think henceforth I will download the video and put it on the slide so that there is no such technical glitch hampering the flow of the lesson.
Teacher –student ambience for interaction (Set Induction) <ul style="list-style-type: none"> ● Evidence of a positive atmosphere ● Student information ● Welcoming students to my class 	I had a storyboard for my set induction and I asked one of the students to volunteer and read along. I kept it that way so that the students got involved right from the set induction. I also encouraged everyone to participate in the class actively right at the start.	The set induction worked for me as one of the peers appreciated it. However, the responses were less as I was expecting more people to respond.	I shall take names henceforth if there are no responses. I will also try and ask more clear questions so that there is no problem in understanding.
Lesson pacing (Presentation) <ul style="list-style-type: none"> ● Pace of my lessons appropriate to complete lesson ● Progression of my lesson ● Adequate opportunities for student engagement 	I finished the lesson in time as the poem I selected was not too long and not too short. It had 5 stanzas which I could cover in 30-35 minutes.	As planned I finished on time. The pace was fine and not too slow or fast.	I am still working on the voice modulations.
Student motivation (during presentation) <ul style="list-style-type: none"> ● Tactics to Engaging students from beginning of the class ● Building on the students' prior knowledge ● Sharing the learning goals with the students ● Class instructions before starting a lesson ● Endeavour to build in success for each student ● Positive reinforcement to the students 	The Set induction itself I kept where the student had to read along to have their attention right from the start. As it was a theme based lesson I tried bringing in the importance of home during covid right at the start.	I think it worked for me. Apart from that I was also constantly motivating them to answer. I also instructed them to interrupt if I am not audible or they cannot see my screen.	As it is peers I think things get settled but in a real classroom, I will have to have more positive reinforcement for the students to respond.
Diversity in the class (Presentation) <ul style="list-style-type: none"> ● Use of teaching methodologies to engage pupils with different learning styles ● Strategies to engage the less abled students 	There are peers from different pedagogies and so I prepare the lesson	I tried my best but I think at one or two places the	Questioning seems easy but at times gets tricky. It requires practice.

<ul style="list-style-type: none"> Strategies to engage the exceptionally able students Strategies to engage special needs students Strategies to ensure the active participation of all students in my class Strategies for the social development of students 	<p>plan in the most simplest way. Also, I try giving hints and simply the questions so that the poem is better understood.</p>	<p>question was not very clear and they took a long time to answer.</p>	
<p>Use of resources in teaching-learning (Presentation)</p> <ul style="list-style-type: none"> Resources other than the textbook Use of ICT to support learning Resources to support differentiated learning in classroom 	<p>I had used storyboard, images, gifs, videos, etc., to make the lesson engaging and interactive.</p>	<p>Everything was executed as planned but I think I can have more innovative ideas.</p>	<p>Using different teaching-learning resources is important.</p>
<p>Assessment of students (Evaluation)</p> <ul style="list-style-type: none"> Use of variety of assessment technique Use of students' result for planning Encourage student for self-assessment Encourage for peer assessment 	<p>I had a mix of higher and lower order questions for evaluation like why are word contractions used, why are lines repeated, what is the central idea, writing style, etc.</p>	<p>The questions were answered well and so I think that the poem was well understood by the peers.</p>	<p>Different evaluation strategies can be incorporated.</p>
<p>Use of core-component</p>	<p>As it was theme based the CC was incorporated. I had incorporated themes like 'Walking with the poor and the marginalized, Care for our Earth' 'Journeying with the youth.'</p>	<p>I tried bringing up all the themes effectively but I think there is scope for improvement.</p>	<p>The themes shall flow smoothly and I think it will come with practice.</p>
<p>Key points for action: Bringing out the theme smoothly and effectively is important and shall get better with practice.</p>			

Signature of Student: Arwa Sakerwala

ST. XAVIER'S INSTITUTE OF EDUCATION
MUMBAI
GENERAL LESSON PLAN
B.Ed. Semester II
Academic Year 2020-2021

Name of the Student: Arwa Sakerwala

Roll No: 40

Pedagogy: 1: ENGLISH

Theme based: 02

Std.: 7

Div.: Peer Group 6

Date : Time: 29/11/2021 10:30 - 11:00

CONTEXT

Entry Behavior:

The pupils

- Have previous knowledge about magic
- Have general knowledge about the joy and fun one have with their friends.

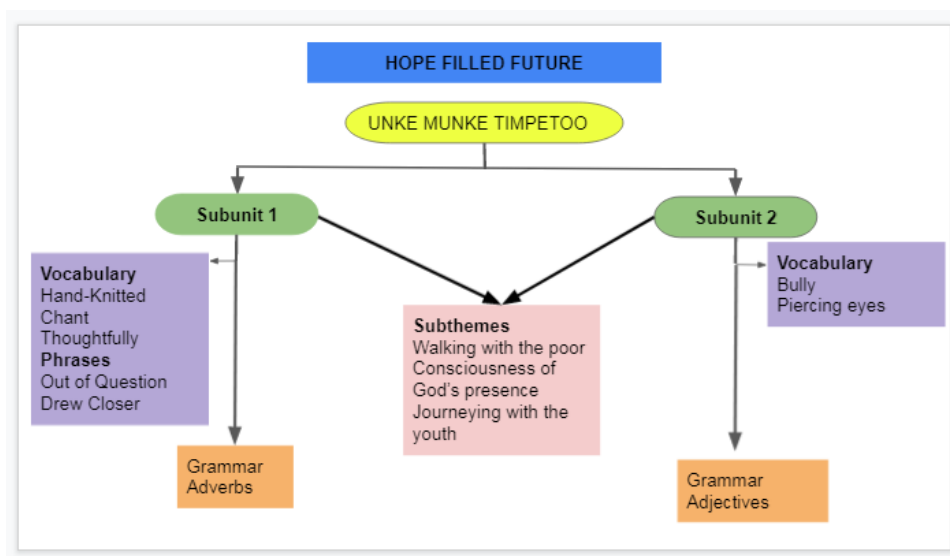
Correlation:

- External correlation with life and science.

Content Organization:

Unit: Unke Munke Timpetoo

Topic: Unke Munke Timpetoo (It will be ...carefully)



Core Values/ Core Components: Building a hope – filled future.

INSTRUCTIONAL OBJECTIVES

A. FOR LESSON

I. COGNITIVE DOMAIN

Remembering:

The pupil:

- States the birthday gift received by Rohan
- Recalls the birthday gift desired by Rohan
- States the suggestion given by Muk
- Recalls the place having a Banyan Tree
- Recalls who was Mrs Groover

Understanding:

The pupil:

- Lists Rohan’s reasons for trying Muk’s suggestion.
- Gives reasons why Rohan and Muk fear Mrs. Groover

Analyzing:

The pupil:

- Explains why Rohan wanted to try Muk’s suggestion.
- Explains that magic does not really exist
- Introspects how it felt when the desired toy was not available.

Evaluate:

The pupil:

- Identifies the main idea of the lesson.
- Identifies the central idea of the lesson.
- Identifies the adjectives and meanings.
- Makes prefixes and suffixes for the words given.

A. FOR THE SUB-THEMES: (Consciousness of God’s Presence; Care for the Earth; Journeying with the Youth)

OBJECTIVE: The pupil develops an awareness of the theme, “Building a hope- filled Future”, through the lesson Unke Munke Timpetoo.

The pupil

- Explains how human beings are responsible for destroying nature. **(Care for our Earth)**

- Suggest ways for protecting the environment and enabling sustainable development. **(Care for the Earth)**
- Explains the situation of the Orphans and poor in the country. **(Walking with the poor and marginalized)**
- Identifies ways in which they can help the poor and make a difference in their lives. **(Journeying with the Youth)**

B. FOR THE ASSIGNMENT:

Creating:

- The pupil visits an Orphanage to spend time with the children there and writes about the visit in a short paragraph. **(Journeying with the Youth) (Walking with the poor and marginalized)**

METHODOLOGY TO BE FOLLOWED:

- *For the Lesson:* for the lesson – Questioning, Discussion, Video Discussion

For the core component/s- Image discussion, General Discussion

EVALUATION STRATEGIES TO BE FOLLOWED

For the Lesson:

- or the lesson – Appreciation Questions
- for the Value/Core Component – Questioning

REFERENCES- English Balbharti Std 7, Google

Web-references (urls)

- <https://www.youtube.com/watch?v=bDUNoyA1la8>
- <http://ghai-tc.blogspot.com/2014/01/prem-chands-short-story-eidgah-in.html>
- <https://www.storyboardthat.com/storyboards/sanmit/idgah-part-2>
- <https://www.storyboardthat.com/storyboards/sanmit/idgah>
- <https://youtu.be/ot39iS3Y7Uw>
- <https://www.sentinelassam.com/north-east-india-news/assam-news/kokrajhar-police-organizes-awareness-campaign-against-superstition/>
- <https://timesofindia.indiatimes.com/city/nagpur/ganesh-mandals-anti-superstition-organizations-step-up-awareness-campaign-against-black-magic/articleshow/86178630.cms>

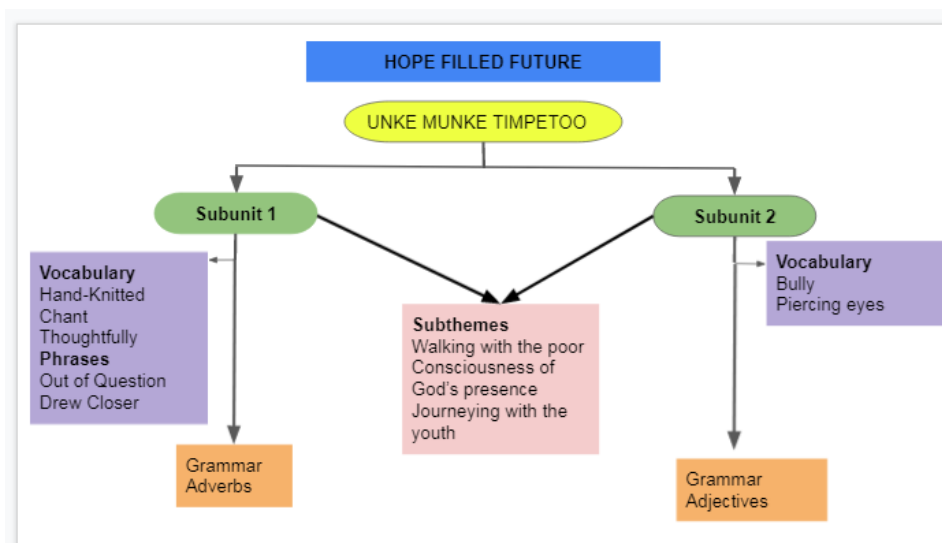
Content	Activity	C.B Work
Experience:		
Set induction Device: Pictures, Questioning.	The Tr. shows a scene from the Harry Potter/ Shararat movie where students practice their magic repeating a chant. The teacher asks the following questions: So students, why are certain words/spells used? To grant some sort of wish? What other spells/chants come to your mind? Do you think these things can happen in real life?	https://youtu.be/nAQBzjE-kvI

Linking Statement	You all are aware that certain spells and chants are used to practice magic and to fulfill a wish.	
Statement of the topic & Scope	So students, in today's lesson we will learn from one such story from your textbook how children come up with an idea to fulfill their wishes in the lesson 'Unke Munke Timpetoo' by Sigrun Srivastava.	UNKE MUNKE TIMPETOO ● By Sigrun Srivastava
About the Author:	Sigrun Srivastava is an Indian author, sculptor, artist and illustrator of German Origin. She has written more than 25 books for children of all ages. The story that we shall study today is taken from 'Some more short stories.' Some of the famous works of the author are 'No time for fear', 'Trapped and other stories', 'The Mystery of Bulabai Mansion. Her stories for 12 to 14 year old display a rare sensitivity towards the feelings, dreams, joys and fears of children of that age. One of her most popular books is A Moment of Truth in which she has brought together true-life stories from all over the world. Sigrun's writing are distinguished by a strong social consciousness as is evident from her concern about ecological problems, the plight of the differently-abled and poverty. Sigrun has also written scripts for children's films for both television and cinema. She lives in Delhi.'	
Presentation General Study:	Tr. does a model reading of the lesson and asks the following questions- 1. Who are the main characters mentioned in the lesson? 2. Who is the narrator of the story? 3. What is the story in the lesson about? 4. According to the narrator's friend, how will the wish come true?	
Detailed Study Subunit 1:It will be a fantastic birthday... not do any harm.	Tr. shows a video of the subunit and builds the subunit by asking the following questions/ Tr. makes a pupil read the subunit and asks the following questions- 1. What will Rohan get on his birthday? 2. Pick out the word which means something made out of wool using hands. 3. Which gift is out of the question this year for Rohan's birthday? 4. Which phrase here means "something which is extremely unlikely to happen" 5. Pick out the word which means 'to think for comfort and the good of others.' 6. Which phrase here means "to come closer?" 7. What did Muk's cousin tell him? 8. Which word means to "sing or shout something many times?" 9. Can you name some shows on magic that you have watched? (Sonpari, Shakalaka Boom Boom, Shararat) 10. Do you think magic really exists? (Tr. brings the students to the term that all this is fictional and magic is a myth)	VIDEO https://www.youtube.com/watch?v=bDUNoyA1la8 Hand-Knitted Out of Question Thoughtfully drew closer

<p>Sub-theme1: Walking with the Poor and marginalized</p> <p>Sub-Theme 2 :</p> <ul style="list-style-type: none"> • Consciousness of God's Presence 	<p>11. Why do you think Rohan wanted to try Muk's cousin's idea?</p> <p>12. Have you ever wished for a toy desperately?</p> <p>13. If yes, how does it feel if you did not get it? (Correlation with life) Tr. shows two situations and sensitizes the students.</p> <p>14. What is the main idea of this subunit?</p> <p>Tr. shows a storyboard of the story 'Eidgah' by Munshi Prem Chand. Tr. does a narration of the story in short and asks the following questions-</p> <p>Reflection:</p> <ul style="list-style-type: none"> • What did you realize from the story? • How do orphans feel when they do not have parental care and essentials? • Do they like toys? However, do they have toys? • How do they feel in the absence of toys? • What do you think could be the outcome of poverty for these children?/ How does poverty affect the lives of these children <p>Tr. shows images of people visiting the orphanages for spending time and donating essentials.</p> <p>Action:</p> <ul style="list-style-type: none"> • What can you do for these children? • Is donating money and essentials enough? In what other ways can you make them feel happy and included? <p>Tr. shows religious quotes from the Holy Quran, Holy Bible, and Bhagavad Gita about charity and helping the poor and needy.</p> <p>Reflection:</p> <ul style="list-style-type: none"> • What do you think all the religions preach about charity and donation?/ while we do charity does it actually help us to be aware about God's Presence • Is religion all about rituals? Do you think God needs offerings? • How can you please God? What do you think are religions all about? 	<p>Chant</p> <p>MAIN IDEA: Rohan's consideration of Unke Munke Timpetoo idea</p> <p>STORYBOARD</p> <p>https://youtu.be/ot39iS3Y7Uw</p>
<p>Sub-Unit 2:</p> <p>I thought it was...looked around carefully</p>	<p>The Tr. makes the pupil recite the subunit and then develops the subunit by asking questions and making significant teacher contribution:</p> <ol style="list-style-type: none"> 1. Mention the name of the tree being spoken about in the lesson. 2. Where was the Banyan Tree located? 3. What are the characteristics of Banyan Tree? (Correlation with science) (Huge, massive, provides shelter to humans and animals) <p>Who was Mrs Groover?</p> <ol style="list-style-type: none"> 5. Which incident reminds Rohan of his school days? 6. Which word here means 'to give an intense look.' 	<p>Image of Mrs. Groover</p>

<p>Sub-theme 1: Journeying with the youth</p>	<p>7. Which word here is used for a person who used his/her strength to frighten others. 8. Why were Rohan and Muk scared of Mrs Groover? 9. What was the decision taken by Rohan? 10. Where and at what time Rohan and Muk decided to meet? 11. How is the garden described? 12. How has the Banyan tree been described? 13. How did Rohan and Muk enter Mrs. Groover’s house? 14. What is the main idea of this subunit?</p> <p>The Tr. asks the following question: Reflection: What are the things that you all believe in? The Tr. shares her own beliefs during her childhood. (Using a particular pen which will make me score more marks, using a specific pen) The Tr. further explains that blind faiths is making us irrational and believe in things which were never heard from our adults. The Tr. shows 2 articles about awareness campaigns against black magic and superstition Tr. shows a video as to where superstitions come from. Action: What can you as students do stop superstitious practices? How can you make people aware about it?</p>	<p>Image of children bullying Piercing eyes</p> <p>Bully Image of 2 boys going to the garden</p> <p>Image of a garden</p> <p>Image of a dark place with dim lights Video of Banyan tree swaying</p> <p>Two boys jumping down</p> <p>MAIN IDEA: Successfully entering the garden</p>
<p>Summarization</p>	<p>So students today we learnt what Rohan wishes to have on his birthday and how he plans with his best friend to visit Mrs. Groover’s garden to fulfill his birthday wishes.</p>	
<p>Evaluation</p>	<p>1. What is the Central Idea of the lesson? 2. What do you think will happen next in the story? Will Rohan’s wish be fulfilled by chanting ‘Unke Munke Timpetoo?’ 3. Would you believe in something like this? 4. What do you think about the writing style of the author? Tr. gives a quiz on word wall net activity to the students.</p>	<p>False Beliefs about Magic</p> <p>https://wordwall.net/resource/24299190</p>
<p>Reflection</p>	<p>Integrated in the sub-units.</p>	
<p>Action</p>	<p>Integrated in the sub-units.</p>	
<p>Assignment</p>	<p>Visit an Orphanage and spend time with the children there. Write your experience about the visit in a short paragraph.</p>	

C.B Work



Supervisor's Feedback

SUPERVISOR'S FEEDBACK (could be handwritten image/ typed attached to the final plan)

NAME OF THE STUDENT: Arwa Sakerwala LESSON TYPE/ NO- Theme 02 DATE OF LESSON: 29/11/2021

#	CRITERIA	FEEDBACK ON LESSON	SPECIAL REMARK (if any)
1	SET INDUCTION Devices used	Interesting reference to magical words in different situations! Very apt for the lesson and linked well too!	
2	PRESENTATION <ul style="list-style-type: none"> • Questioning • Explanation • Exemplification • Other strategies used 	<p>Model reading - Very well done!!! Right pronunciation and very expressive!!! Gist questions - well framed!</p> <p>Excellent work with questions--- not just contextual but also the ones for teacher contribution! The detailing of the lesson - extremely well done! So many experiences were provided in order to highlight the themes - really very well done here! The questions asked by you induced critical and analytical thinking!</p> <p>The storyboard that was made - well conceived story to include various elements of the lesson - absolutely appealing! Consciousness of God's presence - made so naturally evident!</p> <p>Tr. Manner - Very affable and endearing! Expressive and natural!</p>	

3	SUMMARY	Comprehensively done1	
4	EVALUATION Strategies Used	Well handled! Wordwall was a good idea!	
5	ASSIGNMENT (type of assignment given)	Thoughtfully devised1	
6	REFLECTION-ACTION ON CORE-COMPONENT/ THEME	This ws throughout the lesson! Never missed an opportunity to sensitize students on the various values!	
7	TEACHER-STUDENT INTERACTION	Kept it going throughout!!!	
8	RESOURCES USED FOR TEACHING (TRADITIONAL & DIGITAL)	Excellent here!!! Digital resources chosen were apt and extremely useful! They contributed to making the lesson very meaningful!	

AN EXTREMELY WELL DISCUSSED, THEME BASED LESSON!

Date: 29/11/2021

College Supervisor's Signature: Dr. Geeta Shetty

Signature of the Supervisor – Ms. GS Date: 29/11/2021

Only For Draft Lesson

Draft Lesson No.- 1

Name/ Signature of the Guiding Professor: Ms. Priti

Date of Approval: 21/11/2021

ST. XAVIER'S INSTITUTE OF EDUCATION
MUMBAI
Semester III 2021-22

Name of the Student: Arwa Sakerwala **Pedagogy:** ENGLISH
Theme Lesson Number: 2 (Unke Munke Timpetoo Std 7)

Student Teacher Self-Reflection Sheet on the lessons				
Lesson No: 6 Theme Lesson Number: 2		Date: 29/11/2021		
Criteria		Planning	Execution	
		Learning experience & Scope for Improvement		
Planning/preparation <ul style="list-style-type: none"> ● Planning for smooth lesson ● Arrangement of necessary materials and equipment ● Plan for differentiated learning 		<p>I had prepared my presentation on google slides. I was in remedials so I always try practising the model reading and have more expressions. As my videos were not playing smoothly in the previous lessons, I checked it once I joined in the morning and also made one of the peers the viewer so that there is no chance of glitch</p>	<p>Luckily, the videos played fine and there was no such problem this time. I did my best to be expressive and do a good model reading. I received amazing feedback from the coach which made my day.</p>	<p>I think I need to maintain this standard for all the lessons. I need to take the experience of the theme based into the general and experiential lesson too.</p>
Teacher –student ambience for interaction (Set Induction) <ul style="list-style-type: none"> ● Evidence of a positive atmosphere ● Student information ● Welcoming students to my class 		<p>I had kept a mix of simple and higher order questions. As it was a lesson on magic, I included a few magical shows so that it gets interesting. Also I had decided to ask them their superstitions and beliefs to personalize it. I also had a storyboard for the students to read to bring out the theme.</p>	<p>I think everything worked in my favor. The videos of the magic show, storyboard, questions, etc., made the atmosphere very interactive for the students.</p>	<p>I shall continue to experiment different strategies so that I keep evolving and learning. Mistake might happen but that is the entire purpose I believe.</p>
Lesson pacing (Presentation) <ul style="list-style-type: none"> ● Pace of my lessons appropriate to complete lesson ● Progression of my lesson ● Adequate opportunities for student engagement 		<p>I have a quick run through to ensure that the animations are fine and there is no glitch. I roughly practice too so that time is managed.</p>	<p>I finished on time and did not exceed despite it being theme based.</p>	<p>I got feedback that there was reflection action throughout and so I can continue doing that in my future lessons.</p>
Student motivation (during presentation) <ul style="list-style-type: none"> ● Tactics to Engaging students from beginning of the class ● Building on the students' prior knowledge ● Sharing the learning goals with the students ● Class instructions before starting a lesson ● Endeavour to build in success for each student ● Positive reinforcement to the students 		<p>I always ask them to participate at the beginning of the lesson. I also planned to ask them some chants that they have heard for magic to motivate them to answer.</p>	<p>They did answer and the class was interactive throughout.</p>	<p>It is good to relate it with the life of the students so that they can connect and respond nicely.</p>

Diversity in the class (Presentation) <ul style="list-style-type: none"> • Use of teaching methodologies to engage pupils with different learning styles • Strategies to engage the less abled students • Strategies to engage the exceptionally abled students • Strategies to engage special needs students • Strategies to ensure the active participation of all students in my class • Strategies for the social development of students 	I had three themes: Journeying with the youth, Consciousness of God's presence and Walking with the poor. I planned examples to which the students can relate.	All of it went well and I could pull it off nicely.	I am super happy with today's performance and I will try to raise the bar for myself always.
Use of resources in teaching-learning (Presentation) <ul style="list-style-type: none"> • Resources other than the textbook • Use of ICT to support learning • Resources to support differentiated learning in classroom 	Google slides Videos Images, GIFs Storyboard Wordwall net	Google slides Videos Images, GIFs Storyboard Wordwall net	I shall keep experimenting with different resources.
Assessment of students (Evaluation) <ul style="list-style-type: none"> • Use of variety of assessment technique • Use of students' result for planning • Encourage student for self-assessment • Encourage for peer assessment 	Wordwall net. appreciation of the language, predicting the end of the story.	Wordwall was appreciated separately.	I like to have different evaluation strategies so I shall continue with that.
Use of core-component : Integrated with the theme	Journeying with the youth, Consciousness of God's presence and Walking with the poor	I tried my best to bring all the themes effectively.	I was appreciated on bringing the consciousness of God's presence smoothly.
Key points for action: Maintaining the standard that I have set for myself			

VII. REFLECTION ON THEME BASED LESSON



ST. XAVIER'S INSTITUTE OF EDUCATION
MUMBAI
Semester III
Reflection on Theme Based Lessons (one)
2021-22

Name of the Student: Arwa Sakerwala

Theme based Lesson Number: 4 & 6

Dates of the lesson: 29/11/2021 & 26/11/2021
40

Pedagogy: ENGLISH

Roll No.-

1. How did the theme-based lessons help me critically analyze the subject/s from the perspective of UAPs ?

We always had core components for the lesson but in theme based lessons I realized that every lesson can have different values in the form of UAPs. Initially, it was a task to be able to identify and have the UAP smoothly incorporated in the lesson. However, as and when I did it things fell into place. After theme lessons, I think the shadow of these lessons shall also fall on the general lessons and so every lesson we teach will be full of values and UAPs.

2. Did the integration of content with the theme expand my horizon of thinking? Why?

Yes, it surely did. For theme based lessons, even while selecting the lesson we had to go beyond the content to bring out the theme. In general lessons, it was limited to the core component which was just one part of the lesson and in theme based the entire lesson is rich in values. After my second lesson, and observing other peer theme based lessons definitely yes. I am more sensitized and the values now are a way of living.

3. What attitudinal change do I see in my personality as a teacher?

Even before theme based lessons, I was thoughtful about the environment, resources, poor, etc., but after the lessons I have started to think along those lines even in basic things of life. I do not hesitate to help people selflessly without thinking if I will get some benefit or bother about the popular opinion. After my second theme based lesson I am truly content with myself and the way I delivered the lesson. I received amazing feedback from Geeta ma'am to whom I always look up to.

4. What challenges did I face while teaching the theme-based lesson?

Incorporating the theme effectively is the biggest challenge because it should not appear as though it is enforced in the lesson. In the first lesson still I was not satisfied but after the second lesson, I think I have now got the hang of it.

**VIII. REFLECTION ON
EXPERIENTIAL
LEARNING STRATEGY
BASED ON NAI TALIM
LESSON**



**ST. XAVIER'S INSTITUTE OF EDUCATION
MUMBAI**

**Semester III
Reflection on Experiential Lessons (one)
2021-22**

Name: Arwa Sakerwala Roll No. 40

Dates of the lesson: 25/11/2021

1. How did the Experiential lessons help me collaborate with other students?

My first lesson of experiential learning was average. I received feedback to give a brief introduction about the activity which I think that I shall incorporate in the next lesson. Also, the theme of food wastage prevention came out well with the help of the activity. Also the students/peers participated and so the classroom environment was interactive. Activities increase the involvement and understanding of rural problems. My last experiential lesson went amazingly well and so I think it helped me become a nice interactive teacher.

2. Does the experience of a of other subjects helps in understanding the pedagogy better?
How?

Definitely, it keeps the students occupied and engaged throughout the lesson. Like for example, I saw an experiential lesson of my peer with same pedagogy, she had a boat making activity and from there she moved on to gender equality very swiftly which was the theme of the lesson. The character building activity helps in better explanation and understanding.

3. What attitudinal change do I see in my personality as an experiential teacher?

Coming up with relevant activities is no less than a task. After my second experiential lesson, I came across the fact that the activity shall serve the purpose and it shall not contradict in any means. I think there is a long way to go for being an experiential teacher but there is always a start. My start has taken place and so I shall keep experimenting with different experiential activities. With the third lesson, I can connect with the rural context better and I am much more confident. The last and final lesson was near perfect and I am really happy with my performance. I got constructive feedback and shall keep it mind.

4. What challenges did I face while planning and conducting experiential lessons?

The activities that I included were simple and such that the materials were easily available. I wanted the peers to participate and so I had to jog my mind to decide the activities. As it was online, the activity video had to be prepared beforehand. However, the video because of internet issues used to lag and so it was no less than a challenge. In my second experiential lesson, I had kept two elaborate activities due to which I had to rush through. After the lesson I received feedback that I can have one elaborate and one short activity only. My third experiential lesson was as I wanted and the connection came nicely. There is scope for improvement and shall work towards it.

X. OBSERVATION OF PEER LESSONS



ST. XAVIER'S INSTITUTE OF EDUCATION
S.Y.B.Ed. INTERNSHIP- SEMESTER III
2021-22

OBSERVATION SHEET FOR STUDENT TEACHER

Name of the Peer Teacher: Ms. Anjali Ray

Date of lesson: 26/10/2021

Pedagogy: ENGLISH

Topic: Helen Keller

Observation Lesson No: 1

Class: 5

Criteria	Observation	Learning Acquired
SET INDUCTION	She had used scrambled words and sentences to highlight the difficulty and how when helped by others get resolved. It was indeed a very unique idea that she tried incorporating. However, she could not link it well with the lesson and it looked abrupt to begin directly with the lesson.	Even if the set induction is unique, it needs to be linked well and only then the job is done well. Any one thing is incomplete without the other and becomes prominent is my take away.
PRESENTATION	She had used google slides, images, gif, videos, etc., to sensitize the students regarding the differently abled people. I think that sensitizing came out really well which is the main purpose of the entire lesson. Although the pronunciation is something that she was told to work on.	The right pronunciation is important. The essence of the lesson needs to be brought out well no matter what. Using the right videos and images is important.
SUMMARY	The summary was kept precise and was done in a few sentences.	I think that the summary can be a bit more but maybe even this is nice.
EVALUATION	She used main ideas, central idea, actions used by Helen keller, etc., as a part of evaluation strategy.	Evaluation was kept simple too but I think this time it worked in her favor.

REFLECTION ACTION	The video shown by her was perfect and accurate for the theme. The video showed two situations of behaving with people and helping them is a better alternative.	Core component needs to be with the theme and needs to be apt.
THEME BASED	N.A.	N.A.
EXPERIENTIAL STRATEGY	N.A.	N.A.
ASSIGNMENT	The assignment given by her was very creative. It was how to say “hello my name is ----” in sign language and essay on differently abled who have achieved success despite difficulties.	It is good to keep the assignment unique so that the students readily do it.
Use of various resources for teaching	Resources used were mainly videos and images.	Different learning- teaching resources can be incorporated.

Name of Observer Student Teacher: Arwa Moiz Sakerwala
Roll No: 40



**ST. XAVIER'S INSTITUTE OF EDUCATION
S.Y.B.Ed. INTERNSHIP- SEMESTER III
2021-22**

OBSERVATION SHEET FOR STUDENT TEACHER

Name of the Peer Teacher: Ms. Anjali Ray

Date of lesson: 29/10/2021

Pedagogy: ENGLISH

Topic: The Silver House

Observation Lesson No: 2

Class: 6

Criteria	Observation	Learning Acquired
SET INDUCTION	She started the lesson with who am I riddles which were quite enjoyable. I got to know that the riddles were compiled and modified by herself which was amazing. She could link the topic well.	Even a basic modification of something can enhance the product and effectiveness of something that is picked from the internet. Also that something like riddles is always enjoyed by the students.
PRESENTATION	The theme she had chosen of the google slides created an ambience that matched with the lesson. Everything was well organized in the presentation. She used different videos, images, etc., to make her ppt interesting. She uses the word "Now" a lot many times but she said she is working on it.	Just the right theme can do wonders to the lesson. Keeping everything organized is important. Mannerism to an extent is fine but after that it can distract the student's attention.
SUMMARY	She always summarizes the poem or the prose in a few sentences which goes quickly.	I have learned a different technique of summarizing from her.
EVALUATION	She used central ideas, main ideas, rhyming words, figures of speech as a part of her evaluation.	Figures of speech can be avoided for the 6th std is the feedback she received and so I learned it.
REFLECTION ACTION	Her reflection action was quite different and it was about light pollution which even I didn't know.	Since it was unique I think it grabbed my attention. Even the core

		component part of the lesson can be different than the common ones.
THEME BASED	N.A.	N.A.
EXPERIENTIAL STRATEGY	N.A.	N.A.
ASSIGNMENT	Her assignment was to observe the sky with the stars, moon, clouds and write a short paragraph on it.	The assignment could have been better. However, I feel that she still gives better assignments than me.
Use of various resources for teaching	She had prepared google slides for her presentation, used riddles, images, gif, videos, etc., as a part of her teaching resources.	This is something I even need to work on. It is time to try out different teaching- learning resources and strategies.

Name of Observer Student Teacher: Arwa Moiz Sakerwala
Roll No: 40



ST. XAVIER'S INSTITUTE OF EDUCATION
S.Y.B.Ed. INTERNSHIP- SEMESTER III
2021-22

OBSERVATION SHEET FOR STUDENT TEACHER

Name of the Peer Teacher: Ms. Sancia Mathray

Date of lesson: 25/11/2021

Pedagogy: HISTORY

Topic: Social and Religious Reforms (Theme based)

Observation Lesson No: 3

Class: 8

Criteria	Observation	Learning Acquired
SET INDUCTION	Her set induction was images with superstitions and caste discrimination. I think it was a good start for the topic.	Keeping the set induction basic is important so that the students participate without any hesitation.
PRESENTATION	She faced a lot of network issues but she kept her calm and completed the lesson. She uses the explanation method most of the time as her pedagogy is History. However, she also tends to explain the video herself. The presentation was made well and her communication skills are good.	I applaud her poised approach as it is difficult to manage massive network issues. I think she can avoid explaining the videos. Despite all the challenges she completed her lesson.
SUMMARY	She summarized the topic well and effectively.	Summary is important so that the students know and can have a recap of what is being done.
EVALUATION	Her evaluation was filling a table about Mahatma Jyotiba Phule, his book, work of the organization and name of the organization. She also asked questions about how the society has evolved with time in context to social harmony and discrimination.	In her previous classes she did not have the evaluation part but this time she came up with something very innovative and engaging. I like this way of evaluation.

REFLECTION ACTION	It was what we can do to eradicate different discriminations.	It was done with the themes that were taken.
THEME BASED	The themes she used were walking with the poor and marginalized and journeying with the youth. She gave a lot of examples of reformers of the past who worked for the progress and welfare of the marginalized. She also highlighted different youth who are actively working towards social progress.	I think for the first theme based lesson, the themes were brought out well and smoothly. However, there is always scope for improvement.
EXPERIENTIAL STRATEGY	N.A.	N.A.
ASSIGNMENT	She gave an assignment to prepare a poster on the theme of equality and role of youth.	I think the assignment was quite unique and creative for a history class. Also the assignment was in line with the theme of hope filled future.
Use of various resources for teaching	She had used PPT, images, videos, etc., to bring out the themes well.	It is important to use different teaching resources as it is semester 3.

Name of Observer Student Teacher: Arwa Sakerwala
Roll No: 40



ST. XAVIER'S INSTITUTE OF EDUCATION
S.Y.B.Ed. INTERNSHIP- SEMESTER III
2021-22

OBSERVATION SHEET FOR STUDENT TEACHER

Name of the Peer Teacher: Ms. Anjali Ray

Date of lesson: 26/11/2021

Pedagogy: ENGLISH

Topic: The Pilgrim THEME BASED

Observation Lesson No: 4

Class: 8

Criteria	Observation	Learning Acquired
SET INDUCTION	She had different personalities like wright brothers, etc., who struggled and made innovations that are helpful for all the people today. I think it was nicely linked to the essence of the poem which was doing good for others despite challenges and difficulties.	The set induction was at par with the mental level of the students as it was for 8th grade students.
PRESENTATION	She had prepared google slides and had used videos, gifs, images, etc., in her presentation. As the poem was lengthy she had nicely organized it in 3 subunits with different main ideas. Also the questions were asked systematically. She had highlighted themes like walking with the marginalized, journeying with the youth.	It is possible to have 3 short subunits for better organization. Asking questions effectively is important. The themes could have been brought much more effectively but as it was first theme based a benefit of doubt needs to be given. As all of us are in the learning stage.
SUMMARY	She summarized the poem effectively and briefly.	Summary is important and so it needs to be done but can be completed briefly and swiftly.

EVALUATION	She asked different lower and higher order questions and mainly correlated it with life.	I think the evaluation was done nicely but better strategies can be used.
REFLECTION ACTION	As it was theme based, the reflection action was integrated in the subunit and was fairly done.	The theme based lessons shall get better with practice.
THEME BASED	It was her first theme based lesson and I think she did more than average. She nicely tried to incorporate the themes in the poem.	Considering it was the first theme based lesson she did really well and I got a few ideas too.
EXPERIENTIAL STRATEGY	N.A.	N.A.
ASSIGNMENT		Unique assignment topics can be given so that the students actually do it.
Use of various resources for teaching	Google slides, Images, Gifs, videos	Better teaching learning resources can be used.

Name of Observer Student Teacher: Arwa Sakerwala
Roll No: 40



ST. XAVIER'S INSTITUTE OF EDUCATION
S.Y.B.Ed. INTERNSHIP- SEMESTER III
2021-22

OBSERVATION SHEET FOR STUDENT TEACHER

Name of the Peer Teacher: Ms. Anjali Ray

Date of lesson: 27/11/2021

Pedagogy: ENGLISH

Topic: Nature created man and woman created equals

Observation Lesson No: 5

Class: 8

Criteria	Observation	Learning Acquired
SET INDUCTION	For set induction she had kept two situations, one which had stereotypes and second which had equality. I think it was very well linked with the lesson and was in lines with the theme of the lesson.	The students can be put into the thinking pace right from the set induction.
PRESENTATION	She had used google slides, videos, images, etc, for her presentation. All of these worked really well.	I think she can use more technological resources and experiments in her lesson. Her voice modulations are great but model reading can be done more effectively.
SUMMARY	She had a small summary after each subunit which helped in deciding the main idea. There was an overall summary too.	I am not sure if summarizing after the subunit is right or wrong because it shapes the thoughts of the students.
EVALUATION	She had a Character sketch of Tomba and an alternative title as a part of her evaluation apart from main, adjectives, and central ideas. Both of them were done really well.	Brief evaluation is a good idea.
REFLECTION ACTION	Gender equality was incorporated in the activity and was brought out fine.	Unique ways of bringing out reflection and then posing action questions is important.

THEME BASED	N.A.	N.A.
EXPERIENTIAL STRATEGY	It was an experiential lesson, the first activity was making a poster comparing rural areas and cities. The second activity was making a paper boat. However, I think the first activity went out of sync with the theme and only the rural context was highlighted. She could have done it in a more meaningful way. The second activity was done in an excellent way and the purpose was met.	The feedback she received about the first activity truly broadened my horizon. The second activity was done really really well.
ASSIGNMENT	Write a slogan and create a poster on Gender equality was her assignment.	Assignments should be unique and different.
Use of various resources for teaching	Google slides, Images, Videos, Gifs	Exploration is a must.

Name of Observer Student Teacher: Arwa Sakerwala
Roll No: 40



**ST. XAVIER'S INSTITUTE OF EDUCATION
S.Y.B.Ed. INTERNSHIP- SEMESTER III
2021-22**

OBSERVATION SHEET FOR STUDENT TEACHER

Name of the Peer Teacher: Ms. Sancia Mathray

Date of lesson: 27/11/2021

Pedagogy: HISTORY

Topic: Ancient India: Centers of Education

Observation Lesson No: 6

Class: 6

Criteria	Observation	Learning Acquired
SET INDUCTION	She had pictures about Ancient India and asked which era the pictures belonged to. For better understanding she gave options like modern, medieval, or ancient India.	I think for the 6th Grade the set induction was relevant and was in lines with the lesson.
PRESENTATION	She had used powerpoint presentations, images, maps, etc., for the effectiveness of her presentation. Her way of presenting the lesson is very organized and the flow of ideas are very smooth. However, for the 6th grade she could have questions more simple. However, she finished her lesson in almost 20-25 minutes.	Ideas should flow nicely and there shall be no obstruction. The presentation and questioning should be according to the mental level of the students.
SUMMARY	She did the summary nicely.	
EVALUATION	Her evaluation question was the features of Takshashila university.	She can have more evaluation questions and a few simpler ones considering the grade.
REFLECTION ACTION	It was need for the spread of education which was done nicely.	
THEME BASED	N.A.	N.A.

EXPERIENTIAL STRATEGY	N.A.	N.A.
ASSIGNMENT	Her assignment was On the outline map of Ancient India show the pictorial depiction of famous centers of education during ancient India. For a history lesson it was quite an interesting assignment.	My second pedagogy is history, I got an unique idea for an assignment.
Use of various resources for teaching	PPT, Maps, and Images	She should explore more teaching learning resources.

Name of Observer Student Teacher: Arwa Sakerwala
Roll No.- 40



ST. XAVIER'S INSTITUTE OF EDUCATION
S.Y.B.Ed. INTERNSHIP- SEMESTER III
2021-22

OBSERVATION SHEET FOR STUDENT TEACHER

Name of the Peer Teacher: Ms. Anjali Ray

Date of lesson: 29/11/2021

Pedagogy: ENGLISH GL 4

Topic: The Necklace

Observation Lesson No: 7

Class: 9

Criteria	Observation	Learning Acquired
SET INDUCTION	She showed a video that compared organized and disorganized lifestyles. She then linked it to dreams and finally to the lesson,	I think the video was in itself really nice but I think a more apt video could have been selected. However, she said that she was unwell so I think that benefit of doubt should be given to her.
PRESENTATION	Her presentations are always well made and content is organized. Besides, her way of approaching and voice modulation is amazing. Also even when it was a general lesson, it was full of values which was the main highlight of her lesson. Despite keeping unwell, she pulled off the lesson really well.	Even a general lesson can be loaded with values and not just theme based.
SUMMARY	She always summarizes briefly and nicely.	Summary is important and can be done effectively.
EVALUATION	Character sketch of Mathilde, alternative title and central idea.	Character sketch was done really well. She can experiment with something more than questions for evaluation.
REFLECTION ACTION	Removal of social barriers was her reflection action which she brought really well.	The CC was well linked and connected.

THEME BASED	Despite not theme based, it was full of values.	
EXPERIENTIAL STRATEGY	N.A.	N.A.
ASSIGNMENT	Make a invitation card for your school principal inviting them to the Christmas Celebration	Assignment was really well linked with the lesson.
Use of various resources for teaching	Google slides, Images, GIFs, videos	I think she should experiment with different teaching learning resources.

Name of Observer Student Teacher: Arwa Sakerwala
Roll No: 40



ST. XAVIER'S INSTITUTE OF EDUCATION
S.Y.B.Ed. INTERNSHIP- SEMESTER III
2021-22

OBSERVATION SHEET FOR STUDENT TEACHER

Name of the Peer Teacher: Ms. Sancia

Date of lesson: 30/11/2021

Pedagogy: HISTORY

Topic: Feminist Struggle

Observation Lesson No: 8

Class: 8

Criteria	Observation	Learning Acquired
SET INDUCTION	She started with a guessing game of women who have achieved something and made their presence felt in their respective field. I think she could link the topic well.	All the personalities were very famous and it went smoothly. It is important that the images are according to the mental level of the students.
PRESENTATION	As suggested last time, this time she did use some theme for her presentation. However, I feel that there is scope for a lot of improvement and she can organize her content better with the presentation. She puts a lot of information on the slide which reduces the attractiveness of the presentation. However, I liked the way she included both male and female freedom fighters in her lesson.	Presentation plays an extremely important role while teaching. If it is effective the entire lesson becomes efficient and vice versa.
SUMMARY	I like the way she summarizes and I think that is one of her plus points.	Summarizing the entire lesson briefly and accurately is a skill too.
EVALUATION	She skips the evaluation part.	Evaluation questions are important.
REFLECTION ACTION	Her reflection action was gender equality which suited well with the lesson.	It is important that the reflection action is based on the lesson theme and topic.
THEME BASED	N.A.	N.A.

EXPERIENTIAL STRATEGY	N.A.	N.A.
ASSIGNMENT		Assignments should be creative.
Use of various resources for teaching	She used powerpoint presentations, newspaper articles, images, etc., as her teaching-learning resources.	I think she should experiment with different resources but not sure if it is possible on the online mode.

Name of Observer Student Teacher: Arwa Moiz Sakerwala
Roll No: 40



ST. XAVIER'S INSTITUTE OF EDUCATION
S.Y.B.Ed. INTERNSHIP- SEMESTER III
2021-22

OBSERVATION SHEET FOR STUDENT TEACHER

Name of the Peer Teacher: Ms. Anjali Ray

Date of lesson: 30/11/2021

Pedagogy: ENGLISH

Topic: Great Scientist -Dr. A.P.J Abdul Kalam

Observation Lesson No: 9 Theme based

Class: 7th

Criteria	Observation	Learning Acquired
SET INDUCTION	She showed a video about different inventions and asked the question why inventions are important.	The video was apt for her topic but I think that she should try different ways of set induction like narration, etc., as she has never done it.
PRESENTATION	She had made her presentation on google slides and had used images, videos, GIFs, etc. Her use of images and GIFs are really nice but she needs to experiment a bit. It was a theme based lesson and all the themes were brought out clearly. The best part about her lesson was the fact that we should try to find potential in the excluded.	Even one good point is enough to raise the standard of the lesson.
SUMMARY	She summarizes well in all her lessons.	
EVALUATION	Her question of writing an alternative title works really well as it gives students an opportunity to be creative.	She can try creative ways of evaluation as well.
REFLECTION ACTION	Integrated in the subunit as theme based.	

THEME BASED	Walking with the excluded and journeying with the youth were the two themes she highlighted through the lesson. Both the themes were brought out using a video. The questions asked were relevant and on the point.	Bringing out the theme smoothly is a skill and she has acquired it. Her positive reinforcement is amazing and I shall learn that from her.
EXPERIENTIAL STRATEGY	N.A.	N.A.
ASSIGNMENT	She gave two assignments- Write an essay on any Scientist of your choice and Write down at least Two problems you see in the society around you and the ways you can try to solve them.	It is possible to give two short assignments and both of which should be unique.
Use of various resources for teaching	Google slides, Images, videos, gifs	Finding out different teaching resources is important.

Name of Observer Student Teacher: Arwa Sakerwala
Roll No: 40



**ST. XAVIER'S INSTITUTE OF EDUCATION
S.Y.B.Ed. INTERNSHIP- SEMESTER III
2021-22**

OBSERVATION SHEET FOR STUDENT TEACHER

Name of the Peer Teacher: Ms. Anjali Ray

Date of lesson: 11/12/2021

Pedagogy: ENGLISH

Topic: Autobiography of Great Indian Bustard

Observation Lesson No: 10 Experiential Lesson

Class: 7th

Criteria	Observation	Learning Acquired
SET INDUCTION	She showed a video on endangered and extinct species of birds and animals.	The video was accurate and she nicely linked it to the lesson.
PRESENTATION	She had made her presentation on google slides and everything was well organized. The requirements for the activity were told well in advance so everyone participated.	The flow of her lessons are appreciable and something I look up to. However, she had kept one activity.
SUMMARY	She gave a brief summary of the lesson.	
EVALUATION	Central idea and true/ false was a part of her evaluation. Her question of writing an alternative title is something that she always has.	She could have used the word wall net for the true or false part for better engagement.
REFLECTION ACTION	Integrated in the subunit as theme based.	
THEME BASED	N.A.	N.A.
EXPERIENTIAL STRATEGY	She had one experience of making origami birds which she then connected with the handicrafts and how it needs to be promoted.	I think it did not go well and could have connected it to the environment but maybe to bring the rural context she did so.

ASSIGNMENT	She gave an assignment of writing a letter to a friend.	I lately got to know that the bar of the assignment needs to be raised and cannot be something that is taught.
Use of various resources for teaching	Google slides, Images, videos, gifs	Finding out different teaching resources is important.

Name of Observer Student Teacher: Arwa Sakerwala
Roll No: 40



**ST. XAVIER'S INSTITUTE OF EDUCATION
S.Y.B.Ed. INTERNSHIP- SEMESTER III
2021-22**

OBSERVATION SHEET FOR STUDENT TEACHER

Name of the Peer Teacher: Ms. Sancia Mathray

Date of lesson: 11/12/2021

Pedagogy: HISTORY

Topic: Civil Disobedience movement

Observation Lesson No: 11 General lesson

Class: 8th

Criteria	Observation	Learning Acquired
SET INDUCTION	She had used images of protests to bring out the essence of the civil disobedience movement.	I think the set induction was done really well and was also linked nicely.
PRESENTATION	Her presentation had images and videos but I think she can work a bit more on it. There was a lot of content on the slide which did not look too great. She was unable to play the video on zoom.	There should not be too much content on the slide. A lot of us are not comfortable using zoom and so getting used to it is important.
SUMMARY	Previously she used to forget summarizing but now she does it thoughtfully.	Improving on the minutest thing is important.
EVALUATION	She asked one evaluation question of 'Why did Gandhiji start the salt satyagraha?'	more questions can be asked using different strategies.
REFLECTION ACTION	It was a constitutional obligation of carrying out peaceful protests.	It was linked well and nicely came out. This is a difficult task as bringing out core components in history can be difficult.
THEME BASED	N.A.	N.A.
EXPERIENTIAL STRATEGY	N.A.	N.A.
ASSIGNMENT	The assignment was gathering information about one peaceful	I really liked the assignment as it was apt and on the point.

	protest in India that has changed society.	
Use of various resources for teaching	PPT, Images, Videos	More resources can be experimented.

Name of Observer Student Teacher: Arwa Sakerwala
Roll No: 40



ST. XAVIER'S INSTITUTE OF EDUCATION
S.Y.B.Ed. INTERNSHIP- SEMESTER III
2021-22

OBSERVATION SHEET FOR STUDENT TEACHER

Name of the Peer Teacher: Ms. Sancia Mathray

Date of lesson: 16/12/2021

Pedagogy: HISTORY

Topic: Evolution

Observation Lesson No: 12

Class: 5

Criteria	Observation	Learning Acquired
SET INDUCTION	She used a video of the big bang theory and evolution of the earth.	The video was linked well with the topic.
PRESENTATION	Her presentations are always very simple and I think she can make it a bit more colorful. Besides, she used too many videos, almost 12 videos so I think that can be limited. Otherwise her voice modulation and questioning skill is amazing and she has a lot of potential.	Videos should be limited else that can be a distraction for the students. also the video should be according to the mental age of the students.
SUMMARY	She summarizes the topic clearly.	
EVALUATION	She asked one evaluation question which was of higher order. I think she can have a few simple ones as well.	Evaluation should have a mix of higher and lower order.
REFLECTION ACTION	She showed a video about the destruction of the environment and the consequences of it.	The reflection action was done well and there needs to be a link with the content which was there.
THEME BASED	N.A.	N.A.
EXPERIENTIAL STRATEGY	N.A.	N.A.

ASSIGNMENT	Make a dinosaur using paper.	Assignment needs to have some value and not just craft work.
Use of various resources for teaching	Presentation, videos, and Images	She could have used other resources as well.

Name of Observer Student Teacher: Arwa Sakerwala
Roll No: 40



ST. XAVIER'S INSTITUTE OF EDUCATION
S.Y.B.Ed. INTERNSHIP- SEMESTER III
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OBSERVATION SHEET FOR STUDENT TEACHER

Name of the Peer Teacher: Ms. Anjali Ray

Date of lesson: 18/12/2021

Pedagogy: ENGLISH

Topic: Adjectives (Quality & Quantity)

Observation Lesson No: 13

Class: 6

Criteria	Observation	Learning Acquired
SET INDUCTION	She started with a game of describing objects. It was relevant and done really well.	Set induction was just right and apt for the topic of adjectives.
PRESENTATION	The grammar lesson was taught by following the constructivist approach. The method was followed and was executed well by her. She is always very lively and her positive reinforcements encourage the students to answer. The presentation was well made.	I am from the same pedagogy and so the grammar lesson helped me a lot to prepare for my lesson. Her way of positive reinforcement inspires me.
SUMMARY	She summarizes the topic clearly.	
EVALUATION	She gave a passage and asked the students to differentiate between the adjectives of quantity and quality.	The evaluation was as per the requirement and was done perfectly.
REFLECTION ACTION	She showed a video about the environmental degradation which affects human habitat.	The reflection action was dealt with accurately.
THEME BASED	N.A.	N.A.
EXPERIENTIAL STRATEGY	N.A.	N.A.

ASSIGNMENT	Her assignment was ‘Write a short essay on save trees save life and underline the adjectives and identifying their types’	The assignment was relevant and in context with the lesson.
Use of various resources for teaching	Presentation, videos, Images, GIFs, Jamboard, Google docs	She has started using resources which have enhanced her lessons immensely.

Name of Observer Student Teacher: Arwa Sakerwala
Roll No: 40



ST. XAVIER'S INSTITUTE OF EDUCATION
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OBSERVATION SHEET FOR STUDENT TEACHER

Name of the Peer Teacher: Ms. Sancia Mathray

Date of lesson: 23/12/2021

Pedagogy: HISTORY

Topic: Entertainment and history

Observation Lesson No: 14

Class: 10

Criteria	Observation	Learning Acquired
SET INDUCTION	Her set induction was images of different forms of entertainment like movies, etc.	The set induction was linked well with the lesson.
PRESENTATION	She had made a presentation with a lot of videos and examples of puppetry. There is improvement in her and I think she has the potential to do a lot more.	However, I think too many videos can become boring for the student. Instead images shall serve the purpose. She can ask more questions instead of explaining all the time.
SUMMARY	Summary was done briefly.	
EVALUATION	She asked a few questions like 'Explains how puppetry as an art form will help us know the rich culture of India. Gives reasons how puppetry developed in different parts of the country.'	The evaluation was done but I think unique ways of doing it can be explored.
REFLECTION ACTION	Promoting rural art forms was integrated well with the subunits.	The linkage was good and appreciable.
THEME BASED	N.A.	N.A.
EXPERIENTIAL STRATEGY	She had an activity of puppet making which was done effectively.	Considering that it was her first experiential lesson she has done really well.

ASSIGNMENT	Her assignment was Write a story using your own imagination with the help of the fairy puppet as a character.	The assignment was relevant and in context with the lesson. The puppet made was used in the assignment as well.
Use of various resources for teaching	Presentation, videos, Images.	More resources can be explored.

Name of Observer Student Teacher: Arwa Sakerwala
Roll No: 40



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OBSERVATION SHEET FOR STUDENT TEACHER

Name of the Peer Teacher: Ms. Anjali Ray

Date of lesson: 04/01/2022

Pedagogy: ENGLISH
noun, and Abstract noun)

Topic: Nouns and its types (Common noun, Proper

Observation Lesson No: 15

Class: 6

Criteria	Observation	Learning Acquired
SET INDUCTION	She started with a game of word chain and asked from the students.	She could link all the words to the concept of nouns well.
PRESENTATION	She had prepared her presentation on google slides and used jamboard and google docs. She tried involving all the students in getting the examples and responses. She very calmly switched between different platforms.	Her style of involving all the students is appreciable. However, she got feedback to move beyond pictures and involve students practically. That is something that has helped me a lot.
SUMMARY	She summarizes the topic clearly.	
EVALUATION	She gave a passage and asked the students to pick out the types of nouns that were taught.	The evaluation was as per the prescribed pattern but it becomes a lot similar. Observing the lesson helped me to think differently and strive for uniqueness.
REFLECTION ACTION	The passage of evaluation was about the environment and plastic pollution. She linked it to the protection of the environment well.	The reflection action took place smoothly.
THEME BASED	N.A.	N.A.
EXPERIENTIAL STRATEGY	N.A.	N.A.

ASSIGNMENT	Her assignment was “Write a short essay on the importance of proper waste management- Underline the nouns and identify their types.”	Her previous assignment was also writing an essay so I think she can be more creative at this stage.
Use of various resources for teaching	Presentation, videos, Images, GIFs, Jamboard, Google docs	She got feedback to involve the students beyond seeing the pictures and responding .

Name of Observer Student Teacher: Arwa Sakerwala
Roll No: 40



**ST. XAVIER'S INSTITUTE OF EDUCATION
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OBSERVATION SHEET FOR STUDENT TEACHER

Name of the Peer Teacher: Ms. Sancia Mathray

Date of lesson: 04/01/2022

Pedagogy: HISTORY

Topic: Stone age and middle age

Observation Lesson No: 16 (Experiential)

Class: 05

Criteria	Observation	Learning Acquired
SET INDUCTION	She showed images of stone tools and connected it with the stone age and different ages of history.	She linked it well to the lesson but I think she could have tried being more creative.
PRESENTATION	Her presentation has a lot of information on the slide from which she is reading. She can avoid doing that. She can also spend more time making her presentation effective.	Putting in more and extra efforts is important so that the improvement is seen.
SUMMARY	Summary was done briefly.	
EVALUATION	She asked a few lower order questions like different ages of history, how did man progress, etc.	She needs to ask more questions. She has an edge over others as her command over language is good.
REFLECTION ACTION	Protection of the environment was brought in with the concept of a food chain.	The core component was brought out creatively.
THEME BASED	N.A.	N.A.
EXPERIENTIAL STRATEGY	She asked the students to make a slogan for protection of animals.	The activity was carried out well but the rural connection seemed to be missing or was not dealt with well.
ASSIGNMENT	Her assignment was finding out the other sites of the stone age.	The assignment was also unique and an interesting one.

Use of various resources for teaching	Presentation, videos, Images.	More resources should be explored.
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Name of Observer Student Teacher: Arwa Sakerwala
Roll No: 40



ST. XAVIER'S INSTITUTE OF EDUCATION
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OBSERVATION SHEET FOR STUDENT TEACHER

Name of the Peer Teacher: Ms. Twinkle Fernandes

Date of lesson: 06/01/2022

Pedagogy: ENGLISH

Topic: Informal letter writing

Observation Lesson No: 17 (Experiential)

Class: 07

Criteria	Observation	Learning Acquired
SET INDUCTION	She asked us to classify the formal and informal letter writing topics and asked questions based on it.	The set induction was a creative one and nicely done. Also the link to the topic was done really well.
PRESENTATION	Her presentation was made really well and everything was very clear. She used a jamboard for the format and features. The questions were asked clearly and she gave everyone an opportunity to participate in her lesson.	The flow of the lesson was maintained well and that is something that inspired me.
SUMMARY	Summary was done elaborately talking about the format and features both.	Summary can be kept short but if it is a complex topic then an elaborate one works well.
EVALUATION	The pattern of teaching English that is the 5Es and constructivist approach was followed well. She asked everyone to read and participate,	Evaluation helps to ensure if the topic is understood well. Gathering more responses provides clarity about the same.
REFLECTION ACTION	It was Inculcation of scientific temper through the importance of wearing masks. However, it was done in the experiential and so was a bit dragged.	The CC has to be for maximum 2 minutes and not beyond that.
THEME BASED	N.A.	N.A.

EXPERIENTIAL STRATEGY	Mask making activity was conducted and post the activity it was connected to the rural problem.	She got a feedback to not conduct the activity only at the end. Also it may not be a rural problem always and can be something good about it as well. So that is something I learned through her lesson.
ASSIGNMENT	Her assignment was completing the essay that was discussed and started in the class.	
Use of various resources for teaching	Presentation, Jamboard, Images.	All the resources were used well and adequately.

**Name of Observer Student Teacher: Arwa Sakerwala
Roll No: 40**



ST. XAVIER'S INSTITUTE OF EDUCATION
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2021-22

OBSERVATION SHEET FOR STUDENT TEACHER

Name of the Peer Teacher: Ms. Sancia Mathray

Date of lesson: 08/01/2022

Pedagogy: HISTORY

Topic: India during Maurya empire

Observation Lesson No: 18 (Experiential)

Class: 06

Criteria	Observation	Learning Acquired
SET INDUCTION	She showed images of the Mauryan empire and asked the students to guess which period it is. However, I think she could have elaborated on a few features of the empire before beginning the lesson.	Set induction forms the base of the lesson and so it needs to be handled skillfully and well.
PRESENTATION	Her presentation includes a lot of matter and sentences. She had used videos and images for making the presentation creative. She provided a lot of material and explanation about King Cyrus and Greek emperor Alexander.	She needs to explore other resources while teaching. Also a few keywords should only be put up and not the entire paragraph. Despite network issues she gets going throughout the class which is very appreciable.
SUMMARY	She does the summary briefly.	For history I think there can be an elaborate summary so that the evaluation goes smooth and there is a quick recap.
EVALUATION	She asked a few lower order questions like why did Alexander have to return? Also a few higher orders like how Alexander promoted trade.	I think the questions were based on the content she taught and was done well.
REFLECTION ACTION	She showed images of Indian architecture and sculpture and how	CC needs to be smooth and not something that is enforced.

	it is being destroyed. The CC preservation of India's common cultural heritage was tackled well.	
THEME BASED	N.A.	N.A.
EXPERIENTIAL STRATEGY	After asking what goods were traded she asked the students to make pot out of the clay. The activity was conducted well but the rural connect could have been better.	Experiential activity makes sense and solves the purpose only when the rural connection is brought out effectively.
ASSIGNMENT	Her assignment was finding more about King Cyrus and presenting it in the form of a play.	Assignment given was really unique.
Use of various resources for teaching	Videos, Images, Presentation	

Name of Observer Student Teacher: Arwa Sakerwala

Roll No: 40



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OBSERVATION SHEET FOR STUDENT TEACHER

Name of the Peer Teacher: Ms. Sancia Mathray

Date of lesson: 11/01/2022

Pedagogy: HISTORY

Topic: The Maratha Empire

Observation Lesson No: 19

Class: 07

Criteria	Observation	Learning Acquired
SET INDUCTION	She had images of Jijabai, Jyotiba Phule and Rani of Jhansi as a set induction. She asked the students to identify the women and their contribution to society.	The set induction was good and linked well. I got some ideas for my second pedagogy.
PRESENTATION	She had made her presentation on google slides with images and a lot of content matter on the slide. Today she asked a bit more questions but I think she should ask more questions rather than explaining it all. She started with Rajaram Maharaj and then connected to his wife Tarabai and her valor. I liked when she showed maps to bring out the area captured by aurangzeb. Also throughout she kept reiterating the courage shown by Tarabai.	While giving my history lessons I shall avoid having too many paragraphs on the slides instead shall have keywords for the same.
SUMMARY	She verbally does the summary.	Remembering to summarize without the summary slide is important.
EVALUATION	Her evaluation questions were "Explains the role of Maharani Tarabai in the Maratha kingdom"	Evaluation should be based on the content that is taught but using a few resources for doing it is important

	after the death of Maharaja Rajaram, Gives reasons why Aurangzeb could not win the wars against the Marathas.” She needs to add a few more questions for evaluation.	with a mix of higher and lower order questions.
REFLECTION ACTION	Her core component was Equality of sexes which she brought out through the example of Rani Abbakka. She clearly put forth that despite having a rich past of courageous women there is inequality.	It was a good way of bringing out the CC for a history class.
THEME BASED	N.A.	N.A.
EXPERIENTIAL STRATEGY	N.A.	N.A.
ASSIGNMENT	Her assignment was “Interview the women in your neighborhood who have made great achievements in various fields.”	The assignment was related to the topic and she made sure that she gave instructions related to covid protocols. Keeping in mind the current scenario is important.
Use of various resources for teaching	Presentation, Images. She needs to explore more teaching learning resources	Using a few resources makes the lesson interesting.

Name of Observer Student Teacher: Arwa Sakerwala
Roll No: 40



ST. XAVIER'S INSTITUTE OF EDUCATION
S.Y.B.Ed. INTERNSHIP- SEMESTER III
2021-22
OBSERVATION SHEET FOR STUDENT TEACHER

Name of the Peer Teacher: Ms. Anjali Ray

Date of lesson: 13/01/2022

Pedagogy: ENGLISH

Topic: The Red headed league

Observation Lesson No: 20

Class: 07

Criteria	Observation	Learning Acquired
SET INDUCTION	She gave a case study to solve as set induction which was very interesting. She then linked it to the detective stories and then to the lesson.	Interesting set inductions help to create the mood for the lesson. It was a good idea.
PRESENTATION	Her presentations are always very nicely made. She also has a lot of voice modulation and positive reinforcement in her lessons. Today she had a lot of analytical questions in the lesson which I really liked. Despite not feeling well, she gave a really nice and well organized lesson.	Having analytical questions makes the lesson interesting. Even if a teacher is not well, still it is important to teach effectively. There is no scope for excuses.
SUMMARY	She summarizes in one paragraph which is a kind of quick revision.	I have learned summarizing from her.
EVALUATION	She had true or false for evaluation along with suggesting a suitable title.	I think the character sketch would have been better.
REFLECTION ACTION	She showed a movie clipping of Dhamaal movie for her reflection and brought out the importance of having the right information and avoiding misleading ones.	I had a bit of confusion about the CC inculcation of scientific temper, so she clarified it through today's CC.

THEME BASED	N.A.	N.A.
EXPERIENTIAL STRATEGY	N.A.	N.A.
ASSIGNMENT	She gave a story outline and asked the students to write a detective story.	Assignment should be creative and unique.
Use of various resources for teaching	Google slides, Images. GIFs, Videos, Wordwall activity	

Name of Observer Student Teacher: Arwa Sakerwala

Roll No: 40



ST. XAVIER'S INSTITUTE OF EDUCATION
S.Y.B.Ed. INTERNSHIP- SEMESTER III
2021-22

OBSERVATION SHEET FOR STUDENT TEACHER

Name of the Peer Teacher: Ms. Anjali Ray

Date of lesson: 15/01/2022

Pedagogy: ENGLISH

Topic: The Legend of Marathon

Observation Lesson No: 21

Class: 05

Criteria	Observation	Learning Acquired
SET INDUCTION	She had a role play for set induction which created curiosity among the students for the lesson right at the start.	It was a very good idea and worked well. She could also link it well to her lesson. So having an interesting set induction always helps.
PRESENTATION	Her presentation slides were well made and the questions she asked were also interesting. It aroused curiosity in the students. Besides, she got feedback not to have a summary as a main idea of the subunit.	Main ideas should just be a phrase and not a sentence of summary of the subunit.
SUMMARY	Her summary is always crisp.	
EVALUATION	For evaluation along with suggesting another title she had true or false for her lesson. However, we do not have recall questions in English but something like character sketch, writing style, etc.	True or false cannot be in evaluation besides if it is about some character then character sketch is a must.
REFLECTION ACTION	She showed a very heart touching video of being kind and using the power of kindness to color the world with different colors.	The reflection action was done really well and smoothly.
THEME BASED	N.A.	N.A.

EXPERIENTIAL STRATEGY	N.A.	N.A.
ASSIGNMENT	Her assignment was write a short essay on my favorite sport or favorite sports person	Assignment should also be based on the context of both content and the learners.
Use of various resources for teaching	Google Slides, Videos, GIFs, Wordwall	

Name of Observer Student Teacher: Arwa Sakerwala
Roll No: 40

**XI. PLANNING/
ADMINISTRATION OF
UNIT TEST AND
ANALYSIS OF RESULTS
(PEDAGOGY OF SCHOOL SUBJECT I)**

(A separate file but keep this divider here)

XII. STUDENT ACTIVITY/ PARTICIPATION RECORD SHEET



**ST. XAVIER'S INSTITUTE OF EDUCATION
MUMBAI**

B. Ed. PROGRAM SEMESTER- III

INTERNSHIP ACTIVITY / PARTICIPATION RECORD SHEET 2021-22

Coaching Group Teacher / Internship Group No.: Holy Cross School Group 6

Name of the student: Arwa Moiz Sakerwala

Date & Timing	Details of the activity (any type of activity that you participated in Semester III Peer group in SXIE/ other institution, briefly mention the activity and learning)	Learning Acquired
11/10/2021- 10:30- 12:10	Internship Orientation	.
4:00- 6:00	WDC session	

Date & Timing	Details of the activity (any type of activity that you participated in Semester III Peer group in SXIE/ other institution, briefly mention the activity and learning)	Learning Acquired
12/10/2021- 12:20- 01:10	Coaching	.
2:00- 2:50	Orientation to Autonomy Visit	

Date & Timing	Details of the activity (any type of activity that you participated in Semester III Peer group in SXIE/ other institution, briefly mention the activity and learning)	Learning Acquired
13/10/2021- 10:30- 01:10	Internship on Theme based lesson by GS Ma'am	.
2:00- 2:50	Coaching	
3:00- 5:00	Alumni Demo lessons	

Date & Timing	Details of the activity (any type of activity that you participated in Semester III Peer group in SXIE/ other institution, briefly mention the activity and learning)	Learning Acquired
14/10/2021- 10:30- 12:10	Pedagogy 1 Remedial	.

2:00- 2:50	Coaching	
3:00- 5:00	Alumni Demo lessons	

Date & Timing	Details of the activity (any type of activity that you participated in Semester III Peer group in SXIE/ other institution, briefly mention the activity and learning)	Learning Acquired
16/10/2021- 8:30- 12:10	Input on Experiential Lesson by SP and KC	.
2:00 - 2:50	Pedagogy 1 Remedial By PS	

Date & Timing	Details of the activity (any type of activity that you participated in Semester III Peer group in SXIE/ other institution, briefly mention the activity and learning)	Learning Acquired
18/10/2021- 8:30- 9:20	Orientation to Handbook Reflective journal	.
10:30- 12:10	Orientation to Unit test By PS	
2:00 - 2:50	Pedagogy 1 Remedial By PS	
3:00 - 5:00	Alumni Demo lessons	

Date & Timing	Details of the activity (any type of activity that you participated in Semester III Peer group in SXIE/ other institution, briefly mention the activity and learning)	Learning Acquired
25/10/2021- 8:30- 9:15	Observation of Peer Lesson By Malvika- Std 9- Population- Economics	It is important to manage time and the relevant examples used by her is something I look up to.
9:30- 10:00	General Lesson 1- Std 6- Clothesline by Charlotte Druitt Cole	Maintaining consistency in types of questions asked is important.
1:00 - 2:00	Coaching	
3:00 - 4:00	Alumni Rendezvous- Ms. Sonali Gandhi	Teachers shall have 2 A's- Appreciate, Applaud, and Assure.
Date & Timing	Details of the activity (any type of activity that you participated in Semester III Peer group in	Learning Acquired

	SXIE/ other institution, briefly mention the activity and learning)	
26/10/2021 8:30- 9:10	Observation of Peer Lesson By Akhilesh- Std 9- Circulatory System- Science	If the concept taught is difficult it is okay to reiterate.
9:20- 9:50	Observation of Peer Lesson By Anjali Ray- Std 5- Helen Keller- English	Pronunciation is important and linking the set induction of the lesson well is important.
Date & Timing	Details of the activity (any type of activity that you participated in Semester III Peer group in SXIE/ other institution, briefly mention the activity and learning)	Learning Acquired
27/10/2021 8:30 - 9:05	Observation of Peer Lesson By Sancia- History- Bajirao	The presentation needs to be bright with images. Evaluation questions are a must.
9:20 - 9:50	General Lesson 2 - Papa Panov's Special Christmas by Leo Tolstoy	Reflecting deeply on the theme and then deciding the CC and assignment is important.
1:10- 2:00	Coaching	
2:00 - 3:00	Webinar on Financial Literacy by TATA Capital	Financial literacy is extremely important. The teacher needs to inculcate this value in students too. The skill is important for the growth of the nation as well.

Signature of Coach/ Record Examiner:

Date & Timing	Details of the activity (any type of activity that you participated in Semester III Peer group in SXIE/ other institution, briefly mention the activity and learning)	Learning Acquired
28/10/2021- 8:30- 9:15	Observation of Peer Lesson By Malvika- Std 9- Economics	.
9:30- 10:00	Observation of Peer Lesson By Patricia- Std 9- Science	
10:20- 12:00	Nlist Program	Different ways of dealing with classroom diversity

Date & Timing	Details of the activity (any type of activity that you participated in Semester III Peer group in SXIE/ other institution, briefly mention the activity and learning)	Learning Acquired
29/10/2021- 8:05- 9:05	Observation of Peer Lesson By Akhilesh- Std 9- - Science- Force	.
9:30- 10:00	Observation of Peer Lesson By Anjali- Std 6- - English	
1:10- 2:00	Coaching	
2:00- 3:50	AC- Art and Craft Workshop by Madhulica and Cliona	Lantern and flower making

Date & Timing	Details of the activity (any type of activity that you participated in Semester III Peer group in SXIE/ other institution, briefly mention the activity and learning)	Learning Acquired
30/10/2021- 8:30- 9:05	Observation of Peer Lesson By Sancia	.
9:30- 10:00	Observation of Peer Lesson By Patricia	

AUTONOMY VISIT

Date & Timing	Details of the activity (any type of activity that you participated in Semester III Peer group in SXIE/ other institution, briefly mention the activity and learning)	Learning Acquired
15/11/2021- 8:30- 3:05	Autonomy Visit Activities Pedagogy room board activities	Teamwork was something that was required throughout. Despite working in different groups, everyone was helping one another.
16/11/2021- 8:30- 3:05	Pedagogy Room Decoration and Board activities	There was a lot of time management that was required to finish the work in time.

17/11/2021- 8:30- 3:05	Alumni and Certificate Programs Board Preparation for the cultural program	We had to include a lot of information on one board. I guess managing it is also a skill.
18/11/2021- 8:30- 3:05	Alumni and Certificate Programs Board Preparation for the cultural program	I wrote a scene of the play. We were practicing together with expressions. I think we need these acting skills in school too.
20/11/2021- 7:30- 10:00	Autonomy Visit Decoration of Flower Rangoli and other preparations	Along with teaching, etc., basic decoration work is also important.
10:00- 11:00	Welcome ceremony of the Dignitaries	I learned that everything needs to be professional.
11:00 - 1:30	Practice for Cultural Program	
2:15- 3:00	Interaction with the Dignitaries	We had to maintain the decorum and be careful with everything we spoke.

Date & Timing	Details of the activity (any type of activity that you participated in Semester III Peer group in SXIE/ other institution, briefly mention the activity and learning)	Learning Acquired
23/11/2021- 8:30- 10:00	Coaching	.
	Lesson planning and preparation	
24/11/2021- 8:30- 10:00	Coaching	
	Lesson planning and preparation	

Date & Timing	Details of the activity (any type of activity that you participated in Semester III Peer group in SXIE/ other institution, briefly mention the activity and learning)	Learning Acquired
25/11/2021- 8:32- 9:04	Peer Observation- Lesson by Ms. Malvika Tiwari- Urbanization	.It was a theme based lesson and was done well.
9:05- 9: 40	Exp 1- GL 3- Weeds in the Garden Grade 5	It is important to give a brief introduction before starting with the activity.
9:40- 10:10	Peer Observation- Lesson by Mr. Akhilesh- Heat	I like the relevant examples that he gives.
10:12 - 10:50	Peer Observation- Lesson by Ms. Sancia- Social and religious era	I always want a quiet room for giving lessons so that I can focus. I appreciate her

		efforts as she gives lessons in a room with a lot of disturbances.
10:51- 11:30	Peer Observation- Lesson by Ms. Patricia- Cell	It was a theme based lesson and right from the start she brought in the theme of consciousness of God's presence.

Date & Timing	Details of the activity (any type of activity that you participated in Semester III Peer group in SXIE/ other institution, briefly mention the activity and learning)	Learning Acquired
26/11/2021- 8:30- 9:10	Peer Observation Economics- Lesson by Ms. Malvika Tiwari- Tourism	.It was an experiential lesson and I got an idea as to how the activity can be introduced
9:10- 9:45	Theme based 1- GL 4- Home Sweet Home by Payne Std 7	The themes need to be brought out systematically and effectively.
9:50 - 10:20	Peer Observation English- Lesson by Ms. Anjali Ray- Pilgrim std 8	It was a theme based lesson. I liked the way the poem was correlated with life.
10:20- 11:15	Peer Observation Science- Lesson by Ms. Patricia- Mixtures	It was an experiential lesson which was full of activities.
11:20 - 12:00	Filling of self evaluation and daily record sheet in the handbook	

Date & Timing	Details of the activity (any type of activity that you participated in Semester III Peer group in SXIE/ other institution, briefly mention the activity and learning)	Learning Acquired
27/11/2021- 8:30- 9:02 9:02- 9:20	Peer Observation- Lesson by Mr. Akhilesh Feedback	.Even if it is a peer lesson, we should get into the role of teachers and assume that we are in the actual classroom.
9:20- 10:00 10:00- 10:15	Exp 2 GL 5- Essay Writing Autobiography std 8 Feedback	Experiential activity shall be in sync with the rural context as well as the content.

10:20- 10:45 10:45 - 11:00	Peer Observation- Lesson by Ms. Sancia Feedback	Keeping in mind the mental level of the students is important.
11:00- 11:35 11:35-11:45	Peer Observation- Lesson by Ms. Anjali Ray Feedback	Activities can be simple but the interpretation is all that matters.
11:45-12:00	General Queries	

Date & Timing	Details of the activity (any type of activity that you participated in Semester III Peer group in SXIE/ other institution, briefly mention the activity and learning)	Learning Acquired
29/11/2021- 8:32- 9:11 9:12- 9:18	Peer Observation- Lesson by Ms. Malvika Tiwari STD 9 Needs and Wants Feedback	.The way she introduced the concept of Income using wordwall was a great idea.
9:20-9:40 9:40- 9:45	Peer Observation- Lesson by Ms. Sancia STD10 - Newspaper Feedback	The way she manages different challenges is applaudable.
9:45- 10:32 10:32- 10:37	Peer Observation- Lesson by Mr. Akhilesh Std 8- Acid and Base Feedback	This was his best lesson and he kept his calm throughout.
10:38- 11:14 11:14- 11:18	Theme based 2- GL 6- Unke Munke Timpetoo std 7 Feedback	
11:20- 11:51 11:51: 12:10	Peer Observation- Lesson by Ms. Anjali The necklace STD 9 Feedback	Even a general lesson can be full of values.

Date & Timing	Details of the activity (any type of activity that you participated in Semester III Peer group in SXIE/ other institution, briefly mention the activity and learning)	Learning Acquired
30/11/2021- 8:32- 9:07 9:07-9:15	Peer Observation- Lesson by Ms. Malvika Feedback	.I like the way she used the word wall for revising the first part of her lesson.
9:15- 9:43 9:43- 9:50	Peer Observation- Lesson by Ms. Anjali Feedback	She got feedback about the questions framing and so I shall keep that in mind.
9:50- 10:05	Break	
10:05-10:45 10:45-10:53	Peer Observation- Lesson by Mr. Akhilesh Feedback	He assumed that the peers would know something but he got a peer feedback that lack of teacher contribution confused her.It is better to

		behave as though in real classroom
10:53- 11:33 11:33- 11:50	Peer Observation- Lesson by Ms. Patricia Feedback	She had taken two subunits- Kinetic-potential energy and convention-non conventional sources. She rushed through the first subunit which made it obvious that she was not sure about it. Exact content knowledge is important. She taught the concept wrong.
11:50- 12:50	Filling of Daily record and Observation	
3:30- 4:35	Alumni Rendezvous- Ms. Pallavi J Furia	Avenues of Corporate jobs after B.Ed. A teacher needs to be a lifelong learner and before entering the corporate world it is important to have teaching experience for 2 years.

Date & Timing	Details of the activity (any type of activity that you participated in Semester III Peer group in SXIE/ other institution, briefly mention the activity and learning)	Learning Acquired
01/12/2021- 9:00- 10:05	Special Assembly on Sir Francis Xaviers	.Life journey of Sir Francis Xaviers. It is important to face challenges and serve the poor
2:15- 3:05	Coaching	
	Lesson planning and preparation	
02/12/2021- 9:00- 10:05	Special Assembly on Sir Francis Xaviers	Excellence can be achieved by serving the poor and accepting god's will.
2:15- 3:05	Coaching	
	Lesson planning and preparation	

Date & Timing	Details of the activity (any type of activity that you participated in Semester III Peer group in	Learning Acquired
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	SXIE/ other institution, briefly mention the activity and learning)	
08/12/2021-12:15- 3:05	Coaching	.
	Lesson planning and preparation	
09/12/2021 8:30-8:45	Orientation of Assembly by Kalpana Ma'am	Procedure for conducting the assembly
12:15- 3:05	Coaching	
	Lesson planning and preparation	
10/12/2021 8:30-8:45	Assembly on human rights by Nilseema and Urusa	Human rights are rights that are entitled to all human beings and they are categorized as civil-political rights and cultural social rights
2:15- 3:05	Coaching	
	Lesson planning and preparation	

Date & Timing	Details of the activity (any type of activity that you participated in Semester III Peer group in SXIE/ other institution, briefly mention the activity and learning)	Learning Acquired
11/12/2021-9:00- 9:46	Peer Observation of Patricia Lobo- std 9	.She has used a lot of relevant videos of experiments that showed bacteria and microorganisms
9:50- 10:25	Peer Observation of Sancia Mathray- std 8- Civil disobedience movement and salt satyagraha	She had put a lot of content on the slide so I think that can be avoided.
10:30- 11:07	Peer Observation of Anjali Ray- std 6- Autobiography of Great Indian Bustard	She did not use any activities and so got feedback on being technical.
11:10- 11:47	Peer Observation of Akhilesh- std 6- Fun with Magnets	He had a lot of demonstrations that worked really well.
11:50- 12:37	Peer Observation of Malvika- std 10- Human settlements	The game apps that she uses are amazing.

Date & Timing	Details of the activity (any type of activity that you participated in Semester III Peer group in	Learning Acquired
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	SXIE/ other institution, briefly mention the activity and learning)	
13/12/2021-2:15- 3:05	Coaching	.Queries resolved
	Lesson planning and preparation	

Date & Timing	Details of the activity (any type of activity that you participated in Semester III Peer group in SXIE/ other institution, briefly mention the activity and learning)	Learning Acquired
14/12/2021-8:30- 9:00	General Lesson-05 Interview Writing- Std 9	Evaluation part should not be compromised at any cost.
9:00- 9:10	Feedback	
9:12- 09:35	Peer Observation of Sancia Mathray- std 7- Armed Revolution Movement (Chafekar brothers & Vasudev Balwant Phadke)	History teachers need to work on the explanation skills
09:35- 09:40	Feedback	
09:40- 10:20	Peer Observation of Anjali Ray- std 8- Essay Writing Autobiography	Time management is important and repetition can be avoided.
10:20- 10:28	Feedback	
10:32- 11:18	Peer Observation of Malvika- std 10 GDP GL- 06, Exp 02	A lot of activities, examples, and analogies used but managing time is important.
11:18- 11:23	Feedback	
11:23- 12:06	Peer Observation of Patricia- std 6- Sound Exp 04	Teaching through demonstrations is a great idea. Keeping track of time is important.
12:06- 12:12	Feedback	

Date & Timing	Details of the activity (any type of activity that you participated in Semester III Peer group in SXIE/ other institution, briefly mention the activity and learning)	Learning Acquired
15/12/2021-8:30- 8:45	Assembly organized by Roll Nos. 3 & 4 (Human rights)	
2:15- 3:05	Coaching	.Queries resolved
	Lesson planning and preparation	

Date & Timing	Details of the activity (any type of activity that you participated in Semester III Peer group in SXIE/ other institution, briefly mention the activity and learning)	Learning Acquired
16/12/2021- 8:33- 9:12 9:12-9:23	Peer Observation of Sancia Mathray- std 5- Evolution Feedback	The use of Videos can be kept limited
9:23- 10:01 10:01- 10:07	Peer Observation of Akhilesh- std 6 Fun with Magnets Feedback	Demonstrations make the lesson more interesting
10:09- 10:43 10:43- 10:50	Peer Observation of Anjali Ray- std 8- Story Writing Feedback	Keeping the class interactive makes it way better. Jamboard can be used in several ways.
10:50- 11:30 11:30- 11:36	General Lesson-06 Exp- 03 Three Sacks of Rice- Std 5 Feedback	Summary can be done in a more creative way.
11:37- 12:10 12:10-12:20	Peer Observation of Patricia- std 9 Kingdom Plantae Feedback	Complex lesson simplified

Date & Timing	Details of the activity (any type of activity that you participated in Semester III Peer group in SXIE/ other institution, briefly mention the activity and learning)	Learning Acquired
17/12/2021- 8:30- 8:45	Assembly	.
1:25- 2:15	Mentoring	
2:15- 3:05	Coaching	
	Lesson planning and preparation	

Date & Timing	Details of the activity (any type of activity that you participated in Semester III Peer group in SXIE/ other institution, briefly mention the activity and learning)	Learning Acquired
18/12/2021- 8:40- 9:05	Peer Observation of Sancia Mathray- std 9- India's Internal challenges	
9:05- 09:40	Peer Observation of Anjali- std 6 Adjectives (Grammar)	
09:41- 10:25	Peer Observation of Malvika Tiwari- std 8- Communication and Tourism	
10:26- 11:00	Peer Observation of Akhilesh- std 8 Force and Pressure	
11:00- 11:36	General Lesson-07 Three Sacks of Rice Part 2- Std 5	
11:36-12:35	Feedback	
12:30- 1:30	Filling of peer feedback and self evaluation	

Date & Timing	Details of the activity (any type of activity that you participated in Semester III Peer group in SXIE/ other institution, briefly mention the activity and learning)	Learning Acquired
20/12/2021- 2:15- 3:05	Coaching	
	Lesson planning and preparation	

Date & Timing	Details of the activity (any type of activity that you participated in Semester III Peer group in SXIE/ other institution, briefly mention the activity and learning)	Learning Acquired
21/12/2021-	CTET	

	Lesson planning and preparation	
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Date & Timing	Details of the activity (any type of activity that you participated in Semester III Peer group in SXIE/ other institution, briefly mention the activity and learning)	Learning Acquired
22/12/2021- 8:30- 8:45	Assembly	.
2:15- 3:05	Coaching	
	Lesson planning and preparation	

Date & Timing	Details of the activity (any type of activity that you participated in Semester III Peer group in SXIE/ other institution, briefly mention the activity and learning)	Learning Acquired
23/12/2021- 8:32- 9:18	Peer Observation Of Malvika- Economics Different sectors	I like the way she puts the screenshots of articles so that the hassle of switching tabs can be avoided.
9:18- 9:26	Feedback	
9:26- 10:03	General Lesson-08 Exp 03 The Kite festival- Std 8	
10:03- 10:14	Feedback	
10:14- 10:53	Peer observation of Sancia- Entertainment and History std 10	
10:53- 11:04	Feedback	
11:04- 11:38	Peer observation of Akhilesh- Plant- Structure and function std 7	The demonstrations that he does display the efforts and are inspiring.
11:38- 11:47	Feedback	
11:47- 12:24	Peer observation of Patricia Lobo- Health and diseases Std 8	Maintaining eye contact even with the camera shall help.
12:24- 12:35	Feedback	

Date & Timing	Details of the activity (any type of activity that you participated in Semester III Peer group in SXIE/ other institution, briefly mention the activity and learning)	Learning Acquired
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03/01/2022- 2:15- 3:05	Coaching	
	Lesson planning and preparation	

Date & Timing	Details of the activity (any type of activity that you participated in Semester III Peer group in SXIE/ other institution, briefly mention the activity and learning)	Learning Acquired
04/01/2022- 8:33- 9:11	Peer Observation of Akhilesh Maurya- Motion and Types of Motion	
9:12- 9:48	Peer Observation of Malvika Tiwari- Economics- Consumer rights	
9:49- 10:30	Peer observation of Sancia Mathray- History- Stone age and middle age	
10:31- 11:03	Peer Observation of Anjali Ray- English- Nouns and its types (common, proper, abstract)	
11:08-11:35	Peer Observation of Patricia Lobo- Science- Genetic disorders (Down syndrome and Turner Syndrome)	
11:35- 11:55	Feedback	Standing out is important to make your presence felt in the competitive world.

Date & Timing	Details of the activity (any type of activity that you participated in Semester III Peer group in SXIE/ other institution, briefly mention the activity and learning)	Learning Acquired
05/01/2022- 8:30-8:45	Assembly on New year by Rachel and Shresth	
8:45- 10:25	Revisiting learning outcomes for quality teaching by KC Ma'am	Revised Bloom's taxonomy, difference between outcome and output along with its importance.
2:15- 3:05	Coaching	
	Lesson planning and preparation	

Date & Timing	Details of the activity (any type of activity that you participated in Semester III Peer group in SXIE/ other institution, briefly mention the activity and learning)	Learning Acquired
06/01/2022- 8:35- 9:07	General Lesson-09 Figures of Speech (Personification, Apostrophe, Antithesis, Oxymoron) Std 8	
9:10- 9:40	Peer Observation of Sancia Mathray- History- std 6	
9:43- 10:21	Peer Observation of Malvika Tiwari- Economics- Std 10	
10:27- 11:02	Peer Observation of Anjali Ray- English- std 5	
11:03- 11:45	Peer Observation of Patricia Lobo- Science- std 10	
11:45- 12:25	Peer Observation of Twinkle fernandes- English- std 7	
12:25- 12:35	General feedback	

Date & Timing	Details of the activity (any type of activity that you participated in Semester III Peer group in SXIE/ other institution, briefly mention the activity and learning)	Learning Acquired
07/01/2022- 8:30-8:45	Assembly	
2:15- 3:05	Coaching	
	Self regulated learning	
	Lesson planning and preparation	

Date & Timing	Details of the activity (any type of activity that you participated in Semester III Peer group in SXIE/ other institution, briefly mention the activity and learning)	Learning Acquired
08/01/2022- 8:35- 9:13	Peer Observation of Malvika Tiwari- Economics- Std 10- Globalization and Indian Economy	
9:13- 9:17	Feedback	

9:17- 9:47	General Lesson-10 Prepositions (Preposition of Place and Preposition of Time) Std 6	
9:47- 9:50	Feedback	
9:50- 10:27	Peer Observation of Akhilesh Maurya- Science- Std 10-	
10:27- 10:30	Feedback	
10:30- 11:11	Peer Observation of Sancia Mathray- History- Std 6- India during Maurya period	
11:11- 11:17	Feedback	
11:17- 11:54	Peer Observation of Patricia Lobo- Science- Std 6- Nutrition and Diet	
11:54- 12:05	Feedback	

Date & Timing	Details of the activity (any type of activity that you participated in Semester III Peer group in SXIE/ other institution, briefly mention the activity and learning)	Learning Acquired
10/01/2022- 8:30-8:45	Assembly	
2:15- 3:05	Coaching	
3:05- 3:55	Input on campus placement	
	Lesson planning and preparation	

Date & Timing	Details of the activity (any type of activity that you participated in Semester III Peer group in SXIE/ other institution, briefly mention the activity and learning)	Learning Acquired
11/01/2022- 8:30- 8:58	Peer observation of Sancia Mathray- History- Std 7- The Maratha Empire	
8:59- 9:34	Peer observation of Malvika Tiwari- Economics- Std 9- Concepts of Economics	About different learning resources
9:35- 10:13	Peer observation of Akhilesh Maurya- Science- Std 10- Lenses	Making the students do activity adds to the effectiveness
10:14- 10:38	General lesson 11- English- Std 6 Adverbs (Adverbs of Time and Manner)	
10:40- 11:28	Peer observation Of Patricia Lobo- Science- Std 11- Cell division	Lesson cannot go on for 50 minutes and it is important to limit the
11:29- 11: 35	Break	
11:35- 12:17	Feedback	

Date & Timing	Details of the activity (any type of activity that you participated in Semester III Peer group in SXIE/ other institution, briefly mention the activity and learning)	Learning Acquired
12/01/2022-8:30-8:45	Assembly	
2:15- 3:05	Coaching	
3:05- 3:55	Swayam Course	
	Lesson planning and preparation	

Date & Timing	Details of the activity (any type of activity that you participated in Semester III Peer group in SXIE/ other institution, briefly mention the activity and learning)	Learning Acquired
13/01/2022-8:30-9:05	Peer observation of Ms. Anjali Ray- English- Std 7- Red headed league	
9:07- 9: 42	Peer observation of Ms. Sancia Mathray- History- Std 6- Ancient India and the world	
9:45- 10:20	GL-12- Active and Passive voice- Std 7- English	
10:25- 10:55	Peer observation of Akhilesh Maurya- Science- std 8- Inside the atom	
10:58- 11:27	Peer observation of Patrisia Lobo- Science- Life processes in living organisms Std 9	
11:35- 11:55	Discussion and preparation for Internship assembly	

Date & Timing	Details of the activity (any type of activity that you participated in Semester III Peer group in SXIE/ other institution, briefly mention the activity and learning)	Learning Acquired
14/01/2022-8:30-8:45	Assembly	
2:15- 3:05	Coaching	
	Lesson planning and preparation	

Date & Timing	Details of the activity (any type of activity that you participated in Semester III Peer group in	Learning Acquired
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	SXIE/ other institution, briefly mention the activity and learning)	
15/01/2022- 8:00- 8:40	Peer observation of Ms. Malvika Tiwari- Economics- Food security in India- Std 9	
8:45- 9:26	Peer observation of Anjali Ray- English- Legend of Marathon- Std 5	
9:41- 10:14	Peer observation of Akhilesh Maurya- Science- Human body and organ system- std 8	
10:25- 11:00	GL-13- Road Not Taken- Std 9- English	
11:10- 11:50	Peer observation of Patrisia Lobo-Science- Plants structure and function- Std 7	
11:50- 12:00	General queries and suggestions	
12:00- 1:00	Preparation for Internship assembly	

Date & Timing	Details of the activity (any type of activity that you participated in Semester III Peer group in SXIE/ other institution, briefly mention the activity and learning)	Learning Acquired
17/01/2022- 8:00- 8:30	Practice and Arrangements for Internship assembly	
8:30-8:45	Group 6 Internship Assembly	

Date & Timing	Details of the activity (any type of activity that you participated in Semester III Peer group in SXIE/ other institution, briefly mention the activity and learning)	Learning Acquired
18/01/2022- 8:30-8:45	Internship Assembly	
10:35- 1:05	AC seminar	
2:15- 3:15	Unit test Administration	

Date & Timing	Details of the activity (any type of activity that you participated in Semester III Peer group in SXIE/ other institution, briefly mention the activity and learning)	Learning Acquired
19/01/2022- 8:30-8:45	Internship Assembly	

2:15- 3:15	Unit test Administration	
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Date & Timing	Details of the activity (any type of activity that you participated in Semester III Peer group in SXIE/ other institution, briefly mention the activity and learning)	Learning Acquired
20/01/2022-8:30-8:45	Internship Assembly	
2:15- 3:15	Unit test Administration	

**XIII. OVERALL
REFLECTION ON
ACTIVITIES/ LESSONS
DURING INTERNSHIP IN
COVID'19 - PANDEMIC**



ST. XAVIER'S INSTITUTE OF EDUCATION
MUMBAI
B. Ed. PROGRAM SEMESTER- III
Overall Reflective Note 2021-22 (one)

School and/or Institution:

Date: *(from 12th October 2021 till internship gets over , this sheet may run into more than one page)*

1. What kind of activities/ tasks/ lessons did you participate/ perform/ attend?

There were different activities and lessons that we got an opportunity to be a part of. We had the chance to observe demonstrations of in-service teachers. Besides, there were different seminars organized by the college that I got to attend.

2. Did the activities/task/lesson given in an online mode (Live/ Recorded) bring about any change in your outlook of taking up teaching profession?

The activities and webinars help immensely in clarifying our concepts and understanding the teaching profession better. We were encouraged to perform better and strive for excellence always.

3. If 'Yes' then how? If 'No' then why?

The activities organized helped us to perform better because we were exposed to different teaching learning resources. I liked the webinar about excellence and revisiting objectives for outcome conducted by KC ma'am. It gave a rich insight into the profession and expectations from a teacher.

4. What did you gain as an individual from the activities/ tasks/lessons?

I have become more confident and comfortable with teaching. Besides, I am motivated enough to perform better every time. The uncoached lessons made me realize that after the lessons I have evolved as a teacher.

5. How do you think you could use it in future as a teacher?

Everything that I have gained shall remain with me throughout my life and this is something I said in the assembly as well. One skill of self reflection is something I shall cherish all my life as a teacher.



ST. XAVIER'S INSTITUTE OF EDUCATION
SEMESTER III, INTERNSHIP 2018-19
Timetable cum Mark sheet

Internship group no. / Coaching teacher group:

Date:

Timing:

Group Leader:

Mobile Number:

Roll No	Name of the Student	Class	Time & Period	Pedagogy I Subject	Lesson Plan No. (GL/ TL)	Marks Out of 10 (GL/ TL)

Date:

Name & Signature of Supervisor

GL – General Lesson/ TL – Theme Lesson

ST. XAVIER'S INSTITUTE OF EDUCATION
SEMESTER III, INTERNSHIP 2018-19
Timetable cum Mark sheet

Internship group no. / Coaching teacher group:

Date:

Timing:

Group Leader:

Mobile Number:

Roll No	Name of the Student	Class	Time & Period	Pedagogy I Subject	Lesson Plan No. (GL/TL)	Marks out of 10 GL/ TL

Date: _____

Name & Signature of Supervisor: _____

