



# MIER COLLEGE OF EDUCATION (Autonomous)

College with Potential for Excellence Status by the UGC  
Recognized by the J&K Govt. & Permanently Affiliated to the University of Jammu  
Accredited by the NAAC with 'A+' Grade

UG Department/B.Ed.

SCHOOL INTERNSHIP

Course Code: BDE - 406

SEMESTER - IV

SESSION 2020-22

Name..... Shweta Sharma .....

Roll No..... 2002026 .....

Class..... B.Ed (SEM-IV) .....

Group No..... 2 .....

Group Supervisor... Hrs: Lyoti Sharma .....

## IDENTIFICATION DATA

Lesson No. 7

Roll No. 2002026

Name of the Pupil Teacher Shweta Sharma

School \_\_\_\_\_

Class VIII

Section A

Subject Science

Topic VIII Nutrition

Sub-topic Living and Non-living

Time duration 40-45 min

Date 07/2/22

## INPUT

### TEACHING POINTS

Definition of Nutrition

Living and non-living things.

Examples of living and non-living

Herbivorous, Carnivorous, and omnivorous

### OBJECTIVES OF THE LESSON

- 1) To develop the scientific attitude, critical thinking among the student.
- 2) To acquaint the student with the concept of living and non-living things.

### EXPECTED BEHAVIOURAL OBJECTIVES (EBOs)

- 1) The student will be able to recall the def<sup>n</sup> of living and non-living things (Knowledge)
- 2) The student will be able to give example of living & Non-living
- 3) The learner will be able to differentiate b/w living & Non-living
- 4) The student will be able to recognize the Plants, animals and human.

### TEACHING AIDS

- 1) Visual classroom apparatus (Duster, chalk, Pointer.)
- 2) Showing chart of the living and non-living things



2. PROCESS

2.1 MOTIVATION

1. Name the things which can move from one place to another.

Ans. Living things.

2. Name the things which cannot move from one place to another.

Ans. Non-living things.

3. Give some example of living and non-living things?

Ans. Living things are plants, animals and human.  
Non-living things are Tables, chairs and Book.

4. What are living and non-living things?

Ans. student may or may not response the answer.

2.2 ANNOUNCEMENT OF THE TOPIC

Student today we are going to study about living and non-living things.

2.3 PRESENTATION

Teacher's Activities	Students' Activities	B.B. Summary
Pupil Teacher tell that living things are those things which can move from	Student listen and write in their notebook	Topic :- Living & Non-living things.

Teacher's Activities

Students' Activities

M.M. Duration

1. All plants in another part.

2. Which show growth and development which have a definite life span which can not reproduce and multiply.

Non-living things  
E.g. wall, cupboard.

3. Which do not show growth and development which cannot move from one place to another.

4. Which do not have a definite life span.

5. Which do not multiply and reproduce.

Give some examples of living things.

Student listen carefully

Student listen carefully

Living Things:-  
Plant, Animals  
Birds and Human

Plant Animals  
and human  
things.



Teacher's Activities	Students' Activities	B.B. Summary
Give some example of non-living thing	Chair, Table and Book	Chair Table and book.
Pupil Teacher ask the student		
What is Nutrition		
Pupil Teacher will explain	Student listen	
The Process of intake of utilization of nutrient by an organism. is called Nutrition	carefully	
On the basis of Nutrition. Organism have divided into three parts.	Student listen carefully	Organism are divided into three part
They are		1) Herbivorous
1) Herbivores		2) Carnivorous
2) Carnivores		3) Omnivorous
3) Omnivores		
So Herbivorous are those organisms which obtain their nutrition from green plants	Student listen carefully.	
So Carnivores are those organism.	Student listen carefully	

Teacher's Activities	Students' Activities	B.B. Summary
which obtain nutrition from green plants as well as flesh of other animals		
PT asks -		
Give example of-		
1) Herbivorous	Cow, sheep, Goat	
2) Carnivorous	Lion, Tiger,	
3) Omnivorous	Human and Dog	



C.4 CLOSURE / GENERALIZATION

Student today we have studied about all living and non-living thing which can move from one place to another and which cannot move from one place to another

D. OUTPUT

D.1 REAL LEARNING OUTCOMES (RLOs) / EVALUATION / APPLICATION

Q. Fill ups -

- 1) living things have a definite \_\_\_\_\_
- 2) Non living thing <sup>do not</sup> shows growth and \_\_\_\_\_
- 3) The process of intake and utilization of nutrient by an organism is called \_\_\_\_\_
- 4) On the basis of nutrition organism have divided into \_\_\_\_\_ part.

True / False

- ① Herbivorous are lion and Tiger ( )
- ② Carnivorous are cat and Dog ( )
- ③ living things are those things which can move from one place to another ( )

D.2 HOME ASSIGNMENT

- ① Explain in detail living and non-living things
- ② Explain all type of Nutrition of +

# LIVING



# NON-LIVING





EXTRN

S. No.	EXTRN	VS GOOD	GOOD	AVERAGE	WEAK	VS WEAK
1	Preparation of lesson plan		✓			
2	Preparation of instructional aids		✓			
3	Delivery of Lesson Presentation	H.C	C	A	L.C	H.C
	Confidence		✓			
	Understanding		✓			
	Class-room writing		✓			
4	Deficiency and use of instructional aids in appropriate time					
5	Pupil participation		✓			
6	Closing of the lesson					
7	Pupil comprehension					
8	Any other (specify)		✓			

H.C - HIGHLY CONFIDENT, C-C CONFIDENT, A - AVERAGE, L.C - LESS CONFIDENT

Supervisor's Remarks

involvement of the student should be  
 increased  
 well presented lesson.

Signature Janney

## IDENTIFICATION DATA:

Name: Shweta SharmaRoll No.: 2002026Class: 7thSubject: MathematicsAspect: GeometryTopic: AnglesSub-topic: Classifications of angle

Time: 55-60 minutes

## LEARNING POINTS:

- Definition of angle
- Classifications of angle.
- Complementary and Supplementary angles.
- Right, acute, straight and obtuse angle.

## LEARNING STRATEGIES:

Group activities using cutouts, mathematical equipments in mathematical laboratory & group discussion.

## ASSESSMENT:

Evaluation based on learning activities.

## OBJECTIVES OF THE LESSON:

CONTENT OBJECTIVES: The students will be able to:

- recall the definition of angle.
- to measure right, acute, obtuse, and straight angle.
- The students will be able to synthesize various angles.

PROCESS OBJECTIVES: The students will be able to:

- The student will be able to recognize the concept of angles.
- Students will be able to engaged the classification of angle.



PRESENTATION

Steps	Pupil Teacher Activity	Students Activity
Engage	<p>PT will take the students in Mathematical laboratory ask them to have look around laboratory and identify different shapes which are triangular.</p> <p>She will further engage the students by showing different cutouts of triangle and will assess if the student are aware of the concept of classification of angle.</p> <p>If the light of their responses she will introduce the concept of triangle and classification of angle.</p>	<p>The student will identify different triangular shape.</p>
Explore	<p>PT will try to find out whether the students can calculate the area of triangle and classification of angle by carrying out different activities.</p> <p><u>Activity 1</u> - PT will divide the class into three groups and ask each group to select their leader she will give cutout of triangle to each group &amp; ask them to find the classification of angles.</p>	<p>Student will select their leader and find the classification of angles.</p>



Activity 2 :- PT will ask the group to calculate the acute, obtuse, right and straight angle.

Activity 3 :- PT again ask the group to insert the pic around the triangles with the help of thread tied around the inserted pins, find the class of angle. PT will ask the group member to share generalize answer with class.

The student will capture the classification of angle. The students find class of angle.

Explain

The teacher will explain that in the above activity the defn of angle. Two rays with a common end point form an angle.

Pupil teacher tells an angle whose measure is more than  $0^\circ$  but less than  $90^\circ$  is called acute angle. An angle whose measure is  $90^\circ$  is called right angle.

PT will further explain an angle whose measure is greater than  $90^\circ$  but less than  $180^\circ$  is called obtuse angle.

An angle whose measure is  $180^\circ$  is called a straight angle.

An angle whose measure is greater than  $180^\circ$  but less than  $360^\circ$  is called a reflex angle.

Student will try to answer.



Elaborate	<p>PT will ask the groups by further elaborate their knowledge and concepts by asking following questions.</p> <p>Q<sub>1</sub> Define line.</p> <p>Q<sub>2</sub> How can we represent ray.</p> <p>Q<sub>3</sub> What is the measure of acute angle.</p> <p>Q<sub>4</sub> What is the measure of obtuse angle.</p>	<p>The students will answer</p> <p>It is a colln of points.</p> <p>C → DC</p> <p><math>90^\circ</math></p> <p><math>&lt; 90^\circ</math></p>
Evaluate	<p>In order to evaluate the effectiveness of learning and to ensure that objectives of the lesson are achieved PT will ask the following questions:</p> <p>Q<sub>1</sub> The measure of an acute angle.</p> <p>Q<sub>2</sub> The measure of an obtuse angle.</p> <p>Q<sub>3</sub> The measure of an reflex angle.</p> <p>Q<sub>4</sub> The measure of right angle</p>	<p><math>80^\circ</math></p> <p><math>150^\circ</math></p> <p><math>190^\circ</math></p> <p><math>90^\circ</math></p>

*Sharma*  
Signature

## IDENTIFICATION DATA

Lesson No. 2

Name of the Pupil Teacher

Shweta Sharma

Roll No. 2002020

School

JCT (simulated Teaching MIER College of Education)

Class

6A

Section

Subject

Science

Topic

Work and energy

Sub-topic

Work

Time duration

40 min

Date

22-7-20

## INPUT

### TEACHING POINTS

- 1) Concept of work
- 2) Meaning of work
- 3) Unit of work

### OBJECTIVES OF THE LESSON

- 1) To develop scientific attitude among the student
- 2) To acquaint the student with the concept of work
- 3) To help the student to apply knowledge of science in daily life.

### EXPECTED BEHAVIOURAL OBJECTIVES (EBOs)

- 1) The student will be able to recall the definition of work (knowledge.)
- 2) The student will be able to cite example of work
- 3) The student will be able to synthesize <sup>(understanding)</sup> the problem based on work (creativity)

### TEACHING AIDS

- 1) Visual classroom apparatus.
- 2) With the help power point presentation.



1. PROCESS

1.1 MOTIVATION

Q. Which sport do you like the most?

Ans. Cricket, Basketball, Kho-Kho.

Q. What does a batsman do in cricket game?

Ans. A batsman hits the ball with the bat.

Q. What does a batsman will apply to hit the ball with bat?

Ans. Force

Q. What is the use of force to move an object in the direction of the force?

Ans. Student may or may not be able to answer.

1.2 ANNOUNCEMENT OF THE TOPIC

So, student today we will study about "Work"

1.3 PRESENTATION

Teacher's Activities	Students' Activities	B.B. Summary
Pupil teacher tells that work has been done when force applied is	Student listens carefully.	Topic: Work

Teacher's Activities	Students' Activities	B.B. Summary
<p>For work to be done, there should be a force acting and a displacement should be produced by force.</p>	<p>Students will listen carefully and write it down in their notebook.</p>	
<p>Example when a boy kick a ball and it move, work is done.</p>		<p>Example ↓ → Pushing box or ball</p>
<p>PT shows various example of work on <del>power</del> Power point presentation.</p>		<p>→ Pressing a rubber ball</p>
<p>If you press a ball with your hands and it change its shape.</p>	<p>student observe the Power Point Presentation and listens carefully.</p>	<p>→ Climbing a stair</p>
<p>When you climb a flight of stairs.</p>		<p>→ Kicking a football or ball.</p>
<p>If you try to push a ball or box it moves work is said to be done.</p>		



Teacher's Activities	Students' Activities	B.B. Summary
object, change its speed or direction of motion.		
PT ask student Give some examples of work?	walking, climbing steps, running, kicking etc	walking, climbing steps, running, kicking etc
PT asks students How work is measured.	student may or may not be able to answer.	
PT tell that work is measured as the product of force applied and the displacement $work = force \times displacement$		<u>Measuring work</u> $work = force \times displacement$
$W = F \times S$		
PT ask student what are the unit of work? Joule (J) = N k m = Nm	No response	UNIT OF WORK ↓ Joule $W = F \times S$
The unit of work is named after the scientist Joule	Student listens carefully and noted down in their notebook	$1J = N \times m$ = Nm
The CGS unit of work is erg.		CGS unit work is erg



Teacher's Activities	Students' Activities	B.B. Summary
PT shows a problem on the PPT based on the exercises.	Students note it down in their notebook.	
A boy lift a book of 20 N weight and place it on a shelf 2m in height what is the work done by him?		A boy lift a book of 20 N weight and shelf 2m in height what is the work done by him?
Ans. $W = F \times S$ $= 20 \times 2$ $= 40 \text{ J}$		Ans = $W = F \times S$ $= 20 \times 2$ $= 40 \text{ J}$
PT asks the student to solve the problem related work showing on power showing on power point presentation.	student start noting down on their notebook.	
A girl lift a stone of 10 N weight and place it on another place of 2m distance what is the work done. Ans. $W = F \times S$ $= 10 \times 2$ $= 20 \text{ J}$		A girl lift a stone of 10 N weight and place it on another place of 2m distance what is the work done Ans. $W = F \times S$ $= 10 \times 2$ $= 20 \text{ J}$



#### C.4 CLOSURE / GENERALIZATION

So, student today we have studied about the work various example based on work, unit of work and how to measure work done of some various problem based on work done.

#### D. OUTPUT

##### D.1 REAL LEARNING OUTCOMES (RLOs) / EVALUATION / APPLICATION

Q. Define work.

Q. Fillup: -

① \_\_\_\_\_ is the SI unit of work.

② Work = \_\_\_\_\_ x displacement

Q. Calculate work done  $W$  when a 40N force produce a displacement of 20m in the direction of a force.

Q. If work is done 2000J how much should be the force if displacement is 10m in the direction of force?

##### D.2 HOME ASSIGNMENT

Q. Define work

Q. What is the SI unit of work.

## WORK AND ENERGY



### 1) Work :-

Work is said to be done when a force acts on an object and the object is displaced in the direction of force. The work done on an object is the product of the force applied and the displacement.

$$W = F \times S$$

The unit of work is Joule (J).  
If F is 1 Newton and displacement is 1 metre then the work done is 1 Joule (J).

So 1 Joule is the amount of work done when a force of 1 Newton displaces an object by 1 metre.  
Eg :- If a force of 2 N acts on an object & it is displaced through 2 m in the direction of force, then work done is  $2 \text{ N} \times 2 \text{ m} = 4 \text{ Nm}$  or 4 J.

< 2 of 10 >

this ppt is a full detail about chapter 11 work

### 4) Potential energy :-

The potential energy of an object is the energy possessed by the object due to its position or shape.

Eg :- If a rubber band is stretched and then released it regains its original position. When the rubber band is stretched, energy is transferred to it and stored as potential energy.

If you wind the key of a toy car and place it on the ground it moves. When we wind the key of the car, energy is transferred to the spring inside and stored as potential energy.

If we lift an object to a height and release it, it falls down. When the object is lifted energy is transferred to it and stored as potential energy.

< 4 of 10 >

this ppt is a full detail about chapter 11 work

### 2) Energy :-

The energy of an object is its capacity for doing work. The unit of energy is the same as that of work that is Joule (J).

1 Joule is the energy required to do 1 Joule of work.  
 $1000 \text{ J} = 1 \text{ kJ}$  (kJ)

There are different forms of energy. They are heat energy, light energy, electrical energy, chemical energy, mechanical energy, potential energy & kinetic energy etc.

### 3) Kinetic energy :-

The kinetic energy of an object is the energy possessed by the object due to its motion.

All moving objects possess kinetic energy. A falling coconut, a speeding car, a flying aircraft, a running man, a moving wind, a running athlete etc. possess kinetic energy.

The kinetic energy of an object depends upon its speed. An object moving faster has more kinetic energy than an object moving slower.

### 5) Potential energy of an object at a height :-

When an object is raised to a height, its energy increases because work is done on it against gravity. The energy increases in such an object is called gravitational potential energy.

If an object of mass  $m$  is raised to a height  $h$  from the ground, the work done to raise the object is equal to the weight of the object  $mg$  multiplied by the height  $h$ .

Potential energy gained by the object

$$E_p = mgh$$

Eg :- Find the energy possessed by an object of mass 15 kg when it is at a height of 20 m above the ground. Given  $g = 9.8 \text{ ms}^{-2}$ .  
Mass of the object  $m = 15 \text{ kg}$ , displacement (height)  $h = 20 \text{ m}$   
Acceleration due to gravity  $g = 9.8 \text{ ms}^{-2}$   
Potential energy  $E_p = mgh$   
 $= 15 \text{ kg} \times 9.8 \text{ ms}^{-2} \times 20 \text{ m}$   
 $= 2940 \text{ J}$

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### 6) Commercial Unit of Power :-

The commercial unit of energy is kilowatt hour (kWh).  
1 kilowatt hour is the energy used in one hour at the rate of 1 kilowatt (or 1000 J s<sup>-1</sup>).

- 1 kWh = 1 kW × 1 h
- = 1000 W × 1 h
- = 1000 W × 3600 s
- = 3600000 J
- 1 kWh = 3.6 × 10<sup>6</sup> J

The electrical energy used in homes and industries are expressed kilowatt hour. The electrical energy used during a month is expressed in 'units'. Here 1 unit means 1 kilowatt hour.

< 10 of 10 >

this ppt is a full detail about chapter 11 work

### 4) Conservation of energy :-

The conservation of energy from one form into another form is called transformation of energy.

When energy is transferred from one form into another, the total energy always remains the same.

### Law of conservation of energy :-

The law of conservation of energy states that energy can only be converted from one form into another, it can neither be created nor destroyed. The total energy before and after the transformation remains the same.

Eg :- Let us repeat the experiment of lifting a weight. At the start the potential energy is zero. As it falls down the potential energy changes into kinetic energy. The potential energy decreases and the kinetic energy increases. At the end the object is at rest on the ground. The sum of the potential energy & kinetic energy is the same as at the start. The total energy is conserved. The sum of the potential energy and kinetic energy is the total mechanical energy.

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A. IDENTIFICATION DATA

Lesson No. 2

Name of the Pupil Teacher Shweta Sharma

Roll No. 2002026

School \_\_\_\_\_

Class 7<sup>th</sup>

Section \_\_\_\_\_

Subject Mathematic

Topic Data handling

Sub - topic Handling different data in systematic manner

Time duration 40 min

Date \_\_\_\_\_

B. INPUT

B.1 TEACHING POINTS

- 1) Definition of data Handling
- 2) Concept of frequency distribution table.
- 3) solution of example based on frequency distribution table
- 4) Grouped frequency distribution and their example.

B.2 OBJECTIVES OF THE LESSON

- 1) To enable the students to understand the concept of data Handling.
- 2) To enable the student to understand the frequency distribution table.
- 3) To enable the student to apply both method

B.3 EXPECTED BEHAVIOURAL OBJECTIVES (EBOs)

- The student will be able to recall the definition of data handling (knowledge)
- The student will be able to interpret the frequency
- The student will be able to generalise the <sup>(understanding)</sup> method for finding the frequency of the given data (application)

B.4 TEACHING AIDS

- 1) Usual classroom apparatus
- 2) A chart showing frequency distribution table

PROCESS

1.1 MOTIVATION

Q. What do you mean by data?

Ans. The information that we get or collect from our day to day life.

Q. Give some example of data?

Ans. Marks scored by student in every subject in test.

Q. What is raw data?

Ans. The data which is available in a organized form is called raw material.

Q. How we handle the data?

Ans. student may or may not be able to answer.

1.2 ANNOUNCEMENT OF THE TOPIC

So, student today we will study about 'Data handling' and Handling data is systematic manner.

1.3 PRESENTATION

Teacher's Activities	Students' Activities	B.B. Summary
Pupil teacher explain the student that data is an information we	student listens carefully	Topic - 'Data Handling'



Teacher's Activities	Students' Activities	B.B. Summary												
collects in our day to day														
PT explain that we can organise the data in a systematic manner.														
PT write the problem on the blackboard to clear the concept of handling the data in a systematic manner.	student write down the problem in this notebook	<p>subject tally No of Marks student</p> <table border="1"> <tr> <td>Arts</td> <td>IIII</td> <td>7</td> </tr> <tr> <td>Maths</td> <td>IIII</td> <td>5</td> </tr> <tr> <td>Science</td> <td>IIII I</td> <td>6</td> </tr> <tr> <td>English</td> <td>IIII</td> <td>4</td> </tr> </table>	Arts	IIII	7	Maths	IIII	5	Science	IIII I	6	English	IIII	4
Arts	IIII	7												
Maths	IIII	5												
Science	IIII I	6												
English	IIII	4												
PT ask the student what do you mean by tally mark.	No response													
Tally marks are has mark that they are used in a form of numeral used for counting		<p>Tally Marks</p> <table border="1"> <tr> <td>4</td> <td>IIII</td> </tr> <tr> <td>5</td> <td>IIII I</td> </tr> <tr> <td>8</td> <td>IIII III</td> </tr> </table>	4	IIII	5	IIII I	8	IIII III						
4	IIII													
5	IIII I													
8	IIII III													

Teacher's Activities	Students' Activities	B.B. Summary
<p>Now Pupil teacher ask a group of student that which subject they like the most and the result were -            Art, Eng, Maths            science, eng, Arts            Maths, science            Art, eng, Maths            science</p>	<p>Student active participation</p>	<p>Art, Eng, Maths            science, eng,            Art, Maths,            Science, Art,            English, Maths            Science</p>
<p>Pupil teacher explain that frequency gives to number of time a particular entry occur and the table book made is known as frequency distribution table</p>	<p>Student <sup>down</sup> note book in their note-book</p>	<p>The table made is known as frequency Distribution table</p>
<p>Pupil teacher asks the student what do you mean by frequency?</p>	<p>The number of time particular entry occur</p>	
<p>PT gives another problem. A group of student were asked to say which</p>		



Teacher's Activities	Students' Activities	B.B. Summary																		
animal they like to have as a pet. The results were dog, cat, fish, Horse, Rabbit, Dog, cat, fish, Rabbit, etc.	<table border="1"> <thead> <tr> <th>Animal</th> <th>TM</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>Dog</td> <td>    </td> <td>8</td> </tr> <tr> <td>cat</td> <td>    </td> <td>6</td> </tr> <tr> <td>fish</td> <td>   </td> <td>3</td> </tr> <tr> <td>Rabbit</td> <td>    </td> <td>4</td> </tr> <tr> <td>Horse</td> <td> </td> <td>1</td> </tr> </tbody> </table>	Animal	TM	Frequency	Dog		8	cat		6	fish		3	Rabbit		4	Horse		1	
Animal	TM	Frequency																		
Dog		8																		
cat		6																		
fish		3																		
Rabbit		4																		
Horse		1																		
Make a frequency distribution table	The animal they like the most is Dog and the frequency is 8																			

Teacher's Activities	Students' Activities	B.B. Summary																					
PT explain another method of handling data i.e. Making group		Data Handling by Making group																					
To clear the method PT write a Problem on the board																							
Consider the following marks obtained in maths by 30 student out of 50 marks																							
21, 10, 30, 22, 35, 37, 12, 13, 25, 42, 15, 29, 26, 32, 28, 18, 25, 35, 24, 36, 18, 23, 22, 44, 42, 20, 32																							
		<table border="1"> <thead> <tr> <th>Group</th> <th>TM</th> <th>Frequency</th> </tr> </thead> <tbody> <tr> <td>0-10</td> <td>  </td> <td>2</td> </tr> <tr> <td>10-20</td> <td>     </td> <td>12</td> </tr> <tr> <td>20-30</td> <td>     </td> <td>8</td> </tr> <tr> <td>30-40</td> <td>    </td> <td>5</td> </tr> <tr> <td>40-50</td> <td>   </td> <td>3</td> </tr> <tr> <td colspan="2"></td> <td>Total = 30</td> </tr> </tbody> </table>	Group	TM	Frequency	0-10		2	10-20		12	20-30		8	30-40		5	40-50		3			Total = 30
Group	TM	Frequency																					
0-10		2																					
10-20		12																					
20-30		8																					
30-40		5																					
40-50		3																					
		Total = 30																					
		The distribution obtained is grouped frequency distribution table.																					

## 2.1 STANDARD NOTATION

In standard notation we have studied about data handling and handling of a diagram with an appropriate illustration.

## 2.2 DATA

### 2.2.1 DATA HANDLING DIFFERENCES FROM PREVIOUS APPLICATION

Q. 1.11 in the blocks -

① Data is available to us in a particular form.

② Given the number of lines that a particular may contain.

③ The data recorded in a grouped manner is known as

Q. Data base and files -

① The list of tables of particular thing is the frequency of that thing ( )





② 'Inquiry' gives the no. of lines that a particular may contain ( )

### 2.2.2 HOME ASSIGNMENT

Q. The daily wages (Rs) of 20 workers in factory are 130, 135, 140, 145, 150, 155, 160, 165, 170, 175, 180, 185, 190, 195, 200, 205, 210, 215, 220, 225. Make the frequency distribution table.



# Frequency Distribution Table

SUBJECT	TALLY MARKS	No of STUDENT
Arts		4
Maths		9
Science		6
English		5

RATING

S.No.	RATING	V. GOOD	GOOD	AVERAGE	WEAK	V. WEAK
1.	Preparation of Lesson Plan	✓				
2.	Preparation of Instructional aids	✓				
3.	Delivery of Lesson : Presentation					
	Confidence	H.C.	C	A	L.C.	LEAST C
	Understanding	✓				
	Chalk board writing					
4.	Relevance and use of instructional aids at appropriate time	✓				
5.	Pupil participation	✓				
6.	Closing of the lesson	✓				
7.	Pupil comprehension	✓				
8.	Any other (specify)	✓				

\*H.C - HIGHLY CONFIDENT, C-CONFIDENT, A - AVERAGE, L.C. - LESS CONFIDENT,

Supervisor's Remarks

voice is audible

class is managed

Presentation is properly done with good use of instructional aids.

Signature

*[Handwritten Signature]*