

National Education Society (R.)
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ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ಸಂಸ್ಥೆ(ರಿ),

ಎಸ್.ವಿ.ಕೃಷ್ಣಮೂರ್ತಿರಾವ್ ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ಶಿವಮೊಗ್ಗ.

ಎಸ್.ಎ.ಎಸ್.ಕೃಷ್ಣರಾವ್, ಬಾಲರಾಜ್ ರಸ್ತೆ, ಶಿವಮೊಗ್ಗ-577201

TWO YEAR B.Ed COURSE
SEMESTER

II

YEAR : 2018 - 2019

Subject : Chemistry [PSS I]

Guide : Pallavi. D
Lecturer .

Replused
Shr

ಹೆಸರು

Name :.....Su. Divya Anjum.....

ಕಾರ್ಡ್ ಸಂಖ್ಯೆ

Roll/ No.....ED190043.....

NATIONAL EDUCATION SOCIETY(R.)

S.V.K.National College of Education,
Balaraj Urs Road, Shimoga-577201

Certificate

This is to Certify that Sri/Smt./Kum.....Suliyaa Anjum.....

has done a Micro-teaching in year 2018-2019 in.....

.....Chemistry.....the work has

been valued by the following Teacher Educator.

Date: 30/09/19
Shimoga:

Signature of the Teacher Educator

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3	Steps or phases of micro-teaching	03-4
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Introduction :-

Microteaching is one of the most recent innovations in the teachers education programmes which aims to modify teacher.

Behaviour according to the specific objectives, microteaching is a training setting for the student teacher where complexities of the normal classroom teaching skill is analysed into simpler component teaching skills which practiced one at a time.

Thus micro teaching is a training technique which require student teacher to teach a single student using specified teaching skills, in a short duration of time to his own peer group who acts as pupil.

Meaning :-

Microteaching is a training concept that can be applied at various service and in service stages in the professional development of teacher.

Micro-teaching is a scaled down teaching encountered in which a teacher teaches a particular concept to a group of 5-10 students for a small period of 5-10 min and one teaching skill is practiced during the teaching.

Micro-teaching is a new teaching designed for student teachers which provides an opportunity to practice one teaching skill at a time and with information about their performance immediately after completion of their lesson.

Definitions :-

D.W Allen :-

Micro teaching is a scaled down teaching encountered in a class size and time"

R.N Buh.

Micro teaching is a teacher education technique which allows teacher to apply clearly defined teaching skills to carefully prepared lesson in a planned series of 5-10 min encounter with a group of real students often with an opportunity to observe the result on video-tape".

B.K Pani and L.S Lalitha :-

Micro-teaching is a training technique which requires student teacher to teach a single concept specified teaching skill to a small number of pupils in a short duration of time,

Steps of Micro-teaching :-

- a) Knowledge acquisition stage.
- b) Skill acquisition stage
- c) Transfer.

Knowledge acquisition stage :-

In this phase, the student teacher familiarises himself / herself with the component teaching skill which he is to practice. For this he/she learns about the skills. It rationalises its component behaviours and its role in the classroom. Analysing the skills into the component behaviour etc. All these activities are directed to the modelling, can be defined as the mode of presentation of skills. It involves two major activities.

- 1) Observation and demonstration skill.
- 2) Analysis and discussion of demonstration.

Skill Acquisition phase :-

On the basis of the model presented. the student teacher plans a micro lesson for practising the demonstration teaching skill and carried out micro teaching cycle till the acquisition of the desired level of mastery. This phase includes the two component feed back and micro teaching selling one.

On the basis of the classroom performance of the student teacher. feed back is provided in order to modify his classroom performance. The selling components occur, the conditions like size of the microclass. duration, type of supervision. pupil etc

Here 3 activities are performed in the following sequence.

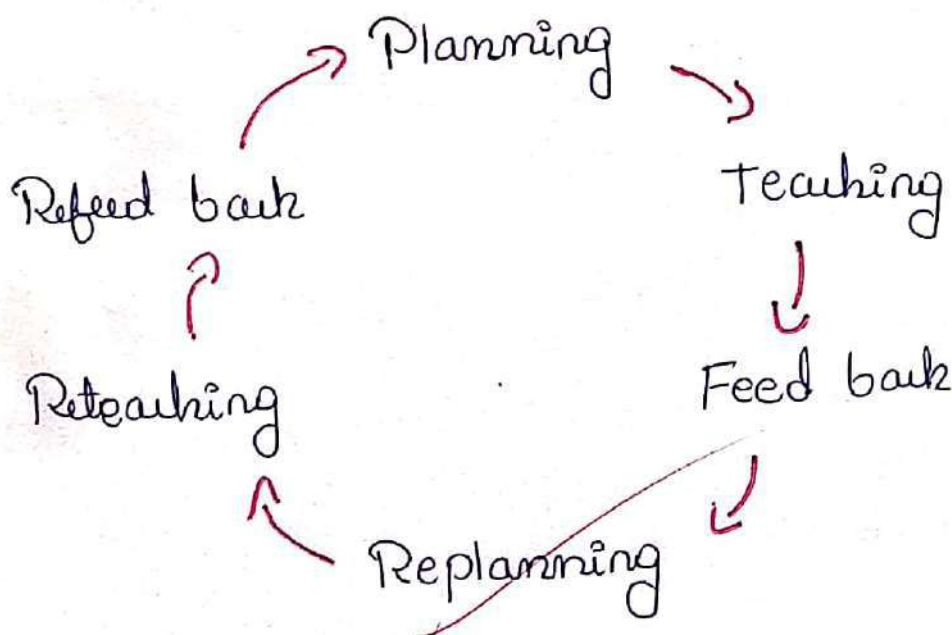
- 1). Preparing micro lesson
- 2). Practice of teaching skill.
- 3). Evaluation of the performance.

Transfer Phase of Micro-teaching:-

The skill acquisition phase is followed by the transfer phase. Here the student teacher undergoes exercise for smoothening transition from micro-teaching situation to normal classroom teaching situation. The component of this phase is the interpretation of component skill.

Micro-teaching Cycle:-

Micro-teaching has some specific steps. In order to apply this technique use of these steps is very essential. The following 6 steps form one complete cycle of micro-teaching.



Steps of Micro-teaching cycle:-

• **Planning :-** This involves the solution of the topic and related content of such a nature in which the use of components of the skill under practice may be made easily and conveniently. The topic is analysed into different activities of the teacher and the pupils. The activities are planned in such a logical sequence where maximum application of the components of a skill is possible.

Teaching :-

This includes the attempts of the teacher to enable trainees to use the component of the skill in suitable situations coming up in the process of activities. If the situation is different and not as visualised in the planning of the activities, the teacher should modify his/her behaviour per the demand of the situation in the class. He should have the courage and confidence to handle the situation arising in the class effectively.

Feed back :-

This term refers to giving information to the teacher trainees about the performance. The information includes the points of strength as well as weaknesses relating to his/her performance. This step helps the teacher trainees to improve upon his/her performance in the desired direction.

Re - Planning

The teacher trainee replans his/her lesson incorporating the points of strength and removing the points not skillfully handled. During teaching in the previous attempt, either on the same topic or another topic relating to the teacher trainee for improvement.

Re - teaching :-

This involves teaching to the same group of Pupils if the topic is changed or to a different group of pupil if the topic is same. This is done to remove boredom or monotony of the pupil.

Refeed - back :-

This is the most important component of the micro teaching for behaviour modification of teacher trainers in the desired direction in each and every skill practice.

The duration of the micro-teaching skill cycle is,

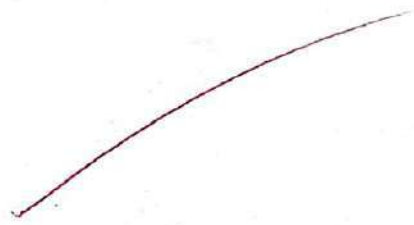
Teaching $\longrightarrow$ 6 Min

Feed back $\longrightarrow$ 6 Min

Replan $\longrightarrow$ 6 Min

Re teach $\longrightarrow$ 6 Min

Re feed back $\longrightarrow$ 6 min
36 min



Advantages of Micro-teaching :-

Micro-teaching is useful for developing teaching efficiency in pre-service and in-service teacher education programme.

Microteaching can be either in real classroom conditions or in simulated conditions.

The knowledge and practice of teaching skills can be given by the use of micro-teaching.

Micro-teaching permits increased control and regulates teaching practice.

The demonstrations of model lesson in micro teaching are possible through video lessons and short films.

Micro teaching is a training device for improving teaching practice and prepare effective techniques.

Microteaching can be either in real classroom conditions or in simulated conditions.

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Micro - Teaching Lesson Plan.

Instructional Objective :-

Name of the Student teacher :- SUFIYA ANJUM

Register No. :- ED190043

Subject :- CHEMISTRY

Topic :- STATES OF MATTER

Teaching Points :-

Classification of matter

Properties of matter

Introduction of mixtures

Types of mixture

Croninal Objectives.

Pupil acquires the knowledge of matter.

Pupil develops an understanding of nature of matter.

Pupil applies the knowledge of matter in concrete situation.

Pupil acquires the skill of ~~handling~~ glassware.

Instructional Objective :-

Knowledge .

Pupil will be able to recall the definition of matter. ✓

Pupil will be able to recognize the types of mixture ✓

Pupil will be able to define 'mixture'. ✓

Understanding.

Pupil will be able to explain the different properties of solid, liquid, and gases. ✓

Pupil will be able to describe the types of mixture. ✓

Pupil will be able to distinguish the differences of homogeneous and heterogeneous mixtures.

Pupil will be able to classify the types of matter. ✓

Pupil will be able to identify the types of mixture. ✓

Application.

- Pupil will be able to analyse the arrangements of particles of the matter.

Pupil will be able to give reason for the different states of matter.

Pupil will be able to give example for different types of mixtures.

Skill.

- Pupil will be able to draw the diagram of particles of different states of matter.

2.E-8
26/8/19

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MICRO TEACHING LESSON PLAN

Introduction.

NAME OF THE STUDENT TEACHER Suliyaa Anyum ROLL NO: ED190043TOPIC: Separation of Mixtures GROUP: 'C' DATE 26/08/19DURATION: 6 Min TEACH/RETEACH Teach

Content ಷಯ ವಸ್ತು	Tr- Pupil Activity ಶಿಕ್ಷಕ-ವಿದ್ಯಾರ್ಥಿ ಚಟುವಟಿಕೆ	Components ಘಟಕಾಂಶಗಳು
Teacher sharing her experience, Students Riya is my friend. Few days ago, Riya and her classmates went to the beach on a picnic. They played in the water, made a sand castle and had a lot of fun. They saw a lot of shells and various colourful rocks, pearls, stones in the sand on the beach.	"An invention is a mixture of Curiosity and Commitment". Tn: Good morning Students! St: Good morning madam) Tn: let me tell you one of my experience [Students ^{listens} listening attentively] Tn: All of you studied about mixture, tell me what is mixture?	Beginning Statement Use of previous knowledge

Content	Tn - Pupil Activity	Components
Riya and her friends decided to have a contest to see who will collect the most number of shells. Teacher conduct an activity to show types of mixtures.	St : A mixture is a combination of two or more <u>pure substances</u>. Tn : Good, I will show. Let us do one activity. Fill a glass with water. Add a pinch of Pot. Permanganate to it. Stir it with a spoon. What do you see? The water turns purple in colour. Observe the water carefully. Is the Purple colour of the water uniform from top to bottom? Yes. Here it is a homogeneous mixture. Now, fill up another glass with water. Add a spoon full of soil into it. Stir it with a spoon.	Use of appropriate device.

Content	Tr-Pupil Activity	Components
	what do you observe? The water turns brown See the water carefully Is the water-soil solution uniform from top to bottom ? No, The soils settles to the bottom of the glass with a few particles suspended through out the water. Here it is a heterogeneous mixture. St :  Tr : So, Students in today's class let us know more about Types of mixtures and methods of separating mixtures - in the lesson - "Separation of mixtures"	Concluding Statement.

26/2/19

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OBSERVATION SCHEDULE FOR THE SKILL OF INTRODUCTION

ಪೀಠಿಕಾ ಕೌಶಲದ ವೀಕ್ಷಣಾ ತಪಶೀಲು ಪಟ್ಟಿ

NAME OF THE STUDENT TEACHER Sureya Anjures ROLL NO : EP190043

TOPIC: Separation of mixtures GROUP: C DATE 26/8/19

DURATION: 6 mins TEACH/RETEACH _____

Sl. No	Components ಘಟಕಾಂಶಗಳು	Tallies	Teach				
			P	BV	A	AA	E
	Desirable Components ಅಪೇಕ್ಷಿತ ಘಟಕಾಂಶಗಳು						
1	Beginning Statement used ಪ್ರಾರಂಭದ ಹೇಳಿಕೆಯ ಬಳಕೆ			✓			
2	Use of Previous Knowledge ಮೂರ್ವ ಜ್ಞಾನದ ಬಳಕೆ				✓		
3	Use of Appropriate device ಯುಕ್ತ ಸಾಧನಗಳ ಬಳಕೆ						✓
4	Concluding Statement ಮುಕ್ತಾಯದ ಹೇಳಿಕೆ					✓	
	Undesirable Components ಅಪೇಕ್ಷಿತ ಘಟಕಾಂಶಗಳು						
1	Lack in Continuity ನಿರಂತರತೆಯ ಕೊರತೆ		✓				
2	Irrelevant Statement ಅಸಂಬಂಧ ಹೇಳಿಕೆಗಳು		✓				

Suggestions /ಸಲಹೆಗಳು

Greet the students first.
 Maintain continuity. Establish the link between
 the content and the topic. Then ask questions pertaining to
 the content.
 Purpose of narrating a story is not
 clear.
 Activities conducted are very suitable & appropriate

C. E. -
 ಮೇಲ್ವಿಚಾರಕರ ಸಹಿ
 Signature of Supervisor

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OBSERVATION SCHEDULE FOR THE SKILL OF INTRODUCTION

ಪೀಠಿಕಾ ಕೌಶಲದ ವೀಕ್ಷಣಾ ತಪಶೀಲು ಪಟ್ಟಿ

NAME OF THE STUDENT TEACHER Nagaveni S ROLL NO: 19

TOPIC: Management (Part of speech) UP: C DATE 26/08/19

DURATION: 6 Min TEACH/RETEACH Teach

Sl. No	Components ಘಟಕಾಂಶಗಳು	Tallies	Teach				
			P	BV	A	AA	E
	Desirable Components ಅಪೇಕ್ಷಿತ ಘಟಕಾಂಶಗಳು						
1	Beginning Statement used ಪ್ರಾರಂಭದ ಹೇಳಿಕೆಯ ಬಳಕೆ				✓		
2	Use of Previous Knowledge ಮೂರ್ವ ಜ್ಞಾನದ ಬಳಕೆ			✓			
3	Use of Appropriate device ಯುಕ್ತ ಸಾಧನಗಳ ಬಳಕೆ			✓			
4	Concluding Statement ಮುಕ್ತಾಯದ ಹೇಳಿಕೆ			✓			
	Undesirable Components ಅಪೇಕ್ಷಿತ ಘಟಕಾಂಶಗಳು	I					
1	Lack in Continuity ನಿರಂತರತೆಯ ಕೊರತೆ		✓				
2	Irrelevant Statement ಅಸಂಬಂಧ ಹೇಳಿಕೆಗಳು		✓				

Suggestions /ಸಲಹೆಗಳು

* There should be a little pause in between the teaching.

ಮೇಲ್ವಿಚಾರಕರ ಸಹಿ
Signature of Supervisor

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OBSERVATION SCHEDULE FOR THE SKILL OF INTRODUCTION
ಪೀಠಿಕಾ ಕೌಶಲದ ವೀಕ್ಷಣಾ ತಪಶೀಲು ಪಟ್ಟಿ

NAME OF THE STUDENT TEACHER Nanda BM ROLL NO: 20
TOPIC: Bamavaiya Kadamba GROUP: C DATE 27/08/19
DURATION: 6m TEACH/RETEACH Teach.

Sl. No	Components ಘಟಕಾಂಶಗಳು	Tallies	Teach				
			P	BV	A	AA	E
	Desirable Components ಅಪೇಕ್ಷಿತ ಘಟಕಾಂಶಗಳು						
1	Beginning Statement used ಪ್ರಾರಂಭದ ಹೇಳಿಕೆಯ ಬಳಕೆ					✓	
2	Use of Previous Knowledge ಮೂರ್ವ ಜ್ಞಾನದ ಬಳಕೆ	I				✓	
3	Use of Appropriate device ಯುಕ್ತ ಸಾಧನಗಳ ಬಳಕೆ				✓		
4	Concluding Statement ಮುಕ್ತಾಯದ ಹೇಳಿಕೆ						
	Undesirable Components ಅಪೇಕ್ಷಿತ ಘಟಕಾಂಶಗಳು	I			✓		
1	Lack in Continuity ನಿರಂತರತೆಯ ಕೊರತೆ			✓			
2	Irrelevant Statement ಅಸಂಬಂಧ ಹೇಳಿಕೆಗಳು				✓		

Suggestions /ಸಲಹೆಗಳು

chart should be removed after explaining
Voice modulation is good.


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Signature of Supervisor

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OBSERVATION SCHEDULE FOR THE SKILL OF INTRODUCTION

ಬೀರಿಕಾ ಕೌಶಲದ ವೀಕ್ಷಣಾ ತಪಶೀಲು ಪಟ್ಟಿ

NAME OF THE STUDENT TEACHER Pooja Nudig ROLL NO: 24

TOPIC: Congruency of Triangle GROUP: C DATE 27/08/19

DURATION: 6 Min TEACH/RETEACH Teach

Sl. No	Components ಘಟಕಾಂಶಗಳು	Tallies	Teach				
			P	BV	A	AA	E
	Desirable Components ಅಪೇಕ್ಷಿತ ಘಟಕಾಂಶಗಳು						
1	Beginning Statement used ಪ್ರಾರಂಭದ ಹೇಳಿಕೆಯ ಬಳಕೆ				✓		
2	Use of Previous Knowledge ಮೂರ್ವ ಜ್ಞಾನದ ಬಳಕೆ				✓		
3	Use of Appropriate device ಯುಕ್ತ ಸಾಧನಗಳ ಬಳಕೆ					✓	
4	Concluding Statement ಮುಕ್ತಾಯದ ಹೇಳಿಕೆ					✓	
	Undesirable Components ಅಪೇಕ್ಷಿತ ಘಟಕಾಂಶಗಳು						
1	Lack in Continuity ನಿರಂತರತೆಯ ಕೊರತೆ			✓			
2	Irrelevant Statement ಅಸಂಬಂಧ ಹೇಳಿಕೆಗಳು			✓			

Suggestions /ಸಲಹೆಗಳು

Explanation should in English.
way of teaching is good.
nice interactive style.


ಮೇಲ್ವಿಚಾರಕರ ಸಹಿ
Signature of Supervisor

MICRO TEACHING LESSON PLAN

NAME OF THE STUDENT TEACHER Sufiya Anjum ROLL NO: ED190043TOPIC: Air Pollution GROUP: C DATE 27/08/19DURATION: 6M TEACH/RETEACH _____

Content ವಿಷಯ ವಸ್ತು	Tr- Pupil Activity ಶಿಕ್ಷಕ-ವಿದ್ಯಾರ್ಥಿ ಚಟುವಟಿಕೆ	Components ಘಟಕಾಂಶಗಳು
<u>Air Pollution. :-</u> Any undesirable change in the quality of air that affects the well being of organisms, including human is called air pollution.	Tr: greets the students and explains topic. Tr: What is air pollution on? St: Any undesirable change in the quality of air that affects the well being of organisms.	Structure of question.
<u>Cause of air pollution:-</u> • Fuels used in industries, vehicles and thermal power plants emit Carbon dioxide, carbon monoxide, Sulphur dioxide, nitrogen oxides and other gases as well as small particles.	Tr: What are the main causes of air Pollution? St: Fuels, carbon dioxide, carbon monoxide, Sulphur dioxide, nitrogen oxides.	

Content	Tn - Pupil Activity.	Components.
Dust particles produced during various activities such as roads, buildings, and factories. Chemical pesticides and insecticides sprayed on crops. <u>Air Pollutants</u>. Carbon monoxide is a highly toxic gas. Carbon dioxide causes respiratory problems. Excessive sulphur dioxide and oxides of nitrogen also cause respiratory diseases. Dust causes asthma and lung cancer.	Tn: How the dust particles cause air pollution? St: During the construction of roads, buildings, factories, travelling, writing with chalk piece. Tn: What are the examples of air pollutants? St: Carbon monoxide, carbon dioxide, excessive sulphur dioxide and oxides of nitrogen.	

Content	Tn - Pupil Activity	Components.
<u>facts of air pollution :-</u> Air pollution due to excess of sulphur dioxide and nitrogen oxides may cause acid rain. Air pollution affects the health of the human beings seriously. It affects the respiratory organs. It causes asthma, allergy, cancer. Air pollution harms agricultural crops and other plants.	Tn: what are the main effects of air Pollution? St: Describe the main effects of air Pollution. Tn:- ^{How acid} what is acid rain? takes place? St:- Explain use of sulphur dioxide and nitrogen oxides may cause acid rain. Tn:- what type of diseases ^{may} occur due to air pollution? St:- respiratory diseases, allergies, asthma, skin diseases cancer.	Variety of questions

Air pollution increases the green house effect, which further causes global warming.

Carbon dioxide, methane and oxides of nitrogen are the green house gases.

Prevention of air pollution:-

Decreasing emissions from industries and motor vehicles.

Using fuels which emit less pollutants
eg:- Kerosene, L.P.G., etc.

Using public transport like buses.

Tn: what is global warming?

St: Increase in the temperature of earth surface due to green house gases.

Tn: what are the green house gases?

St: CO_2 , CO, CH_4 , NO_2 etc

Tn: Describe the preventive measures of air pollution?

St: Planting more trees, plants.

• Using public transport.

• Decrease the use of pesticides.

Continuation in question.

Growing more trees, which act as incubators against dust and other particles.

Decrease the rate of using pesticides and insecticides.

Endosulfan :- $C_9H_6Cl_6O_3S$

Endosulfan is a chemical pesticide used in agriculture.

In Karnataka, this endosulfan is sprayed usually to control the tea-mosquito bug in tea plantation.

Since 1980. [Dakshina Kannada]

It enters the body through breathing. ~~It~~ through consuming contaminated food and water. Or through skin.

Tr :- why we should grow more number of trees?

St :- In order to prevent air pollution.

Tr :- what is endosulfan?

St :- endosulfan is a chemical pesticide used in agriculture.

Tr :- where this In which part of Karnataka it is used?

St :- Dakshina Kannada.

Tr :- when and why?

Distribution

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MICRO TEACHING LESSON PLAN

NAME OF THE STUDENT TEACHER Sufiya Anjum ROLL NO : 43TOPIC: Air Pollution GROUP: C DATE 27/08/19DURATION: 6M TEACH/RETEACH Reteach. / Replan.

Content ವಿಷಯ ವಸ್ತು	Tr- Pupil Activity ಶಿಕ್ಷಕ-ವಿದ್ಯಾರ್ಥಿ ಚಟುವಟಿಕೆ	Components ಘಟಕಾಂಶಗಳು
• Air Pollution • Cause of air pollution • Air pollutants • Effects of air Pollution • Prevention of air Pollution	Teacher greets the students and explains the topic. Teacher, what is air pollution ? Teacher, what are main cause of air Pollution ? Teacher, give an example for air Pollutant ? Teacher, How the dust particles cause air pollution ?	Structure of questions Variety of questions

Teacher, How the acid rain takes place?

Teacher, what type of disease may occur due to air pollution?

Teacher, what is global warming?

Teacher, what are all the green house gases?

Teacher, Describe the preventive measures of air pollution?

Teacher, why we should grow more number of trees?

Continuation
in question

Distribution
of question

C.E. V.

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OBSERVATION SCHEDULE FOR THE SKILL OF FLUENCY IN QUESTIONING

ನಿರರ್ಗಲ ಪ್ರಶ್ನಾ ಕೌಶಲ

NAME OF THE STUDENT TEACHER Nagaveni S ROLL NO : 19TOPIC: Nouns and their types GROUP: C DATE 27/08/19DURATION: 6m TEACH/RETEACH

Sl. No	Components ಘಟಕಾಂಶಗಳು	Tallies	Teach				
			P	BV	A	AA	E
01	Structure of Question ಪ್ರಶ್ನೆಗಳ ರಚನೆ				✓		
02	Variety of Question ಪ್ರಶ್ನೆಗಳ ವೈವಿಧ್ಯತೆ				✓		
03	Continuity in Questioning ಪ್ರಶ್ನೆಗಳ ನಿರರ್ಗಲತೆ					✓	
04	Distribution ಪ್ರಶ್ನೆಗಳ ಹಂಚಿಕೆ				✓		

Suggestions /ಸಲಹೆಗಳು

- Structure of Question is good
- Variety of question should be improved
- Continuity in question is good
- Distribution of question is good.


ಮೇಲ್ವಿಚಾರಕರ ಸಹಿ
Signature of Supervisor

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OBSERVATION SCHEDULE FOR THE SKILL OF FLUENCY IN QUESTIONING

ನಿರರ್ಗಲ ಪ್ರಶ್ನಾ ಕೌಶಲ

NAME OF THE STUDENT TEACHER Namda BM ROLL NO : 20TOPIC: ನನ್ನ ಸಂವಿಧಾನ GROUP: C DATE 27/08/19DURATION: 6m TEACH/RETEACH Teach

Sl. No	Components ಘಟಕಾಂಶಗಳು	Tallies	Teach				
			P	BV	A	AA	E
01	Structure of Question ಪ್ರಶ್ನೆಗಳ ರಚನೆ				✓		
02	Variety of Question ಪ್ರಶ್ನೆಗಳ ವೈವಿಧ್ಯತೆ					✓	
03	Continuity in Questioning ಪ್ರಶ್ನೆಗಳ ನಿರರ್ಗಲತೆ					✓	
04	Distribution ಪ್ರಶ್ನೆಗಳ ಹಂಚಿಕೆ					✓	

Suggestions /ಸಲಹೆಗಳು

- Structure of question is good
- Variety of question should be asked.
- Continuity in questioning is good


ಮೇಲ್ವಿಚಾರಕರ ಸಹಿ
Signature of Supervisor

S.V.K. National College OF Education, Shimoga

OBSERVATION SCHEDULE FOR THE SKILL OF FLUENCY IN QUESTIONING

ನಿರರ್ಗಲ ಪ್ರಶ್ನಾ ಕೌಶಲ

NAME OF THE STUDENT TEACHER Pallavi . B.S ROLL NO : 21TOPIC: ಲಿಜಯನಗರ ಸಾಪ್ತಾಹ್ಯ GROUP: C DATE 27/08/19DURATION: 6m TEACH/RETEACH _____

Sl. No	Components ಘಟಕಾಂಶಗಳು	Tallies	Teach				
			P	BV	A	AA	E
01	Structure of Question ಪ್ರಶ್ನೆಗಳ ರಚನೆ				✓		
02	Variety of Question ಪ್ರಶ್ನೆಗಳ ವೈವಿಧ್ಯತೆ			✓			
03	Continuity in Questioning ಪ್ರಶ್ನೆಗಳ ನಿರ್ಗಲತೆ			✓			
04	Distribution ಪ್ರಶ್ನೆಗಳ ಹಂಚಿಕೆ			✓			

Suggestions /ಸಲಹೆಗಳು

- Structure of question is good.
- Variety of question is good
- Teacher should distribute the questions to each student.


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MICRO TEACHING LESSON PLAN Probing Question.

NAME OF THE STUDENT TEACHER Guliyya Anjum ROLL NO: ED190043TOPIC: The Metal and its nature GROUP: C DATE 28/08/19DURATION: 6M TEACH/RETEACH Teach

Content ವಿಷಯ ವಸ್ತು	Tr- Pupil Activity ಶಿಕ್ಷಕ-ವಿದ್ಯಾರ್ಥಿ ಚಟುವಟಿಕೆ	Components ಘಟಕಾಂಶಗಳು
<u>Metals</u> :- A solid material which is typically hard, shiny, malleable, fusible, ductile, with good electrical and thermal conductivity [eg. iron, gold, silver etc.] <u>Physical Properties of Metals</u> :- - All metals conduct electricity. good conductors of heat and electricity. - Lustrous - High melting point	Teacher greets the students Teacher explains the concept Teacher asks the questions. Teacher asks the question to student A What are metals? Student A No Response. Teacher, what are the examples of metals? Student A, Iron, gold, silver etc.	Prompting

Malleable,
They can be
hammered.

Ductile, They
can be drawn
into wires.

usually solid
at room tem
perature [exception
is mercury]

High density
[Heavy for their
size]

And metals are good
conductors of heat
and electricity..

typically hard, shiny,
malleable, fusible, ductile
-type of substances.

Teacher: why are the
metals ductile in nature?

Student B: The energy
is transferred through
out the rest of the
metal by the moving
electrons. [Pulled into wires]

Refocusing

Because of the ability
of the atoms to roll
over each other into
new positions without
breaking the metallic
bond.

Teacher, what are the
Physical properties
of metals?

Student C: ~~Inherent~~ ^{Partially}

Redirection

~~and~~
Teacher, what are the
Physical properties of metals?

Student D : good
Conductors of heat &
electricity, Lustrous,
high melting point,
malleable, ductile,
High density. etc

Action of air on
metals.

Metals like sodium
and potassium
are not used in
our daily life but
used for labora-
tory experiments
and in industries
are so reactive,
form oxides,
with oxygen, Carb
on dioxide present
in the air.

They are stored
under kerosene to
cut off the contact
with the air.

Kerosene does not
react with sodium
or potassium.

Teacher, why the metals
like sodium, potassium
stored under kerosene?

Student E : They are
stored under kerosene
to cut off the contact
with the air.

Teacher :- where do we
use the sodium and
potassium metals?

Student E :- In labo-
ratory experiments,
Industries etc.
Metals like sodium
and potassium are
not used in our
daily life, they are so
reactive.

Seeking
further info-
rmation.

Increasing
the critical
awareness.

S.V.K. National College OF Education, Shimoga
OBSERVATION SCHEDULE FOR THE PROBING QUESTION

ಅಳಬೋಧನೆ ಪ್ರಶ್ನೆ ಕೌಶಲದ ವೀಕ್ಷಣಾ ತಪಶೀಲು ಪಟ್ಟಿ

NAME OF THE STUDENT TEACHER Nagaveni S ROLL NO: 19

TOPIC: Industry and their types GROUP: C DATE 28/08/19

DURATION: 6 Min TEACH/RETEACH Teach

Sl. No	Components ಘಟಕಾಂಶಗಳು	Tallies	Teach				
			P	BV	A	AA	E
	Desirable Components ಅವೇಶಿತ ಘಟಕಾಂಶಗಳು	1			✓		
1	Prompting ಸುಳಿವು ನೀಡುವುದು	1		✓			
2	Seeking further information ಹೆಚ್ಚಿನ ವಿಷಯ ಸಂಗ್ರಹಿಸುವುದು	1			✓		
3	Refocusing ಮನರ್ ಕೇಂದ್ರೀಕರಿಸುವುದು	1		✓			
4	Redirection ಮನರ್ ನಿರ್ದೇಶನ ನೀಡುವುದು	1				✓	
5	Increasing-Critical awareness ವಿಮರ್ಶನಾತ್ಮಕ ಅರಿವು ಹೆಚ್ಚಿಸುವುದು	1			✓		

Suggestions /ಸಲಹೆಗಳು

- Prompting should be done correctly.
- Seeking further information good.


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OBSERVATION SCHEDULE FOR THE PROBING QUESTION

ಅಳಬೋಧನೆ ಪ್ರಶ್ನಾ ಕೌಶಲದ ವೀಕ್ಷಣಾ ತಪಶೀಲು ಪಟ್ಟಿ

NAME OF THE STUDENT TEACHER Namda B M ROLL NO: 20

TOPIC: ಕರ್ನಾಟಕ ಲೇಖಕರಾದ GROUP: C DATE 28/08/19

DURATION: 6 M TEACH/RETEACH Teach

Sl. No	Components ಘಟಕಾಂಶಗಳು	Tallies	Teach				
			P	BV	A	AA	E
	Desirable Components ಅಪೇಕ್ಷಿತ ಘಟಕಾಂಶಗಳು						
1	Prompting ಸುಳಿವು ನೀಡುವುದು				✓		
2	Seeking further information ಹೆಚ್ಚಿನ ವಿಷಯ ಸಂಗ್ರಹಿಸುವುದು					✓	
3	Refocusing ಪುನರ್ ಕೇಂದ್ರೀಕರಿಸುವುದು					✓	
4	Redirection ಪುನರ್ ನಿರ್ದೇಶನ ನೀಡುವುದು					✓	
5	Increasing-Critical awareness ವಿಮರ್ಶನಾತ್ಮಕ ಅರಿವು ಹೆಚ್ಚಿಸುವುದು			✓		✓	

Suggestions /ಸಲಹೆಗಳು

- Prompting is good.
- Seeking further information is good.
- Concentrate on each student.


ಮೇಲ್ವಿಚಾರಕರ ಸಹಿ
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OBSERVATION SCHEDULE FOR THE PROBING QUESTION

ಅಳಬೋಧನೆ ಪ್ರಶ್ನಾ ಕೌಶಲದ ವೀಕ್ಷಣಾ ತಪಶೀಲು ಪಟ್ಟಿ

NAME OF THE STUDENT TEACHER Pallavi BS ROLL NO: 21

TOPIC: National festivals GROUP: C DATE 28/08/19

DURATION: 6 min TEACH/RETEACH Reteach.

Sl. No	Components ಘಟಕಾಂಶಗಳು	Tallies	Teach				
			P	BV	A	AA	E
	Desirable Components ಅಪೇಕ್ಷಿತ ಘಟಕಾಂಶಗಳು						
1	Prompting ಸುಳಿವು ನೀಡುವುದು					✓	
2	Seeking further information ಹೆಚ್ಚಿನ ವಿಷಯ ಸಂಗ್ರಹಿಸುವುದು					✓	
3	Refocusing ಮನರ್ ಕೇಂದ್ರೀಕರಿಸುವುದು				✓		
4	Redirection ಮನರ್ ನಿರ್ದೇಶನ ನೀಡುವುದು				✓		
5	Increasing-Critical awareness ವಿಮರ್ಶನಾತ್ಮಕ ಅರಿವು ಹೆಚ್ಚಿಸುವುದು				✓		

Suggestions /ಸಲಹೆಗಳು

Prompting is good.
voice modulation is good.


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MICRO TEACHING LESSON PLAN Explaining

NAME OF THE STUDENT TEACHER Sulfiya Anjum ROLL NO: ED190043TOPIC: Air - The matter around us GROUP: C DATE 29/08/19DURATION: 6M TEACH/RETEACH Teach

Content ವಿಷಯ ವಸ್ತು	Tr- Pupil Activity ಶಿಕ್ಷಕ-ವಿದ್ಯಾರ್ಥಿ ಚಟುವಟಿಕೆ	Components ಘಟಕಾಂಶಗಳು
Teacher telling on Sharing her experience, Students. [my sister] Little Roma decided to take her dolls to her Kallu's backyard. The backyard was covered in green and had a variety of life dwelling in it. But the little girl was unaware of that fact as she had never ventured out by her self. As she played with her doll's hair, she felt	Teacher, greets the students. Teacher, Students in the last class we ^{learned about} know what is air. [definition of air] In today's class let us know about properties of air. Teacher shares her experience. Teacher performs one activity, to explain the properties of air. Students, observe and involved in the activity	Beginning statement used using explaining links.

a soft tingle on
her skin and her
hair seemed to be
waving. She saw
tiny waves in a
cuddle from the
corner of her eye.

The branches of
the trees gently
shivered as they
whispered! All of a
sudden, a dry leaf
from one of the
trees sailed towards
her. Roma ^{return} strode
back into the
house crying.

"Mama! Papa!
Save me! There's
some invisible
thing in the garden
that's moving."

Hearing this, her
parents took her
back to the spot

[Teacher starts
explaining activity
which is related
to the content.]

Teacher, take two
balloons and blow
air into them, such
that they seem to
be of the same
size. The balloons
feel heavy now.

Now hang the balloons
one on each side
of a wooden ruler
at equal distance
from the centre of
the ruler. Tie a
string at the centre
~~and~~ hold it like
this.

And pierce one of
the balloons with a
pin.

using explaining
links.

and comforted her. They said, "Don't get scared, Rama. The thing that shocks you is nothing but the most important essence of life."

The balloons grew in size and became heavy when filled with air, thus showing that air fills all the space available to it. When the balloons filled with air were hung on the ruler, they weighed the same.

But when one of the balloons was punctured, then the other side of the ruler stopped down. This proves that air has weight.

Teacher, So students

In today's class, we learnt about Properties of air.

Do you have any doubts.

Students, No ma'am.

Teacher, OK, let me ask you some questions.

Concluding
Statement.

Question:-

Teacher, what is that
invisible but important
enemy of life? [from
story]
Student, Invisible but
important enemy of
life is air.

Teacher, we can not
live without air. why?

Testing Pupils
understanding.

Student, It is one of
the most important
components required
for the survival of
living organisms.

Teacher, what are
the properties of air
[from activity]

Student, ^{Air} Present all
around us, occupies space
air has weight.

Teacher, OK students
In next class we shall
continue with
another topic, composition
parts of air.

Solved
26/08/19

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OBSERVATION SCHEDULE FOR THE SKILL OF EXPLAINING
ವಿವರಣಾ ಕೌಶಲದ ವೀಕ್ಷಣಾ ತಪಶೀಲು ಪಟ್ಟಿ

NAME OF THE STUDENT TEACHER Nagaveni S ROLL NO: 19TOPIC: Sri C.V Raman GROUP: C DATE 29/08/19DURATION: 6 Min TEACH/RETEACH Teach

Sl. No	Components ಘಟಕಾಂಶಗಳು	Tallies	Teach				
			P	BV	A	AA	E
	Desirable Components ಅನುಕೂಲ ಘಟಕಾಂಶಗಳು						
1	Beginning Statement used ಪ್ರಾರಂಭದ ಹೇಳಿಕೆಯ ಬಳಕೆ					✓	
2	Use of Explaining Links ವಿವರಣೆಯ ಕೊಂಡಿಗಳನ್ನು ಬಳಸುವುದು					✓	
3	Concluding Statement ಮುಕ್ತಾಯ ಹೇಳಿಕೆಗಳನ್ನು ಬಳಸುವುದು					✓	
4	Testing Pupils understanding ವಿದ್ಯಾರ್ಥಿಗಳ ತಿಳುವಳಿಕೆಯನ್ನು ಪರೀಕ್ಷಿಸುವ ಪ್ರಶ್ನೆಗಳು				✓		
	Undesirable Components ಅನುಕೂಲ ಘಟಕಾಂಶಗಳು		✓				
1	Starting Irrelevant Statement ಸಂಬಂಧವಿಲ್ಲದ ಹೇಳಿಕೆಗಳನ್ನು ಉಪಯೋಗಿಸುವುದು			✓			
2	Lack in Continuity ಕ್ರಮಬದ್ಧತೆ ಕೊರತೆ		✓				
3	Using inappropriate vocabulary ಅನುಮರ್ಷಕ ಭಾಷೆಯ ಬಳಕೆ			✓			
4	Lacking in Fluency ನಿರರ್ಗಳ ಹೇಳಿಕೆಯಲ್ಲಿ ಕೊರತೆ		✓				
5	Use of Vague words & Phrases ಅನುಚಿತ ಶಬ್ದಗಳ ಮತ್ತು ಪದಗಳ ಉಪಯೋಗ		✓	✓			

Suggestions /ಸಲಹೆಗಳು

There should be improvement in the use of
explaining links.

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Signature of Supervisor

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OBSERVATION SCHEDULE FOR THE SKILL OF EXPLAINING

ವಿವರಣಾ ಕೌಶಲದ ವೀಕ್ಷಣಾ ತಪಶೀಲು ಪಟ್ಟಿ

NAME OF THE STUDENT TEACHER Nandana Bm ROLL NO : 20

TOPIC: ಕರ್ನಾಟಕ ಜಲಸಂಪನ್ಮೂಲಗಳು GROUP: C DATE 29/08/19

DURATION: 6min. TEACH/RETEACH Teach

Sl. No	Components ಘಟಕಾಂಶಗಳು	Tallies	Teach				
			P	BV	A	AA	E
	Desirable Components ಅನುಪಮ ಘಟಕಾಂಶಗಳು						
1	Beginning Statement used ಪ್ರಾರಂಭದ ಹೇಳಿಕೆಯ ಬಳಕೆ				✓		
2	Use of Explaining Links ವಿವರಣೆಯ ಕೊಂಡಿಗಳನ್ನು ಬಳಸುವುದು					✓	
3	Concluding Statement ಮುಕ್ತಾಯ ಹೇಳಿಕೆಗಳನ್ನು ಬಳಸುವುದು					✓	
4	Testing Pupils understanding ಶಿಷ್ಯರ ಅರ್ಥವಿಕೆಯನ್ನು ಪರೀಕ್ಷಿಸುವ ಪ್ರಶ್ನೆಗಳು					✓	
	Undesirable Components ಅನುಪಮ ಘಟಕಾಂಶಗಳು		✓				
1	Starting Irrelevant Statement ಸಂಬಂಧವಿಲ್ಲದ ಹೇಳಿಕೆಗಳನ್ನು ಉಪಯೋಗಿಸುವುದು			✓			
2	Lack in Continuity ಕ್ರಮಬದ್ಧತೆ ಕೊರತೆ		✓				
3	Using inappropriate vocabulary ಅನುಪಮ ಭಾಷೆಯ ಬಳಕೆ			✓			
4	Lacking in Fluency ನಿರರ್ಥಕ ಹೇಳಿಕೆಯಲ್ಲಿ ಕೊರತೆ		✓				
5	Use of Vague words & Phrases ಮತ್ತು ವಾದಗಳ ಉಪಯೋಗ			✓			

Suggestions /ಸಲಹೆಗಳು

use of explaining links should be improved.
Testing Pupils understanding is good.

ಮೇಲ್ವಿಚಾರಕರ ಸಹಿ
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OBSERVATION SCHEDULE FOR THE SKILL OF EXPLAINING

ವಿವರಣಾ ಕೌಶಲದ ವೀಕ್ಷಣಾ ತಪಶೀಲು ಪಟ್ಟಿ

NAME OF THE STUDENT TEACHER Pallavi BS ROLL NO: 21

TOPIC: ವದನಯಾನ ಮಹಾವಿರ GROUP: C DATE 29/08/19

DURATION: 6min TEACH/RETEACH Teach

Sl. No	Components ಘಟಕಾಂಶಗಳು	Tallies	Teach				
			P	BV	A	AA	E
	Desirable Components ಅನುಕೂಲ ಘಟಕಾಂಶಗಳು						
1	Beginning Statement used ಪ್ರಾರಂಭದ ಹೇಳಿಕೆಯ ಬಳಕೆ					✓	
2	Use of Explaining Links ವಿವರಣೆಯ ಕೊಂಡಿಗಳನ್ನು ಬಳಸುವುದು					✓	
3	Concluding Statement ಮುಕ್ತಾಯ ಹೇಳಿಕೆಗಳನ್ನು ಬಳಸುವುದು				✓		
4	Testing Pupils understanding ತರಬೇತಿಯನ್ನು ಪರೀಕ್ಷಿಸುವ ಪ್ರಶ್ನೆಗಳು				✓		
	Undesirable Components ಅನುಕೂಲ ಘಟಕಾಂಶಗಳು			✓			
1	Starting Irrelevant Statement ಸಂಬಂಧವಿಲ್ಲದ ಹೇಳಿಕೆಗಳನ್ನು ಉಪಯೋಗಿಸುವುದು		✓				
2	Lack in Continuity ಕ್ರಮಬದ್ಧತೆ ಕೊರತೆ			✓			
3	Using inappropriate vocabulary ಅನುಮರ್ಷ ಭಾಷೆಯ ಬಳಕೆ			✓			
4	Lacking in Fluency ನಿರರ್ಗಳ ಹೇಳಿಕೆಯಲ್ಲಿ ಕೊರತೆ		✓				
5	Use of Vague words & Phrases ಅನುಚಿತ ಶಬ್ದಗಳ ಮತ್ತು ವದನಗಳ ಉಪಯೋಗ		✓				

Suggestions /ಸಲಹೆಗಳು

Beginning statement used is good.
Use of explaining links should be improved.

ಮೇಲ್ವಿಚಾರಕರ ಸಹಿ
Signature of Supervisor

S.V.K.National College OF Education, Shimoga

MICRO TEACHING LESSON PLAN Illustrating with

NAME OF THE STUDENT TEACHER Suliyu Anjum ROLL NO: ED190043 example ;
 TOPIC: Separation of [Heterogeneous and Homogeneous] GROUP: C DATE 30/08/19
 DURATION: 6m TEACH/RETEACH Miscellaneous Teach

Content ವಿಷಯ ವಸ್ತು	Tr- Pupil Activity ಶಿಕ್ಷಕ-ವಿದ್ಯಾರ್ಥಿ ಚಟುವಟಿಕೆ	Components ಘಟಕಾಂಶಗಳು
- Combination of two or more pure substances is known as mixture. * Some mixtures have a uniform composition. Such mixtures are known as homogeneous mixture. eg. salt, sugar, milk. * Some mixtures do not have a uniform composition. Such mixtures are known as heterogeneous mixture.	Teacher greets the students, Teacher, Dear students. In today's class let us do some activity in order to understand the concept. All of you observe carefully and try to answer the question. [Pupils attentively start observing the demonstration] Teacher shows the Chart.	Media used for example were appropriate.

Tn, Fill a glass with water
add pinch of Pot. Permanga-
nate to it. Stir it with a
Spoon. Tr. what do you see?
St A, The water turns purple
in colour.

Tr, Observe the water
carefully.

Tr, Why the purple colour
of the water uniform
from top to bottom?

St B, Because it is a homo-
geneous mixture.

Tr, Shows the sample of
rice mixed with stones.

Tr, What do you observe?

St C, Rice is mixed with
stones, we can be sepe-
rate this mixture easily. be-
cause, It is a heterogeneous
mixture.

Examples
used were
interesting.

examples
used were
simple.

Tn. Fill the glass with a water. add spoon full of soil into it. Stir it with a spoon.

Tn, what do you observe?

St D, The water turns brown, soil settles to the bottom of the glass with a water. because it is a heterogeneous mixture. we can be separate the substance easily.

Tn. Fill the glass with water and sugar to it and lemon. prepared a lemonade.

Tn, what do you observe?

St, E, The water turns a mixture of lemon juice. and sugar.

Tn, what type of mixture it is?

Examples were relevant

St, F It is a type of
Homogeneous mixture.

Tn. Why we can not
separate this mixture

St, G Because the particles
of the substances
mixed thoroughly

The water and lemon
juice uniform from
top to bottom.

Tn, Show the mixture
of salt and pepper.

Tn. what it is ?

St, H Salt and pepper.

Tn. How can we separate
it ? [Allow the student
to separate]

St, I It is heterogeneous
mixture we can
separate through
hands easily.

Teacher, good. so from
all the above activities
we can say that,

* Mixtures have uniform
composition such mixtures
are known as homogeneous
mixture.

* Mixtures do not have
a uniform composition
are known as heterogeneous
mixtures.

Inductive -
deductive
approaches.

~~Sour
Ex. 10/08/2019~~

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OBSERVATION SCHEDULE FOR ILLUSTRATING WITH EXAMPLES

ನಿರ್ದೇಶನಯುಕ್ತ ಉದಾಹರಣೆ ಕೊಡುವ ವಿಷಯ ತಪಶೀಲು ಪಟ್ಟಿ

NAME OF THE STUDENT TEACHER Sufiya Anjum ROLL NO: ED190043

TOPIC: Separation of Mixtures GROUP: C DATE 30/08/19

DURATION: 6M TEACH/RETEACH Teach

Sl. No	Components ಘಟಕಾಂಶಗಳು	Tallies	Teach			
			P	BV	A	AA
1	Examples Used were Simple ಸರಳ ಉದಾಹರಣೆಗಳನ್ನು ಬಳಸಿದರು				✓	
2	Examples were relevant ಉದಾಹರಣೆಗಳು ಸಮಂಜಸವಾಗಿದ್ದವು					✓
3	Examples used were interesting ಉಪಯೋಗಿಸಿದ ಉದಾಹರಣೆಗಳು ಆಸಕ್ತಿದಾಯಕವಾಗಿದ್ದವು					✓
4	The Media used for examples were appropriate ಉದಾಹರಣೆಗಾಗಿ ಉಪಯೋಗಿಸಿದ ಮಾಧ್ಯಮ ಸುಸಂಬಂಧವಾಗಿದ್ದವು					✓
5	Inducto-deductive approaches Followed were appropriate ಉದಾಹರಣೆಗಳನ್ನು ಉಪಯೋಗಿಸುವಲ್ಲಿ ಅನುಗಮನ ನಿಗಮನ ಮಾರ್ಗವನ್ನು ಅನುಸರಿಸಿದ್ದು ಸೂಕ್ತವಾಗಿತ್ತು				✓	

Suggestions/ಸಲಹೆಗಳು

- * Examples used were simple
- * Examples were relevant to the content
- * Examples used were interesting
- * The media used to give examples were - appropriate.
- * properly follow inducto-deductive approach.

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Signature of Supervisor

NAME OF THE STUDENT TEACHER Sufiya Anjum ROLL NO: ED190043TOPIC: Acids GROUP: C DATE 4/9/19DURATION: 6M TEACH/RETEACH Teach

Content ವಿಷಯ ವಸ್ತು	Tr- Pupil Activity ಶಿಕ್ಷಕ-ವಿದ್ಯಾರ್ಥಿ ಚಟುವಟಿಕೆ	Components ಘಟಕಾಂಶಗಳು
The food that we eat daily consists of cereals, vegetables fruits etc... The word acid comes, from the latin word 'acidus' which means <u>sour</u>. Most citrus fruits like lemon, orange, gooseberry, and grapes are sources of Vitamin C. Vitamin C is chemically called ascorbic acid. Vinegar, tamarind, milk	Teacher, Dear Students In previous class we learnt about 'separation of mixtures'. In today's class let us learn about..... [Pause] Acids..... [Teacher move towards the black board and writes the topic] The word 'acid' comes from the latin word 'acidus' which means <u>sour</u>.	Gesture Pause movement. Change in speech pattern

Oral and
written also
contain acids.

Types of acids

Teacher, Show the video
to the students.

Focusing

Teacher, Start asking
question about types of acids

change
in the
interaction
style

Teacher, There are two types
of acids.

Student, 1) Organic acids.
2) Mineral acids.

Teacher, Yes good.

Student A. Organic acids
Present in lemon, orange,
milk, Tomato.

Oral-Oral
Switching

Student B, Yes like
Citric acid and, ascorbic
acid, Tartaric acid,
lactic acid, oxalic acid.

Teacher, OK students in
the next class we shall
learn more about acids.

4/9/19

S.V.K.National College OF Education, Shimoga

OBSERVATION SCHEDULE FOR THE SKILL OF STIMULUS VARIATION
ಉದ್ದೇಶಕ ಬದಲಾವಣೆ ಕೌಶಲದ ವೀಕ್ಷಣಾ ತಪಶೀಲು ಪಟ್ಟಿ

NAME OF THE STUDENT TEACHER Nagavani S ROLL NO: ED1900
 TOPIC: Industries GROUP: C DATE 04/09/19
 DURATION: 6M TEACH/RETEACH Teach

Sl. No	Components ಘಟಕಾಂಶಗಳು	Tallies	Teach				
			P	BV	A	AA	E
1	Movement ಚಲನೆ						
2	Gestures ಭಾವಾಭಿನಯ				✓		
3	Change in speech pattern ಧ್ವನಿಯ ಏರಿಳಿತದಲ್ಲಿ ಬದಲಾವಣೆ				✓		
4	Focusing ಗಮನ ಕೇಂದ್ರೀಕರಿಸುವುದು				✓		
5	Change in the interaction style ಪರಸ್ಪರ ಕ್ರಿಯೆಯ ಬದಲಾವಣೆ					✓	
6	Pausing ನಿಲುಗಡೆ		1			✓	
7	Oral-Visual switching ಮೌಖಿಕದಿಂದ ದೃಶ್ಯೋಪಕರಣಗಳ ಬಳಕೆಗೆ ಬದಲಾವಣೆ					✓	

Suggestions /ಸಲಹೆಗಳು

Teacher shows the movement, gestures, change in speech pattern.

Pausing should require in between the teaching


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OBSERVATION SCHEDULE FOR THE SKILL OF STIMULUS VARIATION

ಉದ್ದೇಶಕ ಬದಲಾವಣೆ ಕೌಶಲದ ಮೀಕ್ಷಣಾ ತಪಶೀಲು ಪಟ್ಟಿ

NAME OF THE STUDENT TEACHER Nanda BM ROLL NO: ED190020TOPIC: ಕೃಷಿ - ಸುಧಾಮ GROUP: C DATE 04/09/19DURATION: 6M TEACH/RETEACH Teach

Sl. No	Components ಘಟಕಾಂಶಗಳು	Tallies	Teach				
			P	BV	A	AA	E
1	Movement ಚಲನೆ						
2	Gestures ಭಾವಾಭಿನಯ				✓		
3	Change in speech pattern ಧ್ವನಿಯ ಏರಿಳಿತದಲ್ಲಿ ಬದಲಾವಣೆ					✓	
4	Focusing ಗಮನ ಕೇಂದ್ರೀಕರಿಸುವುದು					✓	
5	Change in the interaction style ಪರಸ್ಪರ ಕ್ರಿಯೆಯ ಬದಲಾವಣೆ					✓	
6	Pausing ನಿಲುಗಡೆ		1			✓	
7	Oral-Visual switching ಮೌಖಿಕದಿಂದ ದೃಶ್ಯೋಪಕರಣಗಳ ಬಳಕೆಗೆ ಬದಲಾವಣೆ					✓	

Suggestions /ಸಲಹೆಗಳು

- Teacher shows the movement, gestures, change in speech pattern.
- Change in the interaction style should be improved.


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OBSERVATION SCHEDULE FOR THE SKILL OF STIMULUS VARIATION

ಉದ್ದೇಶಕ ಬದಲಾವಣೆ ಕೌಶಲದ ವೀಕ್ಷಣಾ ತಪಶೀಲು ಪಟ್ಟಿ

NAME OF THE STUDENT TEACHER Pallavi BS ROLL NO: 21TOPIC: Vijayanagara Samanyu GROUP: C DATE 04/09/19DURATION: 6m. TEACH/RETEACH Teach

Sl. No	Components ಘಟಕಾಂಶಗಳು	Tallies	Teach				
			P	BV	A	AA	E
1	Movement ಚಲನೆ						
2	Gestures ಭಾವಾಭಿನಯ				✓		
3	Change in speech pattern ಧ್ವನಿಯ ಏರಿಳಿತದಲ್ಲಿ ಬದಲಾವಣೆ					✓	
4	Focusing ಗಮನ ಕೇಂದ್ರೀಕರಿಸುವುದು					✓	
5	Change in the interaction style ಪರಸ್ಪರ ಕ್ರಿಯೆಯ ಬದಲಾವಣೆ					✓	
6	Pausing ನಿಲುಗಡೆ		1		✓		
7	Oral-Visual switching ಮಾಖಿಕದಿಂದ ದೃಶ್ಯೋಪಕರಣಗಳ ಬಳಕೆಗೆ ಬದಲಾವಣೆ				✓		

Suggestions /ಸಲಹೆಗಳು

Teacher shows the gestures, movements, change in speech pattern.

Focusing should be required in the teaching while showing the model.


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Signature of Supervisor

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MICRO TEACHING LESSON PLAN Reinforcement

NAME OF THE STUDENT TEACHER Sofiya Anjum ROLL NO: ED190043TOPIC: Metals and Non-Metals GROUP: C DATE 5/09/19CLASSIFICATION: GM TEACH/RETEACH Teach

Content ಪ್ರಾಂಶು	Tr- Pupil Activity ಶಿಕ್ಷಕ-ವಿದ್ಯಾರ್ಥಿ ಚಟುವಟಿಕೆ	Components ಘಟಕಾಂಶಗಳು
Metals :- Solid material which is typically hard, shiny, malleable, ductile, with good electrical and thermal conductivity. Ex: iron, gold, silver etc. Non metals:- Occur in all the three states of matter. do not conduct heat and electricity.	Dear Students in previous class we learnt about the concept of metals. Now, I'll ask some questions relating to this topic. who knows the answer just raise your hand and don't give me answer. Teacher, ① what are metals? Student A, metals are the good conductors of heat and electricity.	

Yes. good

Verbal -
Positive
reinforcement

Teacher, ② gives example for
metals?

Student B. iron, gold,
silver. etc

Verbal positive
reinforcement

Yes, ^{very} good

③ what are ^{the} physical proper-
ties of metal?

Student C, good conductor
heat and electricity,
malleable - ductile, lustrous,
high melting point, high
boiling point.

Verbal positive
reinforcement

Teacher, Yes. very nice.

Teacher, ④ what are non
metals?

Student D,
non metals are the

Brittle

Silence.

Yes continue. [smile].

Positive non
verbal reinfor-
cement.

Teacher, ⑤ what are the physical properties of non metals?

Student E, Physical properties of non metals are Brittle, do not conduct electricity

Silence

Teacher, Yes continue
Smile .

Positive non verbal reinforcement.

⑥ what happens, when the air acts on metals?
metals like sodium, potassium, are used

Teacher nod their head.

They form oxides, with oxygen, carbon dioxide present in the air . . .

Yes well done repeat the answer Smile . . .

Positive verbal and non verbal reinforcement.

Teacher, ⑦ gives example for non metal.

Student F, Iron, gold
Silver.

negative
verbal
reinforcement

No, it's ~~wrong~~

Teacher, ⑧ where do we
use the sodium and
potassium metal?

Negative
non-verbal
reinforcement

Student G, Simply standi
-ng. Silence

Teacher, ⑨ Why the metals
like sodium, potassium
stored under kerosene?

Student H, Because they
are highly ~~reactive~~

Positive
verbal
reinforcement

Teacher, Very nice.

~~Seen~~
~~OK~~
~~05/09~~
[Teacher Palling the shoulder]

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OBSERVATION SCHEDULE FOR THE SKILL OF REINFORCEMENT

ಮನರ್ಬಲನ ಕೌಶಲದ ವೀಕ್ಷಣಾ ತಪಶೀಲು ಪಟ್ಟಿ

NAME OF THE STUDENT TEACHER Sufiya Anjum ROLL NO: ED190043
 TOPIC: Metal and Non Metal GROUP: C DATE 5/09/19
 DURATION: 6M TEACH/RETEACH Teach

Sl. No	Components ಘಟಕಾಂಶಗಳು	Tallies	Teach				
			P	BV	A	AA	E
	Desirable Components ಅಪೇಕ್ಷಿತ ಘಟಕಾಂಶಗಳು						
1	Use of Verbal Positive Reinforcement ಧನಾತ್ಮಕ ಶಾಬ್ದಿಕ ಮರ್ನಬಲಗಳನ್ನು ಬಳಸುವುದು		✓		✓		
2	Use of Positive Non-verbal Reinforcement ಧನಾತ್ಮಕ ಅಶಾಬ್ದಿಕ ಮರ್ನಬಲಗಳನ್ನು ಬಳಸುವುದು					✓	
3	Use more positive verbal signs ಹೆಚ್ಚಿನ ಧನಾತ್ಮಕ ಶಾಬ್ದಿಕ ಸಂಕೇತಗಳನ್ನು ಬಳಸುವುದು				✓		
4	Using negative verbal reinforcement ಋಣಾತ್ಮಕ ಶಾಬ್ದಿಕ ಮರ್ನಬಲಗಳನ್ನು ಬಳಸುವುದು				✓		
5	Using negative non-verbal reinforcement ಋಣಾತ್ಮಕ ಅಶಾಬ್ದಿಕ ಮರ್ನಬಲಗಳನ್ನು ಬಳಸುವುದು			✓			
	Undesirable Components ಅನಪೇಕ್ಷಿತ ಘಟಕಾಂಶಗಳು						
1	Using wrong reinforcement ತಪ್ಪು ಮರ್ನಬಲಗಳನ್ನು ಬಳಸುವುದು						
2	Using irrelevant reinforcement ಅಸಮರ್ಪಕ ಮರ್ನಬಲಗಳನ್ನು ಬಳಸುವುದು						

Suggestions /ಸಲಹೆಗಳು

- * Use of verbal positive reinforcement - appropriate.
- * Use of positive non-verbal reinforcement - appropriate.
- * Use of negative verbal reinforcement - appropriate.
- * Use of negative non-verbal reinforcement - appropriate.
- * Brief voice modulation.
- * First ask question to the whole class and then mention the name of the student.

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 Signature of Supervisor

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MICRO TEACHING LESSON PLAN Closure

NAME OF THE STUDENT TEACHER Suliyu Anjum ROLL NO: ED190043TOPIC: Soaps and detergents GROUP: C DATE 06/09/19DURATION: 6m. TEACH/RETEACH Teach

Content ವಿಷಯ ವಸ್ತು	Tr- Pupil Activity ಶಿಕ್ಷಕ-ವಿದ್ಯಾರ್ಥಿ ಚಟುವಟಿಕೆ	Components ಘಟಕಾಂಶಗಳು
Soaps :- Metallic salts prepared from natural fats are called soaps. Soap is a sodium salt or potassium salt of long chain fatty acids. Examples of soaps, Sodium stearate, Sodium oleate and Sodium palmitate.	Teacher greets the students. [Teacher summarise the whole topic] Teacher explain on briefly consolidate the points. • Soaps • Preparation of soaps • Detergents • Advantages of detergents over soap. Teacher, Sodium hydroxide, fatty acid and sodium	Consolidation of major Points. Linking Part knowledge with present knowledge.

Teacher, ask some questions on soaps and detergents.

Teacher, what is soap?

Student, metallic salts prepared from natural fats are called soaps.

Teacher, what are the materials used to prepare soap?

Student, Sodium hydroxide, fatty acid and sodium chloride are the raw materials used in the preparation of soap.

Teacher, give the examples of soaps?

Student, Sodium stearate, Sodium oleate, Sodium Palmitate..

Application of Present knowledge in various new situation.

Teacher, Dear Students
in today's class we have
learnt about soaps,
Preparation of soaps, deter-
gents, advantages of soap.
In the next class we
shall learn about next
chapter acids and bases.

Teacher, give the home
work :-

- 1) With a neat labelled
diagram describe the
method of preparation
of soap.
- 2) Give the examples .
soaps and detergents.

Linking Present
Knowledge
with future
learning.

1/1/2024

National Education Society(R), Shimoga
S.V.K. National College Of Education, Shimoga
OBSERVATION SCHEDULE FOR THE SKILL OF CLOSURE

NAME OF THE STUDENT TEACHER Srinchara HS ROLL NO : 39
TOPIC: Arya Samaja GROUP: C DATE 06/09/19
DURATION: 6 m TEACH/RETEACH Teach

Sl. No	Components ಘಟಕಾಂಶಗಳು	Tallies	Teach				
			P	BV	A	AA	E
01	Consolidation of Major points ಮುಖ್ಯಾಂಶಗಳ ಒಗ್ಗೂಡಿಸುವಿಕೆ					✓	
02	Linking past knowledge with present knowledge ಪೂರ್ವ ಜ್ಞಾನವನ್ನು ಪ್ರಸ್ತುತ ಜ್ಞಾನಕ್ಕೆ ಹೊಂದಿಸುವುದು					✓	
03	Application of present knowledge in various new situation ಪೂರ್ವ ಜ್ಞಾನವನ್ನು ವಿವಿಧ ಹೊಸ ಸನ್ನಿವೇಶಕ್ಕೆ ಅನ್ವಹಿಸುವುದು				✓		
04	Linking present knowledge with future learning ಭವಿಷ್ಯದ(ಮುಂದಿನ) ಕಲಿಕೆಗೆ ಪ್ರಸ್ತುತ ಜ್ಞಾನವನ್ನು ಹೊಂದಿಸುವುದು				✓		

Suggestions /ಸಲಹೆಗಳು

- Consolidation of major points good
- Linking past knowledge with present
- Application of


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Signature of Supervisor

S.V.K. National College OF Education, Shimoga

MICRO TEACHING LESSON PLAN Black board.

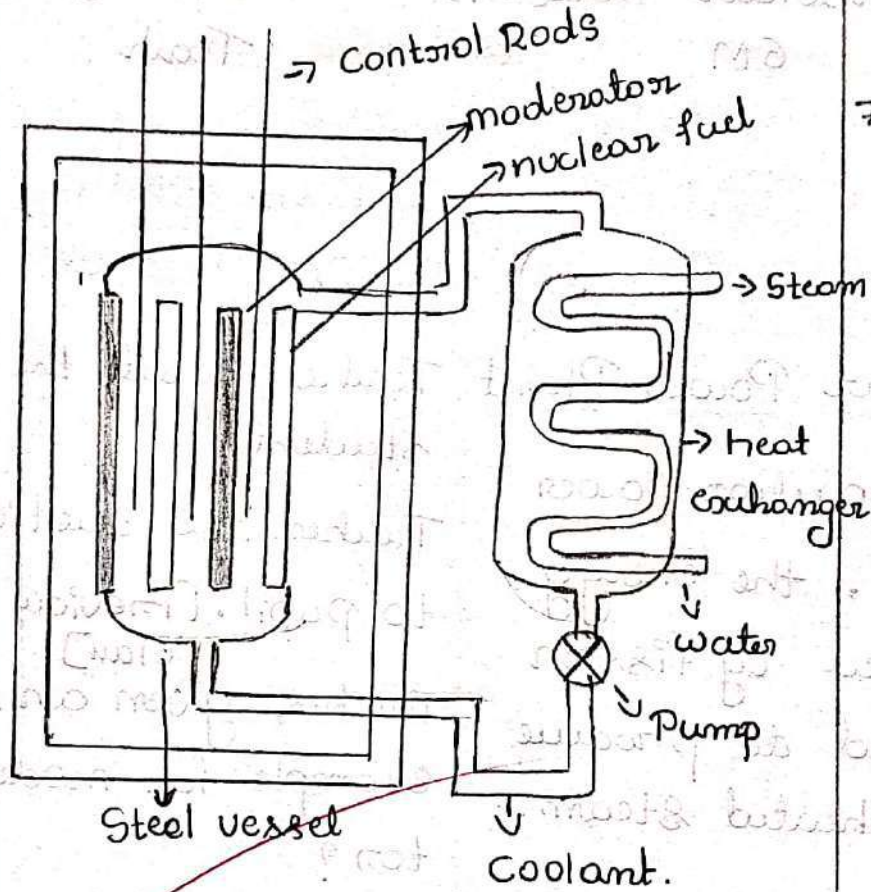
NAME OF THE STUDENT TEACHER Sufiya Anjum ROLL NO: 43
 TOPIC: Nuclear Reactor GROUP: C DATE 09/08/19
 DURATION: 6M TEACH/RETEACH Teach

Content ವಿಷಯ ವಸ್ತು	Tr- Pupil Activity ಶಿಕ್ಷಕ-ವಿದ್ಯಾರ್ಥಿ ಚಟುವಟಿಕೆ	Components ಘಟಕಾಂಶಗಳು
<u>Nuclear Power Plant</u> In a nuclear power plant, the energy released by fission is used to produce superheated steam. A nuclear power plant has the following Components. a) nuclear fuel b) moderator. c) control rods d) steel vessel e) cooling system with pump f) heat exchanger.	Teacher, greets the students. Teacher, ask questions to pupil. [Previous class] Teacher, given an example for moderation? Student, graphite. Teacher, Yes good Teacher, [states the definition of nuclear power plant. and writes it on the black board] Teacher, I'll write the diagram of	1) Legibility in hand writing 2) Adequate spacing between letters and words 3) Adequate size of the letters. 4) Uniform thickness for lines. 5) Avoiding overwriting

nuclear power plant.

6) Focusing
the Rele
mattr.

7) Contine
of the
ideay.



Nuclear Power Plant

C.E. 9/9/19

S.V.K. National College OF Education, Shimoga

OBSERVATION SCHEDULE FOR THE SKILL OF BLACK BOARD

NAME OF THE STUDENT TEACHER Nagaveni ROLL NO : 19TOPIC: Partnership firm GROUP: C DATE 7/09/19DURATION: 6m TEACH/RETEACH Teach

Sl. No	Components ಘಟಕಾಂಶಗಳು	Tallies	Teach				
			P	BV	A	AA	E
1	Legibility in hand writing ಬರಹದಲ್ಲಿನ ಸ್ಪಷ್ಟತೆ	1					✓
2	Adequate spacing behavior letters and words ಅಕ್ಷರಗಳ ಮತ್ತು ಪದಗಳ ಸ್ಪಷ್ಟತೆ	1				✓	
3	Adequate size for the letter ಅಕ್ಷರದ ಸೂಕ್ತ ಗಾತ್ರ	1			✓		
4	Uniform thickness for lines ಪ್ರತಿ ಸಾಲುಗಳಲ್ಲಿ ಸಮಾನ ಗಾತ್ರ	1			✓		
5	Neatness in Black Board work ಕಪ್ಪು ಹಲಗೆ ಬರಹದಲ್ಲಿನ ಸ್ಪಷ್ಟತೆ	1			✓		
6	Straightness of lines ನೇರ ಸಾಲುಗಳು	1			✓		
7	Adequate spacing between the lines ಸಾಲುಗಳ ನಡುವಿನ ಸೂಕ್ತ ಅಂತರ	1				✓	
8	Avoiding overwriting ಅಸಮರ್ಪಕ ಬರಹವನ್ನು ತಪ್ಪಿಸುವುದು	1			✓		
9	Focusing the Relevant matter ವಿಷಯ ಸೂಕ್ತತೆಗೆ ಗಮನಿಸುವುದು	1			✓		
10	Appropriateness of Black Board ಕಪ್ಪು ಹಲಗೆಯ ಪೂರ್ಣ ಬಳಕೆ	1			✓		
11	Continuity of the Ideas ವಿಷಯ ವಸ್ತುವಿನಲ್ಲಿ ನಿರಂತರತೆ	1				✓	
12	Drawing attention and focusing ಬರವಣಿಗೆಗೆ ನೀಡಿದ ಗಮನ ಮತ್ತು ಪ್ರಸ್ತುತಿ	1				✓	

Suggestions /ಸಲಹೆಗಳು

- Legibility in hand writing
- Adequate spacing between the letters and


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Signature of Supervisor

S.V.K. National College OF Education, Shimoga

OBSERVATION SCHEDULE FOR THE SKILL OF BLACK BOARD

NAME OF THE STUDENT TEACHER Nanda Bm ROLL NO: 20
 TOPIC: Kuvempu GROUP: C DATE 7/09/19
 DURATION: 6m TEACH/RETEACH Teach

Sl. No	Components ಘಟಕಾಂಶಗಳು	Tallies	Teach				
			P	BV	A	AA	E
1	Legibility in hand writing ಬರಹದಲ್ಲಿನ ಸ್ಪಷ್ಟತೆ						✓
2	Adequate spacing behavior letters and words ಅಕ್ಷರಗಳ ಮತ್ತು ಪದಗಳ ಸ್ಪಷ್ಟತೆ					✓	
3	Adequate size for the letter ಅಕ್ಷರದ ಸೂಕ್ತ ಗಾತ್ರ				✓		
4	Uniform thickness for lines ಪ್ರತಿ ಸಾಲುಗಳಲ್ಲಿ ಸಮಾನ ಗಾತ್ರ				✓		
5	Neatness in Black Board work ಕಪ್ಪು ಹಲಗೆ ಬರಹದಲ್ಲಿನ ಸ್ಪಷ್ಟತೆ					✓	
6	Straightness of lines ನೇರ ಸಾಲುಗಳು				✓		
7	Adequate spacing between the lines ಸಾಲುಗಳ ನಡುವಿನ ಸೂಕ್ತ ಅಂತರ					✓	
8	Avoiding overwriting ಅಸಮರ್ಪಕ ಬರಹವನ್ನು ತಪ್ಪಿಸುವುದು				✓		
9	Focusing the Relevant matter ವಿಷಯ ಸೂಕ್ತತೆಗೆ ಗಮನಿಸುವುದು					✓	
10	Appropriateness of Black Board ಕಪ್ಪು ಹಲಗೆಯ ಮೂರ್ತ ಬಳಕೆ				✓		
11	Continuity of the Ideas ವಿಷಯ ವಸ್ತುವಿನಲ್ಲಿ ನಿರಂತರತೆ					✓	
12	Drawing attention and focusing ಬರವಣಿಗೆಗೆ ನೀಡಿದ ಗಮನ ಮತ್ತು ಪ್ರಸ್ತುತಿ				✓		

Suggestions /ಸಲಹೆಗಳು

- Legibility in hand writing
- adequate spacing between letter and words.


 ಮೇಲ್ವಿಚಾರಕರ ಸಹಿ
 Signature of Supervisor

Conclusion :-

A micro-teaching is an effective method, which works as a focused instrument which helps to practice essential teaching skills safely and effectively at any age. This microteaching as an efficient learning technique for effective teaching. Learning is a change in behaviour which is brought about by activity, training or experiencing at any age.

When the learner is more experienced learning become more effective. The most important quality of the participants of microteaching session is the ability to give and receive constructive feedback with an open mind and achieve appropriate teaching learning goals. In addition it increases self confidence of teachers in an atmosphere of friendliness.

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- 4) Yadav. K [2004], Teaching of chemistry annmol publication Pvt. Ltd. New delhi. Page No - 63-66
- 5) Text book of 8th, 9th and 10th standard.
NCERT Version.

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ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ಸಂಸ್ಥೆ(ರಿ),

ಎಸ್.ವಿ.ಕೃಷ್ಣಮೂರ್ತಿರಾವ್ ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ಶಿವಮೊಗ್ಗ.
ಎಸ್.ಎಮ್.ಐ.ಎಸ್. ಬಾಲರಾಜ್ ಅಡ್ಡ ರಸ್ತೆ, ಶಿವಮೊಗ್ಗ-577201

TWO YEAR B.Ed COURSE
SEMESTER

INNOVATIVE LESSON PLAN.

YEAR : 2019-2020.

Subject : Chemistry

Topic : Hard water

Guide : Kumari Pallavi. D.

Lecturer

ಹೆಸರು

Name : ...Priyanka M.B.....

ಪಾಠ್ಯಕ್ರಮ ಸಂಖ್ಯೆ

Roll/ No....E 2200025.....

Valued
#15

National Education Society (R.)



ಎಸ್. ವಿ. ಕೆ. ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ

ಎನ್.ಇ.ಎಸ್. ಕ್ಯಾಂಪಸ್, ಬಾಲರಾಜ್ ಅರಸ್ ರಸ್ತೆ, ಶಿವಮೊಗ್ಗ-577 201

S. V. Krishnamurthy Rao National College of Education

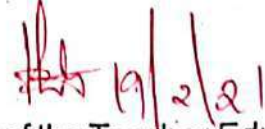
NES Campus, Balaraj Urs Road, SHIVAMOGGA-577 201

Certificate

This is to certify that Sri/Kum./Smt.....Priyanka M.B......
has successfully completed the Integrated lesson Planning and teaching under
my guidance and supervision in the subject PSSA - Chemistry.....
as prescribed by the Kuvempu University for the Year.....2019-2020.....

Place : Shimoga

Date : 21/01/2020


Signature of the Teacher Educator

Name : Priyanka.M.R.

Roll No. ED200025
ಹಾಜರಿ ಸಂಖ್ಯೆ :

Lesson No. 01
ಪಾಠದ ಸಂಖ್ಯೆ :

Date : 21/01/2021
ದಿನಾಂಕ :

Class : 8th
ತರಗತಿ :

School/College : S.V.K. National
ಶಾಲೆ/ಕಾಲೇಜು : College

Subject : Chemistry
ವಿಷಯ :

Topic : Hard water.
ಸಂಗತಿ :

ಮಾರ್ವಜ್ಞಾನ/Previous Knowledge :

The Pupil already know about definition of water, biological significance of water, types of water, chemical properties of water.

ಬೋಧನಾಂಶಗಳು ಮತ್ತು ಪರಿಕಲ್ಪನೆಗಳನ್ನು ರೂಪಿಸುವಿಕೆ / Teaching points and formation of concepts :

* Definition of hard water.

* Examples for hard water.

* Causes for Hardness of water. * Comparison of hard water with soft water.

ಸಾಮಾನ್ಯ ಉದ್ದೇಶಗಳು / General Objectives :

After studying this chapter the

→ Pupil Differentiate between Hard water and soft water.

→ Pupil List out the characteristics of hard water.

→ Pupil acquires the knowledge of hardness of water.

ವರ್ತನಾ/ನಿರ್ದಿಷ್ಟಬೋಧನಾ ಉದ್ದೇಶಗಳು / Behavioural / Specific / Instructional Objectives :

Knowledge : * The Pupil will be ^{able to} recall the definition of hard water.

* The Pupil will be able to recognise the hard water.

Understanding : * The Pupil will be able to differentiate hard and soft water.

* The Pupil will be able to explain the causes for hardness of water.

Application : * The Pupil will be able to give reasons why hard water is not used in industrial boilers. * The Pupil will be able to list out examples of hard water.

Skill : * The Pupil will be able to measure the hardness of water.

* The Pupil will be able to write the equation for softening of hard water.

Sl.No	Teaching Learning Materials	Topic
01	Flash cards	Different methods of purification
02	Black board	Comparison of hard water with soft water

5E ಹಂತಗಳು 5E Steps	ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು Teacher's activities	ವಿದ್ಯಾರ್ಥಿಗಳ ಚಟುವಟಿಕೆಗಳು Students Activities	ಶಿಕ್ಷಕರ ಸ್ವ-ಅವಲೋಕನ Teacher's Reflection
ಮೊದಲನೆಯ Engage	Teacher greet students Teacher asks the questions related to the previous knowledge of pupil. [Skill of introducing lesson] 1. What is the biological significance of water? 2. Why water is called as universal solvent? 3. Conducting activity using flash cards with different methods of purification of water. [Activity method] 4. Name the two types of water. Statement of Aim: So students, in this class we will study about the hard water	Used for drinking, washing, and bathing purpose. And also many organisms live in water. Because water dissolves many solutes when compared to other solvents. Pupil classifies traditional and modern methods of purification of water. * Hard water * Soft water	

5E ಹಂತಗಳು 5E Steps	ವಿಷಯದೊಂದಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸಲು ರೂಪಿಸಿದ ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು Content with Teacher activities framed to facilitate the Students learning	ಜ್ಞಾನವನ್ನು ಕಟ್ಟಿಕೊಳ್ಳುವ ವಿದ್ಯಾರ್ಥಿ ಚಟುವಟಿಕೆಗಳು Students activities in constructing the knowledge	ಶಿಕ್ಷಕರ ಸ್ವ-ಅವಲೋಕನ Teacher's Reflection
Explore	By giving different examples to identify hard water and soft water. 1) What is Hard water? 2) What are the characteristics of hard water? [Skill of fluency in questioning]	Pupil identify hard water and soft water. Hard water is the type of water which is not fit for drinking. Pupil starts to generalize the concept of hard water.	
Explain	Water is very common and suitable solvent. Some impurities dissolve in it very easily. And this soluble salts or impurities mostly cause the hardness of water.	Pupil point out the factors for hardness of water.	

5E ಹಂತಗಳು 5E Steps	ವಿಷಯದೊಂದಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಪಡಿಸಲು ರೂಪಿಸಿದ ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು Content with Teacher activities framed to facilitate the Students learning	ಜ್ಞಾನವನ್ನು ಕಟ್ಟಿಕೊಳ್ಳುವ ವಿದ್ಯಾರ್ಥಿ ಚಟುವಟಿಕೆಗಳು Students activities in constructing the knowledge	ಶಿಕ್ಷಕರ ಸ್ವ-ಅವಲೋಕನ Teacher's Reflection
	* Definition of Hard water: Water which contains soluble salt of Calcium and Magnesium and which does not produce lather with soap is called as Hard water. As the percentage of calcium and magnesium increases in water, the degree of hardness also increases. Examples: Generally the hard water includes sewage water, saline or marine water, bore well water etc. [Deductive method] Properties of Hard water: → Generally hard water is impure in nature → Hard water contains soluble salts of Calcium and magnesium.	Pupil note down the definition of hard water. Pupil tries to give more example for hard water	

- Degree of hardness also measures with the increase in percentage of calcium and magnesium.
- Hard water doesnot produce much lather with soap
- Bicarbonate of Calcium and Magnesium, Sulphates and chlorides in general cause hardness in water.
- Only soluble salts cause hardness of water and not insoluble salts.
- Usually these hard water are from areas having limestone and other mineral rocks.

Pupil analyzes the causes for hardness of water

Elobrate.

- Teacher encourage students to apply their previous knowledge to new learning situation. **[Skill of reinforcement]**

Pupil use their previous knowledge and information to make significant connections.

5ನ ಹಂತಗಳು 5E Steps	ವಿಷಯದೊಂದಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸಲು ರೂಪಿಸಿದ ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು Content with Teacher activities framed to facilitate the Students learning	ಜ್ಞಾನವನ್ನು ಕಟ್ಟಿಕೊಳ್ಳುವ ವಿದ್ಯಾರ್ಥಿ ಚಟುವಟಿಕೆಗಳು Students activities in constructing the knowledge	ಶಿಕ್ಷಕರ ಸ್ವ-ಅವಲೋಕನ Teacher's Reflection
	* Comparison of Hard water with soft water. <u>[Black board skill]</u> → Soft water contains less number of impurities. → It contains low amount of Calcium and Magnesium. → It produce good amount of lather with soap. → Soft water naturally occurs where rain fall and the drainage basin of rivers are formed; impervious and calcium poor rocks.	Students list out the difference between hard water and soft water.	
Evaluation	Teacher assess the pupil knowledge by asking question to know efficiency of teaching. 1) What is hard water?	Pupil responds to the questions asked by the teacher regarding the concept. Student answers prop-erly	

- 2) Which ions are responsible for hardness of water?
- 3) Which water doesnot produce lather with soap? [Probing questioning skill]

Bicarbonate of Mg^{2+} and Ca^{2+} , Sulphate and Chlorides

Hard water.

**ಉಪಸಂಹಾರ
Conclusion**

Dear students, in today's class we have learnt about hard water definition and its properties and composition of hard water with soft water.

ಶಿಕ್ಷಕರ ಅಂತರಾವಲೋಕನ / Teacher's introspection

ನನ್ನ ಪಾಠದಲ್ಲಿ ಕಂಡುಕೊಂಡ ಉತ್ತಮಾಂಶಗಳು
Merits identified in my lesson

ನನ್ನ ಪಾಠದಲ್ಲಿ ಸುಧಾರಿಸಿಕೊಳ್ಳಬೇಕಾದ ಅಂಶಗಳು
Things to be improve in my lesson

* Water which contains soluble salts of Calcium and Magnesium & which does not produce lather with soap is called Hard water.

* Ex: Saline water, underground water.

* It contains soluble salts of Calcium and Magnesium. [Skill of Achieving closure]

1) What is Hard water?

2) Why water is called universal solvent?

ಅಭ್ಯಾಸ ಪ್ರಶ್ನೆಗಳು / ಗೃಹಕಾರ್ಯ / Assignment / Home work :

- 1) How do you say that hard water is useful?
- 2) List out the advantages of hard water in different fields.
- 3) How detergents are useful in washing clothes to overcome hardness of water?

ಪಾಠಯೋಜನೆಯನ್ನು ಅನುಮೋದಿಸಿದೆ
Lesson plan approved

ಬೋಧನಾ ವಿಭಾಗದ ಅಧ್ಯಾಪಕರ ಸಹಿ ಮತ್ತು ದಿನಾಂಕ
Signature of the method master with date

ವೀಕ್ಷಕರ ಸಲಹೆಗಳು / Supervisor's suggestions (Feed back)

ವೀಕ್ಷಕರ ಸಹಿ ಮತ್ತು ದಿನಾಂಕ
Signature of the supervisor with date

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ಸಮಿತಿ (ರಿ.)
National Education Society (R.)



ಎಸ್. ವಿ. ಕೃಷ್ಣಮೂರ್ತಿರಾವ್ ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ

ಎನ್.ಇ.ಎಸ್. ಕ್ಯಾಂಪಸ್, ಬಾಲರಾಜ್ ಅರಸ್ ರಸ್ತೆ, ಶಿವಮೊಗ್ಗ-577 201

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Two Year B.Ed., Course

Semester

IV

LESSON PLAN

ಪಾಠ ಯೋಜನೆ

Teaching Practice / ಬೋಧನಾ ಅಭ್ಯಾಸ
(PRIMARY / HIGHSCHOOL / PUC)
(ಪ್ರಾಥಮಿಕ ಶಾಲೆ / ಪ್ರೌಢಶಾಲೆ / ಪಿಯುಸಿ)

PEDAGOGICAL SCHOOL SUBJECT

ಶಿಕ್ಷಣಶಾಸ್ತ್ರದ ಶಾಲಾ ವಿಷಯ

Name / ಹೆಸರು Kanchana Y

Roll No / ಹಾಜರಿ ಸಂಖ್ಯೆ ED000016

Year 2021-22

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ಸಮಿತಿ (ರಿ.)
National Education Society (R.)



ಎಸ್. ವಿ. ಕೃಷ್ಣಮೂರ್ತಿರಾವ್ ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ

ಎನ್.ಇ.ಎಸ್. ಕ್ಯಾಂಪಸ್, ಬಾಲರಾಜ್ ಅರಸ್ ರಸ್ತೆ, ಶಿವಮೊಗ್ಗ-577 201

S. V. Krishnamurthy Rao National College of Education

NES Campus, Balaraj Urs Road, SHIVAMOGGA-577 201

Certificate

This is to certify that Sri/Kum./Smt. Kanchana. Y has
successfully completed the classroom teaching with lesson planning under my
guidance and supervision in the subject PSS Chemistry as
prescribed by the Kuvempu University for the year 2021-2022

Place : Shivamogga

Date : 17/03/22

Signature of the Teacher Educator

DETAILS OF THE LESSONS GIVEN

ಪಾಠ ಬೋಧನೆಯ ವಿವರ

School / ಶಾಲೆ : Indian High School Subject / ವಿಷಯ : Chemistry

Lesson No. ಪಾಠದ ಸಂಖ್ಯೆ	Date ದಿನಾಂಕ	Class ತರಗತಿ	Topic / ಸಂಗತಿ	Roll No's of fellow observers ಸಹಪಾಠಿ ವೀಕ್ಷಕರ ಹಾಜರಿ ಸಂಖ್ಯೆ	Supervisor's sign./Initials ಮೇಲ್ವಿಚಾರಕರ ಸಹಿ.
1	24/1/22	8 th	<u>Combustion</u>	ED200019 ED200009	Lovanyarora ce
2	28/1/22	8 th	<u>Flame</u>	ED200005 ED200008	de
3	1/2/22	8 th	<u>Fuels</u>	ED200019 ED200009	de
4	4/2/22	8 th	<u>Metals and Non-metals</u>	ED200043	de
5	4/2/22	8 th	<u>Chemical properties of metals and non-metals</u>	ED200015 ED200009	de
6	2/3/22	8 th	<u>Chemical properties of metals and non-metals</u>	ED200008 ED200019	de
7	4/3/22	8 th	<u>Coal</u>	ED200008 ED200015	de
8	7/3/22	9 th	<u>colloids</u>	ED200008 ED200015	de

Name : Kanchara. Y Roll No. ED200016
ಪೆಸರು : ಹಾಜರಿ ಸಂಖ್ಯೆ :

Lesson No. : 1 Date : 24/01/22 Class : 8th School/College : Indian High School
ಪಾಠದ ಸಂಖ್ಯೆ : ದಿನಾಂಕ : ತರಗತಿ : ಶಾಲೆ/ಕಾಲೇಜು :

Subject : Chemistry Topic : Combustion
ವಿಷಯ : ಸಂಗತಿ :

ಪೂರ್ವಜ್ಞಾನ/Previous Knowledge :

Pupils have the knowledge of different types of chemical reactions. Chemical change

ಬೋಧನಾಂಶಗಳು ಮತ್ತು ಪರಿಕಲ್ಪನೆಗಳನ್ನು ರೂಪಿಸುವಿಕೆ / Teaching points and formation of concepts :

- * Combustion
- * Combustible and Non combustible materials
- * Requirements for combustion

ಸಾಮಾನ್ಯ ಉದ್ದೇಶಗಳು / General Objectives :

- * Pupil acquires the knowledge of combustion
- * Pupil develops the understanding of types of combustion
- * Pupil develops the understanding of combustible materials
- * Pupil develops the interest towards fire extinguishers
- * Pupil develops the scientific attitude

ವರ್ತನಾ/ನಿರ್ದಿಷ್ಟ/ಬೋಧನಾ ಉದ್ದೇಶಗಳು / Behavioural / Specific / Instructional Objectives :

Knowledge : The pupil will be able to recognize combustible materials
The pupil will be able to define combustion

Understanding : The pupil will be able to classify combustible and non combustible material
The pupil will be able to explain the essential conditions required for combustion

Application : The pupil will be able to give example for fire extinguishers
The pupil will be able to list out the essential conditions for combustion

Skill : The pupil will be able to observe combustion reaction in his daily life

Sl. No	Teaching Learning Materials	Topic
1	Magnesium strip, Candle.	Combustion
2	Wood, Paper, Kerosene oil, Matchsticks	Combustible Substances
3	Iron nails, Stone piece, Glass	Non combustible substances
4	Candle, glass chimney, Fuel, using experiment	Requirements for combustion Oxygen is essential for burning

5ನ ಹಂತಗಳು 5E Steps	ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು Teacher's activities	ವಿದ್ಯಾರ್ಥಿಗಳ ಚಟುವಟಿಕೆಗಳು Students Activities	ಶಿಕ್ಷಕರ ಸ್ವ-ಅವಲೋಕನ Teacher's Reflection
ತೊಡಗಿಸು Engage	Teacher greets the pupil Teacher initiates the class through conducting activities Activity: Burning of Mg ribbon in the air Teacher asks the student to hold the magnesium ribbon with a pair of tongs and inform him to ignite that using spirit lamp or burner. Teacher asks questions to pupil What did you observe in the above activity? What happens when a strip of magnesium is burnt?	Pupil greets the teacher Pupil actively participates in an activity Pupil records the observation Pupil responds to the question Pupil responds to the question.	Activities conducted were relevant to the topic and pupils actively participated in all the activities

5ನ ಹಂತಗಳು 5E Steps	ವಿಷಯದೊಂದಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸಲು ರೂಪಿಸಿದ ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು Content with Teacher activities framed to facilitate the Students learning	ಜ್ಞಾನವನ್ನು ಕಟ್ಟಿಕೊಳ್ಳುವ ವಿದ್ಯಾರ್ಥಿ ಚಟುವಟಿಕೆಗಳು Students activities in constructing the knowledge	ಶಿಕ್ಷಕರ ಸ್ವ-ಅವಲೋಕನ Teacher's Reflection
	Is burning a magnesium strip a physical or chemical change? Which chemical process is taking place during the burning of magnesium?	Pupil responds to the question demonstrating their own entry point of understanding	
Statement of the aim	Teacher announces So dear pupil in today's class we will discuss about <u>"Combustion"</u>		
	Teacher asks questions to pupil What is Combustion? "A chemical process in which a substance reacts with oxygen to give off heat is called <u>"Combustion"</u> Which type of substances that undergo Combustion? What are the conditions for combustion?	Pupil responds to the question Pupil responds to the question	Questions asked were interesting and engage the students in the lesson

5ನ ಹಂತಗಳು 5E Steps	ವಿಷಯದೊಂದಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸಲು ರೂಪಿಸಿದ ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು Content with Teacher activities framed to facilitate the Students learning	ಪ್ರಾಣವನ್ನು ಕಟ್ಟಿಕೊಳ್ಳುವ ವಿದ್ಯಾರ್ಥಿ ಚಟುವಟಿಕೆಗಳು Students activities in constructing the knowledge	ಶಿಕ್ಷಕರ ಸ್ವ-ಅವಲೋಕನ Teacher's Reflection
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Activity	Teacher conducts an "activity" Teacher provides different types of materials like. wood. paper. shaw charcoal. Glass. Iron nails and asks the pupil to burn each material using a spirit lamp or burner. if combustion takes place mark the material as combustible <table><tr><th>Combustible</th><th>Non- Combustible</th></tr><tr><td>Wood</td><td>Iron nails</td></tr><tr><td>Paper</td><td>Stone piece</td></tr><tr><td>Kerosene oil</td><td>Glass</td></tr><tr><td>Match sticks</td><td></td></tr></table> Teacher asks questions to pupil What are combustible substances ? <u>"Combustible substance"</u>: the substance that undergoes combustion is said to be	Combustible	Non- Combustible	Wood	Iron nails	Paper	Stone piece	Kerosene oil	Glass	Match sticks		Pupil actively participates in an activity Pupil demonstrates interest towards the topic Pupil identifies the combustible materials Pupil responds to the question	Inductive-deductive method helps pupil to understand the concept with ease
Combustible	Non- Combustible												
Wood	Iron nails												
Paper	Stone piece												
Kerosene oil	Glass												
Match sticks													
Explain	combustible substance <u>Activity :</u> Teacher takes two burning candles and place them on a table and cover one candle with an inverted glass tumbler after few minutes the candle covered with glass tumbler blows out while as the other candle continues to burn Teacher asks questions to pupil What did you observe by the above activity ? What happens when you put a glass tumbler over burning candle ? Why does a candle stop burning when covered with a glass tumbler ? <u>Air is essential for combustion</u> Teacher asks questions to pupil Why a matchstick does not catch fire on its own at room temperature ?	Pupil actively participates in a Pupil observes the activity Pupil provides reasonable responses Pupil uses previous observation and answers the question	Illustration with examples makes the concept more clear Pupils actively involved in activities										

5E ಹಂತಗಳು 5E Steps	ವಿಷಯದೊಂದಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸಲು ರೂಪಿಸಿದ ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು Content with Teacher activities framed to facilitate the Students learning	ಜ್ಞಾನವನ್ನು ಕಟ್ಟಿಕೊಳ್ಳುವ ವಿದ್ಯಾರ್ಥಿ ಚಟುವಟಿಕೆಗಳು Students activities in constructing the knowledge	ಶಿಕ್ಷಕರ ಸ್ವ-ಅವಲೋಕನ Teacher's Reflection
	Why do you have to use paper to kindle fire in wood Teacher consolidates all the points of pupil and explain the ignition temperature Ignition temperature: The lowest temperature at which a substance catches fire is called ignition temperature Teacher conducts an activity Activity: Teacher distributes the flash cards among pupils and asks them to describe the picture in flashcards Flashcards contains the picture of old building on fire, forest fire Teacher asks questions to pupil What do you observe in the above picture? How do you control fire?	Pupil responds to the question Pupil demonstrates interest towards Pupil actively participates in an activity Pupil provides reasonable responses	Activities conducted were relevant to the topic Relating concept with real life examples was appropriate
Evaluation	 3> What is Explosion? Teacher concludes the class by saying	Pupil responds to the question Pupil demonstrates an understanding of concept Pupil provides reasonable responses	Evaluation is made continuously in each stage
ಉಪಸಂಹಾರ Conclusion	Dear students in today's class we have discussed about <u>combustion</u> in the next class we will discuss about <u>flame</u> ಶಿಕ್ಷಕರ ಅಂತರಾವಲೋಕನ / Teacher's introspection		
ನನ್ನ ಪಾಠದಲ್ಲಿ ಕಂಡುಕೊಂಡ ಉತ್ತಮಾಂಶಗಳು Merits Identified in my lesson		ನನ್ನ ಪಾಠದಲ್ಲಿ ಸುಧಾರಿಸಿಕೊಳ್ಳಬೇಕಾದ ಅಂಶಗಳು Things to be improve in my lesson	
* Teaching-learning materials used are appropriate * Inducto-deductive method used were appropriate			

Recapitulation

Define combustion

What are combustible substances?

Give example for fuel

ಅಭ್ಯಾಸ ಪ್ರಶ್ನೆಗಳು / ಗೃಹಕಾರ್ಯ / Assignment / Home work :

1 Define ignition temperature.

2 Explain the types of combustion.?

Black board Summary

A chemical process in which a substance reacts with oxygen to give off heat

Substance that undergoes combustion

Kannada

Approved.

ಪಾಠಯೋಜನೆಯನ್ನು ಅನುಮೋದಿಸಿದೆ
Lesson plan approved

Demolition

ಬೋಧನಾ ವಿಧಾನದ ಅಧ್ಯಾಪಕರ ಸಹಿ ಮತ್ತು ದಿನಾಂಕ
Signature of the method master with date

ವೀಕ್ಷಕರ ಸಲಹೆಗಳು / Supervisor's suggestions (Feed back)

Teacher has the mastery over the content.
Content delivery was very systematic and presented in an organised way.

Activities and the illustrations given are very relevant to the content and concretized the content.

Student-teacher interaction was good.

TLM's used are appropriate.

Overall the class was very systematic

C.E. 24/1/22

ವೀಕ್ಷಕರ ಸಹಿ ಮತ್ತು ದಿನಾಂಕ
Signature of the supervisor with date

Name ಹೆಸರು :	Konchana . Y	Roll No. EDB00016 ಹಾಜರಿ ಸಂಖ್ಯೆ :		
Lesson No. ಪಾಠದ ಸಂಖ್ಯೆ :	೬	Date ೨೮/೦೧/೨೦೨೨ ದಿನಾಂಕ :	Class 8 th ತರಗತಿ :	School/College Indian High School ಶಾಲೆ/ಕಾಲೇಜು :

Subject : Chemistry Topic : Flame
ವಿಷಯ : ಸಂಗತಿ :

ಪೂರ್ವಜ್ಞಾನ/Previous Knowledge :

Pupil have the knowledge of Combustion reaction.....

ಬೋಧನಾಂಶಗಳು ಮತ್ತು ಪರಿಕಲ್ಪನೆಗಳನ್ನು ರೂಪಿಸುವಿಕೆ / Teaching points and formation of concepts :

- * Flame
- * Flammable and Non-flammable materials
- * Structure of flame

ಸಾಮಾನ್ಯ ಉದ್ದೇಶಗಳು / General Objectives :

- * Pupil acquires the knowledge of flammable materials
- * Pupil develops the understanding of different types of flame
- * Pupil develops the skill of identifying & structure of flame
- * Pupil develops the scientific attitude

ವರ್ತನಾ/ನಿರ್ದಿಷ್ಟ/ಬೋಧನಾ ಉದ್ದೇಶಗಳು / Behaviourial / Specific / Instructional Objectives :

Knowledge : The pupil will be able to recall the meaning of flame
The pupil will be able to recognise the flammable materials

Understanding : The pupil will be able to explain the structure of flame
The pupil will be able to differentiate luminous and nonluminous flame

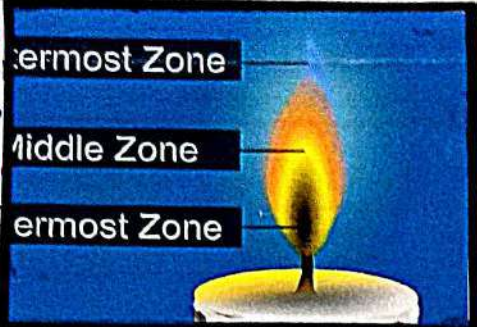
Application : The pupil will be able to give example for luminous flame
The pupil will be able to list out

Skill : The pupil will be able to draw a neat labelled diagram of structure of flame

Sl.No	Teaching Learning Materials	Topic
1	Candle. Kerosene lamp. bunsen burner	Flame
2	Charcoal	Non-flammable materials
3	Flash cards	Flammable materials
4	Chart	Structure of flame

5ನ ಹಂತಗಳು 5E Steps	ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು Teacher's activities	ವಿದ್ಯಾರ್ಥಿಗಳ ಚಟುವಟಿಕೆಗಳು Students Activities	ಶಿಕ್ಷಕರ ಸ್ವ-ಅವಲೋಕನ Teacher's Reflection
ತೊಡಗಿಸು Engage	Teacher greets the pupil Teacher initiates the class through conducting an activity <u>Activity</u> Teacher asks the pupil to burn combustible materials like magnesium ribbon, wood, kerosene and charcoal by using bunsen burner Teacher asks the question What happens when you burn kerosene? What are the products of combustion? What is the difference between burning of candle and burning of charcoal	Pupil greets the teacher Pupil actively participates in an activity Pupil demonstrates interest in the lesson Pupil responds to the question demonstrating their own entry point of understanding.	Activities conducted were relevant to the topic and pupils actively participated in all the activities
5ನ ಹಂತಗಳು 5E Steps	ವಿಷಯದೊಂದಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸಲು ಯಾವುದೇ ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು Content with Teacher activities framed to facilitate the Students learning	ಜ್ಞಾನವನ್ನು ಕಟ್ಟಿಕೊಳ್ಳುವ ವಿದ್ಯಾರ್ಥಿ ಚಟುವಟಿಕೆಗಳು Students activities in constructing the knowledge	ಶಿಕ್ಷಕರ ಸ್ವ-ಅವಲೋಕನ Teacher's Reflection
Statement of the aim	So dear pupils in today's class we will discuss about " <u>Flame</u> "		
Explore	Teacher asks questions to pupil What is flame? A flame is a region where <u>combustion</u> of <u>fuel</u> takes place Teacher conducts an activity <u>Activity:</u> Teacher distributes the flashcard among pupils and asks them to describe the picture Flashcard contains the pictures of flame of kerosene lamp, flame of kitchen stove and candle flame. Bunsen burner flame. Teacher ask questions to pupil What did you observe in the above pictures?	Pupil responds to the question Pupil actively participates in an activity Pupil provides reasonable responses	Activities arouses interest towards the topic among the pupil

5E Steps	ವಿಷಯದೊಂದಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸಲು ರೂಪಿಸಿದ ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು Content with Teacher activities framed to facilitate the Students learning	ಜ್ಞಾನವನ್ನು ಕಟ್ಟಿಕೊಳ್ಳುವ ವಿದ್ಯಾರ್ಥಿ ಚಟುವಟಿಕೆಗಳು Students activities in constructing the knowledge	ಶಿಕ್ಷಕರ ಸ್ವ-ಪರಿಶೀಲನೆ Teacher's Reflection				
	Why the colour of candle flame and kitchen stove flame is different? <table><tr><th>Blue Flame </th><th>Yellow flame </th></tr><tr><td>When oxygen supply is sufficient, the fuels burn completely producing blue flame and no light</td><td>In the insufficient supply of air the fuel is burn incompletely and produces yellow flame.</td></tr></table> Teacher conducts an activity Activity: Teacher shows a burning candle and asks questions to pupil How many zones can you see in a candle flame? Teacher asks the pupil to introduce a	Blue Flame 	Yellow flame 	When oxygen supply is sufficient, the fuels burn completely producing blue flame and no light	In the insufficient supply of air the fuel is burn incompletely and produces yellow flame.	Pupil demonstrates interest towards the topic Pupil actively participates in an activity Pupil responds to the	questions asked were interesting activities conducted were relevant to the topic and pupils actively Participates in an activity
Blue Flame 	Yellow flame 						
When oxygen supply is sufficient, the fuels burn completely producing blue flame and no light	In the insufficient supply of air the fuel is burn incompletely and produces yellow flame.						
plain	a clean glass plate into luminous zone of the flame. and ask him to note down the observation again teacher ask the another pupil to introduce a clean glass into non luminous zone and ask him to note down the observation Teacher asks questions to pupil In which zone do you find unburnt carbon particles? In which zone do you find complete combustion? Teacher consolidates all the points of pupil and describe the different zones in the candle flame Structure of a Flame  * A flame consists of three zones 1. <u>Innermost zone</u> 2. <u>Middle zone</u> 3. <u>Outer zone</u>	question Pupil becomes good observer Pupil demonstrates interest in the lesson Pupil becomes good observer	Illustration with examples makes the concept more clear chart helps the pupil to understand the structure of flame				

5E Steps	ವಿಷಯದೊಂದಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಗೊಳಿಸಲು ರೂಪಿಸಿದ ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು Content with Teacher activities framed to facilitate the Students learning	ಜ್ಞಾನವನ್ನು ಸಕ್ರಿಯಗೊಳಿಸುವ ವಿದ್ಯಾರ್ಥಿ ಚಟುವಟಿಕೆಗಳು Students activities in constructing the knowledge	ಶಿಕ್ಷಕರ ಸ್ವ-ಅವಲೋಕನ Teacher's Reflection
1> Innovate 2> Middle 3> Outer	 Innermost Zone Middle Zone Outermost Zone hottest part of the flame. Teacher conducts an activity Activity: Teacher shows the picture of a goldsmith blowing through a metallic pipe. Teacher asks questions to pupil Which zone of flame does a goldsmith use for melting gold and silver? Why do goldsmith use outermost flame to burn gold?	Pupil observes the different zones in the candle flame Pupil recognize the different zones in the flame Pupil uses previous observations and answers the question	Explaining the topic using charts helps the pupils to understand the concept better
Evaluate	Teacher asks questions to pupil 1> What is flame? 2> Explain the structure of flame? 3> Differentiate between luminous and non-luminous flame.	Pupil responds to the questions Pupil demonstrates an understanding of concept	Evaluation is made continuous in each stage
ಉಪಸಂಹಾರ Conclusion	Dear pupils in today's class we have discussed about <u>"Flame & Structure of flame"</u> in the next class we will discuss about <u>"Fuels"</u> ಶಿಕ್ಷಕರ ಅಂತರಾವಲೋಕನ / Teacher's introspection		
ನನ್ನ ಪಾಠದಲ್ಲಿ ಕಂಡುಕೊಂಡ ಉತ್ತಮಾಂಶಗಳು Merits Identified in my lesson		ನನ್ನ ಪಾಠದಲ್ಲಿ ಸುಧಾರಿಸಿಕೊಳ್ಳಬೇಕಾದ ಅಂಶಗಳು Things to be Improve in my lesson	
* Activities used were relevant and interesting * TLM's used were appropriate * Questions were equally distributed among the pupils		* Need to concentrate on distribution of the questions	

Recapitulation

1) What is flame?

2) What is luminous and non luminous flame?

Black board summary

flame is a region where combustion of fuel takes place

A luminous flame is a bright yellow flame which gives off light.

ಅಭ್ಯಾಸ ಪ್ರಶ್ನೆಗಳು / ಗೃಹಕಾರ್ಯ / Assignment / Home work :

1. Why does charcoal not produce flame?

2. Draw a labelled diagram of a candle flame and explain what happens in each zone

Approved

ಪಾಠಯೋಜನೆಯನ್ನು ಅನುಮೋದಿಸಿದೆ
Lesson plan approved

Signature of the method master with date

ಬೋಧನಾ ವಿಧಾನದ ಅಧ್ಯಾಪಕರ ಸಹಿ ಮತ್ತು ದಿನಾಂಕ
Signature of the method master with date

ವೀಕ್ಷಕರ ಸಲಹೆಗಳು / Supervisor's suggestions (Feed back)

Engaged the class through an interesting activity.

Mastery over the content & explained with proper illustrations.

Inductive deductive method followed

Black board work is legible.

5E Steps followed systematically.

Signature of the supervisor with date

ವೀಕ್ಷಕರ ಸಹಿ ಮತ್ತು ದಿನಾಂಕ
Signature of the supervisor with date

Name : Kanchana. Y		Roll No. ED000016 ಹಾಜರಿ ಸಂಖ್ಯೆ :	
Lesson No. : 3 ಉಪ ಸಂಖ್ಯೆ :	Date : 11/01/2021 ದಿನಾಂಕ :	Class : 8 th ತರಗತಿ :	School/College : Indian High School ಶಾಲೆ/ಕಾಲೇಜು :
Subject : Chemistry ಷಯ :		Topic : 'Fuels' ಸಂಗತಿ :	

ಸಾರ್ವಜನಿಕ/Previous Knowledge :

Pupil have the knowledge of combustible and non-combustible materials.

ಸಾಧನಾಂಶಗಳು ಮತ್ತು ಪರಿಕಲ್ಪನೆಗಳನ್ನು ರೂಪಿಸುವಿಕೆ / Teaching points and formation of concepts :

- * Introduction to fuels
- * Characteristics of ideal fuel
- * Harmful effects of burning fuel

ಸಾಮಾನ್ಯ ಉದ್ದೇಶಗಳು / General Objectives :

- * Pupil acquires the knowledge of different types of fuel
- * Pupil develops the knowledge of ideal fuel
- * Pupil develops the understanding of the harmful effects of burning of fuel
- * Pupil develops scientific attitude

ತರ್ಕನಾ/ನಿರ್ದಿಷ್ಟ/ಬೋಧನಾ ಉದ್ದೇಶಗಳು / Behavioural / Specific / Instructional Objectives :

Knowledge: The pupil will be able to recall the meaning of fuel.
The pupil will be able to define ideal fuel.

Understanding: The pupil will be able to explain the characteristics of ideal fuel.
The pupil will be able to identify different types of fuel.

Application: The pupil will be able to list out the harmful effects of burning fuel.
The pupil will be able to give example for ideal fuel

Skill: The pupil will be able to observe the combustion of fuel

Sl.No	Teaching Learning Materials	Topic
1	Flash cards	Introduction to fuels
2	firewood, charcoal, kerosene.	Types of fuels
3	Flash cards.	Harmful effects of
	chart	of fuels

Engage

5ನ ಹಂತಗಳು 5E Steps	ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು Teacher's activities	ವಿದ್ಯಾರ್ಥಿಗಳ ಚಟುವಟಿಕೆಗಳು Students Activities	ಶಿಕ್ಷಕರ ಸ್ವ-ಅವಲೋಕನ Teacher's Reflection
ತೊಡಗಿಸು Engage	Teacher greets the pupil Teacher initiates the class through conducting activities Teacher <u>Activity</u> Teacher distributes flashcards among pupil Teacher asks the pupil to describe the picture in the flashcards flashcards contains the pictures of Boy pedaling cycle, Horse carriage, Smoke emitting car, bus and handrickshaw. Teacher asks questions to pupil what did you observe in the above activity	pupil greets the teacher Pupil actively participates in an activity Pupil describes the picture in the flashcards Pupil responds to the question	Images used were appropriate more activities can be involved in engage stage

Statement of the aim

5ನ ಹಂತಗಳು 5E Steps	ವಿಷಯದೊಂದಿಗೆ ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು Content with Teacher activities framed to facilitate the Students learning	ವಿದ್ಯಾರ್ಥಿಗಳ ಚಟುವಟಿಕೆಗಳು Students activities in constructing the knowledge	ಶಿಕ್ಷಕರ ಸ್ವ-ಅವಲೋಕನ Teacher's Reflection
	How did vehicles causes air pollution What is the cause of smoke from vehicles? Smoke from vehicles is generally caused by unburnt or partly burnt fuel	Pupil responds to the questions demonstrating their own entry point of understanding	questions asked frequently
Statement of the aim	Teacher announces So dear pupil in today's class we will discuss about "Fuel"		
	Teacher asks questions to pupil What is fuel? "The substance that undergoes combustion to produce heat energy is called as fuel" <u>Activity:</u> Teacher provides different combustible materials (fuel) and asks the pupil to	Pupil responds to the question. Pupil identifies the combustible materials	Pupil's actively Participated in the activities

5th ಹಂತಗಳು 5E Steps	ವಿಷಯದೊಂದಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸಲು ರೂಪಿಸಿದ ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು Content with Teacher activities framed to facilitate the Students learning	ಬಾಳವನ್ನು ಕಟ್ಟಿಕೊಳ್ಳುವ ವಿದ್ಯಾರ್ಥಿ ಚಟುವಟಿಕೆಗಳು Students activities in constructing the knowledge	ಶಿಕ್ಷಕರ ಸ್ವ-ಅವಲೋಕನ Teacher's Reflection
	to ident fuels Solid Wood charcoal coal Coke Gasceous Natural gas Petroleum gas Biogas LPG Teacher asks questions to pupil Do all fuels produce same amount of heat when they are burnt? Why do different fuels have different heat of combustion? Calorific value The amount of heat energy produced on complete combustion of 1 kg of a fuel	Pupil becomes a good observer Pupil shares ideas and suspends judgement Pupil becomes a good listener	Activities used were relevant to the topic charts used were relevant to the topic
	is called its calorific value Teacher asks questions to pupil what are the characteristics of an ideal fuel? Characteristics of an Ideal Fuel * It should be easily available. * It should be cheap * It should generate large amount of heat * It should not leave any unwanted matter after combustion Teacher conducts an activity Activity: Teacher distributes flashcards among the pupil and asks them to describe pictures in the flash cards flash containing the images of burning firewood.	Pupil provides reasonable responses Pupil interacts in positive support manner Pupil becomes a good listener Pupil describes the picture in the flashcard	Explanation of topic was appro- priate

5th ಪಂತಗಳು 5E Steps	ವಿಷಯದೊಂದಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸಲು ರೂಪಿಸಿದ ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು Content with Teacher activities framed to facilitate the Students learning	ಜ್ಞಾನವನ್ನು ಕಟ್ಟಿಕೊಳ್ಳುವ ವಿದ್ಯಾರ್ಥಿ ಚಟುವಟಿಕೆಗಳು Students activities in constructing the knowledge	ಶಿಕ್ಷಕರ ಸ್ವ-ಅವಲೋಕನ Teacher's Reflection
Elaborate	Smoke released during the combustion of fuels Teacher c How does the enviro What are Burning of fuels <u>Harmful effects of burning fuels</u> * Deforestation * Global warming * Acid rain. dangerous to baby	Pupil provides reasonable responses to the question Pupil applies new terms and definitions Pupil records the explanation	Teacher-student interaction was good



ಉಪಸಂಹಾರ Conclusion	Dear students in today's class we have discuss about fuels, types of fuels and harmful effects of fuels. ಶಿಕ್ಷಕರ ಅಂತರಾವಲೋಕನ / Teacher's introspection
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ನನ್ನ ಪಾಠದಲ್ಲಿ ಕಂಡುಕೊಂಡ ಉತ್ತಮಾಂಶಗಳು
Merits identified in my lesson

ನನ್ನ ಪಾಠದಲ್ಲಿ ಸುಧಾರಿಸಿಕೊಳ್ಳಬೇಕಾದ ಅಂಶಗಳು
Things to be improve in my lesson

- * Explanation of the topic was good
- * Blackboard work was neat and gives complete idea about the concept
- * TLM's used were relevant and arouses interest in the pupil

- * more thought provoking questions can be asked to the pupil

Recapitulation

- 1) What is fuel ?
- 2) Define calorific value.

Black board summary

The substance that undergoes Combustion to produce energy is called fuel

The amount of heat energy produced on complete combustion of 1kg of fuel is called its calorific value

ಅಭ್ಯಾಸ ಪ್ರಶ್ನೆಗಳು / ಗೃಹಕಾರ್ಯ / Assignment / Home work :

- 1) Explain the characteristics of good fuel :
- 2) List out the harmful effects of burning fuels.

Approved.

ಪಾಠ್ಯೋಪನ್ಯಾಸ ಅನುಮೋದಿಸಿದೆ
Lesson plan approved

Signature: [Signature]

ಬೋಧನಾ ವಿಧಾನದ ಅಧ್ಯಾಪಕರ ಸಹಿ ಮತ್ತು ದಿ
Signature of the method master with d

ವೀಕ್ಷಕರ ಸಲಹೆಗಳು / Supervisor's suggestions (Feed back)

Engaged the class through an activity.
Good content knowledge, explained in simple words with activity.
Personality of the teacher is good
Probing & prompting is done effectively.

Signature: [Signature]

ವೀಕ್ಷಕರ ಸಹಿ ಮತ್ತು ದಿನಾಂಕ
Signature of the supervisor v

Name : Kanchana. Y
ಕೆಸರು :

Roll No. ED200016
ಪಾಜರಿ ಸಂಖ್ಯೆ :

Lesson No. : 4
ಸಾಠದ ಸಂಖ್ಯೆ :

Date : 11/11/22
ದಿನಾಂಕ :

Class : 8th
ತರಗತಿ :

School/College : Indian High School
ಶಾಲೆ/ಕಾಲೇಜು :

Subject : Chemistry
ಷಯ :

Topic : Metals and Non-metals
ಸಂಗತಿ :

ಪೂರ್ವಜ್ಞಾನ/Previous Knowledge :

Pupils have the knowledge of elements and different types of elements.

ಬೋಧನಾಂಶಗಳು ಮತ್ತು ಪರಿಕಲ್ಪನೆಗಳನ್ನು ರೂಪಿಸುವಿಕೆ / Teaching points and formation of concepts :

- * Introduction to metals and non-metals
- * Physical properties of metals and non-metals
- *

ಸಾಮಾನ್ಯ ಉದ್ದೇಶಗಳು / General Objectives :

- * Pupil acquires the knowledge of metals
- * Pupil develops the knowledge of different non-metals
- * Pupil develops the understanding of physical properties of metals
- * Pupil develops the skill of identifying different types of elements
- * Pupil develops scientific attitude

ನಾಡು/ನಿರ್ದಿಷ್ಟ/ಬೋಧನಾ ಉದ್ದೇಶಗಳು / Behavioural / Specific / Instructional Objectives :

- Knowledge: The pupil will be able to recall the meaning of elements.
- The pupil will be able to recognize the different types of metals.
- The pupil will be able to define the term "metals".

The pupil will be able to differentiate between metals and non-metals.

Application: The pupil will be able to give example for non-metal.

The pupil will be able to

Skill: The pupil will be able to observe the electrical conductivity of metals.

Sl.No	Teaching Learning Materials	Topic
1	Iron nail, coal, copper, wood, plastic Pencil lead.	Introduction to metals and nonmetals
2	electric tester, Iron rod, Iron sheet a metal coin, wooden box, Sulphur	Physical properties of metals and non-metals
3	Phosphorus, Sodium metal, potassium -um	Exceptions in metals

Engage

5E Steps	ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು Teacher's activities	ವಿದ್ಯಾರ್ಥಿಗಳ ಚಟುವಟಿಕೆಗಳು Students Activities	ಶಿಕ್ಷಕರ ಸ್ವ-ಅವಲೋಕನ Teacher's Reflection
ಶಿಕ್ಷಕನು Engage	Teacher greets the pupil Teacher initiates the class through conducting an activity Activity Teacher provides different types of materials and asks the pupil to identify metals and non-metals Teacher provides iron nail, charcoal, wood, potassium, sodium, copper, Graphite (pencil lead), a metal coin, rubber. Teacher asks questions to pupil what did you observe in the above activity	pupil greets the teacher Pupil actively participates in an activity Pupil identifies metals and non metals Pupil responds to the question	Activities used were relevant to the topic Questions asked were interesting and engage the students in the lesson

Statement of the aim

Explore

5E Steps	Content with Teacher activities framed to facilitate the Students learning	Students activities in constructing the knowledge	Teacher's Reflection
	What are the two types of elements you have observed in the above activity Teacher announces	Pupil responds to the question	
Statement of the aim	So dear pupil in today's class we will discuss about <u>metals</u> and <u>non-metals</u>		
Explore	Teacher asks the questions to pupil Teacher provides different metallic materials and asks the pupil to observe those materials in an appropriate way 	Pupil actively participates in an activity Pupil applies new terms and definitions Pupil demonstrates an understanding of the concept	Activities conducted were relevant to the topic and pupils actively participate in all the activities

5ನ ಹಂತಗಳು 5E Steps	ವಿಷಯದೊಂದಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸಲು ರೂಪಿಸಿದ ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು Content with Teacher activities framed to facilitate the Students learning	ಜ್ಞಾನವನ್ನು ಕಟ್ಟಿಕೊಳ್ಳುವ ವಿದ್ಯಾರ್ಥಿ ಚಟುವಟಿಕೆಗಳು Students activities in constructing the knowledge	ಶಿಕ್ಷಕರ ಸ್ವ-ಅವಲೋಕನ Teacher's Reflection
	Give example for metal Give an example for non-metal Teacher conducts activities <u>Physical properties of metals and non-metals</u> <u>Activity</u> Teacher provides different types of materials (metals and non-metals) and asks the pupil to place those materials on the basis of their physical properties i.e appearance and hardness of material Teacher asks questions to pupil What do you call for that shining property of metals?	Pupil gives example for metals pupil demonstrates interest in the lesson Pupil becomes good observer Pupil provides reasonable responses	Activities arouses interest towards the topic among the pupil
Explain	Metals have a characteristic shiny appearance which is known as the metallic lustre <u>Activity</u>: Teacher provides a small iron nail, a coal piece and a piece of thick aluminium wire and a pencil lead to the pupils and asks the pupils to beat the iron nail with a hammer then repeat the same kind of treatment on the coal piece and pencil lead. Teacher asks questions to pupil What happens when you beat iron nail with a hammer What happens when you beat a pencil lead with a hammer? The property of metals by which they can be beaten into thin sheets is called <u>malleability</u> <u>Activity</u>: Teacher makes simple circuit and asks the pupil to test whether electricity can pass through an object	Pupil interacts in a positive and supportive manner Pupil uses previous observations and answers the question Pupil applies new terms and definitions	Explaining the topic using chart helps the pupils to understand the concept better

5E ಹಂತಗಳು 5E Steps	ವಿಷಯದೊಂದಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸಲು ರೂಪಿಸಿದ ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು Content with Teacher activities framed to facilitate the Students learning	ಜ್ಞಾನವನ್ನು ಕಟ್ಟಿಕೊಳ್ಳುವ ವಿದ್ಯಾರ್ಥಿ ಚಟುವಟಿಕೆಗಳು Students activities in constructing the knowledge	ಶಿಕ್ಷಕರ ಸ್ವ-ಅವಲೋಕನ Teacher's Reflection
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Elaborate

and asks the pupil to repeat the activity with various materials like - Iron nail, sulphur, coal piece, copper wire
Teacher asks questions to pupil
What did you observe in the above activity

Pupil actively participates in an activity

Pupil provides reasonable responses

Activities conducted were relevant to the topic and all pupils involved in the activities

Metals are an excellent conductor of electricity
Non-metals are generally cannot conduct electricity

Activity: Teacher provides aluminium copper wires to pupil and asks them to observe them closely.

Teacher asks questions to pupil
Have you seen the wires of coal?

Pupil provides reasonable responses

The property of metal by which it can be drawn into wires is called ductility

Evaluate

Teacher asks questions to pupil

Define metal?

Give example for a non-metal which is extremely hard

List out the physical properties of metals

Pupil demonstrates an understanding of concept
Pupil evaluates his/her own progress

Questions were asked frequently helps to evaluate the understanding of concept

ಉಪಸಂಹಾರ

Conclusion

Dear students in today's class we have discussed about metals and non metals and Physical properties of metals in the next class we will discuss about Chemical properties of metals
ಶಿಕ್ಷಕರ ಅಂತರಾವಲೋಕನ / Teacher's introspection

ನನ್ನ ಪಾಠದಲ್ಲಿ ಕಂಡುಕೊಂಡ ಉತ್ತಮಾಂಶಗಳು
Merits identified in my lesson

ನನ್ನ ಪಾಠದಲ್ಲಿ ಸುಧಾರಿಸಿಕೊಳ್ಳಬೇಕಾದ ಅಂಶಗಳು
Things to be improve in my lesson

- * Activities used were relevant and interesting
- * TLM's used were appropriate
- * Questions were equally distributed among the pupils

- * Probe the students accordingly.

Recapitulation

What is metal ?

What is a non-metal ?

Black board summary

a metal is a solid material that is typically hard, opaque shiny, and good conductor of electricity.

non metal is an element that doesn't conduct heat and electricity and they are not sonorous.

ಅಭ್ಯಾಸ ಪ್ರಶ್ನೆಗಳು / ಗೃಹಕಾರ್ಯ / Assignment / Home work :

1> Explain the physical properties of metal.

2> Define non-metals. Give five examples of non-metals.

Approved.

ಪಾಠಯೋಜನೆಯನ್ನು ಅನುಮೋದಿಸಿದೆ
Lesson plan approved

Approved.

ಬೋಧನಾ ವಿಧಾನದ ಅಧ್ಯಾಪಕರ ಸಹಿ ಮತ್ತು ದಿ:
Signature of the method master with date

ವೀಕ್ಷಕರ ಸಲಹೆಗಳು / Supervisor's suggestions (Feed back)

- Initiate the class through an activity.
- Content knowledge is good. Explained properly with illustrations.
- Black board work is legible.
- Inductive method used properly.

Approved.

ವೀಕ್ಷಕರ ಸಹಿ ಮತ್ತು ದಿನಾಂಕ
Signature of the supervisor with date

Name : Kanchana, Y

Roll No. ED300016
ಹಾಜರಿ ಸಂಖ್ಯೆ :

Lesson No. : 5
ಪಾಠದ ಸಂಖ್ಯೆ :

Date : 12/12/20
ದಿನಾಂಕ :

Class : 8th
ತರಗತಿ :

School/College : Indian High School
ಶಾಲೆ/ಕಾಲೇಜು :

Subject : Chemistry
ವಿಷಯ :

Topic : Chemical properties of metals and non-
ಸಂಗತಿ : - metals

ಪೂರ್ವಜ್ಞಾನ/Previous Knowledge :

Pupils have the knowledge of Physical properties of metals and non-metals.

ಹಿರೇಧನಾಂಶಗಳು ಮತ್ತು ಪರಿಕಲ್ಪನೆಗಳನ್ನು ರೂಪಿಸುವಿಕೆ / Teaching points and formation of concepts :

* Chemical properties of metals

* Chemical properties of non-metals

*

ಸಾಮಾನ್ಯ ಉದ್ದೇಶಗಳು / General Objectives :

* Pupils acquire the knowledge of chemical properties of metals

* Pupils develop the understanding of chemical properties of non-metals

* Pupils develop scientific attitude

ತರ್ಕನಾ/ನಿರ್ದಿಷ್ಟ/ಹಿರೇಧನಾ ಉದ್ದೇಶಗಳು / Behavioural / Specific / Instructional Objectives :

Knowledge : The pupil will be able to recall the meaning of metal

The pupil will be able to recognize the chemical properties of metal

Application : The pupil will be able to list out the chemical properties of non-metals

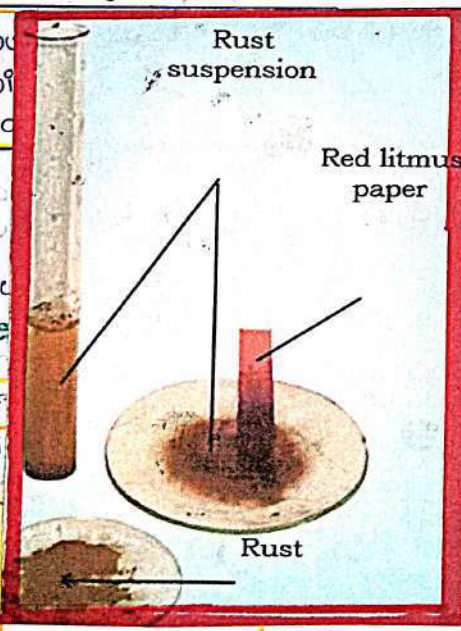
The pupil will be able to give examples for metallic oxide

Skill : The pupil will be able to prepare rust suspension

The pupil will be able to observe the reaction of sodium with water

Sl.No	Teaching Learning Materials	Topic
1	Rust suspension with PH papers	Reaction of metals with oxygen
2	magnesium ribbon.	
3	Sulphur powder glass tumbler, deflo	Reaction of non-metals with oxygen
	grinding spoon	
4	Sodium metal, water	Reaction of metal with water
5	Phosphorus in water	
6	Sodium hydroxide and aluminium foil	Reaction of metals with Base

5E Steps Engage	ದಿವ್ಯಕರ ಚಟುವಟಿಕೆಗಳು Teacher's activities	ವಿದ್ಯಾರ್ಥಿಗಳ ಚಟುವಟಿಕೆಗಳು Students Activities	ದಿವ್ಯಕರ ಸ್ವ-ಅವಲೋಕನ Teacher's Reflection
	Teacher greets the pupil Teacher initiates the class through activity Teacher : Teacher provides different metals and non-metallic substances to pupil and asks the pupil to identify the physical properties of metals and non-metals Metals : copper wire, aluminium foil, Iron nail, a metal coin Non-metals : Pencil Lead, coal piece, sulphur. Teacher asks questions to pupil what did you observe in the above activity which type of property is ductility?	Pupil greets the teacher Pupil actively participates in an activity Pupil identifies the physical property of metals Pupil responds to the question	Activities conducted were relevant to topic Pupil actively engaged in the lesson

5E Steps	Content with Teacher activities framed to facilitate the Students learning	Students activities in constructing the knowledge	Teacher's Reflection
	Is burning of magnesium ribbon is physical change is combustible physical or burn	Pupil responds to the questions demonstrating their own entry point of understanding	
Explore	Teacher announces so dear pupil and non-metal Teacher asks What are the Teacher conducts Activity: Teacher Activity: Take spoonfull of rust and dissolve it in a little amount of water and test the solution with red and blue litmus	 discuss about <u>Chemical properties of metals</u> Pupil actively participates in an activity	Activities conducted were relevant to topic Activities conducted were interesting

5E ಹಂತಗಳು 5E Steps	ವಿಷಯವೊಂದಿಗೆ ವಿವರಣೆಗಳ Content with Teacher activities framed to facilitate the Students learning	ಪಠ್ಯವನ್ನು ಕಟ್ಟಿಕೊಳ್ಳುವ ವಿದ್ಯಾರ್ಥಿ ಚಟುವಟಿಕೆಗಳು Students activities in constructing the knowledge	ಶಿಕ್ಷಕರ ಸ್ವ-ಅವಲೋಕನ Teacher's Reflection			
	Take a spoonful of ash obtained on burning magnesium ribbon - on is dissolved in water & test the solution with red and blue litmus Red litmus turns to blue oxide of magnesium is basic in nature	Pupil records the observation				
	Teacher asks questions to pupil - what did you observe in the above activity? - What is the nature of metal oxide? Teacher conducts an activity Activity : Testing nature of non-metallic oxides Non-metals + oxygen → Non-metallic oxides	Pupil responds to the question on the basis of his observation	Inducto-deducto method is used to explain the topic conducted - for was done accordingly			
	<table><tr><th>Activity</th><th>Observation</th><th>Inference</th></tr></table>	Activity	Observation	Inference		
Activity	Observation	Inference				
	 tumbler cover the glass tumbler with a lid to ensure that the gas produced does not escape. add a small quantity of water into the tumbler and test the solution with red and blue litmus paper Sulphur dioxide + water CH_2O → Sulphurous acid CH_2SO_3	Pupil responds to the question Pupil demonstrates interest in the lesson Pupil actively participates in an activity Pupil records the observation	Illustration with examples helps the pupil to understand the concept better			

5E ಹಂತಗಳು 5E Steps	ವಿಷಯದೊಂದಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸಲು ರೂಪಿಸಿದ ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು Content with Teacher activities framed to facilitate the Students learning	ಜ್ಞಾನವನ್ನು ಕಟ್ಟಿಕೊಳ್ಳುವ ವಿದ್ಯಾರ್ಥಿ ಚಟುವಟಿಕೆಗಳು Students activities in constructing the knowledge	ಶಿಕ್ಷಕರ ಸ್ವ-ಅವಲೋಕನ Teacher's Reflection
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Reaction of metals and non-metals with water

Teacher conducts an "activity"
Teacher carefully cut a small piece of sodium metal, dry it using filter paper and wrap it in a small piece of cotton and add that piece of metal into a beaker containing water

Activity:

Teacher carefully cut a small piece of phosphorous (is a very reactive) non-metal and add that into beaker containing water

Teacher asks questions to pupil

Why is sodium stored in kerosene

Pupil actively participates in an activity

Pupil demonstrates interest in the lesson

Illustration with examples helps the pupil to understand the concept better

Why is phosphorous stored in water?

Teacher asks the questions to pupil
What is the chemical name for rust?
What happens when metals react with oxygen?

What is the nature of metallic oxides?

Teacher concludes the class by saying

Pupil gives answer i.e Iron oxide

Pupil provides reasonable responses

Evaluation is done throughout the lesson

ಉಪಸಂಹಾರ
Conclusion

Dear students in this class we have learnt about chemical properties of metals and non-metals

ಶಿಕ್ಷಕರ ಅಂತರಾವಲೋಕನ / Teacher's introspection

ನನ್ನ ಪಾಠದಲ್ಲಿ ಕಂಡುಕೊಂಡ ಉತ್ತಮಾಂಶಗಳು
Merits identified in my lesson

ನನ್ನ ಪಾಠದಲ್ಲಿ ಸುಧಾರಿಸಿಕೊಳ್ಳಬೇಕಾದ ಅಂಶಗಳು
Things to be improve in my lesson

- * Explanation of the topic was good
- * Probing was made accordingly
- * All the pupils involved in the lesson actively

- * More activities can be conducted

Recapitulation	Black board summary
What is the nature of non-metallic oxides?	Non-metallic oxides are acidic in nature
What is the nature of metallic oxides?	metallic oxides are basic in nature

ಅಭ್ಯಾಸ ಪ್ರಶ್ನೆಗಳು / ಗೃಹಕಾರ್ಯ / Assignment / Home work :

1) Explain the reaction of metals with oxygen with an example

2) Give reason why sodium and potassium are stored in kerosene.

Approved

ಪಾಠಯೋಜನೆಯನ್ನು ಅನುಮೋದಿಸಿದೆ
Lesson plan approved

Amalathi AP
3/2/22

ಬೋಧನಾ ವಿಧಾನದ ಅಧ್ಯಾಪಕರ ಸಹಿ ಮತ್ತು
Signature of the method master with

ವೀಕ್ಷಕರ ಸಲಹೆಗಳು / Supervisor's suggestions (Feed back)

Mastery over content knowledge explained
Neatly with experiments.
Teacher has good personality.
Proper voice modulation, gesture & posture.
Conducted activities are relevant.
All steps followed neatly

Amalathi AP
3/2/22

ವೀಕ್ಷಕರ ಸಹಿ ಮತ್ತು ದಿನಾಂಕ
Signature of the supervisor with

Name ಹೆಸರು : Kanchana. Y	Roll No. ED200016 ಪಾಠಶಾಲೆ ಸಂಖ್ಯೆ :
Lesson No. ಪಾಠದ ಸಂಖ್ಯೆ : 6	Date 21/03/21 ದಿನಾಂಕ : 21/03/21
Class ತರಗತಿ : 8 th	School/College ಶಾಲೆ/ಕಾಲೇಜು : Indian High School

Subject : Chemistry
ವಿಷಯ : Chemistry

Topic : chemical properties of metals and non-metals
ಸಂಗತಿ : chemical properties of metals and non-metals

ಪೂರ್ವಜ್ಞಾನ/Previous Knowledge :

Pupils have the knowledge of reaction of metals and non-metals with oxygen and water.

ಬೋಧನಾಂಶಗಳು ಮತ್ತು ಪರಿಕಲ್ಪನೆಗಳನ್ನು ರೂಪಿಸುವಿಕೆ / Teaching points and formation of concepts :

- * Reaction of metals and non-metals with Acids
 - * Reaction of metals with bases
 - * Displacement reactions
 - * Uses of metals and non-metals
- ಸಾಮಾನ್ಯ ಉದ್ದೇಶಗಳು / General Objectives :

- * Pupil acquires the knowledge of chemical properties of metals
- * Pupil develops the understanding of reaction of metals with bases
- * Pupil develops the interest towards displacement reaction
- * Pupil develops the scientific attitude

ವರ್ತನಾ/ನಿರ್ದಿಷ್ಟ/ಬೋಧನಾ ಉದ್ದೇಶಗಳು / Behavioural / Specific / Instructional Objectives :

Knowledge : The pupil will be able to recall the chemical properties of non-metals.

The pupil will be able to define displacement reaction.

Application : The pupil will be able to give example for displacement reaction.

The pupil will be able to list out the advantages of metals.

The pupil will be able to list out the uses of non-metals.

Skill : The pupil will be able to observe the chemical reaction of metals with dil sulphuric acid.

4	chart	- chart uses of metals and non-metals
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5ನ ಹಂತಗಳು 5E Steps	ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು Teacher's activities	ವಿದ್ಯಾರ್ಥಿಗಳ ಚಟುವಟಿಕೆಗಳು Students Activities	ಶಿಕ್ಷಕರ ಸ್ವ-ಅವಲೋಕನ Teacher's Reflection
ತೊಡಗಿಸು Engage	Teacher greets the pupil Teacher initiate the class through an activity <u>Activity</u>: Teacher provides rusted nail to the pupil and asks him to observe that nail Teacher burnt a magnesium ribbon and asks the pupil to identify the product formed the reaction Teacher asks questions to pupil What did you observe in the above activity? Is rusting of iron a physical or chemical change? Is rusting of iron a chemical property	Pupil greets the teacher pupil actively participates in an activity Pupil becomes a good observer Pupil responds to the question Pupil responds to the question and demonstrates their own entry point of	Linking previous knowledge of pupil with present -dingly through interesting activities

5ನ ಹಂತಗಳು 5E Steps	ವಿಷಯದೊಂದಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸಲು ರೂಪಿಸಿದ ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು Content with Teacher activities framed to facilitate the Students learning	ಜ್ಞಾನವನ್ನು ಕಟ್ಟಿಕೊಳ್ಳುವ ವಿದ್ಯಾರ್ಥಿ ಚಟುವಟಿಕೆಗಳು Students activities in constructing the knowledge	ಶಿಕ್ಷಕರ ಸ್ವ-ಅವಲೋಕನ Teacher's Reflection
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-ty?

Understanding

So dear pupil in today's class we will discuss more about Chemical properties of metals and non-metals

Teacher asks questions to pupil

1. What are chemical properties of metals?

Pupil provides reasonable responses

Teacher conducts an activity

Activity: Reaction with Acids

Pupil actively participates in an activity

Activity	observation	Inference
Teacher asks the pupil to take iron filings in the test tube and add Sulphuric acid to that test tube and asks him to warm	metal i.e iron filings starts reacting with sulphuric acid	Metals generally react with acids and produce hydrogen gas that burns with a pop sound

Pupil observes the changes in the solution

Pupil becomes a good observer

Activities were relevant to the topic

the test tube gently

Example

5ನ ಹಂತಗಳು 5E Steps	ವಿಷಯದೊಂದಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಪಡಿಸುವ ರೂಪಿತ ಚಟುವಟಿಕೆಗಳು Content with Teacher activities framed to facilitate the Students learning	ಜ್ಞಾನವನ್ನು ಕಟ್ಟಿಕೊಳ್ಳುವ ವಿದ್ಯಾರ್ಥಿ ಚಟುವಟಿಕೆಗಳು Students activities in constructing the knowledge	ಶಿಕ್ಷಕರ ಸ್ವ-ಅವಲೋಕನ Teacher's Reflection									
	Teacher asks questions to pupil what did you observe from above activity What happens when a metal reacts with Sulphuric acid ? <table><tr><th>Activity</th><th>observation</th><th>Inference</th></tr><tr><td>Teacher asks the pupil to take charcoal powder in the test tube containing sulphuric acid</td><td>non metal i.e charcoal reacting with sulphuric acid</td><td>non-metals do not react with H_2SO_4 and do not produce hydrogen gas</td></tr><tr><td>and asks the pupil to warm the test tube gently</td><td></td><td>and there is no pop sound</td></tr></table> Teacher asks questions to pupil	Activity	observation	Inference	Teacher asks the pupil to take charcoal powder in the test tube containing sulphuric acid	non metal i.e charcoal reacting with sulphuric acid	non-metals do not react with H_2SO_4 and do not produce hydrogen gas	and asks the pupil to warm the test tube gently		and there is no pop sound	Pupil responds to the question Pupil shares ideas Pupil becomes a good observer Pupil demonstrates interest in the lesson Pupil provides reasonable responses	Illustration with examples helps the pupil to understand the concept better
Activity	observation	Inference										
Teacher asks the pupil to take charcoal powder in the test tube containing sulphuric acid	non metal i.e charcoal reacting with sulphuric acid	non-metals do not react with H_2SO_4 and do not produce hydrogen gas										
and asks the pupil to warm the test tube gently		and there is no pop sound										
Explain	What did you observe from above activity ? What happens when a non-metal reacts with acid i.e Sulphuric acid ? * metals reacts with acids and produce hydrogen gas * Non-metals do not react with sulphuric acid and do not produce hydrogen gas Teacher conducts an activity <u>Activity :</u> <table><tr><th>Activity</th><th>observation</th><th>Inference</th></tr><tr><td>Teacher asks the pupil to take 100ml beaker and asks him/her to take some of water and copper sulphate + zinc granules</td><td>slowly colour of the solution changes from blue to colourless and red precipitate is formed at the bottom of beaker</td><td>copper in the $CuSO_4$ solution is displaced by zinc</td></tr></table>	Activity	observation	Inference	Teacher asks the pupil to take 100ml beaker and asks him/her to take some of water and copper sulphate + zinc granules	slowly colour of the solution changes from blue to colourless and red precipitate is formed at the bottom of beaker	copper in the $CuSO_4$ solution is displaced by zinc	Pupil interacts in positive manner Pupil applies new terms and definitions Pupil actively participates in an activity Pupil demonstrates interest towards the lesson Pupil becomes a good observer	Inductive-deductive method is used to explain the topic i.e chemical properties of metals and non-metals			
Activity	observation	Inference										
Teacher asks the pupil to take 100ml beaker and asks him/her to take some of water and copper sulphate + zinc granules	slowly colour of the solution changes from blue to colourless and red precipitate is formed at the bottom of beaker	copper in the $CuSO_4$ solution is displaced by zinc										

5E ಹಂತಗಳು 5E Steps	ವಿಷಯದೊಂದಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯನ್ನು ಆನುಕೂಲಿಸಲು ರೂಪಿಸಿದ ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು Content with Teacher activities framed to facilitate the Students learning	ಜ್ಞಾನವನ್ನು ಕಟ್ಟಿಕೊಳ್ಳುವ ವಿದ್ಯಾರ್ಥಿ ಚಟುವಟಿಕೆಗಳು Students activities in constructing the knowledge	ಶಿಕ್ಷಕರ ಸ್ವ-ಅವಲೋಕನ Teacher's Reflection
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Teacher asks questions to pupil
What did you observe from the above activity?
Why does the blue colour of copper sulphate solution becomes colourless when a piece of zinc metal are immersed in it?
What is displacement reaction?

Displacement reaction

A reaction in which a more active metal displaces a less active metal from a solution of its salts

Teacher asks questions to pupil
What are the uses of metals and non-metals?

Pupil responds to the question

Pupil shares ideas

Pupil applies new terms and definitions

Pupil responds to the question

Relating the concept with daily life applications was appropriate

Teacher asks questions to pupil

1> What is displacement reaction?

2> Give an example for non-metallic substance

3> Explain the reaction of metals with sulphuric acid?

Pupil demonstrates an understanding of the concept

Pupil evaluates his/her understanding

Evaluation is done throughout the lesson

Questions were frequently asked throughout the lesson

ಉಪಸಂಹಾರ
Conclusion

So dear students in today's class we have discussed about chemical properties of metal and non-metal, uses of metals and non-metal

ಶಿಕ್ಷಕರ ಅಂತರಾವಲೋಕನ / Teacher's introspection

ನನ್ನ ಪಾಠದಲ್ಲಿ ಕಂಡುಕೊಂಡ ಉತ್ತಮಾಂಶಗಳು
Merits identified in my lesson

ನನ್ನ ಪಾಠದಲ್ಲಿ ಸುಧಾರಿಸಿಕೊಳ್ಳಬೇಕಾದ ಅಂಶಗಳು
Things to be improve in my lesson

- * Activities conducted were relevant
- * Examples given were appropriate
- * charts, videos, images used were create interest among the pupil

- * more activities or strategies can be used to introduce the lesson

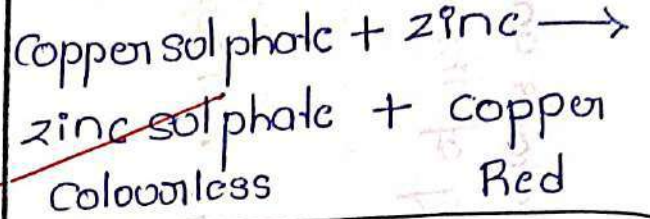
Recapitulation

1) Define displacement reaction

2) Give an example for displacement reaction

Black Board Summary

A reaction in which more reactive metal displaces a less active metal from a solution of its salts



ಅಭ್ಯಾಸ ಪ್ರಶ್ನೆಗಳು / ಗೃಹಕಾರ್ಯ / Assignment / Home work :

- 1) Explain the reaction of metals with sulphuric acid?
2) List out the advantages of non-metals

Approved:

ಪಾಠಯೋಜನೆಯನ್ನು ಅನುಮೋದಿಸಿದೆ
Lesson plan approved

Demolaithe 12/12/22

ಬೋಧನಾ-ವಿಧಾನದ ಅಧ್ಯಾಪಕರ ಸಹಿ ಮತ್ತು ದಿನಾಂಕ
Signature of the method master with date

ವೀಕ್ಷಕರ ಸಲಹೆಗಳು / Supervisor's suggestions (Feed back)

1) ಕೆಲವು ಮಿಥೋಯಿಸ್ ಮತ್ತು ಮೃಗಜೀವಿ ಪ್ರದರ್ಶನ.

2) metal & non metal ಸೇರಿಸಿ ಮೃಗಜೀವಿ ಸೇರಿ
ಜೀತ ಸುಖ & ಕಾರ್ಯಾಚರಣೆ ಸುಖಕ್ಕಾಗಿ, ತಿಳಿಸುವರು

Teaching ಬೆಳೆವಣಿಗೆ

Jaappa

ವೀಕ್ಷಕರ ಸಹಿ ಮತ್ತು ದಿನಾಂಕ
Signature of the supervisor with date

INDIAN HIGH SCHOOL
Shimoga

Name
ಹೆಸರು :

Kanchana. Y

Roll No. ED200016

ಹಾಜರಿ ಸಂಖ್ಯೆ :

Lesson No.
ಪಾಠದ ಸಂಖ್ಯೆ :

7

Date
ದಿನಾಂಕ :

4/03/22

Class
ತರಗತಿ :

8th

School/College
ಶಾಲೆ/ಕಾಲೇಜು :

Indion High School

Subject
ವಿಷಯ :

Chemistry

Topic
ಸಂಗತಿ :

Coal

ಪೂರ್ವಜ್ಞಾನ/Previous Knowledge :

Pupil have the knowledge of fossil fuels.

ಬೋಧನಾಂಶಗಳು ಮತ್ತು ಪರಿಕಲ್ಪನೆಗಳನ್ನು ರೂಪಿಸುವಿಕೆ / Teaching points and formation of concepts :

- * Coal
- * Useful products of coal
- * Formation of coal

ಸಾಮಾನ್ಯ ಉದ್ದೇಶಗಳು / General Objectives :

- Pupil acquires the knowledge of importance of coal as fuel.
- Pupil develops the understanding of formation of coal.
- Pupil develops the understanding of useful products of coal.
- Pupil develops the interest towards the different coal products.
- Pupil develops the scientific attitude.

ವರ್ತನಾ/ನಿರ್ದಿಷ್ಟ/ಬೋಧನಾ ಉದ್ದೇಶಗಳು / Behavioural / Specific / Instructional Objectives :

Knowledge : The pupil will be able to recall the different products of coal.

The pupil will be able to define fossil fuel.

The pupil will be able to define

Understanding : The pupil will be able to explain the process of formation of coal carbonisation.

The pupil will be able to describe the characteristics of Coke.

Application : The pupil will be able to list out the uses of products of coal.

Skill : The pupil will be able to observe the importance of coal in industries.

1	Flashcards ✓	
2	coal.	Properties of coal
3	coal. Charcoal	Differentiate Between coal and charcoal

5ನ ಹಂತಗಳು 5E Steps	ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು Teacher's activities	ವಿದ್ಯಾರ್ಥಿಗಳ ಚಟುವಟಿಕೆಗಳು Students Activities	ಶಿಕ್ಷಕರ ಸ್ವ-ಅವಲೋಕನ Teacher's Reflection
ತೊಡಗಿಸು Engage	Teacher greets the pupil Teacher initiates the class through Activities Activity: Teacher distributes flash-cards among pupil and asks them to describe the image in the flash-cards flashcards containing images of different vehicles, like. car, bus, cycle, Steam locomotive Teacher asks questions to the pupil 1> What did you observe from above activity? 2> Which source of energy is used to drive a car? 3> What type of fuel do steam locomotive use?	Pupil greets the teacher Pupil actively participates in an activity Pupil observes the flash-cards Pupil demonstrates interest towards the topic Pupil responds to the question Pupil provides reasonable responses	Activities conducted were relevant to the topic

5ನ ಹಂತಗಳು 5E Steps	ವಿಷಯದೊಂದಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸಲು ರೂಪಿಸಿದ ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು Content with Teacher activities framed to facilitate the Students learning	ಜ್ಞಾನವನ್ನು ಕಟ್ಟಿಕೊಳ್ಳುವ ವಿದ್ಯಾರ್ಥಿಗಳ ಚಟುವಟಿಕೆಗಳು Students activities in constructing the knowledge	Teacher's Reflection
ಉದ್ದೇಶ Statement of the aim	So dear students in today's class we will discuss about <u>coal</u> and <u>useful products of coal</u>		
ವಿವರಿಸು Explain	Teacher asks questions to pupil 1> What is coal? Coal is a solid, black and readily combustible fossil fuel Teacher conducts an activity Activity: Teacher shows the video of formation of the coal Teacher asks questions to pupil How is coal formed? What is carbonisation <u>Carbonisation</u> "Carbonisation is the method of turning dead plants or vegetation into coal"	Pupil responds to the question Pupil actively participates in an activity Pupil provides answers Pupil applies new terms and definitions	Videos shown were relevant to the topic but it takes more time to show video to every pupil as the screen is small

5E ಹಂತಗಳು 5E Steps	ವಿಷಯದೊಂದಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲವು ರೂಪಿಸಿದ ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು Content with Teacher activities framed to facilitate the Students learning	ಜ್ಞಾನವನ್ನು ಕಟ್ಟಿಕೊಳ್ಳುವ ವಿದ್ಯಾರ್ಥಿ ಚಟುವಟಿಕೆಗಳು Students activities in constructing the knowledge	ಶಿಕ್ಷಕರ ಪ್ರತಿ-ಅವಲೋಕನ Teacher's Reflection
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Teacher conducts an activity
Activity: Teacher provides coal and charcoal to the pupil and asks him/her to identify the difference between them.
 Teacher asks questions to the pupil
 What did you observe from above activity?
 What is the difference between coal and charcoal?

Coal	Charcoal
It is a fossil fuel	It is produced by slow burning of carbon wood
Forms over millions of years	Can be made in a few minutes
Found in nature	Man-made material

Pupil actively participates in an activity

Pupil responds to the question

Pupil becomes a good observer

Pupil demonstrates interest in the lesson

Questions asked were thought provoking

Activities were relevant to the topic

Teacher asks questions to pupil
 What happens when coal is heated strongly in the absence of air?
 Name the products obtained from coal?

Teacher consolidates all the points of pupil and explain the

Useful products of coal

Coal: It is a tough, porous and black substance. It is an almost pure form of carbon.

Coal Tar: It is black, thick liquid with an unpleasant smell.

It is a mixture of about 200 substances
 * naphthalene balls used to repel moths and other insects are also obtained from coal tar

Pupil responds to the question

Pupil demonstrates interest towards the lesson

Pupil interacts in positive manner

Illustration with examples helps the pupil to understand the concept better

5E ಹಂತಗಳು 5E Steps	ವಿಷಯದೊಂದಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸಲು ರೂಪಿಸಿದ ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು Content with Teacher activities framed to facilitate the Students learning	ಜ್ಞಾನವನ್ನು ಕಟ್ಟಿಕೊಳ್ಳುವ ವಿದ್ಯಾರ್ಥಿ ಚಟುವಟಿಕೆಗಳು Students activities in constructing the knowledge	ಶಿಕ್ಷಕರ ಸ್ವ-ಆವಲೋಕನ Teacher's Reflection
	<u>coal gas</u>: coal gas is obtained from the processing of coal to get coke. It is used as a fuel in many industries situated near the coal processing plants. Teacher asks questions to pupil Why do we need to conserve coal? How can we conserve coal resources? <u>Importance of coal</u> * We need to conserve coal and petroleum because they are non renewable sources of energy and it takes millions of years for their formation. They are thus cannot be replenished quickly.	Pupil demonstrates an understanding of concept Pupil provides reasonable responses Pupil interacts in a positive and supportive manner	Relating the concept of importance of coal with daily life application was appropriate

	Teacher asks questions to pupil 1) What is coal ? 2) Describe characteristics and uses of coal 3) What are the uses of coal ? Teacher concludes the class by saying	Pupil demonstrates an understanding of the concept Pupil responds to the questions	Evaluation is done throughout the lesson
ಉಪಸಂಹಾರ Conclusion	Dear students in today's class we have learnt about <u>coal</u> in the next class we will discuss about <u>petroleum</u>		
ಶಿಕ್ಷಕರ ಅಂತರಾವಲೋಕನ / Teacher's introspection			

ನನ್ನ ಪಾಠದಲ್ಲಿ ಕಂಡುಕೊಂಡ ಉತ್ತಮಾಂಶಗಳು Merits identified in my lesson	ನನ್ನ ಪಾಠದಲ್ಲಿ ಸುಧಾರಿಸಿಕೊಳ್ಳಬೇಕಾದ ಅಂಶಗಳು Things to be improve in my lesson
* Inducto-deducto method was appropriate * Videos shown were relevant * Content delivery was good	* Need to concentrate on all the pupils

Recapitulation

1) Define Carbonisation

2) Name the different useful products of coal

Black board summary

Carbonisation is the method of turning dead plants or vegetation into coal

- * coke
- * coal tar
- * coal gas

ಅಭ್ಯಾಸ ಪ್ರಶ್ನೆಗಳು / ಗೃಹಕಾರ್ಯ / Assignment / Home work :

1) What are the uses of coal?

2) List out the uses of coal ?

Approved :

ಪಾಠಯೋಜನೆಯನ್ನು ಅನುಮೋದಿಸಿದೆ
Lesson plan approved

[Signature]

ಬೋಧನಾ ವಿಧಾನದ ಅಧ್ಯಾಪಕರ ಸಹಿ ಮತ್ತು ದಿನಾಂಕ
Signature of the method master with date

ವೀಕ್ಷಕರ ಸಲಹೆಗಳು / Supervisor's suggestions (Feed back)

- 1) ಟೀಕೆ ಮತ್ತು ಸಲಹೆಗಳನ್ನು ಸ್ವೀಕರಿಸಿ ಮತ್ತು ಸುಧಾರಿಸಿ
- 2) ಕೆಲವು ವಿಷಯಗಳನ್ನು ಸುಧಾರಿಸಿ ಮತ್ತು ಟೀಕೆ ಮತ್ತು ಸಲಹೆಗಳನ್ನು ಸ್ವೀಕರಿಸಿ

[Signature]

ವೀಕ್ಷಕರ ಸಹಿ ಮತ್ತು ದಿನಾಂಕ
Signature of the supervisor with date

HEAD MASTER
INDIAN HIGH SCHOOL

Name: Kanchana.Y

Roll No. ED300016

Lesson No. 8
ಕದ ಸಂಖ್ಯೆ : 8

Date 7/03/22
ದಿನಾಂಕ :

Class 9th
ತರಗತಿ :

School/College Indian High School
ಶಾಲೆ/ಕಾಲೇಜು :

Subject: Chemistry
ವಿಷಯ :

Topic: Colloids
ಸಂಗತಿ :

Previous Knowledge :

→ Pupil have the knowledge of solution and suspension
Different types of mixture

ಲೇಖನಾಂಶಗಳು ಮತ್ತು ಪರಿಕಲ್ಪನೆಗಳನ್ನು ರೂಪಿಸುವಿಕೆ / Teaching points and formation of concepts :

- Colloids
- Properties of colloids
- applications of colloids

ಸಾಮಾನ್ಯ ಉದ್ದೇಶಗಳು / General Objectives :

- * Pupil acquires the knowledge of colloids
- * Pupil develops the understanding of properties of colloids
- * Pupil develops the interest towards tyndall effect
- * Pupil applies the knowledge of colloids in his daily life
- * Pupil develops the scientific attitude

ವರ್ತನಾ/ನಿರ್ದಿಷ್ಟ/ಬೋಧನಾ ಉದ್ದೇಶಗಳು / Behavioural / Specific / Instructional Objectives :

Knowledge: The pupil will be able to recall the meaning of colloids

The pupil will be able to define tyndall effect

Understanding: The pupil will be able to explain the properties of colloids

The pupil will be able to identify the different types of

Application: The pupil will be able to list out the properties of colloids

The pupil will be able to give example for colloids

Skill: The pupil will be able to observe tyndall effect in colloids

Sl.No	Teaching Learning Materials	Topic
1	Copper sulphate. water. beaker. chalk - powder	Types of mixture
2	Milk & Ink in water	colloids
3	Model	Tyndal effect
	Flashcards	different types of colloids

5ನ ಹಂತಗಳು 5E Steps	ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು Teacher's activities	ವಿದ್ಯಾರ್ಥಿಗಳ ಚಟುವಟಿಕೆಗಳು Students Activities	ಶಿಕ್ಷಕರ ಸ್ವ-ಅವಲೋಕನ Teacher's Reflection
ತೊಡಗಿಸು Engage	Teacher greets the pupil Teacher initiates the class through conducting activities <u>Activity:</u> Teacher divide the class into 4 groups i.e A, B, C, D and distributes the following samples to each group → Few crystals of CuSO_4 to group A → one spatula full of CuSO_4 to group B → chalk powder to group C → Few drops of milk to group D and asks each group to add given sample in given water and stir properly using a glass rod Teacher asks questions to the pupil 1) What did you observe from above activity?	Pupil greets the teacher Pupil actively partici- -les in on activity Pupil becomes a good observer Pupil demonstrates inter- est in the lesson Pupil actively partici- -les in on activity Pupil records the observa- -tion.	Activities condu- -cted were rele- -vant to the topic Pupils actively involved in activities

5ನ ಹಂತಗಳು 5E Steps	ವಿಷಯದೊಂದಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸಲು ರೂಪಿಸಿದ ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು Content with Teacher activities framed to facilitate the Students learning	ಜ್ಞಾನವನ್ನು ಕಟ್ಟಿಕೊಳ್ಳುವ ವಿದ್ಯಾರ್ಥಿ ಚಟುವಟಿಕೆಗಳು Students activities in constructing the knowledge	ಶಿಕ್ಷಕರ ಸ್ವ-ಅವಲೋಕನ Teacher's Reflection
	2) What type of mixture is obtained in the beaker A? 3) What type of mixture is obtained in beaker C 4) What type of mixture is obtained in beaker D 5) Whether the mixture in beaker D is an intermediate bet ween the mixture in the beaker A and B ? Teacher declares	Pupil provides respons- -es to the pupil Pupil gives answer Pupil responds to the question demonstrate their own entry point of understanding.	The questions asked were interesting and engage the students in the lesson.
Statement of the aim	So dear pupil in today's class we will discuss about a type of mixture i.e <u>Colloids</u>		
Explore	Teacher asks questions to the pupil 1) What is a colloidal solution? colloidal solution is a heterogeneous solution in which particles size is intermediate between solution and suspension	Pupil provides reasona- -ble responses to the teacher	

5ನ ಹಂತಗಳು 5E Steps	ವಿಷಯದೊಂದಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸಲು ರೂಪಿಸಿದ ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು Content with Teacher activities framed to facilitate the Students learning	ಜ್ಞಾನವನ್ನು ಕಟ್ಟಿಕೊಳ್ಳುವ ವಿದ್ಯಾರ್ಥಿ ಚಟುವಟಿಕೆಗಳು Students activities in constructing the knowledge	ಶಿಕ್ಷಕರ ಸ್ವ-ಅವಲೋಕನ Teacher's Reflection
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Teacher conducts an activity <u>Activity</u>: Teacher provides a glass of colloidal solution to the pupils and asks them to observe the colloidal solution Teacher asks questions to the pupil 1) What did you observe from above colloidal solution 2) What are properties of colloidal solution <u>"Properties of colloids"</u> * A colloid is <u>heterogeneous mixture</u> * The size of particles of a colloid is too small to be individually seen by naked eyes * Colloid is <u>quite stable</u> They do not settle down when left undisturbed. That is a <u>colloid</u> is quite <u>stable</u>	Pupil actively participates in an activity Pupil responds to the question Pupil becomes a good observer Pupil demonstrates interest in the lesson	Activities conducted were relevant to the topic and pupils actively participate in all the activities
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Teacher conducts an activity

Colloidal solutions exhibit Tyndall effect

Teacher provides different types of colloidal solutions to the pupils and asks them to pass a torch light (a fine beam of light) into each solution

Activity	Observation	Inference
a beam of light is directed towards the glass containing colloidal solution i.e. soap in water	Path of light becomes visible	Scattering of light takes place i.e. all these solutions exhibit Tyndall effect
Milk in water	Path of light becomes visible	
Ink in water	Path of light becomes visible	
Det. in water	Path of light becomes visible	

Pupil actively participates in an activity

Pupil records the observation

Pupil shares ideas

Pupil interacts in positive manner

Illustration with examples helps the pupil to understand the concept better

Explain

5th ಹಂತಗಳು 5E Steps	ವಿಷಯದೊಂದಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸಲು ರೂಪಿಸಿದ ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು Content with Teacher activities framed to facilitate the Students learning	ಜ್ಞಾನವನ್ನು ಕಟ್ಟಿಕೊಳ್ಳುವ ವಿದ್ಯಾರ್ಥಿ ಚಟುವಟಿಕೆಗಳು Students activities in constructing the knowledge	ಶಿಕ್ಷಕರ ಸ್ವ-ಆವಲೋಕನ Teacher's Reflection
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Teacher asks questions to the pupil
1. What did you observe from above activity?

2. What is Tyndall effect?

Tyndall effect:

Scattering of a beam of light by a medium containing small suspended particles

eg: Smoke or dust in a room

Teacher asks questions to pupil

1. Give examples for colloids?

2. What are the uses of colloids?

Applications of colloids

* Colloids have greater applications in food industries

* Water purification

* Sewage disposal

Pupil gives answer

Pupil responds to the question

Pupil demonstrates interest towards the topic

Pupil provides reasonable responses

Pupil responds to the question

Relating the concept of Tyndall effect with daily life applications was appropriate

Teacher asks questions to the pupil

1. What are colloids?

2. Give examples for colloidal solutions?

3. Explain the properties of colloids

Teacher concludes the class by saying

Pupil demonstrates an understanding of the concept

Pupil responds to the questions

Evaluation is done throughout the lesson
Questions were frequently asked throughout the lesson

ಉಪಸಂಹಾರ
Conclusion

Dear students in today's class we have discussed about Colloids

ಶಿಕ್ಷಕರ ಆಂತರಾವಲೋಕನ / Teacher's introspection

ನನ್ನ ಪಾಠದಲ್ಲಿ ಕಂಡುಕೊಂಡ ಉತ್ತಮಾಂಶಗಳು
Merits identified in my lesson

- * Activities conducted were relevant
- * Examples given were appropriate
- * charts, images used were create interest among the pupil

ನನ್ನ ಪಾಠದಲ್ಲಿ ಸುಧಾರಿಸಿಕೊಳ್ಳಬೇಕಾದ ಅಂಶಗಳು
Things to be improve in my lesson

Need to concentrate on distribution of questions

Recapitulation

1) What is colloidal solution

2) Give examples for colloidal solution

Black board summary

colloidal solution is hetero-
geneous mixture in which
particles size are intermediate
between solution and
suspension.

cheese, butter, Fog
clouds, mist

ಅಭ್ಯಾಸ ಪ್ರಶ್ನೆಗಳು / ಗೃಹಕಾರ್ಯ / Assignment / Home work :

1) Explain the properties of colloids?

2) List out the uses of colloids

Approved:

ಪಾಠಯೋಜನೆಯನ್ನು ಅನುಮೋದಿಸಿದೆ
Lesson plan approved

Demalethi

ಬೋಧನಾ ವಿಧಾನದ ಅಧ್ಯಾಪಕರ ಸಹಿ ಮತ್ತು ದಿನಾಂಕ
Signature of the method master with date

ವೀಕ್ಷಕರ ಸಲಹೆಗಳು / Supervisor's suggestions (Feed back)

Initiated the class through an activity
Checked the previous knowledge of the
Students.
Masterly over the content delivered sequentially
with proper illustrations.
5 E steps followed systematically.

Demalethi

ವೀಕ್ಷಕರ ಸಹಿ ಮತ್ತು ದಿನಾಂಕ
Signature of the supervisor with date

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ಸಮಿತಿ (ರ.)
National Education Society (R.)



ಎಸ್. ವಿ. ಕೃಷ್ಣಮೂರ್ತಿರಾವ್ ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ

ಎನ್.ಇ.ಎಸ್. ಕ್ಯಾಂಪಸ್, ಬಾಲರಾಜ್ ಅರಸ್ ರಸ್ತೆ, ಶಿವಮೊಗ್ಗ-577 201

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NES Campus, Balaraj Urs Road, SHIVAMOGGA-577 201

Ph. : 08182-223407

Web : nesbedcollege.org.in

E-Mail : nationalbedcollege@yahoo.com

Two Year B.Ed., Course

Semester

IV

ICT BASED LESSON PLAN

ಮಾಹಿತಿ ಮತ್ತು ಸಂವಹನ ತಂತ್ರಜ್ಞಾನ ಆಧಾರಿತ ಪಾಠಯೋಜನೆ

Teaching Practice / ಬೋಧನಾ ಅಭ್ಯಾಸ
(PRIMARY / HIGHSCHOOL / PUC)
(ಪ್ರಾಥಮಿಕ ಶಾಲೆ / ಪ್ರೌಢಶಾಲೆ / ಪಿಯುಸಿ)

PEDAGOGICAL SCHOOL SUBJECT

ಶಿಕ್ಷಣಶಾಸ್ತ್ರದ ಶಾಲಾ ವಿಷಯ

Name / ಹೆಸರು Hooxul Ain

Roll No. / ಹಾಜರಿ ಸಂಖ್ಯೆ ED200011

Year 2021-22

Value

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ಸಮಿತಿ (ರ.)
National Education Society (R.)



ಎಸ್. ವಿ. ಕೆ. ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ

ಎನ್.ಇ.ಎಸ್. ಕ್ಯಾಂಪಸ್, ಬಾಲರಾಜ್ ಅರಸ್ ರಸ್ತೆ, ಶಿವಮೊಗ್ಗ-577 201

S. V. Krishnamurthy Rao National College of Education

NES Campus, Balaraj Urs Road, SHIVAMOGGA-577 201

Certificate

This is to certify that Sri/Kum./Smt. Hoonul Ain.....

has successfully completed the ICT based lesson planning and teaching under
my guidance and supervision in the subject PSS.2...ಕೊಲೊ.....

as prescribed by the Kuvempu University for the Year...2021-22.....

Place : Shivamogga

Date : 19/03/22

Signature of the Teacher Educator

Name : Hoosul Ain Roll No. ED200014
ಹೆಸರು : ಹಾಜರಿ ಸಂಖ್ಯೆ :

Lesson No. : 02 Date : 14/02/22 Class : 8th School/College : Sarvodaya girls
ಪಾಠದ ಸಂಖ್ಯೆ : ದಿನಾಂಕ : ತರಗತಿ : ಶಾಲೆ/ಕಾಲೇಜು : high school

Subject : Social Topic :
ವಿಷಯ : ಸಂಗತಿ : Kadambas

ಪೂರ್ವಜ್ಞಾನ/Previous Knowledge :

Pupil had previous knowledge of first Kannada dynasty ShataVahana.

ಬೋಧನಾಂಶಗಳು ಮತ್ತು ಪರಿಕಲ್ಪನೆಗಳನ್ನು ರೂಪಿಸುವಿಕೆ / Teaching points and formation of concepts :

* Introduction to Kadambas

* Mayura Varma

* Contributions of Kadambas

ಸಾಮಾನ್ಯ ಉದ್ದೇಶಗಳು / General Objectives :

* Pupil acquires the knowledge of first Kannada dynasty of Karnataka

* Pupil understands the achievement of Mayuravarma

* Pupil apply the concept of religious tolerance of Kadambas

ನಿರ್ದಿಷ್ಟ/ನಿರ್ದಿಷ್ಟ ಬೋಧನಾ ಉದ್ದೇಶಗಳು / Behaviourial / Specific / Instructional Objectives :

Knowledge

The pupil will be able to recall the founder of Kadamba dynasty.

Understanding

The pupil will be able to summarise the achievements of Mayuravarma.

No	Teaching Learning Materials	Topic
1	Slide	Questions
2	Slide	Introduction of Kadambas
3	Picture	Mayuravarma
4	Picture	him
5	Video	Chandravalli lake
6	Slide	Achievements of Mayura Varma

Name : Hoosul Ain
ಹೆಸರು : ಹೂಸುಲ್ ಅಯಿನ್

Roll No. ED200014
ಹಾಜರಿ ಸಂಖ್ಯೆ :

Lesson No.
ಪಾಠದ ಸಂಖ್ಯೆ : 02

Date 14/02/22
ದಿನಾಂಕ :

Class
ತರಗತಿ : 8th

School/College Sarvodaya girls
ಶಾಲೆ/ಕಾಲೇಜು : high school

Subject :
ವಿಷಯ : Social

Topic :
ಸಂಗತಿ : Kadambas

ಪೂರ್ವಜ್ಞಾನ/Previous Knowledge :

Pupil had previous knowledge of first Kannada
dynasty Shatavahana.

ಪೋಷಣಾಂಶಗಳು ಮತ್ತು ಪರಿಕಲ್ಪನೆಗಳನ್ನು ರೂಪಿಸುವಿಕೆ / Teaching points and formation of concepts :

* Introduction to Kadambas

* Mayura Varma

* Contributions of Kadambas

ಸಾಮಾನ್ಯ ಉದ್ದೇಶಗಳು / General Objectives :

* Pupil acquires the knowledge of first Kannada dynasty
of Karnataka

* Pupil understands the achievement of Mayuravarma

* Pupil apply the concept of religious tolerance of
Kadambas

ಸರ್ವನಾ/ನಿರ್ದಿಷ್ಟ/ಪೋಷಣಾ ಉದ್ದೇಶಗಳು / Behaviourial / Specific / Instructional Objectives :

Application :-

* The pupil will be able to apply the religious tolerance,
followed by Kadamba dynasty.

Skill :-

* The pupil will be able to identify the capital of
Kadambas.

2.	Image	Introduction of Kadambas
3.	Picture	Mayura Varma
4.	Picture	lion
5.	Video	Chandravalli lake
6.	Slide	Achievements of Mayura Varma

5ನ ಹಂತಗಳು 5E Steps	ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು Teacher's activities	ವಿದ್ಯಾರ್ಥಿಗಳ ಚಟುವಟಿಕೆಗಳು Students Activities	ಶಿಕ್ಷಕರ ಸ್ವ-ಅವಲೋಕನ Teacher's Reflection
ತೊಡಗಿಸು Engage	ICT :- By using a slide, teacher ask some questions related to the Content matter. Teacher Create interest in learning through asking questions. * Which kingdom is most popular in South India? * What was the greatest king of Shatavahan -as ? Teacher build a Curiosity in the students regarding the Kadamba dynasty. Teacher grab the attention of students towards learning. Teacher prepare students to receive new Knowledge of Kadamba dynasty. Statement of aim :- Dear students in today's class we will discuss about 'Kadamba Dynasty'.	Pupil are actively participate and try to answer to the questions. Students are very attentive to get a new Knowledge Students get new knowledge regarding Kadambas. Students are think towards an ideal warfare state. Class we will discuss	Teacher engaged the class by asking questions. Teacher states the statement of the aim.
5ನ ಹಂತಗಳು 5E Steps	ವಿಷಯದೊಂದಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸಲು ರೂಪಿಸಿದ ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು Content with Teacher activities framed to facilitate the Students learning	ಜ್ಞಾನವನ್ನು ಕಟ್ಟಿಕೊಳ್ಳುವ ವಿದ್ಯಾರ್ಥಿ ಚಟುವಟಿಕೆಗಳು Students activities in constructing the knowledge	ಶಿಕ್ಷಕರ ಸ್ವ-ಅವಲೋಕನ Teacher's Reflection
Explor	ICT :- By using a slides teacher give introduction to Kadambas Teacher as a facilitator and tells about Kadamba dynasty. this is the first dynasty to be established founder and a great king of this dynasty. Teacher create situation and discuss the Concept of North - East Karnataka ruler. When Mayurasthira ----- pride of all Kannadigas. ICT :- Teacher shows the Karnataka map and explain the kadamba Kingdom. Teacher create situation and discuss the Concept of Kadamba dynasty. The Kadamba ----- Culture Teacher organise findings and develops knowledge in students. There was political unity among ----- Kadamba ruler.	Pupil will be able to organise findings for Kadamba dynasty. The pupil are very actively Participate in discussion and understand the Concept. Students actively participate in the discussion. Students suspend the judgement of Mayura Varma.	Teacher facilitates and explores the knowledge of Content. Teacher discussed the Concept clearly.

5ನ ಹಂತಗಳು 5E Steps	ವಿಷಯದೊಂದಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸಲು ರೂಪಿಸಿದ ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು Content with Teacher activities framed to facilitate the Students learning	ಜ್ಞಾನವನ್ನು ಕಟ್ಟಿಕೊಳ್ಳುವ ವಿದ್ಯಾರ್ಥಿ ಚಟುವಟಿಕೆಗಳು Students activities in constructing the knowledge	ಶಿಕ್ಷಕರ ಸ್ವ-ಅವಲೋಕನ Teacher's Reflection
Explain	ICT :- By showing the picture of Mayura Varma and teacher explain the achievements of Mayura Varma. Teacher was discuss and explain the early life of Mayura Varma. Royal priests, ministers and military generals significant role in administration. ICT :- Teacher explain and shows the video of Chandravalli Lake. Teacher encourage students to explain the history of Chandravalli Lake. For administrative purpose, provincial ----- ----- after the provinces. ICT :- Teacher shows the picture of Kakustha Varma a famous among all Kadamba rulers. Teacher explain the achievement of Kakustha Varma.	Pupil observe and shows interest towards learning. Pupil are give explanation regarding to the concept. Pupil are very attentive and listens to the teacher explanation.	Teacher explains the concept clearly. Teacher explains the concept by showing a video.
	ICT :- By using a slide teacher explain the achievement of Mayura Varma. Teacher explain the content matter and encourage the students to explain the achievement of Mayura Varma. Mayura Varma ----- ----- India. ICT :- Teacher shows the Halmedi inscription and explain the content matter. Teacher explain the Halmedi inscription and its importance. Inscription ----- ----- Karnataka. Teacher discuss the concept of main feature of Halmedi inscription. They were the followers ----- ----- Jain culture.	the achievement of Pupil are shown more interest towards learning Pupil are actively and carefully listens to teacher explanation. Students are very attentive and organise the ideas.	Teacher encouraged the students. Teacher shows the inscriptions of the Kadambas. Teacher discuss the concept clearly.

5E ಹಂತಗಳು 5E Steps	ವಿಷಯದೊಂದಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸಲು ರೂಪಿಸಿದ ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು Content with Teacher activities framed to facilitate the Students learning	ಜ್ಞಾನವನ್ನು ಕಟ್ಟಿಕೊಳ್ಳುವ ವಿದ್ಯಾರ್ಥಿ ಚಟುವಟಿಕೆಗಳು Students activities in constructing the knowledge	ಶಿಕ್ಷಕರ ಸ್ವ-ಅವಲೋಕನ Teacher's Reflection
Elaborate	ICT :- By showing slide teacher elaborate the concept of literature and education. Teacher explains with simple words regarding the literary architecture of Kadambas. Both Sanskrit and Prakrit ----- Court language. Teacher discuss the concept of literary contributions of Kadambas. Protection ----- inscriptions. ICT :- Teacher shows the picture of Agraharas and explain education system. Teacher elaborate the concept of education system. Educational ----- school. Teacher Create new knowledge about the Kadambas.	Students listens and actively receive new knowledge. Students listens and actively participate in the discussion. Students are analyse the concept of education system. Students are elaborate the concept in their own words.	Teacher elaborate the content with simple words to the students. Teacher facilitates the students.
Evaluation	Teacher observe the knowledge of students and ask few questions related to the content matter. * who was the founder of Kadamba dynasty? * which is the capital of Kadambas? * which is the first Kannada inscription? * To which religion does Kadambas encourage?	Students assume their own knowledge and tell answers to the questions. * Mayuravarma is the founder of Kadamba dynasty * Banavasi is the capital of Kadambas. * Halimidi inscriptions. * Jainism and Buddhism	Teacher reinforce the students.
ಉಪಸಂಹಾರ Conclusion	Dear students in today's class we learnt about Kadamba dynasty. In next class we will discuss another concept. ಶಿಕ್ಷಕರ ಅಂತರಾವಲೋಕನ / Teacher's introspection		
ನನ್ನ ಪಾಠದಲ್ಲಿ ಕಂಡುಕೊಂಡ ಉತ್ತಮಾಂಶಗಳು Merits identified in my lesson		ನನ್ನ ಪಾಠದಲ್ಲಿ ಸುಧಾರಿಸಿಕೊಳ್ಳಬೇಕಾದ ಅಂಶಗಳು Things to be improve in my lesson	
* Engage was good. * Explanation was good. * Pictures and videos were clear & relevant. * Student teacher interaction was good.		* lack of blackboard use. * Improve time management.	

(Teacher summarise the blackboard work by using slide)

* What are the achievements of Mayuravarma?

* Mayuravarma was Brahmin. He was invited by Pallavi military officer. So Mayuravarma became Mayurasharma.

* What are the main occupation during Kadambas?

* Carpentry, goldsmithy, blacksmithy, weaving, oil extraction, Pottery.

ಅಭ್ಯಾಸ ಪ್ರಶ್ನೆಗಳು / ಗೃಹಕಾರ್ಯ / Assignment / Home work :

(By using a slide teacher give homework to the students).

* Collect the pictures related to architecture of Kadamba dynasty.

Approved

ಪಾಠಯೋಜನೆಯನ್ನು ಅನುಮೋದಿಸಿದೆ
Lesson plan approved

Dr. J. J. J. J.

ಬೋಧನಾ ವಿಧಾನದ ಅಧ್ಯಾಪಕರ ಸಹಿ ಮತ್ತು ದಿನಾಂಕ
Signature of the method master with date

ವೀಕ್ಷಕರ ಸಲಹೆಗಳು / Supervisor's suggestions (Feed back)

Lesson observed.

Checked the previous knowledge of the students.
Link b/w previous & present knowledge is proper.

Good content knowledge explained properly with the help of ICT elements.

Students actively participated in classroom interaction.

Dr. J. J. J. J.

ವೀಕ್ಷಕರ ಸಹಿ ಮತ್ತು ದಿನಾಂಕ
Signature of the supervisor with date

ICT Tool / ICT ಸಾಧನಗಳು	Content / ವಿಷಯ	Teachers' activities / ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು	Pupils' activities / ವಿದ್ಯಾರ್ಥಿಗಳ ಚಟುವಟಿಕೆಗಳು
Slide	* who was the greatest King of Shatavahanas? * which are the famous Kingdom can see in South India?	* Teacher ask few questions related to the topic by using slide. * By using a slide teacher discuss the content matter.	* Pupil answers to the questions. * Pupil observe the slide and discuss the content.
Slide	* Kadambas are the first Kannada dynasty of Karnataka.	* Teacher by using slide shows Karnataka map.	* Pupil identify the capital of Kadambas in slide.
Picture	* Teacher shows picture of Mayuravarma and explain the achievement of Mayuravarma.	* Teacher shows the picture of Mayuravarma and explain the achievement of Mayuravarma.	* Pupil are listen to the teacher explanation by observing slide.
Slide	* The descriptive about the emblem of the Kadambas lion.	* Teacher describe the emblem of Kadambas by using slide.	* Pupil are get more information regarding the concept.
Video	* Chandravalli lake has very old history. There is a historical relationship b/w Chandravalli lake and Kadambas.	* Teacher are give more information about Chandravalli lake by using slide.	* Pupil are receive the knowledge by observing video.

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ಸಮಿತಿ (ರ.)
National Education Society (R.)



ಎಸ್. ವಿ. ಕೃಷ್ಣಮೂರ್ತಿರಾವ್ ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ

ಎನ್.ಇ.ಎಸ್. ಕ್ಯಾಂಪಸ್, ಬಾಲರಾಜ್ ಅರಸ್ ರಸ್ತೆ, ಶಿವಮೊಗ್ಗ-577 201

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E-Mail : nationalbedcollege@yahoo.com

Two Year B.Ed., Course

Semester

IV

INTEGRATED LESSON PLAN

(Population, Environmental, Peace & Value Concerns)

ಸಂಯೋಜಿತ ಪಾಠ ಯೋಜನೆ

(ಜನಸಂಖ್ಯೆ, ಪರಿಸರ, ಶಾಂತಿ ಮತ್ತು ಮೌಲ್ಯಗಳ ಕಾಳಜಿಗಳು)

Teaching Practice / ಬೋಧನಾ ಅಭ್ಯಾಸ
(PRIMARY / HIGHSCHOOL / PUC)
(ಪ್ರಾಥಮಿಕ ಶಾಲೆ / ಪ್ರೌಢಶಾಲೆ / ಪಿಯುಸಿ)

PEDAGOGICAL SCHOOL SUBJECT

ಶಿಕ್ಷಣಶಾಸ್ತ್ರದ ಶಾಲಾ ವಿಷಯ

Name / ಹೆಸರು Syeda Tuvana Arifin

Roll No. / ಹಾಜರಿ ಸಂಖ್ಯೆ ED200042

Year 2021-22

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ಸಮಿತಿ (೦.)
National Education Society (R.)



ಎಸ್. ವಿ. ಕೃಷ್ಣಮೂರ್ತಿರಾವ್ ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ

ಎನ್.ಇ.ಎಸ್. ಕ್ಯಾಂಪಸ್, ಬಾಲರಾಜ್ ಅರಸ್ ರಸ್ತೆ, ಶಿವಮೊಗ್ಗ-577 201

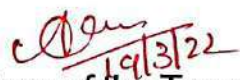
S. V. Krishnamurthy Rao National College of Education

NES Campus, Balaraj Urs Road, SHIVAMOGGA-577 201

Certificate

This is to certify that Sri/Kum/Smt. Pyeda Suvaria Anjuna
has successfully completed the Integrated lesson Planning and teaching under
my guidance and supervision in the subject PSS. - Chemistry
as prescribed by the Kuvempu University for the Year. 2021 - 22

Place : Shivamogga
Date : 19.03.2022


Signature of the Teacher Educator

5ನ ಮಾದರಿಯ ಪಾಠಯೋಜನೆಯನ್ನು ರಚಿಸುವುದು ಹೇಗೆ ?

ರಷ್ಯಾ ದೇಶದ ಮನೋವಿಜ್ಞಾನಿ ಲೇವಾ ವೈಗೋಟ್ಸ್ಕಿ ಅವರ ಜ್ಞಾನ ಸಂರಚನಾವಾದದ ವಿಚಾರಗಳನ್ನು ಆಧರಿಸಿ 5ನೇ ಮಾದರಿಯ ಪಾಠಯೋಜನೆಯನ್ನು ವಿನ್ಯಾಸಗೊಳಿಸಲಾಗಿದೆ. ಇದು ಸ್ವಯಂ ಕಲಿಕೆಗೆ ಹಾಗೂ ಕ್ರಿಯಾತ್ಮಕ ಜ್ಞಾನದ ನಿರ್ಮಾಣಕ್ಕೆ ಪೂರಕವಾದ ವಾತಾವರಣವನ್ನು ನಿರ್ಮಿಸಲು ಶಿಕ್ಷಕರಿಗೆ ಸಹಾಯಕವಾಗುತ್ತದೆ. ಮಕ್ಕಳು ತಮ್ಮ ಅನುಭವದ ನೆಲೆಯಲ್ಲಿ ಹೊಸ ಜ್ಞಾನವನ್ನು ಸೃಷ್ಟಿಸಿಕೊಳ್ಳಲು ಹಾಗೂ ಅನ್ವೇಷಿಸಲು ಶಿಕ್ಷಕರು ನೆರವಾಗಬೇಕು. ಶಿಕ್ಷಕರು ದೀರ್ಘ ಉಪನ್ಯಾಸ ನೀಡುವ ಬದಲು ಮಕ್ಕಳ ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸುವ, ಉತ್ತೇಜಿಸುವ, ಮಾರ್ಗದರ್ಶಿಸುವ ಚಟುವಟಿಕೆಗಳನ್ನು ತರಗತಿಯಲ್ಲಿ ಆಯೋಜಿಸಬೇಕು. ಇದು ಸಂತಸದ ಕಲಿಕೆಗೆ ಹೆಚ್ಚು ಗಮನ ನೀಡುತ್ತದೆ. ಪಾಠವನ್ನು ಯೋಜಿಸುವಾಗ 5ನೇ ಹಂತಗಳನ್ನು ಚಾಚೂ ತಪ್ಪದೆ ಅನುಸರಿಸಬೇಕು. ಅವುಗಳೆಂದರೆ ತೊಡಗಿಸು (Engage), ಅನ್ವೇಷಿಸು/ಶೋಧಿಸು (Explore), ವಿವರಿಸು (Explain), ವಿಸ್ತರಿಸು (Elaborate) ಮತ್ತು ಮೌಲ್ಯಮಾಪಿಸು (Evaluate)

1. ತೊಡಗಿಸು (Engage)

ದಿನದ ಕಲಿಕೆಗೆ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಅಣಿಗೊಳಿಸುವುದು, ಕುತೂಹಲವನ್ನು ಹೆಚ್ಚಿಸುವುದು. ಗಮನವನ್ನು ಕೇಂದ್ರೀಕರಿಸುವ ಕೆಲಸ ಈ ಹಂತದಲ್ಲಿ ಆಗಬೇಕು. ಮಕ್ಕಳನ್ನು ಕಲಿಕೆಗೆ ಒತ್ತಾಯಿಸುವುದರ ಬದಲಿಗೆ ಅವರಲ್ಲಿ ಕಲಿಯುವ ಆಸಕ್ತಿ ಬರುವಂತಹ ವಾತಾವರಣವನ್ನು ಸೃಷ್ಟಿಸಿ, ವಿವಿಧ ಚಟುವಟಿಕೆಗಳನ್ನು ನೀಡಬೇಕು. ಈ ಸಂದರ್ಭದಲ್ಲಿ ಮಕ್ಕಳ ಪೂರ್ವಜ್ಞಾನವನ್ನು ಶಿಕ್ಷಕ ಸಮರ್ಥವಾಗಿ ಬಳಸಿಕೊಳ್ಳಬೇಕು. ಇದಕ್ಕಾಗಿ ಕಥೆ, ಉದಾಹರಣೆ, ಹೋಲಿಕೆ, ಪ್ರಶ್ನೆಗಳು, ಪ್ರಚಲಿತ ಅಂಶಗಳು, ಪಾತ್ರಾಭಿನಯ, ಆಟಗಳು, ತಂತ್ರಜ್ಞಾನ ಮುಂತಾದ ಶಾಬ್ದಿಕ ಹಾಗೂ ಅಶಾಬ್ದಿಕ ಸಾಧನ, ತಂತ್ರಗಳನ್ನು ಬಳಸಿಕೊಳ್ಳಬಹುದಾಗಿದೆ. ದಿನದ ಪಾಠದ ಕಲಿಕೆಗೆ ಮಕ್ಕಳನ್ನು ಮಾನಸಿಕವಾಗಿ ಹಾಗೂ ಭೌತಿಕವಾಗಿ ತೊಡಗಿಸುವುದು / ಸಿದ್ಧಗೊಳಿಸುವುದು ಈ ಹಂತದ ಮುಖ್ಯ ಉದ್ದೇಶವಾಗಿದೆ.

2. ಅನ್ವೇಷಿಸು/ಶೋಧಿಸು (Explore)

ಈ ಹಂತದಲ್ಲಿ ಶಿಕ್ಷಕರು ಪಾಠಕ್ಕೆ ಸಂಬಂಧಿಸಿದ ಸಮಸ್ಯೆಯನ್ನು ಮಕ್ಕಳ ಮುಂದಿರಿಸಿ ಮುಕ್ತವಾಗಿ ಚರ್ಚಿಸಲು ಅವಕಾಶ ನೀಡಬೇಕು. ಅವರು ಪರಸ್ಪರ ಚರ್ಚಿಸಿ, ಅವಲೋಕಿಸಿ ತಮ್ಮ ಅನುಭವದ ನೆಲೆಯಲ್ಲಿ ಜ್ಞಾನವನ್ನು ಅನ್ವೇಷಿಸುತ್ತಾರೆ. ಮಕ್ಕಳು ಪ್ರಶ್ನೆಗಳನ್ನು ಕೇಳಲು ಬೇಕಾದ ವಾತಾವರಣವನ್ನು ಶಿಕ್ಷಕರು ನಿರ್ಮಿಸಬೇಕು. ಈ ಸಮಯದಲ್ಲಿ ಮಕ್ಕಳು ಗೊಂದಲಗಳಿಗೆ ಒಳಗಾಗುವುದು ಸಹಜ. ಏಕೆಂದರೆ ಅವರ ಚಿಂತನೆಗಳಲ್ಲಿ, ಅಭಿಪ್ರಾಯಗಳಲ್ಲಿ ಒಮ್ಮತವಿರುವುದಿಲ್ಲ. ಈ ಅವಕಾಶವನ್ನೇ ಮಕ್ಕಳು ಬಳಸಿಕೊಂಡು ತಮ್ಮ ಕಲ್ಪನೆಗಳನ್ನು ಚಿಂತನೆಗಳನ್ನು, ಅಭಿಪ್ರಾಯಗಳನ್ನು ಸಹಪಾಠಿಗಳೊಂದಿಗೆ ಚರ್ಚಿಸಿ, ತುಲನೆ ಮಾಡಿ ಅಂತಿಮ ತೀರ್ಮಾನಕ್ಕೆ ಬರಬೇಕು. ಈ ಹಂತದಲ್ಲಿ ಶಿಕ್ಷಕರು ಮಾರ್ಗದರ್ಶಕರಾಗಿ ಇಲ್ಲವೇ ವೀಕ್ಷಕರಾಗಿ ಕೆಲಸ ಮಾಡಬೇಕು.

3. ವಿವರಿಸು (Explain)

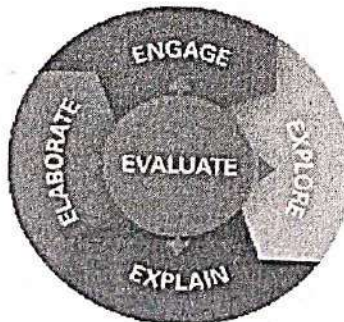
ಮಕ್ಕಳು ತಮ್ಮ ಸಹಪಾಠಿಗಳೊಂದಿಗೆ ಚರ್ಚಿಸಿ, ಅಂತಿಮವಾಗಿ ಗ್ರಹಿಸಿದ ಕಂಡುಕೊಂಡ ವಿಚಾರಗಳನ್ನು ಅಭಿಪ್ರಾಯಗಳನ್ನು ತಮ್ಮದೇ ಧಾಟಿಯಲ್ಲಿ, ಸ್ವಂತ ಪದಗಳನ್ನು ಬಳಸಿಕೊಂಡು ವಿವರಿಸುವುದಕ್ಕೆ ಮುಕ್ತ ಅವಕಾಶ ಹಾಗೂ ಉತ್ತೇಜನವನ್ನು ನೀಡಬೇಕು. ವಿದ್ಯಾರ್ಥಿ ವಿವರಿಸುವ ಸಂದರ್ಭದಲ್ಲಿ ಇತರ ವಿದ್ಯಾರ್ಥಿಗಳು ಗಮನವಿಟ್ಟು ಆಲಿಸಬೇಕು. ವಿವರಣೆಗೆ ಪೂರಕವಾದ ಆಧಾರಗಳನ್ನು ಹಾಗೂ ಸ್ಪಷ್ಟನೆಗಳನ್ನು ಆಯಾ ಸಂದರ್ಭದಲ್ಲಿ ಎಲ್ಲರೂ ಕೇಳಬಹುದು. ಇಲ್ಲವೇ ಒದಗಿಸಬಹುದು. ಇದೇ ಸಂದರ್ಭದಲ್ಲಿ ವಿದ್ಯಾರ್ಥಿಗಳ ವಿಚಾರಗಳಿಗೆ ಪೂರಕವಾಗಿ ನಿಯಮಗಳನ್ನು, ವ್ಯಾಖ್ಯಾನಗಳನ್ನು ಹಾಗೂ ಸ್ಪಷ್ಟನೆಗಳನ್ನು ನೀಡಬಹುದಾಗಿದೆ. ಮಕ್ಕಳ ತಮ್ಮ ಗ್ರಹಿಕೆಗಳನ್ನು ಸರಿಪಡಿಸಬಹುದಾಗಿದೆ.

4. ವಿಸ್ತರಿಸು (Elaborate)

ವಿದ್ಯಾರ್ಥಿಗಳು ತಾವು ಕಂಡುಕೊಂಡ, ಗ್ರಹಿಸಿದ ವಿಚಾರಗಳನ್ನು ಹೊಸ ಸನ್ನಿವೇಶಗಳಿಗೆ ಅನ್ವಯಿಸುವುದಕ್ಕೆ ಪೂರಕ ವಾತಾವರಣವನ್ನು ಈ ಹಂತದಲ್ಲಿ ಸೃಷ್ಟಿಸಬೇಕು. ಹೊಸ ಸಮಸ್ಯೆಗಳಿಗೆ ಪರಿಹಾರ ಕಂಡುಕೊಳ್ಳುವುದು, ಅವರ ಕಲ್ಪನೆಯನ್ನು ವಿಕಾಸಗೊಳಿಸುವುದು, ಹೊಸ ರೀತಿಯ ಪ್ರಶ್ನೆಗಳನ್ನು ಮಕ್ಕಳು ಕೇಳುವ ಸ್ಥಿತಿಯನ್ನು ನಿರ್ಮಿಸುವ ಕೆಲಸ ಈ ಹಂತದಲ್ಲಿ ಆಗಬೇಕು. ಪಠ್ಯವನ್ನು ಮೀರಿದ ಚಿಂತನೆಗಳು, ಚರ್ಚೆಗಳು ಇಲ್ಲಿ ಆಗಬೇಕು.

5. ಮೌಲ್ಯಮಾಪಿಸು (Evaluate)

ಪಾಠದ ಆರಂಭದಿಂದ ಅಂತ್ಯದವರೆಗೂ ಎಲ್ಲಾ ಹಂತದಲ್ಲೂ ಮೌಲ್ಯಮಾಪನ ಪ್ರಕ್ರಿಯೆ ನಿರಂತರವಾಗಿರಬೇಕು. ಮಕ್ಕಳ ಜ್ಞಾನ, ಚಿಂತನೆ, ಕೌಶಲ್ಯ, ಅನ್ವಯಿಕತೆ ಹಾಗೂ ಕಲಿಕೆಯಲ್ಲಿ ಉಂಟಾಗುತ್ತಿರುವ ಬದಲಾವಣೆಗಳನ್ನು ಶಿಕ್ಷಕರು ನಿರಂತರವಾಗಿ ಅವಲೋಕಿಸಬೇಕು, ದಾಖಲಿಸಬೇಕು. ಈ ಸಂಬಂಧ ಮಕ್ಕಳ ಕಲಿಕೆಯನ್ನು ದೃಢಪಡಿಸುವ ಪ್ರಶ್ನೆಗಳನ್ನು ಹಾಗೂ ಚಟುವಟಿಕೆಗಳನ್ನು ಶಿಕ್ಷಕರು ನೀಡಬಹುದಾಗಿದೆ.



INTEGRATING LESSON PLAN / ಸಂಯೋಜಿತ ಪಾಠ ಯೋಜನೆ

Population concerns / ಜನಸಂಖ್ಯಾ ಕಾಳಜಿಗಳು

Selected content part of the text ಪಠ್ಯದಿಂದ ಆಯ್ದ ವಿಷಯ ಭಾಗ	Integration of the population concepts ಜನಸಂಖ್ಯಾ ಪರಿಕಲ್ಪನೆಗಳ ಸಂಯೋಜನೆ
Natural Resources	Natural resources are essential for our survival and some of them are used for satisfying the needs. As the human population is growing, our consumption of natural resources also increasing. So, we are facing scarcity of some natural resources. To overcome this problem, we have to control population growth and also have to use natural resources in a limited way.

Environmental concerns / ಪರಿಸರದ ಕಾಳಜಿಗಳು

Selected content part of the text ಪಠ್ಯದಿಂದ ಆಯ್ದ ವಿಷಯ ಭಾಗ	Integration of the environmental concepts ಪರಿಕಲ್ಪನೆಗಳ ಸಂಯೋಜನೆ
Importance of Natural Resources	Natural resources are important as they help in understanding the aspect of life and provide man with sources of food supply, thus essential for life support. It help to maintain soil productivity, nutrient recycling, the cleaning of air and water, water cycle. It is also very important for sustainable management of our environment and to protect our environment.

Peace Concerns / ಶಾಂತಿಯ ಕಾಳಜಿಗಳು

Selected content part of the text ಪಠ್ಯದಿಂದ ಆಯ್ದ ವಿಷಯ ಭಾಗ	Integration of the peace concept ಶಾಂತಿ ಪರಿಕಲ್ಪನೆಗಳ ಸಂಯೋಜನೆ
Non-Renewable Resources	Non-Renewable resources cannot be replenished once depleted. They are used to provide energy in different forms. The rate of formation of such minerals is very slow. Humans are consuming these resources in a rapid way. If their consumption is not reduced, we foresee total depletion. This results in conflict. To maintain peace in world one to make it better place for future generation. We have to use these resources in a proper way.

Other Values Concerns / ಇತರೆ ಮೌಲ್ಯಗಳ ಕಾಳಜಿಗಳು

Selected content part of the text ಪಠ್ಯದಿಂದ ಆಯ್ದ ವಿಷಯ ಭಾಗ	Integration of the values ಮೌಲ್ಯಗಳ ಸಂಯೋಜನೆ
Soil	Soil is a very important natural resource, it provides minerals and water to all plants. It is a primary nutrient base particularly for agricultural crops. It is the place of living for wide variety of organisms. Likewise, humans also have to adopt good qualities like soil and help one another. As, the soil is very important, we have to protect quality of soil.

Name
ಹೆಸರು : Syeda Ruveeda dgium

Roll No. ED200042
ಹಾಜರಿ ಸಂಖ್ಯೆ :

Lesson No.
ಪಾಠದ ಸಂಖ್ಯೆ : 01

Date
ದಿನಾಂಕ : 17.02.22

Class
ತರಗತಿ : IX

School/College
ಶಾಲೆ/ಕಾಲೇಜು : National High School

Subject :
ವಿಷಯ : Chemistry

Topic :
ಸಂಗತಿ : Natural Resources

ಪೂರ್ವಜ್ಞಾನ/Previous Knowledge :

Pupil already have knowledge about various kinds of resources.

ಬೋಧನಾಂಶಗಳು ಮತ್ತು ಪರಿಕಲ್ಪನೆಗಳನ್ನು ರೂಪಿಸುವಿಕೆ / Teaching points and formation of concepts :

- Introduction
- Renewable resources
- Non-Renewable resources
- ಓದಿ.
- Importance of natural resources

ಸಾಮಾನ್ಯ ಉದ್ದೇಶಗಳು / General Objectives : After studying this chapter;

Pupil acquires the knowledge about natural resources with population concern.

Pupil acquires the knowledge about types of natural resources with environmental concern.

Pupil acquires knowledge about importance of natural resources.

ವರ್ತನಾ/ನಿರ್ದಿಷ್ಟ/ಬೋಧನಾ ಉದ್ದೇಶಗಳು / Behavioural / Specific / Instructional Objectives :

Knowledge : Pupil will be able to define natural resources.

Pupil will be able to recall the types of natural resources.

Understanding : Pupil will be able to identify the type of natural resource. Pupil will be able to differentiate between renewable resources and non-renewable resources.

Application : Pupil will be able to give example for renewable resources. Pupil will be able to give reason for exploitation of resources.

Skill : Pupil will be able to observe different types of natural resources.

Sl.No	Teaching Learning Materials	Topic
01	Flashcards	Natural resources and artificial resources
02	Chart	Renewable resources
03	Chart	Non-renewable resources

Name
ಹೆಸರು : Vijeda Suvashini dnyum

Roll No. ED200042
ಹಾಜರಿ ಸಂಖ್ಯೆ :

Lesson No.

ಪಾಠದ ಸಂಖ್ಯೆ : 01

Date

ದಿನಾಂಕ : 17.02.22

Class

ತರಗತಿ : IX

School/College

ಶಾಲೆ/ಕಾಲೇಜು : National High School

Subject :

ವಿಷಯ : Chemistry

Topic :

ಸಂಗತಿ : Natural Resources

ಮೂರ್ವಜ್ಞಾನ/Previous Knowledge :

Pupil already have knowledge about various kinds of resources.

ಬೋಧನಾಂಶಗಳು ಮತ್ತು ಪರಿಕಲ್ಪನೆಗಳನ್ನು ರೂಪಿಸುವಿಕೆ / Teaching points and formation of concepts :

• Introduction

• Renewable resources

• Non-Renewable resources

• Soil

• Importance of natural resources

ಸಾಮಾನ್ಯ ಉದ್ದೇಶಗಳು / General Objectives : After studying this chapter;

resources with environmental concern.

• Pupil develops understanding about non-renewable resources with peace concern.

• Pupil develops understanding about renewable resources with environmental concern.

• Pupil develops understanding about soil with moral concern.

• Pupil applies the knowledge of natural resources with population concern.

natural resource • Pupil will be able to differentiate between renewable resources and non-renewable resources.

Application : Pupil will be able to give example for renewable resources. Pupil will be able to give reason for exploitation of resources.

Skill : Pupil will be able to observe different types of natural resources.

Sl.No	Teaching Learning Materials	Topic
01	Flashcards	Natural resources and artificial resources
02	Chart	Renewable resources
03	chart	non-renewable resources

5ನ ಹಂತಗಳು 5E Steps	ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು Teacher's activities	ವಿದ್ಯಾರ್ಥಿಗಳ ಚಟುವಟಿಕೆಗಳು Students Activities	ಶಿಕ್ಷಕರ ಸ್ವ-ಅವಲೋಕನ Teacher's Reflection				
ತೊಡಗಿಸು <u>Engage</u>	Teacher enters into the classroom and greets the students Teacher checks the previous knowledge of the pupil. Teacher initiates the class by conducting an activity. <u>Activity:</u> Teacher distributes the flashcards among the pupil, containing natural resources and <table border="1"> <tr> <td>Natural Resources</td> <td>Artificial Resources</td> </tr> <tr> <td></td> <td></td> </tr> </table> to the pupil Teacher accepts all the responses and declares.	Natural Resources	Artificial Resources			Pupil greets the teacher. Pupil responds to the teacher Pupil actively participates in the activity and identify the pictures.	Engaged through conducting activities Questions asked were relevant
Natural Resources	Artificial Resources						

5ನ ಹಂತಗಳು 5E Steps	ವಿಷಯದೊಂದಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸಲು ರೂಪಿಸಿದ ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು Content with Teacher activities framed to facilitate the Students learning	ಜ್ಞಾನವನ್ನು ಕಟ್ಟಿಕೊಳ್ಳುವ ವಿದ್ಯಾರ್ಥಿ ಚಟುವಟಿಕೆಗಳು Students activities in constructing the knowledge	ಶಿಕ್ಷಕರ ಸ್ವ-ಅವಲೋಕನ Teacher's Reflection
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Statement of aim: Dear students, in today's class we are going to discuss about natural resources and their types.

Exploare	<u>What are Natural Resources?</u> The resources which exist in nature without the intervention of humans. The natural resources are essential for our survival. Natural resources are either living or derived from living organisms. Forest and wild life are examples of <u>living resources</u>. Forest products like timber, animal products are derived. Fossil fuels are also derived resources. Soil, air and water are <u>non-living resources</u>.	Pupil responds to the teacher demonstrating their own entry point of understanding. Pupil listens to the teacher carefully. Pupil shows interest towards the topic	Linked the concept to the previous knowledge. Teacher accepted all the responses from the pupil
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5ನ ಹಂತಗಳು
5E Steps

ವಿಷಯದೊಂದಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸಲು ರೂಪಿಸಿದ ಹಿನ್ನೆಲೆ ಚಟುವಟಿಕೆಗಳು
Content with Teacher activities framed to facilitate the Students learning

ಜ್ಞಾನವನ್ನು ಕಟ್ಟಿಕೊಳ್ಳುವ ವಿದ್ಯಾರ್ಥಿ ಚಟುವಟಿಕೆಗಳು
Students activities in constructing the knowledge

ಹಿನ್ನೆಲೆ ಸ್ವ-ಅವಲೋಕನ
Teacher's Reflection

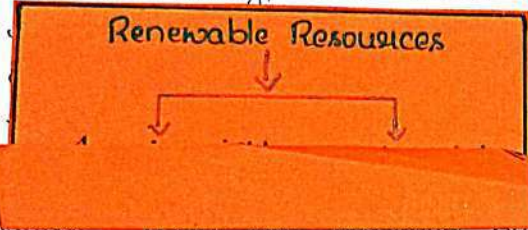
Explain

Teacher integrates the population value

Natural resources are mainly classified as.

Renewable natural resources:

The resources get replenished in nature easily, like Wild life,



continues

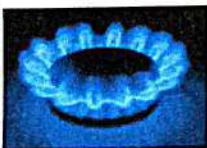
energy continues

Some may get depleted by continuous use or interference by humans.

Eg: Wild life.

Teacher explains more

Non-renewable natural resources:



It becomes scarce, etc.

Water

to all the land plants. Human activities have influenced the soil quality like salinization of soil. Soil pollution decreases the fertility and in extreme cases it deteriorates the soil. Desertification is also a serious problem. The use of chemical fertilizers has also been a serious cause of soil pollution.

Pupil listens to the topic explained by the teacher.

Pupil observes the chart and listens

Pupil try to give examples to the topic

Integration of values were relevant

Explanation of the topic was clear

Illustrated with examples

Pupil try to give response to the teacher.

Pupil listens to the teacher by observing the chart.

Pupil demonstrates interest towards the topic.

Charts used were appropriate.

Questions were frequently asked.

5ನ ಹಂತಗಳು 5E Steps	ವಿಷಯದೊಂದಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸಲು ರೂಪಿಸಿದ ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು Content with Teacher activities framed to facilitate the Students learning	ಜ್ಞಾನವನ್ನು ಕಟ್ಟಿಕೊಳ್ಳುವ ವಿದ್ಯಾರ್ಥಿ ಚಟುವಟಿಕೆಗಳು Students activities in constructing the knowledge	ಶಿಕ್ಷಕರ ಸ್ವ-ಅವಲೋಕನ Teacher's Reflection
Elaborate	The most serious threat to soil is processes of erosion. Teacher explains more about the concept. Teacher integrates the moral values. <u>What is the importance of natural resources?</u> Teacher accepts all the responses and consolidates. - Natural resources are used to make food, fuel and raw materials for the production of goods. - Natural resources such as coal, natural gas and oil provide heat, light and power.	Pupil listens to the teacher interestingly. Pupil responds to the teacher demonstrating their own entry point of understanding.	Integration of moral values. Elaborated by asking question to increase critical awareness.
Evaluate	Teacher integrates the environmental value Teacher asks questions to the students. - Define natural resources. - Which are types of natural resources? Teacher accepts all the responses and concludes.	Pupil provides reasonable responses to the pupil.	Evaluation was done.
ಉಪಸಂಹಾರ Conclusion	Hi, dear students, in today's class, we have learnt about Natural Resources and their types and importance. ಶಿಕ್ಷಕರ ಆಂತರಾವಲೋಕನ / Teacher's introspection		
ನನ್ನ ಪಾಠದಲ್ಲಿ ಕಂಡುಕೊಂಡ ಉತ್ತಮಾಂಶಗಳು Merits identified in my lesson		ನನ್ನ ಪಾಠದಲ್ಲಿ ಸುಧಾರಿಸಿಕೊಳ್ಳಬೇಕಾದ ಅಂಶಗಳು Things to be improve in my lesson	
5E steps were followed. - Explanation was clear. - Teaching learning materials were relevant.		Have to conduct more activities.	

Recapitulation

- What are natural resources?
- Name the types of natural resources.

Black Board Summary

- The resources exist in nature without any intervention of human
- Renewable resources
- ~~Non-renewable resources~~

ಅಭ್ಯಾಸ ಪ್ರಶ್ನೆಗಳು / ಗೃಹಕಾರ್ಯ / Assignment / Home work :

- Define Renewable resources
- Give reason for exploitation of natural resources.

Approved.

ಪಾಠಯೋಜನೆಯನ್ನು ಅನುಮೋದಿಸಿದೆ
Lesson plan approved

Amudathi A.O.

ಬೋಧನಾ ವಿಧಾನದ ಅಧ್ಯಾಪಕರ ಸಹಿ ಮತ್ತು ದಿನಾಂಕ
Signature of the method master with date

ವೀಕ್ಷಕರ ಸಲಹೆಗಳು / Supervisor's suggestions (Feed back)

Lesson Observed.

Engaged the class through an activity.
Content knowledge is good. Explained clear
by using proper illustrations.
Personality of the student teacher is bold
& energetic.

Students actively participated in the
Classroom interaction.

Amudathi A.O.

ವೀಕ್ಷಕರ ಸಹಿ ಮತ್ತು ದಿನಾಂಕ
Signature of the supervisor with date

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ಸಮಿತಿ (ರಿ.)
National Education Society (R.)



ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ

ಎನ್.ಇ.ಎಸ್. ಕ್ಯಾಂಪಸ್, ಬಾಲರಾಜ್ ಅರಸ್ ರಸ್ತೆ, ಶಿವಮೊಗ್ಗ-577 201

National College of Education

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Two Year B Ed., Course

Semester

IV

TERM END LESSON PLAN

ಶೈಕ್ಷಣಿಕ ಅವಧಿಯ ಅಂತಿಮ ಪಾಠ ಯೋಜನೆ

Teaching Practice / ಬೋಧನಾ ಅಭ್ಯಾಸ
(PRIMARY / HIGHSCHOOL / PUC)
(ಪ್ರಾಥಮಿಕ ಶಾಲೆ / ಪ್ರೌಢಶಾಲೆ / ಪಿಯುಸಿ)

PEDAGOGICAL SCHOOL SUBJECT - 1

ಶಿಕ್ಷಣಶಾಸ್ತ್ರದ ಶಾಲಾ ವಿಷಯ

Name / ಹೆಸರು ...**SADIYA LAMEEZ**.....

Roll No. / ಹಾಜರಿ ಸಂಖ್ಯೆ**ED210030**.....

Year 2022 - 2023

Valued
31/12/2023

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ಸಮಿತಿ (ರಿ.)
National Education Society (R.)



ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ

ಎನ್.ಇ.ಎಸ್. ಕ್ಯಾಂಪಸ್, ಬಾಲರಾಜ್ ಅರಸ್ ರಸ್ತೆ, ಶಿವಮೊಗ್ಗ-577 201

National College of Education

NES Campus, Balaraj Urs Road, SHIVAMOGGA-577 201

Certificate

This is to certify that Sri/Kum./Smt. Sadiya Lameez.....has
successfully completed the Term End Lesson Planning and Teaching under
my guidance and supervision in the subject PSS-1 English as prescribed
by the Kuvempu University for the year 2022-2023.....

Place: Shivamogga

Date: 31-12-2022

Mangla 00-0
31/12/2022
Signature of the Teacher Educator

5ನ ಹಂತಗಳು 5E Steps	ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು Teacher's activities	ವಿದ್ಯಾರ್ಥಿಗಳ ಚಟುವಟಿಕೆಗಳು Students Activities	ಶಿಕ್ಷಕರ ಸ್ವ-ಅವಲೋಕನ Teacher's Reflection
ತೊಡಗಿಸು Engage	Teacher entered the classroom and greet the students. Teacher conducts an <u>activity</u> and give stone pieces to pupil and asks them to arrange one above the other. Teacher asks certain questions to pupil. * How many stones could you arrange? * If you fail to do the task, what would you do? - Will you give up? - Will you try again? - Will you take your partner's help? - Will you work as a team? * What efforts would you put to complete the task and become successful? Teacher develops thinking level among students and builds curiosity among them.	Pupil greet the teacher. Pupil develops curiosity and involves in activity. Pupil tries to arrange stones one after the other. Pupil tries to answer. * We will try again to arrange it. * Yes * Yes * We will try again. Pupil develops their thinking level and prepare their mind to receive new knowledge.	Activity conducted in the engage step was good. Questions asked were good and developed thinking level among pupils.
Statement of the aim:-	Dear Students in our today's class we are going to discuss a beautiful poem "The Way To Succeed".		

5ನ ಹಂತಗಳು 5E Steps	ವಿಷಯದೊಂದಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಪಡಿಸಲು ರೂಪಿಸಿದ ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು Content with Teacher activities framed to facilitate the Students learning	ಜ್ಞಾನವನ್ನು ಕಟ್ಟಿಕೊಳ್ಳುವ ವಿದ್ಯಾರ್ಥಿಗಳ ಚಟುವಟಿಕೆಗಳು Students activities in constructing the knowledge	ಶಿಕ್ಷಕರ ಸ್ವ-ಅವಲೋಕನ Teacher's Reflection
Explone	Teacher introduce the poet by showing the <u>chart</u> and <u>picture</u>.  as a Scottish -- the Scottish Church :- the students to d teacher reads the proper stress words. ight - - - - Name :- Norman Macleod. Born :- 3 June 1812, Scotland. Occupation :- Clergyman, author Death :- 16 June 1872, U.K. Succeed at last. ll :- is the students that difficult words they the poem. Teacher nds of the new words and discuss the meaning of difficult words. - Strike = hit - Might = strength	Pupil prepare their mind to receive new knowledge. Pupil observes the <u>picture</u> and <u>chart</u> and understand the poet's biography. Pupil <u>listens</u> the poem carefully and tries to understand the prose. Pupil capture the <u>words</u> pronounced by teacher. Pupil curiously observes the pictures and understood the meaning of difficult words.	Picture of the poet was shown in an appropriate way. First model reading done was good. Flash cards shown were attractive.

5ನ ಹಂತಗಳು 5E Steps	ವಿಷಯದೊಂದಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸಲು ರೂಪಿಸಿದ ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು Content with Teacher activities framed to facilitate the Students learning	ಜ್ಞಾನವನ್ನು ಕಟ್ಟಿಕೊಳ್ಳುವ ವಿದ್ಯಾರ್ಥಿ ಚಟುವಟಿಕೆಗಳು Students activities in constructing the knowledge	ಶಿಕ್ಷಕರ ಸ್ವ-ಅವಲೋಕನ Teacher's Reflection
	c. Gaze = look d. Stumble = trip and lose one's balance. e. downcast = disgraced f. Succeed = win. Teacher asks pupil to use these words in their own sentences. • Second Model Reading :- Teacher instructs the pupil to open the textbook and read the same stanzas of the poem again with proper voice, modulation and accent. • Oral Reading :- Teacher asks few students to read the stanzas of the poem loudly with proper pronunciation of words. • Silent Reading :- Teacher instructs the pupil to read the poem silently without murmuring and with finger pointing.	Pupil tries to pronounce the difficult words. Pupil try to make their own new sentences by using difficult words. Pupil opens the textbook and listens the poem. Pupil tries read the poem loudly with proper pronunciation of words. Pupil silently reads the poem with proper stress and with finger pointing.	The meaning of difficult words was explained in a better way. Pupil read the poem with correct pronunciation. Silent reading was done good.
Explain	Teacher discuss the content matter with comprehension questions. * What the poet is trying to tell in stanza 1? Should strike the nail? reads the next stanza and asks questions. we do our work? climb the hill? reads the 3rd stanza of poem and asks questions. poet is questioning here? reads the last stanza of poem and asks questions to pupil. What should we do when we stumble? * What we will get when we try again and work hard? Teacher shows the video to inspire students to work and get success in life. Teacher discuss the content matter and asks the students to express their views regarding the poem.	Pupil develops their thinking level and answer the questions. * The poet is trying to inspire the young people. * When the iron is red. * We should do our work with a will. * If we never try how could we get success. * We should not be disgraced when we stumble. * We will succeed. Pupil watches the video. Pupil tries to answer the questions and express their view regarding the prose.	Comprehension questions asked were good. Pupil tried to answer the questions. Video was shown good and inspired the pupil.



5ನ ಹಂತಗಳು 5E Steps	ವಿಷಯದೊಂದಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸಲು ರೂಪಿಸಿದ ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು Content with Teacher activities framed to facilitate the Students learning	ಜ್ಞಾನವನ್ನು ಕಟ್ಟಿಕೊಳ್ಳುವ ವಿದ್ಯಾರ್ಥಿ ಚಟುವಟಿಕೆಗಳು Students activities in constructing the knowledge	ಶಿಕ್ಷಕರ ಸ್ವ-ಅವಲೋಕನ Teacher's Reflection
Elaborate	Grammar Activity:- Rhyming words Teacher conducts the grammar activity by following inductive-deductive method. Teacher shows the pictures in chart and asks pupil to identify and pronounce the words in chart. Rat etc. Teacher asks the thinking level of the pupil to identify the words. Teacher shows the chart of the model of rhyming words and asks students to identify rhyming words and match them in the model for better involvement of pupil. Teacher asks pupil to identify the rhyming words in the poem. Teacher asks pupil to tell some more words.	Pupil actively involves in the activity. Pupil observes the pictures in the chart. Pupil writes the names and pronounce the words. Pupil develops their thinking level. Pupil observes the chart and understand it properly. Pupil interestingly observes the model and match the rhyming words in the model. Pupil search more rhyming words in the poem.	Grammar activity was conducted in a better way. Pictures shown were good and attracted the pupil. Model shown was good and pupil matched the rhyming words in the model was good.
Evaluate	Teacher asks few questions to pupil to check their understanding level. * Who wrote the poem 'The Way To Succeed'? * How should we do our work? * What should we do when we stumble? * What we will get when we do hard work and try again?	Pupil tries to answer the questions. * Nonman Macleod * We must do hard work. * We must try again. * We will get succeed when we try again.	Pupil tried to answer the questions.
ಉಪಸಂಹಾರ Conclusion	Dear students in our today's class we have studied about the poem 'The Way To Succeed'. In our next class we will study another new poem.		
ಶಿಕ್ಷಕರ ಅಂತರಾವಲೋಕನ / Teacher's introspection			
ನನ್ನ ಪಾಠದಲ್ಲಿ ಕಂಡುಕೊಂಡ ಉತ್ತಮಾಂಶಗಳು Merits identified in my lesson		ನನ್ನ ಪಾಠದಲ್ಲಿ ಸುಧಾರಿಸಿಕೊಳ್ಳಬೇಕಾದ ಅಂಶಗಳು Things to be improve in my lesson	
* Activity conducted in the engage step was good. * Pictures, charts, flashcards were good and appropriate. * Model reading was done good. * Grammar activity was good.		* Asking probing questions during explanation.	

- | | |
|--|---|
| <ul style="list-style-type: none">* Who wrote the poem 'The way to succeed'?* When we should strike the nail?* What we should do when we stumble?* What we will get when we try again? | <p>Nonman Macleod wrote the poem 'The Way To Succeed'. We should strike the nail when the iron is hot. We should not disgrace when we stumble. We will surely get success when we try again.</p> |
|--|---|

ಅಭ್ಯಾಸ ಪ್ರಶ್ನೆಗಳು / ಗೃಹಕಾರ್ಯ / Assignment / Home work :

- * Suggest some more titles to the poem 'The Way to Succeed'.

Approved

Merry ²⁰⁻¹⁰
17/12/2022

ಪಾಠಯೋಜನೆಯನ್ನು ಅನುಮೋದಿಸಿದೆ
Lesson plan approved

ಬೋಧನಾ ವಿಧಾನದ ಅಧ್ಯಾಪಕರ ಸಹಿ ಮತ್ತು ದಿನಾಂಕ
Signature of the method master with date

ವೀಕ್ಷಕರ ಸಲಹೆಗಳು / Supervisor's suggestions (Feed back)

- * ತರಬೇತಿಯನ್ನು ಪಡೆದವರನ್ನು ಕಲ್ಯಾಣದ ಬಳುವಳಿಕೆಯನ್ನು ಮಾಡುವ ಮೂಲಕ
ಪಾಠಶಾಲೆ ಸೇವೆಗೆ ಆಯ್ಕೆ ಮಾಡಿಕೊಳ್ಳಲಾಯಿತು.
- * ಈ 'Norman Macleod' ಯು ಪಂಚಾಯತ್‌ನಿಗೆ ತರಬೇತಿ ಬೆಳೆ, ಕೃಷಿ ಮತ್ತು ಮೂಲ
ಕ ನಿಯೋಜನೆ ಆಯ್ಕೆ ಆಯ್ಕೆ ಮಾಡಿಕೊಳ್ಳಲಾಯಿತು.
- * ಕರ್ನಾಟಕ ವಸತಿ ಹಿತಾಸಕ್ತಿ ಕಾಯಿದೆ - 1960, ಕೃಷಿ ಮತ್ತು ಮೂಲ
ಕ ಬಳಕೆ ಮಾಡಿಕೊಳ್ಳಲಾಯಿತು.
- * ಹೊಸ ವಸತಿ ಸೇವೆ ಆಯ್ಕೆ ಆಯ್ಕೆ ಪಂಚಾಯತ್‌ನಿಗೆ ಪಡೆದವರನ್ನು ಪಡೆದವರನ್ನು
- 1960 ಕಾಯಿದೆ ಮಾಡಿಕೊಳ್ಳಲಾಯಿತು.
- * ಪಾಠ ಶಾಲೆಗಳಿಗೆ ಹೆಚ್ಚಿನ ಸೇವೆ, ಬೆಳೆ ಮತ್ತು ಮೂಲ ಕಾಯಿದೆ ಮಾಡಿಕೊಳ್ಳಲಾಯಿತು.
- * ಹೆಚ್ಚಿನ ವಸತಿ ಸೇವೆ ಮಾಡಿಕೊಳ್ಳಲಾಯಿತು.
- Signature of the supervisor with date 19/12/22

Signature of the supervisor with date

National Education Society (R.)



ಎಸ್. ವಿ. ಕೆ. ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ

ಎನ್.ಇ.ಎಸ್. ಕ್ಯಾಂಪಸ್, ಬಾಲರಾಜ್ ಅರಸ್ ರಸ್ತೆ, ಶಿವಮೊಗ್ಗ-577 201

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Web : nesbedcollege.org.in

Mail : nationalbedcollege@yahoo.com

Two Year B.Ed., Course

Semester

IV

REMEDIAL TEACHING

ಪರಿಹಾರಾತ್ಮಕ ಬೋಧನೆ

Teaching Practice / ಬೋಧನಾ ಅಭ್ಯಾಸ
(PRIMARY / HIGHSCHOOL / PUC)
(ಪ್ರಾಥಮಿಕ ಶಾಲೆ / ಪ್ರೌಢಶಾಲೆ / ಪಿಯುಸಿ)

PEDAGOGICAL SCHOOL SUBJECT
ಶಿಕ್ಷಣಶಾಸ್ತ್ರದ ಶಾಲಾ ವಿಷಯ

Name / ಹೆಸರು APooriva. H.D.

Roll No. / ಹಾಜರಿ ಸಂಖ್ಯೆ ED190006.

Year 2020 - 21

Valued
18/11/2021

National Education Society (R.)



ಎಸ್. ವಿ. ಕೆ. ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ

ಎನ್.ಇ.ಎಸ್. ಕ್ಯಾಂಪಸ್, ಬಾಲರಾಜ್ ಅರಸ್ ರಸ್ತೆ, ಶಿವಮೊಗ್ಗ-577 201

S. V. Krishnamurthy Rao National College of Education

NES Campus, Balaraj Urs Road, SHIVAMOGGA-577 201

Certificate

*This is to certify that Sri/Kum./Smt.....APPOORVA H.D.....has
succesfully completed the assignments in Remedial Lesson Plan as
prescribed by the Kuvempu University for the Year 2020-21*

Place : Shivamogga.

Date : 22-1-2021

Merry 22/1/2021
Signature of the Teacher Educator

ವಿಷಯ
Subject: English

ಘಟಕ/Unit - My People

ಒಟ್ಟು ವಿದ್ಯಾರ್ಥಿಗಳ ಸಂಖ್ಯೆ :
Total No. of Students 20

ವಿಷಯದ ರೂಪರೇಷ (ಪರಿಕಲ್ಪನೆಗಳು) Subject of content	ಸಂಖ್ಯೆಗಳು & ಶೇಕಡಾವಾರು ವಿದ್ಯಾರ್ಥಿಗಳು Numbers & Percentage of Students					
	ಸಂಪೂರ್ಣ ಕಲಿಕೆ Complete Learning	%	ಭಾಗಶಃ ಕಲಿಕೆ Partial Learning	%	ಕಲಿಯದಿರುವಿಕೆ Not Learning	%
* Anaphora.	17	94.4	-		1	5.5
* Miseries of people.	9	50	18	100	8	44.4
* Difficulties faced by people and farmers.	7	38.8	6	33.3	5	27.1
* My people	1	5.5	17	94.4	18	100
* Problem faced by people.	2	11.1	10	58.8	6	33.3
* Fiery speeches.	3	16.6	9	50	6	33.3
ಸಾಧಿಸಬೇಕಾದ ಬೋಧನೋದ್ದೇಶಗಳು / Objective to be Achieved	ತಪ್ಪುಗಳು / Mistakes		ಕಾರಣಗಳು / Reasons		ಪರಿಹಾರಗಳು / Remedies	
* pupil acquires the knowledge of misery of people.	* content was explained in difficult way. * confusion in problem of people and misery of people		* Lack of examples. * Lack of more language activities * Lack of interest.		Reteaching of concepts in step by step with simple analysis.	
* pupil understand the problem faced by poor people.						
* Pupil acquires the knowledge of empty handed people.						
* pupil understand the theme of poem.						
ಕಲಿಕಾ ಸಹಾಯಕಗಳು / Learning	pictures, chart, video, flash card.					

ನಿರೀಕ್ಷಿತ ಮೂರ್ವಜ್ಞಾನ / Previous knowledge	ತೊಡಗಿಸುವಿಕೆಯ ಹಂತದ ಚಟುವಟಿಕೆಗಳು Activities conducted at the stage of engage
* Pupil had a previous knowledge about different professional name and their nature. * Pupil had a previous knowledge about miseries of people. * Pupil had a previous knowledge about problem faced by people	Teacher shows a small video related to the misery of people in the society. Teacher asks few questions to the pupile. 1. The rich people are always rich and poor people are always poor? do you agree? 2. Who was excavated by people? 3. Who are lived in misery? 4. Who come with empty hand? 5. Who suppress their cries?

Dear students in today's class we will learn about the poem 'MY people' written by Dr. Siddalingaiah.

ಗುರಿ ನಿರೂಪಣೆ / Statement of Aim :-

- 1st bubble

90

ಬೆಳವಣಿಗೆ : / Development			
ನಿರ್ದಿಷ್ಟಗಳು Specifications	ವಿಷಯ ವಿಶ್ಲೇಷಣೆ Content Analysis	ದೋಷಗಳು / ತಪ್ಪುಗಳು Mistakes	ತಿದ್ದುಪಡಿ/ಪರಿಹಾರ ಚಟುವಟಿಕೆಗಳು / Remedial Activities
Recall	MY people The poet highlights the miseries of his people the 'Dalits'. Dalits have been socially marginalised by others in Indian society.	Lack of interest and lack of previous knowledge	Explain the content in easiest method and techniques by using picture.
Explain	Miseries of people. Dr. Siddalingaiah is the speaker in the poem. He talking about miseries of people in their life. They didn't get any opportunity and this led their oppression.	pupil failed to understand the content properly.	Through comprehension question explain the content by using teaching aid like video.

Explain.	'They' refer to the poem. Hard working skilled laborers of various work are referred to as 'they'. They carry stones for building sites. always they were hard-workers.	* Lack of concentration. * Lack of examples.	* Give more examples relevant to the content.
Describe.	'They weave cloth, but they go naked'. Seamstresses weave cloth for people to dress up well but their meager income makes them go naked. So in this way poet says that 'they weave cloth, but they go naked'.	* Lack of interest to know about weave of seamstress people. * Pupils failed to understand the content properly.	* By showing video explain the content and discuss the content matter and in easiest way understand by people.

Explain.	People sigh. After a day-long sigh of work, if they return home empty handed. they live in the misery. so they live in heavy a deep deep sigh.	* confusion between misery people and empty handed people	* Through examples differentiate the misery of people and empty handed people.
Explain	Fiercy speeches. Men who pose themselves as Godmen. They preach that all men are equal, but never try to uplift the poor people. Because of this poet feel very bad.	* Lack of interest to know about fiery speeches. * Lack of examples	* Give more examples for fiery speeches with the help of picture explain the content.
Describe.	People live on air. The poet is sympathetic to them because the poet refers to them my people. and highlights the miseries they suffer and they face many problem in the society.	* Lack of interest to know about reason for people live on air.	* Give proper reason for people live on air by showing video.

Appreciate	Different activities of people. carrying stone for building, excavating gold, plowing the field, sowing the seeds, cutting the crops, build shops and small bungalows, make foot-wear. These are activities done by people.	* Confusion between different activities done by people.	* Through pictures explain the different activities of people and understand the concept.
Appreciate	Solve people miseries. The government should take the responsibility of maintaining the equal status of people in the country. The daily wage workers must be well paid and enjoy all the benefits from government.	* Difficulty in understanding the content.	* Through examples and video explain the whole content of theme of poem.
Recall.	Anaphora. Ex:- I came, I saw, I conquered. Anaphora is a figure of speech in which words repeat at the beginning of successive phrases or sentences.	* Lack of examples.	* Give more examples and explain the content.

Key	Questions
1. DSI. Siddalingaraj is the speaker in the poem. He talking about my people. refers people of India. peoples have been socially marginalized by other in Indian society. So he called my people 2. After a day-long work, if they return home empty handed. There live in misery. So poet says that they heave a deep deep sigh. 3. Men who see themselves as godmen. they preach that all men are equal, but never try to uplift the poet's people. 4. The government should take the responsibility of maintaining the equal status of people in the country. The daily wage workers must be well paid and enjoy all the benefits from the government.	1. Who is the speaker tell about my people and why he tell my people? 2. Why do people sigh? 3. Who does the poet refer to as god loving men? 4. What do you think should be done to solve people miseries?
Home Assignment	

ಪರಿಹಾರಾತ್ಮಕ ಕಾರ್ಯ Remedial Work
ಗುರುತಿಸುವಿಕೆಯ ಮಟ್ಟ I Level of Identification - 1

ವಿಷಯ / Subject: English
ಆಯ್ಕೆಭಾಗ / Topic My people.

SL No.	Name of students	Prie-test marks	Percentage	Post - Test marks	Percentage
1	Pooja Nadig H.M.	09	36%	18	72%
2	Prerna K.R.	06	24%	14	56%
3	Ram	10	40%	19	76%
4	Savittha.V.	04	16%	15	60%
5	Shobha.P.K.	07	28%	20	80%
6	Sinchama.S. Gowda	08	32%	19	76%

ಘಟಕ ಪರೀಕ್ಷೆಯ ಪ್ರಶ್ನಾವಾರು ವಿಶ್ಲೇಷಣೆ - Item wise Analysis of Unit Test

ಗುರುತಿಸುವಿಕೆಯ ಮಟ್ಟ-2 Identification Level-2																			
ಘಟಕ ಪರೀಕ್ಷೆಯ ಪ್ರಶ್ನೆವಾರು ವಿಶ್ಲೇಷಣೆ - Item wise Analysis of Unit Test																			
S.L.NO.	Name of the students.	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	Total Marks	%	Grade
1	Pooja Nadig H.M.	1	1	1	1	1	1	1	2	2	0	2	2	0	3	0	18	72%	A
2	Pxema . K.R .	1	1	1	0	0	1	1	1	1	1	2	0	1½	0	2½	14	56%	B.
3	Ramē	1	1	1	1	1	0	1	1½	1½	2	1½	1½	2	2½	0	19	76%	A
4	Savitha . V.	1	1	1	0	0	1	1	1½	1½	1½	1	0	1½	2½	0	15	60%	B.
5	Shobha P.K.	1	1	1	1	1	1	1	1	1	2	1½	2	0	2½	2½	20	80%	A
6.	Sinchana . S.gowda	1	1	1	0	0	1	1	2	1½	1½	1½	0	1½	3	3	19	76%	A

ಗುರುತಿಸುವಿಕೆಯ ಮಟ್ಟ 3 Identification Level-3

ಅ) ಪರಿಹಾರಾತ್ಮಕ ಬೋಧನೆಗೆ ಒಳಪಡುವ ವಿದ್ಯಾರ್ಥಿಗಳ ಶೇಕಡಾವಾರು
Percentage of the Students who require Remedial Teaching

SL-NO	Names	Marks	percentage
1	Pylema .K.R.	14	56%
2	Sawpitha .V.	15	60%

18
25

STUDENT'S NAME <u>Booga Nadiq, H.M.</u>		TOTAL MARKS OBTAINED
CLASS	SUBJECT	
ROLL NO.	DATE	

I.

1) ⇒ Faint ✓

2) ⇒ Dig up ✓

3) ⇒ Person ✓

4) ⇒ Address ✓

5) ⇒ Full stop ✓

6) ⇒ Anaphora ✓

II.

7) ⇒ Hold back ✓

III.

8) ⇒ Dr. Siddalingaiah is the speaker in the poem. He talking about my people suffers people of India. People's have been socially marginalized by other in Indian Society. So he called my people.

9) ⇒ Hard-working skilled labours of various work are referred to as 'they' here. They carry stones for buildings sites always they were hard-workers.

10) ⇒

11) ⇒ After a day-long work, if they return home empty handed, there live in misery. So poet says that they leave a deep deep sigh.

12) ⇒ Men who pose themselves as godmen. They preach that all men are equal, but never try to uplift

GOLD

the poet's people. Because of this poet feel bad.

IV.

14)

3- carrying stones for buildings, excavating gold, ploughing the field, sowing the seeds, cutting the crops, build shops and raise bungalows, ~~make foot wear~~ these are the activities done by people. But people live miseries but they ~~never~~ get any help, they live a life of poverty and misery.

14
25

STUDENT'S NAME <u>Prema k r</u>		TOTAL MARKS OBTAINED
CLASS	SUBJECT	
ROLL NO.	DATE	

I

1

Friend

2

Dog up

3

pronoun

4

Anaphora

5

Hold back

6

8. Dr. Suddalingarath is the speaker

in the poem. He is talking about my people. my people of India. my people have been socially marginalised by other in Indian society. So he called my people.

9. Hard working skilled labours of

various works are referred to as they here they carry stones for building mess sites. always they were hard workers.

10

They were not for people to bring up well but their meager income may then go useless. So in this way poet says that they were rich but they go poor.

11. After a day long work if they return home empty handed then I see in hisery so poet says that they have a deep sigh.

13. The poet is sympathetic to them because the poet refers to them as them as my people and highlights the miseries they suffer my people one have many problems in the society.

15. The working wage workers might be well paid and enjoy all the benefits from the government. But the government employed 30m tax payers we can solve the people miseries.

19
25

STUDENT'S NAME Rani		TOTAL MARKS OBTAINED
CLASS	SUBJECT	
ROLL NO.	DATE	

- 1) Forest ✓
- 2) Dig up ✓
- 3) Pronoun ✓
- 5) Full stop ✓
- 4) Adverb ✓
- 7) Hold back ✓
- 8) Dr. Siddalingaih is the speaker in the poem. He talking about my people refers people. Indian peoples have socially marginalized by others in Indian society. So be called my people.
- 9) Hard working skilled labourers of various works are referred to as they, here zanny stone for building sister always they are hard - workers.
- 10) They weave cloth for people to dress up well but their meager income makes them go naked So if this way poet say that they weave cloth but they go naked.
- 11) After a day long work of they return home empty hand. There in military so poet says that they leave a deep deep sigh.
- 12) Men who put themselves as godmen they preach that all men are equal. But never try to uplift the the poet's people because of this poet feel bad.

13) The poet is sympathetic to them because poet refers to them as my people highlights the miseries they suffer, ~~and~~ my people are face many problems in the society.

IV

14) Carrying stones for buildings, excavating gold, ploughing the field, sowing the seeds, cutting the crops, build shops & raise bungalows, make foot-wear these are the activities done by ~~po~~ people but people live miseries but they never get any help. They live a life a poverty & misery.

15)

poet has highlighted the miseries of the people who are poor and who are suffering from poverty and misery.

poet has highlighted the miseries of the people who are poor and who are suffering from poverty and misery.

poet has highlighted the miseries of the people who are poor and who are suffering from poverty and misery.

poet has highlighted the miseries of the people who are poor and who are suffering from poverty and misery.

poet has highlighted the miseries of the people who are poor and who are suffering from poverty and misery.

15
25

STUDENT'S NAME	Sowitha.~	TOTAL MARKS OBTAINED
CLASS	SUBJECT	
ROLL NO.	DATE	

I

(1)

Faint ✓

(2)

Dig up ✓

(3)

pronoun ✓

(4)

An aphorism ✓

(5)

Hold back ✓

(6)

Dr. Siddalingaiah is the speaker in the poem. He talking about my people refers people of India.

peoples have been socially marginalized by other Indian society so he called my people.

(7)

Hard working skilled laborers of various work are referred to as they here they carry stones for building sites always they were hard workers.

(8)

They weave cloth for people to dress up well but there weaver in some weaves them go naked so in this way poet say that they weave cloth but they go naked.

11

After a day - long work if they
return home empty handed there
live in misery so poet says that
they have a deep sigh.

13.

The poet is sympathetic to them
because the poet refers to
them as my people and highlight
the miseries they suffer my
people a he face many problem
in the society

(14)

carrying stones for building
excavating gold plowing the
field sowing the seeds cutting
the crops building shops and
raise bungalows make foot wear
these are the active time done
by people but people live miser-
ably but they never get any help they
live a life of poverty and misery

(15)

16.

17.

18.

19.

20.

21.

22.

23.

24.

25.

20/25

STUDENT'S NAME <u>Shruti P. K.</u>		TOTAL MARKS OBTAINED
CLASS	SUBJECT	
ROLL NO.	DATE	

I

- 1] Faint
- 2] Dig up
- 3] Person
- 4] Advise
- 5] Full stop
- 6] Anaphora

II

- 7] Hold back

III

- 8] Dr. Siddalingaiah
- 9] Hard-working skilled labourers of various works are ~~indifferent~~ to us carry stones for building sites always, they were hard-workers.
- 10] They weave cloth for people to dress up well but their meagre income makes them go naked. So in this way poet says that 'they weave cloth, but they go naked'.
- 11] After a day-long work, if they return home empty handed, there live to misery so poet says that they have a cup rich.
- 12] man who poet themselves as Godmen they preach that all men are equal, but never try to uplift the poor people because of this poet feel bad.

IV

14)

carrying stones for buildings, excavating gold, ploughing the field, sowing the seeds, cutting the crops, building huts and raising bungalows, make boat-women. These are the activities done by people but people live miserably but they never get any help. They live a life of poverty and misery.

15)

The government should take the responsibility of maintaining the equal status of people in the country. The daily wage workers must be well paid and enjoy all the benefits from the government like the government employees. So in this way we can solve the people's miseries.

19/25

STUDENT'S NAME <u>Sinchana. S Gowda</u>		TOTAL MARKS OBTAINED
CLASS	SUBJECT	
ROLL NO.	DATE	

I

1.

Faint

2.

Pegup

3.

Pronoun

6.

An aphora

II

7.

Hold back

III

8.

Dr. Suddalengalah is the speaker in the poem. He talking about my people refers people of India. peoples have been socially marginalized by other in Indian society so he called my people.

9.

Hard-working skilled laborers of various work are referred to as 'they' here. they carry stones for building sites always they were hard-workers

10.

They weave cloth for people to dress up well but their meager income makes them go naked. So for this way poet say that they weave cloth but they go naked.

11. After a day-long work, if they return home empty handed, there love in misery so poet says that they heave a deep sigh.

13. The poet is sympathetic to them because the poet refers to them as 'my people' and highlights the miseries they suffer my people are face many problem in the society.

14. Carrying stones for buildings or excavating gold plowing the field, sowing the seeds, cutting the crops, building shops and raise bungalows make footwear there are the activities done by people. But people live miseries but they never get any help they live a life of poverty and misery.

15. The daily wage workers must be well paid and enjoy all the benefits from the government. Let the government employed so in this way we can solve the people miseries.

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ಸಮಿತಿ (ರಿ.)
National Education Society (R.)



ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ

ಎನ್.ಇ.ಎಸ್. ಕ್ಯಾಂಪಸ್, ಬಾಲರಾಜ್ ಅರಸ್ ರಸ್ತೆ, ಶಿವಮೊಗ್ಗ-577 201

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Two Year B.Ed., Course

Semester

IV

ಇಂ
UNIT PLAN
ಘಟಕ ಯೋಜನೆ
ಆಣ

Teaching Practice / ಬೋಧನಾ ಅಭ್ಯಾಸ
(PRIMARY / HIGHSCHOOL / PUC)
(ಪ್ರಾಥಮಿಕ ಶಾಲೆ / ಪ್ರೌಢಶಾಲೆ / ಪಿಯುಸಿ)

PEDAGOGICAL SCHOOL SUBJECT
ಶಿಕ್ಷಣಶಾಸ್ತ್ರದ ಶಾಲಾ ವಿಷಯ

Name / ಹೆಸರು SADIYA LAMEEZ

Roll No. / ಹಾಜರಿ ಸಂಖ್ಯೆ ED210030

Year 2022 - 2023

Valued
34/12/2022

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ಸಮಿತಿ (ರಿ.)
National Education Society (R.)



ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ

ಎನ್.ಇ.ಎಸ್. ಕ್ಯಾಂಪಸ್, ಬಾಲರಾಜ್ ಅರಸ್ ರಸ್ತೆ, ಶಿವಮೊಗ್ಗ-577 201

National College of Education

NES Campus, Balaraj Urs Road, SHIVAMOGGA-577 201

Certificate

This is to certify that Sri/Kum./Smt. Sadiya Lameez.....has
successfully completed the Unit plan under my guidance and supervision in the
subject PSS-1 English..... as prescribed by the Kuvempu
University for the year 2022 - 2023

Place: Shivamogga
Date: 31-12-2022

M. N. D.
Signature of the Teacher Educator
31/12/2022

UNIT PLAN

"Well Planned programme ends successfully", Plan means to 'To act with a Purpose'. No teacher should enter the class without planning. Planning of a lesson is related to the working philosophy of the teacher. Educational objectives, methods and techniques used and relating educational objectives.

The planning for a unit is known as the unit plan. It is clearly defined as Systematic, interrelated organization of concepts of the content matter, General v/s specific objectives, Teaching-Learning activities through effective methods, approaches, strategies and the assessment & judgment of the students achievements by using appropriate tools and techniques of evaluations, of a particular unit. It is based on field theories of learning or Holistic outlook. The Idea behind it is that the learner has to react to the situation as a whole and not the parts in isolation. A Unit is a part of the whole.

Importance of the Unit plan :

1. It provides basic course structure around which specific class activities can be organized.
2. It is based on Gestalt psychology of learning theory. So teacher can get wholistic idea of the particular unit.
3. Teacher can get mastery over the subject matter.
4. It helps to indentifying the concepts of the unit, for clear perception.
5. Teacher can formulate general and specific objective statements.
6. It helps in selection of appropriate methods, approaches and strategies, for effective communication.
7. It facilitates proper interaction between the learner and teacher.
8. With the unit plan teacher can prepare year plan as well as dialy lesson plan.

ಘಟಕ ಯೋಜನೆ

ಉತ್ತಮವಾಗಿ ಯೋಜಿಸಿದ ಕಾರ್ಯವು ಯಶಸ್ವಿಯಾಗಿ ಅಂತ್ಯಗೊಳ್ಳುತ್ತದೆ. ಮಾಡುವ ಕೆಲಸವನ್ನು ಮುಂದಾಗಿ ಯೋಚಿಸಿ ಒಂದು ಉತ್ತಮ ಸ್ಥಿತಿ ನಿರ್ಮಿಸುವುದು ಯೋಜನೆ. ನಾವು ಮಾಡುವ ಪ್ರತಿ ಕೆಲಸದಲ್ಲೂ ಇಂತಹದ್ದೇ ಫಲಿತಾಂಶ ಸಿಗಬೇಕೆಂದು ನಿರೀಕ್ಷೆಗಳನ್ನು ಹಿಡಿಯುತ್ತೇವೆ. ಆ ನಿರೀಕ್ಷೆಗಳಿಗನುಗುಣವಾಗಿ ಕಾರ್ಯಗಳು ಹಂತಹಂತವಾಗಿ ರೂಪಿತಗೊಳ್ಳುತ್ತವೆ. ಇದನ್ನೇ ಯೋಜನೆ ಎನ್ನುವುದು.

ಪಠ್ಯಪುಸ್ತಕದ ಒಂದು ಭಾಗವಾದ ಘಟಕಕ್ಕೆ ಯೋಜನೆ ಸಿದ್ಧಗೊಳಿಸುವುದನ್ನು ಘಟಕ ಯೋಜನೆ ಎನ್ನಲಾಗುತ್ತದೆ. ಅಂದರೆ, ನಿರ್ದಿಷ್ಟ ಘಟಕದಲ್ಲಿನ ವಿವಿಧ ವಿಷಯ ಪರಿಕಲ್ಪನೆಗಳು ಹಾಗೂ ಮೌಲ್ಯಗಳ ನಡುವೆ ಅಂತರ್ ಸಂಬಂಧ ಬೆಸೆದು, ಇಡೀ ಘಟಕದ ಸಂಪೂರ್ಣ ಕಲ್ಪನೆ ಮೂಡುವಂತೆ ವಿವಿಧ ಅವಧಿಗಳಿಗೆ ವಿಸ್ತರಿಸಿ ಕಲಿಸಲು ಅನುಕೂಲವಾಗುವಂತೆ ಸ್ಥೂಲವಾಗಿ ರೂಪಿಸಿದ ಯೋಜನೆಯೇ ಘಟಕ ಯೋಜನೆ. ಘಟಕ ಯೋಜನೆಯಲ್ಲಿ ವಿಷಯ ಪರಿಕಲ್ಪನೆಗಳ (ಪ್ರಧಾನ ಮತ್ತು ಉಪ ಪರಿಕಲ್ಪನೆಗಳು) ಸ್ವರೂಪ-ಸ್ವಭಾವಗಳಿಗನುಗುಣವಾಗಿ ಸಾಮಾನ್ಯ ಮತ್ತು ನಿರ್ದಿಷ್ಟ ಉದ್ದೇಶಗಳನ್ನು ರೂಪಿಸಿಕೊಂಡು, ವೈವಿಧ್ಯಮಯ ಕಲಿಕಾ ಚಟುವಟಿಕೆಗಳೊಂದಿಗೆ ಕಲಿಸುವ ವಿಧಾನ, ಕ್ರಮ, ಉಪಕ್ರಮಗಳನ್ನು, ಮೌಲ್ಯಮಾಪನದ ತಂತ್ರ ಹಾಗೂ ಸಾಧನಗಳ ಕ್ರಮಬದ್ಧ ಸಂಘಟನೆ ಇರುತ್ತದೆ.

ಘಟಕ ಯೋಜನೆಯ ಪ್ರಾಮುಖ್ಯತೆ :

1. ನಿರ್ದಿಷ್ಟ ಶೈಕ್ಷಣಿಕ ಹಂತದ ಮೂಲ ರಚನೆಗೆ ಪೂರಕವಾಗಿ ತರಗತಿ ಚಟುವಟಿಕೆಗಳನ್ನು ವ್ಯವಸ್ಥೆಗೊಳಿಸಲು ಸಹಾಯಕವಾಗುತ್ತದೆ.
2. ಘಟಕ ಯೋಜನೆಯು ಮನೋವಿಜ್ಞಾನದ ಒಳನೋಟ ಕಲಿಕೆಯನ್ನು ಆಧರಿಸಿದೆ. ಇದರಿಂದ ಶಿಕ್ಷಕರು ನಿರ್ದಿಷ್ಟ ಘಟಕದ ಮೇಲೆ ಸಂಪೂರ್ಣ ಅರಿವನ್ನು ಹೊಂದಬಹುದು.
3. ಶಿಕ್ಷಕರು ವಿಷಯದ ಪ್ರಬುದ್ಧತೆಯನ್ನು ಹೊಂದಲು ಸಹಾಯವಾಗುತ್ತದೆ.
4. ಘಟಕದಲ್ಲಿನ ವಿಷಯ ಪರಿಕಲ್ಪನೆಗಳನ್ನು ಸ್ಪಷ್ಟವಾಗಿ ಮತ್ತು ಅರ್ಥಪೂರ್ಣವಾಗಿ ಗುರುತಿಸಲು ಸಾಧ್ಯವಾಗುತ್ತದೆ.
5. ವಿಷಯ ಪರಿಕಲ್ಪನೆಗಳ ಸ್ವರೂಪ-ಸ್ವಭಾವಗಳಿಗನುಗುಣವಾಗಿ ಸಾಮಾನ್ಯ ಮತ್ತು ನಿರ್ದಿಷ್ಟ ಉದ್ದೇಶಗಳನ್ನು ರಚಿಸಿಕೊಳ್ಳಲು ನೆರವಾಗುತ್ತದೆ.
6. ಪರಿಣಾಮಕಾರಿ ಸಂವಹನಕ್ಕೆ ಸೂಕ್ತ ವಿಧಾನ, ಕ್ರಮ ಮತ್ತು ಉಪಕ್ರಮಗಳ ಆಯ್ಕೆಗೆ ಅನುಕೂಲವಾಗುತ್ತದೆ.
7. ಶಿಕ್ಷಕ ಹಾಗೂ ವಿದ್ಯಾರ್ಥಿಗಳ ನಡುವೆ ಸೂಕ್ತ ಸಹ-ಸಂಬಂಧವನ್ನು ನಿರ್ವಹಿಸುತ್ತದೆ.
8. ಘಟಕ ಯೋಜನೆಯು ಸಹಾಯದಿಂದ ಶಿಕ್ಷಕರು ವಾರ್ಷಿಕ ಯೋಜನೆಯನ್ನು ಹಾಗೂ ದಿನನಿತ್ಯದ ಪಾಠಯೋಜನೆಯನ್ನು ತಯಾರಿಸಿಕೊಳ್ಳಬಹುದಾಗಿದೆ.

ame : Sadiya Lameez

Roll No. ED210030
ಹಾಜರಿ ಸಂಖ್ಯೆ :

ate 17-12-2022
ರಾಂಕ :

Class : 7th
ತರಗತಿ :

School/College : Sanvodaya
ಶಾಲೆ/ಕಾಲೇಜು : School

Highen Primary

bject : English
ಷಯ :

Unit : Leg Trap
ಘಟಕ :

ent of the Unit / ಘಟಕದ ಆಶಯ :

- * To aware the students about the hand working life of poor people.
- * To teach a poor but smart boy called Dhina who polishes shoes for a living catches a jewellery thief.
- * To encourages the students to be brave and courageous in life.
- * To inspires students to do smart work.
- * To motivate students to be courageous in any situation in life.

ummary of the Unit / ಘಟಕದ ಸಾರಾಂಶ :

The Lesson "Leg Trap" is a short story written by Nanonama Jafa. The main character of the lesson is Dhina. He lost his father and lived with his mother and sister. After school hours he was shined shoes near a cinema hall. One hot day, he sat under a tree and counting his earnings. He heard that a thief had robbed a necklace from the jewellery shop. He was very curious and was wanted to go towards jewellery shop to know more details. But a customer came and asked to him polish his shoes. Dhina was starting his work and assessed that the customer

Concepts identified in the Unit and corresponding objectives

ಘಟಕದಲ್ಲಿ ಗುರುತಿಸಲ್ಪಟ್ಟ ವಿಷಯ ಪರಿಕಲ್ಪನೆಗಳು ಹಾಗೂ ಅವುಗಳಿಗನುಗುಣವಾದ ಉದ್ದೇಶಗಳು :

Sl.No. ಕ್ರ.ಸಂ.	Concepts / Sub topics ವಿಷಯ ಪರಿಕಲ್ಪನೆಗಳು / ಉಪ ಸಂಗತಿಗಳು	Objectives ಉದ್ದೇಶಗಳು	Specifications ನಿರ್ದಿಷ್ಟಗಳು	Time required ಸಮಯ ಸಾಧನೆಗೆ ಬೇಕಾದ ಸಮಯ	General Obj * Pupils ಎಲ್ಲಾ
1.	Author's introduction	Knowledge	remember	10 min	* Pupils ಎಲ್ಲಾ
2.	Early life of Dhina	Comprehension	describe	10 min	* Pupils ಎಲ್ಲಾ
3.	Vocabulary	Knowledge	recall	15 min	* Pupils ಎಲ್ಲಾ
4.	Articles	Knowledge	identify	15 min	* Pupils ಎಲ್ಲಾ
5.	Dhina as a shoeshine boy	Comprehension	describe	10 min	* Pupils ಎಲ್ಲಾ
6.	The approach of customer	Comprehension	explain	15 min	* Pupils ಎಲ್ಲಾ
7.	Pronouns	Knowledge	recognize	10 min	* Pupils ಎಲ್ಲಾ
8.	Dhina found jewellery	Comprehension	explain	15 min	* Pupils ಎಲ್ಲಾ
9.	Dhina catch the thief	Expression	express	15 min	* Pupils ಎಲ್ಲಾ
10.	Appreciation of Dhina	Appreciation	appreciate	10 min	* Pupils ಎಲ್ಲಾ
11.	Adjectives	Knowledge	recall	10 min	* Pupils ಎಲ್ಲಾ

- * Pupil acquires the knowledge about the hard working life of poor people.
- * Pupil acquires the knowledge about Dhira as a hard working boy.
- * Pupil understands about the approach of customers to Dhira.
- * Pupil understands about articles.
- * Pupil understands about the way Dhira catch the thief.
- * Pupil develops positive attitude to read the prose.
- * Pupil acquires the listening skill through this prose Leg Trap.
- * Pupil inspires by the courage of Dhira.
- * Pupil develops positive attitude to work hard in life.
- * Pupil develops positive attitude to be courageous.
- * Pupil develops positive attitude to be brave.
- * Pupil appreciate the courage of Dhira.
- * Pupil express their views regarding the theme of prose.

aching learning materials to be used in the unit
ಕದಲಿ ಬಳಸಬಹುದಾದ ಬೋಧನಾ ಕಲಿಕೋಪಕರಣಗಳು :

No. ಸಂ.	Title of the Teaching learning materials ಕಲಿಕೋಪಕರಣದ ಶೀರ್ಷಿಕೆ	
1.	Chart	Manorama Tapa
2.	Flash cards	Difficult words
3.	Picture	Boy polishing shoe
4.	Picture	Articles
5.	Chart	Explanation of articles
6.	Flash cards	Difficult words
7.	Picture	to conduct activity for pronoun
8.	Chart	Pronoun
9.	Flash cards	Difficult words
10.	Pictures	Star, Moon, for adjectives
11.	Chart	Adjectives explanation
12.	Video	explain adjectives

5ನ ಹಂತಗಳು 5E Steps	ವಿಷಯದೊಂದಿಗೆ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸಲು ರೂಪಿಸಿದ ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು Content with Teacher activities framed to facilitate the Students learning	ಜ್ಞಾನವನ್ನು ಕಟ್ಟಿಕೊಳ್ಳುವ ವಿದ್ಯಾರ್ಥಿ ಚಟುವಟಿಕೆಗಳು Students activities in constructing the knowledge
	3. Meaning of difficult words:- 1. Humming = make a continuous low noise. 2. Thief = a person who steals things 3. Robbed = to take something away illegally. 4. Eager = interest 5. Temper = become angry. 6. Concentrate = to give the attention to something. 7. Wonder = a feeling of surprise 8. Fumble = to try to find out. 9. Yell = to shout very loudly 10. Honoured = to show great respect for somebody.	Pupil understands and remember the meaning of difficult words. Pupil pronounce the words correctly. Pupil try to make new sentences by using these words.
5ನ ಹಂತಗಳು 5E Steps	B. Grammar:- 1. Articles :- Articles are used before nouns. There are two types of articles. The <u>definite</u> article [the] is used before a noun to identify the noun. The <u>indefinite</u> articles a, an is used before a general noun. Examples:- * It is <u>a</u> cat. * Radha eats <u>an</u> apple. * <u>The</u> Sun is very hot today. Teacher conducts the grammar activity by using inductive-deductive method. Teacher shows <u>pictures</u> and <u>chart</u> to explain grammar.	Pupil observes the picture and understand the examples given by the teacher. Pupil interestingly listens to the explanation. Pupil observes and read the <u>chart</u> loudly for better involvement in learning. Pupil find out articles in the given sentences and in the prose.

2. Pronouns :-

Through a small activity teacher explain the pronouns by showing pictures. Pronouns are the words which used instead of nouns in the sentences. Teacher shows the chart and explain pronouns. Teacher asks pupil to identify and underline pronouns in the given sentences in chart and in the prose.

Examples :-

- * Children are playing in the ground. They are playing cricket.
- * Dhina polishes shoes. He is a good boy.
- * Apple is a fruit. It is sweet.

Pupil observes the pictures and understand the examples given in the chart related to pronouns.

3. Grammar Activity - Adjectives :-

Adjectives are the words which describes the quality of nouns.

Teacher conducts the grammar activity by using inductive-deductive method. Teacher shows the pictures of stars, milk and rose to pupil and give examples related to that. Teacher shows the chart and explain adjectives. Teacher asks pupil to underline adjectives in the prose and in the given sentences.

Examples :-

- * Stars are tiny and bright.
- * Milk is white in colour.
- * Rose is beautiful.

Pupil interestingly observes the pictures and understands the examples given by the teacher. Pupil listens to the explanation. Pupil observes and read the chart loudly. Pupil find out adjectives in the prose and in the given sentences in chart.

C) Content matter

a. Introduction :-

Teacher narrates a small story related to content matter and asks few questions to engage the class.

Teacher give a brief author's introduction about Manonama Tafa by asking chant and picture.

b. Dhira as a shoeshine boy :-

Discussion of content matter with comprehension questions.

Dhira was a shoeshine - - -

- - - looked like a rich man.

1. What is the name of the shoeshine boy?

2. Dhira was living with whom?

3. What did Dhira do to earn living?

Pupil interestingly listens to the story and tell answers to the questions.

Pupil observes the chant and know about a famous writer Manonama Tafa.

Through the discussion pupil tries to answer the questions.

4. What was Dhira doing when he was humming a tune?

5. What does the passer by told to Dhira?

c. Dhira catch the thief :-

Dhira sat down immediately - - - for the show to begin.

1. What did Dhira do when the customers came to him?

2. What did the Dhira saw?

3. Why did the customers became angry?

4. Why Dhira was disturbed?

d. Appreciation of Dhira :-

"Funny!" Dhira said to himself - - - for his bravery.

1. Why Dhira was wondered?

2. What did Dhira do with shoe laces?

3. Where did Dhira rushed?

4. Why Dhira was honoured?

Teacher describe the content and its theme. Teacher asks pupil to express their views regarding the pro.

Pupil develop their thinking level and understand about the hard work of Dhira to earn a living.

Pupil tries to answer the comprehension questions.

Pupil shows more interest towards learning and tries to answer the questions.

Pupil appreciate the bravery of Dhira who catch the thief.

Pupil expressed their views regarding the content matter.

Sl.No. ಕ್ರ.ಸಂ.	Questions ಪ್ರಶ್ನೆಗಳು	Specifications ನಿರ್ದಿಷ್ಟತೆ	Objectives ಉದ್ದೇಶಗಳು	Difficult ಕ್ಷಿಪ್ತತೆಯ
I	Complete the following statements by choosing the right answer from the four alternatives given:-			
15	The prose 'Leg Trap' is written by _____ a. M.C Davies b. Adam Lindsay. c. Manorama Jafa d. Leigh Hunt.	remember	Knowledge	Easy
25	Rahul is _____ engineer as the _____ a. as the b. an c. a d. on [write the suitable article in the blank].	recall	Knowledge	Easy
35	_____ was a shoeshine boy. a. Dhina b. Customer c. Policeman d. Passer-by	remember	Knowledge	Easy
45	Piya is a good girl. _____ goes to school. a. He b. She c. It d. That [write the suitable pronoun in the blank].	recall	Knowledge	Easy
55	The meaning of temper is _____ a. Anger b. glance c. theft d. wallet	recall.	Knowledge	Easy

No. ಸಂ.	Questions ಪ್ರಶ್ನೆಗಳು	Specifications ನಿರ್ದಿಷ್ಟತೆ	Objectives ಉದ್ದೇಶಗಳು	Difficult Level ಕ್ಲಿಷ್ಟತೆಯ ಮಟ್ಟ
II	The letters of the words below are jumbled. Figure			
60	RAIAH = _____	Expression	Expression	Average
71	EJLWELVRE = _____	Expression	Expression	Average
III	Rearrange the words to make meaningful sentences			
80	Shoeshine / boy / is / a / Dhina	Expression	Expression	Average
81	Is / beautiful / Rose / a / flower	Expression	Expression	Average
IV	Answer the following questions in two or three sentences:-			
104	Who is Dhina and where did he sit to earn a living?	Comprehension	Comprehension	Average
114	What did Dhina find in the shoes?	Comprehension	Comprehension	Average
124	How did Dhina help the police to catch the thief?	Comprehension	Comprehension	Average
134	Why Did Dhina was honored	Appreciation	Appreciation	Average
144	What do you understand from Dhina's story?	Comprehension explain	Comprehension	Difficult
V	Answer the following questions in 5 sentences:-			
154	Do you agree that it takes courage to do the right thing? Explain it by keeping Dhina as an example.	Appreciation	Appreciation	Difficult
164	Is Dhina's attempt to trap the thief was the best one? Give reasons for your answer.	Expression		Difficult

TET Questions for student Teachers.

1] The minimum and maximum age for a candidate to contest elections for president of India's office?

- a) 25 years, 65 years b) 35 years, 65 years
c) 35 years, no limit d) 25 years, no limit

Ans:- 35 years, no limit.

2] The "administrative authority" at the block level is.

- a) zila Panchayat. b) Panchayat Samiti.
c) Panchayat d) District planning committee.

Ans:- Panchayat Samiti.

3] A person arrested and / or detained by police has to be produced before nearest magistrate within _____ period?

- a) 12 hours b) 24 hours
c) 36 hours d) 48 hours.

Ans:- 24 hours.

4] Who among the following decides whether a bill is money bill or not?

- a) Prime minister b) Council of ministers.
c) Lok Sabha speaker d) Lok Sabha Secretary.

Ans:- Lok Sabha speaker

5] What is the number of freedoms guaranteed by Indian Constitution to Indian citizen?

- a) 6 b) 7 c) 8 d) 9

Ans:- 6

6] History has been a discipline of study for the Past

a] 100 years

b] 200 years.

c] 300 years

d] 400 years.

Ans:- 200 years.

7] The earliest specimen of Harappan script was introduced in the year.

a] 1851 A.D.

b] 1852 A.D.

c] 1853 A.D.

d] 1854 A.D.

Ans:- 1853 A.D.

8] The first popular king of Magadha was.

a] Ajathashatru

b] Udayan

c] Maha Padmananda

d] Bimbisara.

Ans:- Bimbisara.

9] Political science begins with a state and ends with a state. This definition was given by

a] R.Y. Kettle.

b] Stephen Leacock.

c] John Richard Seely.

d] J.W. Garner.

Ans:- J.W. Garner.

10] The movement launched by Mahatma Gandhi after the failure of Cripps mission.

a] Vande Mataram movement.

b] Non-cooperation movement.

c] Civil disobedience movement.

d] Quit India movement.

Ans:- Quit India movement.

11] The constitutional article that gives provision for presidential rule in a state is

a] 324

b] 356

c] 314

d] 321

Ans:- 356.

12] The formal credits given to the villages are supervised by

- a) NABARD b) ICICI c) FICCI d) IDBI

Ans:- NABARD

13] The result of 'Rakkasi Tangadi' war in 1565 A.D. was

- a) Establishment of vijayanagara empire.
b) Establishment of Nizam empire.
c) Destruction of vijayanagara city.
d) expansion of vijayanagar empire.

Ans:- Destruction of vijayanagar city.

14] Most of Ashok's inscriptions were in this language

- a) Prakrit b) Sanskrit c) Telugu d) Tamil

Ans:- Prakrit

15] The Term 'Nation' is derived from the Latin word: Natio, which means

- a) Country b) State c) relationship d) birth.

Ans:- Birth.

16] Pick out the adjective which can best fill in the blanks given in the sentence below:

The _____ chapters are lacking in interest.

- a) later b) latest c) latter d) letter.

Ans:- latest

17] Which is the most appropriate passive form of the sentence?

"one should keep one's promise"

a] we should keep our promises

b] promises should be kept

c] promises need not be kept.

d] Promises may be kept.

Ans:- Promises should be kept.

18] The most appropriate conversion to simple sentence from the compound sentence

"we must eat, or we cannot live", is

a] we must live to eat.

b] we must not live to eat.

c] we must eat and live.

d] we must eat to live.

Ans:- we must eat to live.

19] In this sentence "The train came rushing down the hill", the word 'down' functions as

a] Noun b] preposition c] verb d] Adverb.

Ans:- Adverb.

20] choose appropriate article

Smt. Sheela became — principal of the college in 2005.

a] a b] The c] an d] no article.

Ans:- The.

21] Which of the following is not an instruction?

a] what an idea b] sit down c] Be silent d] queue up

Ans:- what an idea.

22] How many Syllables are there in the word 'examination'?

- a) 4 b) 3 c) 5 d) 6

Ans:- 5

23] Modification of behaviour through experience is called

- a) memory b) Learning c) motivation d) Thinking

Ans:- Learning.

24] We have been living here _____ six months

- a) Ever b) At c) Since d) For

Ans:- For.

25] Identify the odd one out

- a) Joy b) Sorrow c) Happiness d) Bliss

Ans:- Sorrow.

Quiz for Student teachers.

23
1st Semester B.Ed
Abhilasha.S.

① How many languages have been recognised by the constitution

- (A) 13 (B) 14 (C) 22 (D) 16

Ans :- 22

② The Attorney General of India is appointed by

- (A) The chief justice of India (B) Prime minister
(C) The president of India (D) The UPSC

Ans :-

(C) The president of India

③ The maximum strength of Lok Sabha is

- (A) 500 (B) 525 (C) 535 (D) 550

Ans :- (D) 550

④ Who was the first President of India to be elected unopposed?

- (A) Dr. Radhakrishna (B) N. Sanjiva Reddi
(C) V.V. Giri (D) Dr. Rajendra Prasad

Ans :- (B) Sanjiva Reddy

⑤ The time-gap between two sessions of Parliament must not exceed

- (A) 3 months (B) 6 months (C) 9 months (D) 1 year

Ans :- (B) 6 months

⑥ The primary task of the teacher is

- (A) To teach the prescribed curriculum
(B) To stimulate and guide students learning
(C) To provide diagnostic and remedial aid wherever indicated
(D) To promote habits of conformity to adult demands & expectations

Ans (B) To stimulate and guide students learning

7. Which of the following is not one of the aims and purposes of UNESCO?
- (A) Held an educational isolationism
 - (B) Promote intellectual inter dependence
 - (C) Helps to unite peoples of the world
 - (D) Promote pride in nationalistic groups.
- ans: (A) promote pride in nationalistic groups
8. The First Kindergarten was started by
- (A) Friedrich Froebel
 - (B) Benjamin Franklin
 - (C) John De witt Clinton
 - (D) William James
- ans: (A) Friedrich Froebel
9. The study of interrelations between organisms and their environment is known as
- (A) Biosphere
 - (B) Autecology
 - (C) Synecology
 - (D) Ecology
- ans: (D) Ecology
10. cyanosis is caused by
- (A) Copper
 - (B) chromium
 - (C) Nitrate concentration
 - (D) carbon dioxide
- ans: (C) Nitrate concentration
11. Pulakeshi II was the most famous ruler of
- (A) chalukyas
 - (B) cholas
 - (C) Pallavas
 - (D) satavahans
- ans: (A) chalukyas
12. The Upanishads are
- (A) source of Hindu philosophy
 - (B) books of ancient Hindu law
 - (C) books on social behavior of man
 - (D) Prayers to god
- ans: (A)

(12) DRDL stands for

- (A) Defence Research and development Laboratory
- (B) Department of Research and development Laboratory
- (C) Differential Research and Documentation laboratory
- (D) None of the above

Answer :- (A)

(13) When is the national sports day celebrated in India every year

- (A) 26-Aug (B) 27-Aug (C) 28-Aug (D) 29-Aug
- ans - (D) 29-Aug.

(14) which smart city has been selected for the city award under India Smart cities Award 2018?

- (A) Maharashtra (B) Bangalore (C) ~~Gujarat~~ ^{Gurath} (D) ~~Rajasthan~~ ^{Gurath}
- Ans (D) Gurath

(15) which nation is hosting the 2018 Asian games?

- (A) Brazil (B) India (C) Indonesia (D) Malaysia
- ans (C) Indonesia

(16) Who was appointed as the deputy Election commissioner of India?

- (A) RS Grover (B) chandra Bhushan Kumar
 - (C) Sanjay Batra (D) Girish Kumar
- ans (B) chandra Bhushan Kumar

(17) which planet will make its closest approach to Earth in 15 years on July 13, 2018?

- (A) Mars (B) Venus (C) Mercury (D) Saturn
- (A) Mars

19) Which of the following is a secondary memory device?

- (A) keyboard (B) Disk (C) ALU (D) Mouse
ans: (B) Disk

20) 4 bits makes a

- (A) Byte (B) nibble (C) word (D) double word
ans: (B) nibble

21) RAM is also called

- (A) non volatile memory
(B) Dynamic memory
(C) volatile memory
(D) Magnetic memory

ans: (C) volatile memory

22) Natural radioactivity was discovered by?

- (A) Marie Curie
(B) Ernest Rutherford
(C) Henri Becquerel
(D) Enrico Fermi

ans: (C) Henri Becquerel

23) Sound of frequency below 20 Hz is called?

- (A) Audio sounds (B) infrasonic
(C) ultrasonic (D) supersonic

Ans: (C) infrasonic

24) Magnetism at the centre of a bar magnet is

- (A) minimum (B) maximum (C) zero
(D) minimum or maximum

ans: (C) zero

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ಸಮಿತಿ (ರಿ.)
National Education Society (R.)



ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ

ಎನ್.ಇ.ಎಸ್. ಕ್ಯಾಂಪಸ್, ಬಾಲರಾಜ್ ಅರಸ್ ರಸ್ತೆ, ಶಿವಮೊಗ್ಗ-577 201

National College of Education

NES Campus, Balaraj Urs Road, SHIVAMOGGA-577 201

Ph. : 08182-223407

Web : nesbedcollege.org.in

E-Mail : nationalbedcollege@yahoo.com

Two Year B.Ed., Course

Semester

IV

CO-CURRICULAR ACTIVITIES REPORT

ಸಹ-ಪಠ್ಯ ಚಟುವಟಿಕೆಗಳ ವರದಿ

Teaching Practice / ಬೋಧನಾ ಅಭ್ಯಾಸ
(PRIMARY / HIGHSCHOOL / PUC)
(ಪ್ರಾಥಮಿಕ ಶಾಲೆ / ಪ್ರೌಢಶಾಲೆ / ಪಿಯುಸಿ)

PEDAGOGICAL SCHOOL SUBJECT
ಶಿಕ್ಷಣಶಾಸ್ತ್ರದ ಶಾಲಾ ವಿಷಯ

Name / ಹೆಸರು SAOTYA LAMEEL

Roll No. / ಹಾಜರಿ ಸಂಖ್ಯೆ ED210030

Year 2022 - 2023

Verified
4/3/2023

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ಸಮಿತಿ (ರಿ.)
National Education Society (R.)



ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ

ಎನ್.ಇ.ಎಸ್. ಕ್ಯಾಂಪಸ್, ಬಾಲರಾಜ್ ಅರಸ್ ರಸ್ತೆ, ಶಿವಮೊಗ್ಗ-577 201

National College of Education

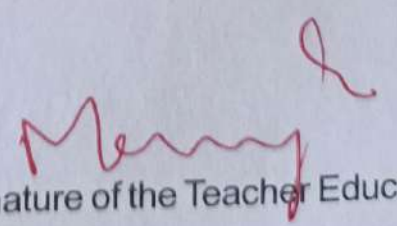
NES Campus, Balaraj Urs Road, SHIVAMOGGA-577 201

Certificate

This is to certify that Sri/Kũm./Smt. Sadiya Lameez has
Organized the co-curricular activities successfully during the Internship
Programme of IV-Semester as prescribed by the Kuvempu University for the
year. 2022 - 2023.

Place: Shivamogga

Date: 14-3-2023


Signature of the Teacher Educator

4/3/2023

From,

Sadiya Lameez,
National College of Education,
Shivamogga.

To

The Head Master,
Kasturba Girls High School,
Shivamogga.

Respected Sir,

Subject :- Permission letter to conduct
outdoor co-curricular activities.

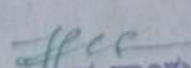
With respect to the above subject,
I am Sadiya Lameez studying in 2nd year B.Ed,
National College of Education, Shivamogga. I
would like to inform you that I want to
conduct outdoor co-curricular activities for the
8th standard students. So, I kindly request
you to grant me the permission to conduct
outdoor co-curricular activities. I hope my
request will be fulfilled.

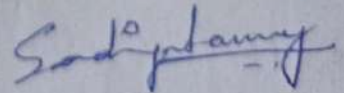
Thankyou.

Yours faithfully

Date :- 03 - 02 - 2023.

Place :- Shivamogga


ಕಸ್ತೂರಬಾ ಬಾಲಿಕಾ ಹ.ಮಾ. ಶಾಲೆ
(ಪ್ರೌಢಶಾಲೆ ವಿಭಾಗ), ಶಿವಮೊಗ್ಗ.



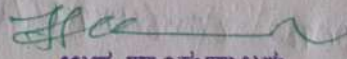
Date :- 03 - 2 - 2023.

Day :- Friday

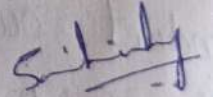
Memo :

Dear Students,

This is to inform you all that you will be having a session of outdoor co-curricular activity - Volley Ball on 03 - 2 - 2023 at 2:30 P.M. Every one should participate in the co-curricular activity



ಉಪ ಪ್ರಾಂಶುಪಾಲರು
ಕಸ್ತೂರಬಾ ಬಾಲಿಕಾ ಪ.ಮೂ. ಕಾಲೇಜು
(ಪ್ರೌಢಶಾಲೆ ವಿಭಾಗ), ಶಿವಮೊಗ್ಗ.



Co-Curricular Activity

ಸಹ-ಪಠ್ಯ ಚಟುವಟಿಕೆ

Name and address of the Institution
ಸಂಸ್ಥೆಯ ಹೆಸರು ಮತ್ತು ಪೂರ್ಣ ವಿಳಾಸ

Kasturba Girls High School -

Name of the activity / Programme
ಚಟುವಟಿಕೆ / ಕಾರ್ಯಕ್ರಮದ ಹೆಸರು

Volleyball

Programme Venue
ಕಾರ್ಯಕ್ರಮ ನಡೆದ ಸ್ಥಳ

School play ground

Activity conducted on
ಚಟುವಟಿಕೆಯನ್ನು ನಡೆಸಿದ

Date / ದಿನಾಂಕ

03-02-2023

Time / ಸಮಯ

2:35 - 3:20

Activity conducted for
ಚಟುವಟಿಕೆಯನ್ನು ಆಯೋಜಿಸಿದುದು

Class / ತರಗತಿ

8th Standard

Section / ವಿಭಾಗ

'A'

Objectives of the activity / ಚಟುವಟಿಕೆಯ ಉದ್ದೇಶಗಳು

- * To improve hand-eye coordination, reflexes and balance.
- * To teach Teamwork.
- * To improve communication as a social activity.
- * To strengthen the upper body, arms, shoulders, thighs, abdominals and lower legs.

Preliminary preparations made for the activity / ಚಟುವಟಿಕೆಗೂ ಮುನ್ನ ನಡೆಸಿದ ಸಿದ್ಧತೆಗಳು

- * We have taken the permission from Head Master to conduct the Volleyball competition for 8th standard students.
- * We set the programme date.
- * We had informed the students regarding programme.
- * Then we hosted the event.

Steps followed while conducting the activity
ಚಟುವಟಿಕೆಯನ್ನು ವ್ಯವಸ್ಥೆಗೊಳಿಸುವಾಗ ಅನುಸರಿಸಿದ ಹಂತಗಳು

- * Setting an appropriate date to conduct the activity.
- * Taken permission from the Head Master.
- * Conducts an inauguration programme.
- * Guidelines to the students who participated in the programme.
- * Divide the students into two groups, Placing the students at appropriate positions.
- Then starts the game according to the game rules.

Benefits to the students from the activity / ಚಟುವಟಿಕೆಯಿಂದ ವಿದ್ಯಾರ್ಥಿಗಳಿಗಾದ ಪ್ರಯೋಜನಗಳು :

- * Improves hand-eye co-ordination
- * It increases individual confidence.
- * It helps to improve the concentration power.
- * Develops fine motor skills.
- * It helps to boost self esteem.
- * It strengthens the upper body, arms, shoulders
- * It teaches team work.
- * It accelerates metabolism.
- * It helps to strengthen muscles.

Experiences from the activity

ಚಟುವಟಿಕೆಯಿಂದ ದೊರೆತ ಅನುಭವಗಳು

- * It helps to improve competitive spirit in men and also among students.
- * It develops unity and team work among pupil.
- * It is a very memorable experience.
- * It helps to ~~face the problems~~ while conducting the activity.
- * It helps to develop positive attitude and courage to conduct activity in future days.

Mistakes occurred while conducting the activity / ಚಟುವಟಿಕೆಯನ್ನು ನಡೆಸುವಾಗ ಆದ ತಪ್ಪುಗಳು

- * There was a lack of time to conduct the activity in a better way.
- * Lack of ~~accuracy~~ in conducting programme.
- * Instructions must have been given in a proper way.
- * Lack of interest among students.

Problems faced while conducting the programme

ವಟಿಕೆಯ ಆಯೋಜನೆಯಲ್ಲಿ ಎದುರಾದ ಸಮಸ್ಯೆಗಳು :

- * Students did not follow the activity on game rules properly.
- * Students ~~did not~~ follow the instructions.
- * Time management problem.
- * Students fall down while throwing ball.

On 03-02-2028, Friday

we organized Volleyball competition for 8th standard students in Kasturba Girls High School.

First we have assembled the students in the school field. Then we gave some instructions about the rules of Volleyball. In the afternoon 3:00 P.M., students started the competition. All the students actively participated in the game and follow the game rules by both the two groups of students.

At the end group A won the competition by scoring highest marks by throwing services. We got the winner team who won the game with their spirit.

Space for the photos of the programme :
ಯುಕ್ತಮದ ಸ್ಮೃತಿ ಚಿತ್ರಗಳು :



ಸೂಚನೆ :

Volley Ball Competitions Students should follow rules

Use orderly all the related corresponding documents at the end.
ಯುಕ್ತಮಕ್ಕೆ ಸಂಬಂಧಿಸಿದ ಎಲ್ಲಾ ದಾಖಲೆಗಳನ್ನು ಕೊನೆಯಲ್ಲಿ ಕ್ರಮವಾಗಿ ಲಗತ್ತಿಸಿರಿ.

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ಸಮಿತಿ (ರಿ.)
National Education Society (R.)



ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ

ಎನ್.ಇ.ಎಸ್. ಕ್ಯಾಂಪಸ್, ಬಾಲರಾಜ್ ಅರಸ್ ರಸ್ತೆ, ಶಿವಮೊಗ್ಗ-577 201

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Two Year B.Ed., Course

Semester

IV

CO-CURRICULAR ACTIVITIES REPORT

ಸಹ-ಪಠ್ಯ ಚಟುವಟಿಕೆಗಳ ವರದಿ

Teaching Practice / ಬೋಧನಾ ಅಭ್ಯಾಸ
(PRIMARY / HIGHSCHOOL / PUC)
(ಪ್ರಾಥಮಿಕ ಶಾಲೆ / ಪ್ರೌಢಶಾಲೆ / ಪಿಯುಸಿ)

PEDAGOGICAL SCHOOL SUBJECT
ಶಿಕ್ಷಣಶಾಸ್ತ್ರದ ಶಾಲಾ ವಿಷಯ

Name / ಹೆಸರು SADIYA LAMEEZ

Roll No. / ಹಾಜರಿ ಸಂಖ್ಯೆ ED210030

Year 2022 - 2023

Valued
40/3/2023

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ಸಮಿತಿ (ರ.)
National Education Society (R.)



ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ

ಎನ್.ಇ.ಎಸ್. ಕ್ಯಾಂಪಸ್, ಬಾಲರಾಜ್ ಅರಸ್ ರಸ್ತೆ, ಶಿವಮೊಗ್ಗ-577 201

National College of Education

NES Campus, Balaraj Urs Road, SHIVAMOGGA-577 201

Certificate

This is to certify that Sri/Kum./Smt. Sadiya Lameez.....has
Organized the co-curricular activities successfully during the Internship
Programme of IV-Semester as prescribed by the Kuvempu University for the
year. 2022-2023 .

Place : Shivamogga

Date :

Merry 4/5/2023
Signature of the Teacher Educator

From,

Sadiya Lameez,
National College of Education,
Shivamogga.

To,

The Head Master,
Kasturba Girls High School,
Shivamogga.

Respected Sir;

Subject :- Permission letter to conduct
indoor co-curricular activities.

With respect to the above subject, I am
Sadiya Lameez studying in 2nd year B.Ed,
National College of Education, Shivamogga. I
would like to inform you that I want to
conduct indoor co-curricular activities for the
8th standard students. So, I kindly request
you to grant me the permission to conduct
indoor co-curricular activities. I hope my
request will be fulfilled.

Thank you.

Yours faithfully

Sadiya Lameez

Date:- 15-2-2023.

Place:- Shivamogga.


ಶಾಲಾ ಮುಖ್ಯಸ್ಥರು
ಕಾಸ್ಟುರ್ಬಾ ಹೆಚ್.ಎಸ್. ಶಾಲೆ
(ಪ್ರೌಢಶಾಲೆ ವಿಭಾಗ), ಶಿವಮೊಗ್ಗ.

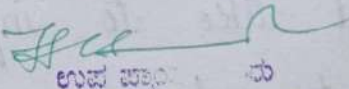
Date :- 15 - 2 - 2023

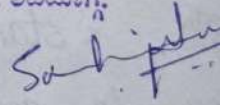
Day :- Wednesday

Memo

Dear students,

This is to inform you all that you will be having a session of indoor co-curricular activity - Pick and Speak on 15-2-2023 at 3:30 P.M. Everyone should participate in the co-curricular activity.


ಉಪ ಪ್ರಾಂಶುಪತಿ
ಕಸ್ತೂರಬಾ ಬಾಲಿಕಾ ಶಾಲೆ, ನಾಲೇಡು
(ಪ್ರೌಢಶಾಲೆ ವಿಭಾಗ), ತವರಮೊಗ್ಗ.



Co-Curricular Activity

ಕ-ಪಠ್ಯ ಚಟುವಟಿಕೆ

Name and address of the Institution
ಸ್ಥಾಯಿ ಹೆಸರು ಮತ್ತು ಪೂರ್ಣ ವಿಳಾಸ

Kasturba Girls High School

Name of the activity / Programme
ಚಟುವಟಿಕೆ / ಕಾರ್ಯಕ್ರಮದ ಹೆಸರು

Pick and Speak .

Programme Venue
ಯಕ್ರಮ ನಡೆದ ಸ್ಥಳ

Classroom .

Activity conducted on
ಚಟುವಟಿಕೆಯನ್ನು ನಡೆಸಿದ

Date / ದಿನಾಂಕ

15 - 02 - 2023 .

Time / ಸಮಯ

3:30 - 4:15 P.M .

Activity conducted for
ಚಟುವಟಿಕೆಯನ್ನು ಆಯೋಜಿಸಿದುದು

Class / ತರಗತಿ

8th Standard

Section / ವಿಭಾಗ

'E'

Objectives of the activity / ಚಟುವಟಿಕೆಯ ಉದ್ದೇಶಗಳು

- * To develop self - confidence .
- * To develop critical thinking skills .
- * To improve communication skills .
- * To develop personal development .
- * To create happiness and reduce stress
- * Memory formation and cognitive skills improves

Preliminary preparations made for the activity / ಚಟುವಟಿಕೆಗೂ ಮುನ್ನ ನಡೆಸಿದ ಸಿದ್ಧತೆಗಳು

- * We have taken the permission from Head Master to conduct the pick and speak competition for 8th standard students .
- * We set the programme date .
- * We had informed the students regarding programme
- * Then we hosted the event .

Steps followed while conducting the activity

ಚಟುವಟಿಕೆಯನ್ನು ವ್ಯವಸ್ಥೆಗೊಳಿಸುವಾಗ ಅನುಸರಿಸಿದ ಹಂತಗಳು

- * Setting an appropriate date to conduct the activity.
- * Taken permission from the Head Master.
- * Conducts an inauguration programme.
- * Guidelines to the students who participated in the event.
- * Preparing ~~chits~~ and giving an interesting topics to speak.
- * Giving opportunity to the interested students who pick and speak about that topic.

Benefits to the students from the activity / ಚಟುವಟಿಕೆಯಿಂದ ವಿದ್ಯಾರ್ಥಿಗಳಿಗಾದ ಪ್ರಯೋಜನಗಳು :

- * It increases self confidence.
- * It helps to boost self esteem.
- * It develops critical thinking skills.
- * It improves ~~communication~~ skills.
- * It helps to face audience and speak about any topic without any fear.
- * It improves cognitive skills and memory power.
- * It develops inner strength.

experiences from the activity
ಚಟಿಕೆಯಿಂದ ಮೂರೇತ ಅನುಭವಗಳು

It helps to improve competitive spirit in me and also among students.

It develop unity and strength among pupil.

It is a very memorable experience.

It helps to ~~face~~ the problems while conducting the activity.

It helps to develop positive attitude and courage to conduct activity in future days.

Issues occurred while conducting the activity / ಚಟುವಟಿಕೆಯನ್ನು ನಡೆಸುವಾಗ ಆದ ತಪ್ಪುಗಳು

There was a lack of time to conduct the activity in a better way.

Lack of ~~accuracy~~ in conducting programme.

Instructions must have been given in a proper way.

Lack of interest among students.

Problems faced while conducting the programme
ವಟಿಕೆಯ ಆಯೋಜನೆಯಲ್ಲಿ ಎದುರಾದ ಸಮಸ್ಯೆಗಳು :

* Students did not follow the appropriate time to speak on the topic.

* Students ~~did~~ not follow the instructions.

* Time management problem.

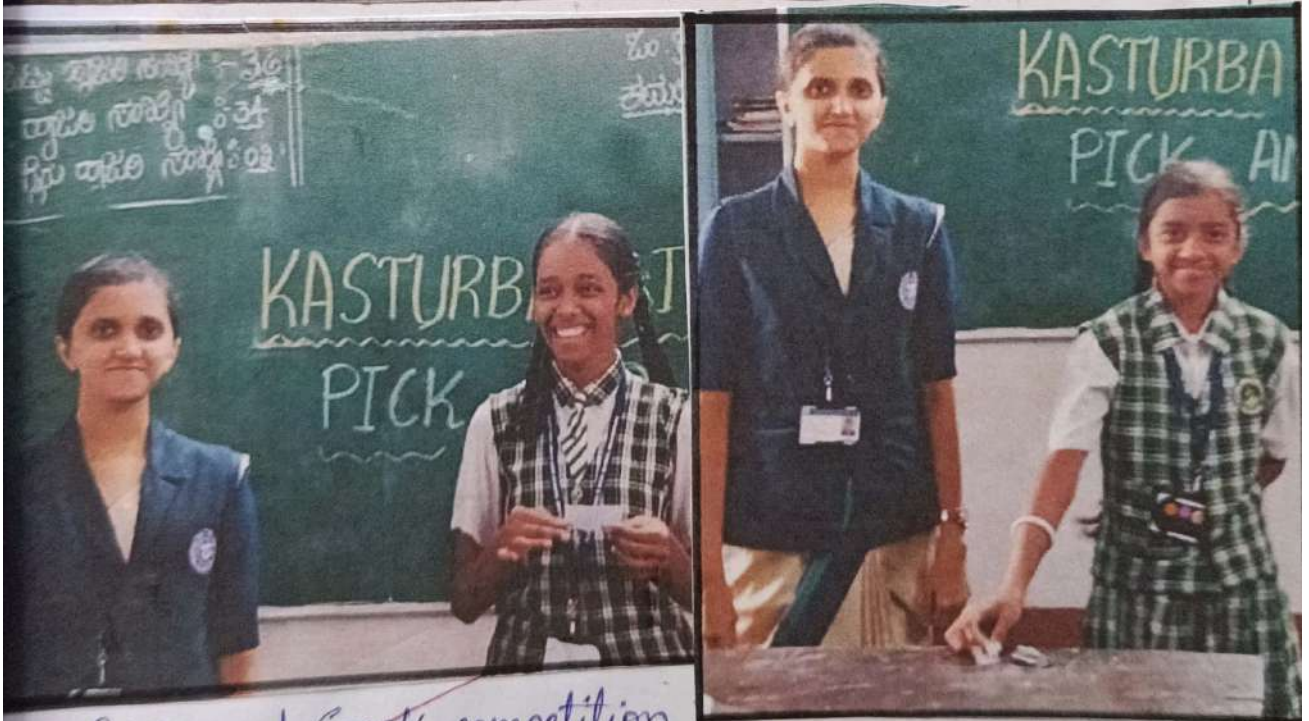
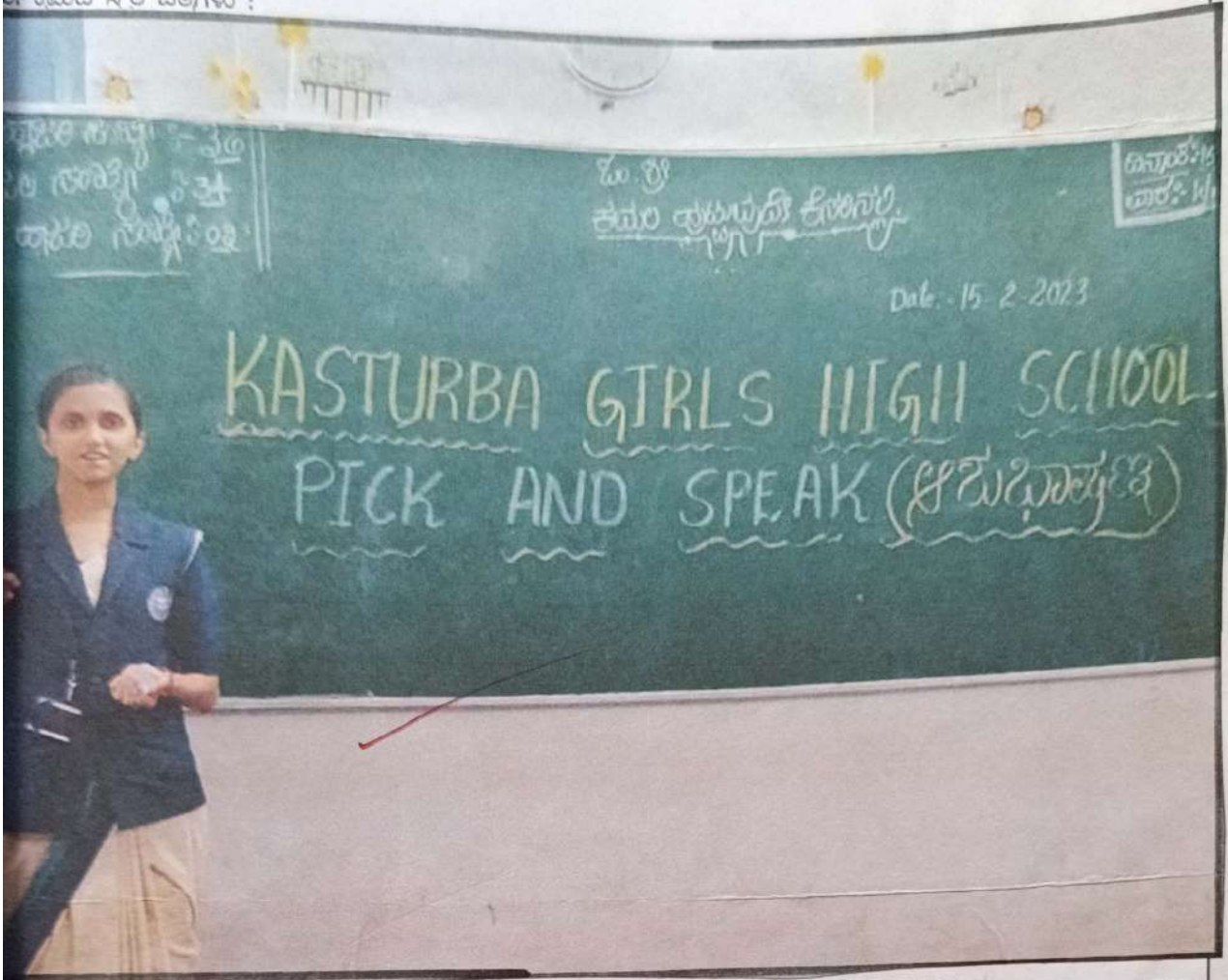
* Lack of interest among students.

On 15-02-2023, Wednesday,
we organized 'Pick and Speak' competition
for 8th standard students in Kasturba
Girls High School.

First we have assembled the
students in the school classroom. Then we
gave some instructions about the rules of
'Pick and Speak'. In the afternoon 3:30 PM
students started the competition. The topics
given in the chits were good and
important. All the interested students actively
participated in the competition and follow
the game rules.

At the end we selected 3
students who spoke well about the topic.
We gave 1st, 2nd and 3rd prize to the
students who won with their spirit and
strength.

ce for the photos of the programme :
ರ್ಕಮದ ಸ ತಿ ಚಿತ್ರಗಳು :



Pick and Speak competition
Note / ಸೂಚನೆ : Students should follow rules and regulations.

Enclose orderly all the related corresponding documents at the end.
ಸಂಬಂಧಿಸಿದ ಎಲ್ಲಾ ದಾಖಲೆಗಳನ್ನು ಕೊನೆಯಲ್ಲಿ ಕ್ರಮವಾಗಿ ಲಗತ್ತಿಸಿ.

National Educational Society(R),
National College of Education, Shimoga

1 semester B. Ed Internal -2022

Sub : Psychology of the Learner

Date: 08.06.2022

Time : 1Hour

Max Marks:20

I. Answer any one the following Questions :

1*10=10

1. What is Educational Psychology? Explain the importance of the knowledge of psychology to a classroom teacher. ಶಿಕ್ಷಣಿಕ ಮನೋಜ್ಞಾನ ಎಂದರೇನು? ಒಬ್ಬ ತರಗತಿ ಶಿಕ್ಷಕನಿಗೆ ಮನೋಜ್ಞಾನದ ಮಹತ್ವವನ್ನು ವಿವರಿಸಿ. [2+8=10]

2. Define Growth and Development. Explain the principles of development. ಬೆಳವಣಿಗೆ ಮತ್ತು ವಿಕಾಸವನ್ನು ವ್ಯಾಖ್ಯಾನಿಸಿ. ವಿಕಾಸದ ತತ್ವಗಳನ್ನು ವಿವರಿಸಿ. [4+6=10]

II. Answer any one the following Questions:

1*6=6

2. What is case study? Mention the steps and procedure of case study.

ವ್ಯಕ್ತಿ ಅಧ್ಯಯನ ಎಂದರೇನು? ವ್ಯಕ್ತಿ ಅಧ್ಯಯನದ ಹಂತಗಳು ಮತ್ತು ವಿಧಾನವನ್ನು ತಿಳಿಸಿ.

3. Mention the principles and contribution of constructivism school of psychology. ಜ್ಞಾನ ಸಂರಚನಾ ಮನೋವಿಜ್ಞಾನ ಶಾಲೆಯ ತತ್ವಗಳು ಮತ್ತು ಕೊಡುಗೆಗಳನ್ನು ತಿಳಿಸಿ.

III. Write a short note on any one of the Following :

1*4=4

1. Creativity /ಸೃಜನಶೀಲತೆ.

2. Individual Difference ವೈಯಕ್ತಿಕ ವಿಭಿನ್ನತೆ.



STUDENT'S NAME		TOTAL MARKS OBTAINED
CLASS	SUBJECT	
ROLL NO.	DATE	

Name: SWALEHA JABEEN
Class: Ist year B.Ed
Sub: Psychology of the learner.
Date: 08-06-2022

19
20

~~Swaleha Jabeen~~

①

Educational Psychology:-

Psychology is derived from - the Greek words 'Psyche' and the 'logos'. Psycho means ~~the~~ Soul and logos mean Study. the meaning is the study of Soul.

Educational Psychology is the attempt to give the knowledge of the psychology in the field of Education.

According to Peet "Educational Psychology is the science of Education"

According to the Skinner "Educational Psychology is the branch of psychology deals with teaching and learning".
Psychology moulds the P.

IMPORTANCE OF THE KNOWLEDGE OF PSYCHOLOGY TO A CLASSROOM TEACHER

- ① To understand the characteristics of the individual in class. Teacher should
- Understand the interest of an individual.
 - The abilities of an individual as well as the capacities of the individual in the classroom.

2. To develop the Competence of catering in the individual difference.

3. To Understand the nature of the Classroom. Here The teacher should also adopt the good principles, laws in good manner.

4. To know the Group behaviour.

The knowing of group behaviour helps to know how to distinguish between the slow learners and fast learners and make them group for work.

- By knowing the group behaviour, class can be maintained very well.

5. To Maintain The discipline in the class.

- The disturbance from the students may lead to confuse the teacher in their content.

- By maintaining the discipline in class Students can focus very well.

6. Preparation of Time Table

Preparation of Time Table must be done carefully. No two difficult Subjects should be consecutive.

7. To Understand the Mental Health.

- No two individuals have same kind of mentality. Hence teacher to one may mentally ill. So it's important to understand the Mental health of the students.

STUDENT'S NAME		TOTAL MARKS OBTAINED
CLASS	SUBJECT	
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8. To know the interactions of heredity and environment for the better development of the child.

9. To know about himself.
The teacher should know about the himself/herself. In order to get good results in students teacher should know the content, concept very well.

10. ^{a/h} By Providing the Guidance and Counselling.
Few students Emotionally disturbed students must be guided well by a teacher.

11. SPECIAL REMEDIALS. ~~METHOD~~ METHODS:-
If any student is facing the problem in understanding the concept then he/she must be provided with special type of teaching.

12. To know the Individual Differences.
The No two individuals in the classroom are alike. Hence teacher should give more prominence to individual attention and know their interest capacities as well as abilities.

13. Spinal versus ~~It~~ Linear Advancement.
Not all children are in ~~same~~ linear and steady in education but a teacher should treat them to follow right path.

II

①

CASE STUDY.

Case study means "studying an individual in the depth" of a child or individual mentally or emotionally or intellectually disturbed then to know that ^{disturbance} & case study is needed.

Case study helps in the solution of the problems in an individual.

STEPS OF CASE STUDY.

1. Selection of a Problem

To start the case study the first step is to select the problem.

2. Defining the Problem

After the selection of problem the problem must be defined. As what such as what the actual problem is.

3. Formulation of H.

3. FORMULATION OF HYPOTHESIS

This step formulation of hypothesis means we need to find the solution for the problem.

4. VERIFICATION OF HYPOTHESIS.

This step is to verify the solution of a problem. All we need to verify is the solution is ~~was~~ right or wrong. If it's correct then follow up next step.

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5. Analyse the verified solution

6. Remedial measures

7. Follow up the case :-

If all the above steps are verified then the case should follow up.

Procedure

5/2 To start up the case study, one should know the actual problem faced then we need to go through the problem in the depth finding out the solution for the problem. After finding solution, we need to verify if it is correct or wrong then after analysing we one must come to the conclusion of

Merits:-

- It helps to know the person in depth.
- We solve the problem of an individual if he is emotionally, morally disturbed.

Demerits:-

- This method is the time consuming method.
- The verified results may not be accurate.
- No 100% accuracy.

INDIVIDUAL DIFFERENCES:-

- No two individuals are alike.
- Not even the twins

CREATIVITY

According to Stagner and Kasapki
Creativity implies the

III. (2) INDIVIDUAL DIFFERENCES:-

From the ancient times, till today
no two individuals are alike. Not
even the newborn twins are alike.
Even if the twins look same there will
be lot of differences among them.

According to the OSBORNE

"Individual difference is the dissimilarity between the
persons that differentiate them from
one another".

The Individual Difference may lead
in many ways, or it has many
dimensions. Such as

1. Physical difference:-

No two individuals can be same.
have the same weight, height,
colour of eyes, hair, skin.

2. Intellectual difference:-

- The thinking capacity cannot be
same

STUDENT'S NAME		TOTAL MARKS OBTAINED
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- All the ideas cannot be same
- Every individual has the different.
- It is according to their intelligence

Social and moral difference

- Achievement difference
- Personality difference
- Interest difference

CAUSES of the Individual differences are.

- 1) Heredity
- 2) Environment
- 3) Race and Nationality
- 4) Sex
- 5) Age
- 6) Education

Problems arise in Individual difference are:-

- 1 Faulty method of teaching.
- 2 Mass Education
- 3 Adjustment Problems.
- 4 Curriculum
5. Lack of usage of special techniques.

Remedial Measures.

- 1 Proper Guidance and counselling should be provided
- 2 Individual attention
- 3 special programme management.



National Education Society®,

National College of Education, Shimoga.

Second Semester B.Ed., Degree Examination

March-2022

(2 Year Scheme)

Education

PEC-5 Learning Process and Measurement

Date : 17.03.2022

Marks :75

Timings : 10.30am to 1.30pm

Instructions: This question paper consists of three sections. All the sections are to be answered compulsorily following internal choice.

ಸೂಚನೆಗಳು : ಈ ಪ್ರಶ್ನೆ ಪ್ರತಿಕೆಯು ಮೂರು ವಿಭಾಗಗಳನ್ನು ಹೊಂದಿದ್ದು, ಪ್ರತಿಯೊಂದು ವಿಭಾಗದಲ್ಲೂ ಕಡ್ಡಾಯವಾಗಿ ಅಂತರಿಕ ಆಯ್ಕೆಗಳಿಗನುಸಾರ ಉತ್ತರಿಸಿ.

Section-1/ವಿಭಾಗ-1

I. Answer the following questions in about three pages :

3x10=30

1. a) Define learning. Explain "learning as a process" and Mention characteristics of learning.
ಕಲಿಕೆಯನ್ನು ವ್ಯಾಖ್ಯಾನಿಸಿ. "ಕಲಿಕೆ ಒಂದು ಪ್ರಕ್ರಿಯೆ" ವಿವರಿಸಿ. ಮತ್ತು ಕಲಿಕೆಯ ಗುಣಲಕ್ಷಣಗಳನ್ನು ತಿಳಿಸಿ. [2+4+4=10]
OR /ಅಥವಾ
b) Explain Trail and error learning theory along with its educational implications.
ಶ್ವಕ್ಷಣಿಕ ನಿಹಿತಾರ್ಥಗಳೊಂದಿಗೆ ಪ್ರಯತ್ನ ಮತ್ತು ದೋಷ ಕಲಿಕಾ ಸಿದ್ಧಾಂತವನ್ನು ವಿವರಿಸಿ. [6+4=10]
2. a) What is Motivation? Explain the types and suggest the measures to motivate your students.
ಅಭಿಪ್ರೇರಣೆ ಎಂದರೇನು? ಅದರ ವಿಧಗಳನ್ನು ವಿವರಿಸಿ ಮತ್ತು ನಿಮ್ಮ ವಿದ್ಯಾರ್ಥಿಗಳನ್ನು ಅಭಿ ಪ್ರೇರಿಸುವ ಕ್ರಮಗಳನ್ನು ಸೂಚಿಸಿರಿ. [2+4+4=10]
OR /ಅಥವಾ
b) What is Defense mechanism ? Explain different types of defense mechanism along with suitable examples. ರಕ್ಷಣಾ ತಂತ್ರಗಳು ಎಂದರೇನು? ಸೂಕ್ತ ಉದಾಹರಣೆಗಳೊಂದಿಗೆ ವಿವಿಧ ರಕ್ಷಣಾ ತಂತ್ರಗಳ ವಿಧಗಳನ್ನು ವಿವರಿಸಿ. [2+8=10]
3. a) What is conflict? Explain types of conflicts with suitable examples.
ಘರ್ಷಣೆ ಎಂದರೇನು? ಘರ್ಷಣೆಯ ವಿಧಗಳನ್ನು ಸೂಕ್ತ ಉದಾಹರಣೆಗಳೊಂದಿಗೆ ವಿವರಿಸಿ. [2+8=10]
OR /ಅಥವಾ
b) Define Standard deviation. Calculate the standard deviation for the following data. [2+8=10]
ಮಾನಕ ವಿಚಲನೆ ವ್ಯಾಖ್ಯಾನಿಸಿ. ಈ ಕೆಳಗಿನ ದತ್ತಾಂಶಕ್ಕೆ ಮಾನಕ ವಿಚಲನೆ ಲೆಕ್ಕಾಚಾರ ಮಾಡಿರಿ.

CI	45-49	40-44	35-39	30-34	25-29	20-24	15-19	10-14
f	2	5	6	14	10	6	4	3

Section-II/ವಿಭಾಗ-2

II.

Answer any five of the following question in about one and half pages each.

5*6=30

ಈ ಕೆಳಗಿನ ಯಾವುದಾದರೂ ಐದು ಪ್ರಶ್ನೆಗಳಿಗೆ ತಲಾ 1 ½ ಪುಟಗಳಷ್ಟು ಉತ್ತರಿಸಿ.

4. Explain observation learning theory./ ವೀಕ್ಷಣಾ ಕಲಿಕಾ ಸಿದ್ಧಾಂತವನ್ನು ವಿವರಿಸಿ.
5. Explain the principles of operant conditioning learning theory.
ಅಭಿಜಾತ ಅನುಬಂಧ ಕಲಿಕೆಯ ಸಿದ್ಧಾಂತದ ತತ್ವಗಳನ್ನು ವಿವರಿಸಿ.
6. Briefly explain the theories of Transfer of learning.
ಕಲಿಕಾ ವರ್ಗಾವಣೆಯ ಸಿದ್ಧಾಂತಗಳನ್ನು ಸಂಕ್ಷಿಪ್ತವಾಗಿ ವಿವರಿಸಿ.
7. Explain the techniques of Measurement of personality.
ವ್ಯಕ್ತಿತ್ವವನ್ನು ಮಾಪನ ಮಾಡುವ ತಂತ್ರಗಳನ್ನು ವಿವರಿಸಿ.
8. Mention the characteristics and problems of Gifted students.
ಪ್ರತಿಭಾವಂತ ವಿದ್ಯಾರ್ಥಿಗಳ ಗುಣಲಕ್ಷಣಗಳು ಮತ್ತು ಸಮಸ್ಯೆಗಳನ್ನು ತಿಳಿಸಿ.
9. Mention the uses of Mean, Median mode.
ಮಧ್ಯಮಾಂಕ, ಅರ್ಧಕ ಮತ್ತು ಬಹುಲಾಂಕಗಳ ಉಪಯೋಗಗಳನ್ನು ತಿಳಿಸಿ.
10. Calculate the coefficient of correlation by Rank Difference method for the following data and interpret the result. ಈ ಕೆಳಗಿನ ದತ್ತಾಂಶಕ್ಕೆ ಶ್ರೇಣಿ ಅಂತರ ವಿಧಾನದಿಂದ ಸಹಸಂಬಂಧ ಗುಣವನ್ನು ಲೆಕ್ಕಾಚಾರ ಮಾಡಿ ಫಲಿತಾಂಶವನ್ನು ಅರ್ಥೈಸಿರಿ.

Students ವಿದ್ಯಾರ್ಥಿಗಳು	A	B	C	D	E	F	G	H	I	J
Science ವಿಜ್ಞಾನ	45	70	65	30	90	40	50	75	85	60
Social Science ಸಾಮಾಜಿಕ ವಿಜ್ಞಾನ	35	90	70	40	95	40	60	80	80	50

Section-III/ವಿಭಾಗ-3

III.

Answer any five of the following questions in brief and to the point :

5*3=15

ಈ ಕೆಳಗಿನ ಯಾವುದಾದರೂ ಐದು ಪ್ರಶ್ನೆಗಳಿಗೆ ಸಂಕ್ಷಿಪ್ತವಾಗಿ ಹಾಗೂ ನಿರ್ದಿಷ್ಟವಾಗಿ ಉತ್ತರಿಸಿ.

11. Learning curves./ ಕಲಿಕಾ ವಕ್ರಗಳು.
12. Causes for Forgetting./ ವಿಸ್ಮೃತಿಗೆ ಕಾರಣಗಳು.
13. Types of Graphs./ ನಕ್ಷೆಯ ವಿಧಗಳು.
14. Factors of influencing on Memory./ ಸ್ಮೃತಿಯ ಮೇಲೆ ಪ್ರಭಾವ ಬೀರುವ ಅಂಶಗಳು.
15. Characteristics of mentally Healthy person./ ಮಾನಸಿಕ ಆರೋಗ್ಯವಂತ ವ್ಯಕ್ತಿಯ ಗುಣಲಕ್ಷಣಗಳು.
16. Maturation./ ಪರಿಪಕ್ವತೆ.
17. Importance of CCE./ CCEಯ ಮಹತ್ವ.



STUDENT'S NAME

Apartha.T

CLASS I B.Ed

SUBJECT

LPM

ROLL NO.

04

DATE

03-01-2023

TOTAL MARKS
OBTAINED

19 1/2

20

Apartha.T

I

1. Learning, Nature, Characteristics of learning.

Learning curves:

Learning:-

According to "B.C. Skinner :-" Learning is the process of progressive behaviour adoption"

According to "Woodworth" :- The process of acquiring New knowledge & New response."

Nature of learning :-

- * learning is adoption & adjustment
- * learning is improvement
- * learning is an organising experience
- * learning brings behavioural changes
- * learning active always
- * learning is Goal directed
- * learning is universal & continuous

Characteristics :-

- * learning is continuous modification of behaviour with continuous through out life
- * learning involve the whole person socially, Economically & Intellectually.
- * learning is often to changes in organisation.
- * learning develops time is one of its dimension
- * learning is responsive incentives.
- * learning is learn through the modification.
- * learning occurs naturally not goal directed.

Learning Curves :-

"The concept of learning curve was first coined was Herman Ebbinghaus in 1885."

According to Rainier & others "The learning curve is the method of practical learning given in actually."

There are three types of learning curves:-

1. Positive accelerated learning curve.
2. Negative accelerated learning curve.
3. Combination type of learning curve.

1. Positive accelerated learning curve:-

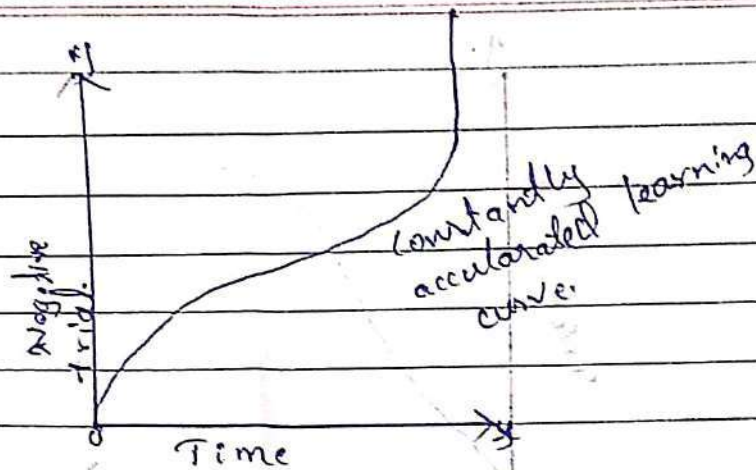
In this positive accelerated learning curve the line having "x" axis and "y" axis. Then it consists Negative mark line..

* At the initial time the role of the negative curve learning the situation of an auxiliary curves.

It is left at the margin over the end.

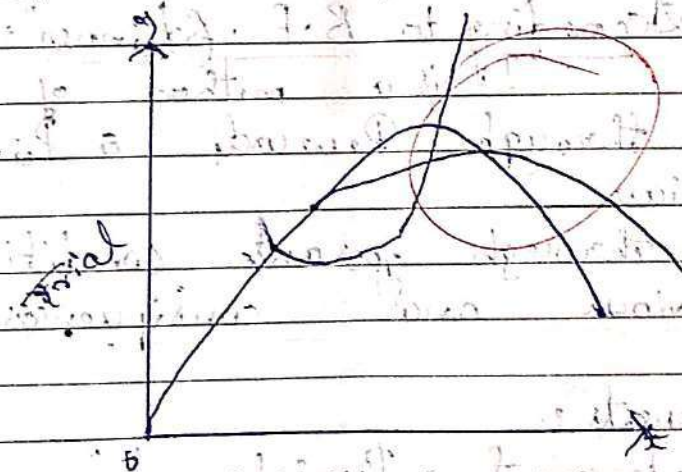
* It depicts slow impact of improvement of that increase loading forward the of learning material.

STUDENT'S NAME		TOTAL MARKS OBTAINED
CLASS	SUBJECT	
ROLL NO.	DATE	



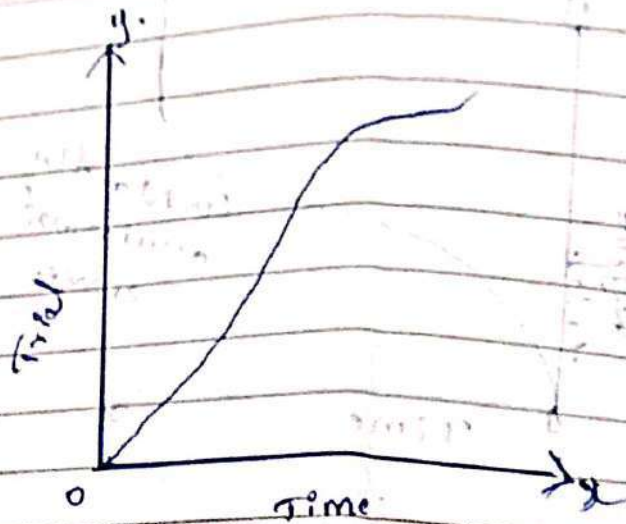
2) Negative accelerated learning curve :-

- * It depicts rapid initial improvement of learning that decrease with time.
- * It also initiate the model of two learning curves.
- * It also consists x-axis and also a y-axis.
- * This learning curve is occurring in the learning situation.



3) Combination type of learning curve:

- * The 'x' long curve is the combination of first two curve.
- * It is nearly obtain where the situation is bring study the entire long from 0



II

Operant Conditional Theory :-

This Theory was introduced by "B. F. Skinner" he was an American psychologist.

He was a practical psychologist & conducted period experiment "Rats & Pigeon".

• According to "B. F. Skinner":-

It is a method of learning that occurs through Rewards & Punishment for Behaviour.

Through operant conditional between "Behaviour" and "consequences".

Components :-

"Re-inforcement & Punishment" are the main components used in this theory.

Re-inforcement: It is a kind of stimulus that aim to increase the strength in Behaviour. Due to its consequence & Behaviour of this condition.

Punishment:- It is also a type of stimulus.
The aim is to use any event in manually
by using in this conditionable theory

Type of Operant Conditional therapy

Positive reinforcement

Negative reinforcement

Educational implications

The principal of O.C in apply the behavioural
notification

5 1/2 * O.C advocated to ~~the~~ avoidance of punish-
ment for "unlearning" (O) undesirable behavi-
our of a person.

* the most important condition of this
theory is education practised is the
concept of programmed learning is

* Introduction of Teaching Techniques
of learning

* Reinforcement is one essential factor of
the student perform well in a given task

* The teacher should know that the
environment (O) the condition in which
student learning

Discovery learning:

Discovery learning is a theory named by J.S. Bruner.
"Joram Simon Bruner"

He was an American psychologist who much concentrate on Human cognitive psychology. This theory was developed in 1917.

"Discovery Learning can be defined has the simply learning situation in which the principle context of what is to be learned is not given but must be initiate the given theory that was "Discovery learning"

4. This theory is mainly implimented by J.S. Bruner.

Discovery learning is a technique of enquiry based learning is considered as the construction based on education.

* Type of Dis Here the learner built the knowledge through past experience.

* Student Discover facts & relationship on his own.

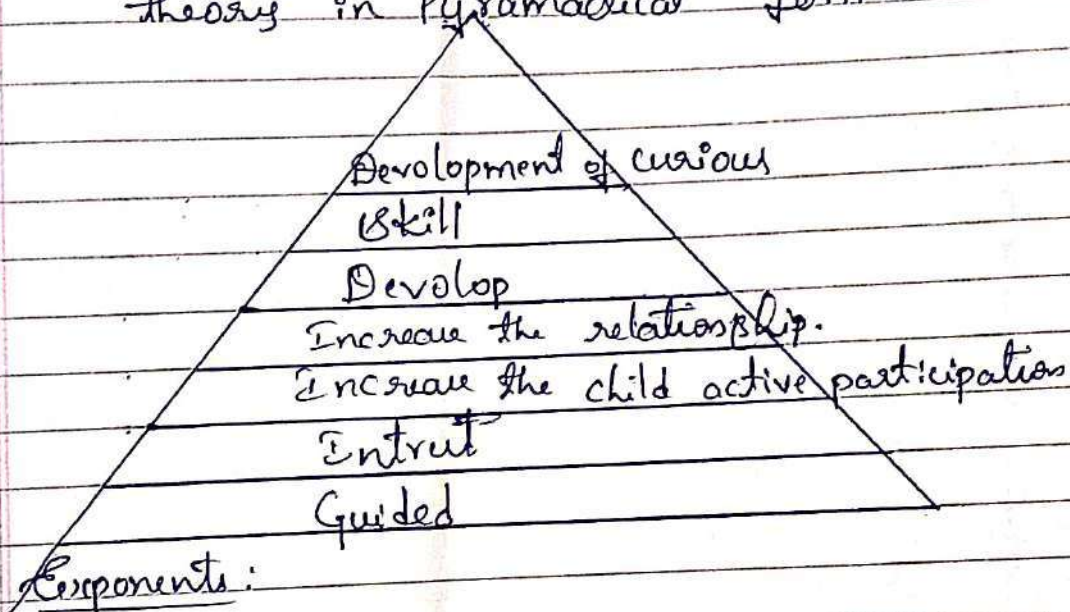
* Student also built their knowledge through past experience.

* This theory is based on Enquiry process.

* This Discovery learning is in a cyclic form

1. Concrete experience
2. Reflected experience
3. Abstract conceptualization
4. Active experimentalization

* We explain this theory Discovery learning theory in Pyramidal form.



1. Curiosity & Uncertainty
2. Structure of knowledge
3. Sequence
4. Motivation

These are the four exponents of "Discovery learning".

Principles

* Instruction must be concerned with the experience & context that make they conducted.

* Instructions must be structured it can be easily transfered by the students

"These are some explanation of Discovery learning".

National Educational Society(R),

National College of Education, Shimoga

II semester B.Ed Internal -2023

Sub : Understanding the Self(Personality Development)

Date:04-01-2023

Duration:1 Hour

Marks: 20

I Answer any one of the following question

1*10=10

ಕೆಳಗಿನ ಯಾವುದಾದರೂ ಒಂದು ಪ್ರಶ್ನೆಗೆ ಉತ್ತರಿಸಿ.

1. What is personality? Explain the determinants of personality.

ವ್ಯಕ್ತಿತ್ವ ಎಂದರೇನು? ವ್ಯಕ್ತಿತ್ವದ ನಿರ್ಣಾಯಕ ಅಂಶಗಳನ್ನು ವಿವರಿಸಿ.

2. List out the different theories of personality. Explain the G.W. Allports trait theory of

personality. ವಿವಿಧ ರೀತಿಯ ವ್ಯಕ್ತಿತ್ವದ ಸಿದ್ಧಾಂತಗಳನ್ನು ಪಟ್ಟಿಮಾಡಿರಿ. G.W ಆಲ್‌ಪೋರ್ಟ್‌ರವರ ವ್ಯಕ್ತಿತ್ವದ ವಿಕಸನ ಸಿದ್ಧಾಂತವನ್ನು ವಿವರಿಸಿ.

II Answer any one of the following question:

1*6=6

ಕೆಳಗಿನ ಯಾವುದಾದರೂ ಒಂದು ಪ್ರಶ್ನೆಗೆ ಉತ್ತರಿಸಿ.

1. Explain the need and important of personality development.

ವ್ಯಕ್ತಿತ್ವ ವಿಕಾಸನದ ಅಗತ್ಯತೆ ಮತ್ತು ಮಹತ್ವವನ್ನು ವಿವರಿಸಿ.

2. Mention why personal health and hygiene is important in personality development. ವ್ಯಕ್ತಿತ್ವ

ವಿಕಾಸನಕ್ಕೆ ಆರೋಗ್ಯ ಮತ್ತು ನೈರ್ಮಲ್ಯ ಏಕೆ ಅತ್ಯಂತ ಮಹತ್ವ? ತಿಳಿಸಿ.

III. Write a short note on any one of the following:

1*4=4

ಕೆಳಗಿನ ಯಾವುದಾದರೂ ಒಂದಕ್ಕೆ ಸಂಕ್ಷಿಪ್ತವಾಗಿ ಟಿಪ್ಪಣಿ ಬರೆಯಿರಿ.

1. Psychoanalytic. ಮನೋವಿಶ್ಲೇಷಣೆ

2. Components of personality development. ವ್ಯಕ್ತಿತ್ವ ವಿಕಾಸನದ ಘಟಕಾಂಶಗಳು.



STUDENT'S NAME	
CLASS	SUBJECT
ROLL NO.	DATE

NOOR JAHAN

I year B. Ed. II Sem.

Reg no: 11065103150025

Understanding Personality (PD)

Date: 04/01/2022

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Noor Jahan

I 1.

The word personality is derived from the Latin word "Persona" which means "mask". which associated is the Greek theatres in ancient time. The Greek actors used to wear a mask during their performance on the stage.

The personality is defined as a set of actual behaviour, cognition and emotional patterns which involves biological & environmental factors

Definitions :-

According to Koltb :

Personality is the individual's characteristically recurring pattern of behaviour.

According to R. B. Cattle :

personality is which that permits a prediction of what an individual do in a given situation

According to Sigmund Freud :

Personality is composed of 3 factors, that is Id, Ego and Superego.

Determinants of Personality

There are so many determinants which effects the personality of individual. Some of them are explained below.

- * Biological factors
- * Social factors
- * Cognitive and Psychological factors
- * Physical factors.

* Biological factors

* Heredity :- Heredity is the transmission of genetic characteristic from parents to offsprings. Certain dominant character of genes are transmitted from generation because of genetic characteristics. The main carriers of heredity are chromosomes and genes. They are chemical structures. That include DNA and RNA. And there are some specific element along with DNA in the structure which are influence the development and functioning of the personality.

Environment :- Environmental factors also efficiently contribute to the development of Personality, within the limitation of biological, heredity, physce and chemical factors. Nature deemed the appropriability to nature. Some of the physical and social factors and greatly contributed to the development of personality.

* Physical Factors :-

physical environment and also the residential environment contributes a lot on the development of personality. physical factors like

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height, weight, body structure, the bodily factors like abnormalities etc influence the development of personality.

The people living in mountains and people living in a tropical areas are different from the people living in a cold country, all these factors affect the development of an individual's personality.

* Cognitive and Psychological factors:

The cognitive factors like Intelligence played a very important role in the development of personality. Intelligence leads to learning, acquiring knowledge, skill and in decision making. It also helps to direct the behavioural pattern in a right way.

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Psychological factors like motive, interest, aptitude, ability, emotional reactions, behavioural patterns and attitude help to develop the personality of an individual.

* Social factors:

Various social factors affect the development of an individual's personality. They are.

- * Home and family
- * School
- * Society

Home and family:

From the very birth of a child, the parents and home and family provide the germs in a normal development of a child's personality. If the home and parents' environment is friendly and healthy then the child

personality develops in a right manner. On the other hand poor and unhealthy atmosphere leads to maladjustment of personality. Parents attitude, parents education, their behaviour towards the child, their love and quarrels, affection, the size of the family, families social status, all these affects the development of an individuals personality.

School:-

School also helps in the development of personality. The attitude & behaviour of Teachers, head master, peer group, Teaching methods, Curricula and opportunity for Co-curricular and the values and Ideals of institutions greatly play a important role in the development of personality.

Society:- There are so many agency in our society which contribute to the development of personality like neighbourhood. Religious institutions like Temples, Mosques, Church etc.

All these factors play a vital role in the development of personality of an individual.

Personality development is a process of developing and enhancing One's personality. Personality development played a very important role is gaining Confidence and self esteem and Personality positively effects on our Communicative Skills and how we see the world.

Need of personality

Need Of self actualization:

Personality is help to understand our inner feeling, what we want to become, it is very important for self actualization.

Aesthetic need:

Aesthetic sense is also a need of personality. Creativity, art, beauty is needed for the development of personality.

Need of Self esteem:

For the proper development of personality self esteem is very important, through which an individual get motivate and do the task and lead a better life.

Cognitive need:

For the proper development of Personality Cognitive need is important through which we gain knowledge, learn different skill and develop our personality.

Love and belonging:

Love and affection is very important for the proper development of personality. Love played a very vital role in the life of an individual.

Physiological Need :-

Physiological needs like water, oxygen, air, food, shelter are very important for the personality development.

Safety needs :-

Importance of personality

- Personality Improves the positive thinking: if we develop the personality in a right manner it helps us to improve the positive thinking to lead a happy and successful life.
- Improves the ability of problem solving: personality of an individual helps him in the problem solving in different situations.
- Improves the self reliance: Personality helps an individual to develop self reliance.
- To build the capacity of decision making. Personality development greatly helps an individual to build the decision making capacity.
- Helps to improve communicative skills: it helps to improve the communicative skills such as verbal & non-verbal communicative skill.
- Helps in developing the self confidence, self esteem and self evaluation.
- Improves the speaking style, dressing style.
- It develops healthy habits, positive attitudes.

1. Psychoanalytic theory.

Psychoanalytic theory was developed by "Sigmund Freud." He was an Austrian Neurologist and the founder of psychoanalytic theory. He was born on 8 May 1856 and died on 23rd Sep 1939.

According to "Sigmund Freud", Psychoanalysis is based on the 3 major parts of mind. The theory urges that result of the human behaviour is the interaction among 3 componential part of mind, that is

- Id
- Ego
- And Super ego

Conflict among these three structure and how to find balance among what we do to the desire and how we have to approach the world.

ID :- Id is a primary aspect of Psychoanalysis. It is inborn and immoral and its main aim is to liberation of psychic energies which form the tension through personality. It includes ambitions, desires, tendencies, and satisfaction of needs and aptitudes.

Ego : Ego is the secondary aspect of Psychoanalysis which differentiates between subjective reality and things in external environment. Ego is based on the principle of reality.

• Super ego :- It is the ethical moral principle of personality. It is the agency which internalizes the parental influences and Ideals of society through childhood experiences.

Super ego is social self and seek society.

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Samyukta

STUDENT'S NAME SAMYUKTA PAJ M	
CLASS I.B. Ed	SUBJECT PD.
ROLL NO.	DATE 04/01/2023

Personality Development

(Understanding self)

Ist Internal Test.

I 1) * Personality is the modification of behaviour through experience.

According to the Maslow's, personality is the process of thinking, feeling and doing.

* Personality is derived from the Greek word 'Persona'.

* The Greek word 'Persona' means the mask.

* Personality is unique in nature and it depends on social and environmental factors.

* Personality is dynamic in nature.

Determinants of Personality:-

There are several determinants of personality, they are:-

- Physical factors
- Biological factors
- Sociological factors
- Psychological factors
- Environmental factors
- Cultural factors.

a) Physical factors:-

* The heredity and genetics plays a major role in the determining of physical factors.

* It may includes differences or uniqueness in physique of body, colour, hair, height, weight etc.

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* The Physical factors also depends on tropical, geographical areas.

* People on high altitude will have different characteristics than people on low altitudes.

b) Biological factors

* The Genetics majorly depends on biological factors

* It includes many glands like pituitary gland, adrenal gland, thyroid gland, duckies gland, gonads.

* Pituitary gland is the major gland that is master of all organs. It controls over all the organs.

* Adrenal gland - activates when there is fear, anxiety, pressure.

* Thyroid gland is present in neck region. produce thyroxine.

* Gonads also are biological factors.

c) Sociological factors

* The factors related to home, school and society influence on the personality development.

* Home is the place where family lives.

* The environment present in the home majorly influence on an individual's personality development.

* The environment present in the school also influence on the development of personality of an individuals.

d) Psychological factors:-

* Cognitive factors like thinking process is unique in each individual.

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* Some are introverts and some are extroverts depending on the environment they get.

* School which have activities like cultural activities, field trips, dancing, competitions etc influence on the personality development of the child.

e) Environmental factors.

* The factors like geographical areas affect on the personality development of an individual.

* The factors like people living in cold region have thick skin, ~~cold~~ ^{small} eyes

* The people living in the hot areas like Africa, they have dark skin, wide open eyes, etc.

f) Cultural factors.

* The factors like culture also influence on the development of the personality of an individual.

* Unique cultures and different aspect of culture also influence on the personality development of an individual.

* There are so many cultures and customs in the world that influences on the personality development on an individual.

Hence there are many determinants of personalities like Genetical factors, Physical Factors, Cognitive Factors, Psychological factors, environmental factors, Cultural factors that have a major influence on the development of Personality of an individual.

II 2)

* Personal health and hygiene is the basic need of the hour.

* Personal health and hygiene directly affects the personality of an individual

* It is very important to have a good personal health and hygiene

* There are some personal health and hygienic measures that an individual has to maintain, in order to get an impressive personality.

* Every individual should have a bath daily, to remove impurities and to feel good, because our body is 70% water.

* Every individual should cut the nails and trim them periodically as and when required

* Every individual should wash hands before having meals and after having meals

* Every individual should take hair bath at least twice in a week.

* Every individual should oil the hair every week, once at least.

* Every individual should clean his or her house on the daily basis.

* Every individual should wash feet and hands with soap before entering the house.

* Every individual should clean the toilet before and after the use.

* Every individual should use Kerchief while coughing and sneezing.

* Every individual should maintain good health by doing meditation, keeping calm, doing exercise, yoga.

* Every individual dresses neatly with good clothes (presentable)

* Every individual should drink pure and clean water

* Every individual should go to hospital on regular basis for health check ups and track any disease.

* Every individual should brush teeth twice a day.

* Every individual keep patience with family, friends, teachers, people etc

All these factors help to promote and have good personality development.

1) Psychoanalytic theory

* This theory was given by Sigmund Freud, a Australian neurologist.

* He is also the father of Psychology.
* He was born on May 6, 1856 and died on Sept 23.

* His psychoanalytic theory was based on human activity.

* He studied the behaviour of humans and he gave 3 components of behaviour, they are.

a) Id

b) Ego

c) Super Ego.

a) Id:-

* It is derived from Latin word 'it'
* It is seen in child from birth.

* It does not follow any rules and law.

* It only thinks of satisfying its need.

* It works on pleasure principle

* It is unconscious in nature.

b) Ego:-

* It Ego is derived from Greek word which means I or self.

* It is both unconscious and conscious

* It is based on reality principle

* It plans calculatively for gaining something.

c) Super Ego:-

* It is morality based.

* It is the decision maker.

* When in a difficult situation of confusion, it operates

* It is also both conscious and unconscious in nature.

* It is gained from family and teachers.



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STUDENT'S NAME ಅರ್ಪಿತ. ಸಿ.

CLASS 1st B.Ed.

SUBJECT PD.

ROLL NO.

DATE 04/01/2023.

ಅರ್ಪಿತ. ಸಿ.

Aspirant

1st B.Ed.

Reg. No:- U068V21E0003.

I.

1.

ವ್ಯಕ್ತಿತ್ವ ಎಂಬ ಪದವು ಇಂಗ್ಲೀಷಿನ 'ಪರ್ಸನಾಲಿಟಿ' (personality) ಎಂಬ ಪದಕ್ಕೆ ಸಮಾನವಾದ ಅರ್ಥವನ್ನು ಹೊಂದಿದೆ. 'ಪರ್ಸನಾಲಿಟಿ' ಎಂಬ ಪದ 'ಲ್ಯಾಟಿನ್' ಛಾಪೆಯು 'ಪರ್ಸೋನಾ' ಎಂಬ ಪದದಿಂದ ಬಂದಿದೆ. ಇದರ ಅರ್ಥ 'ಮುಖವಾಡ'.

ವಾಚಕಕಾರರು ತಮ್ಮ ಪ್ರಾಕೃತವನ್ನು - ಬದಲಾಯಿಸಿ - ಕೊಳ್ಳಲು ಇದನ್ನು ಬಳಸುತ್ತಿದ್ದರು.

* 'ವಾಚಕ' ರವರ ಪ್ರಕಾರ 'ಬಹುಕಾಲದ ವಿಕೃತಿಗಳಿಂದ ವ್ಯಕ್ತಿಯು ನಡೆವಾಡ ಮಾರ್ಪಾಟು ಹೊಂದಿಸುವ ಚೆಲ್ಲುವ - ಟಿಕೆಗಳ ಬಹು ಮಾರ್ಪಾಡು' ವ್ಯಕ್ತಿತ್ವ ಎಂದು ಅಭಿಪ್ರಾಯಿಸಿದ್ದಾರೆ.

* 'ಆಲ್ಫ್ರೆಡ್' ರವರ ಪ್ರಕಾರ 'ವ್ಯಕ್ತಿಯು ವಿಶಿಷ್ಟ ಲಕ್ಷಣಗಳ ಸ್ವರೂಪವೇ ವ್ಯಕ್ತಿತ್ವ' ಎಂದಿದ್ದಾರೆ.

* 'ಆಲ್ಫ್ರೆಡ್' ರವರ ಪ್ರಕಾರ 'ವ್ಯಕ್ತಿ ಪರಿಸರದೊಂದಿಗೆ ತನ್ನವೇ ವಿಶಿಷ್ಟ ರೀತಿಯಲ್ಲಿ ಹೊಂದಿಕೊಳ್ಳಲು ಅನುಕೂಲವಾದ ಮನೋ ಹೃದಯ ಅಂಶಗಳ ಸಂಘಟನೆಯೇ ವ್ಯಕ್ತಿತ್ವ ಎಂದು ಅಭಿಪ್ರಾಯಿಸಿದ್ದಾರೆ.

ಜನ್ಮಾರಂಭದಿಂದ ವ್ಯಕ್ತಿಯು ಲಕ್ಷಣಗಳು, ಆಸಕ್ತಿ ಆಕಾಂಕ್ಷೆ, ಅಭಿಮತಿ, ಮನೋಭಾವ, ಆಲೋಚನೆ ಮುಂತಾದವುಗಳ ಬಹು ಚಿತ್ರಣವಾಗಿದೆ.

ವ್ಯಕ್ತಿತ್ವ ನಿರ್ವಾಹಕ ಅಂಗಗಳೆಂದರೆ:-

- * ಅನುವಂಶೀಯತೆ
- * ದೈಹಿಕ ರಚನೆ
- * ನಿರ್ವಾಹಕ ಗ್ರಂಥಿಗಳು
 - ಹಿಪ್ಪುರಾಶಿ ಗ್ರಂಥಿ
 - ಅಡ್ರಿನಾಲ್ ಗ್ರಂಥಿ
 - ಥೈರಾಯಿಡ್ ಗ್ರಂಥಿ
 - ಲೈಂಗಿಕ ಗ್ರಂಥಿಗಳು
- * ಪರಿಸರ ಮತ್ತು ಸಂಸ್ಕೃತಿ
- * ನಡತೆ
- * ಬುದ್ಧಿಶಕ್ತಿ
- * ಪ್ರವೃತ್ತಿಗಳು
- * ಸಾಮಾಜಿಕ ಅಂಗಗಳು
 - ಕುಟುಂಬದ ಪ್ರಭಾವ
 - ಶಾಲೆಯ ಪ್ರಭಾವ
 - ಸಮಾಜದ ಪ್ರಭಾವ

* ಅನುವಂಶೀಯತೆ:-

ಅನುವಂಶೀಯತೆಯು - ವಂಶ ಪಾರಂಪರೈಕವಾಗಿ ಬರುವಂತಹದ್ದು. ಇದು ವ್ಯಕ್ತಿಯ ವ್ಯಕ್ತಿತ್ವ ವಿಕಾಸದ ದಲ್ಲಿ ಮಹತ್ವದ ಪಾತ್ರ ವಹಿಸುತ್ತದೆ. ವ್ಯಕ್ತಿ ಗಳು ಗುಣಗಳು ಅನುವಂಶೀಯತೆ ಮೂಲಕ ಬಂದಿರುತ್ತವೆ. ಈ ಅನುವಂಶೀಯತೆ ಗುಣಗಳು ಮತ್ತು ಅಂಗವಸ್ತು ನಿರ್ಧರಿಸುತ್ತದೆ. ಅನುವಂಶೀಯತೆ ವ್ಯಕ್ತಿಯ ವ್ಯಕ್ತಿತ್ವ ರಚನೆಯಲ್ಲಿ / ನಿರ್ವಾಹಕದಲ್ಲಿ ಪ್ರಮುಖ ಪಾತ್ರ ವಹಿಸಿದೆ.

* ದೈಹಿಕ ರಚನೆ:-

ದೈಹಿಕ ರಚನೆ ಗಾತ್ರ, ಆಕಾರ, ಎತ್ತರ ಮುಂತಾದವು ಗಳನ್ನು ಒಳಗೊಂಡಿದೆ. ಒತ್ತಮ ದೈಹಿಕ ಹೊಂದಿದವರು ಆರೋಗ್ಯಯುತರಾಗಿರುತ್ತಾರೆ ಮತ್ತು ಹೆಚ್ಚು ಕ್ರಿಯಾಶೀಲ ರಾಗಿರುತ್ತಾರೆ. ಇವರು ಒತ್ತನೆ, ಒತ್ತುಗಳಿಗಾಗಿರುತ್ತಾರೆ ಸಮಾಜದೊಂದಿಗೆ ಹೊಂದಿಕೊಳ್ಳುವ ಪ್ರವೃತ್ತಿ ಹೊಂದಿರುತ್ತಾ ಸ್ವಯಂ ಪ್ರಜ್ಞೆ ಹೊಂದಿರುವ ಮೂಲಕ ಬಿಟ್ಟು ಪ್ರತಿಕ್ರ

ವ್ಯಕ್ತಿತ್ವ ನಿರ್ಣಾಯಕ ಅಂಶಗಳೆಂದರೆ:-

- * ಅನುವಂಶೀಯತೆ
- * ದೈಹಿಕ ರಚನೆ
- * ನಿರ್ಜಾತಿ ಗ್ರಂಥಿಗಳು
 - ಪಿಟ್ಯೂಟರಿ ಗ್ರಂಥಿ
 - ಥೈರಾಯ್ಡ್ ಗ್ರಂಥಿ
 - ಹೈಪೋಥ್ಯಲಮಸ್ ಗ್ರಂಥಿ
 - ಲೈಂಗಿಕ ಗ್ರಂಥಿಗಳು
- * ಪರಿಸರ ಮತ್ತು ಸಂಸ್ಕೃತಿ
- * ನಡತೆ
- * ಬುದ್ಧಿ ಶಕ್ತಿ
- * ಪ್ರವೃತ್ತಿಗಳು
- * ಸಾಮಾಜಿಕ ಅಂಶಗಳು
 - ಕುಟುಂಬದ ಪ್ರಭಾವ
 - ಶಾಲೆಯ ಪ್ರಭಾವ
 - ಸಮಾಜದ ಪ್ರಭಾವ

* ಅನುವಂಶೀಯತೆ:-

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ಅನುವಂಶೀಯತೆಯು ವಂಶ ಪಾರಂಪರ್ಯವಾಗಿ ಬರುವಂತಹದ್ದು. ಇದು ವ್ಯಕ್ತಿಯ ವ್ಯಕ್ತಿತ್ವವೆಣೆನೆ - ದಲ್ಲ ಮಹತ್ವದ ಪಾತ್ರ ವಹಿಸುತ್ತದೆ. ವ್ಯಕ್ತಿಗೆ ಗುಣಗಳು ಅನುವಂಶೀಯತೆ ಮೂಲಕ ಬಂದಿರುತ್ತವೆ. ಈ ಅನುವಂಶೀಯತೆ ಗುಣಗಳು ಮತ್ತು ಅಂಗವಸ್ತು ನಿರ್ಧರಿಸುತ್ತದೆ. ಅನುವಂಶೀಯತೆ ವ್ಯಕ್ತಿಯ ವ್ಯಕ್ತಿತ್ವ ರಚನೆಯಲ್ಲಿ / ನಿರ್ಣಾಯಕದಲ್ಲಿ ಪ್ರಮುಖ ಪಾತ್ರ ವಹಿಸಿದೆ.

* ದೈಹಿಕ ರಚನೆ:-

ದೈಹಿಕ ರಚನೆ ಗಾತ್ರ, ಆಕಾರ, ಎತ್ತರ ಮುಂತಾದವುಗಳನ್ನು ಒಳಗೊಂಡಿದೆ. ಒತ್ತಮ ದೈಹಿಕ ಹೊಂದಿಕಡೆ ಆರೋಗ್ಯಂತತೆಗಾಗಿರುತ್ತಾರೆ ಮತ್ತು ಹೆಚ್ಚು ಕ್ರಿಯಾಶೀಲ - ರಾಗಿರುತ್ತಾರೆ. ಇವರು ಬತ್ತಿಸಿ, ಬತ್ತಿಸಿಕೊಳ್ಳುತ್ತಾರೆ ಸಮಾಜಹೊಂದಿಕೆ ಹೊಂದಿಕೊಳ್ಳುವ ಪ್ರವೃತ್ತಿ ಹೊಂದಿರುತ್ತಾರೆ ಸ್ವಯಂ ಪ್ರಜ್ಞೆ ಹೊಂದುವ ಮೂಲಕ ಲಿಂಗೈಕ್ಯ ವ್ಯಕ್ತಿತ್ವ

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CLASS	SUBJECT
ROLL NO.	DATE

ಹೊಂದಿರುತ್ತಾರೆ. ಆದರೆ ಕುಂಠಿತವಾದ ಬೆಳವಣಿಗೆ ಹೊಂದದವರು ಯಾವಾಗಲೂ ಅನಾರೋಗ್ಯಕ್ಕೆ ತುತ್ತಾಗುತ್ತಾರೆ. ಇವರು ಪೆಮೆಜಿಯೊಂದಿಗೆ ಹೊಂದಿಕೊಳ್ಳುವಲ್ಲಿ ಸಮರ್ಥ -ಳನ್ನು ವಿಡುಂಸುವರು. ಅದೇ ದೈವಿಕ ರಚನೆ ವೈಕ್ಲಿತ್ವ ವಿಕಸನಕ್ಕೆ ಅವಕಾಶ ಮತ್ತು ಇದರ ಮೂಲಕ ವೈಕ್ಲಿತ್ವದ ಹಂತಗಳನ್ನು ನಿರ್ದಿಷ್ಟಪಡಿಸುತ್ತದೆ.

* ನಿರ್ವಾಳ ಗ್ರಂಥಿಗಳು:

ನಿರ್ವಾಳ ಗ್ರಂಥಿಗಳು ಡಲವು ಅಮೋನಿಗಳನ್ನು ಸ್ರವಿಸುತ್ತವೆ. ಏಕಾಃ ಪಿಟ್ಟುರಿಗ್ರಂಥಿ, ಅಡ್ರಿನಾಲ್‌ಗ್ರಂಥಿ, ಥೈರಾಯಿಡ್ ಗ್ರಂಥಿ, ಪೈಂಜಿಕ ಗ್ರಂಥಿಗಳು ಇವಾಗಿವೆ. ಇವುಗಳ ಸ್ರವಿಕೆಯಿಂದ ವೈಕ್ಲಿತ್ವದಲ್ಲೇ ವರು ಪೇರುಗಳನ್ನು ಕೊಡಬಹುದು.

• ಪಿಟ್ಟುರಿಗ್ರಂಥಿ:- ಇದನ್ನು ನಾಯುಕ್ ಗ್ರಂಥಿ ಎಂದು ಕರೆಯುವರು. ಇದರ ಅತಿಯಾದ ಸ್ರವಿಕೆಯಿಂದ ವೈಕ್ಲಿಯ ವೇಷದಾರ್ಥ್ಯತೆ ಹೆಚ್ಚುವುದು ಮತ್ತು ಹೆಚ್ಚು ಭಾವೋದ್ರೇಕಗಳನ್ನು ತೋರ್ಪಡಿಸುವರು. ಕೆಡಮೆ ಸ್ರವಿಕೆಯಲ್ಲೇ ಕುಂಠಿತ ಬೆಳವಣಿಗೆ ಹೊಂದುವರು. ನಿಶಾಕಿ, ಬಡತಿಯಾದ ಕೂಡಿರುವ ವೈಕ್ಲಿತ್ವ ಹೊಂದಿರುವರು.

• ಥೈರಾಯಿಡ್ ಗ್ರಂಥಿ:- ಇದರ ಹೆಚ್ಚಿನ ಸ್ರವಿಕೆಯಿಂದ ವೈಕ್ಲಿಯ ಹೆಚ್ಚು ಒರಿತಾಕ್ರಾಂತಿಯಾಗಿರುತ್ತದೆ. ಭಯ, ಹೆದರಿಕೆ ಗುಣಗಳನ್ನು ಹೊಂದುವರು. ಕೆಡಮೆ ಸ್ರವಿಕೆಯಿಂದ ಬಲನೆ, ನಿಶಾಕಿ ಯಾಗಿರುತ್ತಾನೆ.

• ಅಡ್ರಿನಾಲ್ ಗ್ರಂಥಿ :- ಈ ಗ್ರಂಥಿಯು ಅಡ್ರಿನಾಲ್ ಅಮೋನ್ ಬಿಡುಗಡೆಯಾಗುತ್ತದೆ. ಇದರಲ್ಲಿ ಅತಿಯಾದ ಅಮೋನ್ ಸ್ರವಿಕೆಯಾದರೆ ಸಕ್ಕರೆಯು ಹೆಚ್ಚುವುದು, ಹೃದಯ ಬಡಿತ ಹೆಚ್ಚುವುದು, ಲೈಂಗಿಕ ಹಂತಗಳು ಬೇಗನೆ ಉತ್ಪನ್ನ ಹೊಂದುವುದು. ಕೆಡಮೆ ಅಮೋನ್ ಸ್ರವಿಕೆಯಿಂದ ನಿಶಾಕಿ ಸಾಧುವುದು. ಲೈಂಗಿಕ ಲಕ್ಷಣಗಳು ಕುಂಠಿತ ಗೊಳ್ಳುವುದು.

• ಲೈಂಗಿಕ ಗ್ರಂಥಿಗಳು:-

ನಂಡ ಸರಳ 'ಅಂಡೋಚನ' ಹಾಗೂ 'ಬಿಡುಗಡೆಯಿಂದ ಲೈಂಗಿಕ ಲಕ್ಷಣಗಳ ಬೆಳವಣಿಗೆ' ಕಾರಣವು. ಹೆಣ್ಣು ಸರಳ 'ಶ್ವಸ್ತೋಚನ' ಹಾಗೂ 'ಸ್ರವಕೆಯಿಂದ ಸ್ತನ್ಯ ಗ್ರಂಥಿಗಳ ಬೆಳವಣಿಗೆ, ಋತುವಿನ್ಮಯ ಗ್ರಂಥಿಗಳಾಗಿ ಪ್ರಕ್ರಿಯೆ ನಡೆಯುವುದು. ಈ ಗ್ರಂಥಿಗಳು ಸಂತಾನೋತ್ಪತ್ತಿ ಕಾರ್ಯ ನಿರ್ವಹಿಸುತ್ತದೆ.

* ಪರಿಸರ ಮತ್ತು ಸಂಸ್ಕೃತಿ:-

ವ್ಯಕ್ತಿಯ ಯಾವ ಪರಿಸರದಲ್ಲಿ ಬೆಳೆಯುತ್ತಾನೆ ಎಂಬುದರ ಬಗ್ಗೆ ಆತನ ವ್ಯಕ್ತಿತ್ವ ನಿರ್ಧರಿಸುವಾಗುತ್ತದೆ. ಏಕಾಃ- ಕಳ್ಳನೆ ಮಗ ಎತ್ತಮ ಪರಿಸರದಲ್ಲಿ ಬೆಳೆದರೆ ಆತ ಆದರ್ಶ ವ್ಯಕ್ತಿಯಾಗಬಹುದು. ಸುಸಂಸ್ಕೃತ ಮೌಠವರಣದಲ್ಲಿ ನವರು ಆದರ್ಶ, ವೈಯಕ್ತಿಕ ಮೌಲ್ಯಗಳನ್ನು ತಮ್ಮಲ್ಲಿ ಕಳುವಡಿಸಿ ಕೊಂಡಿರುತ್ತಾರೆ.

* ಬುದ್ಧಿ ಶಕ್ತಿ:-

ಆತ ಈಚ್ಚು ಬುದ್ಧಿವಂತನು. ಇಂತ ಮನೋಭಾವ - ವಸ್ತು ಕೊಂಡಿರುತ್ತಾರೆ. ಇತರರ ಮಿತಿಗಳನ್ನು ಆಲಿಸುವ ಗಾಳಿ ಪ್ರವೃತ್ತಿ ಕೊಂಡಿರುತ್ತಾರೆ. ಇವು ಇಂತ ಅಂತಿಮವಾಗಿ ಎಲ್ಲ ಸಂದರ್ಭಗಳನ್ನು ಬಿಡ್ವಿಸಿ ಕೊಳ್ಳುವರು.

* ನಡತೆ:-

ಬತಮ ನಡತೆಯು ಜೀವನದ ಒಂದು ಮೌಲ್ಯವಾಗಿದೆ. ಬತಮ ನಡತೆಯು ಸುಸ್ಥಿತ್ವಕ್ಕೆ ಹಿತವೆಂದು ಈಚ್ಚು ಪಾಲು ಏರುತ್ತದೆ.

* ಸಾಮಾಜಿಕ ಅಂಶಗಳು:-

ಮಾನವ ಸಮಾಜ ಜೀವಿ. ಆತ ಸಮಾಜದಲ್ಲಿ ಬದುಕುವ ಕಾರಣ ಏನು ವ್ಯಕ್ತಿತ್ವ ನಿರ್ಧರಿಸುವಲ್ಲಿ ಸಮಾಜ ಬಹುಮುಖ್ಯ ಪಾತ್ರ ವಹಿಸುತ್ತದೆ.

• ಕುಟುಂಬ:- ಕುಟುಂಬ ವ್ಯಕ್ತಿಯ ಮೊದಲ ಪರಿಚಯವಾಗಿದೆ. ತಂದೆ-ತಾಯಿ, ಪ್ರೀತಿಪಾತ್ರ ಸಂಬಂಧಿಗಳು ಮುಂತಾದವು ವ್ಯಕ್ತಿತ್ವ ವಿಕಾಸಕ್ಕೆ ಸಹಕರಿಸುತ್ತದೆ.

• ಶಾಲೆಯ ಪ್ರಭಾವ:- ಶಾಲೆಯಲ್ಲಿ ಸಹಪಾಠಿ ಮತ್ತು ಶಿಕ್ಷಕರೊಂದಿಗೆ ವ್ಯಕ್ತಿತ್ವ ವಿಕಾಸವಾಗುತ್ತದೆ. ಬಾಹ್ಯವಿಶ್ವದ ಪ್ರಭಾವವನ್ನು ಅರಿತುಕೊಳ್ಳುವುದು. ವಿದ್ಯಾರ್ಥಿಗಳು ಶಿಕ್ಷಕರ ಆದರ್ಶಗಳನ್ನು ಅನುಸರಿಸಿ ಬೆಳೆದುಕೊಳ್ಳುವುದು. ವ್ಯಕ್ತಿತ್ವ ವಿಕಾಸವಾಗುತ್ತದೆ.

• ಸಮಾಜದ ಪ್ರಭಾವ:- ವ್ಯಕ್ತಿತ್ವ, ಸಮಾಜದ ಮಟ್ಟದ ನಿರಂತರತೆ ಹಾಗೂ ನಡವಳಿಕೆಗಳನ್ನು ಅರಿತುಕೊಳ್ಳುವುದು. ವ್ಯಕ್ತಿತ್ವ ವಿಕಾಸವಾಗುತ್ತದೆ.

ಹಿನ್ನೆಲೆಯಲ್ಲಿ ವ್ಯಕ್ತಿತ್ವವನ್ನು ವ್ಯಕ್ತಿ ಅನುಭವದಿಂದ ಅರಿತುಕೊಳ್ಳುವುದು. ನಂತರ ಸಮಾಜದೊಂದಿಗೆ ಹಿಡಿಸುವ ಮೊದಲು ತಮ್ಮ ವ್ಯಕ್ತಿತ್ವ ವಿಕಾಸವಾಗುತ್ತದೆ. ಕೊನೆಗೆ ಸಮಾಜದೊಂದಿಗೆ ವ್ಯಕ್ತಿತ್ವವನ್ನು ಅರಿತುಕೊಳ್ಳುವುದು.

III

೨. ವ್ಯಕ್ತಿತ್ವ ವಿಕಾಸವೆಂದರೆ ಒಳಗಿನಿಂದಲೇ,

೧. ಸ್ವ-ಅರಿವು

೨. ಅನುಭವ

೩. ವಿಮರ್ಶಾತ್ಮಕ ಚಿಂತನೆ

೪. ಸೃಜನಾತ್ಮಕ ಚಿಂತನೆ.

೫. ನಿರ್ಧಾರ ತೆಗೆದುಕೊಳ್ಳುವಿಕೆ.

೬. ಸಮಸ್ಯೆ ಪರಿಹಾರ

೭. ಪರಿಣಾಮಕಾರಿ ಸಂವಹನ

೮. ಒತ್ತಡ ನಿವಾರಣೆ.

೯. ಯೋಗ

೧೦. ಧ್ಯಾನ

೧೧. ಭಾವೋದ್ವೇಗಗಳ ನಿವಾರಣೆ

೧೨. ಅತ್ಯಂತ ಗೌರವ

II. 1. ವ್ಯಕ್ತಿಯ ವ್ಯಕ್ತಿತ್ವ ವಿಕಸನವು ಅವನ
ಜೀವನದ ಒಂದು ಅವಿಭಾಜ್ಯ ಅಂಗವಾಗಿದೆ.
ವ್ಯಕ್ತಿತ್ವ ವಿಕಸನವು ವ್ಯಕ್ತಿಯ ಜೀವನದಲ್ಲಿ
ಮುಂದುವರಿದು ಬಾಕಿವನ್ನು ವರಿಸಿದೆ.

ವ್ಯಕ್ತಿತ್ವ ವಿಕಸನದ ಅಗತ್ಯತೆಗಳು:-

- * ಸ್ವ-ಗುಣಗಳನ್ನು ಅರ್ಥೈಸಿಕೊಳ್ಳಲು ವ್ಯಕ್ತಿತ್ವ
ವಿಕಸನ ಅವಶ್ಯಕವಾಗಿದೆ.
- * ನಡತೆಯನ್ನು ಕುಡ್ಡಿಗಳಿಗಾಗಿ, ಸನ್ನಿಹಿತಿಯಾಗಿ
-ನಿರ್ವಹಿಸಲು ಅಗತ್ಯವಿದೆ.
- * ಧೈರ್ಯದಿಂದ ತನ್ನ ಗುರಿ ಮತ್ತು ಉದ್ದೇಶಗಳನ್ನು
ಸಾಧಿಸಿಕೊಳ್ಳಲು ವ್ಯಕ್ತಿತ್ವ ವಿಕಸನ ಅವಶ್ಯಕ.
- * ಆದರ್ಶ ಜೀವನವನ್ನು ವ್ಯಕ್ತಿಯು ನಡೆಸಲು
ಅವಶ್ಯಕವಾಗಿದೆ.
- * ನೈತಿಕ ಮೌಲ್ಯಗಳನ್ನು ತನ್ನ ಜೀವನದಲ್ಲಿ ಅಳವಡಿಸಿ
-ನಿರ್ವಹಿಸಲು ಮತ್ತು ಅಭಿವೃದ್ಧಿ ಪಡಿಸಿಕೊಳ್ಳಲು
ವ್ಯಕ್ತಿತ್ವ ವಿಕಸನದ ಅಗತ್ಯತೆಯಿದೆ.
- * ಉತ್ತಮ ಆಲೋಚನಾ ಕ್ರಿಯೆಗಳನ್ನು ತಮ್ಮಲ್ಲಿ
ಬೆಳೆಸಿಕೊಳ್ಳಲು ಅವಶ್ಯಕತೆಯಿದೆ.
- * ಉತ್ತಮ ಮನಸ್ಸನ್ನು ಹೊಂದಲು ವ್ಯಕ್ತಿತ್ವ
ವಿಕಸನ ಅವಶ್ಯಕವಿದೆ.
- * ವಿವಿಧ ಬಂಧನಗಳಿಂದ ಮುಕ್ತರಾಗಲು ವ್ಯಕ್ತಿತ್ವ
ವಿಕಸನದ ಅಗತ್ಯತೆಯಿದೆ.
- * ತಮ್ಮ ನಡತೆಯನ್ನು ಉತ್ತಮಗೊಳಿಸಿಕೊಳ್ಳಲು ವ್ಯಕ್ತಿತ್ವ
ವಿಕಸನದ ಅಗತ್ಯವಿದೆ.

ವ್ಯಕ್ತಿತ್ವ ವಿಕಸನದ ಮಹತ್ವ:-

- * ವ್ಯಕ್ತಿಯನ್ನು ಸಾಧಕನನ್ನಾಗಿ ಮಾಡುವ ಪ್ರಕ್ರಿಯೆಯಲ್ಲಿ ಮಹತ್ವವನ್ನು ಹೊಂದಿದೆ.
- * ವ್ಯಕ್ತಿಯನ್ನು ಚಟುವಟಿಕಾ ಶೀಲನನ್ನಾಗಿ ಮಾಡುವಲ್ಲಿ ವ್ಯಕ್ತಿತ್ವ ವಿಕಸನ ಮಹತ್ವ ಪೂರ್ಣವಾಗಿದೆ.
- * ವ್ಯಕ್ತಿಯ ಸ್ಥಾನ ಶೀಲತೆಯನ್ನು ಪ್ರಾರಂಭದಿಂದಲೂ ಮುಂದುವರಿದು ಕಾಯ್ದಿರಲು ಹೊಂದಿದೆ.
- * ಶೀಲ ಮತ್ತು ಪ್ರಾಮಾಣ್ಯತೆ ಹೊಂದುವುದು ಪ್ರಾಮಾಣ್ಯತೆ ಹೆಜ್ಜೆ.
- * ಸ್ವ-ಅಭಿವೃದ್ಧಿ ಕೌಶಲ್ಯ ವ್ಯಕ್ತಿತ್ವದ ಸಹಕಾರಿಯಾಗಿದೆ.
- * ವ್ಯಕ್ತಿತ್ವ ವಿಕಸನದಿಂದ ವ್ಯಕ್ತಿಯು ಉತ್ತಮವಾಗಿ ಬೆಳೆದು ಮಹತ್ವವನ್ನು ಪಾತ್ರ ಹೊಂದಿದೆ.
- * ದೈನಂದಿನ ವ್ಯಕ್ತಿಯ ಗುಣಗಳನ್ನು ಸಾಧಕಕೌಶಲ್ಯ ಸಹಕಾರಿಯಾಗಿದೆ.
- * ಉದಾಹರಣೆ, ಸ್ವಾತಂತ್ರ್ಯ, ಸ್ವಾತಂತ್ರ್ಯ - ನಿಯಮಗಳನ್ನು ವ್ಯಕ್ತಿತ್ವ ತನ್ನ ಜೀವನದಲ್ಲಿ ಉಪಯೋಗಿಸುವಲ್ಲಿ ಮಹತ್ವದ ಸ್ಥಾನ ಪಡೆದಿದೆ.
- * ವ್ಯಕ್ತಿಯು ಉದಾಹರಣೆ ಕ್ರಮಗಳನ್ನು ಉತ್ತಮವಾಗಿ ಪಡೆದುಕೊಳ್ಳುವಲ್ಲಿ ಸಹಕಾರಿಯಾಗಿದೆ.
- * ವ್ಯಕ್ತಿಯು ಪರಿಗಣಿಸುವುದು, ನಿರ್ಣಯಿಸುವುದು ಮನಸ್ಸನ್ನು ಹೊಂದುವಂತೆ ವ್ಯಕ್ತಿತ್ವ ವಿಕಸನ ಮಾಡುತ್ತದೆ.
- * ಉದಾಹರಣೆ ಬಂಧನಗಳಿಂದ ಮುಕ್ತವಾಗಿ ಪ್ರಾರಂಭವು ವ್ಯಕ್ತಿತ್ವ ಸಹಕಾರಿಯಾಗಿದೆ.

ಹಿಟ್ಟುರೆಯಾಗಿ ವ್ಯಕ್ತಿತ್ವ ಏಕನನದಿಂದ
ವ್ಯಕ್ತಿಯಲ್ಲಿ ಹೀಗೆ ಬದಲಾವಣೆಗಳಾಗುತ್ತವೆ.
ವ್ಯಕ್ತಿತ್ವ ಏಕನನದಿಂದ ವ್ಯಕ್ತಿಯು ಬನ್ನೆತ್ತ
ಮೆಟ್ಟಿದ ಚಿಂತೆಗಳನ್ನು ಕೊಂಡುವನು. ಅದಾಗಿ
ವ್ಯಕ್ತಿತ್ವ ಏಕನನವು ಮಾನವನ ಜೀವನವಲ್ಲಿ
ಹೆಚ್ಚು ಮೆತ್ತ ಮೆತ್ತದ ಪ್ರಾಕ್ರಮಣವನ್ನು
ಪಡಿಸಿದೆ.

National Educational Society(R).,
National College of Education, Shimoga
II semester B.Ed Internal -2023
Sub : PSS1-English

Date: 02-01-2023

Duration:1 Hour

Marks: 20

I Answer any one of the following question :

1*10=10

1. Briefly Explain "English as a colonial language in India".
2. Explain the importance of English language in Global context.

II Answer any one of the following question :

1*6=6

1. Mention the Recommendation of NEP-1986 and NCF-2005 on position of English Language.
2. Distinguish between First and Second language learning.

III. Answer any one of the following :

1*4=4

1. Mention the role of language teacher in identify the disability in English.
2. Bring out the aims and objectives of teaching English.



STUDENT'S NAME	Shwetha D N
CLASS	I B-Ed
SUBJECT	PSS1 English
ROLL NO.	33
DATE	2-01-2023

TOTAL MARKS OBTAINED

19

20

correct

PSS1 - English

I
2 Ans:

There are more than 6500 languages spoken across the world. English is considered as third largest speaking language in the world where 53 countries have considered as English as official language. More than 200 million people speak English at least as their second language.

In India English came into practice after British invasion where British wanted Indians to work under them as clerks and other officers works but there was communication gap so Britishers started teaching English to Natives.

Raja Ram Mohan Roy and others supported English learning. Many scholars like Sarojini Naidu, Swami Vivekananda became famous all over the world because of their ability to speak in English.

NEP - 1968 which came when Indira Gandhi was prime minister (the policy was recommendation of Wood's dispatch committee) and National Educational Policy - 1986 (Rajiv Gandhi period). Kotare Commission all speak about how important it is to teach English as comprehensive language at secondary and higher levels.

National Curriculum Framework - 2005 the fourth one after NCF 1975, NCF 1988, NCF 2000 also talks about English and foreign language learning. NCF-2005 gave three language formula.

Importance of English language in global context

* International and Interstate language

English is considered as global language. We cannot communicate with foreigners using our native language. So English helps us to communicate with people around the world.

* Helps to build career opportunity

If we want good career opportunity then it is compulsory to learn English. Most reputed companies hire people who can understand English because it is medium of communication in office. If we know English we can apply for job anywhere in the world. It is mandatory to pass ELT exam to go to other western countries.

* Language of trade and commerce

English is language of trade. If we have to expand business, import or export something we need to know English language. Even if we want to order something online then we need English language.

* Social status

English is considered as language of knowledge. When we know English our social status in society increases.

STUDENT'S NAME		TOTAL MARKS OBTAINED
CLASS	SUBJECT	
ROLL NO.	DATE	

* Entertainment

We can get entertainment by watching english movies, reading english novels, story books, newspapers, listening to radio etc.

* Language of Internet

Even though there are other language options available in Internet, it still works best.

in English. If we need any content then all of it will be available only in english. even if we use social media for entertainment it works in english language.

9/2 * Language of Science and Technology.

All the information regarding new inventions, discoveries are easily available in english language. If we do not know english then we cannot stay updated.

* English helps students.

All the learning materials are easily available for students in english when compared with other languages. All the books, research papers are available sometimes only in english. and in higher studies at university level professors usually teach in bilingual or english so it is ~~is~~ important to learn english to understand content.

* Language of Tourism

When we visit other places english helps in communication because it is second language in most places. without english we will have difficulty to adjust to new place due to communication.

2 Ans:

First language

- * Learnt effortlessly by child when exposed (acquired)
- * First language that child learns - Mother tongue
- * Referred as L₁
- * Does not require any formal schooling or method to learn
- * learnt during critical period - 0 years to 7 years
- * Does not require knowledge of any language

Second language

- * Learnt with efforts, by understanding grammar, syntax, morphemes (learnt)
- * language learnt after acquiring mother tongue, it is non-native language
- * Referred as L₂, L₃, L₄...
- * Require formal method to learn eg: Through literature
- * can be learnt during or after critical period
- * It is important to acquire L₁ if not acquiring L₂ is not possible

Noam Chomsky (Linguist) gives theory of language acquisition where he talks about first and second language.

In first language acquisition he talks about concept of -

- 1) UG - Universal Grammar
- 2) LAD - Language acquisition device

* Chomsky says all children are born with innate capacity to acquire language that they are exposed to.

A. He says 0-7 years is considered as critical period. where child must acquire his first language within this period. if not he/she will not be able to acquire any language in the future.

* First language is effortlessly acquired, where child acquires any language that he/she is exposed to.

for example $\Rightarrow$ if an Indian child is adopted by western couple at very young age then child learns english as it's first language because child is exposed to english in the surrounding.

* usually Mother tongue and Native language is considered as first language and Non-native languages can be considered as second language.

* Some times children get exposed to more than one language at same time at very young age so these children turn out to be bilingual or multilingual.

* Second language is learnt with effort - where person can learn it through various methods such as direct method, bilingual method, translation method, improving skills (LSRW) etc.

III

1 Ans: Language disability can be considered as spectrum of cognitive disability where pupil is unable to read, write, listen, speak, calculate, perceive, comprehend, analyse what is said properly. Most of the time this language disability keep children away from

achieving academic goals, as language is a medium through which we learn things. This disability is not related with student's economic status or environment.

Role of language teacher in identifying the language disability.

- * When giving instructions it is important to go near students and make sure they have understood it.
- * Ask students to repeat what teacher said, or summarize what happened in the class.
- * H Make students participate, use discussion method and follow student centered learning.
- * Use audio-visual aids and Teaching learning materials (TLM's).
- * Ask students to read ~~an~~ in the class and make habit to write atleast one page in the class to build reading and writing skills.
- * Prepare activities such as word-building and other games to see where students find difficulty in understanding language.
- * Give new vocabularies and see if they can use it in their day to day activities.
- * Make use of language labs effectively.

National Education Society®,
National College of Education, Shimoga.
Second Semester B.Ed., Degree Examination
January -2023(2 Year Scheme)Education

Date : 28.01.2023

PSSA1-English

Marks :75

Timings : 10.30am to 1.30pm

Instructions: This question paper consists of three sections. All the sections are to be answered compulsorily following internal choice.

Section-I

1. a) Briefly explain the position of English as second language in India. Illustration the challenges of teaching and learning English as a second language [4+6=10]
OR
b) Which are the receptive and expressive skill of language learning? Explain the importance of receptive skills of language learning. [2+4+4=10]
2. a) What is structural approach? Briefly Explain the principles of structural approach.
OR
b) Bring out the objectives of reading skills in learning English language. Explain the methods of teaching reading with suitable examples. [4+4=10]
3. a) What is vocabulary? What are its types? Explain ways of enriching the vocabulary. [2+2+6=10]
OR
b) What is communicative approach? Explain the principles of communicative approach with suitable examples. [2+8=10]

Section-II

II. Answer any five of the following question in about one and half pages each. 5*6=30

4. Briefly explain the recommendation of NCF 2005 for teaching English.
5. Distinguish between First language(L₁) and second language(L₂)
6. Explain the essential characteristics of Good hand writing.
7. What is poetry? Explain the objectives of teaching English poetry.
8. Explain the importance of constructive approach in teaching English language.
9. Explain the methods of teaching English Grammar.
10. What is bilingual approach? Bring out the principles of this approach.

Section-III

III. Answer any five of the following questions in brief and to the point : 5*3=15

11. Suggest the ways to improve the students pronunciation.
12. Write minimum six instructional objectives for the lesson of your choice.
13. Mention the steps of teaching prose in English.
14. Mention the ways to develop the listening skills among students.
15. Mention the role of a teacher in dealing with language disability.
16. Differentiate the inductive & deductive approach.
17. Mention the problems of English teacher in India.

STUDENT'S NAME

CLASS

SUBJECT

ROLL NO.

DATE

Name :- Sabiha Banu

Roll No :- 006SV21E0034

Subject :- English PSS-1

58

75

I

(1) b)

Language which is very essential for the communication without language we cannot communicate with people properly. Language is mean of communication it also a important tool which help the people for effective communication. In language there are main four language skill those are listening, speaking, reading and writing, without these language skill the language cannot be meaningful. these language skill helps the learner to learn language systematically.

Listening

Speaking

Reading

Writing

Receptive part of language

Transmission / Exposure / productive of language

Listening and Reading skill are considered as the Receptive part of language. on the other hand Speaking and writing considered as Exposure part of the language.

"Language is the tool for exchange our ideas thought and feeling in the society or with the people"

In this way language played an important role in communication. for a better communication language skill are important.

Importance of Receptive Skills of Language:

There are two Receptive Skills

- Listening Skill
- Reading Skill

Importance of Listening in Language Learning

- The listening is the very first skill in language without listening we cannot communicate
- proper listening make communication effective for the better understanding listening skill is important.
- when we listen in a proper way we understand the speaker in a well manner
- listening skill help the learner for concentration
- listening help the students for pronunciation and speech
- It also help to understand word and word pronunciation
- It make student to become keen listening
- It help the students to concentration to the content
- by good listening help the student avoid misunderstanding
- proper listening help in effective communication
- listener understand the speaker properly
- pronunciation of the words sentence for make
- good English learning
- for better language learning through listening

Importance of Reading Skill in language learning :-

- It help the learner to understand language properly
- Silent Reading is known as mature Reading
- Reading help the students to grasp in a language
- fluency in a language
- understand pronunciation, words and vocabulary of the language
- It makes student perfect in a language learning
- Students can concentrate on language with help of Reading
- Reading give pleasure for the Reader
- It help the students to improve their pronunciation
- If we know reading we can learn anything which in the written form
- It avoids the misunderstanding
- It help the students for better understanding

In this way the listening and Reading those are Receptive Skill of the language which give more importance in learning the language in a proper. Listening make the language and understand the language effective while Reading avoids the miscommunication and give the proper and comprehension in a language learning.

I

2 a)

Structural Approach:

Structural approach is a method of teaching English language. Structural approach is formation or the Formulating the paragraph in a pattern is known as structural approach.

Structural approach makes a teaching effect with the help of Sentence, Gradation of Structure, Sequencing, type of pattern, and types of Sentence through these element. Structural approach teaches the content in a effectively.

Structural approach follows three Skill in a teaching

- word order
- Function word
- Inflection

how to order the words in a sentence. And in a proper way. function of the words, Syntax, Semantics and Structure and it also about Inflection of the language.

Selection of Structure

- Usefulness
- productiveness
- learnability
- teach-ability
- Range
- coverage
- Simplicity
- Frequency

Gradation of Structure

The language teaching to of the English divides in Gradation of the Structure those are

(1) Grouping

- Phonetics Grouping
- Lexical Grouping
- Semantic Grouping
- Grammatical Grouping
- Structural Grouping

(2) Sequencing of Structure

- Lexical Sequencing
- Phonetic Sequencing
- Structural Sequencing

9/3

(3) Type of Structure pattern / Sentence pattern

- Two Part pattern
- Three part pattern
- Four Part pattern
- The Pattern begins with 'there' and 'wh'
- Questioning
- Formal pattern

(4) Types of pattern / Sentences

- Declarative Sentence : Command / order
- Imperative Sentence : Request
- Exclamatory Sentence : ! hur! wow!
- Interrogative Sentence : Question form

These are some important type of structured approach make a teaching interesting and these are important in structural approach.

Principles of Structural approach

- Language one (L₁) is completely neglected
Here give the importance to the 2nd language
or L₂ which is English the native language
or L₁ was completely neglected.
- The teaching pattern was in target language
The teaching content was in a language
which help the students to learn easily
- Everyday vocabulary and sentence are in English
It help the student learn English easily
and rapid without much hardness
- The learners bring fix up the language 1 (L₁)
and the native language was completely
neglected
- It improve the reading and writing skill in English
Structural approach help the learner to
learn English reading and writing
- Fluency in English
- Teaching was through English
- Give the importance to the second language

In this way structural approach was
very useful for teaching language or
teaching English as second language

It is more scientific method of language
to the students.

3)

b)

Communicative approach :-

It is method of teaching English language communicative approach is - method which we used in teaching the second language.

This method is used in teaching in a communicative way.

Here students and teachers play important role.

Teachers teach the content to the students

4.

The NCF-2005 was a National Curriculum Framework which was developed in 2005. Before this 2005 framework there were 3 frameworks which were framed. These are 3 National Curriculum Frameworks. These are the 1st NCF 1975, NCF-1988, NCF-2000 are established. NCF-2005 was the 4th National Curriculum Framework.

NCF was established by the NCERT [National Council of Educational Research and Training]

NCF 2005 main objective is about guiding the syllabus, text books and teaching practice

NCF-2005 was translated in to 17 languages and 21 states have adopted this policy

The opening line of NCF 2005 - is picked from the Tagore's Essay "civilization as process"

Components of NCF 2005

- Perception of NCF
- Knowledge and Learning
- Curricular area, School Stages and assessment
- School and classroom environment
- Essential reforms

The first component is talked about "learning without burden" and in the 3rd component of curricular area and school stages and assessment talked about languages.

STUDENT'S NAME	
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• Regional language

The medium of instruction always be in the mother tongue or in the Regional language suggested by the NCF

• Three language formula

Three language formulae was introduced which mean First language is always mother tongue or regional lang, Second is English and 3rd is any other language

• International language

In a Secondary level, they adopt the any International language, like French, English adopted by the school and college which keep the student for language learning

Recommendation of NCF 2005

- The learning should related to the real life situations
- Introducing Three language formula
- Learning take place go beyond the text book
- Remove the rote method or memorisation method
- Connecting learning and teaching to real world
- Exams should be more flexible.
- Nurturing the student and developing value in pupil.
- Learning by doing
- Constructive approach : pupil construct their own knowledge.
- Evaluate the pupil in continuous not summative

First language :

First language is known as mother tongue. mother language. When acquired the pupi by the parents from the communicative first language is known as Aborivatus 1 and it is very early to the learner it doesn't need any rules and regulations.

Second language :

Second language is acquired from the later stage. from the school and other environment. It is not a native language and not a native tongue so it is quite difficult for the learner. Second language is known as Aborivatus 2.

Second language is always learned from the peer group, social media, school and other world.

- It is learned from the later stage.
- It is more complex compared to the first language because it is not a mother tongue or mother language.
- It takes time to learn.
 - We learn second language with help of rules and regulations of the language.

These are two First language and second language. We know more about first language and second language with help of below table.

STUDENT'S NAME	
CLASS	SUBJECT
ROLL NO.	DATE

First language

- Acquire from the birth by observing the parents communication

- It is simple and easily learn

- Native language, Native tongue mother tongue

- It is Abstractive L_1

- Easily learn

- Less complex

Second language

- Acquired from the Outer Environment. It learn later stage.

- It is complex and it takes some time to learn

- Non-native language, Non-native tongue

- It is Abstractive L_2, L_3, L_4

- learn through proper rules and regular

- more complex

II. 6. Language is more important in a communication. Language tool for communication. Without language we cannot communicate properly. In language there are four main language skills those are listening, Reading, Speaking and writing.

Writing is the fourth skill of language but is very essential language skill. Without writing skill we cannot imagine the language.

When we are not able to speak to other person we communicate with the help of writing. Writing also helps the shy people.

So true in this way writing plays an important role in language learning.

Essential characteristics of Good hand writing

• Legibility :-

The good hand writing is when the writer writes the sentence with legibility. Understandability of the language is very important if there is no legibility in hand writing then it is not useful.

• Simplicity

Simplicity in hand writing is very essential. When it is written in a simple way the learner can understand easily.

• Capitalization and Punctuation

Proper use of capital words and full stop is important in handwriting.

• Meaningful-ness

Every sentence has a meaning, meaning of the word is also important.

• Uniformity

The sentence should be in uniformity. The size of the letter, words, and writing style also play an important role.

• Spacing

Word to word sentence to sentence, paragraph to paragraph matters in a good hand writing.

• Understandable

What is written is important to understand. Our writing is not understood to others then it is meaningless.

• Fluency

Fluency in writing avoids the unnecessary words.

II

7.

poetry is a medium through which a poet expresses his thoughts and emotions in a rhyme and tone. and Rhythmic way is called poetry. The poet write the poem in a melodiously.

poetry is the content presentation by the poet which is in a rhyming way and using the proper tone to the poem.

Types of poetry

- Odd
- Free verse
- Couplet
- Epic
- Hike
- Narration
- Amusick

These are the some type of poetry.

Objectives of poetry in teaching English :-

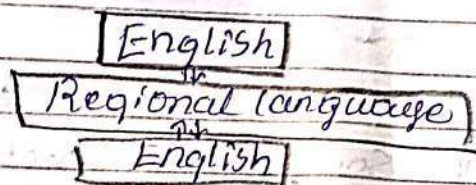
- To Enable the learners to recite the poem by
- Rhyme and proper tone
- To Enable the Children to recite the poem
- To Understand content of the poem to pupil
- Improve the Reading and Spelling Skill
- Develop the interest towards the poetry
- Develop the interest towards the English.
- Appreciate the poets work
- Appreciates the poem, word and intonation
- To Improve pupils memory power
- Encourage pupil for making poetry and write poetry

Bilingual Approach

Bilingual Approach is the one of important method of teaching. This bilingual method uses using while teaching the grammar to the students.

Bilingual method uses very useful when teaching the content in a second language. This method help the student to understand the content very well.

Bilingual also called as "sandwich" method here mother tongue or regional language play an oral as a medium we teach the content to the student with the help of regional language.



This method only used the teacher when teaching grammar especially

Objectives of Bilingual Approach

- Bilingual give the importance to both language L₁ and L₂
- Students understand content more effectively
- Target language uses neglected
- Vocabulary and sentence patterns not much effective
- It give more importance to L₁ not L₂
- Some consider this not a good method teaching language.

III

12.

"Healthy life"Knowledge :-

- The pupil will be able to recall the poet name
- The pupil will be able to list out unhealthy habits.
- The pupil will be able to recall definition of healthy life
- The pupil will be able to acquire knowledge of healthy life
- The pupil will be able to list out healthy habit of life
- The pupil will be able to define healthy habit

Comprehension :-

- The pupil will be able to differentiate healthy and unhealthy habit
- The pupil will be able to summarise the topic healthy life
- The pupil will be able to locate the good thing and bad things
- The pupil will be able to define the bad habit of everyday life
- The pupil will be able to compare the good and bad habits
- The pupil will be able to differentiate the ~~good~~ healthy food.

3

Expression :-

- The pupil will be able to express the poem
- The pupil will be able to summarise the poem
- The pupil will be able to write the poem
- The pupil will be able to express the poem in his own words
- The pupil will be able to recall the poet name
- The pupil will be able to locate the healthy habit in

chart

Appreciation :-

- The pupil will be able to appreciate the efforts of the poet
- The pupil will be able to appreciate the theme of the poem
- The pupil will be able to appreciate the style of the poem
- The pupil will be able to appreciate the Rhyme of the poem
- The pupil will be able to appreciate the content of the poem
- The pupil will be able to appreciate the poet

14

13

Prose to play an important role in teaching English prose is formulation of content with the help of proper content, paragraph, narrates, character, and structure.

Heave write expression his imagination on any realistic content create with the help of component like. Structure, Syntax, Semantics, Sentence formation.

Teaching of a prose include some certain Teaching Step:-

- (1) motivation / testing previous knowledge
- (2) Declaration of the topic
- (3) Introducing new vocabulary
- (4) Structural approach
- (5) explanation of the content by the teacher
- (6) model reading by the teacher
- (7) Second Reading by the teacher
- (8) loud Reading by the students
- (9) Silent Reading by the students
- (10) asking questions
- (11) Summarise the content
- (12) Recitation
- (13) Evaluation
- (14) Assigning home work

These are the step step we follow when teaching English lesson or prose.

15

Role of a teacher in dealing with language disabilities

- Avoid unnecessary noise from the classroom as much as possible.
- And ask the students to repeat the instructions
- be close to the student when giving instructions and ask the students to repeat the instruction and prompt student in necessary
- provide verbal cues
- Active listening
- tactile and visual cues
- Teach a single concept at a time
- Use computers for enhancing language.
- Story telling for the students.
- provide quiet spot for the students. In a quiet place
- Use linguistic scaffolding for the language
- Use Communicative Approach.
- Interact with pupil in a social environment

17

Problems of English teachers India :-

- Lack of Qualifier in English
- English as second language for the teacher
- Lack of Training for the teacher
- English is not native language.
- Lack of mastery in language.
- Environmental problem
- Cultural
- Audio visual
- Lack of interest in language.
- Negligency
- Lack of students' interest

Inductive

- Explains the content after Example
- First give the Example to the student
- Inductive method for the students
- Effective method
- most used in teaching grammar
- oldest method most of teachers used this method
- more-effective method

Deductive

- giving first Theory then giving the Examples
- This method was used for mathematical & other practical subject
- Teacher-centered method
- Not-much-popular
- Avoid the Students interest and knowledge
- Teacher explain the content to the pupil

STUDENT'S NAME : Lavanya. H. L

CLASS : 2nd. SEM SUBJECT

ROLL NO. : 006SV210014 DATE : 24/3/2023

1.

1.

① Learning is a process, which is endless process occurs continuously in environment.

* According to Gates and Others : "learning is a behavioural modification through experience"

* According to Henry P. Smith : "learning is a acquisition of knowledge by strengthening or weakening the old behaviour through experience"

* According to Skinner : "learning is a progressive adaptation of behaviour"

* According to Munn : "To modify the behaviour through experience"

Finally learning is a continuous process and learning can modify the behaviour of the individuals, it can strengthen the positive behaviour and weaken the negative behaviour of an individual through experience.

Learning as a Process

Learning takes place in every individual person, learning can be seen in all the situation.

Learning takes place from the beginning of the person that is from the "birth to death" or "from birth to death". Hence it is called as a process, Therefore Learning is an Process

Nature of Learning

(a) Learning is universal & continuous:

Learning can take place from the birth to ~~end~~ death. And it is a endless process. Hence learning is universal & continuous.

(b) Learning is active:

It is always active in nature, it always occurs in all the situation.

(c) Learning is organized pattern:

It takes place in organized way, so that individual can supplement in his real life or future also.

(d) Learning is goal oriented:

Learning takes place to achieve a individual goal.

It helps individual to achieve a goal very easily and in systematic way, Hence it is goal oriented.

(e) Learning is modification of behaviour:

All the individuals are different and also they have different behavioural pattern also.

They may be positive or negative behaviour in individual.

To strengthen the positive behaviour & weaken the ~~or~~ unwanted behaviour through their experiences.

Characteristics of Learning:

- (a) Learning is continuous process & endless process
- (b) Learning is positively related to Interest.
For example:

If a subject is quite Interest full to a pupil or a children, then obviously learning process occurs, and student learns a subject joyfully without any difficulty.

- (c) Learning is always dynamic. Time is on its dimension.

- (d) Learning is incentive in nature.

Here positive incentives plays an very important role rather than a negative positive incentives means rewards and negative incentives means punishment.

- (e) Learning modifies the behaviour of the individual through a experience.

- (f) Learning is a endless process.

- (g) Learning takes place in all the situation.

2

Defence mechanism

According to Freud: "Defense mechanism is a protected oneself from the problematic situation."

Defense Mechanism is a mechanism where individual protect himself in the problematic situation by different Mechanism or by different technique.

There are 3 types of Defense Mechanism

- (a) Aggressive Defense Mechanism
- (b) Escape Defense Mechanism
- (c) Adjustment Defense Mechanism.

(a) Aggressive Defense Mechanism:

Here individuals shows his anger in the other object, or individual destroys the other object in anger. is called aggressive Defense Mechanism.

These are divided into types

- * Free-floating anger
- * Displacement

* Free-floating anger:

Individuals anger is goes on attacking number of peoples without any reason.

* Displacement:

Individual shows his aggressiveness by destroying the objects.

For example

Aggressive Mechanism.

- * If teacher scold a student very badly without any mistake of student, by misunderstanding; then student cannot react in the front of teacher,

STUDENT'S NAME	
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ROLL NO.	DATE

he goes to the home and destroys his things very aggressively or in anger.

⑥ Escape Mechanism:

It is one of the defense mechanism where an individual always escapes from a situation. These individual will not face any problematic situation. He just escape from them.

These are again divided as follow:-

* Day dreaming

* Depression

* Recession

9½ Example:

If there is a singing function / competition in a school, where everyone should participate in that function, then the individual easily escape from that by saying he/she has throat pain and he/she can't participate in competition.

⑦ Adjustment Defence Mechanism.

* Compensation mechanism: These individual balance by weaker area by taking support of strength area.

These are 3 types

- ① Direct Compensation
- ② Indirect Compensation
- ③ Substitute compensation.

* Sublimation: Individual will strengthen the weaker section or area.

* Identification: Individual identify the problematic situation & solve the problem by their own solution.

For example:

If one of the member in the bench, had not brought a pen scale for his maths class & another one in same bench had not brought a eraser, then they will balance the weaker area by helping each other.

3

⑥ Standard Deviation:

Standard deviation is denoted by 'SD'.

The formula for SD is

$$SD = \sigma = \sqrt{\frac{\sum f x^2}{N} - \frac{(\sum f x)^2}{N^2}}$$

where σ = it is symbol of Greek word.

STUDENT'S NAME

CLASS

SUBJECT

ROLL NO.

DATE

C.I	f	x'	fx'	$x' - M = x$	x^2	fx^2
70-74	6	72	432	19.1	364.81	2188.86
65-69	5	67	335	14.1	198.81	994
60-64	9	62	558	9.1	82.81	745.2
55-59	22	57	1254	4.1	16.81	369.82
50-54	37	52	1924	-0.9	0.81	29.97
45-49	28	47	1316	-5.9	34.81	974.68
40-44	10	42	420	10.9	118.81	1188
35-39	3	37	111	-15.9	252.81	758.43
						$\Sigma fx^2 = 7240.88$
$N = 120$		$\Sigma fx = 6350$				

$$M = \frac{\Sigma fx}{N}$$

$$= \frac{6350}{120} = 52.9$$

$$M = 52.9$$

$$= \frac{\Sigma fx^2}{N}$$

$$= \frac{\Sigma fx^2}{N}$$

$$= \frac{7240.88}{120} = 60.33$$

$$SD = 7.767$$

II

4. Operant Conditioning theory was proposed by the American Psychologists B.F. Skinner.

B.F. Skinner was a psychologist, & Doctor of philosophy.

B.F. Skinner experimented on rat or a rat

Experiment:

A hungry rat was placed inside the box, where it takes time to get used to the box environment, but gradually it adapted the environment of the box. The rat was very hungry, then unknowningly it presses a lever, after pressing a lever food appears suddenly in the front of the rat. And the rat did twice thrice same step, whenever it will be hungry it started pressing the lever in the box and food used to appear suddenly. This was about the experiment.

Here pressing the lever is operant stimuli and food occurrence is stimuli or response or reward.

It is also called as instrumental operational theory.

Here in this we can see the components

Reinforcementof Reward & Punishment.

① Reward / ^{Reinforce} A stimuli which is respond to strength the behaviour.

② Punishment: A stimuli which weakens the unwanted behaviour.

In Rewards / ^{Reinforcement} there are again two types

* Positive Re-inforcement : "Which strength the behaviours of the persons by the rewards. are called positive re-inforcement.

5/2 * Negative re-inforcement : "Which weakens the unwanted behaviour.

③ * Punishment : which avoid or remove the unwanted behaviour.

* Negative Punishment : "Which modify the unwanted behaviour of an individual.

Educational Implication:

* By this rewards, methods we can easily encourage the student.

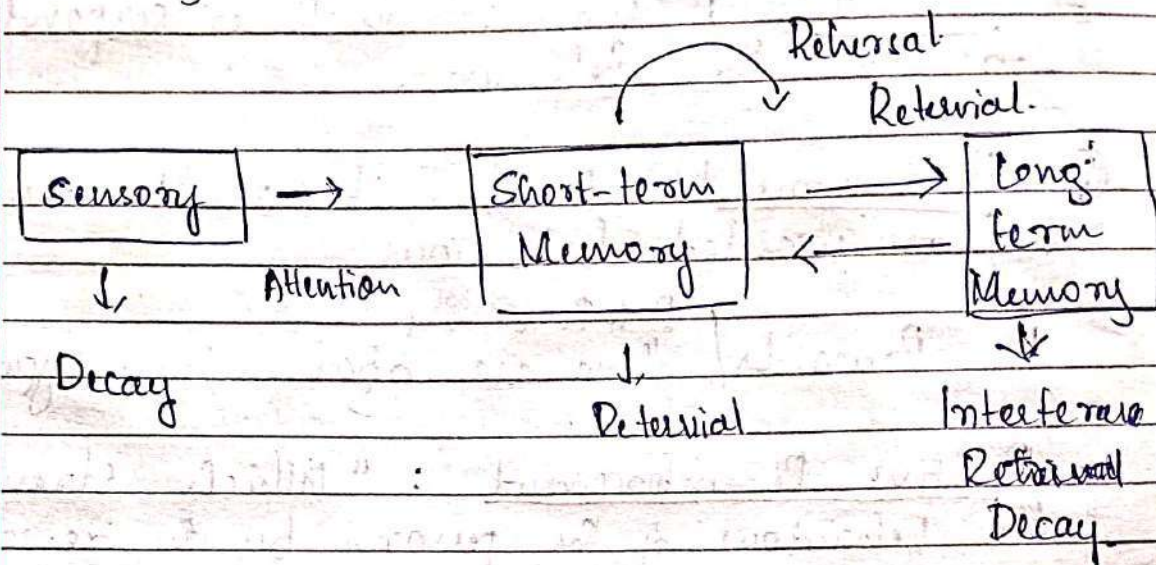
* By the punishment we can easily modified the unwanted behaviour of the pupil.

* These positive incentives plays an important role rather than the -ve incentives.

Example: If a student submits a lesson plan ~~in~~ within time, then a principal says Good!.

It is a 'live' re-inforcement which encourage the student.

5.



* Here, the information is received from the sensory organs that is eyes, nose, ears, tongue & skin.

* If we do not pay attention while observing the thing then that may decay within a short time.

* If there is attention then it will transfer to Short term memory, once if we do not rehearse it or memorize or practice it it may forget or decay once again.

* If we rehearse or practice a information then it will shift to long term memory and stay it for long time.

* If there is not continuous practice of gained information it may not be for a long time in a memory.

This is about Atkinson & Shiffrin information processing.

7. Gifted student

* According to Terman: "Gifted students are those whose IQ level is above 140"

* According to R.M. Tyler: "Gifted students are defined as very high rate of amount of production is more in academically".

Finally Gifted students are those who are high achievers and their IQ level is above 140. And they are highly intelligent students among all the students.

Characteristics of Gifted Students:

- * They are very active in nature.
- * They are very speed in solving problems.
- * They are talented person.
- * They grasp the information very quickly.
- * They do not need more example to explain a concept.
- * They are shy in nature.
- * They can manage all the work at a time.
- * They are able to complete their work within the time.
- * They are different from others while doing classwork.
- * They do not solve the maths problem in all step by steps, they solve it in simplest & by reducing the steps.

Problems of Gifted Students

- * They are very im-patience.
- * They are not a very good listener.
- * Since they are very active, they do or to finish all the works partially.
- * They fail to make a friends
- * They face a problem in peer-group
- * They will be more perfect, due to this reason, it may effect for others
- * They finish their part of work very rapidly, but they disturb others in class room.
- * They are inattention
- * They are Nature lover
- * They always use to be alone.

8.	Students	Science	Social Science	R_1	R_2	$R_2 - R_1$ d	d^2
	A	20	23	3.5	1	-2.5	6.25
	B	18	16	6	6	0	0
	C	17	19	7	2	-5	25
	D	19	18	5	3.5	-1.5	2.25
	E	16	12	8	8	0	0
	F	21	18	2	2.5	1.5	2.25
	G	20	17	3.5	5	1.5	2.25
	H	23	15	1	7	6	36
	<u>$N = 8$</u>					<u>$\Sigma d^2 = 74$</u>	

$$\rho = 1 - \frac{6 \Sigma d^2}{N(N^2 - 1)}$$

$$= 1 - \frac{6(74)}{8(8^2 - 1)}$$

$$= 1 - \frac{6(74)}{8(63)} = \frac{444}{504}$$

$$1 - 0.880$$

$$= \underline{\underline{0.12}}$$

9. The word motivation is derived from the latin word 'mouere' which means move

According to Good: "Motivation is defined as a arousing of interest in one an individual."

Finally motivation is a arousal of ~~is~~ interest in different way is called as motivation.

There are 3 types of Motivation.

- ① Intrinsic Motivation
- ② Extrinsic Motivation
- ③ Achievement Motivation.

① Intrinsic Motivation:

Motivation occurs or an stimuli occurs within is called as intrinsic motivation.

For example:

~~He~~ Hearing a song motivated a person to singing.

* Reading a book of ~~vicariousness~~ makes one to follow the same path.

② Extrinsic Motivation:

Motivation occurs ~~exterior~~ by external environment. called Extrinsic motivation.

For example: If a teacher motivates the students to change a behaviour. Then it is an extrinsic motivation.

③ Achievement Motivation:

Motivation takes place, which is helpful to achieve an individual's goals or aims in a life is called Achievement motivation.

12.

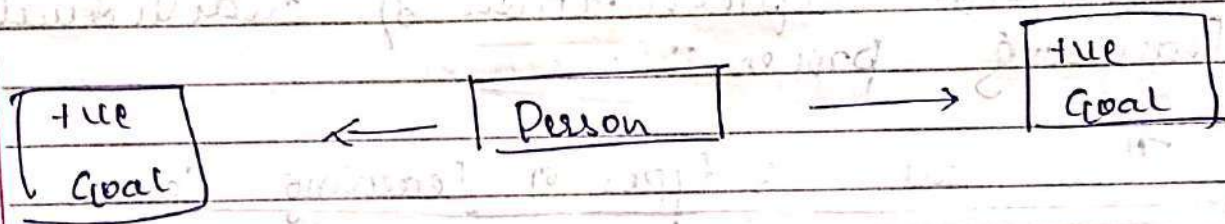
Conflicts:

The clash that occurs in an individual's in difference in thought process, understanding or in perception are called as conflict.

In other word choosing one is best among two are called conflict.

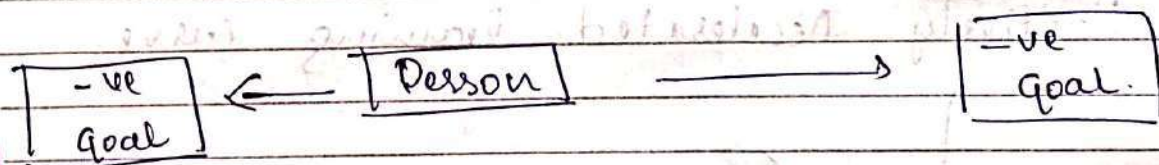
There are 4 types of conflicts.

① Approach - Approach conflict:

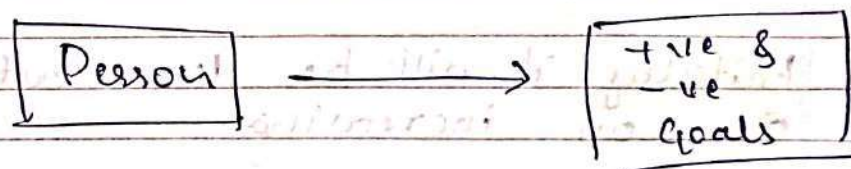


A individual will be confused to choose between both the positive goals.

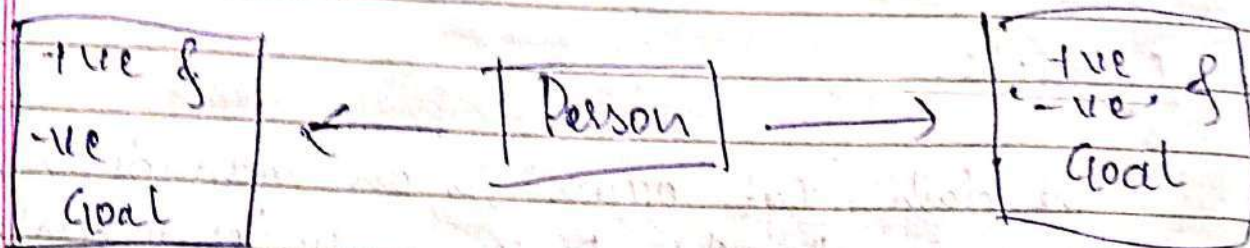
② Avoidance - Avoidance conflict



③ Approach - Avoidance conflict



(a) Double - Avoidance Conflict



15. Learning is not same, it depends on situation & environment.

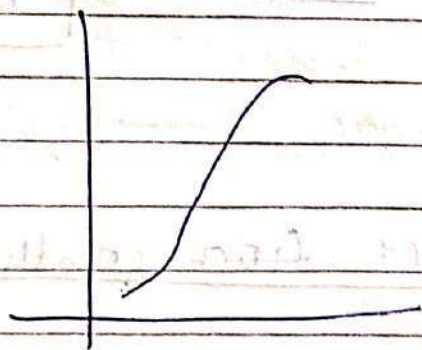
Therefore it can be represented by the curves, and they are called learning curves.

"Graphical representation of individual learning process"

There are 3 types of learning curves

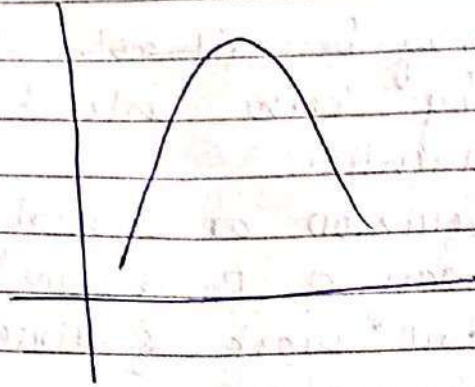
- (a) Positively Accelerated learning curve
- (b) Negatively Accelerated learning curve
- (c) Both combination of Positive & Negative accelerated learning curves.

(a) Positively Accelerated learning curve.



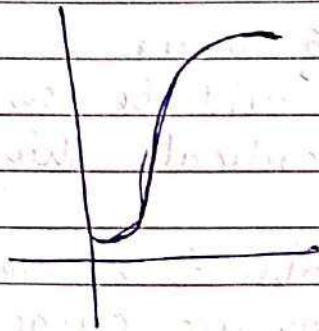
Initially it will be less but gradually it goes on increasing.

⑥ Negatively Accelerated Curve.



Initially it increases but gradually decreases.

⑦ Both ~~are~~ positive & negatively accelerated curve



It is also called as 'S' shaped curve because it is in the shape of an English alphabet 'S'.

16. Factors influencing on personality is

- ① Family
- ② Society
- ③ Heredity
- ④ Environment
- ⑤ Gene / sum of gene factors
- ⑥ Biological factors.

14. Causes of Forgetting are:

- * Learning ~~may be~~ ~~will not~~ does not take place by keen interest.
- * lack of attention
- * lack of Revision or Rehearsal
- * Improper way of Route method
- * lack of drill work & review or practice
- * lack of observation.

13. Advantages of discovery learning.

- * By this method it will be remain in memory for a long time.
- * complex concepts will be in easy way
- * It develops ~~or~~ critical thinking capacity
- * It develops creative thinking capacity
- * It develops reasoning capacity
- * It also promotes a problem solving skill.
- * It promotes a pupil to think in higher order level.
- * It improves the cognitive development of the pupil.

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ಸಮಿತಿ (ರ.)
National Education Society (R.)



ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ
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Two Year B.Ed., Course

Semester

IV

ಇಂಟಿ
UNIT TEST
ಘಟಕ ಪರೀಕ್ಷೆ
ಇಂಟಿ

Teaching Practice / ಬೋಧನಾ ಅಭ್ಯಾಸ
(PRIMARY / HIGHSCHOOL / PUC)
(ಪ್ರಾಥಮಿಕ ಶಾಲೆ / ಪ್ರೌಢಶಾಲೆ / ಪಿಯುಸಿ)

PEDAGOGICAL SCHOOL SUBJECT

ಶಿಕ್ಷಣಶಾಸ್ತ್ರದ ಶಾಲಾ ವಿಷಯ

Name / ಹೆಸರು **SADIYA LAMEEZ**

Roll No. / ಹಾಜರಿ ಸಂಖ್ಯೆ **ED210030**

Year **2022-2023**

Valued
31/12/2022

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ಸಮಿತಿ (ರ.)
National Education Society (R.)



ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ

ಎನ್.ಇ.ಎಸ್. ಕ್ಯಾಂಪಸ್, ಬಾಲರಾಜ್ ಅರಸ್ ರಸ್ತೆ, ಶಿವಮೊಗ್ಗ-577 201

National College of Education

NES Campus, Balaraj Urs Road, SHIVAMOGGA-577 201

Certificate

This is to certify that Sri/Kum/Smt. Sadiya Lameez.....has
successfully completed the Unit Test with planning under my guidance and
supervision in the subject PSS. 1 English..... as prescribed by
the Kuvempu University for the year 2019-2020 / 2020-2021

Place: Shivamogga

Date: 31-12-2022

Mangal 20-12
Signature of the Teacher Educator 31/12/2022

ne ಸ : Sadiya Lameez	Roll No. ED210030 ಹಾಜರಿ ಸಂಖ್ಯೆ :
19-12-2022 ತರಗತಿ : 7 th	School/College Sarvodaya Higher Primary ಶಾಲೆ/ಕಾಲೇಜು : School
ject: English ಮು :	Unit: Leg Trap ಘಟಕ :

nt of the Unit / ಘಟಕದ ಆಶಯ :

- * To aware the students about the hard working life of poor people.
- * To teach a poor but smart boy called Dhira who polishes shoes for a living catches a jewellery thief.
- * To encourages the students to be brave and courageous in life.
- * To inspires students to do smart work.
- * To motivate students to be courageous in any situation in life.

Summary of the Unit / ಘಟಕದ ಸಾರಾಂಶ :

The lesson "Leg Trap" is a short story written by Manonama Jafa. The main character of the lesson is Dhira. He lost his father and lived with his mother and sister. After school hours, he was shining shoes near a cinema hall. One hot day, he sat under a tree and counting his earnings. He heard that a thief had robbed a necklace from the jewellery shop. He was very curious and wanted to go towards jewellery shop to know more details. But a customer came and asked to him polish his shoes. Dhira was starting his work and assessed that the customer was rich man and influential. He saw two policemen were coming towards him.

When Dhira was polishing the shoe he found

Maximum Marks : 25
ಫೈ ಅಂಕಗಳು :

Maximum Time : 45 minutes .
ಗರಿಷ್ಠ ಸಮಯ :

Selection & Weightage to the concepts / Sub topics of the Unit :
ಆಯ್ಕೆ ಮತ್ತು ತೂಕದ ವಿಷಯ ಪರಿಕಲ್ಪನೆ / ಸಂಗತಿಗಳ ಆಯ್ಕೆ ಹಾಗೂ ಅಧಿಕ ಪ್ರಮಾಣ :

No. ಸಂ.	Concepts / Sub topics ವಿಷಯ ಪರಿಕಲ್ಪನೆಗಳು / ಉಪ ಸಂಗತಿಗಳು	Percentage ಶೇಕಡ ಪ್ರಮಾಣ	Marks ಅಂಕಗಳು
1.	Author's introduction	4 %	01
2.	Vocabulary	4 %	1
3.	Dhina as a shoeshine boy	12 %	3
4.	Dhina catch the thief	28 %	7
5.	Appreciation of Dhina	28 %	7
6.	Articles	4 %	1
7.	Pronouns	4 %	1
8.	Jumbled letters	8 %	2
9.	Rearrange the words	8 %	2
Total ಒಟ್ಟು		100	25

Rationales for the above weightages :
ಉಂಟಾದ ಅಂಕ ಪ್ರಮಾಣಕ್ಕೆ ತಾರ್ಕಿಕ ವಿವರಣೆ :

Weightage is given to all the domains namely knowledge, comprehension, Expression and appreciation. Author's introduction comes in knowledge level. Vocabulary is in a knowledge level. Dhina as a shoeshine boy comes in comprehension level. Dhina catch the thief comes under comprehension and also expression. Appreciation of Dhina comes under appreciation level as pupil appreciate Dhina's bravery and courage. The grammar part articles and pronouns come under knowledge level. The jumbled letters and rearrange the words comes under expression level.

Selection & Weightage to the objectives of the Unit
ಘಟಕಕ್ಕೆ ಸಂಬಂಧಿಸಿದ ಉದ್ದೇಶಗಳ ಆಯ್ಕೆ ಹಾಗೂ ಅಂಕ ಪ್ರಮಾಣ

Sl.No. ಕ್ರ.ಸಂ.	Objectives ಉದ್ದೇಶಗಳು	Percentage ಶೇಕಡ ಪ್ರಮಾಣ	Marks ಅಂಕ
01	Knowledge ಜ್ಞಾನ	20%	5
02	Understanding / Comprehension ತಿಳುವಳಿಕೆ / ಅರ್ಥಗ್ರಹಿಕೆ	32%	8
03	Application / Expression ಅನ್ವಯಿಕತೆ / ಅಭಿವ್ಯಕ್ತಿ	28%	7
04	Skill ಕೌಶಲ್ಯ		-
05	Appreciation ಪ್ರಶಂಸೆ	20%	5
06	Interest ಆಸಕ್ತಿ	-	-
07	Attitude ಮನೋಭಾವ	-	-
Total ಒಟ್ಟು		100	25

Rationales for the above weightages :

ಮೇಲೆ ನೀಡಿದ ಅಂಕ ಪ್ರಮಾಣಕ್ಕೆ ತಾರ್ಕಿಕ ವಿವರಣೆ :

Weightage is given to all the objectives namely knowledge, Comprehension, Expression and appreciation. Pupil acquires knowledge about the content. So, it is given 5 marks. Pupil comprehension level is average. So it is given 8 marks. For improving expression LSPH skill is very important. So, expression is given for 7 marks. Then, pupil appreciate the courage of Dhina, hence it is given for 5 marks.

ಉಸುಸಾರ ಅಂಕ ಪ್ರಮಾಣ

No. o.	Difficulty level ಕ್ರಿಯಾತ್ಮಕತೆಯ ಮಟ್ಟ	Percentage ಶೇಕಡ ಪ್ರಮಾಣ	Marks ಅಂಕಗಳು
	Easy level Questions ಸರಳ ಪ್ರಶ್ನೆಗಳು	20%	5
	Average level Questions ಸಾಧಾರಣ ಮಟ್ಟದ ಪ್ರಶ್ನೆಗಳು	48%	12
	Difficulty level Questions ಕ್ರಿಯಾತ್ಮಕತೆಯ ಪ್ರಶ್ನೆಗಳು	32%	8
	Total ಒಟ್ಟು	100	25

onales for the above weightages :

ನೀಡಿದ ಅಂಕ ಪ್ರಮಾಣಕ್ಕೆ ತಾರ್ಕಿಕ ವಿವರಣೆ :

Weightage is given to all the 3 domains such as Cognitive, affective and psychomotor domains. There are five questions which comes under knowledge level. Hence, it is given for 5 marks in easy level questions. There are 8 questions which comes under average level questions. There are 3 questions which comes under difficulty level. So, it is given for 8 marks.

Weightages to the different types of test items :

antages to the different types of test items:

ಧ ಮಾದರಿಯ ಪ್ರಶ್ನೆಗಳನುಸಾರ ಅಂಕ ಪ್ರಮಾಣ :

No. No.	Types of Questions ಪ್ರಶ್ನೆಗಳ ವಿಧ	No. of Questions ಪ್ರಶ್ನೆಗಳ ಸಂಖ್ಯೆ	Percentage ಶೇಕಡ ಪ್ರಮಾಣ	Marks ಅಂಕಗಳು
1	Objective Type / ವಸ್ತುನಿಷ್ಠ ಮಾದರಿ	9	36%	9
2	Short answer type	5	40%	10
3	Essay type	2	24%	6
	Total / ಒಟ್ಟು	16	100	25

Subject : English

Time : 45 min

Grade : 7th

Total marks : 25

Instructions :-

* Read all the questions carefully and answer them.

* Write question number before writing the answer.

I Complete the following statements by choosing the right answer from the four alternatives given :-
1X5=5

1) The prose 'Leg Trap' is written by _____.

- a. M-C Davies b. Adam Lindsay
c. Manorama Jafa d. Leigh Hunt.

2) Rahul is _____ engineer.

- a) the ~~b) an~~ c) a d) on.

[Write the suitable article in the blank].

3) _____ was a shoeshine boy.

- a. Dhina b. Customer
c. Policeman d. Passen-by

4) Piya is a good girl. _____ goes to school.

- a) He b) She c) It d) That.

[Write the suitable pronoun in the blank].

5) The meaning of tempen is _____.

- a. Anger b. glance
c. theft d. Wallet.

Questions ಪ್ರಶ್ನೆಗಳು	Concept / Sub topic ಪರಿಕಲ್ಪನೆ/ಉಪ ಸಂಗತಿ	Question Type ಪ್ರಶ್ನೆಯ ವಿಧ	Specification ನಿರ್ದಿಷ್ಟತೆ	Specification ನಿರ್ದಿಷ್ಟತೆ	Difficulty level ಕಠಿಣತೆಯ ಮಟ್ಟ	Marks ಅಂಕಗಳು	Time to answer ಉತ್ತರಿಸಲು ಸಮಯ
The prose Leg Trap is written by —	Author's Introduction	Objective	Knowledge	Knowledge	Easy	1	1 min
Rahul is — engineer	Articles	Objective	Knowledge	Knowledge	Easy	1	1 min
— was a shoeshine boy.	Dhira as a shoeshine boy	Objective	Knowledge	Knowledge	Easy	1	1 min
Piya is a good girl. — goes to school.	Pronoun	Objective	Knowledge	Knowledge	Easy	1	1 min
The meaning of temper is —	Vocabulary	Objective	Knowledge	Knowledge	Easy	1	1 min
R D I A H	Tumbled letters	Objective	Expression	Expression	Average	1	1 min
E T W L L R Y E E	Tumbled letters	Objective	Expression	Expression	Average	1	2 min
Shoeshine/boy is / a Dhira.	Rearrange words	Objective	Expression	Expression	Average	1	1 min
Is / Beautiful / Rose / a / flower.	Rearrange words	Objective	Expression	Expression	Average	1	1 min
Who is Dhira and where did he set to earn a living?	Dhira as a shoeshine boy	Short answer	Comprehension	Comprehension	Average	2	3 min
What did Dhira find in the shoe's?	Dhira catch the thief	Short answer	Comprehension	Comprehension	Average	2	3 min
How did Dhira help the police to catch the thief?	Dhira catch the thief	Short answer	Comprehension	Comprehension	Average	2	3 min
Why Dhira was honoured.	Appreciation of Dhira	Short answer	Appreciation	Appreciation	Average	2	3 min
What do you understand from Dhira's story?	Appreciation of Dhira	Short answer	Comprehension	Comprehension	Difficult	2	3 min
Do you agree that it takes courage to do the right thing? Explain it by keeping Dhira as an example.	Appreciation of Dhira	Essay answer	Appreciation	Appreciation	Difficult	3	10 min

II The letters of the words below are jumbled. Figure out what the word is and write it in the blank:-
 $1 \times 2 = 2$

6. R D I A H = _____

7. E J L W E L Y R E = _____

III Rearrange the words to make meaningful sentences:-
 $1 \times 2 = 2$

8. Shoeshine / boy / is / a / Dhira

9. Is / beautiful / Rose / a / flower.

IV Answer the following questions in two or three sentences:-
 $2 \times 5 = 10$

10. Who is Dhira and where did he sit to earn a living?

11. What did Dhira find in the shoes?

12. How did Dhira help the police to catch the thief?

13. Why Dhira was honoured and rewarded?

14. What do you understand from Dhira's story?

V Answer the following questions in five or six sentences:-
 $3 \times 2 = 6$

15. Do you agree that it takes courage to do the right thing? Explain it by keeping Dhira as an example.

16. Is Dhira's attempt to trap the thief the best one? Give reasons for your answer.

Sl.No. ಕ್ರ. ಸಂ.	Names of the Students ವಿದ್ಯಾರ್ಥಿಗಳ ಹೆಸರು	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	ಒಟ್ಟು ಕೇ.	ಶೇ.
1	Akshata M.B	1	1	1	1	1	1	1	1	1	1 $\frac{1}{2}$	1	2	2	1 $\frac{1}{2}$	1 $\frac{1}{2}$	1 $\frac{1}{2}$					20	80%
2	Akshaya Gowda	1	1	1	1	1	1	1	1	1	2	2	1	1	1	1 $\frac{1}{2}$	1 $\frac{1}{2}$					19	76%
3	Basavanaj . S	1	0	1	1	1	1	0	1	1	1	1	1	0	0	0	0					10	40%
4	Chaitanya . G . S	1	1	1	1	1	1	$\frac{1}{2}$	1	1	1 $\frac{1}{2}$	2	1 $\frac{1}{2}$	1	1 $\frac{1}{2}$	$\frac{1}{2}$	1 $\frac{1}{2}$					17	68%
5	Chandru . S	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0					10	40%
6	Chetan	1	1	1	1	1	1	1	1	1	1	1	0	1	0	0	0					12	48%
7	Chetan G.H	1	1	1	1	1	1	1	1	1	1	1	0	1	1	0	0					13	52%
8	Gowtham . H	1	1	1	1	1	1	1	1	1	2	1 $\frac{1}{2}$	1	1	1 $\frac{1}{2}$	0	0					16	64%
9	Hussain	1	1	1	1	1	1	1	1	1	1	1	0	0	0	0	0					11	44%
10	Indu . D	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1					16	64%
11	Keerthi . S	1	1	1	1	1	1	1	1	1	2	1 $\frac{1}{2}$	$\frac{1}{2}$	2	2	2 $\frac{1}{2}$	2 $\frac{1}{2}$					22	88%
12	Lakshmi Bai	0	1	1	1	1	1	0	1	1	0	0	0	0	0	0	0					7	28%
13	Niveditha P.R	1	1	1	1	1	1	1	1	1	2	1	0	0	0	0	0					12	48%
14	Rohini . R	1	1	1	1	1	1	1	1	1	2	2	1	1	1	1	1					18	72%
15	Sadiya Banu	1	1	0	1	0	1	1	1	0	1	0	0	0	0	0	0					7	28%
16	Sanjay . M	1	1	1	1	1	1	1	1	1	0	0	0	0	0	0	0					9	36%

ಶ್ರೇಣಿಯ ನಿರ್ಧಾರಗಳು / Criteria :

ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ / For Students		ಪರಿಕ್ಷಾಂಶಗಳಿಗೆ / For Test Items		
A+	ಶೇ 90 ಕ್ಕೂ ಮೇಲ್ಪಟ್ಟು (90% & Above)	- ಅತಿಶ್ರೇಷ್ಠ	ಅತಿ ಸರಳ Very Eazy	ಶೇ. 85ಕ್ಕೂ ಮೇಲ್ಪಟ್ಟು 85% & Above
A	ಶೇ 75 ರಿಂದ 89 (75% to 89%)	- ಶ್ರೇಷ್ಠ	ಸರಳ Eazy	ಶೇ. 70ರಿಂದ 84 70 to 84%
B+	ಶೇ 60 ರಿಂದ 74 (60% to 74%)	- ಉತ್ತಮ	ಸಾಧಾರಣ Average	ಶೇ. 30 ರಿಂದ 69 30 to 69%
B	ಶೇ 50 ರಿಂದ 59 (60% to 74%)	- ತೃಪ್ತಿಕರ	ಕಠಿಣ Difficult	ಶೇ. 15 ರಿಂದ 29 15 to 29%
C+	ಶೇ 30 ರಿಂದ 49 (30% to 49%)	- ಸಾಧಾರಣ	ಅತಿ ಕಠಿಣ Very Difficult	ಶೇ. 14 ಕ್ಕಿಂತ ಕೆಳಗೆ 14 % & Below
C	ಶೇ 29 ರಿಂದ ಕೆಳಗೆ (29% & Below)	- ಕನಿಷ್ಠ		

ಪರೀಕ್ಷೆಯ ಫಲಿತಾಂಶವನ್ನು ಸಂಖ್ಯಾಶಾಸ್ತ್ರದೊಂದಿಗೆ ವಿಶ್ಲೇಷಿಸಿ ಅರ್ಥೈಸಿರಿ

Analyse and Interpret the test results statically :

The marks obtained by students :-

20, 19, 10, 17, 10, 12, 13, 16, 11, 16, 22, 7, 12, 18, 7, 9, 15, 6, 15, 1

Scores in Ascending order:-

1, 6, 7, 7, 9, 10, 10, 11, 12, 12, 13, 15, 15, 16, 16, 17, 18, 19, 20, 22

C.I	f	x'	fx	C.f
21-25	1	23	23	20
16-20	6	18	108	19
11-15	6	13	78	13
6-10	6	8	48	7
1-5	1	3	3	1
N=20		Σfx=260		

$$N = 20$$

$$\Sigma fx = 260$$

$$F = 6$$

$$CF = 7$$

$$i = 5$$

$$N/2 = 10$$

$$= \frac{N}{2} = \frac{20}{2} = 10$$

Mean :-

$$\text{Mean} = \frac{\Sigma fx}{N}$$

$$= \frac{260}{20}$$

$$= 13$$

Median

$$\text{Median} = L + \left[\frac{N/2 - C.f}{f} \right] i$$

$$= 10.5 + \left[\frac{10 - 7}{6} \right] 5$$

$$= 10.5 + \left[\frac{3}{6} \right] 5$$

$$= 10.5 + [0.5] 5$$

$$= 13$$

Mode

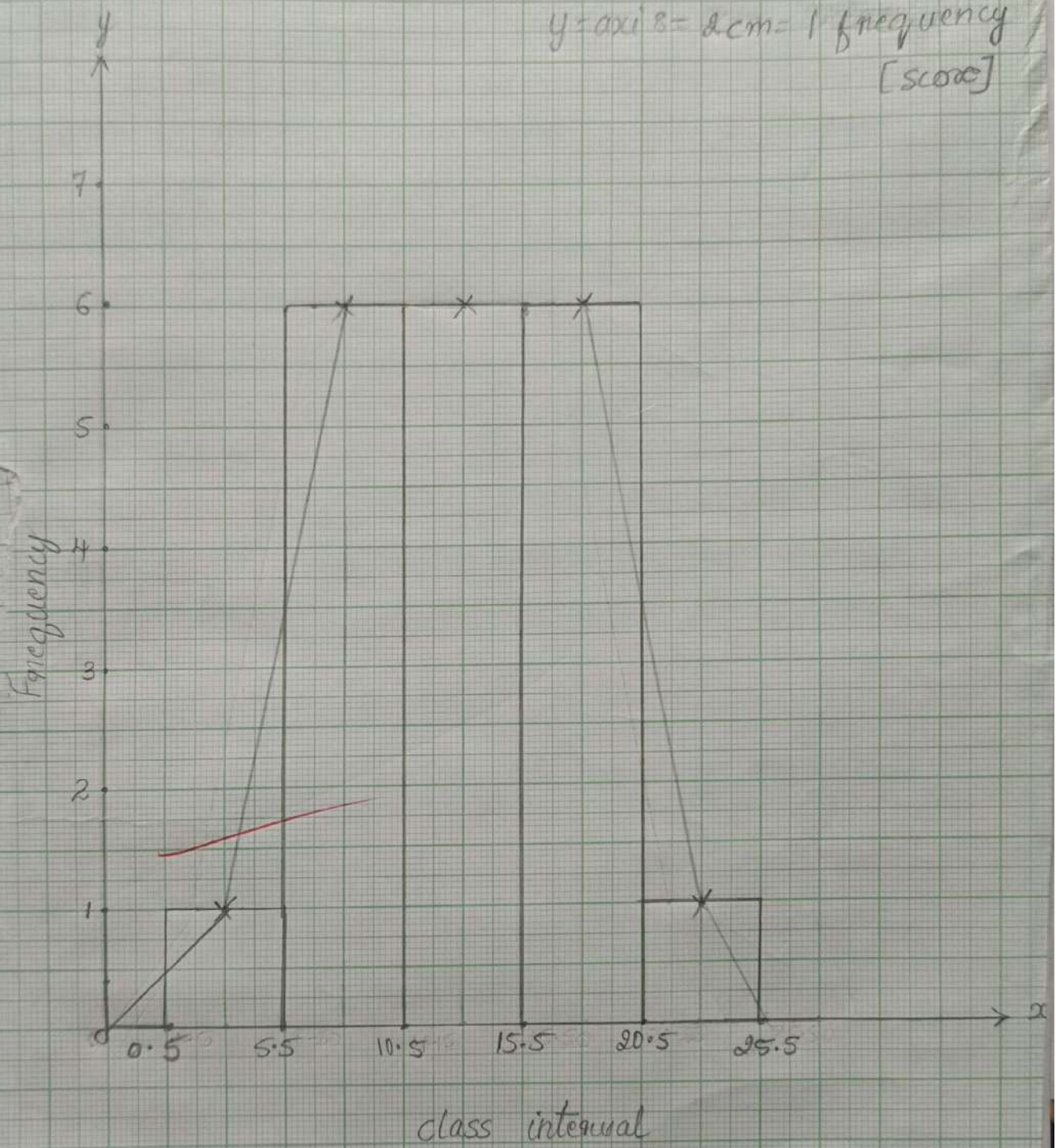
$$\text{Mode} = 3 \text{ median} - 2 \text{ mean}$$

$$= (3 \times 13) - 2 \times 13$$

$$= 39 - 26$$

$$= 13$$

$x = axis = 2cm = 2.5 \text{ class interval}$
 $y = axis = 2cm = 1 \text{ frequency}$
 [score]



1x5=5

1. Manonama Jafa

2. an

3. a. Dhina

4. b. She

5. a. Angen

I

6. Dhina

1x2=2

7. Jewellery

II

8. Dhina is a shoeshine boy.

1x2=2

9. Rose is a beautiful flower.

IV

10. Dhina is a shoeshine boy. He sits near cinema hall to earn a living.

2x5=10

11. Dhina find jewellery in the shoes of the customer who came to polish shoes.

12. Dhina tied the ends of the laces of two shoes of the thief and made the thief fall. The thief was not able to walk. So, it was very easy for the police to catch him. Like this Dhina helped the police to catch the thief.

13. Dhina was praised for his presence of mind by everyone. He was honoured and rewarded because he catch

the jewellery thief by tying the two laces of shoes and making the thief fall. Thus, Dhina was rewarded due to his bravery.

14) Dhina was a courageous boy. He polishes the shoes. He had a good presence of mind. He was bold and ready to take risks when it is necessary. He was also an intelligent boy. We can understand that we should be as brave as Dhina.

III

$3 \times 2 = 6$

15) Yes. It takes courage to do the right thing. Dhina was not bothered what would have been the reaction to him. His main objective was to help the police to catch the thief. Dhina was a courageous boy. Thus, he do the right thing.

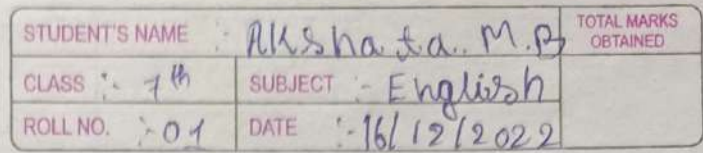
16) Yes. Dhina's attempt to trap the thief is the best one. Because, if he had called the police, the thief would have run away. So, Dhina tied the ends of the laces of two shoes so that when he tries to walk on even run, he will fall flat on his face. Thus, Dhina's attempt to trap the thief was the best one.

- H.G. Devika, B.R. Ramachandraiah, Pedagogy of School Subject English, Vismaya Prakashana, Mysore.
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- <https://www.techopedia.com>

ಗ್ರಂಥ ಸೂಚಿಯನ್ನು ಈ ಕೆಳಗಿನಂತೆ ಬರೆದು ಅಕಾರಾದಿಯಾಗಿ ಜೋಡಿಸಿರಿ.

Write the Bibliography as shown below and arrange alphabetically.

1. Kuppaswamy B. ((2008)' Advanced Educational Psychology', Sterling Publishers Pvt. Ltd., New Delhi (p-22)
2. ನಟರಾಜ್ ಪಿ. (ಅನು) (1978), 'ವಿಕಾಸ ಮನೋವಿಜ್ಞಾನ' ಕನ್ನಡ ಅಧ್ಯಯನ ಸಂಸ್ಥೆ, ಮೈಸೂರು ವಿಶ್ವವಿದ್ಯಾಲಯ, ಮೈಸೂರು (ಪು-34)



20
25

3^a Dhi ga.

3) a) Angew.

7 JEWELER. Y

② Rose Is a beautiful flower

⑩ Dhira gold neckels find in the shoes.

(2) Dhira was ~~tied~~ the shoes and
man go to ~~the~~ police and catch the
thief.

14) Dhira was a wise & honoured
and I am also honoured girl
1 1/2 understand the story.

15) yes Dhira was a courage
1 1/2 and

16) yes Dhira's help the police
1 1/2 catch the thief.



STUDENT'S NAME Akshaya G. Dada		TOTAL MARKS OBTAINED
CLASS 7 th	SUBJECT English.	
ROLL NO. 03	DATE 16.12.2022	

19
25
16/12/2022

- I
- 1) Manorama Jafa = c
 - 2) an = b
 - 3) dhina = a
 - 4) she = b
 - 5) Angen = a

- II
- 6) Dhina
 - 7) ~~Decorative~~ Jewellery.

- III
- 8) Dhina is a shoeshine boy.
 - 9) Rose is a beautiful flower.

- IV
- 10) Dhina is a shoeshine boy and he sit to earn near a ~~cinema~~ cinema hall living
 - 11) Dhina find in the shoeshine place.
 - 12) Dhina school teacher



STUDENT'S NAME	BASAVARA J. S.	TOTAL MARKS OBTAINED	
CLASS	7th	SUBJECT	English
ROLL NO.	4	DATE	16.12.2022

10
25

16/12/2022

I complete the following statements by choosing the right answer from the given alternatives given:-

a) M. C. Davies

b) Adam Lindsay

c) Mamma Jafar

d) light throat

e) the

f) Dhina

g) She

h) Anger

i

j) DHTRA

k) Anger Jewellery





STUDENT'S NAME	Chaitanya . G. S	TOTAL MARKS OBTAINED
CLASS	7th	SUBJECT English
ROLL NO.	20.	DATE 16/12/2022

I complete the following statements by choosing the right answer from the four alternatives given.

Q:- Momotama Jafa

Ans:- am.

Q:- dhira

Ans:- she.

Q:- Anger

The letters of the words below are jumbled. Figure out what the word is and write it in the blank.

Ans:- dhira

Ans:- JEWELRY

III Rearrange the words to make meaning sentences:-

Ans:- dhira is a shoeshine boy.

Ans:- flower is a beautiful & rose is a beautiful.

IV Answer the following questions in two or three sentences

Ans:- dhira is a father, mother and sister is a dhira.

Ans:- dhira is a shoeshine. a cinema hall police is my shoes.

Ans:- dhira find in the shoes. neike is indigo gold.

Ans: 12

1 1/2

dhira help is the police to catch and thief is the my thief.

Ans: 13

1

dhira was honoured and He take the shoes catch the dhira and policeman.

Ans: 14

1 1/2

dhira is true waiting is a jeweller shop go mickere thife the take the shoes and police came the thife jeweller shop and how honoured honoured shu cinemalle is the shoes shine.

III

answer the following questions in five or six

15 Ans:

1 1/2

do you agree that it takes courage to do the thing Explain keeping dhira as an yes sh shine.

16 Ans:

1 1/2

dhira's attempt to trap the thief the best + reasons for your yes cinemalle police my shine.



STUDENT'S NAME		Chandru-8	TOTAL MARKS OBTAINED
CLASS	7th	SUBJECT	English
ROLL NO.	8	DATE	16.12.20-22

10
25

16/12/2022

complete the following statements by choosing the right answers from

1) c) manorama Jafa

2) d) an

3) a) dhira

4) b) she

5) Anjeer

6) Dhira

7) JEWELLERY

8) Ans: Dhira is a ~~shameless~~ shameless boy

9) Ans: Rose is a beautiful flower

10) Ans: who is Dhira and where did he sit to catch shashine boy

11) Ans: Dhira find find and where he sit to catch

12) Ans: How did who and honoured and

13) Ans: why do you understand from story

14) Ans:

Indigo gold





STUDENT'S NAME	ಶಿವಶಂಕರ್ ಶಿವಶಂಕರ್	TOTAL MARKS OBTAINED
CLASS	7th	SUBJECT
ROLL NO.	5	DATE

12
25
16/12/2022

I Complete the following statements by choosing the right answer from the four alternatives given:-

1) Mandakama Jata

2) an

3) Dhira

4) she

5) Anger

II) Dhira

1) JEWELRY

II) Dhira is a sheshine boy.

9) Rose is a beautiful flower.

II

10) Dhira is a sheshine boy.



STUDENT'S NAME	ವಿಜಯ ಎ. ಹ	TOTAL MARKS OBTAINED
CLASS 7ನೇ ತರಗತಿ	SUBJECT English	
ROLL NO. 6	DATE 16/12/2022	

13
25

SLK
16/12/2022

I Complete the following statements by choosing the right answer from the box attached given

① Mahanama Jate

② ah

③ Dhina

④ She

⑤ Angan

II Dhina

⑦ ~~JEWELLERY~~ JEWELLERY

III Rearrange the words to make meaning sentence

⑧ Dhina, shoe, shiny boy

⑨ Rose, Is, beautiful, flower

IV Answer the following questions in two or three sentences

Ans: ⑩ Dhina is a shoe Polish boy

Indigo gold



III

1) Dhira is a shoeshine boy

2)

A Rose is a beautiful flower

IV

1)

A Dhira is a shoeshine boy Dhira
cinema hall to sitting a shoeshine
to place

2)

ANS: Dhira the ~~fast~~ JEWELLERY in the
shoes

3)

ANS: Dhira was a ~~customer~~ ^{customer} to shoes
less tell the shoes to police man
a help

4)

ANS: Dhira to the help the police man
to the Dhira to the rewarded

5)

A Dhira is a shoeshine boy Dhira cinema
hall to sitting a shoeshine to place
police man to help



STUDENT'S NAME <u>Dyanti</u>		TOTAL MARKS OBTAINED
CLASS <u>11th</u>	SUBJECT	
ROLL NO.	DATE <u>16.12.2022</u>	

11
25
S/S
16/12/2022

I complete

~~A: Mahatma Jyoti~~

~~DA: Mahatma Jyoti~~

~~DA: Mahatma~~

~~DA: Mahatma~~

~~DA: Mahatma~~

~~DA: Mahatma~~

II

~~DA: Mahatma~~

~~DA: Mahatma~~

III

1)

A: China is a shining boy

2)

A: Rose is a beautiful flower



STUDENT'S NAME	Inchi D	TOTAL MARKS OBTAINED	
CLASS	7th	SUBJECT	English
ROLL NO.	10	DATE	16/12/22

16
25
Slt

16/12/2022

1. C. Mamomama Jaba

2. b. am

3. a. Dhira

4. b. She

5. a. Anger

6. DHIRA

7. JEWELLERY

8. Dhira/Isa/ Shoeshime/ boy

9. Rose/Is/a/ beautiful/ flower.

10. Ans: Dhira is a So Shi cinema hall

11. Ans: JEWELLERY

12. Ans: ~~That~~ ~~is~~ ~~a~~ ~~Sho~~ ~~help~~ ~~Sho~~ ~~over~~ ~~the~~ ~~Jewellery~~
Ce. etc even ~~And~~ ~~make~~ ~~That~~ ~~ages~~ ~~over~~ ~~Police~~
regea catch Made half Med ~~the~~

Indigo gold



STUDENT'S NAME Keerthi. S		TOTAL MARKS OBTAINED
CLASS 7 th	SUBJECT English	
ROLL NO. 0.11	DATE 16.12.2022	

22
25
SLS
16/12/2022

I. Complete the following statements by choosing the right answer from the four alternatives given:-

1) The Prose 'Leg' Trap is written by Mamorama Jafa.

2) Rahul is an engineer.

3) Dhira was a shoeshine boy.

4) Priya is a good girl she goes to school.

5) The meaning of temper is Anger.

II. The letters of the words below are jumbled. Figure out what the word is and write it in the blanks:-

6) R D I A H = DHIRA

7) F J L W F L Y R = JEWELARY Jewelry

III. Rearrange the words to make meaningful sentences:-

8) Shoeshine / boy / is / a / Dhira.

Ans: Dhira is a shoeshine boy.

9) Is / beautiful / Rose / a / flower.

Indigo gold



STUDENT'S NAME

CLASS

ROLL NO.

SUBJECT

DATE

Ans:- Rose is a Beautiful flower.

IV. Answer the following questions in on three sentences:-

10. Who is Dhira and where did he sit a living?

Ans:- Dhira was a shoeshine boy. he sit a living in cinema Hall.

11. What did Dhira find in the shoes?

Ans:- Jewellery Dhira find in the shoes.

12. How did Dhira help the Police to catch the thief?

Ans:- Dhira catch the thief to Police.

13. Why Dhira was honoured and and new?

Ans:- Because He His catch the thief so awarded to dhira.

14. What do you understand from Dhira's story?

Ans:- Dhira was a courageous boy. and He is shoeshine boy. HE living his mother And Sister.

IV. Answer the following questions in five on six sentences.

Do you agree that it takes courage to do the right thing? Explain it by keeping Dhira as an example?

[Indigo gold]

STUDENT'S NAME

CLASS

ROLL NO.

SUBJECT

DATE

Yes. Dhira it takes courage to do right things. Because Dhira is a courageous boy.

Is Dhira's attempt to trap the the best one? Give reasons for your answer.

Ans:- Dhira's attempt to trap the the best one:- Yes, Dhira find the lace. He not tied the shoe the so.





STUDENT'S NAME <u>9 LAKSHMI BAI</u>		TOTAL MARKS OBTAINED
CLASS <u>7th</u>	SUBJECT <u>English</u>	
ROLL NO. <u>81</u>	DATE <u>16/12/2022</u>	

7
25

Slk
16/12/2022

1) ~~1) Leigh Hunt~~

2) ~~2) the Rahul is an engineer~~

3) ~~3) dhira was a shoine boy~~

4) ~~4) Riya is a good friend ~~that~~ she goes to school~~

5) ~~5) The meaning of temper is Anger~~

II

6) ~~6) Dhira~~

7) ~~7) JALELYRE~~

III ~~8) Dhira boy is a shoeshine~~

~~9) Rose a flower is beautiful~~

IV Rearrange the words to make meaning sentences

1) Shoeshine / boy / is / a shoeshine
~~2) Dhira boy is a shoeshine~~

3) is / beautiful / Rose / a / flower
~~4) Rose a flower is beautiful~~



STUDENT'S NAME	ವಿಜಯಲಕ್ಷ್ಮಿ ಬಾಳೆ. ಸಿ		TOTAL MARKS OBTAINED
CLASS	7th	SUBJECT	English
ROLL NO.	12	DATE	16/12/2022

7
25

Slk
16/12/2022

I

1) Mahasama Jata

2) ah

3) Policemanx

4) she

5) theftx

II

6) Dhira

7) JEWELRY EREY

III

8) Shoeshine / boy / dy / a / Dhira

Ans Dhira is a boy Shoeshine boy

9) Is / beautiful / Rose / a / flower

Ans flower is beautiful Rose a Is

IV

Indigo gold





STUDENT'S NAME SANJA Y.M		TOTAL MARKS OBTAINED
CLASS 7th	SUBJECT English	
ROLL NO. 13	DATE 16/12/22	

9
25

16/12/22

1) mandarama Jafa

2) an

3) Daira

4) She

5) Anger

II

6) DHIRA

7) JEWELLERY

III

8) ⁴Shoes⁵hine / ²boy / ³is / ¹a / ¹Dhira

9) ²Is / ⁴beautiful / ¹Rose / ³a / ⁵flower

10)



0
25

STUDENT'S NAME	N-R.		TOTAL MARKS OBTAINED	
CLASS	1622020	SUBJECT		71m
ROLL NO.	1000	DATE		English hi

16/12/2022

Read all the answers carefully
anti-austen husband to his brother?
what the usual come forward?
what for the poor people living?
what for the poor people living?
Mowat's Law of the Law by the
Mowat's Law of the Law by the
what for the poor people living?
what for the poor people living?
Mowat's Law of the Law by the

X

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ಸಮಿತಿ (ರಿ.)
National Education Society (R.)



ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ

ಎನ್.ಇ.ಎಸ್. ಕ್ಯಾಂಪಸ್, ಬಾಲರಾಜ್ ಅರಸ್ ರಸ್ತೆ, ಶಿವಮೊಗ್ಗ-577 201

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Two Year B.Ed., Course

Semester

IV

ರಾಷ್ಟ್ರೀಯ
Diagnostic Test
ನೈದಾನಿಕ ಪರೀಕ್ಷೆ
ಇತಿ

Teaching Practice / ಬೋಧನಾ ಅಭ್ಯಾಸ
(PRIMARY / HIGHSCHOOL / PUC)
(ಪ್ರಾಥಮಿಕ ಶಾಲೆ / ಪ್ರೌಢಶಾಲೆ / ಪಿಯುಸಿ)

PEDAGOGICAL SCHOOL SUBJECT

ಶಿಕ್ಷಣಶಾಸ್ತ್ರದ ಶಾಲಾ ವಿಷಯ

Name / ಹೆಸರು **SADITYA LAMEEZ**

Roll No / ಹಾಜರಿ ಸಂಖ್ಯೆ **ED210030**

Year **2022-2023**

Valued
1000
31/12/2022



ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ಸಮಿತಿ (ರ.)
National Education Society (R.)



ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ

ಎನ್.ಇ.ಎಸ್. ಕ್ಯಾಂಪಸ್, ಬಾಲರಾಜ್ ಅರಸ್ ರಸ್ತೆ, ಶಿವಮೊಗ್ಗ-577 201

National College of Education

NES Campus, Balaraj Urs Road, SHIVAMOGGA-577 201

Certificate

This is to certify that Sri/Kum./Smt. Sadiya Lameez.....has
successfully completed the Diagnostic Test under my guidance and supervision
in the subject PSS.I. English.....as prescribed by the Kuvempu
University for the year...2022-2023.....

Place: Shivamogga
Date: 31-12-2022

M. S. S.
Signature of the Teacher Educator
31/12/2022

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Introduction

Educational diagnostic testing is a form of assessment that occurs before instruction begins. The purpose of administering a diagnostic test is to try to determine what students already know about the concepts and skills to be covered by instructions. The tests are not graded, the test can determine if differentiated instruction is needed and misconceptions.

Diagnostic test designed to closely follow what will be asked on a summative assessment and can be used to predict how well students will perform on high stakes test used to meet no child left behind guidelines and state standards. In this respect, they can be considered as a combination of both summative.

Diagnostic tests are designed to closely follow what will be asked on a summative assessment and can be used to predict used to meet no child left behind guidelines and state standards. Diagnostic tests are related to study material on study material designed for specific level of education.

Definitions of Diagnostic Test

* Business Dictionary:-

"In depth evaluation with a relatively narrow scope of analysis aimed at identification of specific condition or problem".

* Nadia anchuleta demand media:-

"Diagnostic testing helps teachers determine students skills and prior knowledge".

"A Diagnostic test is a test designed to locate specific learning deficiencies in case of specific individuals at a specific efforts could be made to overcome those deficiencies".

"It helps the teachers in identifying the status of learners at the end of a particular lesson unit course of learning as to what specific teaching or learning points have been properly grasped by the learners?"

Thus, diagnostic testing is an important tool for educators who wants to know where their students are academically in order to bring those students to move forward you need to identify where they have started diagnostic testing is the way to do this to measures in a subject area.

Purpose Of Diagnostic Test :-

The purpose of diagnostic test in pedagogy school subject English are as follows:-

- * To give a clue regarding the weakness, a diagnostic test would be better able to pinpoint the area of weakness.
- * To determine the cause of educational difficulty.
- * To obtain evidence of pupil difficulties in academic achievement.
- * To identify the difficulties of pupils while learning particular unit of English.
- * To provide remedial teaching in English.
- * To provide educational guidance for pupils.
- * To direct and motivate the students to learn English.
- * To identify the specific area of learning deficiency.
- * To diagnose students difficulties and to guide lesson and curriculum planning.
- * It's essential to assess student's level of knowledge before exposing them to a new topic. For this reason, diagnostic tests are a simple way to determine your student's levels of understanding.

Types Of Diagnostic Test

Diagnostic test are mainly classified into two classes:-

1. Educational Diagnostic test
2. Physical or clinical diagnostic test.

Educational diagnostic test are related to study material designed for specific level or standard of education. These tests diagnose disorders of material according to level of class.

On the other hand, physical or clinical diagnostic tests are related to hearing, vision and other things that cause hindrance in the course of a child's learning. Below are given ways to determine or obtain data for diagnostic test.

- Case history or interview
- Clinical observation
- Informal testing
- Formal Standardised tests.

Characteristics of Diagnostic Test

- * It finds out weakness or deficiency of a child in learning of a content.
- * It is qualitative not quantitative.
- * It is an effective tool for teachers that helps in planning and organizing remedial teaching.
- * It arranges the items in learning sequence so as to help transfer of learning position.
- * It adopts objective type test only.
- * It fully emphasizes on all learning and teaching points.
- * In diagnostic test no scores is made for correct answers, only wrong responses are taken into view in the sequence of content.
- * It needs an expert or specialist to identify the causes for wrong answers.
- * The test which has been devised to provide remedies about the specific nature of pupils' difficulties in given area is called diagnostic test.

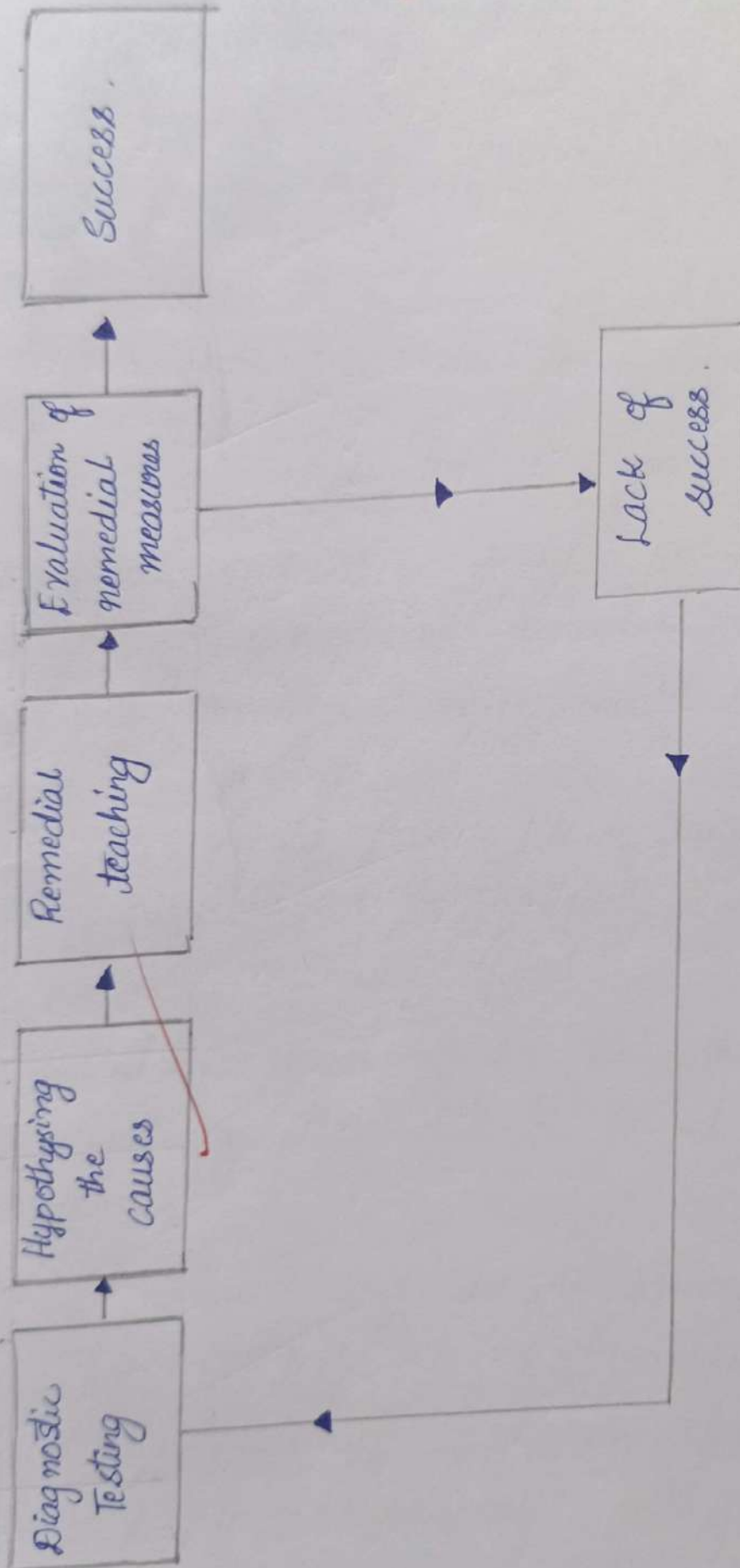
Steps Involved In Constructing A Diagnostic Test

The following steps are involved in constructing a diagnostic test.

- * Identifying learning difficulties, locating the areas of difficulties in the fundamental of the students.
- * Subdividing those areas into a number of important ~~teaching~~ learning points.
- * Constructing several test items for each of the teaching points.
- * Selection of the items for the test.
- * Tryout of the test.
- * Preparation of the final test.
- * No rigid time is specified in case of diagnostic tests. Diagnostic should be individualized as much as possible and every student should be allowed.

Thus, these are the steps of involved in diagnostic test. Each teacher has to follow these steps which are involved in ~~order~~ to conduct diagnostic test. It has certain steps because it must be conducted in a systematic way to improve the learning among students.

Diagnostic Test And Remedial Teaching Cycle.



Statistical Data Of Test

Sl. no.	Name of the students	Marks	Percentage
1.	Basvanaj . S	20/25	80%.
2.	Chandru . S	19/25	76%.
3.	Chetan . B	15/25	60%.
4.	Chetan G.H	18/25	72%.
5.	Hussain	16/25	64%.
6.	Lakshmi Bai	18/25	72%.
7.	Sadiya Banu	16/25	64%.
8.	Sameen	17/25	68%.
9.	Sanjay	21/25	84%.

The students who undergoes diagnostic test .

Conclusion

Diagnostic test is most important part of the teaching learning process. A Diagnostic test is primarily carried out for knowing about the nature and extent of the learning difficulties and weakness of the student or group of students in a particular learning area, subject, topic or concept. Hence all efforts are concentrated on the search for the areas of weaknesses resulting into one or the other form of remedial teaching to help the needy student in getting rid of their weakness and learning difficulties. Thus, help the student to overcome their problems in learning and succeed in the learning process.

A diagnostic test is primarily carried out for knowing about the nature and extent of the learning difficulties and weakness of a student in a particular learning area, subject or concept.

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ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ

ಎನ್.ಇ.ಎಸ್. ಕ್ಯಾಂಪಸ್, ಬಾಲರಾಜ್ ಅರಸ್ ರಸ್ತೆ, ಶಿವಮೊಗ್ಗ-577 201

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Mail : nationalbedcollege@yahoo.com

Two Year B.Ed., Course

Semester

IV

REMEDIAL TEACHING

ಪರಿಹಾರಾತ್ಮಕ ಬೋಧನೆ

Teaching Practice / ಬೋಧನಾ ಅಭ್ಯಾಸ
(PRIMARY / HIGHSCHOOL / PUC)
(ಪ್ರಾಥಮಿಕ ಶಾಲೆ / ಪ್ರೌಢಶಾಲೆ / ಪಿಯುಸಿ)

PEDAGOGICAL SCHOOL SUBJECT
ಶಿಕ್ಷಣಶಾಸ್ತ್ರದ ಶಾಲಾ ವಿಷಯ

Name / ಹೆಸರು **SADIYA LAMEEZ**

Roll No. / ಹಾಜರಿ ಸಂಖ್ಯೆ **ED210030**

Year **2022-2023**

Valued
31/12/2023

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ಸಮಿತಿ (ರಿ.)
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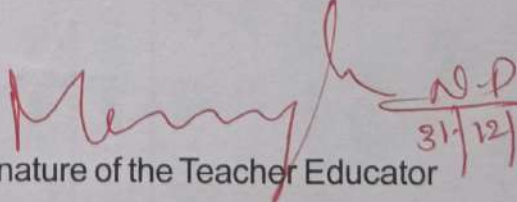
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Certificate

This is to certify that Sri/Kum./Smt. Sadiya Lameez.....has
succesefully completed the assignments in Remedial Lesson Plan as
prescribed by the Kuvempu University for the Year 2020-21

Place: Shivamogga

Date: 31-12-2022


Signature of the Teacher Educator

ವಿಷಯದ ರೂಪರೇಷ (ಪರಿಕಲ್ಪನೆಗಳು) Subject of content	ಸಂಖ್ಯೆಗಳು & ಶೇಕಡಾವಾರು ವಿದ್ಯಾರ್ಥಿಗಳು Numbers & Percentage of Students					
	ಸಂಪೂರ್ಣ ಕಲಿಕೆ Complete Learning	%	ಭಾಗಶಃ ಕಲಿಕೆ Partial Learning	%	ಕಲಿಯದಿರುವಿಕೆ Not Learning	%
1. Author's introduction	19	95%	0	0%	1	5%
2. Vocabulary	18	90%	0	0%	2	10%
3. Dhina as a shoeshine boy	9	45%	7	35%	4	20%
4. Dhina catch the thief	3	15%	7	35%	10	50%
5. Appreciation of Dhina	4	20%	6	30%	10	50%
6. Articles	18	90%	0	0%	2	10%
7. Pronouns	18	90%	0	0%	2	10%
8. Jumbled Letters	16	80%	0	0%	4	20%
9. Rearrange the words.	17	85%	0	0%	3	15%
ಸಾಧಿಸಬೇಕಾದ ಬೋಧನೋದ್ದೇಶಗಳು / Objective to be Achieved	ತಪ್ಪುಗಳು / Mistakes		ಕಾರಣಗಳು / Reasons		ಪರಿಹಾರಗಳು / Remedies	
* Pupil acquires the knowledge about Dhina as a hand working boy. * Pupil understands about the way Dhina catch the thief * Pupil develops positive attitude to be courageous ಕಲಿಕಾ ಸಹಾಯಕಗಳು / Learning pictures, chart, flash cards	* Content was explained in difficult way * Explanation was in pure English		* Lack of interest * Lack of more language activities * Lack of interest		Reteaching of concepts step by step with simple analysis.	

ನಿರೀಕ್ಷಿತ ಮೂರ್ವಜ್ಞಾನ / Previous knowledge	ತೊಡಗಿಸುವಿಕೆಯ ಹಂತದ ಚಟುವಟಿಕೆಗಳು Activities conducted at the stage of engage
* Pupil have the previous knowledge about courage. * Pupil have the previous knowledge about hard work. * Pupil have the previous knowledge about bravery.	Teacher initiates the class by narrating a story about the courage and braveness of a boy called Aman who saved the life of a small baby from drowning in the pond. Teacher asks few questions to pupil- * What does Aman do to save the life of a baby? * Is Aman a courageous boy? * What would you have done if you have been in that situation? * Do you know anyone who have done brave act?

Statement of Aim:- Dear students in today's class let us study about a courageous boy Dhina in the prose 'Leg Trap' written by Manonama Jafa.

ವಿವರಣೆ : / Development

ನಿರ್ದಿಷ್ಟಗಳು Specifications	ವಿಷಯ ವಿಶ್ಲೇಷಣೆ Content Analysis	ದೋಷಗಳು / ತಪ್ಪುಗಳು Mistakes	ತಿಿದ್ದುಪಡಿ/ಪರಿಹಾರ ಚಟುವಟಿಕೆಗಳು / Remedial Activities
Recall	<u>Early life of Dhina:</u> * Dhina was a shoeshine boy. He lived with his mother and sister. He would sit near a cinema hall and polish shoes.	Lack of interest and lack of previous knowledge	Explain the content in easiest method and techniques by using pictures.
Explain	<u>News heard by Dhina:</u> One day, while Dhina sat under a tree, he heard a news that a thief has robbed and escaped from the jewellery shop.	Pupil failed to understand the content properly	Through comprehension questions explain the content by using teaching

Explain	<u>Approach of Customer :-</u> When Dhina was about to go towards the jewellery shop, a customer approach to Dhina and asked Dhina to polish the shoes. The customer looked like a rich man.	* Lack of concentration * Lack of examples	* Give more examples relevant to the content.
Describe	<u>Dhina polish the shoes</u> Dhina sat down to polish the shoes. He dusted the shoes quickly. He took his yellow cloth to clean the shoes. Then Dhina dusted the right leg shoes neatly.	* Lack of understanding in English. * Lack of interest to know about content.	* By showing video explain the content and discuss the content matter and in easiest way deliver the concept.
Describe	<u>Disturbance of Dhina :-</u> Dhina became disturbed because customer first told to polish the shoes slowly. But later the customer became angry and asked Dhina to polish shoes quickly and scolded him. Thus Dhina became disturbed.	* Pupil failed to understand the content properly. * Confusion about the Dhina's disturbance.	* Explain the content matter deeply in easiest way.
Explain	<u>Dhina catch the thief :-</u> As Dhina was about to shine the shoe he something sticking out of it. Dhina found	* Explanation was not in detail. * Lack of examples.	Explanation must be deliver in detail. with more examples.

Appreciation	Jewellery in the shoes. Hence, Dhina tied the laces of two shoes and run away to tell the policeman. The thief fall down when he try to walk. The police catch the thief easily. <u>Appreciation of Dhina :-</u> As, Dhina catch the thief courageously, he was appreciated. He was rewarded by the police and by the Jeweller. His school too honoured him with a medal for his bravery.	* Confusion about how Dhina catch the thief. * Difficulty in understanding the content.	Through pictures explain the different activities of people and understand the concept. Through examples and video explain the whole content on theme of poem.
---------------------	---	---	--

- | | |
|--|---|
| <ol style="list-style-type: none"> 1. Manonama Jafa wrote the prose 'The Leg Trap'. 2. Dhina sit near a cinema hall to earn his living. 3. The customers stopped Dhina from going to the shop. 4. Dhina find jewellery in the shoes. 5. Dhina tied the ends of the laces of the two shoes and make the thief fall so catch him easily. 6. Dhina catch the thief so he was honoured and rewarded. | <ol style="list-style-type: none"> 1. Who wrote the prose "The Leg Trap"? 2. Where did Dhina sit to earn his living? 3. Who stopped Dhina from going to the shop? 4. What did Dhina find in the shoes? 5. How did Dhina make the thief fall? 6. Why Dhina was honoured? |
|--|---|

ವಿಷಯ / Subject: English
ಆಯ್ಕೆ / Topic: Leg Trap

Sl no.	Name of students	Pre - test marks	Percentage	Post - Test marks	Percentage
1.	Basavaraj . S	10	40%	20	80%
2.	Chandru . S	10	40%	19	76%
3.	Chetan	12	48%	15	60%
4.	Chetan G.H	13	52%	18	72%
5.	Hussain	11	44%	16	64%
6.	Lakshmi Bai	7	28%	18	72%
7.	Sadiya Banu	7	28%	16	64%
8.	Sameer	6	24%	17	68%
9.	Sanjay	9	36%	21	84%

Srno	Name of the student	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	Marks	%	Grade
1.	Basavaraj S.	1	1	1	1	1	1	1	1	1	2	1	1½	1½	1	2	2	20	80%	A
2.	Chandru	1	1	1	1	1	1	1	1	1½	1	1½	1	1½	1½	1½	2	19	76%	A
3.	Chetan B	1	1	1	1	1	1	0	1	½	1	1	1½	2	2	0	0	15	60%	B ⁺
4.	Chetan G.H	1	1	1	1	1	1	1	1	1	1½	1	1½	1	1	1	2	18	72%	B ⁺
5.	Hussain	1	1	1	1	1	1	0	1	1	1	0	1½	1	1	1½	2	16	64%	B ⁺
6.	Lakshmi Bai	1	1	1	1	1	1	1	1	½	0	1	2	0	2	2	2½	18	72%	B ⁺
7.	Sadiya Banu	1	1	1	1	1	1	1	½	½	0	1	1½	0	2	2	1½	16	64%	B ⁺
8.	Sameen	1	1	1	1	1	1	1	1	1	1	1	1	1	1	1½	1½	17	68%	B ⁺
9.	Sanjay	1	1	1	1	1	1	1	1	1	2	1	2	1½	1½	2	2	21	84%	A

ಗುರುತಿಸುವಿಕೆಯ ಮಟ್ಟ 3 Identification Level-3

ಅ) ಪರಿಹಾರಾತ್ಮಕ ಬೋಧನೆಗೆ ಒಳಪಡುವ ವಿದ್ಯಾರ್ಥಿಗಳ ಶೇಕಡಾವಾರು
Percentage of the Students who require Remedial Teaching

Sl _{no}	Names	Marks	Percentage	Grade
1	Chetan B	15	60%	B ⁺
2	Sadiya Banu	16	64%	B ⁺

STUDENT'S NAME	Anshuman . S		TOTAL MARKS OBTAINED	
CLASS	7th	SUBJECT		English
ROLL NO.	4	DATE		21.12.2022

I
1) Monorama Jafa

2) an

3) Dhita

4) she

5) Anger

II
6) Dhita

7) Jewellery

III
8) Dhita / is / a Shoeshine / boy

9) Rose / is / a / beautiful / flower

IV

10) Dhita would sit near cinema hall and Anish shoes to earn living
2) Dhita is a Shoeshine boy

11) Dhita find Jewellery in the shoes



STUDENT'S NAME	chandru	TOTAL MARKS OBTAINED
CLASS	7th	SUBJECT
ROLL NO.	8	DATE

19
25

22/12/2022

Q) marriage

b) an

a) dhira

b) she

a) anger

dhira

2 Jewellery

Ans: dhira is a shoeshine boy

Ans: Rose is a beautiful flower

Ans: dhira would sit near cinema hall and polish shoes to earn living dhira is a shoeshine boy

Ans: dhira find Jewellery in the shoes

Ans: dhira Tie The shoes together of the thief and made him fall. thus help the Police to catch the Thief

Bafna Gold, Platinum

STUDENT'S NAME <u>रविशंकर शर्मा</u>		TOTAL MARKS OBTAINED
CLASS <u>7th</u>	SUBJECT <u>English</u>	
ROLL NO. <u>5</u>	DATE	

15
25

85
22/12/2022

1) Nehruama

2) an

3) Dhira

4) Sho

5) Anger

II

6) Dhira

7) Jewelry

II

8) Dhira is a shoeshine boy

9) Rose is a beautiful flower

III Dhira would sit near cinema hall and polish shoes to earn living Dhira is a shoeshine boy

10) Dhira find Jewellery in the shoes

11) Dhira Tie the shoes laces of the thief and made him fall. thus help and made him fall thus help the police to catch the thief.

Indigo gold



STUDENT'S NAME	Chetan 9th		TOTAL MARKS OBTAINED
CLASS	7th	SUBJECT	English
ROLL NO.	6	DATE	23/12/2022

manasiana

an

dhia

she

dhia

dhia

Jewellery

III

Dhia is a shoeshine boy

Rose is a beautiful flower,

IV

Dhia would sit near cinema hall and polish shoes to earn living. Dhia is a shoeshine boy

Dhia put jewellery in the shoes

Dhia tip the shopkeeper of the thief and made him fall thus help the police to catch them

Dhia catch the thief thus dhia was to honest and rewarded

Indigo gold



STUDENT'S NAME <u>Rohit</u>		TOTAL MARKS OBTAINED
CLASS <u>11</u>	SUBJECT <u>English</u>	
ROLL NO. <u>11</u>	DATE <u>18/12/2022</u>	

16
2.5

22/12/2022

Q.1. Write a short story on the following topic.

Q.2. Write a short story on the following topic.

Q.3. Write a short story on the following topic.

Q.4. Write a short story on the following topic.

Q.5. Write a short story on the following topic.

Q.6. Write a short story on the following topic.

Q.7. Write a short story on the following topic.

Q.8. Write a short story on the following topic.

Q.9. Write a short story on the following topic.

Q.10. Write a short story on the following topic.

Q.11. Write a short story on the following topic.

Q.12. Write a short story on the following topic.

Indigo gold



STUDENT'S NAME <u>LAKSHMI DAID</u>		TOTAL MARKS OBTAINED
CLASS <u>4th</u>	SUBJECT <u>English</u>	
ROLL NO. <u>21</u>	DATE	

1) w/- manamma Jafa.

2) w/- am

3) w/- Dhira

4) w/- Shu

5) w/- Aggem

6) w/- DHIRA

7) w/- JEWELLERY

8) w/- Dhira boy is a shoeshine

9) w/- ROSE is a flower flower beautiful.

10) w/-

11) w/- Dhira found the gold necklace on the shoes.

12) w/- Dhira tied the ends of the laces of two shoes of the thief and made him fall. It was easy for the police to catch him. Like this Dhira helped the police to catch the thief.

Indigo gold

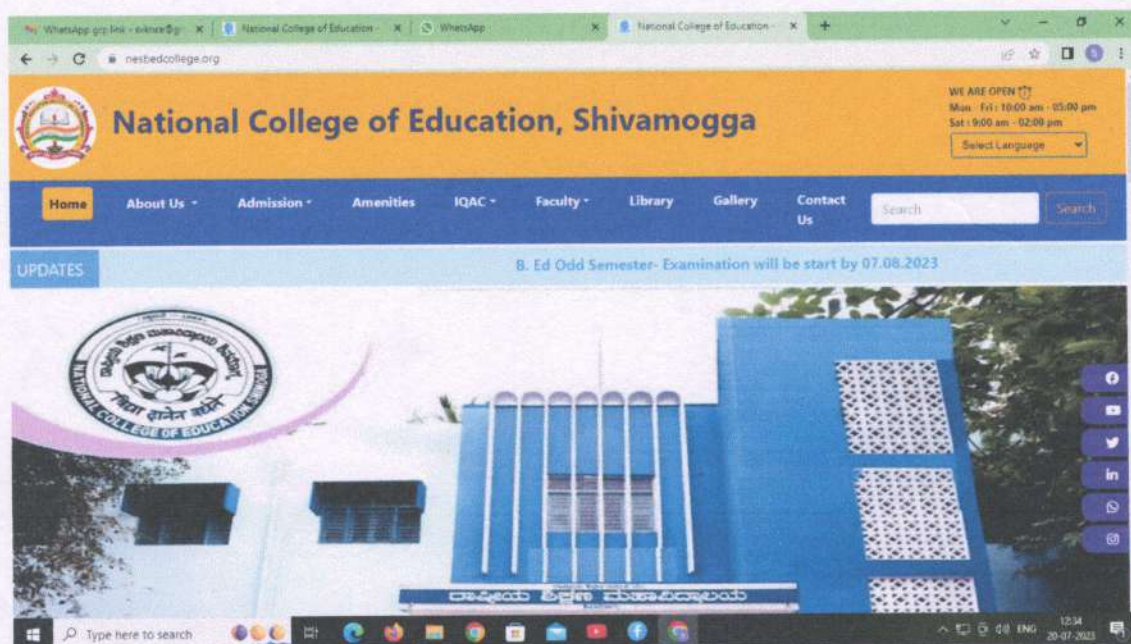




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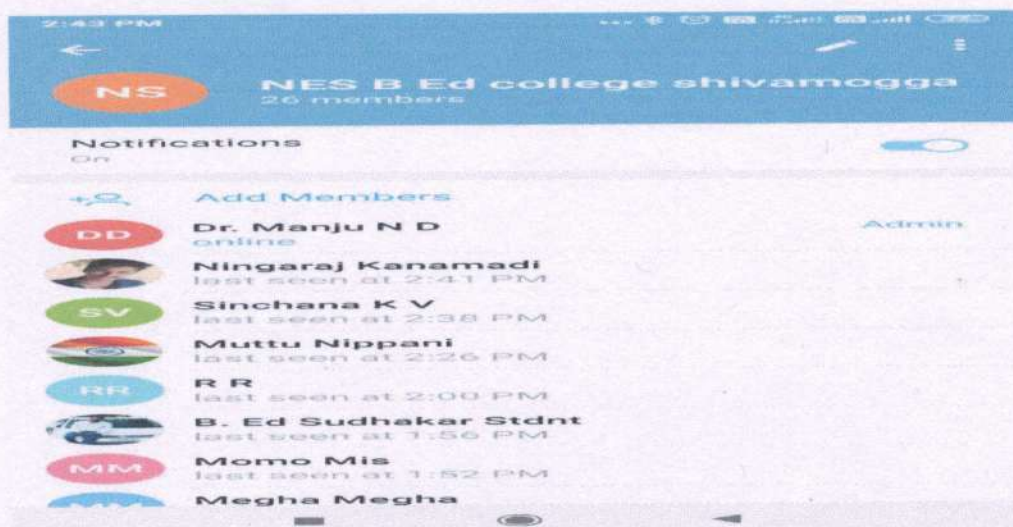
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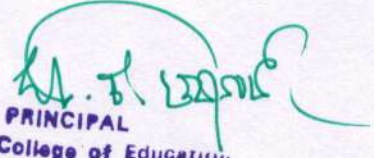
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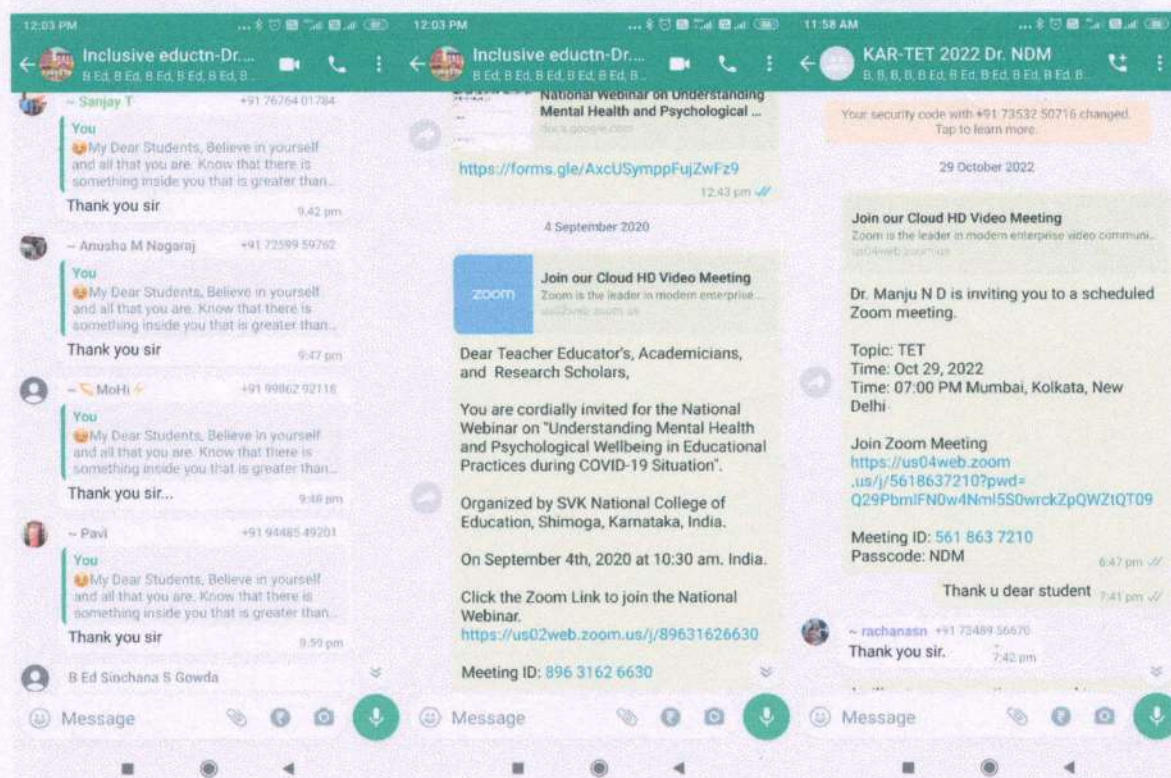
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<https://chat.whatsapp.com/FRYkJrRiULGj7AMDj0feo>

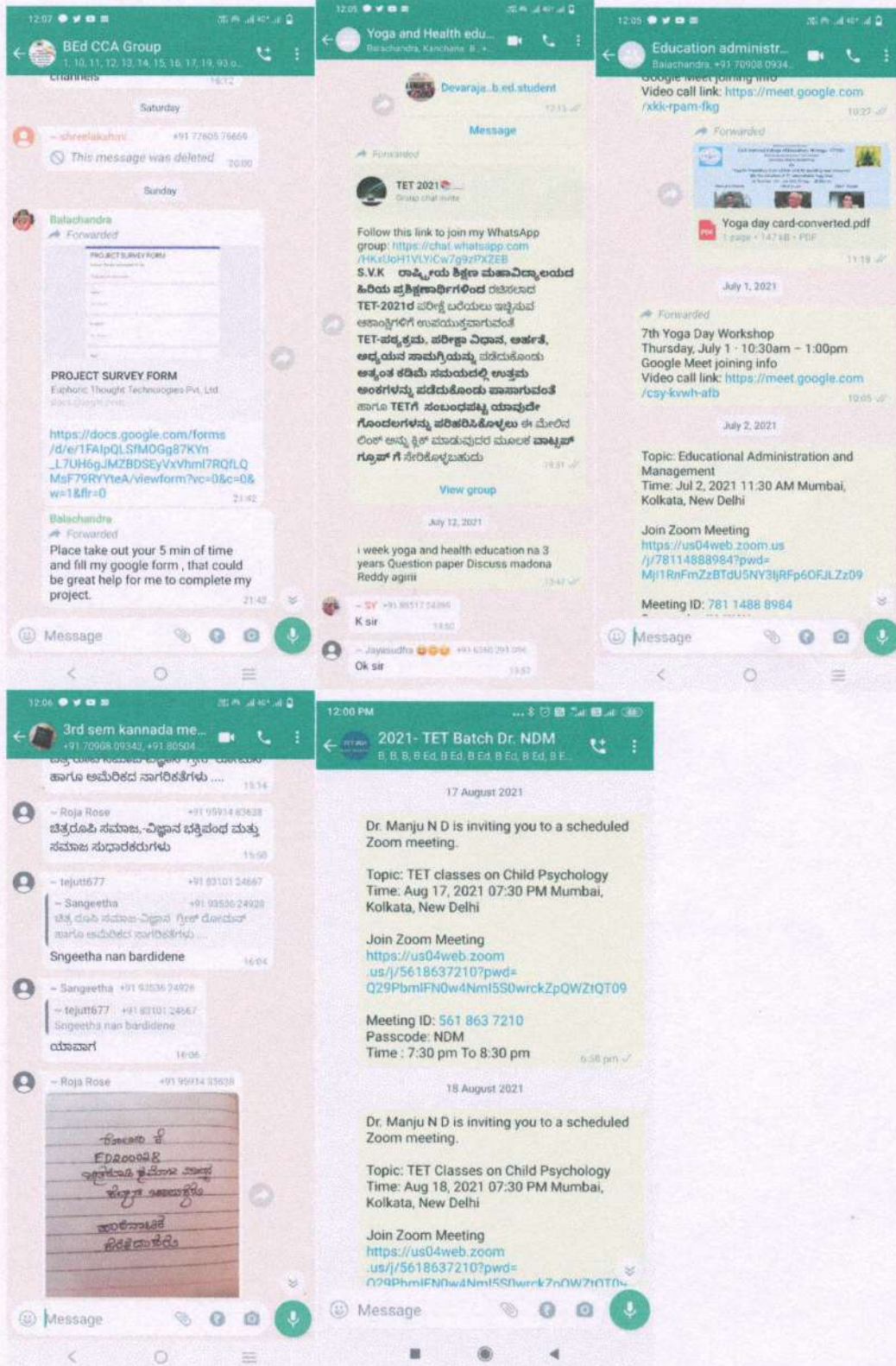
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- shankarank jk. disturbance is there sir
- Veeralah Basavalingiah. poor audio settings
- Veeralah Basavalingiah. audio is not audible
- netheerath n. siram. good morning
- Ponshotham Reddy M. Good morning to all
- Ponshotham Reddy M. not audible madam
- Ganapati Bhat. Good morning to all. Ganapati D. Bhat
- Ponshotham Reddy M. a madam
- Veeralah Basavalingiah. go ahead Dr. Lavanya mam now it's audible
- Ananda Nall L. Good morning to all, Ananda Nall L. ananta143nall@gmail.com
- Praveen R. good
- Prof. Jubraj Khanna. Good morning one and all with regards Prof. Jubraj Khanna Department of Education Sambalpur University Odisha
- Rakesh K. Jagtap. Hello everyone
- Rakesh K. Jagtap. Rakesh Kumar Jagtap

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- Mahesh kumar mahesh. gud mng sir
- Dr. Malika Partha. Good morning All of you
- Jasni Kothari. Good morning
- Ganesh Verma. good morning to all of you
- upendrar gopalkrishna. good morning
- Praveen Mehta
- Roopu Roopa. good morning
- Vijayalakshmi Ganes. Happy morning to All
- Dr. Suresh Kumar Agarwal. Namaste and Good Morning to all from Kolkata drskumar71@yahoo.com Dr Suresh Kumar Agarwal
- Dr. pooja chhinnappa. gm. Dr. Pooja chhinnappa GLC BIKANER
- prabhakar dr. good morning everybody
- Dr. Prabhudeva M. Good morning, Prabhudeva M. O. Lecturer 5680 Mahajana PU College Mysuru prabhudev71@gmail.com
- Jasni Uddin Ahmed. welcome to all from Guwahati, Assam

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- Rahul Gai: Good Morning to one and all
- Jayaramappa H: Hi gd morning to all
- Rs. Vese M: Good morning
- Tanuj Kumar Samra: Good morning to all of you
- Indhash Jaglan: Good morning all
- Anil Kumar: Good morning all of you
- Dr. Anandini Panda: hi very good morning to all
- manjunath rishik: good morning all
- Zeenat Frazee: good morning all of you
- Fulwre Teacher: good morning all of you
- Sudhar Chandra: Good morning
- Pratima Gupta: Good morning everyone
- Vijaysha K V: good morning everyone especially Dr N P
- Sandhe Chandra: Assistant Professor, CTE, Tripura
- ODINDIA CHAVAN: good morning to all

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- Niyam Anand: program timing is 10.30 to 1.00 am i right sir? very good arrangements earlier
- gites learning enjoy: from Deepak girl
- Olusagade J Odunayo
- Olusagade J Odunayo
- Dr. Lillianzaki Fani: Good Morning very relevant topic
- prashakar m: good morning to everyone
- Jitka geraspura: good morning
- Mohd Yous: good morning to everyone
- N K. Entertainment: good morning
- Rakesh kr Jagot: Hello everyone
- Rakesh kr Jagot: Rakesh Kumar Jagot
- Rakesh kr Jagot: Assistant Professor Law
- Rakesh kr Jagot: Bharat Law College University of Rajasthan Jaipur
- Olusagade J Odunayo
- A Khantela: good morning

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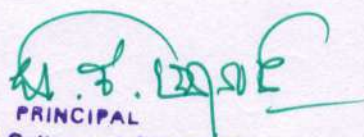
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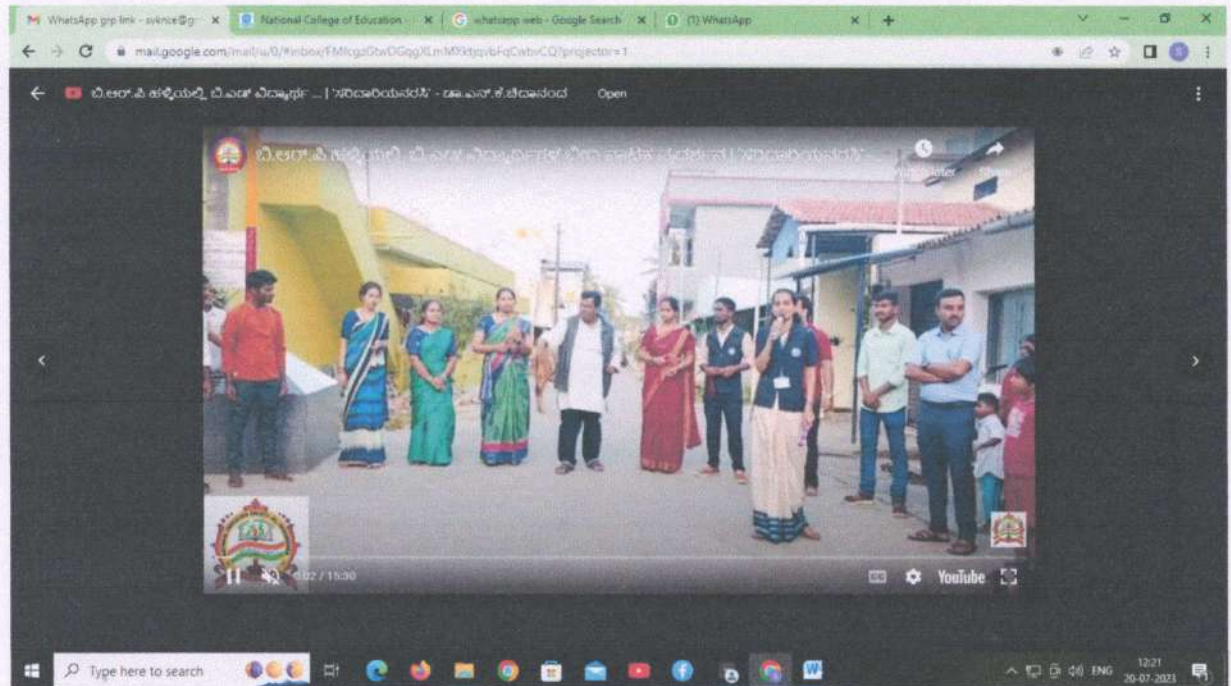
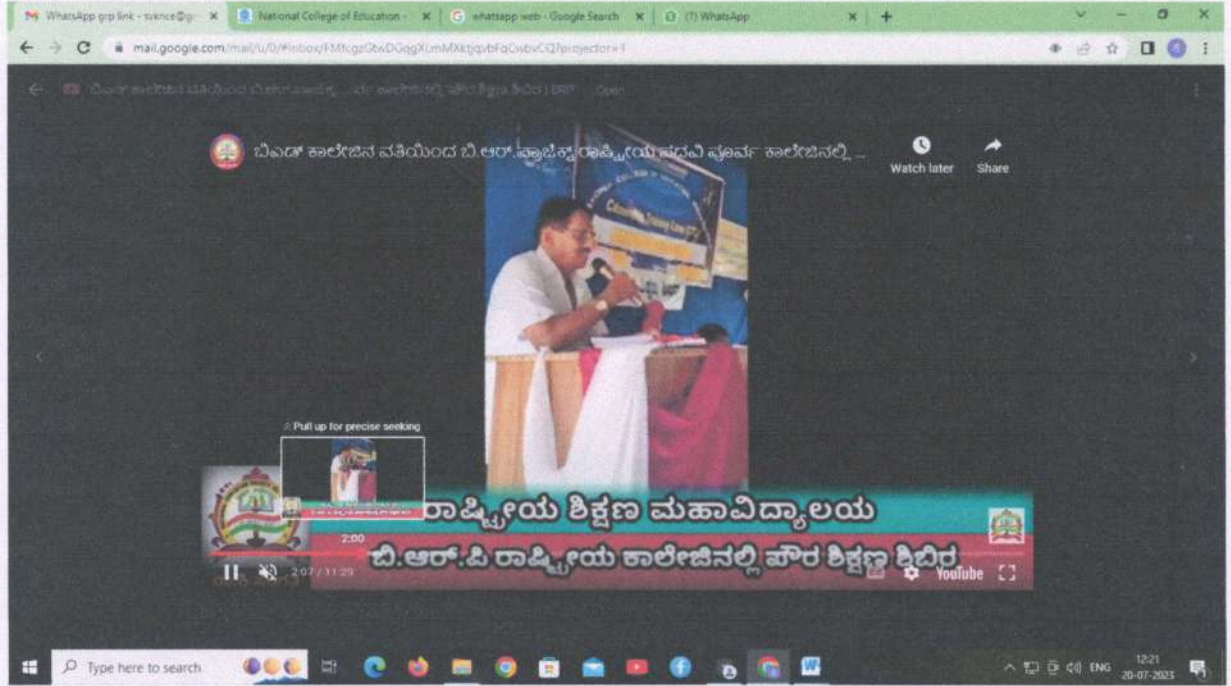
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National Education Society (R)
National College of Education, Shivamogga

Web: nesbedcollege.org

E-mail: nationalbedcollege@yahoo.com

iqacnesbedcollege@gmail.com

Number of teachers using ICT support (mobile-based learning, online material, podcast, virtual laboratories, learning apps etc.) for their learning

Semester -I:

Sl. No.	Number of Students using ICT support	Name of the programme*	Name of the course/s
1	43	B. Ed	Knowledge and Curriculum
2	43	B. Ed	Psychology of Learner
3	43	B. Ed	Information and Communication Technology
4	43	B. Ed	Language Across the curriculum
5	43	B. Ed	Population Education
6	43	B. Ed	Environmental Education

Semester II:

Sl. No.	Number of Students using ICT support	Name of the programme*	Name of the course/s
1	38	B. Ed	Contemporary India and Education
2	38	B. Ed	Learning Process and Measurement
3	38	B. Ed	Instructional Technology
4	38	B. Ed	Understanding Self (Personality Development)
5	38	B. Ed	PSS-1 Kannada, English, Physics, Biology
6	38	B. Ed	PSS-2 Social Science, Mathematics, Chemistry, Commerce
7	38	B. Ed	

Semester- III:

Sl. No.	Number of Students using ICT support	Name of the programme*	Name of the course/s
1	38	B. Ed	Inclusive Education
2	38	B. Ed	Educational Administration and Management
3	38	B. Ed	Gender School and Society
4	38	B. Ed	Yoga and Health Education
5	38	B. Ed	Drama and Art in Education
6	38	B. Ed	PSS-1 Kannada, English, Physics, Biology
7	38	B. Ed	PSS-2 Social Science, Mathematics, Chemistry, Commerce
		B. Ed	

Signature of the Principal

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National Education Society(R.,)
National College of Education, Shivamogga.
Internal Quality Assurance Cell (IQAC)

Web : nesbedcollege.org

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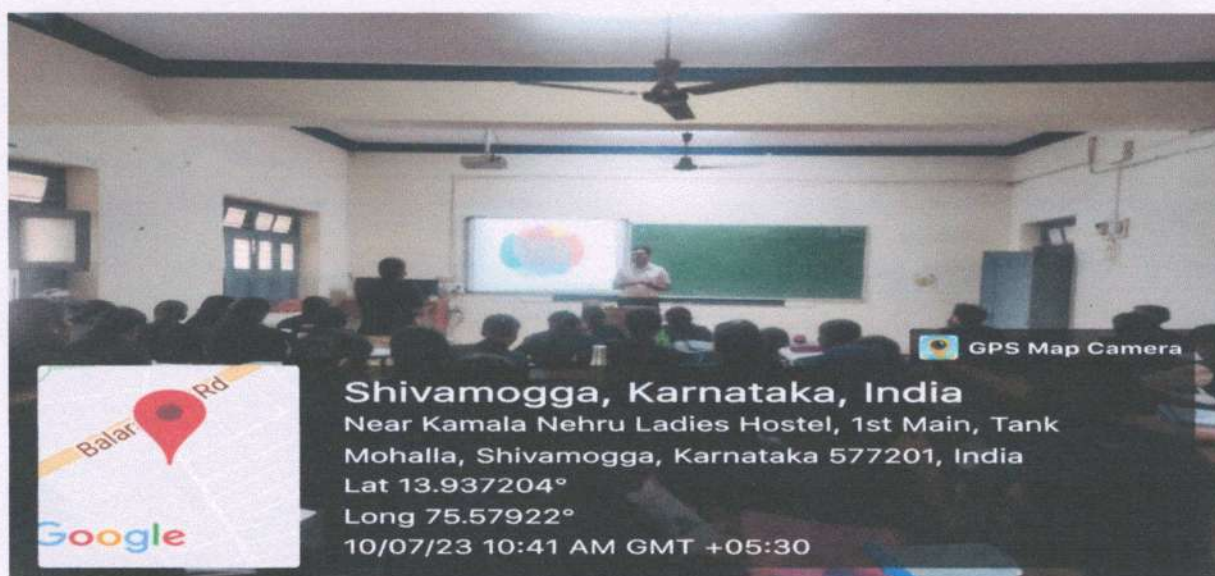
Number of teachers integrating ICT for effective teaching with Learning Management Systems (LMS), e-Learning Resources and others excluding PPT

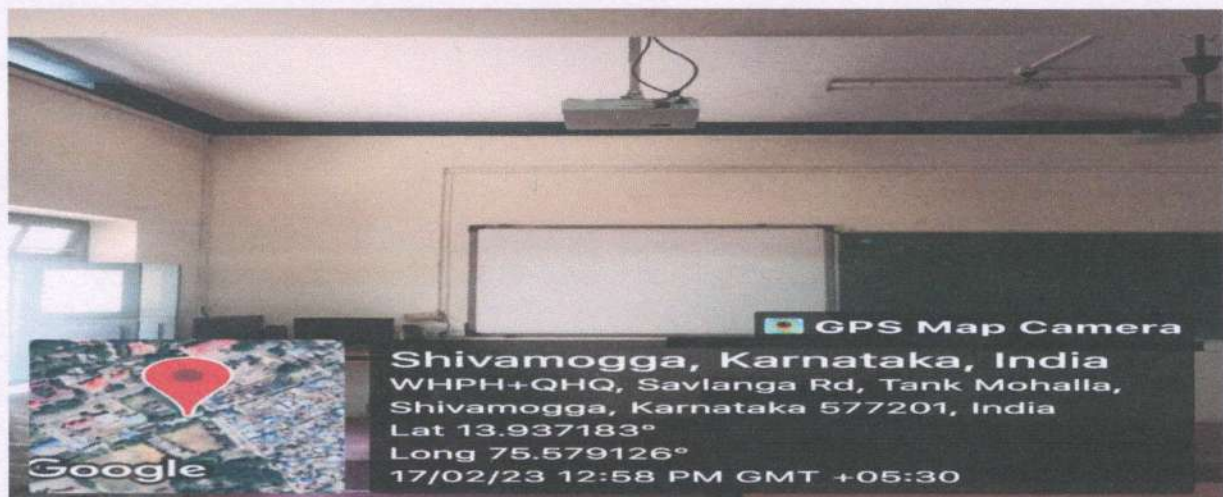
Sl. No	Name of the Teacher	Name of the Programme/s*	Name of the course/s	Name/s of the ICT recourse/s used	Link/s to the relevant documents/LMS/Academic Management System
1	Dr. Chidananda N. K	B. Ed	Contemporary India and Education Knowledge and Curriculum Gender School and Society Drama and Art in Education Pedagogy of Social Science	Google Meet Zoom Platform E-content, Slides, Video lectures, Online Teaching and Learning, E-Notes, PDF documents	http://drive.google.com/drive/folders/1i03oGyPqbqNAJCFBS5j756_zDactqHq4
2	Dr. Prakash K	B. Ed	Pedagogy of Mathematics Psychology of the learner Learning process and Measurement	Google Meet Zoom Platform E-content, Slides, Video lectures, Online Teaching and Learning, E-Notes, PDF documents	http://drive.google.com/drive/folders/1i03oGyPqbqNAJCFBS5j756_zDactqHq4
3	Dr. Sharana Nayaka	B. Ed	Language Across the Curriculum Instructional Technology Educational Administration and Management Yoga and Health Education Pedagogy of Kannada	Google Meet Zoom Platform E-content, Slides, Video lectures, Online Teaching and Learning, E-Notes, PDF documents	http://drive.google.com/drive/folders/1i03oGyPqbqNAJCFBS5j756_zDactqHq4

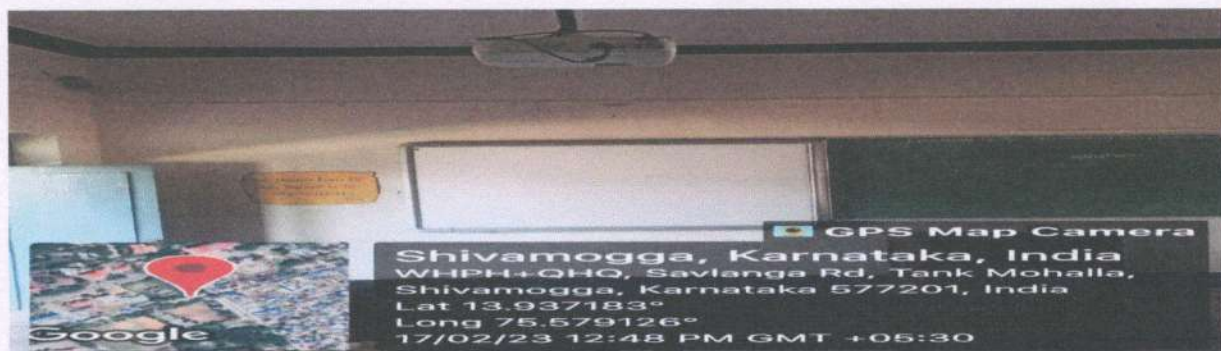
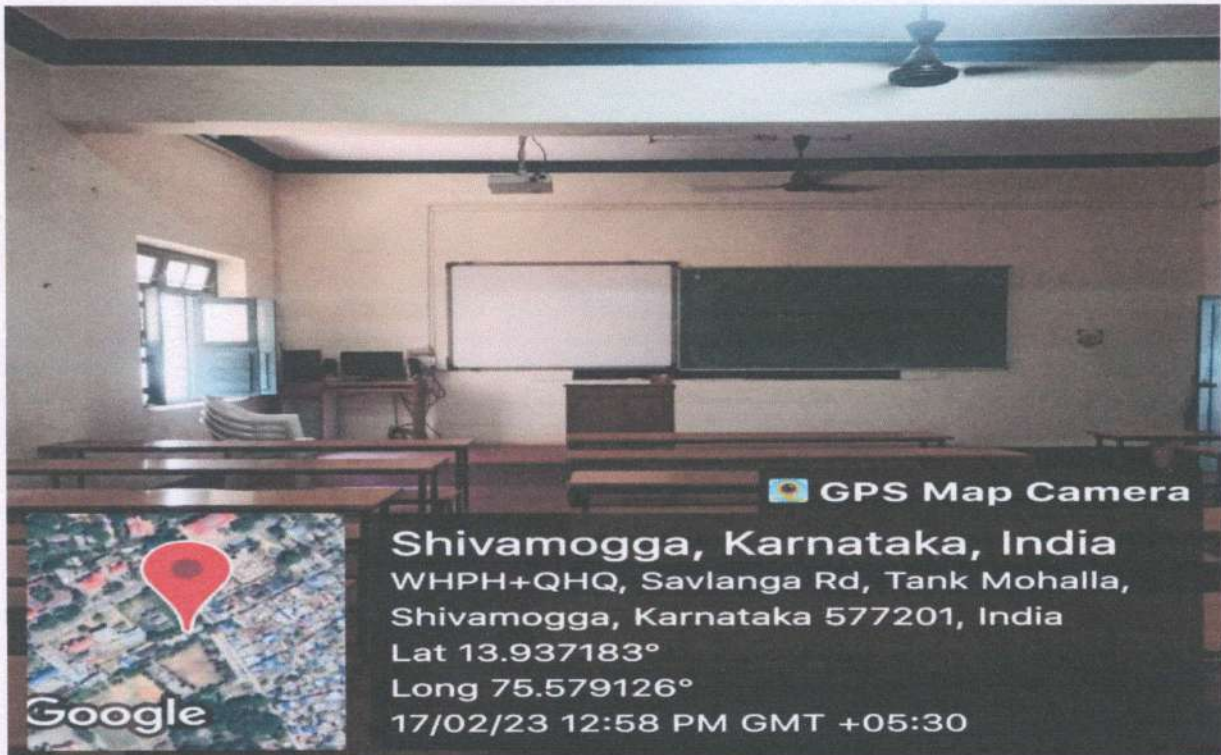
4	Sri. Manjunatha D. S	B. Ed	Knowledge and Curriculum Contemporary India and Education Educational administration and Management Pedagogy of Social Science Pedagogy of Commerce	Google Meet Zoom Platform E-content, Slides, Video lectures, Online Teaching and Learning, E-Notes, PDF documents	http://drive.google.com/drive/folders/1i03oGyPqbqNAJCFBS5j756zDactqHq4
5	Dr. Manju N. D	B. Ed	Psychology of the Learner Learning Process and Measurement Personality Development Pedagogy of Social Science Pedagogy of English Inclusive Education Educational Administration and Management	Google Meet Zoom Platform E-content, Slides, Video lectures, Online Teaching and Learning, E-Notes, PDF documents	http://drive.google.com/drive/folders/1i03oGyPqbqNAJCFBS5j756zDactqHq4
6	Dr. Lavanya C. E	B. Ed	Language across the curriculum Pedagogy of Physics Instructional Technology Inclusive Education Environmental Education	Google Meet Zoom Platform E-content, Slides, Video lectures, Online Teaching and Learning, E-Notes, PDF documents	http://drive.google.com/drive/folders/1i03oGyPqbqNAJCFBS5j756zDactqHq4
7	Smt. Veena N	B. Ed	Computer Education	Google Meet Zoom Platform E-content, Slides, Video lectures, Online Teaching and Learning, E-Notes, PDF documents	http://drive.google.com/drive/folders/1i03oGyPqbqNAJCFBS5j756zDactqHq4

8	Smt. Arundati A. N	B. Ed	Knowledge and Curriculum Gender School and Society Pedagogy of Chemistry Pedagogy of Biology	Google Meet Zoom Platform E-content, Slides, Video lectures, Online Teaching and Learning, E-Notes, PDF documents	http://drive.google.com/drive/folders/li03oGyPqbqNAJCFBS5j756zDactqHq4
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Relevant Photos



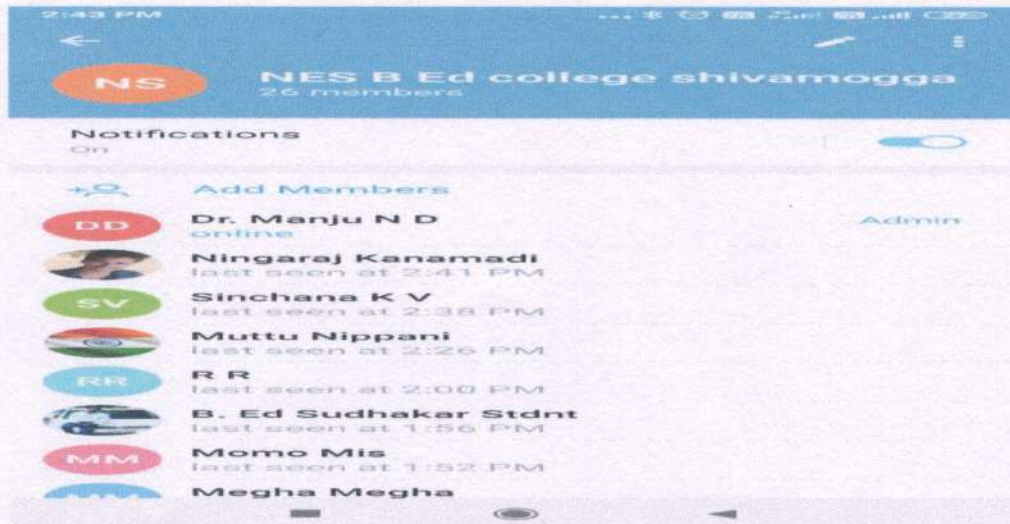






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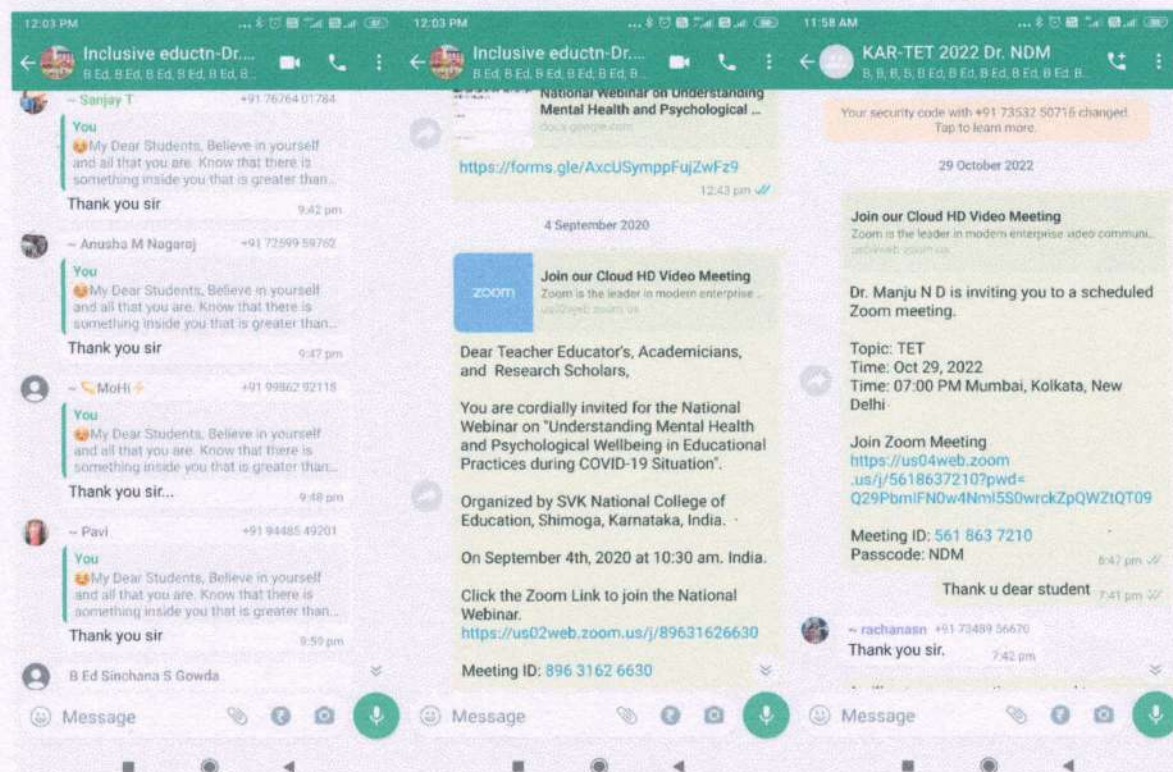
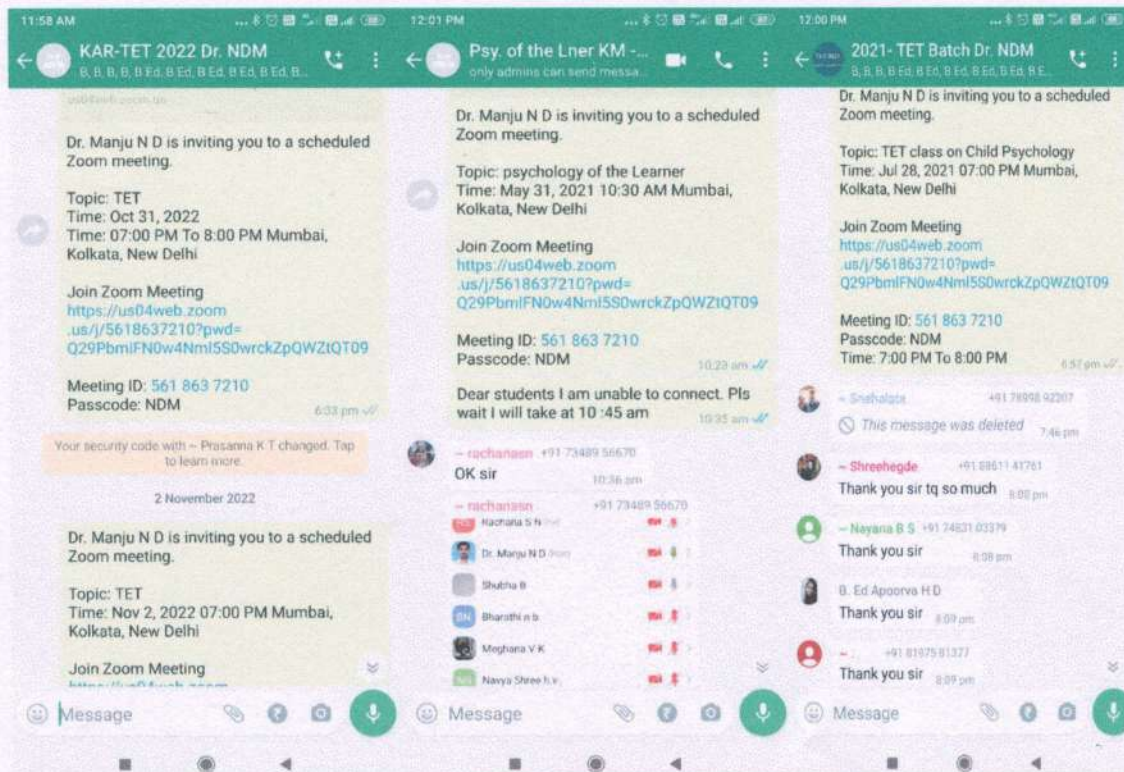
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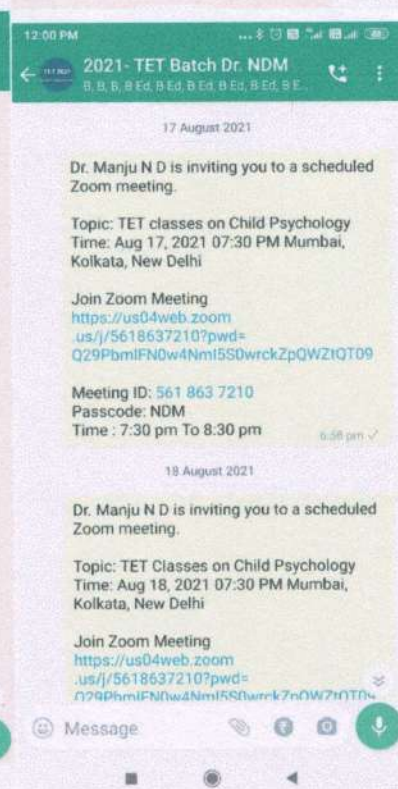
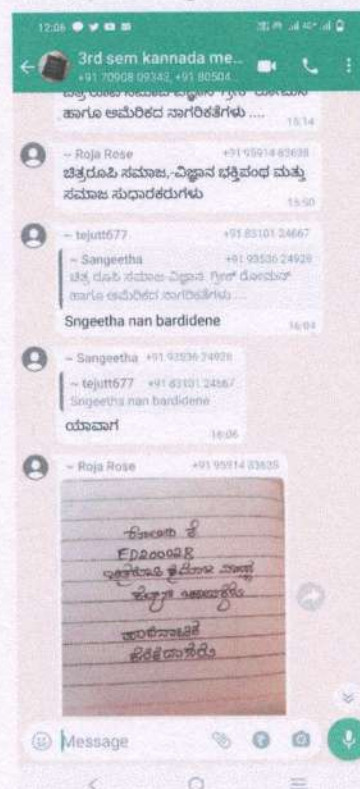
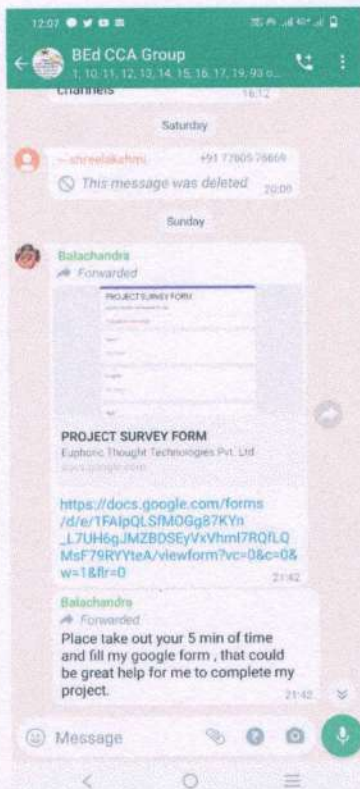
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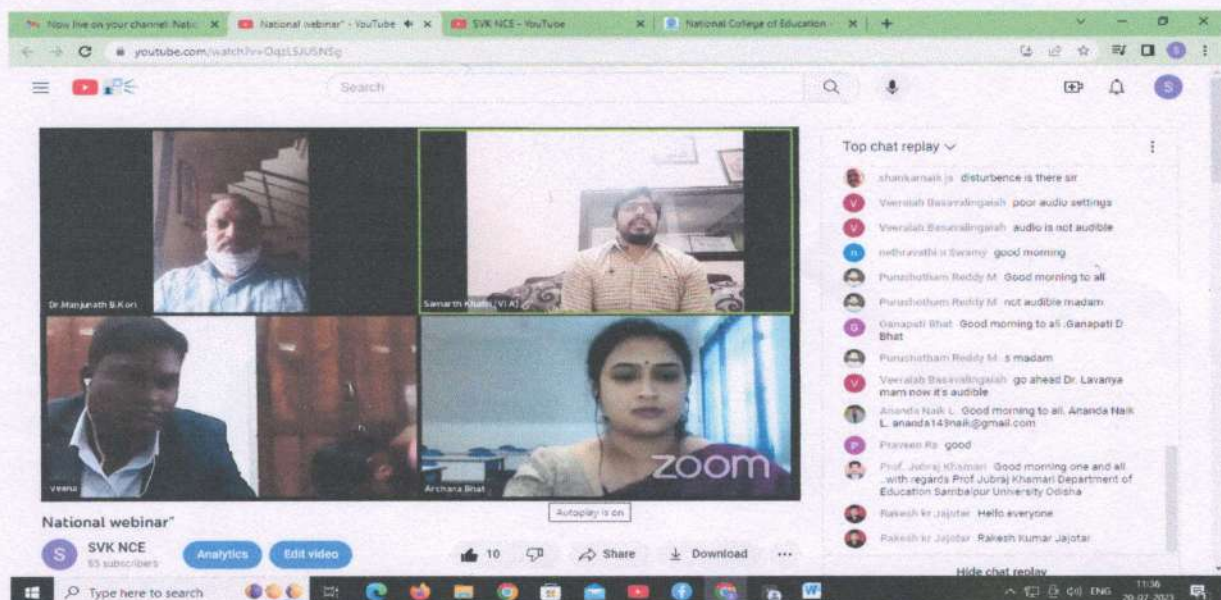
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- Mahesh mudi mahesh gud mrg sir
- Dr. Malika Parnes Good morning All of you
- Jaini Kothwal Good morning
- Gaurav Verma good morning to all of you
- upendar gurutha good morning
- Pawan Meena
- Rongia Bhoop good morning
- Vijayalakshmi Desai Happy morning to All.
- Dr Suresh Kumar Agarwal Namaste and Good Morning to all from Kolkata
dr.sagarwal@yahoo.com Dr Suresh Kumar Agarwal
- Dr pooja chhimpia gm. Dr. Pooja chhimpia.GLC BIKANER
- prabhuakar m good morning everybody
- Dr Prabhudatta to G. Good morning, Prabhudeva M G Lecturer SBPR Mahajana PU college Mysuru
prabhudev71@gmail.com
- Jamir Ud Din Ahmed welcome to all from Guwahati, Assam

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- Jagannappa H Hi gd morning to all
- Bo Yee H Good morning
- Taron Kumar Sarmah Good morning to all of you.
- subhash jaglan Good morning all
- Anil Kumar Good morning all of you
- Dr. Anandini Pandit Hi very good morning to all
- manjath nishu good morning all
- Zeenat Praveen good morning all of you
- Future Teacher good morning all of you
- Sudhir Chandra Good morning
- Pratima Gupta Good morning everyone
- Yogesh K V good morning everyone especially Dr N N P
- Sudhir Chandra Assistant Professor CTE Tripura
- GOVINDA CHAVAN good morning to all

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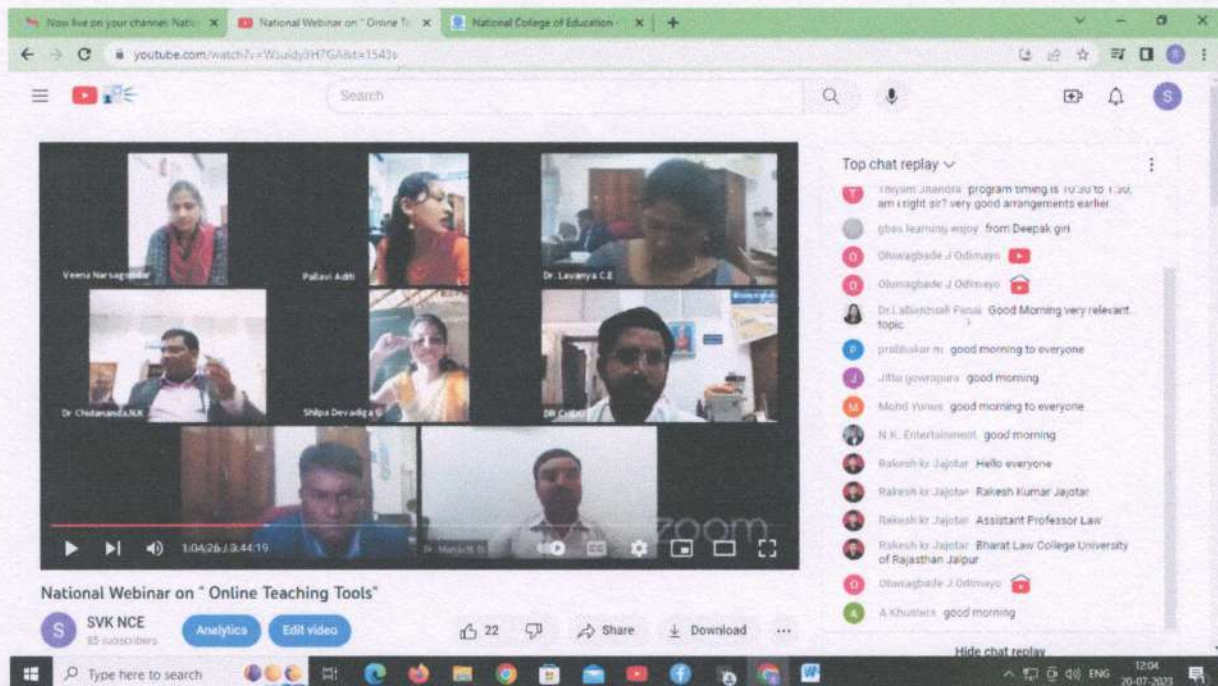
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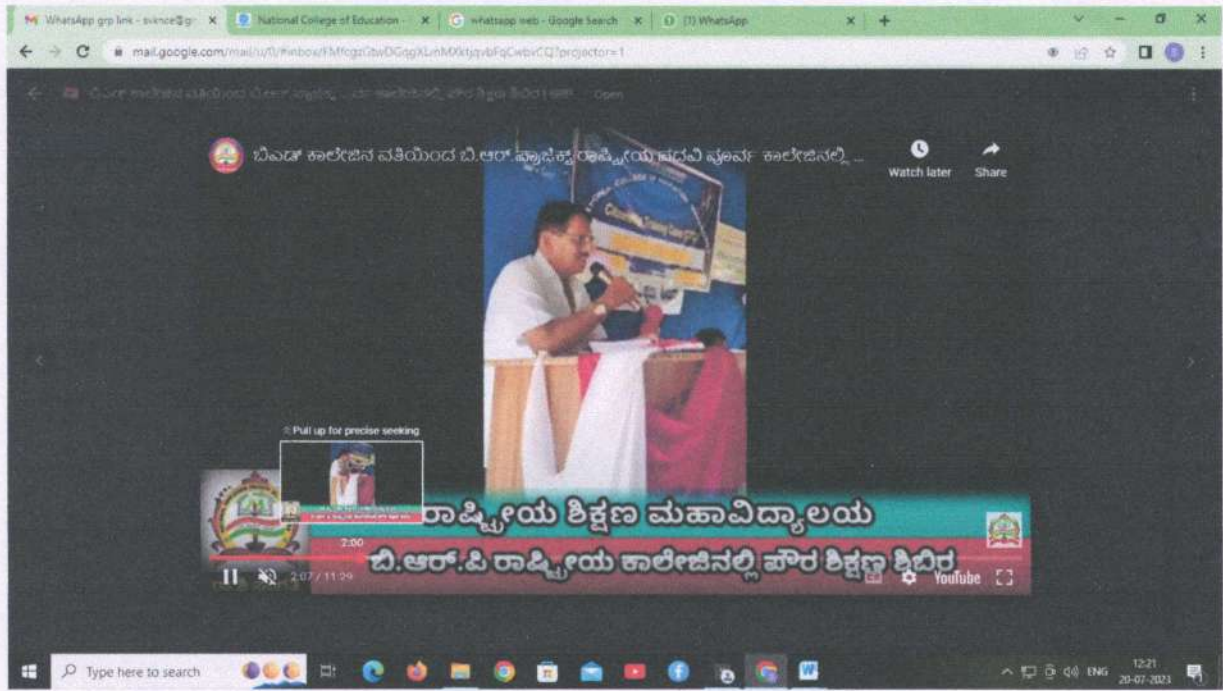
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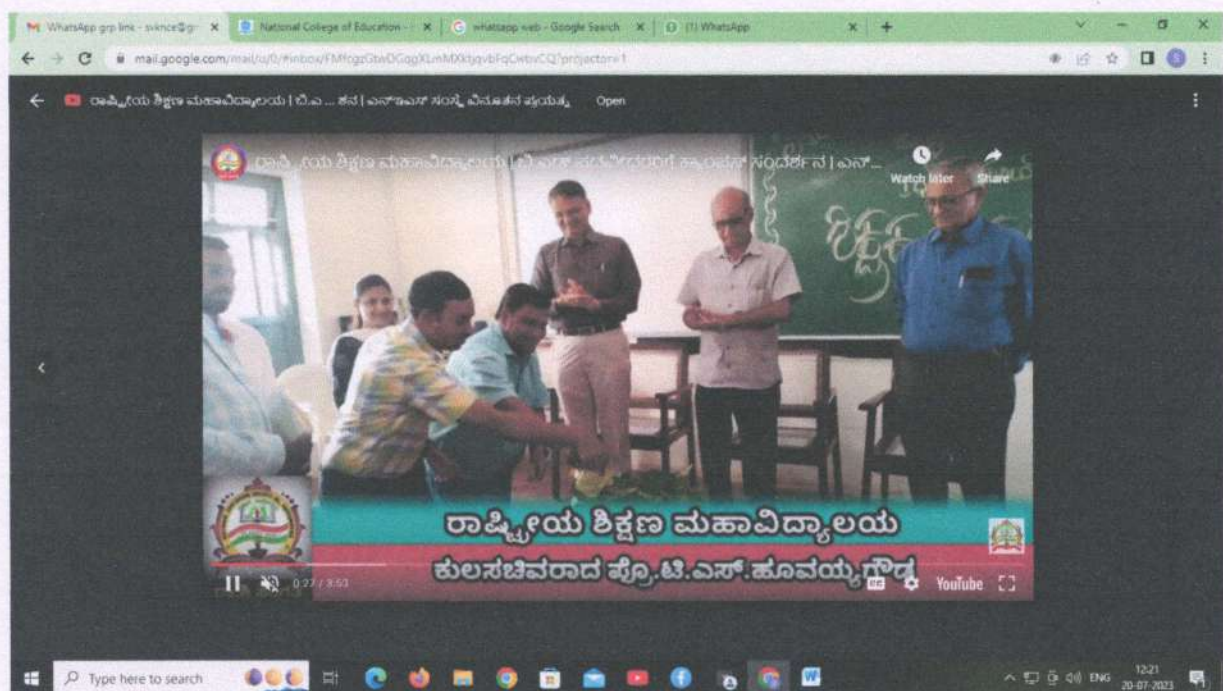
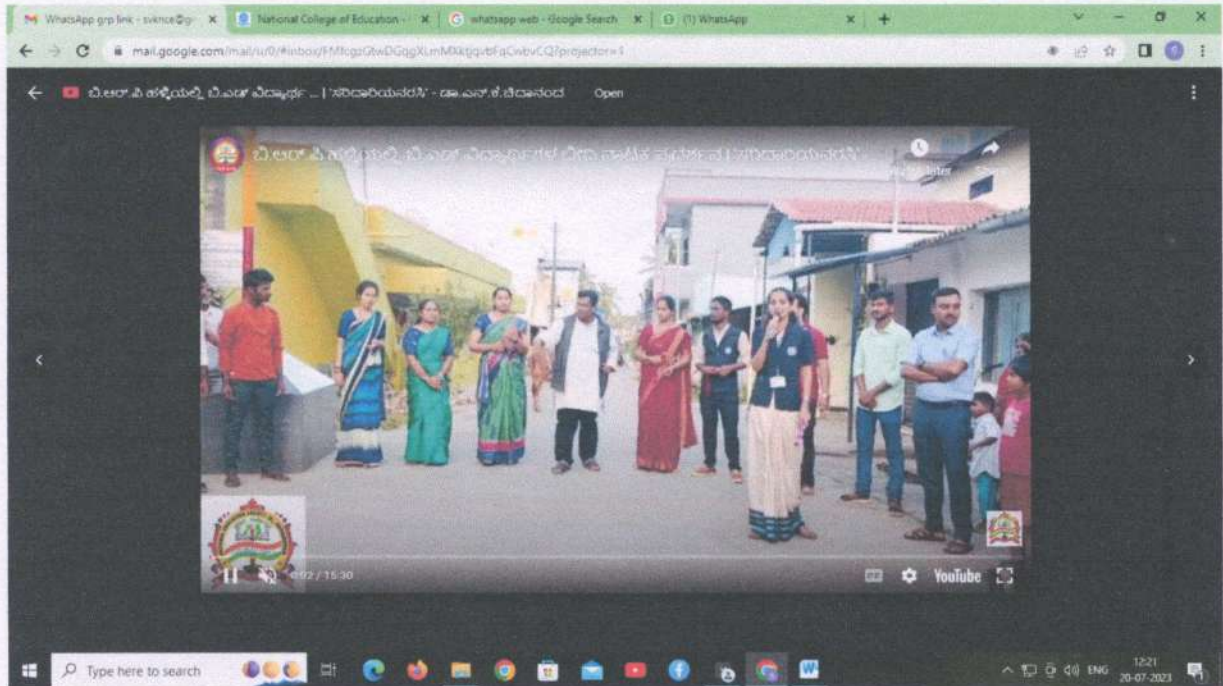
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