



K.R. MANGALAM UNIVERSITY
THE COMPLETE WORLD OF EDUCATION

School of Education

SESSION: 2022-2024

SCHOOL ATTACHMENT PROGRAMME AND COMMUNITY LIVING

COURSE CODE: SEED514A

Submitted to :

Dr. Kanchan Khatreja

SOED

Assistant Professor

Submitted by:

Mehek Aggarwal

(2211270005)

B.Ed. 2nd Sem

Registrar
K.R. Mangalam University
Sohna Road. Gurugram (Haryana)

ACKNOWLEDGEMENT

I hereby acknowledge that this school observation period is the result of an end of a long way of two weeks. Foremost, I would like to thank my parents for allowing me to experience at a new school. It would not been possible without my teachers and extend my warm thanks to Dr. Kanchan Khatreja (Assistant Professor) of SOED department for the constant support and advice for the vision, encouragement and enduring contagious interest in the puzzle of teaching and learning. This project report represents my own work and have adhered to all the principles of academic honesty and integrity.

I extend my gratitude towards my classmates for their unconditional support. Special thanks to be given to the Principal, Co-ordinator, teachers and students of H.S.V. Global School for their feedback, love and support with which I successfully carried out my this report.

Mehek Aggarwal

2211270005

B.Ed. (Sem – 2)

INDEX

S.No.	Date	Content	Page Number	Signature
1	2/5/23	About the school	4 - 6	
2	4/05/23	Activity 1 -co-curricular activities	7 - 12	
3	6/5/23	Feedback form- Co-curricular activities	12 - 16	
4	8/5/23	Activity 2- Classroom observation	17 - 22	
5	9/5/23	Classroom observation schedule	23 - 27	
6	10/5/23	Activity 3- Culture practices	28 - 34	
7	11/5/23	Feedback form -Cultural practices	35 - 39	
8	12/5/23	Feedback form -Perception about aspiration from formal education	40 - 44	

ABOUT THE SCHOOL



SRI CHAITANYA TECHNO SCHOOL

Sri Chaitanya first surfaced on the academic horizon in the Autumn of the 20th century and has progressed in a wink to the Spring of the 21st century in all dimensions earning itself the sobriquet : Asia's largest educational group. The past two and a half decades witnessed Sri Chaitanya striding across the sands of education like a Colossus with academic programmes that sent students to the nation's premier engineering and medical colleges in a torrential flow. It proved one thing : Sri Chaitanya is unstoppable at any level of scholastic activity. The manner in which the institution has weaved the academic programmes into the educational texture is sheer magic and part of academic folklore.

Sri Chaitanya School aims at engaging students in tackling real-world problems. The education they receive revolves around the holistic development of the students. The school aims to be an institution of excellence, dedicated to producing leaders of the future. It is a perfect blend of academic syllabus and extra-curricular activities. The spirit of Sri Chaitanya School is to make every child a competitive and a complete person through the integrated programme.



Vision:

To fulfill the vision, Sri Chaitanya Educational Institutions provide a platform to every student to discover and realise his/her potential.

To understand and implement the core essentials of life through:

Morals : The ability to discriminate between the right and the wrong

Values : The unique beliefs and feelings of an individual

Ethics : The principles of behavior

Problem-solving techniques : The skill of resolving difficulties

Positive attitude: The highest form of a healthy personality

Mission:

Sri Chaitanya School aims at engaging students in tackling real-world problems. The education they receive revolves around the holistic development of the students. The school aims to be an institution of excellence, dedicated to producing leaders of the future. It is a perfect blend of academic syllabus and extra -curricular activities. The spirit of Sri Chaitanya School is to make every child a competitive and a complete person through the integrated programme.

Philosophy:

At Sri Chaitanya our mission, through the combined effort of staff, parents and students community is:

- To provide students with a foundation in basic skills,
- To foster a positive work ethic,
- To create an environment that harbors tolerance & respect for each other

To spark an attitude of inquiry and an enthusiasm for learning that will enable our children to become productive and responsible citizens.

Legend of Sri Chaitanya – The Mentors

The inception of Sri Chaitanya was a vision of Sri Dr. B. S. Rao and Smt. Dr. Jhansi Lakshmi Bai, a handsome couple, who had been enjoying an immensely successful medical practice abroad. The transition from the field of medicine to education was swift and smooth. As professionals they were on a mission : to groom students of their home town in Andhra Pradesh, and change their mindset from settling for a mediocre career to aspiring for a professional career in premier engineering and medical institutions at the national level : and to transform mere participants to winners

At the point of inception they set no boundaries for themselves : neither academic nor geographical. Their vision was to equip the students +2 of their state, academically, to make a mark in the prestigious professional institutions such as : IIT, AFMC, NIT, AIIMS etc. and bring forth their inherent talent and skills that would catapult them across the national frontiers to become global players.

Giving Students The Global Edge

Over the years Sri Chaitanya branched across the length and breadth of not only the state but beyond it. Thanks to their efficient academic and administrative squad, Sri Chaitanya is now a trusted house hold name across the country. The growth has been not uni but multi dimensional. The expansion of their educational services has touched the root level of education with the institution of Sri Chaitanya Techno Schools and Star Kids. Sri Chaitanya International Olympiad School, at Vijayawada was initiated to give students the International edge. Students at the Secondary School Level would be given orientation to ETS Tests like SAT, TOEFL, IELTS etc. so that it would not be a hindrance for them to pursue education abroad, in the future. This move spoke volumes about their earnest zeal and industry towards the student community.

ACTIVITY 1

CO-CURRICULAR ACTIVITIES



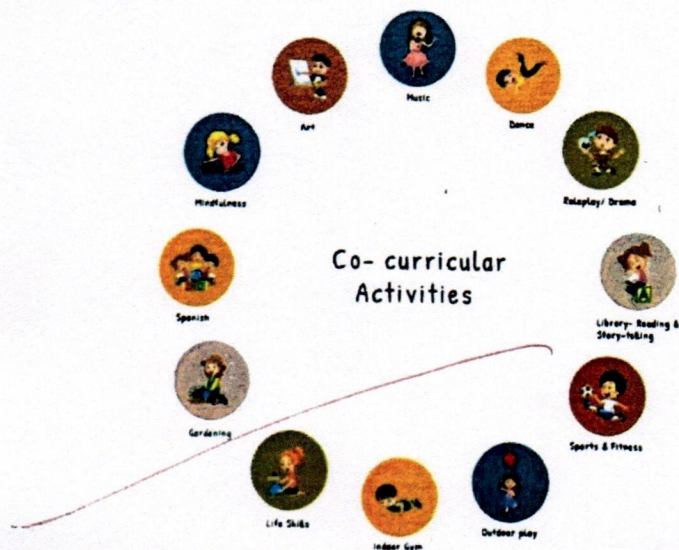
WHAT ARE CO CURRICULAR ACTIVITIES?

Activities that take place outside of a school's or university's regular academic curriculum are referred to as co-curricular activities. The school or university, as well as the students themselves, may plan these events.

A variety of pursuits, including athletics, music, theatre, debate, public speaking, volunteer work, and more, might be considered co-curricular activities. These exercises are intended to give students chances to advance their knowledge and abilities outside of the conventional classroom.

Because they give students the chance to hone skills like leadership, cooperation, communication, and problem-solving, co-curricular activities are a crucial component of a student's education. They also give children a chance to interact with their peers and explore their passions and interests.

Co-curricular activities not only give students valuable knowledge and experiences, but they can also improve their overall academic performance. According to research, children who participate in extracurricular activities frequently earn better grades, maintain better attendance, and have higher graduation rates in both high school and college.



TYPES OF CO CURRICULAR ACTIVITIES

Sports: This category covers a variety of pursuits, including football, basketball, tennis, volleyball, swimming, and more.

Arts & Culture: These hobbies can include sculpting, painting, dance, acting, and other forms of creative expression.

Debate and public speaking are two exercises that aid students in improving their arguments and communication abilities.

Model United Nations: This exercise simulates the UN and teaches pupils about diplomacy and world affairs.

Journalism and media: Students can learn how to create videos, broadcast news, and write, edit, and publish articles.

Academic clubs: These are organisations that encourage students to explore their interests and put their knowledge to use, such as the Math Club, Science Club, and Robotics Club.

Leadership and entrepreneurship: These activities teach students how to start and operate a business, as well as how to handle difficulties in the real world.

Outdoor activities: Adventure sports like camping, hiking, and rock climbing teach kids about the outdoors, foster teamwork and leadership, and boost self-esteem.



PURPOSE CO-CURRICULAR ACTIVITIES

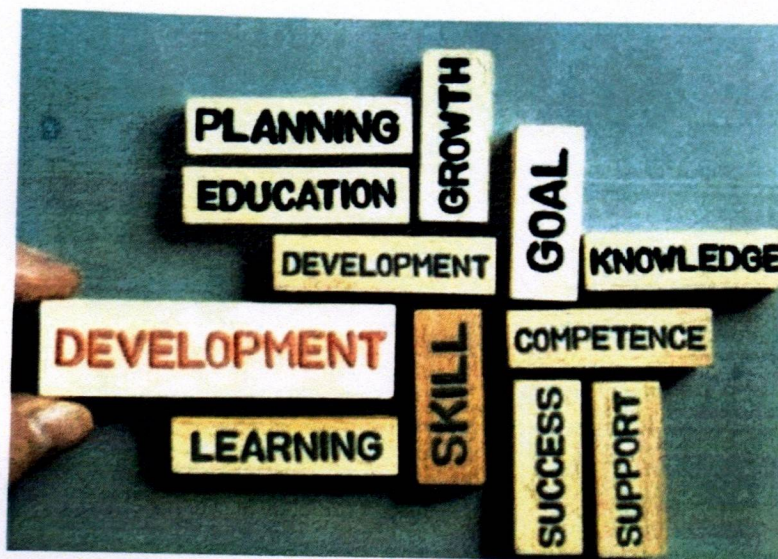
The benefits of co-curricular activities to a student's education and personal development are numerous. Some of the primary goals of co-curricular activities are listed below: Technology and innovation are the main topics of these activities, which motivate kids to learn coding, build websites, make apps, and invent new things.

Personal growth: Extracurricular activities give pupils the chance to discover their passions and hone their skills. They gain self-assurance, self-worth, and self-awareness as a result of this.

Career preparation: Extracurricular pursuits can give kids significant experience and abilities that will benefit them in the future. For instance, joining a robotics club can assist a student in acquiring technical abilities that are highly sought after in the employment market

Balanced education: Co-curricular activities support the academic curriculum and offer a well-rounded education. This aids children in developing into well-rounded people with a diverse range of interests and abilities.

Co-curricular activities are crucial for a student's education and personal growth since they give them chances to study and develop outside of the classroom.



METHODS OF CO CURRICULAR ACTIVITIES

Co-curricular activities can be carried out in a variety of ways. Here are a few of the most major methods:

Clubs and Organizations: Clubs and organisations devoted to diverse interests and activities are frequently found at schools and colleges. They can include science clubs, debating clubs, music clubs, sports teams, and more. These clubs allow students to participate in a variety of events and activities.

Competitions: Schools and colleges are able to hold contests in a variety of disciplines, including sports, music, art, and science. These contests may take place within the same institution, between separate schools or colleges, or both.

Workshops and Seminars: Workshops and seminars can be held to give students the chance to pick up new skills or expand their knowledge of particular subjects. Experts in the pertinent subjects or the professors themselves can conduct these.

Field visits: Visits can be planned to introduce students to real-world experiences relevant to their academics or interests. Students can learn about science and the environment through field trips to places like science museums or wildlife preserves.



ELEMENTS CO CURRICULAR ACTIVITIES

Social interaction: Co-curricular activities provide opportunities for students to interact with their peers and teachers outside of the classroom, allowing them to develop social skills, build relationships, and make connections.

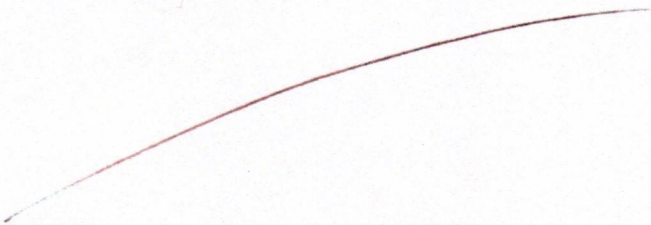
Skill development: Co-curricular activities provide students with the opportunity to develop new skills and talents, such as leadership, teamwork, communication, creativity, and problem-solving.

Physical activity: Many co-curricular activities involve physical activity, such as sports, dance, or martial arts, which promote physical fitness and health.

Creativity and self-expression: Co-curricular activities often involve opportunities for students to express themselves creatively through music, art, drama, or creative writing.

Community service: Co-curricular activities often involve opportunities for students to participate in community service projects or volunteer work, which helps them develop a sense of civic responsibility and empathy for others.

Career exploration: Some co-curricular activities, such as clubs related to specific careers or interests, can help students explore potential career paths and develop skills related to those careers.



Co-curricular activities are an essential component of a student's overall education and development. Here are some reasons why co-curricular activities are important:

Improved academic performance: Participation in co-curricular activities can lead to improved academic performance. Students who are involved in activities tend to have better attendance, higher grades, and a greater sense of belonging in the school community.

Health and well-being: Many co-curricular activities involve physical activity, such as sports, dance, or martial arts, which promote physical fitness and health. These activities also provide an outlet for stress and can contribute to overall well-being.

Career development: Some co-curricular activities, such as clubs related to specific careers or interests, can help students explore potential career paths and develop skills related to those careers.

Community service: Co-curricular activities often involve opportunities for students to participate in community service projects or volunteer work, which helps them develop a sense of civic responsibility and empathy for others.

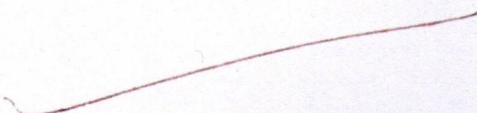
CONCLUSION

Co-curricular activities play a crucial role in a student's overall development. These activities provide students with opportunities to explore their interests, develop new skills, and learn important life lessons.

Participation in co-curricular activities can enhance a student's academic performance by improving their social skills, time management skills, and self-confidence. It also provides students with an opportunity to discover their talents and interests beyond the classroom setting.

Moreover, co-curricular activities can help students develop a sense of responsibility, leadership skills, and teamwork, which are essential qualities for success in any field.

In conclusion, co-curricular activities are an integral part of a student's education, and schools and universities should provide students with ample opportunities to participate in these activities. Students should be encouraged to participate in a variety of co-curricular activities to enhance their overall development and prepare them for future challenges





Help build skills apart from academics

While academics are important, having other interests is equally essential.



Broaden your child's perspective

Extracurricular activities allow children to explore their interests and this helps in broadening their perspective of the world.



Build a child's social personality

Being a part of a group/activity helps your child meet other children with similar interests, thereby improving their social standing.



ABILITIES

[Logical & Analytical Thinking]
[Critical Thinking] [Creative Thinking]



SKILLS

[Problem Solving] [Leadership] [Social]
[Emotional] [Communication] [Technology]



VALUES

[Social] [Ethical] [Recreational]



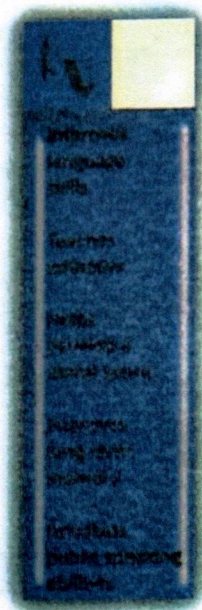
Improves motor skills

Develops problem solving skills

Encourages self expression

Encourages Creativity

Encourages acceptance of others




Improves hand-eye coordination

Develops fine motor skills

Encourages self expression

Encourages Creativity

Encourages acceptance of others



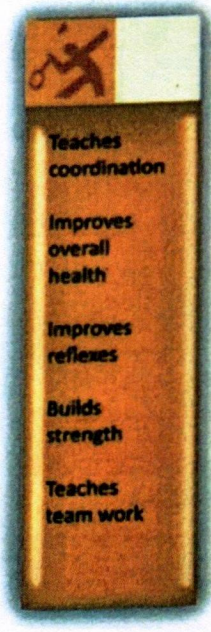
Improves coordination

Encourages concentration

Develops patience

Improves self-confidence

Helps in relaxation of mind and body



Teaches coordination

Improves overall health

Improves reflexes

Builds strength

Teaches team work

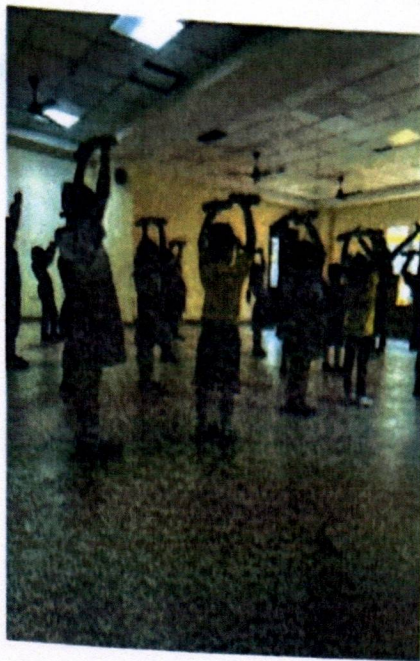
ACTIVITY 1
PLAYING CHESS



ACTIVITY 2
YOGA



ACTIVITY 3 SPORTS

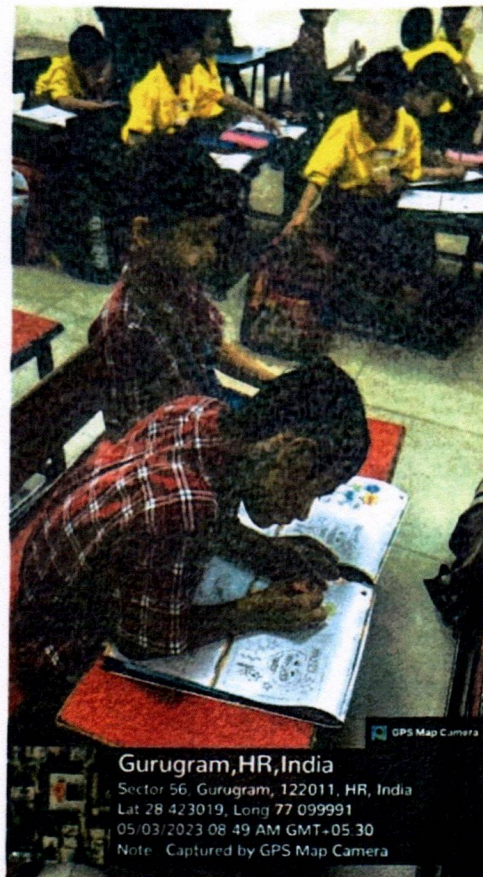


ACTIVITY 4 SEED GERMINATION ACTIVITY



ACTIVITY 5

CARD MAKING



Gurugram, HR, India

Sector 56, Gurugram, 122011, HR, India

Lat 28.423019, Long 77.099991

05/03/2023 08:49 AM GMT+05:30

Note: Captured by GPS Map Camera

FEEDBACK FORM
Co-Curricular Activities

Name:- Rishav		Class:- VII	School Name:- Sai Chaitanya School			
Components		Rating Scale				
		Very Poor	Not Satisfactory	Satisfactory	Very satisfactory	Excellent
1.Objective	Planning and organization of Activity			✓		
	Theme was justified			✓	✓	
	Proper use of ICT Technology					✓
2.Attitude	Interest across curricular activities			✓	✗	
	Level of participation of Students			✓		
	Intrinsic Motivation of Student			✓		
	Knowledge of Students			✓		
3.Guidance	Use of equipments				✓	
	Result orientation			✓		
	Set of rules and regulation			✓		
4. Time Management	Set proper time			✓		
	punctuality					✓
	Worthy use of leisure time			✓		
5.Cometence	Maintaining order			✓		
	Partiality during activity			✓		
	Talent of the students			✓		
6. Development	Personality progress			✓		
	Communication Ability			✓		
	Feedback Technique				✓	
	Physical Development			✓		
7.Teacher's Role	Provide equal opportunities			✓		
	Set expectation for Student's performance			✓		
	Give proper instruction			✓		
	Facilitator				✓	
8. Evaluation	Maintenance of records			✓		
	Reflect on students learned from activity			✓		
	Certificate were provided				✓	
Feedback for improvement						
1.						
2.						
3.						

FEEDBACK FORM
Co-Curricular Activities

Name:- Jagriti		Class:- 2nd		School Name:- Sri Chaitanya school		
Components		Rating Scale				
		Very Poor	Not Satisfactory	Satisfactory	Very satisfactory	Excellent
1.Objective	Planning and organization of Activity				✓	
	Theme was justified			✓		
	Proper use of ICT Technology			✓		
2.Attitude	Interest across curricular activities			✓		
	Level of participation of Students			✓		
	Intrinsic Motivation of Student				✓	
	Knowledge of Students				✓	
3.Guidance	Use of equipments			✓		
	Result orientation			✓		
	Set of rules and regulation				✓	
4. Time Management	Set proper time		✓			
	punctuality		✓			
	Worthy use of leisure time			✓		
5.Cometence	Maintaining order			✓	✓	
	Partiality during activity				✓	
	Talent of the students					✓
6. Development	Personality progress					✓
	Communication Ability					✓
	Feedback Technique			✓		✓
	Physical Development			✓		✓
7.Teacher's Role	Provide equal opportunities			✓		
	Set expectation for Student's performance				✓	
	Give proper instruction		✓			
	Facilitator				✓	
8. Evaluation	Maintenance of records					
	Reflect on students learned from activity			✓		
	Certificate were provided					✓
Feedback for improvement						
1.						
2.						
3.						

FEEDBACK FORM
Co-Curricular Activities

Name:- Abhishek		Class:- 8th	School Name:- SRI CHAITANYA TECHNIO SCHOOL				
Components		Rating Scale					
		Very Poor	Not Satisfactory	Satisfactory	Very satisfactory	Excellent	
1.Objective	Planning and organization of Activity			✓			
	Theme was justified			✓			
	Proper use of ICT Technology			✓			
2.Attitude	Interest across curricular activities			✓			
	Level of participation of Students			✓			
	Intrinsic Motivation of Student				✓		
	Knowledge of Students						
3.Guidance	Use of equipments			✓			
	Result orientation			✓	✗		
	Set of rules and regulation			✓			
4. Time Management	Set proper time			✓			
	punctuality			✓			
	Worthy use of leisure time			✓			
	Maintaining order			✓			
5.Cometence	Partiality during activity			✓			
	Talent of the students			✓			
6. Development	Personality progress				✓		
	Communication Ability				✓		
	Feedback Technique				✓		
	Physical Development				✓		
7.Teacher's Role	Provide equal opportunities				✓		
	Set expectation for Student's performance				✓		
	Give proper instruction				✓		
	Facilitator				✓		
8. Evaluation	Maintenance of records			✓			
	Reflect on students learned from activity			✓			
	Certificate were provided			✓			
Feedback for improvement							
1.							
2.							
3.							

FEEDBACK FORM
Co-Curricular Activities

Name:- <u>Aryan</u>		Class:- <u>VIIth</u>		School Name:- <u>SRI CHITANYA TECHNO SCHOOL</u>		
Components		Rating Scale				
		Very Poor	Not Satisfactory	Satisfactory	Very satisfactory	Excellent
1.Objective	Planning and organization of Activity			✓		
	Theme was justified			✓		
	Proper use of ICT Technology			✓		
2.Attitude	Interest across curricular activities				✓	
	Level of participation of Students				✓	
	Intrinsic Motivation of Student			✓		
	Knowledge of Students			✓		
3.Guidance	Use of equipments		✓	✓		
	Result orientation		✓			
	Set of rules and regulation			✓		
4. Time Management	Set proper time			✓		
	punctuality			✓		
	Worthy use of leisure time				✓	
5.Cometence	Maintaining order				✓	
	Partiality during activity				✓	
6. Development	Talent of the students				✓	
	Personality progress			✓		
	Communication Ability			✓		
	Feedback Technique				✓	
7.Teacher's Role	Physical Development			✓		
	Provide equal opportunities			✓		
	Set expectation for Student's performance				✓	
	Give proper instruction			✓		
8. Evaluation	Facilitator			✓		
	Maintenance of records			✓		
	Reflect on students learned from activity				✓	
	Certificate were provided				✓	
Feedback for improvement						
1.						
2.						
3.						

FEEDBACK FORM

Co-Curricular Activities

Name:- shalini		Class:- IV th		School Name:- Sri chaitanya school		
Components		Rating Scale				
		Very Poor	Not Satisfactory	Satisfactory	Very satisfactory	Excellent
1.Objective	Planning and organization of Activity				✓	
	Theme was justified					✓
	Proper use of ICT Technology				✓	
2.Attitude	Interest across curricular activities				✓	
	Level of participation of Students			✓		
	Intrinsic Motivation of Student				✓	
	Knowledge of Students			✓		
3.Guidance	Use of equipments				✓	
	Result orientation					✓
	Set of rules and regulation				✓	
4. Time Management	Set proper time				✓	
	punctuality				✓	✓
	Worthy use of leisure time			✓		
5.Cometence	Maintaining order					
	Partiality during activity					
6. Development	Talent of the students					✓
	Personality progress				✓	
	Communication Ability				✓	
	Feedback Technique					✓
7.Teacher's Role	Physical Development					✓
	Provide equal opportunities					✓
	Set expectation for Student's performance				✓	
	Give proper instruction					✓
8. Evaluation	Facilitator				✓	
	Maintenance of records				✓	
	Reflect on students learned from activity				✓	
	Certificate were provided					✓
Feedback for improvement						
1.						
2.						
3.						

ACTIVITY 2

CLASSROOM OBSERVATION



WHAT IS CLASSROOM OBSERVATION?

Classroom observation refers to the process of observing and evaluating the teaching and learning that occurs in a classroom setting. It involves a trained observer, such as a principal, teacher, or educational consultant, who observes a teacher's instructional practices and student behaviors during a class session.

Classroom observation can be used for a variety of purposes, including teacher evaluations, program assessments, and professional development. During a classroom observation, the observer may use a variety of tools and techniques to gather data, such as note-taking, audio or video recording, or surveys.

The data collected during classroom observation can be used to identify areas of strength and areas for improvement in instructional practices, student engagement, and classroom management. It can also provide insights into student learning and academic achievement, as well as inform decisions about curriculum development and instructional strategies.

Overall, classroom observation is a valuable tool for improving teaching and learning in the classroom, and it can provide teachers and administrators with important insights into the effectiveness of their instructional practices. Moreover, co-curricular activities can help students develop a sense of responsibility, leadership skills, and teamwork, which are essential qualities for success in any field.

In conclusion, co-curricular activities are an integral part of a student's education, and schools and universities should provide students with ample opportunities to participate in these activities. Students should be encouraged to participate in a variety of co-curricular activities to enhance their overall development and prepare them for future challenges.

TYPES OF CLASSROOM OBSERVATION

There are several types of classroom observations that can be used for different purposes. Here are some common types of classroom observations:

Formal observations: Formal observations are usually conducted by an administrator, such as a principal or supervisor, as part of a teacher evaluation process. These observations typically follow a specific protocol and rubric to assess the teacher's performance against specific standards or expectations.

Informal observations: Informal observations are usually conducted by a teacher or a peer and are less structured than formal observations. These observations may focus on a specific aspect of teaching or learning, such as student engagement or the use of technology in the classroom.

Summative observations: Summative observations are typically conducted at the end of a school year or semester and provide an overall assessment of the teacher's performance over a longer period of time.

Formative observations: Formative observations are conducted throughout the school year and are designed to provide ongoing feedback and support to teachers.

These observations can be used to identify areas of strength and areas for improvement and inform professional development plans.

Peer observations: Peer observations involve teachers observing and providing feedback to each other. This type of observation can be used to promote collaboration and professional growth among teachers.



PURPOSE OF CLASSROOM OBSERVATION

The purpose of classroom observation is to improve teaching and learning by providing feedback to teachers about their instructional practices and student behaviors.

Some specific purposes of classroom observation include:

Teacher evaluation: Classroom observation is often used as part of a formal evaluation process to assess a teacher's performance against specific standards or expectations.

Professional development: Classroom observation can be used to identify areas for improvement and inform professional development plans to support a teacher's growth and development.

Student learning: Classroom observation can provide insights into how students are engaging with the curriculum and identify areas where additional support may be needed.

METHODS OF CLASSROOM OBSERVATION

There are several methods of classroom observation that can be used to gather data about teaching and learning. Here are some common methods:

Direct observation: Direct observation involves physically being present in the classroom to observe teacher and student behaviors. Observers may take notes or use a rubric to collect data on specific aspects of instruction and student engagement.

Audio and video recording: Audio and video recordings can be used to capture classroom interactions and provide an objective record of teacher and student behaviors. These recordings can be reviewed later by the observer to gather data.

Surveys and questionnaires: Surveys and questionnaires can be used to gather feedback from students, teachers, and parents about teaching and learning in the classroom. These surveys may ask about classroom climate, student engagement, or instructional practices.

Student work samples: Student work samples can provide insight into student learning and how well the teacher is addressing student needs. Observers may collect student work samples to review later and assess the quality of instruction.

Self-reflection: Teachers may engage in self-reflection and self-assessment to evaluate their own instructional practices and make improvements. This may involve reviewing lesson plans or recorded classroom sessions to identify areas for improvement.

ELEMENTS OF CLASSROOM OBSERVATION

Classroom environment: The classroom environment includes factors such as the physical layout of the classroom, classroom management techniques used by the teacher, and the overall tone of the classroom.

Instructional practices: Instructional practices refer to the techniques and strategies used by the teacher to deliver instruction, including the use of questioning, student engagement strategies, and differentiation.

Content knowledge: Content knowledge refers to the teacher's understanding of the subject matter being taught and their ability to effectively convey this knowledge to students.

Student engagement: Student engagement includes factors such as student participation, attention, and motivation during the lesson.

Assessment and feedback: Assessment and feedback refer to the teacher's ability to accurately assess student learning and provide feedback to students to support their growth and development.

TECHNIQUES OF CLASSROOM OBSERVATION

Narrative observations: Narrative observations involve the observer taking detailed notes on what they see and hear in the classroom. This technique allows the observer to record rich descriptions of the classroom environment, teaching strategies, and student behavior.

Time sampling: Time sampling involves the observer taking notes on specific aspects of the classroom at set intervals. For example, the observer may take notes on student engagement every five minutes during the observation period. This technique allows the observer to get a sense of how certain behaviors or practices are distributed throughout the lesson.

Event sampling: Event sampling involves the observer taking notes on specific events that occur during the observation period. For example, the observer may take notes on how the teacher responds to a student who is off task or how a group of students work together on a group project. This technique allows the observer to focus on specific aspects of teaching and learning.

Checklists and rubrics: Checklists and rubrics provide a structured way for the observer to assess teaching and learning against specific criteria. The observer may use a pre-existing checklist or rubric or create their own based on the goals of the observation.

IMPORTANCE OF CLASSROOM OBSERVATION

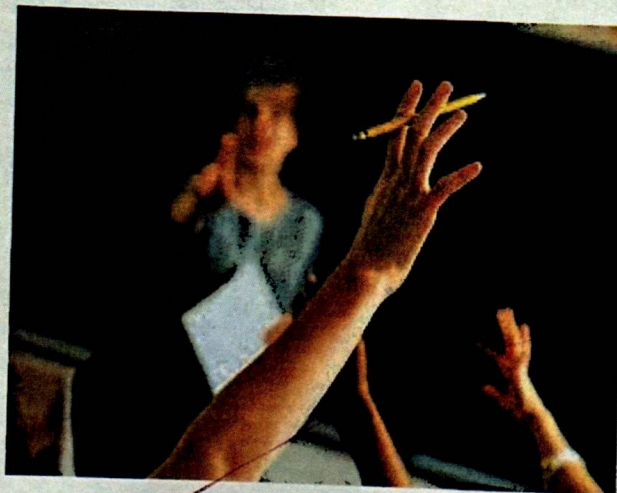
Provides feedback for improvement: Classroom observation allows teachers to receive feedback on their instructional practices and make improvements to their teaching. This feedback can come from peers, supervisors, or self-reflection.

Supports professional development: Classroom observation can be used as part of a professional development plan for teachers. By observing other teachers and receiving feedback on their own teaching, teachers can continue to develop their instructional practices and improve student learning.

Ensures accountability: Classroom observation can be used to ensure that teachers are meeting certain standards or expectations. This can help to maintain quality teaching and improve student outcomes.

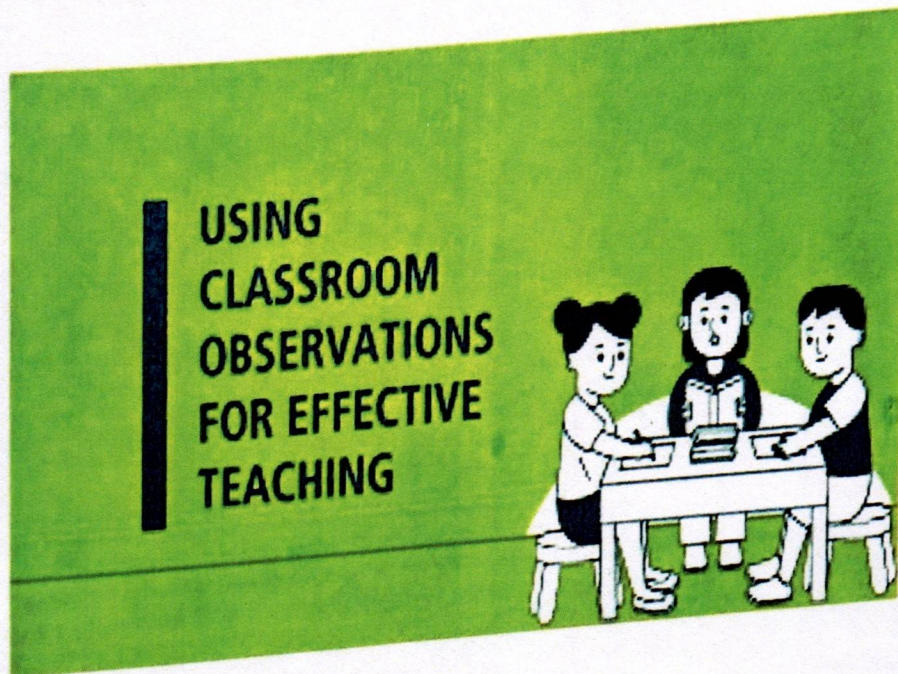
Promotes reflection: Classroom observation promotes self-reflection and critical thinking about instructional practices. Teachers can use observation as an opportunity to reflect on their teaching, identify areas for improvement, and make changes to their instructional practices.

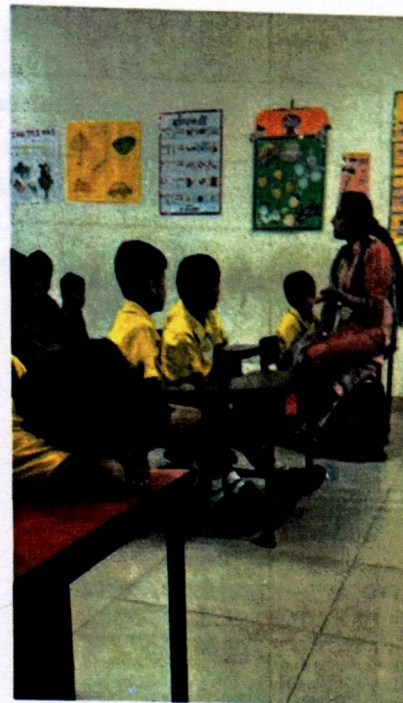
Supports student learning: Classroom observation can help to improve student learning outcomes by providing teachers with feedback and support to improve their teaching practices. This can lead to more engaging and effective teaching, which can result in increased student engagement and achievement.



CONCLUSION

To conclude, a crucial component of enhancing teaching and learning is classroom observation. It encourages critical thinking and reflection in instructors, facilitates professional growth, and enables teachers to get feedback on their teaching approaches. Observers can obtain important information that can be used to improve instructional practises and promote student learning outcomes by utilising a variety of observational approaches and evaluating key aspects of teaching and learning. It can be a useful tool for identifying areas for development and progress and helps to enforce accountability and uphold high standards in the classroom. The use of classroom observation may ultimately result in more productive teaching methods and improved student outcomes.





Classroom Observation Schedule

Name: <u>Parninder Kaur</u>		School: <u>Sri Chaitanya School</u>	
Class: <u>IXth</u>	Time: <u>11:00 a.m.</u>	Date: _____	Period: _____
Lesson/Topic <div style="text-align: center; padding: 10px;"><u>Weather and climate (Social Science)</u></div>			
A. Teacher's expectations from students			
What did the teachers expect the students to learn from the lesson?	<u>To learn about climatic conditions</u>		
How did the teacher communicate the purpose and relevance of the lesson to the students?	<u>By telling about different climatic conditions</u>		
Whether the students did demonstrate that they understood what the teacher expected for them to learn?	<u>Yes, as every day there is a different weather so they were able to understand</u>		
What did the teacher expect the students to do during and after the lesson?	<u>During the lesson they were able to learn about climate & after the lesson understood it</u>		
Did the teacher provide opportunities to the students to reflect on their learning experiences?	<u>Yes, opportunities were given to all</u>		
B. Use of instructional strategies to facilitate learning			
What instructional strategies did the teacher use to teach the lesson?	<u>Real life examples were given</u>		
Whether the instructional strategies used by the teacher were effective? If yes or no- then why?	<u>Yes, they could interpret because of the strategies</u>		
Did the teacher make any changes in instructional strategies during the lesson, and why?	<u>No, not required</u>		
Did instructional strategies promote a higher level of thinking and performance among the students?	<u>Yes, higher level of thinking & performance were promoted</u>		
Whether the instructional strategies were-or were not- effective in enhancing student learning and success?	<u>Yes, they were effective</u>		
C. Providing content for students			
What was the content of the lesson?	<u>It was easy to understand</u>		
How did the content relate to the learner and the learning?	<u>Through real life examples</u>		
What suggests that the teacher did-or did not-have a thorough knowledge and understanding of the content?	<u>Yes, the teacher had thorough knowledge & was prepared.</u>		

If content errors were made, did the teacher recognize and correct them?	yes, it was corrected
How did the teacher present the content in order to make it clear and meaningful to the students?	Through presentation on chart board.

D. Monitoring, assessing, and enhancing learning

How did the teacher maintain a constant awareness of student performance throughout the lesson?	She kept questioning about different means of climate
How did the teacher monitor student engagement, understanding, and performance during the lesson?	She made students understand about the lesson.
What adjustment, if any, did the teacher make during the lesson, and why?	No adjustments were made
What type of instructional feedback did the teacher provide to the students?	To learn about weather
How effective was the feedback in terms of enhancing student learning?	It was effective as they were able to comprehend the weather every day.

E. Maintaining an environment that promotes learning

Describe the physical environment of the classroom.	It was engaging.
Did the teacher manage the distractions (if any) present in the learning environment? How?	yes, by playing activities
How was the tone of the classroom environment (fearful/ unfearful)? Did the teacher create motivation and a positive attitude among the students?	unfearful, as teachers were lenient.
In what ways did the teacher facilitate inquisitiveness of the students?	
How did the teacher create the interest of the students to learn, improve cooperation and teamwork?	By conducting discussions.

F. Managing the classroom

What were the teacher's expectations of student's conduct in the classroom?	To be attentive & concentrate
How did the students demonstrate that they understood the ways in which they were expected to conduct themselves in the classroom?	By conducting interesting and related activities
How did the teacher address inappropriate student behaviours, if any, during the lesson?	By warning them
How did the teacher maximize utilization of instructional time?	
How did the teacher manage time between activities and/ or classes?	30 minutes lecture and 5-10 mins activities

Classroom Observation Schedule

Name: <u>Ritu Yadav</u>		School: <u>Sri Chaitanya School</u>	
Class: <u>IX</u>	Time: <u>10:00 a.m.</u>	Date: _____	Period: _____
Lesson/Topic <u>Comparing Number (Maths)</u>			
A. Teacher's expectations from students			
What did the teachers expect the students to learn from the lesson?	<u>To compare numbers which is more & which is less.</u>		
How did the teacher communicate the purpose and relevance of the lesson to the students?	<u>By comparing large no. with small nos.</u>		
Whether the students did demonstrate that they understood what the teacher expected for them to learn?	<u>yes, students were able to compare the numbers.</u>		
What did the teacher expect the students to do during and after the lesson?	<u>Concept of comparing nos. should be clear.</u>		
Did the teacher provide opportunities to the students to reflect on their learning experiences?	<u>yes, opportunity to learn was provided individually to students</u>		
B. Use of instructional strategies to facilitate learning			
What instructional strategies did the teacher use to teach the lesson?	<u>More no. of objects were compared with less no. of objects.</u>		
Whether the instructional strategies used by the teacher were effective? If yes or no- then why?	<u>yes, through visually seeing what's more & less they could understand.</u>		
Did the teacher make any changes in instructional strategies during the lesson, and why?	<u>No, it was not needed</u>		
Did instructional strategies promote a higher level of thinking and performance among the students?	<u>yes, they could promote high level of thinking</u>		
Whether the instructional strategies were-or were not- effective in enhancing student learning and success?	<u>yes, it was effective as students were engaged.</u>		
C. Providing content for students			
What was the content of the lesson?	<u>Content was easy to understand</u>		
How did the content relate to the learner and the learning?	<u>Students were able to identify large & small nos.</u>		
What suggests that the teacher did-or did not- have a thorough knowledge and understanding of the content?	<u>The teacher had thorough knowledge as she was involved in different activities.</u>		

If content errors were made, did the teacher recognize and correct them?	yes, teacher recognized & corrected.
How did the teacher present the content in order to make it clear and meaningful to the students?	Teacher taught different types some ten & some more to signify comparing no.

D. Monitoring, assessing, and enhancing learning

How did the teacher maintain a constant awareness of student performance throughout the lesson?	she kept asking the students related questions / played activities.
How did the teacher monitor student engagement, understanding, and performance during the lesson?	During lesson the teacher asked individually to compare different numbers.
What adjustment, if any, did the teacher make during the lesson, and why?	No adjustments were made.
What type of instructional feedback did the teacher provide to the students?	To learn about comparing numbers
How effective was the feedback in terms of enhancing student learning?	

E. Maintaining an environment that promotes learning

Describe the physical environment of the classroom.	Students were attentive.
Did the teacher manage the distractions (if any) present in the learning environment? How?	By conducting activities
How was the tone of the classroom environment (fearful/ unfearful)? Did the teacher create motivation and a positive attitude among the students?	Positive environment.
In what ways did the teacher facilitate inquisitiveness of the students?	By providing them with learning aids.
How did the teacher create the interest of the students to learn, improve cooperation and teamwork?	By group activities.

F. Managing the classroom

What were the teacher's expectations of student's conduct in the classroom?	To be engaging & active
How did the students demonstrate that they understood the ways in which they were expected to conduct themselves in the classroom?	By asking relevant questions
How did the teacher address inappropriate student behaviours, if any, during the lesson?	No inappropriate behaviour
How did the teacher maximize utilization of instructional time?	
How did the teacher manage time between activities and/ or classes?	20 mins class & 5-10 mins activities

Classroom Observation Schedule

Name: <u>Shivika Yadav</u>		School: <u>Sri Chaitanya School</u>	
Class: <u>Ist</u>	Time: <u>9:00 a.m.</u>	Date:	Period: <u>T</u>
Lesson/Topic <u>Names of Days & months</u>			
A. Teacher's expectations from students			
What did the teachers expect the students to learn from the lesson?	To learn about the 7 days & months in a year.		
How did the teacher communicate the purpose and relevance of the lesson to the students?	By telling the day & month going on that day.		
Whether the students did demonstrate that they understood what the teacher expected for them to learn?	yes. students were able to understand.		
What did the teacher expect the students to do during and after the lesson?	To learn about things that are important to know everyday.		
Did the teacher provide opportunities to the students to reflect on their learning experiences?	yes, every student was provided the opportunity.		
B. Use of instructional strategies to facilitate learning			
What instructional strategies did the teacher use to teach the lesson?	Days & months were written on chart paper & written on board.		
Whether the instructional strategies used by the teacher were effective? If yes or no- then why?	yes, as students engaged and were active.		
Did the teacher make any changes in instructional strategies during the lesson, and why?	No changes were made.		
Did instructional strategies promote a higher level of thinking and performance among the students?	yes, everyday learning was done.		
Whether the instructional strategies were-or were not- effective in enhancing student learning and success?	yes. it was effective.		
C. Providing content for students			
What was the content of the lesson?	days & months		
How did the content relate to the learner and the learning?	Real life examples.		
What suggests that the teacher did-or did not- have a thorough knowledge and understanding of the content?	Teacher had proper knowledge.		

If content errors were made, did the teacher recognize and correct them?	No errors were made
How did the teacher present the content in order to make it clear and meaningful to the students?	Real life examples & bulletin boards.

D. Monitoring, assessing, and enhancing learning

How did the teacher maintain a constant awareness of student performance throughout the lesson?	she kept questioning & assessing the students who had difficulty understanding
How did the teacher monitor student engagement, understanding, and performance during the lesson?	she engaged the students through activities
What adjustment, if any, did the teacher make during the lesson, and why?	No adjustments
What type of instructional feedback did the teacher provide to the students?	To learn about days & months
How effective was the feedback in terms of enhancing student learning?	Very effective as students were responsive

E. Maintaining an environment that promotes learning

Describe the physical environment of the classroom.	Engaging, active, proper participation
Did the teacher manage the distractions (if any) present in the learning environment? How?	No distractions
How was the tone of the classroom environment (fearful/ unfearful)? Did the teacher create motivation and a positive attitude among the students?	Teacher was patient & friendly but did not appreciate disturbance
In what ways did the teacher facilitate inquisitiveness of the students?	By giving examples - real life
How did the teacher create the interest of the students to learn, improve cooperation and teamwork?	Conducted activities.

F. Managing the classroom

What were the teacher's expectations of student's conduct in the classroom?	To be active & engaging
How did the students demonstrate that they understood the ways in which they were expected to conduct themselves in the classroom?	By giving their homework
How did the teacher address inappropriate student behaviours, if any, during the lesson?	By warning them.
How did the teacher maximize utilization of instructional time?	.
How did the teacher manage time between activities and/ or classes?	30 mins class 5-6 mins activity.

Classroom Observation Schedule

Name: <i>Nishali Gupta</i>		School: <i>Sri Chaitanya School</i>	
Class: <i>2nd</i>	Time: <i>10:00 a.m.</i>	Date:	Period: <i>2nd</i>
Lesson/Topic <i>Human body parts (science)</i>			
A. Teacher's expectations from students			
What did the teachers expect the students to learn from the lesson?	<i>To learn about a human's body parts and what it does.</i>		
How did the teacher communicate the purpose and relevance of the lesson to the students?	<i>By asking them to pointing out their body parts</i>		
Whether the students did demonstrate that they understood what the teacher expected for them to learn?	<i>yes, they understood what was meant to learn</i>		
What did the teacher expect the students to do during and after the lesson?	<i>To know about their body parts</i>		
Did the teacher provide opportunities to the students to reflect on their learning experiences?	<i>yes, opportunities were provided</i>		
B. Use of instructional strategies to facilitate learning			
What instructional strategies did the teacher use to teach the lesson?	<i>different body parts pictures were put on chart board & students were asked to say</i>		
Whether the instructional strategies used by the teacher were effective? If yes or no- then why?	<i>yes, it was engaging & students were able to easily understand</i>		
Did the teacher make any changes in instructional strategies during the lesson, and why?	<i>No yes, they were effective & no changes were made</i>		
Did instructional strategies promote a higher level of thinking and performance among the students?	<i>yes, they could understand about human body</i>		
Whether the instructional strategies were-or were not- effective in enhancing student learning and success?	<i>yes, it enhanced students learning</i>		
C. Providing content for students			
What was the content of the lesson?	<i>easy & understandable</i>		
How did the content relate to the learner and the learning?	<i>By knowing their body parts</i>		
What suggests that the teacher did-or did not- have a thorough knowledge and understanding of the content?	<i>Teacher had thorough knowledge</i>		

If content errors were made, did the teacher recognize and correct them?	No errors were made
How did the teacher present the content in order to make it clear and meaningful to the students?	Doing activities

D. Monitoring, assessing, and enhancing learning

How did the teacher maintain a constant awareness of student performance throughout the lesson?	By asking questions and giving classwork
How did the teacher monitor student engagement, understanding, and performance during the lesson?	conducting class activities which is related to topic
What adjustment, if any, did the teacher make during the lesson, and why?	No adjustments
What type of instructional feedback did the teacher provide to the students?	To teach them about human body
How effective was the feedback in terms of enhancing student learning?	very effective

E. Maintaining an environment that promotes learning

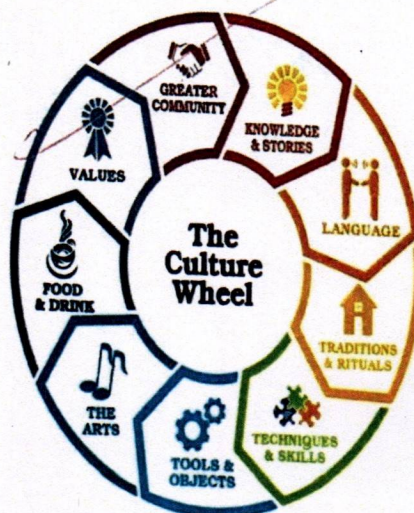
Describe the physical environment of the classroom.	engaging, active
Did the teacher manage the distractions (if any) present in the learning environment? How?	conducting group activities
How was the tone of the classroom environment (fearful/ unfearful)? Did the teacher create motivation and a positive attitude among the students?	unfearful, as teacher was patient.
In what ways did the teacher facilitate inquisitiveness of the students?	By teaching aids & real life examples
How did the teacher create the interest of the students to learn, improve cooperation and teamwork?	group activities & discussion

F. Managing the classroom

What were the teacher's expectations of student's conduct in the classroom?	should be concentrated
How did the students demonstrate that they understood the ways in which they were expected to conduct themselves in the classroom?	By asking questions & answering questions
How did the teacher address inappropriate student behaviours, if any, during the lesson?	By warning them
How did the teacher maximize utilization of instructional time?	
How did the teacher manage time between activities and/ or classes?	30 mins activity 5-10 mins activity

ACTIVITY 3

CULTURAL PRACTICES



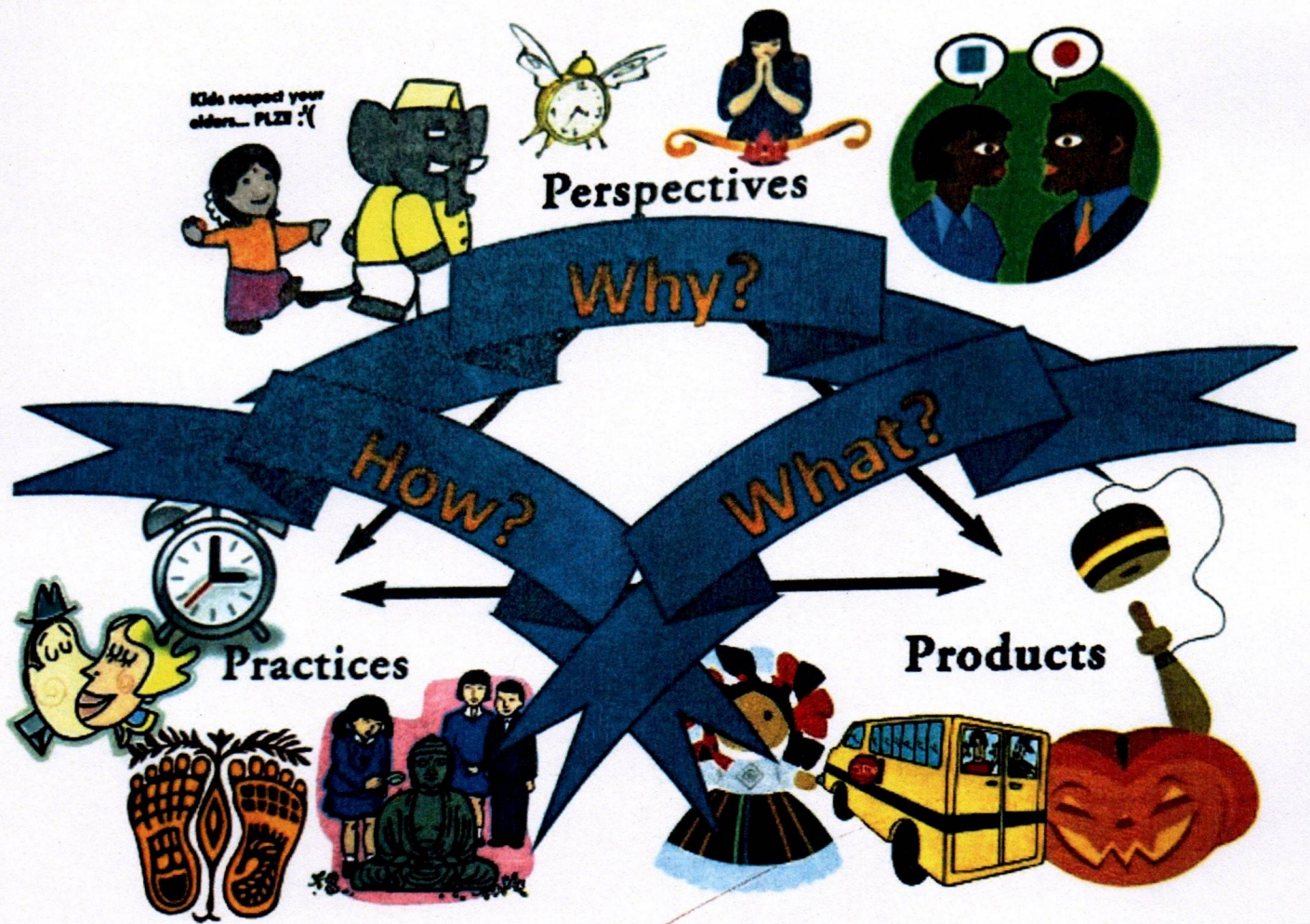
WHAT ARE CULTURAL PRACTICES?

The multiple beliefs, mannerisms, rituals, traditions, and pursuits that are distinctive to a specific group of people or culture are referred to as cultural practises. These traditions cover a vast range of activities, including as social interactions, language, artwork, music, clothes, food, rituals, and religious beliefs. They are passed down from one generation to the next and help to define a community's identity, values, and way of life. The wide variety of cultural practises found among various areas, nations, and ethnic groups serves as a reminder of how rich and diverse human cultures are all throughout the world.

Cultural Practices are the means for members of society to communicate values and ways of living, through psychological, social and symbolic interactions.



CULTURE



TYPES OF CULTURE PRACTICES

There are numerous types of cultural practices, reflecting the diversity and uniqueness of different societies. Here are some examples:

Social Practices: These include norms and behaviors related to greetings, forms of address, gestures, body language, social etiquette, and customs surrounding social interactions.

Religious Practices: These encompass rituals, ceremonies, prayers, worship, pilgrimage, fasting, and other observances associated with various religious beliefs and traditions.

Festivals and Celebrations: Cultural practices often involve festive occasions and celebrations, such as religious festivals, national holidays, weddings, birthdays, harvest festivals, and cultural events that showcase music, dance, and traditional performances.

Food and Cuisine: Food plays a vital role in culture, and culinary practices reflect regional tastes, ingredients, cooking methods, and dining etiquette. Traditional recipes, mealtime rituals, and food-related customs contribute to cultural identity.

Art and Crafts: Cultural practices include artistic expressions such as painting, sculpture, pottery, weaving, carving, music, dance, storytelling, theater, literature, and other creative forms that showcase the aesthetics and traditions of a community.

Clothing and Fashion: Traditional attire, styles of dress, adornments, and fashion trends are cultural practices that reflect heritage, climate, social status, and cultural norms.

Language and Communication: Cultural practices include language usage, dialects, accents, idioms, proverbs, storytelling traditions, oral histories, and communication styles specific to a particular culture.

Gender Roles and Family Structures: Cultural practices shape expectations and behaviors regarding gender roles, family dynamics, marriage customs, child-rearing practices, and social norms surrounding relationships and kinship.

Sports and Games: Various sports, athletic competitions, traditional games, and recreational activities are cultural practices that often have historical significance and are deeply rooted in local customs.

Mourning and Funeral Practices: Customs related to death, mourning periods, burial rituals, funeral ceremonies, and commemorative practices reflect cultural beliefs and traditions surrounding the end of life.



PURPOSE OF CULTURAL PRACTICES

Identity and Belonging: Cultural practices help define and reinforce a sense of identity and belonging within a community or cultural group. They provide individuals with a shared set of values, customs, and traditions that contribute to their sense of self and connection to their cultural heritage.

Communication and Expression: Cultural practices serve as a means of communication and expression, allowing people to convey ideas, emotions, beliefs, and stories. They provide a unique language and framework for expressing cultural knowledge, creativity, and experiences.

Preservation of Heritage: Cultural practices play a crucial role in preserving and transmitting cultural heritage from one generation to another. They serve as a repository of historical knowledge, traditional skills, and wisdom, ensuring that cultural traditions, arts, crafts, and rituals are passed on and safeguarded.

Education and Learning: Cultural practices serve as a form of education, teaching individuals about their cultural history, values, and societal norms. They provide opportunities for learning practical skills, traditional knowledge, and moral teachings, often through informal channels such as storytelling, apprenticeships, and experiential learning.

Well-being and Fulfillment: Cultural practices contribute to individual and collective well-being by providing avenues for creativity, self-expression, leisure, and celebration. Engaging in cultural practices can foster a sense of fulfillment, connection, and enjoyment, promoting mental, emotional, and social well-being.

Cultural Exchange and Understanding: Cultural practices facilitate interaction and exchange between different cultures, fostering understanding, appreciation, and dialogue. They create opportunities for intercultural learning, cross-cultural collaborations, and the sharing of diverse perspectives, promoting cultural diversity and global citizenship.

METHODS OF CULTURAL PRACTICES

Oral Tradition: Cultural practices are often passed down through oral tradition, where knowledge, stories, rituals, and customs are shared verbally from one generation to another. This includes storytelling, folktales, myths, proverbs, and oral histories.

Rituals and Ceremonies: Cultural practices often involve specific rituals and ceremonies that are performed on significant occasions. These can include religious ceremonies, rites of passage, initiation rituals, wedding ceremonies, funerals, and other communal celebrations.

Education and Apprenticeships: Cultural practices are often learned and transmitted through formal and informal education systems. This includes apprenticeships, mentorship, and training in traditional skills, arts, crafts, and cultural practices. Schools, cultural institutions, and community organizations play a role in preserving and teaching cultural knowledge.

Observance of Traditions: Cultural practices are maintained through the observance of traditions. These traditions can be related to holidays, festivals, annual events, and specific cultural customs that are followed and celebrated by the community.

Performance and Expression: Many cultural practices involve performance and artistic expression. This can include music, dance, theater, storytelling, visual arts, and other forms of creative expression that showcase and transmit cultural values, narratives, and aesthetics.

Daily Life and Social Interactions: Cultural practices are embedded in everyday life and social interactions. This includes greetings, manners, etiquette, social norms, and customs related to communication, eating, clothing, and behavior within specific cultural contexts.

ELEMENTS OF CULTURAL PRACTICES

Beliefs and Values: Cultural practices are rooted in a set of shared beliefs, values, and worldviews that shape the behavior, attitudes, and customs of a community. These beliefs can be religious, spiritual, moral, or philosophical in nature and provide the foundation for cultural practices.

Traditions and Customs: Cultural practices are shaped by long-standing traditions and customs that have been passed down through generations. These can include social customs, etiquette, specific ways of celebrating holidays or festivals, traditional practices related to food, clothing, arts, and crafts, and other customary behaviors.

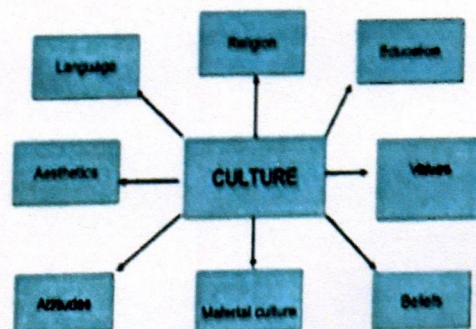
Language and Communication: Language is a fundamental element of cultural practices. Specific languages or dialects, unique idioms, proverbs, and forms of communication shape cultural expressions and interactions. Language plays a crucial role in preserving cultural heritage, oral traditions, and transmitting cultural knowledge.

Social Organization and Roles: Cultural practices are influenced by social structures, hierarchies, and roles within a community. They can reflect gender roles, family structures, community organization, and norms governing social interactions, such as codes of conduct, kinship systems, and social expectations.

Food and Cuisine: Food and cuisine are integral elements of cultural practices. Traditional recipes, cooking techniques, dining rituals, and food-related customs reflect the culinary heritage and cultural identity of a community. They often embody cultural values, historical influences, and local ingredients.

Adaptation and Change: Cultural practices are not fixed or static but can evolve and adapt over time. They can be influenced by external factors, globalization, migration, and interactions with other cultures. Cultural practices may undergo modifications while still maintaining their core elements, reflecting a community's ability to adapt and embrace new influences while preserving its cultural identity.

Elements of culture



TECHNIQUES OF CULTURAL PRACTICES

Traditional Craftsmanship: Cultural practices often involve traditional craftsmanship techniques, such as pottery making, weaving, carving, metalwork, or basketry. These techniques require specialized skills, tools, and knowledge of materials and processes that have been passed down through generations.

Dance and Movement Techniques: Cultural practices that involve dance and movement often require specific techniques and choreography. These techniques can include various styles of footwork, body movements, gestures, postures, and rhythmic patterns that are specific to a particular cultural dance form.

Musical Performance Techniques: Cultural practices related to music require specific techniques for playing musical instruments, vocal techniques, and rhythmic patterns. These techniques can include finger placement, bowing techniques, breath control, vocal ornamentation, and improvisation methods unique to a particular cultural musical tradition.

Cooking and Culinary Techniques: Cultural practices related to cooking and culinary arts involve specific techniques and methods for preparing traditional dishes. These techniques may include chopping, grinding, marinating, simmering, baking, steaming, and seasoning methods that are characteristic of a particular cuisine or cultural culinary tradition.

Language and Communication Techniques: Cultural practices often involve specific techniques for language usage and communication. These techniques can include pronunciation, intonation, use of specific vocabulary or idiomatic expressions, storytelling techniques, and nonverbal communication patterns that are characteristic of a particular culture or language.

Ritual and Ceremony Techniques: Cultural practices involving rituals and ceremonies often have specific techniques and protocols. These techniques can include precise movements, gestures, recitations, symbolic actions, and ceremonial sequences that are followed during religious or ceremonial events.

Visual Art Techniques: Cultural practices related to visual arts, such as painting, drawing, sculpture, or calligraphy, involve specific techniques and skills. These techniques can include brush strokes, color mixing, composition rules, sculpting methods, and ink application techniques specific to a particular artistic tradition.

Storytelling and Performance Techniques: Cultural practices that involve storytelling, theater, or performance arts often employ specific techniques to captivate an audience. These techniques can include voice modulation, gestures, facial expressions, improvisation skills, and narrative structures that enhance the storytelling or performance experience.

IMPORTANCE OF CULTURAL PRACTICES

Cultural practices are of significant importance for individuals, communities, and society as a whole. Here are some key reasons why cultural practices hold importance:

Identity and Belonging: Cultural practices contribute to individual and collective identity, providing a sense of belonging and connection to one's heritage, community, and cultural roots. They help individuals understand who they are, where they come from, and their place in the world.

Preservation of Cultural Heritage: Cultural practices play a crucial role in preserving and transmitting cultural heritage from one generation to another. They serve as a repository of knowledge, traditions, customs, skills, and values that are unique to a particular culture, ensuring the continuity and safeguarding of cultural diversity.

Cultural Diversity: Cultural practices celebrate and showcase the diversity of human cultures worldwide. They highlight the richness and uniqueness of different cultural expressions, fostering an appreciation for the vast array of beliefs, traditions, and artistic forms that exist across societies.

Social Cohesion and Community Bonding: Cultural practices promote social cohesion and unity within communities. They provide a shared set of values, norms, and rituals that bring people together, encouraging social interactions, collaboration, and a sense of collective identity and purpose.

Education and Learning: Cultural practices serve as a form of education, passing on knowledge, skills, and wisdom from one generation to the next. They provide opportunities for learning about history, traditional arts, crafts, language, social customs, and moral values, contributing to personal growth and a deeper understanding of different cultures.

Expression and Creativity: Cultural practices provide avenues for self-expression, creativity, and artistic exploration. They offer platforms for individuals to showcase their talents, ideas, and unique perspectives, fostering innovation, imagination, and cultural exchange.

Well-being and Mental Health: Engaging in cultural practices can enhance well-being and mental health. They provide a sense of purpose, pride, and fulfillment, promoting emotional and psychological well-being. Cultural practices also offer spaces for social connection, joy, and celebration, which contribute to overall happiness and life satisfaction.

CONCLUSION

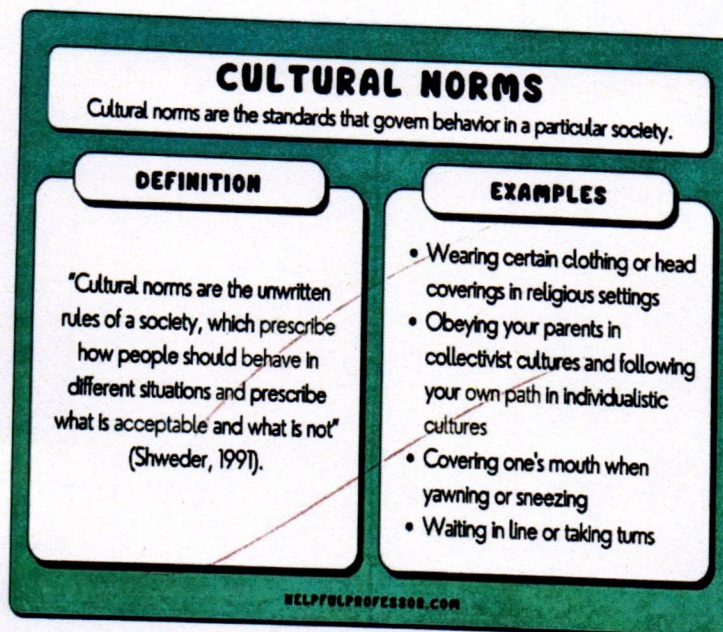
In conclusion, cultural practices are essential elements of human societies that shape our identities, preserve cultural heritage, foster social cohesion, and promote understanding among diverse communities. They encompass a wide range of traditions, customs, arts, rituals, and behaviors that reflect the values, beliefs, and creativity of different cultures.

Cultural practices provide individuals with a sense of belonging and connection to their roots, allowing them to understand and appreciate their cultural identities. They serve as a means of transmitting knowledge, skills, and wisdom from one generation to another, ensuring the preservation of cultural heritage for future generations.

These practices celebrate the rich tapestry of cultural diversity, fostering intercultural understanding, respect, and empathy. They create opportunities for dialogue, collaboration, and the sharing of perspectives, contributing to social harmony and cooperation.

Engaging in cultural practices promotes personal well-being, offering avenues for self-expression, creativity, and joy. They also play a role in tourism, economic development, and the promotion of human rights and social justice.

In a rapidly changing world, cultural practices serve as a reminder of our shared humanity and the value of cultural diversity. Embracing and celebrating cultural practices allows us to appreciate the beauty of different traditions, enrich our lives, and create a more inclusive and harmonious global society.



FEEDBACK FORM CULTURAL PRACTICES

Name of the Student: <u>Shirang Verma</u>		Class: <u>Vth</u>	
School Name: <u>Sri Chaitanya Techno School</u>			
S. No	QUESTION	REMARK	
		YES	NO
1.	Did you have any prior knowledge about Indian culture?		
2.	Have you gained any new insights or knowledge about Indian culture through this?		✓
3.	Do you think this information is beneficial for you?	✓	
4.	Did you learn any new words or phrases in an Indian language?	✓	
5.	Did the materials and resources provide help you understand Indian culture effectively?	✓	
6.	Would you like to know more about Indian culture?	✓	
7.	Is Indian culture encouraging brotherhood?	✓	
8.	Did learning about Indian culture make you curious about other cultures?	✓	
9.	Did you feel that studying Indian culture helped you develop a broader understanding of the world?	✓	
10.	Is the teacher able to communicate properly?	✓	
Feedback		N/A	

FEEDBACK FORM CULTURAL PRACTICES

Name of the Student: <u>MADHAV GUPTA</u>		Class: <u>IIIrd</u>	
School Name: <u>SRI CHAITANYA TECHNO SCHOOL</u>			
S. No	QUESTION	REMARK	
		YES	NO
1.	Did you have any prior knowledge about Indian culture?	✓	
2.	Have you gained any new insights or knowledge about Indian culture through this?	✓	
3.	Do you think this information is beneficial for you?	✓	
4.	Did you learn any new words or phrases in an Indian language?	✓	
5.	Did the materials and resources provide help you understand Indian culture effectively?	✓	
6.	Would you like to know more about Indian culture?	✓	
7.	Is Indian culture encouraging brotherhood?	✓	
8.	Did learning about Indian culture make you curious about other cultures?	✓	
9.	Did you feel that studying Indian culture helped you develop a broader understanding of the world?	✓	
10.	Is the teacher able to communicate properly?	✓	
Feedback		NO	

FEEDBACK FORM **CULTURAL PRACTICES**

Name of the Student: <u>Sneha</u>		Class: <u>VIIth</u>	
School Name: <u>Sei Chaitanya Techno School</u>			
S. No	QUESTION	REMARK	
		YES	NO
1.	Did you have any prior knowledge about Indian culture?	✓	
2.	Have you gained any new insights or knowledge about Indian culture through this?	✓	
3.	Do you think this information is beneficial for you?	✓	
4.	Did you learn any new words or phrases in an Indian language?		✓
5.	Did the materials and resources provide help you understand Indian culture effectively?	✓	
6.	Would you like to know more about Indian culture?	✓	
7.	Is Indian culture encouraging brotherhood?	✓	
8.	Did learning about Indian culture make you curious about other cultures?	✓	
9.	Did you feel that studying Indian culture helped you develop a broader understanding of the world?	✓	
10.	Is the teacher able to communicate properly?	✓	
Feedback			

FEEDBACK FORM

CULTURAL PRACTICES

Name of the Student: <u>Saanvi</u>		Class: <u>III</u>	
School Name: <u>Shri Chaitanya School</u>			
S. No	QUESTION	REMARK	
		YES	NO
1.	Did you have any prior knowledge about Indian culture?	✓	
2.	Have you gained any new insights or knowledge about Indian culture through this?	✓	
3.	Do you think this information is beneficial for you?	✓	
4.	Did you learn any new words or phrases in an Indian language?	✓	
5.	Did the materials and resources provide help you understand Indian culture effectively?	✓	
6.	Would you like to know more about Indian culture?	✓	
7.	Is Indian culture encouraging brotherhood?	✓	
8.	Did learning about Indian culture make you curious about other cultures?	✓	
9.	Did you feel that studying Indian culture helped you develop a broader understanding of the world?	✓	
10.	Is the teacher able to communicate properly?	✓	
Feedback	-		

FEEDBACK FORM

CULTURAL PRACTICES

Name of the Student: <u>Aakriti</u>		Class: <u>VII</u>	
School Name: <u>Sri Chaitanya School</u>			
S. No	QUESTION	REMARK	
		YES	NO
1.	Did you have any prior knowledge about Indian culture?		✓
2.	Have you gained any new insights or knowledge about Indian culture through this?	✓	
3.	Do you think this information is beneficial for you?	✓	
4.	Did you learn any new words or phrases in an Indian language?	✓	
5.	Did the materials and resources provide help you understand Indian culture effectively?		✓
6.	Would you like to know more about Indian culture?	✓	
7.	Is Indian culture encouraging brotherhood?	✓	
8.	Did learning about Indian culture make you curious about other cultures?	✓	
9.	Did you feel that studying Indian culture helped you develop a broader understanding of the world?	✓	
10.	Is the teacher able to communicate properly?	✓	
Feedback			

Perceptions about aspirations from Formal Education System

Student's Name: ashika sharma

Class: Vth

School: Sri Chaitanya Teachers School

Parent's Name: Shweta sharma

S.No.	QUESTION	REMARK	
		Yes	No
1.	Does the school have computer facilities?	✓	
2.	Does the school have proper infrastructure?	✓	
3.	Does the school have proper teaching resources?		✓
4.	Does the school regularly arrange PTM?	✓	
5.	Does school organize Co-curricular activities for overall development of students?	✓	
6.	Does the school organize educational trip?		✓
7.	Does the school provide diverse need of learner?	✓	
8.	Does the school give career guidance?		✓
9.	Does the school provide coaching for talent search exam, Olympiad and other competitive exam?	✓	
10.	Does the school give guidance, council to students?	✓	

Signature of Parents-

Shweta

FEEDBACK FORM

Perceptions about aspirations from Formal Education System

Student's Name: <u>Aditi</u>		School: <u>SRI CHAITANYA SCHOOL</u>	
Class: <u>VIth</u>			
Parent's Name: <u>Aparna</u>			

S.No.	QUESTION	REMARK	
		Yes	No
1.	Does the school have computer facilities?	✓	
2.	Does the school have proper infrastructure?	✓	
3.	Does the school have proper teaching resources?	✓	
4.	Does the school regularly arrange PTM?		✓
5.	Does school organize Co-curricular activities for overall development of students?	✓	
6.	Does the school organize educational trip?	✓	
7.	Does the school provide diverse need of learner?	✓	
8.	Does the school give career guidance?	✓	
9.	Does the school provide coaching for talent search exam, Olympiad and other competitive exam?	✓	
10.	Does the school give guidance, council to students?	✓	

Signature of Parents- Aparna

FEEDBACK FORM

Perceptions about aspirations from Formal Education System

Student's Name: <u>Nidhi</u>		School: <u>Sri Chaitanya School</u>	
Class: <u>IIIrd</u>			
Parent's Name: <u>Rajveer Singh</u>			

S.No.	QUESTION	REMARK	
		Yes	No
1.	Does the school have computer facilities?	✓	
2.	Does the school have proper infrastructure?	✓	
3.	Does the school have proper teaching resources?		✓
4.	Does the school regularly arrange PTM?	✓	
5.	Does school organize Co-curricular activities for overall development of students?		✓
6.	Does the school organize educational trip?	✓	
7.	Does the school provide diverse need of learner?		✓
8.	Does the school give career guidance?	✓	
9.	Does the school provide coaching for talent search exam, Olympiad and other competitive exam?		✓
10.	Does the school give guidance, council to students?		✓

Signature of Parents- Rajveer

Perceptions about aspirations from Formal Education System

Student's Name: <u>Adit Verma</u>		School: <u>Shri Chaitanya School</u>	
Class: <u>III</u>			
Parent's Name: <u>Vinod Verma</u>			
S.No.	QUESTION	REMARK	
		Yes	No
1.	Does the school have computer facilities?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
2.	Does the school have proper infrastructure?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
3.	Does the school have proper teaching resources?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
4.	Does the school regularly arrange PTM?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
5.	Does school organize Co-curricular activities for overall development of students?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
6.	Does the school organize educational trip?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
7.	Does the school provide diverse need of learner?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
8.	Does the school give career guidance?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
9.	Does the school provide coaching for talent search exam, Olympiad and other competitive exam?	<input checked="" type="checkbox"/>	<input type="checkbox"/>
10.	Does the school give guidance, council to students?	<input type="checkbox"/>	<input checked="" type="checkbox"/>
		Signature of Parents- <u>[Signature]</u>	

Perceptions about aspirations from Formal Education System

Student's Name: Dheer		School: Sai Chaitanya School	
Class:			
Parent's Name: Rakesh			
S.No.	QUESTION	REMARK	
		Yes	No
1.	Does the school have computer facilities?	✓	
2.	Does the school have proper infrastructure?	✓	
3.	Does the school have proper teaching resources?		✓
4.	Does the school regularly arrange PTM?		✓
5.	Does school organize Co-curricular activities for overall development of students?		✓
6.	Does the school organize educational trip?		✓
7.	Does the school provide diverse need of learner?	✓	
8.	Does the school give career guidance?	✓	
9.	Does the school provide coaching for talent search exam, Olympiad and other competitive exam?		✓
10.	Does the school give guidance, council to students?		✓
		Signature of Parents- Rakesh	