

Paper  
Class - XII

English

Theory : 50  
C.E. : 50  
Total Marks : 100

Time Allowed : 3 hours

Note :-

- (1) You must write the subject code / Paper code 001/A in the box provided on the title page of your answer book.
- (ii) No extra sheet will be provided.
- (iii) Draw a line as soon as you have answered a question.
- (iv) No extra time will be given.
- (v) Write on all pages except the back side of the title page.

Part - A (Free lessons recall for intensive study 4 hrs)

1. Write one line answer to any four of the following based on -

- textbooks:-
1. (a) Why did Philip's father take him far a walk?
  - (b) Why were the people so eager to aquire others?
  - (c) What were the good qualities of a good conductor?
  - (d) What did Helen Keller learn at the well-house?
  - (e) List a few members of the Godber party?

$$1 \times 4 = 4$$

2. Attempt any two questions with answers in 50-60 words:-

Draw a character sketch of "the monitor" based on the lesson 'Hansel's appearance Problem'.

Give a brief character sketch of 'Helen Keller' based on the lesson 'The story of my life'.

Write a note on the theme of the lesson "On Giving advice".

What is the importance of the polite words like 'Please' and 'Thank you' in life?

$$3 \times 2 = 6$$

Read the passage given below and answer the question that follows.

Let me tell you about these two. The mechanic was only seven years old one night, when his mother and father were forums, he ~~went~~ <sup>had</sup> a梦 a梦 at his father's workshop and ladders broken over the child's head and shoulders. He suffered severe third-degree burns on the upper part of his body, and lost both his eyes. At the time of the Second World War, he was a walking human with a different face and a long flap of his skin hanging from the side of his neck to his body. By the way, he had a ring around his skin hanging from the side of his neck to his body. The only way this little boy could open his mouth was the spike his hand. When I stopped by to see him after the attack, he said, "you know, we won't any longer be taughting."

(1)

Write the name of the writer who has written the passage.

1

(1) How did the Mechanic become blind?

2

(ii) What was the only way that the little boy could get his words?

2

(iii) Give in simple English the meanings of any two of the following words:-

3

Healed, horizon, Grasped.

(6 Marks)

$$\frac{1}{2} + \frac{1}{2} = 1$$

4.

Write the central idea of any one of the following poems:-

(6 Marks)

(1)

On Friendship

2

(2)

On His Blindness

5.

Read the lines given below and answer the questions that follow:-

I see the bays that holds your bane, the board of your table,  
The bed on which you lie, and the timber that built your boat.  
I see the handle of your hame, the clasp of your fastenings,  
the way of your Gravel and the shell of your coffin.

(1)

Parse the poem and its poet.

(ii)

What do the lines tell about their importance in our lives?

(iii) What does the line, "The wool of your cradle, and the shell  
of your coffin" mean?

(iv) Fill in the blank with a suitable word from the above lines:-  
The porters took a — trip along the coast.

Q7

I shall be telling this with a sigh  
Somewhere ages and ages hence.

Two roads diverged in a wood, and I —  
I took the one less travelled by  
And that has made all the difference.

Questions:-

(i)

More the better and the past.

(ii)

Which path did the poet chose to travel?

(iii)

What does the poet mean by word difference in the last line?

(iv)

Is the poet doubtful about his decision?

$$1 \times 4 = 4$$

Part - C ~~Lessons learnt~~ Extend your writing

Answers to any four of the following questions

base on textbooks:-

(i) What did the author feel sorry for some of the children?

(The Rich for sympathy)

(ii) Who was Barber? (A chameleon)

(iii) What solution did Datta finally come up with? (The Gravy Train)

(iv) What does the narrator tell us about 'chicken'? (The Barber's Track Union)

(v) What news did the postman bring? (The Bull Breaks the Earth)

$$1 \times 4 = 4$$

7. Draw in about hundred words a brief character sketch of Mrs Begon (The School For Sympathy)

Justify the title of the story "The Bull Breaks the earth".

~~Part - D (Comprehension and Composition) (20 Marks)~~

8.

Do as directed:

(a) Fill in the blanks with suitable determiners:

(i) Is there \_\_\_\_\_ news?

(ii) I went shopping \_\_\_\_\_ well.

(b) Fill in the blanks with one of these: (Infinite / Generous / Particular)

(i) He is slow \_\_\_\_\_

(ii) Be pleasant (Pleasant / Kindly)

(c) I set my tone here \_\_\_\_\_

(d) I can adequately say you care. (Rewrite Using 'too')!

(e) Do you notice the clothes \_\_\_\_\_

(f) Change the voice \_\_\_\_\_

(ii) He said, "What a misery!" Change the narration  
Make a précis of the following passage and give it a suitable  
title :-

Our Committee had a great difficulty in procuring books. Our  
problem now is which books to select. We must be careful about  
what we read. There are indeed numerous or numerous books; and  
there are books which, as Lamb said, are not books at all. There  
are many books to which one may apply in the Socratic sense.  
The consequences reported, which ~~Lamb~~ ~~Beauchamp~~ made to an interview  
the author, "I will leave to no time reading your books." There  
are some books which are not only useless, but they poison the  
mind with suggestions of evil. Few people realise what happiness  
is like and formation of character depends on a wise selection  
of books we read. Some people hold the view that certain books  
are too difficult to understand and hence they object to the reading  
of such books.

(5)

So any one of the following application letter:-

Write a letter to the Deputy Commissioner of your district, com-  
plaining against the use of loudspeakers in your town.

Q1

You are Sudhi. You live at 110, Sector-72, Noida; write a  
letter to the editor of a newspaper, expressing your views on

5

The evils of street begging  
Explain the following newspaper headlines in not more  
than 15-20 words:

Women is skin ages faster : a Study

or

Write an Email to a friend requesting her for funds  
for a poor patient

6

7

# TEST BASED LESSON PLAN - 2

51

Subject :- English

Topic :- The monkey and crocodile (Story)

Class :- VII

Marks :- 40.

Date :- 14-10-16  
Duration - One hour

## Composition of the classroom :-

Total number of learners :- 18.  
learners' linguistic background:- English

## Outline of the topic :-

Once on a bank of river, a monkey made a home for himself in a tree laden with fruit. He lived in it happily eating the fruit with choice. But he was lonely and wanted a companion. One day a crocodile appeared on the riverside, who came there in search of food. Monkey gave him few Jamuns to eat and they became friends. Everyday monkey use to throw few Jamuns and the crocodile use to relish it. One day monkey gave the Jamuns for his wife. The crocodile thanked him and carried Jamuns to his wife. "Who is this friend of yours? You are so fond off?" Oh he is a very nice monkey, he replied. He sends fruits for you everyday. "A nice monkey, I am sure," replied the wife with obvious sarcasm. If you ask me, this monkey should be. I want to his heart.

so much. 'What a foolish thing to say!' shouted the crocodile. "I can't kill a friend, though, I won't mind a monkey occasionally for a change of taste," you bring him here." ~~said~~ the wife. "I haven't want to see him," so you can eat him. Never! declared her husband.

His wife because furious and she dived in to hide herself at the bottom of the river. The crocodile was in a serious dilemma. He loved his wife and was very fond of his friend too. Finally, he decided to be on the side of his wife. He invited the monkey home and hope for the best. "With pleasure," said the monkey. And they set out. In the middle of the river he said, "Leave my friend the said hesitatingly, "but I have to go under water now." I've brought you here to kill you. My wife cannot survive without eating your heart. Good bye."

My monkey was scared and distressed. But he was sensible. Calmly he said, "I'd do anything for you and your family. You were my only friend. But I haven't brought my heart along with me here on the tree. Let's swing back at once and get it. They took a full turn to reach the tree. On the river bank, the monkey jumped on to the tree and heaved the deep sigh of relief. He plucked a fruit and gave it to him. Good bye, friend, and if you don't mind, we won't meet again." The crocodile sadder and wiser, shed a few tears which were genuine and turned back to hom

## Instructions :-

- \* All the questions are compulsory.
- \* Answer every question as directed.
- \* Marks for each question are mentioned in adjacent column.

Expected Cognitive Behaviours	Questions	Marks
Enable learners to Recall the highlights of the story.	<p>Answer the questions in 30 words</p> <ol style="list-style-type: none"> <li>1. How did the monkey and crocodile become friends?</li> <li>2. After eating the Jamuns, what did the crocodile's wife think?</li> <li>3. Why was the crocodile's wife crying?</li> <li>4. How did the crocodile succeed in bringing the monkey with him?</li> <li>5. How did the monkey manage to escape?</li> </ol>	10 marks

Understand & Cite:— Give two examples from day to day life, where people have betrayed their

their day to day life based on the moral of the story.

friends?

Applying: — Make half sentences from the nouns given in the story.

Ques: — Frame sentences of the following

5 marks

Nouns: —

1. Relish
2. Gulp
3. Puzzled
4. Hollow
5. Prescribe.

Analysing: —

Identify Nouns and pronouns from the given passage: —

5 marks

Identify the nouns and pronouns from the given passage: —

His wife became furious and she divided in to hide herself at the bottom of the river. The crocodile was in a serious dilemma. He loved his wife and was very fond of his friend too. Finally, he decided to be on the side of his wife too. He invited the monkey home and hope for the best. "With pleasure," said the monkey. And they set out.

Illustration:-  
Summarize the story in your own words.

Que:- Write the summary of the story 'The Monkey & the crocodile' in 100 words. 5 marks

Creating:-  
Compose a new story based on the same moral story based on the story, 'The monkey and the the same moral crocodile.'

# Test Based Lesson Plan - IV

41

Subject → English  
Topic → THE ANT AND THE CRICKET  
Marks → 40 Marks

## Composition of the Topic =

- Total no. of students → 40
- learner's linguistic background → English

## Outline of the Topic =

There was only child from his parents. He used to remain - he was very pious man. He loved his fellow men. At night, he was sleeping in his room. Suddenly, he wake up. His room was filled with moonlight. It took place in a lily bloom. Above was saw an some angel. The angel is a book of gold. He was writing something in it. He asked angel so she said "She's will bring the name of those, who loved God. Above asked about his name. Next day again angel came with another man in which the names of those whom God loves, he was surprised to listen his name in that at the

Date → 22-8-16  
Class → VII  
Duration → 1 hrs

top of every name.

- Instructions → The test contains six questions.
- All the questions are compulsory.
  - NO extra time will be allotted.

<u>Expected cognitive Behaviour outcome</u>	<u>Questions</u>	<u>Marks</u>
<ul style="list-style-type: none"> <li>• <b>REMEMBERING</b> Recall the difficult words of the poem.</li> </ul>	<p>Q → Find lines or expressions to make sentences using these words?</p> <ol style="list-style-type: none"> <li>i) peace</li> <li>ii) Boldness</li> <li>iii) humility</li> <li>iv) cheerfulness</li> <li>v) politeness</li> <li>vi) compassion &amp; love</li> <li>vii) Vanished</li> </ol>	7 marks
<ul style="list-style-type: none"> <li>• <b>UNDERSTANDING</b> Understand the poem in deep</li> </ul>	<p>Q → Answer the following questions ↗</p> <p>Q → what did Abu Ben</p>	

## fixed cognitive various outcome

## Questions

- Aden sat in his room when he woke up yesterday.  
Q what did Abou Ben Aden say?  
-What the angel is do?  
a) why was 'Abou Ben Aden's name on the top of list?  
b) why did angel show abou ben aden the next day?  
c) what did Abou Ben Aden sold enough to speak?

## • APPLYING

Carry out the character sketch of Abou Ben Adem

Q3 Tick (v) or cross (x) the given statement?

- a) Abou Ben Adem was peaceful, cheerful, kind & lovely person  5marks  
b) Abou Ben Adem was a strong & believe in god   
c) god loves only who loves him   
d) The angel visit Abou Ben once   
e) Abou was an angel

## Questions

Expected cognitive behaviour, outcome

### • ANALYZING

Outline the summary of the poem.

### • EVALUATING

Judge the opposite words

- 1) Varished →
- 2) Bloom →
- 3) Sweet →
- 4) Love →
- 5) Rich →

Q → write the antonym of these words

5 marks

### • CREATING

produce few sentences on the character

5 marks

Bluesprint →

✓ ~~sub~~

Rem. Med.

App.

T. Marks

Starting rc)	E	S	O	E	S	O	E	S	O
Stony									
Wet soil									
Measurements									
Normal	1	2	3	4	5	6	7	8	9

4  
5  
6  
7  
8

— 0 —

t

45

# TEST BASED LESSON PLAN - II

21.

Subject :- English

Date :- 19/10/19

Topic :- A Robot called Makito

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

Marks :- 25

Duration :- 1 hrs.

Composition of the topic :- Total number of students :- 40

learner's linguistic background :- English

Outline of the topic :-

Robin was the only child for his parents. He used to remain learner because his mother died because of cancer in his early childhood. He had an excellent memory and a sharp brain. He was fond of reading books. Robin's aunt arrived from London from she brought books for Robin. In that these books related to Robot's from that Robin got an interest in learning much at the school's. So he decided to go to Japan before that he learned sanskrit for one year, and went to Japan to his father's friend and there he learned about Robot's after one year, he made his own Robot and named it 'Makito'. Then he came back to India with that Robot, It helped the Robin in his small works and removed all of his sadness.

Instructions :-

1. The test contains six questions.
2. All questions are compulsory.

Expected cognitive behaviour outcome.

### • REMEMBERING

1. Glow
2. Curiosity
3. Depression
4. Repetitive
5. Programme

### • UNDERSTANDING

understand lesson  
in detail

### • APPLYING

carry out the  
character sketch  
of Robin.

### Question

write the following words:

Marks

5 Marks

Answer each question briefly :-

- (i) How did Robin look? How old was he?
- (ii) What happened to Robin's mother?
- (iii) What are the four main Island of Japan?
- (iv) What did Robin do while he was living in Japan?

8 Marks

write the summary of the lesson  
'A Robot called Makito' in brief.

5 Marks

• ANALYZING  
outline the summary of the lesson

- Put a correct (✓) or wrong (✗).
- Robin was fond of playing games at school. ( )
  - Robin was fond of reading books. ( )
  - Robin had excellent memory and sharp brain. ( )

3 Marks

• EVALUATING  
Judge the opposite words.

- opposite words :-
- dull
  - ugly
  - Drop
  - ordinary
  - Tall

4 marks

• CREATING

write five sentences on 'The use of Robots in our life.'

write in 50-60 words.

Blue Print :-

24.

Subunit	Remember	understand	Apply	Analyse	Evaluate	T/A
	E S O	E S O	E S O	E S O	E S O	
write about Robot	7(1)	2(1)	2(2)		1(4)	20
1. Robot life		1(3)				3
2. uses of Robots	1	10	2	1(2)	4	2 25

# Unit Test Lesson Plan - 4

59

Pupil Teacher Roll No. :- 918

Class :- 8<sup>th</sup>

Subject :- Mathematics

Date :- 10-7-2021

Marks :- 35

Duration :- 40 Minute

Topic :- Types of Quadrilaterals.

## Composition of classroom.

Total number of Learners. - 30

Learner's Linguistic Background - English, Hindi and Punjabi.

Outline of the topic: - Quadrilaterals are a two-dimensional plane figure, which has four edges and four vertices. The sides of the quadrilaterals are straight lines and joint with each other end to end. Quadrilaterals can be seen in different shapes, regular or irregular. The examples are a kite, a deck of cards, etc. Quadrilaterals have various types such as Trapezium, parallelogram, Squares, Rectangle, Rhombus and Kite. These shapes have its properties also.

Instructions: - ▲ All the questions are compulsory.

- 65
- No extra time will be allotted.
  - Marks for each questions are mentioned.
  - Attempt the questions and answer in the proper sequence.

Content	Remember	Understand	Apply	Analyse	Evaluate	Create	Total	
	V.S	S	V.S	S	V.S	S	V.S	Marks
• Definition of Quadrilaterals		3(1)						3
• Types of Quadrilaterals	3(1)		5(1) 2(3)	3(2)	2(2)	4(1)	28	
• Examples of Quadrilaterals						4(1)	4	
Total Marks	3 + 3 = 6	0 + 5 = 5	6 + 0 = 6	6 + 0 = 6	4 + 0 = 4	4 + 4 = 8	35	

Expected Cognitive Behavior Outcomes  
Enable the learners to:

- Remember :

Answer the following

Questions

Marks

Recall different types of Quadrilaterals.

Questions in 30 words each:

Q1:- Define Quadrilateral.

Q2:- Name different types of Quadrilaterals.

6 Marks

▲ Understand :-

Explain different types of Quadrilaterals.

Q3:- Match the Column A and B

Column A

Square

Column B

It is a quadrilateral with one pair of opposite parallel sides.

Rectangle

It is a quadrilateral with two pairs of parallel sides.

5 Marks

Rhombus

It is a quadrilateral with all the 4 angles of equal measure, each of them is  $90^\circ$ .

	Trapezium	It is a quadrilateral in which all the sides and angles are equal.
	Parallelogram	It is a quadrilateral with all the four sides having equal lengths.

▲ Apply :-

- Select different types of Quadrilaterals.
- Select different and Categorize different types of Quadrilaterals.

Q.4:- fill in the blanks:-

- (I) A quadrilateral whose opposite sides are equal and all the angles measures  $90^\circ$  is \_\_\_\_\_.
- (II) A rhombus with right angle will become a \_\_\_\_\_.
- (III) A quadrilateral with one pair of opposite parallel sides is called \_\_\_\_\_.

6 Mark

▲ Analyze :-

Differentiate bet-

ween types of Quadrilaterals.

Q5 :- True or false :-

(1) Kite is not a parallelogram.  
( )

6 Marks

(II) Rectangle and Rhombus are square. ( )

► Evaluate :-

Identify the type of quadrilaterals in a particular quadrilateral.

Q6 :- Identify which of the following are the measures of Square.

(1cm, 2 cm, 3 cm, 5 cm), (3 cm, 3 cm, 3 cm, 3 cm).

4 Marks

Q7 :- Name the Quadrilateral in which all the sides and angles are equal.

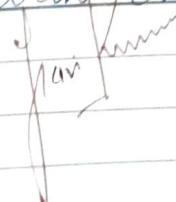
► Create :-

Design different types of Quadrilaterals.

Q8 :- Draw Quadrilaterals on the basis of types and give description of all types in detail.

8 Marks

Q9 :- Draw Parallelogram, Square with examples.



# Observation of Lesson Check List

Pupil Teacher Name \_\_\_\_\_

Sub: \_\_\_\_\_

Date: \_\_\_\_\_

Roll No. \_\_\_\_\_

Topic: \_\_\_\_\_

Time Duration \_\_\_\_\_

Pupil Test

Instruction :- Please tick mark (

) under 1, 2, 3, as applicable

Lesson No. :

1  
Good2  
Satisfactory3  
Needs improvement

1      2      3

**Presentation**

Introduction :

1

2

3

Recapitulation was

Done Sectionally  
at the end of the Lesson**Reinforcement**

Positive teacher Comments

Positive Teacher gestures

**Black-Board work was**

Done side by side

Legible

Systematic

In Straight Line

Properly Spaced

Formation of the words

**Home Assignment**

Creative

Relevant

**Pupil Teacher's Voice was**

Audible

Clear

Well modulated

**Personality of the P.T.**

Appearance

Gesture

Posture

Commanding

Natural in her approach

Well prepared

**Class Management**

Discipline

Students were motivated for learning

Healthy Class room environment was created

 Pre  
Int  
Rel  
Conc  
Base  
E  
Rate  
Pres  
Imp  
Q  
Gra  
Rel  
Spe  
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Principal

A.S. College of Education

Kal Majra, Khanna-Samrala Road

Remarks:

Signature of the Supervisor

Rishi

Sub: (P.T.I)

Date 5-8-2021 Roll No. Q21

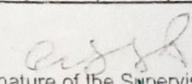
Topic: Lession

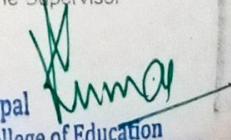
Time Duration 35 m.

Question :- Please tick mark ( ) under 1, 2, 3, as applicable

	1 Good	2 Satisfactory	3 Needs improvement	
Presentation	1	2	3	1
Introduction :			Recapitulation was Done Sectionally at the end of the Lesson	
Relevant	✓			
Concise		✓		
Based on Previous knowledge			Reinforcement	✓
Explanation was :			Positive teacher Comments Positive Teacher gestures	✓
Relevant			Black-Board work was Done side by side	
Presented in sequential order	✓		Legible	
Important points discussed		✓	Systematic	✓
Questions were / did :-			In Straight Line	✓
Grammatically Correct			Properly Spaced	
Relevant to the topic	✓		Formation of the words	
Specific		✓	Home Assignment	
Concise			Creative	✓
Thought provoking	✓		Relevant	✓
Used for probing		✓	Pupil Teacher's Voice was Audible	
Use for redirecting for correct response		✓	Clear	✓
Based on application			Well modulated	✓
Demonstration was :-			Personality of the P.T.	
Relevant			Appearance	
Shown at proper time/stage	✓		Gesture	
Done with the help of student involvement	✓	✓	Posture	✓
Visible properly	✓		Commanding	
Done step wise	✓		Natural in her approach	✓
Helpful in development of lesson	✓		Well prepared	✓
Teaching aid was			Class Management	
Used at proper stage of teaching			Discipline	
Relevant			Students were motivated for learning	✓
Well prepared	✓		Healthy Class room environment was created	✓
Displayed properly		✓		
Visible to whole class				
Removed when not required	✓	✓		

Remarks :


  
Signature of the Supervisor


  
Principal  
A.S. College of Education  
Khal Majra, Khanna-Samrala Road

TEST Based lesson Plan

P.T.'s Roll No. - 768

Subject - Science

Topic - Electricity

Marks - 97

Class - VI

Duration - 40 min

Date - 7/8/19

Composition of class :- Total no. of students - 25

Learner's linguistic Background - Hindi, English, Punjabi

Outline of Topic :- Electricity makes our tasks easier.

~~Electricity makes it possible to light our homes, roads, offices, markets and factories even after sunset. An electricity cell produces electricity from the chemicals stored inside it.~~

Blue Print :-

## Content

	Promoting	Understanding	Applying	Analyzing	Evaluating	Creating	Total
V.S	L	V.S	L	V.S	L	V.S	L

Electric cell (1)

1(1)

1(1)

4

Electric current (1)

(1)

Content	V.S. L	V.S. L	V.S.L	V.S.L	V.S.L	V.S.L
Conductor	1(u)	1(i)				
Electric circuit			1(i)	1(3)		2(u)
Electric switch					1(3)	6
Total	6	3	2	4	6	6

- Instructions :-
1. All questions are compulsory.
  2. Marks for each question are mentioned.
  3. Attempt the que/Ans. in a paper sequence
  4. No extra time will be allotted.

Expected Cognitive Domain	Questions	Marks
<u>Remembering :-</u>	1. Define Electric cell and current 2. Electric conductors & Insulators	2 4
<u>Understanding :-</u>	3. Mark True/False following (a) Electric current can flow through metals.	1

37

Expected Cognitive Domain

Questions

Answers

- (b) Electric current pass through a sheet of thermocol. 1
- (c) Conductors does not allow electric current to pass through them. 1

Applying :-

4. fill in the blanks:-

- a) An electric cell has \_\_\_\_\_ terminals. 1
- b) A device that is used to break an electric circuit is called \_\_\_\_\_ 1

Analysing :-

5. what is the purpose of using an electric switch? 2

6. Name some electrical gadgets that have switches built into them. 2

Evaluating :-

7. Explain electric circuit. 3

8. what is electric switch? 3

Creating :-

9. Draw diagram of open electric circuit and electric cell. 6

Expected Cognitive Behaviour	Questions	Marks
10. Draw a diagram of closed electric circuit.		

# Test Based lesson plan - 1

Subject - Social Studies

Title - Life in Deserts (Geography)

Mark - 30

6-8-19

Class - 5<sup>th</sup>

Duration 1 hour

Total Number of learners - 30

Learner's linguistic background → English, Hindi and Punjabi.

Outline of the topic ↳

Deserts are dry area of land with relatively few plants and animals.  
More than a fifth of the world's land surface is so dry that it is known as desert. A cold desert India is also called as thar - cham which means scalding.

Instructions :

1. The test is having six parts. All parts are compulsory.
2. No extra time will be allotted.
3. Fill the map with pencil.

Expected Cognitive Behaviour Outcomes, to enable the learning

Remembering:

List different sources of history

Questions

Q1. Fill in the blanks.

are the dry areas of land with relatively few plants or animals. The Niel river flows through the desert. \_\_\_\_\_ is the headquarters of Ladakh district. It is a \_\_\_\_\_ and living in \_\_\_\_\_.

5 Marks

Understanding:  
Classify the differences between the deserts

Q2. Mark True/False.

- A) Ladakh is a hot desert.
- B) Kimberky is famous for administer.
- C) Mirthosis is a species of fish.
- D) The Sahara is the largest desert.
- E) Lot of animals are found in the deserts.

5 Marks

Application:  
Explain the materials of ancient times.

Q3. Match the Column

Sahara

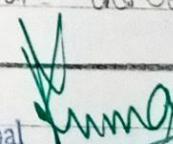
Cold

Ladakh

Hot

P.N

La. 1



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5 Marks

North  
grassland

Headquarters  
Sarcel

Analysing :  
Differentiate between  
Sahara and Ladakh

- Q-4. Describe the Climate of Sahara Desert.  
Q-5. Describe the Climate of Ladakh.

5 Marks

Evaluating :  
Compare Various  
types of conditions

- Q-6. Write short note in 30 - 35 words each.  
1> Describe the physical features of Sahara  
desert.  
2> Describe Natural vegetation and Wild life of  
Ladakh.

6 Marks

Creating :

- Q-7. In the map of India, show the following regions:

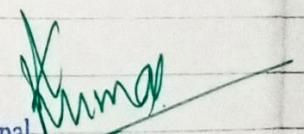
4 Marks

- Ladakh
- Sahara
- Delhi

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# Blue Print

Content	Remembering	Understanding	Applying	Analyzing	Evaluating	Creating	T.M	
Explain about Life in deserts	E S O E S O E S O E S O E S O E S O	S O E S O E S O E S O E S O E S O E S O	O E S O E S O E S O E S O E S O E S O E S O	E S O E S O E S O E S O E S O E S O E S O E S O	S O E S O E S O E S O E S O E S O E S O E S O E S O	O E S O E S O E S O E S O E S O E S O E S O E S O E S O	E S O E S O E S O E S O E S O E S O E S O E S O E S O	5 5
Compare Various types					2½(2)	2(3)	4	
Total Marks →	5	5	5	5	6	4	30	



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## WORKSHOP ON EVALUATION

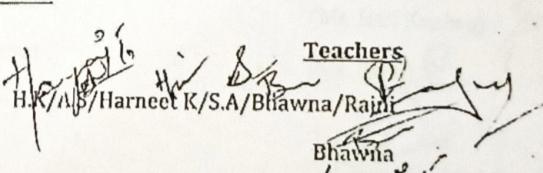
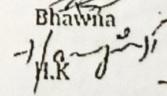
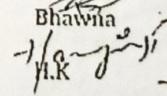
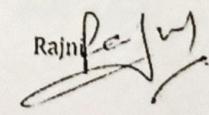
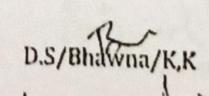
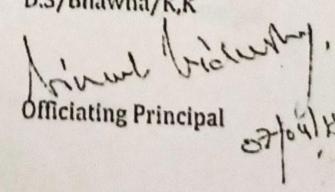
### DAY 1

Date 11/04/2018

<u>Time</u>	<u>Topic</u>	<u>Teachers</u>
9:15-10:00	Concept of evaluation, meaning of assessment	
	Difference between evaluation/measurement & assessment	A.S.
10:00-10:45	Techniques of evaluation	S.A.
10:45-11:30	Types of evaluation	A.S.
11:30-12:00	Break	
12:00-01:00	Choice based credit system, grading system, UGC guidelines on adoption of CBCS	Rajni 
01:00-02:00	CCE- Continuous comprehensive evaluation- meaning, features, scholastic, co-scholastic, formative & summative assessment	Harneet Kaur 
02:00-02:45	Session work-1	
02:45-03:20	Session work-2	

### DAY 2

Date 12/04/2018

<u>Time</u>	<u>Topic</u>	<u>Teachers</u>
9:00-10:00	Preparation of Blue print	H.K/A.S/Harneet K/S.A/Bhawna/Rajni 
10:00-10:45	Defects in evaluation system	Bhawna 
10:45-11:30	Suggestions for importance of evaluation system	Y.K 
11:30-12:00	Break	
12:00-12:45	Feedback in improving learning and learner development	Rajni 
12:45-01:30	Session work-1	
01:30-02:15	Session work-2	
02:15-03:20	Work experience	D.S/Bhawna/K.K  Arvind Bhatia  Officiating Principal 07/04/18

# A.S.COLLEGE OF EDUCATION, KALAL-MAJRA KHANNA

WORKSHOP ON 10/07/2019

## "DAY-1"

<u>Time</u>	<u>Topic</u>	<u>Teachers</u>
09:10 a.m -09:30 a.m	Welcome and orientation about school internship programme	(Mrs. Vimal Vidushy)
09:30 a.m -10:30 a.m	Introduction about school Internship file through ppt	(Mrs. Alka Sharma)
10:30 a.m-11:00 a.m	Need and importance of micro teaching	(Mrs. Harneet Kaur)
11.00 a.m-11.30 a.m	Skill of introduction and its format	(Mrs. Harjeet Kaur)
11.30 a.m - 12.00 noon	Break	
12.00 p.m-12.40 p.m	S-I (S.St/commerce/Math)	(S.A/Rajni/Hari Krishan)
12.40 p.m-01.20 p.m	S-II (Pbi./Hindi/Eng.)	(H.K/Harneet Kaur)
01.20 p.m-02.00 p.m	S-III (Sci. /Eco.)	(A.S/Rajni)

WORKSHOP ON 11/07/2019

## "DAY-2"

<u>Time</u>	<u>Topic</u>
09:15 a.m -10:00 a.m	Skill of Probing question and its format
10:00 a.m -10:30 a.m	Skill of Explanation and its format
10:30 a.m-11:15 a.m	Skill of B.B Writing and its format
11.15 a.m - 11.45 a.m	Break
11.45 a.m -12.30 p.m	S-I (S.St/commerce/Math)
12.30 p.m-01.15 p.m	S-II (Pbi./Hindi/Eng.)
01.15 p.m-02.00 p.m	S-III (Sci. /Eco.)

### Teacher Incharge

Mrs. Alka Sharma

Dr. Shilpy Arora

### Teachers

(Dr. Shilpy Arora)

(Mr. Hari Krishan)

(Ms. Rajni)

(S.A/Rajni/Hari Krishan)

(H.K/Harneet Kaur)

(A.S/Rajni)

### Note:-

1. Every demonstration lesson by teacher and students will be video graphed by themselves.
2. During sessional work each students will practice the skills.

Nirwan-Vidushy.  
Officiating Principal

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# J. COLLEGE OF EDUCATION, KALAL-MAJRA KHANNA

WORKSHOP ON 12/07/2019

## "DAY-3"

<u>Time</u>	<u>Topic</u>	<u>Teachers</u>
09:15 a.m -10:00 a.m	Skill of Reinforcement and its format	(Mrs. Harmeet Kaur)
10:00 a.m -10:45 a.m	Format of Macro Lesson Plan	(Dr. Shilpy Arora)
10:45 a.m-11:15 a.m	Format of ICT	(Mrs. Alka Sharma)
11.15 a.m - 11.45 a.m	Break	
11.45 a.m -12.30 p.m	S-I (S.St/commerce/Math)	(S.A/Rajni/Hari Krishan)
12.30 p.m-01.15 p.m	S-II (Pbi./Hindi/Eng.)	(H.K/Harjeet Kaur)
01.15 p.m-02.00 p.m	S-III (Sci. /Eco.)	(A.S/Rajni)

WORKSHOP ON 13/07/2019

## "DAY-4"

<u>Time</u>	<u>Topic</u>	<u>Teachers</u>
09:15 a.m -09:45 a.m	Format of Lesson Plan based on diary format	(Mrs. Harjeet Kaur)
09:45 a.m -10:45 a.m	S-I (Format of test based lesson plan)	
10:45 a.m-11:45 a.m	S-II (Format of test based lesson plan)	
11.45 a.m-12.15 p.m	Break	
12.15 p.m-01.15 p.m	S-III (Format of test based lesson plan)	
01.15 p.m-02.00 p.m	Importance teaching aids through video	(Ms. Rajni, Mr. Hari Krishan)

### Teacher Incharge

Mrs. Alka Sharma

Dr. Shilpy Arora

Nirmal Chahal  
Officiating Principal

### Note:-

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9.4.4

# S.COLLEGE OF EDUCATION, KALAL-MAJRA KHANNA

WORKSHOP ON 15/07/2019

"DAY-5"

<u>Time</u>	<u>Topic</u>	<u>Teachers</u>
09:15 a.m -10:15 a.m	Demonstration of teaching aids by students	(Mrs. Alka Sharma) ✓
10:15 a.m -11:00 a.m	Format of Lesson Plan based on glaser teaching model	(S.A/Rajni/Hari Krishan) ✓
11:00 a.m-11:50 a.m	S-I (S.St/commerce/Math)	H.K/Harneet Kaur ✓
11.50 a.m-12.20 p.m.	Break	(A.S/Rajni) ✓
12.20 p.m-01.10 p.m	S-II (Pbi./Hindi/Eng.)	H.K/Harneet Kaur ✓
01.10 p.m-02.00 p.m	S-III (Sci. /Eco.)	(A.S/Rajni) ✓

WORKSHOP ON 16/07/2019

"DAY-6"

<u>Time</u>	<u>Topic</u>	<u>Teachers</u>
09:15 a.m -10:00 a.m	Format of Lesson Plan based on concept attainment model	(Dr. Shilpy Arora) ✓
10:00 a.m -10:45 a.m	Format of Lesson Plan based on inquiry training model	(Mrs. Harneet Kaur) ✓
10:45 a.m-11:15 a.m	Selection of teaching practice students In charges/Captains & General Introduction regarding teaching practice	(H.K/A.S/Harneet Kaur/S.A/Hari Krishan/Rajni) ✓
11.15 a.m-11.45 p.m	Break	S.B/S.B.(Rajni) ✓
11.45 p.m -12.30 p.m	S-I (S.St/commerce/Math)	(S.A/Rajni/Hari Krishan) ✓
12.30 p.m-01.15 p.m	S-II (Pbi./Hindi/Eng.)	(H.K/Harneet Kaur) ✓
01.15 p.m-02.00 p.m	S-III (Sci. /Eco.)	(A.S/Rajni) ✓

Teacher Incharge

Mrs. Alka Sharma

Dr. Shilpy Arora

Note:-

1. Every demonstration lesson by teacher and students will be video graphed by themselves.
2. During sessional work each students will practice the skills.

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