



WEEKLY REPORT ON GOOGLE CLASSROOM

CLASS : XI-C

DATE FROM 1st July to 10th July, 2020

Students of Class **XI-C** attended online classes through Hangouts Meet app as per the Time Table circulated and were provided the following worksheets, videos and online academic materials to enhance the learning outcome.

Subject & Subject Teacher	Topics Covered	Link / Assignments Uploaded On Google Classroom	Assessment Taken(Yes/No) (Quiz/Graded Test/Viva/Google Form/Group Discussion)	Mode Of Teaching & Additional Links Video/PPT Provided To Supplement The Teaching
ENGLISH Rumpa	Reading Skills Note Making and Summary Literature - Landscape of the Soul .	Note Making passages and detailed exercises uploaded in Google classroom . Ref to 'Portrait of a Grandmother ' pages 3,4&5 and page 84 . Topic Pheasants . Questions and answers on the lesson Landscape of the Soul . .	To enhance speaking and communication skills debates were conducted on the topic 'Covid virus ,a bioweapon or an accident ' . Detailed discussions on Case Studies with ref to articles from Times of India , Speaking Tree . Topic - 'We experience a fear of loss or accept it as a bliss during the present situation'.	Discussive and interactive . Note Making examples uploaded. Ref materials on Case Studies uploaded in the Google Classroom

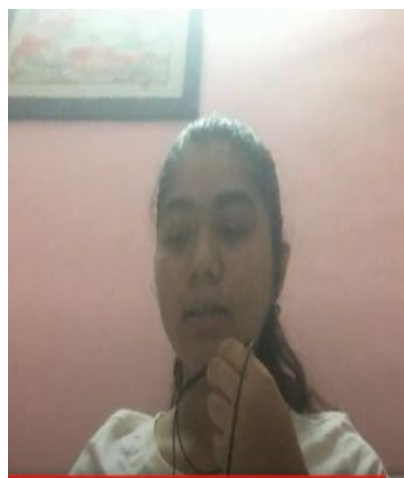
<p>ACCOUNTS</p> <p>R Singh</p>	<p>Journal</p> <p>Accounting treatment of Goods and Services Tax</p> <p>Case Study - SATYAM SCAM</p>	<p>https://classroom.google.com/c/NjkzNjl2MTAyMjVa/m/MT E2ODEwMTg0NTE4/details</p> <p>https://classroom.google.com/c/NjkzNjl2MTAyMjVa/m/MTE2NTkyMTIyNDAX/details</p> <p>https://classroom.google.com/c/NjkzNjl2MTAyMjVa/m/MTE2NDE0Nzk2MTgw/details</p>	<p>Students were asked to solve questions (shared on present screen option) within a given time frame. The answers of the same were checked by randomly asking students to show their solutions by switching on their camera.</p>	<p>Mode of teaching is more explanatory and Interactive in Nature. Questions are solved in the class so that the students can understand how the concepts explained are to be applied.</p>
<p>Business Studies</p> <p>R Singh</p>	<p>Public sector organisations -</p> <p>Departmental undertaking</p> <p>Statutory Corporations</p> <p>Government Company</p>	<p>https://classroom.google.com/c/NjkzNjl2MTAyMjVa/m/MTE2ODM1ODYxNDA2/details</p> <p>https://classroom.google.com/c/NjkzNjl2MTAyMjVa/m/MTE2NDA3OTk2ODE0/details</p>	<p>An informal assessment done during the classes.</p>	<p>Interactive classes where before introducing the concept to the students their general understanding of the concept is sought and from there the concept is build upon. A lot of examples from the real life situations to substantiate the concept are taken up in the class</p>
<p>Legal Studies</p> <p>Surabhi</p>	<p>Unit-2 Chapter 3, Sources of Law</p> <p>Classification of Sources of Law</p> <p>Custom, its kinds, Essentials for a valid custom,</p> <p>Judicial Precedent</p> <p>Ratio decidendi and Obiter Dicta</p>	<p>https://drive.google.com/open?id=1mWqHRadvm2Xuqjd8kZCz9mLGacsho-X3&authuser=2</p> <p>https://drive.google.com/open?id=1iQz3mEIUbt8d7vpZe9eo91C5B-jPfJT5&authuser=2</p> <p>Links of Revised syllabus and</p>	<p>Revision is done almost everyday followed by Oral Questions to assess the understanding of students.</p> <p>Formal assessment is yet to be taken.</p>	<p>Mode of teaching is Explanatory as well as Interactive. Illustrations and situational based questions are discussed with relevance to the chapter in order to make them understand the topics with more clarity.</p> <p>https://drive.google.com/open?id=1MvMxmtgTAyHs</p>

	<p>Hierarchy of Courts- CIVIL and CRIMINAL</p> <p>Legislation as a source of law</p>	<p>deleted portions uploaded.</p>		<p>O30AAN8SXkRINJQaVTWQ&authuser=2</p> <p>https://drive.google.com/open?id=163esRBP98TSkeZMji-HDAMvU59b4LRTa&authuser=2</p>
<p>MATHEMATICS</p> <p>Anjali Sharma</p>	<p>TRIGONOMETRIC FUNCTIONS - Revision of the identities and the correct usage was undertaken</p> <p>Trigonometric equations of all the types where the Principal and General solutions are found were discussed</p> <p>Introduction to the Principle of Mathematical Induction using videos and simple examples was made.</p> <p>During the course of Understanding the Big Data class, comprehensive information was given to students and they enthusiastically found the solutions to the problems.</p> <p>Due to the deletions of various topics and chapters from the syllabus for the current session announced by the CBSE, some of the portions of topics studied and explained earlier are no longer important from the point of view of examination but knowledge gained is</p>	<p>Assignment for Trigonometric Functions uploaded on Google classroom</p> <p>https://youtu.be/yAjKQ1YqLEE</p> <p>https://youtu.be/JTgWbq-S6Zc</p>	<p>YES</p> <p>Group Discussion and spot evaluation of specific problems is done regularly to motivate students and assess their level of understanding and correct usage of concepts</p>	<p>Mode of teaching is explanatory with examples. The students are encouraged to solve the problems in gradual increasing levels of difficulties</p>

	never wasted and students will be able to apply the knowledge to some other topics/ subject.			
PHY EDU V.Oberoi	Physical fitness, Wellness and Lifestyle	https://mycbseguide.com/blog/physical-fitness-wellness-lifestyle-class-11-notes-physical-education/	Interactive oral Questions Answers discussed. No graded assignment	https://www.google.com/url?sa=t&source=web&rct=j&url=https://m.youtube.com/watch%3Fv%3D8iKKAvsCKUY&ved=2ahUKEwiO4tCf48DqAhVCgOYKHa_5BqAQwqsBMA16BAgKEAM&usg=AOvVaw0csFxl2GFHqg6a50GJZN3
ECONOMICS Ms. Anita P	INTRODUCTION CONSUMERS EQUILIBRIUM	https://classroom.google.com/c/NjkzNjI2MTAyMjVa/a/MTE2ODlyOTk3ODQ2/details	Explanations of the topics were done very intrinsically for better understanding of the tough topics from Micro economics. A continuous interaction was carried on to understand the level of their understanding.	https://www.khanacademy.org/economics-finance-domain/ap-microeconomics/basic-economic-concepts/16/v/marginal-utility https://www.youtube.com/watch?v=wIOKkls9h_8 A continuous interaction with the students through verbal interaction was done to ensure better understanding

Fresh Initiative

A day that begins on the right note sets the tone for a truly rewarding time as it progresses further. In an effort to attain normalcy in such troubled times, Morning assembly was resumed. The refreshing morning time assembly buzz invigorates the senses as one prays to the Almighty followed by an exercise regimen to sharpen the senses and bring alertness. Thereafter, some historical trivia helps bring perspective and our keen learners are all set to take on a fresh day filled with challenges.



Click the link to view morning assembly videos :

<https://drive.google.com/file/d/1yeayFnP2Qs6DmsiYg1fN60wOt-GAkd0Z/view>

<https://drive.google.com/file/d/1o5aVnAABM5IVG-xtn4Lax-z1vQWO3t0A/view>

Special Days

Students of Bal Bharati Public School, Noida take great pride and pleasure in observing and celebrating all special days and occasions with great fanfare. Their unprecedented eagerness to participate for Yoga day and the World

Music day (On 21st June, 2020) was extremely heartwarming, the crux of the matter being that nothing can diminish the spirit of a Bal Bhartian.

Ø International Yoga Day

Ø World Music Day

Link:

<https://bbpsnoida.balbharati.org/wp-content/uploads/2020/04/REPORT-YOGA.pdf>

Important CBSE Circulars

1. According to Circular No 33, in order to reduce exam stress of students, CBSE has taken the decision of rationalizing the syllabus by up to 30% for nearly 190 subjects of classes 9 to 12 as a one-time measure. http://www.cbseacademic.nic.in/web_material/Circulars/2020/47_Circular_2020.pdf
2. Rationale for Reduction of topics in Classes IX to XII
<http://cbse.nic.in/newsite/attach/PRESS%20RELEASE%2008.07.2020.pdf>
3. Alternative Academic Calendar released by NCERT for Classes IX - XII
http://www.cbseacademic.nic.in/web_material/Circulars/2020/48_Circular_2020.pdf
4. Please click on the provided link for circular regarding "Art-Integrated Project for Classes I to X and Reporting of Implementation of Art-Education and Art Integrated Learning by Schools".
http://cbseacademic.nic.in/web_material/Circulars/2020/33_Circular_2020.pdf