

# 1. [Organizing Learning] Lesson plan sample copy

Karnataka Vidyavardhaka Samithi's

J. P. COLLEGE OF EDUCATION, GADAG.



ಕರ್ನಾಟಕ ವಿದ್ಯಾವರ್ಧಕ ಸಮಿತಿ

ಜ. ಪಂ. ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ಗದಗ.

LESSON PLAN IN CHEMISTRY ಪಾಠ ಯೋಜನೆ

Practice LESSON / ಪಾಠ

|                                                                           |                                             |                                    |                                                                  |                                      |                                |
|---------------------------------------------------------------------------|---------------------------------------------|------------------------------------|------------------------------------------------------------------|--------------------------------------|--------------------------------|
| Student Teacher's Name<br>ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಯ ಹೆಸರು <u>Akkamahadevi S.G.</u>  | Roll No.<br>ಹಾ.ಸಂ. <u>74</u>                | Lesson No.<br>ಪಾಠ ಸಂಖ್ಯೆ <u>01</u> | Time<br>ಸಮಯ <u>40 min.</u>                                       | Period<br>ಅವಧಿ <u>3<sup>rd</sup></u> | Date<br>ದಿನಾಂಕ <u>18/08/22</u> |
| Practicing School<br>ತರಬೇತಿ ಶಾಲೆ <u>Lions G.D. Shah Eng. Med. School.</u> | Standard<br>ತರಗತಿ <u>7<sup>th</sup> std</u> | Subject<br>ವಿಷಯ <u>Science</u>     | Unit/Sub Unit<br>ಘಟಕ/ಉಪ ಘಟಕ <u>Physical and Chemical changes</u> |                                      |                                |

Source Consulted : www.learnbse.in  
ಆಕರಗಳು https://ncert.nic.in.

Previous Knowledge : Students are already know about changes in our surroundings.  
ಪೂರ್ವಜ್ಞಾನ

Instructional Objectives : At the end of the lesson, students are able to  
ಬೋಧನಾ ಉದ್ದೇಶಗಳು

- \* Define physical change.
- \* Classify changes into physical change and chemical change.
- \* Give new examples of physical change.
- \* Select systematically the physical changes around us.

Teaching Learning Materials (TLM) : \* Activity of cutting piece of paper using paper and scissors.  
ಬೋಧನಾ ಕಲಿಕಾ ಉಪಕರಣಗಳು \* Activity of preparing chalk piece from chalk dust and water.



## 5. Classroom procedure [ Teacher like example class ]

| Stages of SE<br>ಸಿದ್ಧಿ | Learning Points/<br>ಕಲ್ಪನೆ/ಕಲ್ಪನೆ | Teaching Learning<br>Materials (TLM)<br>ವಸ್ತು, ಚಿತ್ರ | Classroom Activities / ಚರ್ಚೆ, ಪ್ರಶ್ನೆ                                                                                                                                                                                                                                                                                                                                                                                                                                                           |                                                                                                                                                                                                                                               | Learning<br>Outcome<br>ಕಲಿಕೆ                                        | Black Board Work<br>ಕೆ.ಬಿ.ಎ.ಎ. |
|------------------------|-----------------------------------|------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------|--------------------------------|
|                        |                                   |                                                      | Teachers Activities<br>ಕಲಿಕೆ                                                                                                                                                                                                                                                                                                                                                                                                                                                                    | Pupils Activities<br>ಪ್ರಶ್ನೆ                                                                                                                                                                                                                  |                                                                     |                                |
| E-1<br>Kugge           |                                   |                                                      | <p>Dear Students,<br/>You are already know about 'changes' in our surroundings.</p> <p>* When you dissolve sugar in water to make a cold drink. Is it a change?</p> <p>* What happens when sugar is put in water?</p> <p>* What happens when water is kept in fridge?</p> <p>* What happens if water is kept for long?</p> <p>* How cloud is formed?</p> <p>* Observing above examples, give an example of change.</p> <p>* Mention the types of changes.</p> <p>* What is physical change?</p> | <p>* yes</p> <p>* Sugar dissolve in water</p> <p>* water freezes into ice.</p> <p>* water vaporises to steam.</p> <p>* Cloud is formed from milk.</p> <p>* melting of ice.</p> <p>* Dissolving, salt in water.</p> <p>Irrelevant answers.</p> | <p>Students are able to recall the changes in our surroundings.</p> |                                |



| Stages of SE<br>RE LEARN                    | Learning Points<br>Concepts<br>RE LEARN / REGR | Teaching Learning<br>Materials (TLM)<br>Learner FOR<br>EXPERIENCE                        | Classroom Activities / STAGE IN TEACHING                                                                                                                                                                                                                                                                                                                                   |                                                                                                                                      | Learning<br>Outcome<br>FOR SE                                                                                                               | Block Board Work<br>FOR SE / RE / LEARN                                                                                                                                                                                                                 |
|---------------------------------------------|------------------------------------------------|------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                             |                                                |                                                                                          | Teacher's Activities<br>FOR TEACHING                                                                                                                                                                                                                                                                                                                                       | Pupil's Activities<br>FOR LEARNING                                                                                                   |                                                                                                                                             |                                                                                                                                                                                                                                                         |
|                                             |                                                |                                                                                          | There are two types of changes.<br>i) Physical change<br>ii) Chemical change<br><br>So, Dear Students, Today we learn about 'Physical change'                                                                                                                                                                                                                              |                                                                                                                                      |                                                                                                                                             | 'Physical change'                                                                                                                                                                                                                                       |
| <u>How to<br/>Use<br/>Cutting<br/>- cut</u> |                                                |                                                                                          | Let's cut 5 changes you have noticed around you.                                                                                                                                                                                                                                                                                                                           | Students answered the question.                                                                                                      | Students are able to write changes around us.                                                                                               |                                                                                                                                                                                                                                                         |
| <u>3-3<br/>Explain</u>                      | Physical change                                |                                                                                          | <u>Physical Change:</u><br>+ change in which a substance under- goes a change in its physical properties it is called a physical change.<br><br><u>Physical properties</u><br>Properties such as shape, size, colour and state of a substance are called its physical properties.<br>eg: stretching of rubber band,<br>→ cutting paper into 4 pieces.<br>→ melting of ice. | the explanation about physical change and physical properties of a substance with different examples.                                | Students are able to define physical changes as physical properties change around us.<br>eg: cutting a piece of wood, melting of water etc. | → change in its physical properties<br><br><u>Physical Change</u><br><br>→ change in its physical properties<br>eg: shape, size, colour & state of a substance.<br><br><u>Physical properties</u><br>eg: Cutting a piece of wood, melting of water etc. |
|                                             | Use of<br>Teaching<br>aid.                     | Activity<br>of cutting<br>a piece<br>of paper<br>in four<br>square<br>pieces.<br>Diagram | Teacher asks the students to perform the activity while demonstrating it stepwise. Again asking the pupils to get back to their position and explain.                                                                                                                                                                                                                      | Students perform the activity of cutting a piece of paper at, explained by the teacher and listen to the explanation about activity. | Students are able to know the (perform) the activity.                                                                                       | <br>Cutting pieces of paper into 4 square                                                                                                                            |

| Teacher's Role<br>in the<br>Learning Process                | Learning Process<br>in the<br>Classroom                                                             | Teacher's Role<br>in the<br>Learning Process                                                                                                                           | Learning Process<br>in the<br>Classroom                                                                                                                                                  | Teacher's Role<br>in the<br>Learning Process                                       | Learning Process<br>in the<br>Classroom             |
|-------------------------------------------------------------|-----------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------|-----------------------------------------------------|
| Use of<br>chalk<br>and<br>board                             | Activity<br>using<br>chalk<br>and<br>board                                                          | Teacher collected<br>the chalk dust &<br>asked the student<br>to make a pair<br>of chalk dust using<br>water, and asked to<br>roll it into the<br>shape of chalk piece | Pupil perform the<br>activity of rolling<br>-d by the teacher<br>to make a pair<br>of chalk dust and<br>asked to roll it<br>into the shape of<br>chalk piece and<br>explains about<br>it | Students<br>are<br>able to<br>justify<br>nothing<br>of their<br>a proper<br>change | Change in<br>size of chalk<br>→ physical<br>change. |
| Use of<br>activity<br>using<br>ice, plate<br>and<br>tumbler | Teacher asked the<br>pupil to perform<br>activity by<br>demonstrating it<br>and explain<br>about it | Change in the<br>size of chalk piece<br>is an example of<br>physical change.                                                                                           | Pupil perform the<br>activity. As guided<br>by the teacher's<br>explanation about<br>it                                                                                                  | Students<br>are<br>able to<br>justify<br>nothing<br>of their<br>a proper<br>change | Change in<br>size of chalk<br>→ physical<br>change. |
|                                                             | Teacher asked the<br>pupil to perform<br>activity by<br>demonstrating it<br>and explain<br>about it | Change in the<br>size of chalk piece<br>is an example of<br>physical change.                                                                                           | Pupil perform the<br>activity. As guided<br>by the teacher's<br>explanation about<br>it                                                                                                  | Students<br>are<br>able to<br>justify<br>nothing<br>of their<br>a proper<br>change | Change in<br>size of chalk<br>→ physical<br>change. |
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| Stages of SE activities | Learning Points/ Concepts | Teaching Learning Materials (TLM) / Media / Resources | Classroom Activities / Projects / Assignments                                                                                                                                                                                                                                                                                              |                                                                                                                                                                  | Learning Outcome                                               | Black Board Work                                                                                                                                             |
|-------------------------|---------------------------|-------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------|--------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                         |                           |                                                       | Teacher's Activities                                                                                                                                                                                                                                                                                                                       | Pupil's Activities                                                                                                                                               |                                                                |                                                                                                                                                              |
| E-H<br>Klabo-note       |                           |                                                       | <p>* Heating of tip of blade under flame is also a physical change.</p> <p>Here, there was only colour change. So it is a physical change.</p> <p>* In physical change, no new substances are formed.</p> <p>* Generally, physical changes are reversible.</p> <p>eg: Ice <math>\xrightarrow{\Delta}</math> water</p>                      | <p>Pupil carefully listen to the explanation about physical change.</p>                                                                                          | <p>Pupil aware to know that physical change is reversible.</p> | <p>Physical change is reversible.</p> <p>* no new substance is formed in physical change.</p>                                                                |
| E-H<br>Klabo-note       |                           |                                                       | <p><u>Physical changes observed in our daily life.</u></p> <p>* bending of bangle</p> <p>* stretching of rubber band.</p> <p>* Breaking stick.</p> <p>* Boiling of water</p> <p>* Cutting log of wood into pieces.</p> <p>Give new example of physical change.</p>                                                                         | <p>Pupil interestingly relate to the examples of physical change observed in our daily life.</p> <p>* Cutting fruits to make salad.</p> <p>* breaking scale.</p> | <p>Pupil are able to give new examples of physical change.</p> | <p><u>Daily life examples of physical change</u></p> <p>* Boiling of water.</p> <p>* Breaking stick. etc.</p>                                                |
| Concluding statement    |                           |                                                       | <p>So, Dear Students, In Today's class we learnt about 'Physical change'.</p>                                                                                                                                                                                                                                                              |                                                                                                                                                                  |                                                                |                                                                                                                                                              |
| E-S<br>Evaluation       |                           |                                                       | <p><u>Fill in the blanks with suitable answers.</u></p> <p>1) There are _____ types of changes.</p> <p>2) The types of changes are _____ &amp; _____.</p> <p>3) Melting of ice is an example of _____.</p> <p>4) Example of physical change is _____.</p> <p>5) In boiling of water, water is changed from _____ state to _____ state.</p> |                                                                                                                                                                  |                                                                | <p><u>Answers</u></p> <p>1) 2 (two)</p> <p>2) physical &amp; chemical.</p> <p>3) physical</p> <p>4) boiling of water.</p> <p>5) liquid to gaseous state.</p> |





Signature of the Student Teacher  
S. S. S. S. S.

Signature of the Mentor Professor  
S. S. S. S. S.

Suggestions  
 Write

\* Activities was good and useful to pupils

Signature of the Observer  
S. S. S. S. S.



The Karnataka Vidya Vardhaka Samithi's  
**J. P. COLLEGE OF EDUCATION, GADAG.**  
**REFLECTIVE DIARY FOR STUDENT TEACHER**

Name: Atkarnadhi S. G. Date: 18/08/22 School: St. Mary's School  
 Subject: Science Topic: Physical change  
 What are some objectives / Activities I tried to teach today?

1. \* Activities of physical change  
 \* Classify the changes into physical & chemical change  
 2. How did I try to teach it? (teaching strategy / problem-solving approach / model words)  
 \* Activity method.  
 \* Demonstration method.  
 3. How did it work? (student reaction / your reaction)  
 \* Pupil performed interestingly.  
 \* Pupil performed interestingly.  
 4. How could I do it better?

\* Good Things  
 → Advantages  
 → Value example  
 \* Significance of what I tried  
 → Pupil are able to give new examples of physical change.  
 \* Concerns, problem & things to improve  
 → Lack in consistency while explanation  
 \* What did I do (or will do) about the problem?  
 → I try to explain without taking theory

5. What are my planning / material / laboratory needs for tomorrow?  
 \* Activities of chemical change

6. What are my teaching goals for tomorrow?  
 \* Effective teaching

Have a daily conference about thing information and record it on this sheet. Look for short and long term successes and areas for improvement.

## 2. Developing Teaching Competencies

Karnataka Vidyavardhaka Samithi's

JAGADGURU PANCHACHARYA COLLEGE OF EDUCATION

GADAG-582101



Two Year B.Ed. Course

1st Semester - 2020-21

EF2 Understanding Discipline & Pedagogy of Teaching

English

Micro-Lesson Notes with Observation Schedule

Micro Teaching Skills ಅಭ್ಯಾಸದ ವಿವರಣೆ :

- 1) Skill of Fluency in Questioning  
ಪ್ರಶ್ನೆಗಳನ್ನು ಸುಗಮವಾಗಿ ಕೇಳುವ ಕೌಶಲ್ಯ.
- 2) Skill of Explanation  
ವಿವರಣೆ ಕೊಡುವ ಕೌಶಲ್ಯ.
- 3) Skill of Introducing a lesson  
ಅಂಶ ಪ್ರಸ್ತಾಪಿಸುವ ಕೌಶಲ್ಯ.
- 4) Skill of Stimulus Variation  
ಪ್ರಚೋದಕವನ್ನು ಬದಲಾಯಿಸುವ ಕೌಶಲ್ಯ.
- 5) Skill of Black Board use.  
ಪಾಠ್ಯಪತ್ರವನ್ನು ಬಳಸುವ ಕೌಶಲ್ಯ.
- 6) Skill of Illustrating with Examples  
ಸೂಕ್ತ ಉದಾಹರಣೆಗಳೊಂದಿಗೆ ವಿವರಿಸುವ ಕೌಶಲ್ಯ.
- 7) Skill of Integration  
ಸಂಯೋಜಿಸುವ ಕೌಶಲ್ಯ.

Name of the Student Teacher :

ಪ್ರಾಚಾರ್ಯಕನ ಹೆಸರು

Afreenbanu. Kallur

Roll No.:

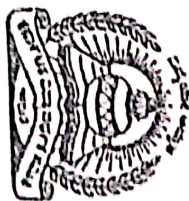
54

ರಾಜ್ಯ ಸಂಖ್ಯೆ



Karnataka Vidyavardhak Samithi's

**JAGADGURU RANCHOHARAYA COLLEGE OF EDUCATION**  
**GADAG - 582 101.**



## Certificate

This is to certify that Kumar / Kumari / Smt / Sri

Ayubhan Kallur

has satisfactorily completed the Assignment / Practical Work /

Seminar / Field based work in course title \_\_\_\_\_

Microteaching and Integration prescribed by the

Karnataka University, Dharwad for the B.Ed. 1<sup>st</sup>

Semester during the year 2020-2021

Date : 30/07/2021

Principal

Subject Teacher 8/2021  
J.P. College of Education,  
Gadag.

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and Learning Scenarios

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Microteaching lesson plan is skill of Blackboard.

Name of Student Teacher: Aprembanu. Kalluri

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

Subject :- English [Grammar]

Roll: No :- 48.

Topic :- "Clause"

Microteaching lesson is the skill of Blackboard. Demonstrating by the student Teacher Aprembanu. Kalluri. The students were participants are:

- Deelika  
Aikamahadavi Gajjal  
Mamata  
Bhargya-S  
Madhanna-T
6. Savitri Mali  
7. Anita B  
8. Tejaswini R  
9. Nagarathna  
10. Gauri Nhyat.

Dear student, we already know that there are many part of sentences. Under parts of sentences today we are going to learn about "clauses".

"Clause"

group of words that forms part of a sentence and has subject and a predicate of its own is called clause.

By this definition you came to know that

clause have some form

subject + Predicate



Noun + Pronoun



It says about the subject,

and signature of Student Teacher: Aprembanu. Kalluri. Att Roll: NO: 54

have 2 kinds under clause.

main clause.

sub-ordinate clause.

we have form for a clause like we have also  
in for main clause and sub-ordinate clause

in clause :- Subject + Verb

sub-ordinate clause :- Subject + Verb.

But ~~these~~ should be difference between these  
~~that~~ is

Main clause :- It gives complete sense

sub-ordinate clause :- It gives incomplete sense.

Let us to example. let me say one example

① When the cat is away, the mice will play

whether it will give

complete sense No,

what it is incomplete sense.

when the sentence is

~~complete~~ what we will

it as,

sub-ordinate clause.

This sentence gives  
complete meaning.

Yes because we have

Subject + Verb

So it is Main clause

So, we study about clauses. kinds of clauses.

Example of clauses



# Microteaching Lesson plan is skill of Blackboard [Reteach]

Name of Student Teacher :- Ajeenbanu . Kallur

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

Subject :- English [Grammar]

Roll No :- 48

Topic :- " clause "

This is microteaching lesson is the skill of Blackboard .  
Illustrating by the student teacher Ajeenbanu . Kallur . The  
students here participants are :

- Devika
- 6. Savitri wali
  - Malamma . T
  - 7. Anila . B
  - Attamahadevi . G
  - 8. Tejashwini . K
  - Bhargya . S
  - 9. Nagasathra
  - Mamata
  - 10. Ganesha Nayak

Dear student , we already know that there  
many kinds / parts of sentences . Under parts of sentences  
say we are going to learn about "clauses"

## "CLAUSE"

Definition :- A group of words that forms part of a  
sentence and has a subject and a predicate of its own  
known as clause .

Clause have same form  
Subject + Predicate  
↓  
Noun + Pronoun    It says about the subject .

Signature of Student Teacher :- Ajeenbanu . K    Roll No :- 54

nds of clauses are those

Independent clauses / Main clause :- It can be complete sentence and contains subject and verb. = Complete thought

Dependent clauses :- It is also called sub-ordinate clause and depends upon main clause. It is a part of a sentence  
=> Subordinate conj + Sub + Verb = Incomplete thoughts

Relative clauses :- It is an adjective clause and starts with relative pronoun  
=> Starts with the relative pronoun

Non clauses :- It is dependent clause that works as noun. It can act as subject, direct or indirect object  
=> It is a dependent clause that works as a noun.

### Examples

John bought a new car. (one sentence, one clause)

John bought a new car, but he is using his old car.  
(one sentence, two clauses)

Whenever I go to the supermarket, I buy chips.  
[Dependent clause]

She walked. (Independent clause)

I met my friends yesterday. The friend, who had curly hair, was very intelligent. (Relative clause)

Tell me who left his book on the table. (Direct object)



1848-1849-1850-1851-1852-1853-1854-1855-1856-1857-1858-1859-1860-1861-1862-1863-1864-1865-1866-1867-1868-1869-1870-1871-1872-1873-1874-1875-1876-1877-1878-1879-1880-1881-1882-1883-1884-1885-1886-1887-1888-1889-1890-1891-1892-1893-1894-1895-1896-1897-1898-1899-1900-1901-1902-1903-1904-1905-1906-1907-1908-1909-1910-1911-1912-1913-1914-1915-1916-1917-1918-1919-1920-1921-1922-1923-1924-1925-1926-1927-1928-1929-1930-1931-1932-1933-1934-1935-1936-1937-1938-1939-1940-1941-1942-1943-1944-1945-1946-1947-1948-1949-1950-1951-1952-1953-1954-1955-1956-1957-1958-1959-1960-1961-1962-1963-1964-1965-1966-1967-1968-1969-1970-1971-1972-1973-1974-1975-1976-1977-1978-1979-1980-1981-1982-1983-1984-1985-1986-1987-1988-1989-1990-1991-1992-1993-1994-1995-1996-1997-1998-1999-2000-2001-2002-2003-2004-2005-2006-2007-2008-2009-2010-2011-2012-2013-2014-2015-2016-2017-2018-2019-2020-2021-2022-2023-2024-2025-2026-2027-2028-2029-2030-2031-2032-2033-2034-2035-2036-2037-2038-2039-2040-2041-2042-2043-2044-2045-2046-2047-2048-2049-2050-2051-2052-2053-2054-2055-2056-2057-2058-2059-2060-2061-2062-2063-2064-2065-2066-2067-2068-2069-2070-2071-2072-2073-2074-2075-2076-2077-2078-2079-2080-2081-2082-2083-2084-2085-2086-2087-2088-2089-2090-2091-2092-2093-2094-2095-2096-2097-2098-2099-2100-2101-2102-2103-2104-2105-2106-2107-2108-2109-2110-2111-2112-2113-2114-2115-2116-2117-2118-2119-2120-2121-2122-2123-2124-2125-2126-2127-2128-2129-2130-2131-2132-2133-2134-2135-2136-2137-2138-2139-2140-2141-2142-2143-2144-2145-2146-2147-2148-2149-2150-2151-2152-2153-2154-2155-2156-2157-2158-2159-2160-2161-2162-2163-2164-2165-2166-2167-2168-2169-2170-2171-2172-2173-2174-2175-2176-2177-2178-2179-2180-2181-2182-2183-2184-2185-2186-2187-2188-2189-2190-2191-2192-2193-2194-2195-2196-2197-2198-2199-2200-2201-2202-2203-2204-2205-2206-2207-2208-2209-2210-2211-2212-2213-2214-2215-2216-2217-2218-2219-2220-2221-2222-2223-2224-2225-2226-2227-2228-2229-2230-2231-2232-2233-2234-2235-2236-2237-2238-2239-2240-2241-2242-2243-2244-2245-2246-2247-2248-2249-2250-2251-2252-2253-2254-2255-2256-2257-2258-2259-2260-2261-2262-2263-2264-2265-2266-2267-2268-2269-2270-2271-2272-2273-2274-2275-2276-2277-2278-2279-2280-2281-2282-2283-2284-2285-2286-2287-2288-2289-2290-2291-2292-2293-2294-2295-2296-2297-2298-2299-2300-2301-2302-2303-2304-2305-2306-2307-2308-2309-2310-2311-2312-2313-2314-2315-2316-2317-2318-2319-2320-2321-2322-2323-2324-2325-2326-2327-2328-2329-2330-2331-2332-2333-2334-2335-2336-2337-2338-2339-2340-2341-2342-2343-2344-2345-2346-2347-2348-2349-2350-2351-2352-2353-2354-2355-2356-2357-2358-2359-2360-2361-2362-2363-2364-2365-2366-2367-2368-2369-2370-2371-2372-2373-2374-2375-2376-2377-2378-2379-2380-2381-2382-2383-2384-2385-2386-2387-2388-2389-2390-2391-2392-2393-2394-2395-2396-2397-2398-2399-2400-2401-2402-2403-2404-2405-2406-2407-2408-2409-2410-2411-2412-2413-2414-2415-2416-2417-2418-2419-2420-2421-2422-2423-2424-2425-2426-2427-2428-2429-2430-2431-2432-2433-2434-2435-2436-2437-2438-2439-2440-2441-2442-2443-2444-2445-2446-2447-2448-2449-2450-2451-2452-2453-2454-2455-2456-2457-2458-2459-2460-2461-2462-2463-2464-2465-2466-2467-2468-2469-2470-2471-2472-2473-2474-2475-2476-2477-2478-2479-2480-2481-2482-2483-2484-2485-2486-2487-2488-2489-2490-2491-2492-2493-2494-2495-2496-2497-2498-2499-2500-2501-2502-2503-2504-2505-2506-2507-2508-2509-2510-2511-2512-2513-2514-2515-2516-2517-2518-2519-2520-2521-2522-2523-2524-2525-2526-2527-2528-2529-2530-2531-2532-2533-2534-2535-2536-2537-2538-2539-2540-2541-2542-2543-2544-2545-2546-2547-2548-2549-2550-2551-2552-2553-2554-2555-2556-2557-2558-2559-2560-2561-2562-2563-2564-2565-2566-2567-2568-2569-2570-2571-2572-2573-2574-2575-2576-2577-2578-2579-2580-2581-2582-2583-2584-2585-2586-2587-2588-2589-2590-2591-2592-2593-2594-2595-2596-2597-2598-2599-2600-2601-2602-2603-2604-2605-2606-2607-2608-2609-2610-2611-2612-2613-2614-2615-2616-2617-2618-2619-2620-2621-2622-2623-2624-2625-2626-2627-2628-2629-2630-2631-2632-2633-2634-2635-2636-2637-2638-2639-2640-2641-2642-2643-2644-2645-2646-2647-2648-2649-2650-2651-2652-2653-2654-2655-2656-2657-2658-2659-2660-2661-2662-2663-2664-2665-2666

CONFESSION BEFORE THE SAINT OF USING THE BLACK BOARD  
doubtlessly, and in some degree as

1888

11

1880-1881

THE  
CITY OF  
NEW YORK

During different seasons there are large amounts of the food of people and other animals in the water.

after sunset they fly about the windows and, when  
dark, light red, transparent, stars are hanging in the  
darkness.

Nonetheless, in the Black Church world which can be influential for maintaining only the movement matter under focus and by saying that there is no good nothing.

2000-2001, 2002-2003, 2004-2005, 2006-2007, 2008-2009, 2010-2011, 2012-2013, 2014-2015, 2016-2017, 2018-2019, 2020-2021, 2022-2023, 2024-2025, 2026-2027, 2028-2029, 2030-2031, 2032-2033, 2034-2035, 2036-2037, 2038-2039, 2040-2041, 2042-2043, 2044-2045, 2046-2047, 2048-2049, 2050-2051, 2052-2053, 2054-2055, 2056-2057, 2058-2059, 2060-2061, 2062-2063, 2064-2065, 2066-2067, 2068-2069, 2070-2071, 2072-2073, 2074-2075, 2076-2077, 2078-2079, 2080-2081, 2082-2083, 2084-2085, 2086-2087, 2088-2089, 2090-2091, 2092-2093, 2094-2095, 2096-2097, 2098-2099, 2100-2101, 2102-2103, 2104-2105, 2106-2107, 2108-2109, 2110-2111, 2112-2113, 2114-2115, 2116-2117, 2118-2119, 2120-2121, 2122-2123, 2124-2125, 2126-2127, 2128-2129, 2130-2131, 2132-2133, 2134-2135, 2136-2137, 2138-2139, 2140-2141, 2142-2143, 2144-2145, 2146-2147, 2148-2149, 2150-2151, 2152-2153, 2154-2155, 2156-2157, 2158-2159, 2160-2161, 2162-2163, 2164-2165, 2166-2167, 2168-2169, 2170-2171, 2172-2173, 2174-2175, 2176-2177, 2178-2179, 2180-2181, 2182-2183, 2184-2185, 2186-2187, 2188-2189, 2190-2191, 2192-2193, 2194-2195, 2196-2197, 2198-2199, 2200-2201, 2202-2203, 2204-2205, 2206-2207, 2208-2209, 2210-2211, 2212-2213, 2214-2215, 2216-2217, 2218-2219, 2220-2221, 2222-2223, 2224-2225, 2226-2227, 2228-2229, 2230-2231, 2232-2233, 2234-2235, 2236-2237, 2238-2239, 2240-2241, 2242-2243, 2244-2245, 2246-2247, 2248-2249, 2250-2251, 2252-2253, 2254-2255, 2256-2257, 2258-2259, 2260-2261, 2262-2263, 2264-2265, 2266-2267, 2268-2269, 2270-2271, 2272-2273, 2274-2275, 2276-2277, 2278-2279, 2280-2281, 2282-2283, 2284-2285, 2286-2287, 2288-2289, 2290-2291, 2292-2293, 2294-2295, 2296-2297, 2298-2299, 2300-2301, 2302-2303, 2304-2305, 2306-2307, 2308-2309, 2310-2311, 2312-2313, 2314-2315, 2316-2317, 2318-2319, 2320-2321, 2322-2323, 2324-2325, 2326-2327, 2328-2329, 2330-2331, 2332-2333, 2334-2335, 2336-2337, 2338-2339, 2340-2341, 2342-2343, 2344-2345, 2346-2347, 2348-2349, 2350-2351, 2352-2353, 2354-2355, 2356-2357, 2358-2359, 2360-2361, 2362-2363, 2364-2365, 2366-2367, 2368-2369, 2370-2371, 2372-2373, 2374-2375, 2376-2377, 2378-2379, 2380-2381, 2382-2383, 2384-2385, 2386-2387, 2388-2389, 2390-2391, 2392-2393, 2394-2395, 2396-2397, 2398-2399, 2400-2401, 2402-2403, 2404-2405, 2406-2407, 2408-2409, 2410-2411, 2412-2413, 2414-2415, 2416-2417, 2418-2419, 2420-2421, 2422-2423, 2424-2425, 2426-2427, 2428-2429, 2430-2431, 2432-2433, 2434-2435, 2436-2437, 2438-2439, 2440-2441, 2442-2443, 2444-2445, 2446-2447, 2448-2449, 2450-2451, 2452-2453, 2454-2455, 2456-2457, 2458-2459, 2460-2461, 2462-2463, 2464-2465, 2466-2467, 2468-2469, 2470-2471, 2472-2473, 2474-2475, 2476-2477, 2478-2479, 2480-2481, 2482-2483, 2484-2485, 2486-2487, 2488-2489, 2490-2491, 2492-2493, 2494-2495, 2496-2497, 2498-2499, 2500-2501, 2502-2503, 2504-2505, 2506-2507, 2508-2509, 2510-2511, 2512-2513, 2514-2515, 2516-2517, 2518-2519, 2520-2521, 2522-2523, 2524-2525, 2526-2527, 2528-2529, 2530-2531, 2532-2533, 2534-2535, 2536-2537, 2538-2539, 2540-2541, 2542-2543, 2544-2545, 2546-2547, 2548-2549, 2550-2551, 2552-2553, 2554-2555, 2556-2557, 2558-2559, 2560-2561, 2562-2563, 2564-2565, 2566-2567, 2568-2569, 2570-2571, 2572-2573, 2574-2575, 2576-2577, 2578-2579, 2580-2581, 2582-2583, 2584-2585, 2586-2587, 2588-2589, 2590-2591, 2592-2593, 2594-2595, 2596-2597, 2598-2599, 2600-2601, 2602-2603, 2604-2605, 2606-2607, 2608-2609, 2610-2611, 2612-2613, 2614-2615, 2616-2617, 2618-2619, 2620-2621, 2622-2623, 2624-2625, 2626-2627, 2628-2629, 2630-2631, 2632-2633, 2634-2635, 2636-2637, 2638-2639, 2640-2641, 2642-2643, 2644-2645, 2646-2647, 2648-2649, 2650-2651, 2652-2653, 2654-2655, 2656-2657, 2658-2659, 2660-2661, 2662-2663, 2664-2665, 2666-2667, 2668-2669, 2670-2671, 2672-2673, 2674-2675, 2676-2677, 2678-2679, 2680-2681, 2682-2683, 2684-2685, 2686-2687, 2688-2689, 2690-2691, 2692-2693, 2694-2695, 2696-2697, 2698-2699, 2700-2701, 2702-2703, 2704-2705, 2706-2707, 2708-2709, 2710-2711, 2712-2713, 2714-2715, 2716-2717, 2718-2719, 2720-2721, 2722-2723, 2724-2725, 2726-2727, 2728-2729, 2730-2731, 2732-2733, 2734-2735, 2736-2737, 2738-2739, 2740-2741, 2742-2743, 27

significance of written work as support of thinking, learning, memory and continuity in the classroom being presented concerning important words using content circles.

The first two barometers indicate the  
 pressure and the temperature, and the  
 third one the height of the water level  
 in the reservoir. The pressure and  
 temperature are indicated by the  
 first two barometers, and the height  
 of the water level is indicated by the  
 third barometer.

Paraphrasing the necessary and appropriate diagrams along with answers.

100

100

100

11





**OBSERVATION SCHEDULE FOR THE SKILL OF USING THE BLACK BOARD**  
ಗೋಚರದಲ್ಲಿ ಬರೆಯುವ ವಿಧದ ಪರೀಕ್ಷೆಗೆ ಸಂಬಂಧಿಸಿದ

ಹೆಸರು of the Student Teacher Ayurkannu. Kalu  
ಬರೆಯುವ ವಿಧದ ಪರೀಕ್ಷೆಗೆ ಸಂಬಂಧಿಸಿದ

Roll No. 54 Subject English Unit Grammar (Clause)  
Date 01/04/2021 Standard 9th Time Duration 1 hour Teacher ☒ Present ☒ Absent  
Name of the Observer Dr. Basavaraj. M.H.

Components  
ಗುಣಮಟ್ಟದ ಪರೀಕ್ಷೆ

\* Rating Scale  
\* ಈ ರೀತಿಯಲ್ಲಿ

Writing legibly on the black board.  
ಸುಸ್ಪಷ್ಟವಾಗಿ ಬರೆಯುವುದು.  
Using different letters which are large enough to be read by pupils and adequate space in between the letters  
ವಿವಿಧ ಅಕ್ಷರಗಳನ್ನು ಬಳಸುವುದು, ಅವುಗಳ ಗಾತ್ರವು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಓದಲು ಸುಲಭವಾಗಿರಲು ಸಾಕಷ್ಟಾದ ಅಂತರವು ಇರುವಂತೆ.  
ಅಕ್ಷರಗಳ ನಡುವೆ ಸಾಕಷ್ಟಾದ ಅಂತರವು ಇರುವಂತೆ.

|    |   |   |   |   |   |
|----|---|---|---|---|---|
| T  | 1 | 2 | 3 | 4 | 5 |
| RT | 1 | 2 | 3 | 4 | 5 |

Neatness in the black board work which can be achieved by retaining only the relevant matter under focus and by seeing that there is no over writing.  
ಪುಸ್ತಕದಲ್ಲಿ ಬರೆಯುವುದು, ಅದು ಸಂಬಂಧಿಸಿದ ವಿಷಯವನ್ನು ಮಾತ್ರ ಕೇಂದ್ರೀಕರಿಸಿ, ಅದರ ಮೇಲೆ ಅನಗತ್ಯವಾಗಿ ಬರೆಯುವುದನ್ನು ತಡೆಗಟ್ಟುವುದು.  
ಪುಸ್ತಕದಲ್ಲಿ ಬರೆಯುವುದು, ಅದು ಸಂಬಂಧಿಸಿದ ವಿಷಯವನ್ನು ಮಾತ್ರ ಕೇಂದ್ರೀಕರಿಸಿ, ಅದರ ಮೇಲೆ ಅನಗತ್ಯವಾಗಿ ಬರೆಯುವುದನ್ನು ತಡೆಗಟ್ಟುವುದು.

|    |   |   |   |   |   |
|----|---|---|---|---|---|
| T  | 1 | 2 | 3 | 4 | 5 |
| RT | 1 | 2 | 3 | 4 | 5 |

Appropriateness of written work in respect of planning, brevity, simplicity and consistency in the given being presented underlining important words using coloured chalks.  
ಪುಸ್ತಕದಲ್ಲಿ ಬರೆಯುವುದು, ಅದು ಸಂಬಂಧಿಸಿದ ವಿಷಯವನ್ನು ಮಾತ್ರ ಕೇಂದ್ರೀಕರಿಸಿ, ಅದರ ಮೇಲೆ ಅನಗತ್ಯವಾಗಿ ಬರೆಯುವುದನ್ನು ತಡೆಗಟ್ಟುವುದು.  
ಪುಸ್ತಕದಲ್ಲಿ ಬರೆಯುವುದು, ಅದು ಸಂಬಂಧಿಸಿದ ವಿಷಯವನ್ನು ಮಾತ್ರ ಕೇಂದ್ರೀಕರಿಸಿ, ಅದರ ಮೇಲೆ ಅನಗತ್ಯವಾಗಿ ಬರೆಯುವುದನ್ನು ತಡೆಗಟ್ಟುವುದು.

|    |   |   |   |   |   |
|----|---|---|---|---|---|
| T  | 1 | 2 | 3 | 4 | 5 |
| RT | 1 | 2 | 3 | 4 | 5 |

Developing the secondary and appropriate diagrams along with lesson  
ಪುಸ್ತಕದಲ್ಲಿ ಬರೆಯುವುದು, ಅದು ಸಂಬಂಧಿಸಿದ ವಿಷಯವನ್ನು ಮಾತ್ರ ಕೇಂದ್ರೀಕರಿಸಿ, ಅದರ ಮೇಲೆ ಅನಗತ್ಯವಾಗಿ ಬರೆಯುವುದನ್ನು ತಡೆಗಟ್ಟುವುದು.

|    |   |   |   |   |   |
|----|---|---|---|---|---|
| T  | 1 | 2 | 3 | 4 | 5 |
| RT | 1 | 2 | 3 | 4 | 5 |

Rating Scale : 1 Standard for very poor 2 Fair 3 Good 4 Very Good 5 Excellent  
ರೇಟಿಂಗ್ ಸ್ಕೇಲ್ : 1 ಕೆಳಕಂಡಂತಿಗಾಗಿ 2 ಸರಿಯಾಗಿ 3 ಸರಿಯಾಗಿ 4 ಸರಿಯಾಗಿ 5 ಸರಿಯಾಗಿ

Remarks : Use black chalk for underline and important

Signature of the Student Teacher (Signature)

Signature of the Observer (Signature)

Signature of the Observer (Signature)



|                                                                                                                                                                                                                                              |                  |  |            |  |                    |                                                                                                                                                                                   |
|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------------------|--|------------|--|--------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
|                                                                                                                                                                                                                                              | Black Board work |  | Still Name |  | Pupils' activities | <p>Teacher Activities</p> <p>(Teacher asks few questions to check the previous knowledge of students)</p> <p>Dear students you already know about science and electricity so.</p> |
| <p><b>The skill of Integration</b></p> <p>Student Teacher :- <u>Alpankumar Kallur</u></p> <p>Subject :- English</p> <p>Standard :- 8<sup>th</sup></p> <p>Unit :- <u>Sir C.V Raman</u></p> <p>Time :- 15 min</p> <p>Roll: NO :- <u>48</u></p> |                  |  |            |  |                    |                                                                                                                                                                                   |

Name and Signature of Student Teacher: Alpankumar Kallur Roll No: 48

Academic Year 2020-21  
 Semester I  
 Date: / /

Dr. C.V. Ramesh

Check Board roll

Roll name

The skill of  
 Introducing a  
 Lesson

Faculty activities  
 → Science is the study  
 of living and non  
 living things

→ Model Kolam  
 J.S. Thomson, Newton,  
 J.C. Bose, Vikram  
 Sarabhai, Sir C.V. Raman

→ Student will try  
 to answer the  
 questions

Students can add

Teacher activities  
 → What is science?

→ Give some examples  
 of scientific names

→ What was Sir C.V.  
 Raman?

→ How do we study  
 Sir C.V. Raman's  
 life?

Teacher shows the 'map'

Hand of the student Teacher: Apurva Kulkarni



Notes and signatures of student teacher: Agnieszka, Father

Teacher activities  
 It was a good  
 student to see an  
 accident the student  
 was in the work on  
 drawing of light  
 and the drawing of  
 the light of light ray  
 (known light) the  
 movement of light ray  
 in case of lead to  
 away out position  
 research with known  
 textbook was the  
 knowledge of it

Physics activities  
 He was awarded the  
 medal prize for his work  
 on drawing of light.  
 [Student are  
 following the  
 lesson]

The skill of  
 explaining

That would  
 will  
 it was awarded  
 the medal prize  
 for his work on  
 drawing of light

Teacher's name: Agnieszka  
 Teacher's ID: 123456789

He was very much interested in science.

Sir C.V. Raman was born on Nov. 7. 1888 in Friday.

Black board work

The skill of Explaining

skills name

He was very much interested in science

Sir C.V. Raman was born November 7. 1888 in Friday

Pupil's activities

Sir C.V. Raman was born November 7. 1888 in Friday. He was the son of Chakrabhaskar Raman and Rani Ammal. Chakrabhaskar Raman was a professor of Physics at Hindu college Vishakapatnam.

Raman studied there at the Hindu college high school. He was very much interested in science from his boyhood days even as a boy he had made the model of a dynamo during his school days. Unfortunately

Name & Signature of the student Teacher: Ajay Kumar, Kallur. Roll: 17



|                   |                                                                                                                                                                                                                                                                                                                                                                                                         |
|-------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| Teacher Activity  | <p>He used to tell sit every now and then and he was not able to attend school regularly. He got so many prizes. So dear students we were learned about Sir C.V. Raman's life and his education. [Teacher asks some questions to the students about the lesson]</p> <p>→ Where was Sir C.V. Raman born?<br/>         → Who was Sir C.V. Raman?<br/>         → Father Chandrasekhara Iyer and Mother</p> |
| Pupil's activity  | <p>The skill of Fluency in questioning</p>                                                                                                                                                                                                                                                                                                                                                              |
| Skills Name       |                                                                                                                                                                                                                                                                                                                                                                                                         |
| Block Record Mark |                                                                                                                                                                                                                                                                                                                                                                                                         |





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St. C. V. K. 1000

[illegible]

Dr. [illegible]

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...

|                                                                                                                                                       |                                              |
|-------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------|
| <p>Question</p> <p>1. Which of the following is not a part of the cell wall?</p> <p>a) Cellulose<br/>b) Hemicellulose<br/>c) Pectin<br/>d) Lignin</p> | <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> |
| <p>Question</p> <p>2. Which of the following is not a part of the cell wall?</p> <p>a) Cellulose<br/>b) Hemicellulose<br/>c) Pectin<br/>d) Lignin</p> | <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> |
| <p>Question</p> <p>3. Which of the following is not a part of the cell wall?</p> <p>a) Cellulose<br/>b) Hemicellulose<br/>c) Pectin<br/>d) Lignin</p> | <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> |
| <p>Question</p> <p>4. Which of the following is not a part of the cell wall?</p> <p>a) Cellulose<br/>b) Hemicellulose<br/>c) Pectin<br/>d) Lignin</p> | <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> |
| <p>Question</p> <p>5. Which of the following is not a part of the cell wall?</p> <p>a) Cellulose<br/>b) Hemicellulose<br/>c) Pectin<br/>d) Lignin</p> | <p>1</p> <p>2</p> <p>3</p> <p>4</p> <p>5</p> |

1875

# Bibliography

1) 2<sup>nd</sup> English textbook [1 and 2]

2) Intermediate textbook society [B]

[use full story read, Background 3<sup>rd</sup> story, English]

9/8/2021

Name and signature of student: Arundhan K Roll: 100-54

(12)



# Internship Reports

B.Ed IVth Sem

## Internship Programme

| Assignment No. | Title of the Assignment                                                                                                                                                                             |
|----------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| I Report on    | ಎರಡು ಶೈಕ್ಷಣಿಕ ಸ್ಥಳಗಳ ಭೇಟಿಯ ಕುರಿತು ವರದಿ                                                                                                                                                              |
| II             | Visit to different educational institutions<br>ಶಾಲಾ ಶೈಕ್ಷಣಿಕ ಯೋಜನೆ (School Academic Plan)<br>ಶಾಲಾ ಅಭಿವೃದ್ಧಿ ಯೋಜನೆ (School Development Plan)                                                         |
| III            | ಶಾಲಾ ಶೈಕ್ಷಣಿಕ ದಾಖಲೆಗಳು<br>(School Academic Records)                                                                                                                                                 |
| IV             | ಶಾಲಾ ಶೈಕ್ಷಣಿಕ ಸರ್ಕಾರದ ಶೈಕ್ಷಣಿಕ ಯೋಜನೆಗಳು<br>(Educational Programmes of Govt of Karnataka)                                                                                                            |
| V              | ಪಾಲಕ - ಶಿಕ್ಷಕರ ಸಂಘದ ಸಭೆ ಹಾಗೂ ಶಾಲಾ ಅಭಿವೃದ್ಧಿ ಸಮಿತಿ ಸಭೆ<br>(SDMC and PTA Meeting)                                                                                                                     |
| VI             | ಘಟಕ ಪರೀಕ್ಷಣಾ ವಿವರಣೆಯು - PSS-1<br>Conducting Unit Test - PSS -1                                                                                                                                      |
| VII            | ಘಟಕ ಪರೀಕ್ಷಣಾ ವಿವರಣೆಯು - PSS-2<br>Conducting Unit Test - PSS -2                                                                                                                                      |
| VIII           | ಸಹ ಶಾಲಾ ಚಟುವಟಿಕೆಗಳು, ಸಂಘಟನೆಯು<br>Organising Coscholastic activities to the Students                                                                                                                 |
| IX             | ಕ್ರಿಯಾ ಸಂಶೋಧನೆ ಯೋಜನೆಯು ಮತ್ತು ವಸ್ತುಗಳನ್ನು<br>ಸಂಗ್ರಹಿಸುವುದು.<br>Action Research Planning & Data Collection.<br>ದೃಢಿ ಭಾಗಶಃ (Practice Teaching) = 12+12=24<br>ವಿವಿಧ ಬೋಧನೆ (Innovative Teaching) = 1+1=2 |
| X              | ಪರೀಕ್ಷಾ ಭಾಗಶಃ - PSS-1<br>PSS-2 } 2                                                                                                                                                                  |
| XI             | ಶಾಲಾ ಅಭಿವೃದ್ಧಿ ದಾಖಲೆ ಮತ್ತು<br>ವ್ಯಕ್ತಿ ಅಭಿವೃದ್ಧಿ                                                                                                                                                     |





Karnataka Vidyavardhaka Samithi's  
JAGDGURU PANCHACHARYA COLLEGE OF  
EDUCATION, Gadag.

Practicing CCN Shri Fakir Channaveereshwara English  
School :- medium school. Shirahatti

Name : Poojnima. Chauhan

Course : B.Ed. IV<sup>th</sup> sem

Roll.no : 66

Report on Internship Programme.


  
Shri Fakir Channaveereshwara  
English Medium School  
Shirahatti-582120 Dt: Gadag





1. The first step is to identify the problem or question that needs to be addressed. This involves understanding the context and the specific requirements of the task.

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1. *Phragmites australis* (Cav.) Trin. ex Steud.

1. *Phragmites australis* (Cav.) Trin. ex Steud.

1. 1990年12月25日，苏联解体，俄罗斯联邦成立。

**Abstract**

[illegible][illegible][illegible]

100

1. *Phragmites australis* (Cav.) Trin. ex Steud.

1. The first step is to identify the problem. This involves understanding the current situation and what needs to be changed.

100

1. *Phragmites australis* (Cav.) Trin. ex Steud.

1. *Phragmites australis* (Cav.) Trin. ex Steud.

100

We observed the School Academic Record and got information regarding the records from introduction followed by School Academic Plan, School development plan, etc.

During our Internship course we organized some co-curricular activities to the students like Quiz, competition, Sports, ~~Pratibha Kanyas~~ Pratibha Kanyas.

The Taluka level sports for high school are held on 15/01/2022 at P.M. Dabali camp college, Shirohatti. Our school students were participated enthusiastically. The on 15/01/2022 High school level cluster level Pratibha Kanyas is also organised at St. Paul's English medium school, Shirohatti. Our school students participated in some competition and won the prize got selected to Taluka level. On date 22/09/2022 - A science dinner was organised by [BEO] School Education and literary department at Sant. N. V. Angadi Govt. high school, Magadi. Our school students took part in the science drama and Seminar and got the prizes.



We observed the School Academic Record and got information regarding the records from students followed by School Academic Plan, School development plan, etc.

During our internship course we organized some co-curricular activities to the students like Quiz, group games, Sports, ~~Pratibha Kavya~~ Pratibha Kavya.

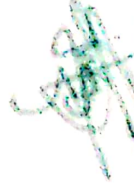
The Taluka level sports for high school are held on 18/01/2022 at F.M. Dabali camp PU college Shirahatti. Our school students were participated enthusiastically. Then on 18/01/2022 High school level cluster level Pratibha Kavya is also organized at St. Paul's English medium school Shirahatti. Our school students participated in some competition and won the prize got selected to Taluka level. On date 22/01/2022 A science drama was organised by [P.E.O.] School Education and literary department at St. N.V. Angadi Govt. high school Magadi. Our school students took part in the science drama and Seminar and got the prizes.

By the permission of Sri Santosh sir we have visited to the nearby higher primary school and collected the information from the Head master.

With the permission of Santosh sir, we visited nearby Govt. school to observe the GK departmental programmes and also collected the information from the school.

On 01/01/2022 they conducted the small programme to send off of us from training internship school. The programme was conducted by Santosh sir and teachers. Our school chairman Sir. C.C. Moorthiella sir has also have participated in the function. We shared some opinion of our Internship course.

On 02/01/2022 I successfully and satisfactorily completed my Internship programme. After Gandhi Jayanti function.



HEADMASTER  
Sri Sri Chaitanya  
English Medium School  
Chaitanya Nagar, Bhubaneswar



Karnataka Vidyavardhaka Samithi's

JAGADGURU PANCHACHARYA COLLEGE OF EDUCATION

GADAG - 582 101.

ಕರ್ನಾಟಕ ವಿದ್ಯಾವರ್ಧಕ ಸಮಿತಿ

ಜಗದ್ಗುರು ಪಂಚಾಚಾರ್ಯ ಪಿಠಢ ಮಹಾವಿದ್ಯಾಲಯ, ಗಡಗ.



Two Year B.Ed. Course

IV Semester - 2020 - 2021

ASSIGNMENT / SEMINAR

ದತ್ತ ಕಾರ್ಯ / ಒಂದ ಸೂಚನೆ

Course Code  
ಕುರ್ಸು ಕೋಡ್

EF-I

Course Title  
ಕುರ್ಸು ಟೈಟಲ್

Interim Programme

Title of the Assignment / Seminar

ದತ್ತಕಾರ್ಯ / ಒಂದ ಸೂಚನೆ ಬಗ್ಗೆ ಸೂಚನೆ

Name of the Student Teacher / ಪ್ರಾಜೆಕ್ಟರಿಸ್ಟ್ ನಾಮ :

Pratima Chaudhary

Roll No./ ಸೂಚನೆ ಸಂಖ್ಯೆ :

66

Karnataka Vidyavardhak Samithi's

**JAGADGURU PANCHACHARYA COLLEGE OF EDUCATION**  
**GADAG - 582 101.**



## *Certificate*

*This is to certify that Kumar / Kumari / Smt / Sri*

Poojnima Chauhan

*has satisfactorily completed the Assignment / Practical Work /*

*Seminar / Field based work in course title Internship*

Programme *prescribed by the*

*Karnataka University, Dharwad for the B.Ed. IV<sup>th</sup>*

*Semester during the year 2021 -2022*

Date : 31/10/22

  
Subject Teacher



HEAD MASTER  
Sri Fakir Channaveereshwari  
English Medium School  
Shirahatti-582120 Dt: Gadag

  
Principal  
J.P. College of Education,  
Gadag.



# INDEX

| Sl. No.<br>Page | Description<br>Topic             | Page No.<br>Page No. |
|-----------------|----------------------------------|----------------------|
| 01              | Introduction                     |                      |
| 02              | Meaning of 'Boarded Teaching'    |                      |
| 03              | Definition of 'Boarded Teaching' |                      |
| 04              | Importance of 'Boarded Teaching' |                      |

## Introduction:

A remedial teaching class is one that is meant to improve a learning skill or satisfaction a particular problem area in a student. Remedial instruction involves using individualized teaching of a students who are experiencing difficulties in a specific areas. It may be taught individually or in a group.

Remedial teaching is Education designed to assist students in order to achieve expected competencies in a core academic skill such as literacy and numeracy.



## Meaning of Remedial Teaching:

The Remedial teaching consist of 2 words i.e., the first word is Teaching means a process of giving somebody knowledge or skill happen both in informal & formal institution. Then the second word is remedial or to remedy, means to word remedial means remedy, means to cure against students, Short coming in learning certain material.

Remedial teaching itself is a kind of teaching process aims at filling in the gaps in the previous learning by giving correction of faulty study habits and removing distractions happens in pupil learning activity.

## Definitions of Remedial Teaching:

\* A/c to Billock:

"Remedial teaching is a morale building and an interest building enterprise for a student."

\* A/c to Yockman and Sampson:

"The purpose of remedial teaching is the development of effective techniques for the correction of the errors in all types of learning. As yet, it has been more effectively used in the skill subjects than in the commerce."



## Importance of Remedial Teaching :

- To reduce levels of wastage and stagnation.
- Provide necessary and correct foundation to rectify past mistake and improve future learning.
- Rectifies concepts that have been confused or misheard too.
- Fills the gaps that have crept into the students learning.
- ~~Has~~ Hastens the process of learning the subjects.
- Gifted students are promoted to expand their learning.
- Creates confidence in the students.
- Instillates regular and better study habits.

3-D ChartPage No. 

Objective based Table:

| Sl.no | Objectives    | Questions | Marks | Percentage |
|-------|---------------|-----------|-------|------------|
| 01    | Knowledge     | 7         | 8     | 32%        |
| 02    | Understanding | 5         | 7     | 28%        |
| 03    | Application   | 3         | 5     | 20%        |
| 04    | Skill         | 1         | 5     | 20%        |
|       |               | 16        | 25    | 100%       |

Content based Table:

| Sl.no | Sub-units                           | Questions | Marks | Percentage |
|-------|-------------------------------------|-----------|-------|------------|
| 01    | Mixtures                            | 3         | 11    | 16%        |
| 02    | Solution, Suspension, Colloids      | 5         | 10    | 40%        |
| 03    | Separation of Components & mixtures | 3         | 8     | 12%        |
| 04    | Physical & Chemical Change          | 2         | 2     | 8%         |
| 05    | Types of Pure substance             | 3         | 6     | 24%        |
|       |                                     | 16        | 25    | 100%       |

Question based Table:

| Sl no | Types of Questions         | Questions | Marks | Percentage |
|-------|----------------------------|-----------|-------|------------|
| 01    | Objective Type Questions   | 10        | 10    | 40%        |
| 02    | Short answer type Question | 5         | 10    | 40%        |
| 03    | Essay type Question.       | 1         | 5     | 20%        |
|       |                            | 16        | 25    | 100%       |

Name &amp; Signature of the Student Teacher: \_\_\_\_\_

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



| Question                                                           | Answer                                                                                                                                                                                                                                   | Mark | Page No. | Date |
|--------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|------|----------|------|
| 1. What is the difference between physical and chemical change?    | Physical change is a change in the form of a substance, while a chemical change is a change in the chemical composition of a substance.                                                                                                  | 2    |          |      |
| 2. Give an example of a physical change.                           | Melting of ice.                                                                                                                                                                                                                          | 1    |          |      |
| 3. Give an example of a chemical change.                           | Burning of paper.                                                                                                                                                                                                                        | 1    |          |      |
| 4. What is the difference between a mixture and a compound?        | A mixture is a combination of two or more substances in which the original substances retain their individual properties. A compound is a substance formed by the chemical combination of two or more elements in a fixed ratio.         | 2    |          |      |
| 5. Give an example of a mixture.                                   | Air.                                                                                                                                                                                                                                     | 1    |          |      |
| 6. Give an example of a compound.                                  | Water.                                                                                                                                                                                                                                   | 1    |          |      |
| 7. What is the difference between a solution and a suspension?     | A solution is a homogeneous mixture of two or more substances. A suspension is a heterogeneous mixture of two or more substances in which the particles are large enough to be seen and can settle out.                                  | 2    |          |      |
| 8. Give an example of a solution.                                  | Salt water.                                                                                                                                                                                                                              | 1    |          |      |
| 9. Give an example of a suspension.                                | Muddy water.                                                                                                                                                                                                                             | 1    |          |      |
| 10. What is the difference between a pure substance and a mixture? | A pure substance is a substance that has a constant composition and distinct chemical and physical properties. A mixture is a combination of two or more substances in which the original substances retain their individual properties. | 2    |          |      |
| 11. Give an example of a pure substance.                           | Gold.                                                                                                                                                                                                                                    | 1    |          |      |
| 12. Give an example of a mixture.                                  | Air.                                                                                                                                                                                                                                     | 1    |          |      |

# SFC ENGLISH MEDIUM SCHOOL SHIRAHATTI

Class:9<sup>th</sup> Unit:Is matter around us pure?

Sub:science Totsl marks:25

I. Match the following with suitable answers (5×1=5)

A

1. Rusting of iron
2. Cutting of trees
3. Milk
4. Mixture of chalk powder and water
5. To separate acetone & water

B

- a. suspension
- b. Distillation
- c. Chemical change
- d. Crystallization
- e. Colloid
- f. physical chan

II. State true or false (5×1=5)

1. Sea water is an example of pur substance
2. Lemonade is a homogeneous mixture
3. Solubility of salt in a solution increases with decrease in temperature
4. To separate two immiscible liquid's like oil and water separating funnel is used
5. To separate gases from air fractional distillation technique is used.

III. Answer the following questions in 3-4 sentence (5×2=10)

1. Write two properties of metals
2. Mention two types of mixture give examples for each type
3. Who discovered the Tyndall effect? Does colloid shows Tyndall effect
4. Classify the following into pure substance and mixtures  
A. water B. Wood C. Gold D. Soil

5. Classify the following into elements and compounds by analysing the given substance

- A. Sodium (Na)
- B. Carbon dioxide (CO<sub>2</sub>)
- C. Copper (Cu)
- D. Sodium Chloride (NaCl)

IV. Answer the following questions (1×5=5)

1. A solution contains 40 g of common salt in 320g of water calculate the concentration of solution in terms of must by mass percentage.

HEAD MASTER  
Sul Palle Chennarayanaiah  
English Medium School  
Shirahatti-592128 Co. Dist



Key Answers

I.

A

1) Rusting of Iron

2) Cutting of Tree

3) Milk

4) Mixture of Chalk powder & H<sub>2</sub>O5) To separate acetone & H<sub>2</sub>O

B.

Chemical change

Physical change

Colloid

Suspension

Distillation

II.

1) false

2) True

3) false

4) True

5) True.

Name &amp; Signature of the Student Teacher: \_\_\_\_\_

Roll No: \_\_\_\_\_

III

## Properties of Metals

- Malleable, ductile
- Good conductors of heat & electricity
- Sonorous
- Lustrous

## 2] Types of mixtures

- (a) Homogeneous mixture Ex: Lemonade.
- (b) Heterogeneous mixture Ex: Seawater

3] The phenomenon of scattering of beam of light is known as Tyndall effect.

4] Pure substances - Water, Gold.

Mixtures - Wood, Soil.

5] Elements - Sodium, Copper. Compounds -  $\text{CO}_2$ ,  $\text{NaCl}$ .

III.

① Mass of solute (solute) = 40g

Mass of solvent = 360g

Conc of sol<sup>n</sup> = ?

$$\text{Conc of sol}^n = \frac{\text{Mass of solute}}{\text{Mass of solution}} \times 100$$

$$= \frac{40}{400} \times 100$$

$$= 10\%$$

Mass of sol<sup>n</sup> = Mass of solute + mass of solvent  
= 40 + 360 = 400g

Name & Signature of the Student Teacher



Result sheet:Page No. 

| Sl. no | Name of the Student | Max. marks | Obtained marks |
|--------|---------------------|------------|----------------|
| 1.     | Aimen . D           | 25         | 15             |
| 2.     | Akshata . A         | 25         | 15             |
| 3.     | Basavaraj . R       | 25         | 17             |
| 4.     | Bharath . B         | 25         | 20             |
| 5.     | Bhavana . M         | 25         | 14             |
| 6.     | Bhuvanesh . H       | 25         | 15             |
| 7.     | Deborahing . K      | 25         | 18             |
| 8.     | Chetan . D          | 25         | 17             |
| 9.     | Ganesh . K          | 25         | 15             |
| 10.    | Jagadish . B        | 25         | 14             |
| 11.    | Jayanth . M         | 25         | 15             |
| 12.    | Joya . V            | 25         | 17             |
| 13.    | Khadaribasha . T    | 25         | 16             |
| 14.    | Krutika . K         | 25         | 16             |
| 15.    | Mabusab .           | 25         | 19             |
| 16.    | Mahantesh . D       | 25         | 17             |
| 17.    | Mahejabeen . B      | 25         | 15             |
| 18.    | Mallikarjun . F     | 25         | 17             |
| 19.    | Mangj . K           | 25         | 12             |
| 20.    | Md. Rehan . M       | 25         | 18             |

Name &amp; Signature of the Student Teacher : \_\_\_\_\_

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

JPCOE, GADAG

Academic Year : Semester : Date : 

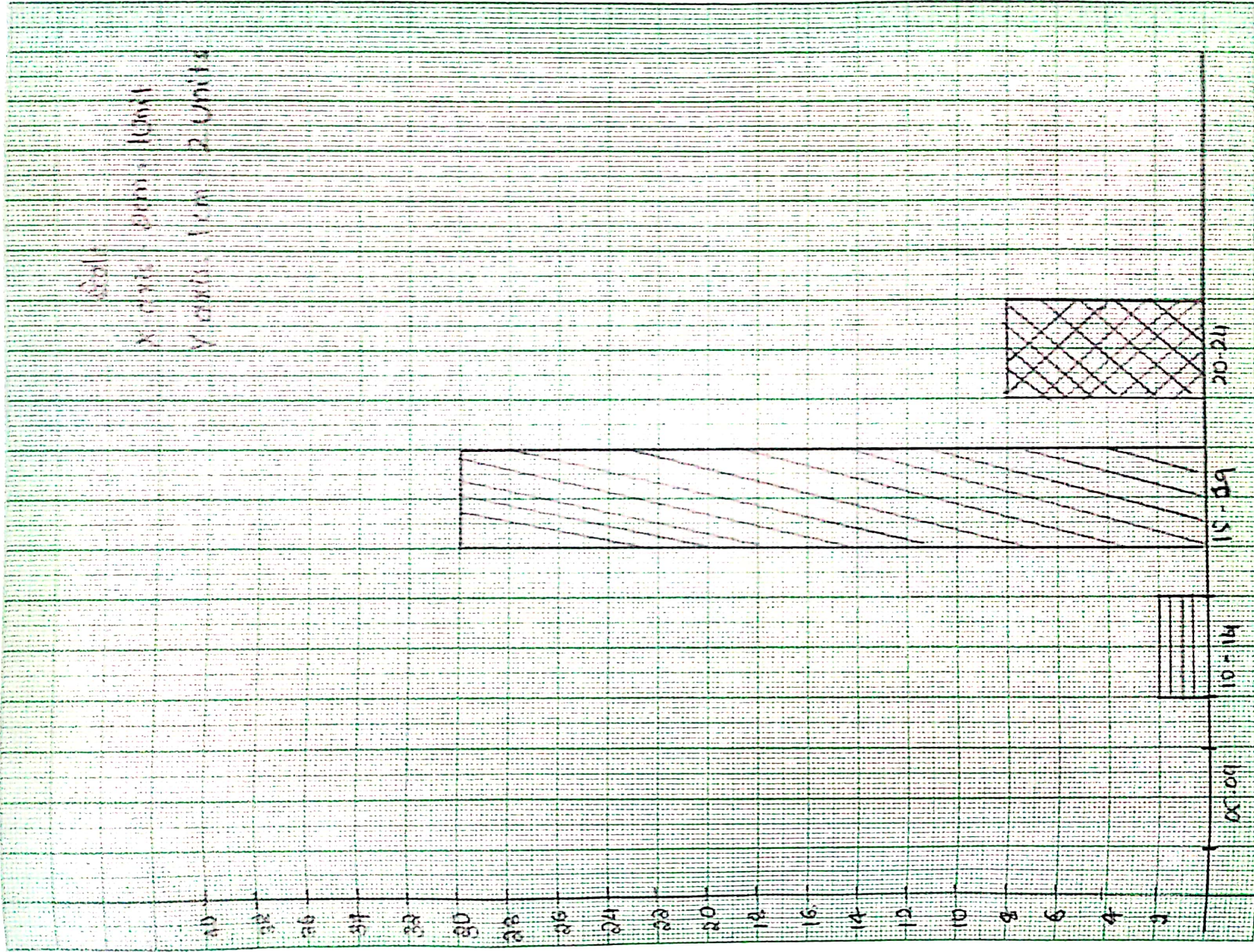
|    |               |    |    |
|----|---------------|----|----|
| 21 | Md. Sahib. M  | 25 | 15 |
| 22 | Mustafeen. K  | 25 | 17 |
| 23 | Nayana. D     | 25 | 16 |
| 24 | Raghu. H      | 25 | 16 |
| 25 | Rajwal. H     | 25 | 14 |
| 26 | Pramod. H     | 25 | 20 |
| 27 | Ruthvijay. P. | 25 | 21 |
| 28 | Rohan. D      | 25 | 12 |
| 29 | Sanjana. T    | 25 | 19 |
| 30 | Sarpna        | 25 | 13 |
| 31 | Shivraj. K    | 25 | 18 |
| 32 | Soumya. G     | 25 | 19 |
| 33 | Tejaswini. M  | 25 | 24 |
| 34 | Veesh. M      | 25 | 20 |
| 35 | Vikas. B      | 25 | 20 |
| 36 | Vikas. V      | 25 | 17 |
| 37 | Vishad. K     | 25 | 12 |
| 38 | Vishal. M     | 25 | 12 |
| 39 | Vishwanath. H | 25 | 21 |
| 40 | Vogesh. M     | 25 | 20 |

Name & Signature of the Student Teacher : 

HEAD MASTER  
Sri Field Channarayana  
English Medium  
Shree Siddaganga  
Roll No.









Analysis of DataPage No. : 

| C-1   | Totals | Frequency (f)   | Midpoint (M) | fM                |
|-------|--------|-----------------|--------------|-------------------|
| 05-09 | —      | 0               | 7            | 0                 |
| 10-14 | 11     | 2               | 12           | 24                |
| 15-19 | 11     | 20              | 17           | 340               |
| 20-24 | 11     | 2               | 22           | 44                |
|       |        | $\Sigma f = 40$ |              | $\Sigma fM = 408$ |

$$\text{Mean} = \frac{\Sigma fM}{N}$$

$$= \frac{408}{40}$$

$$M = 10.2$$

$$M_{\text{Mean}} = 10.2$$



Name &amp; Signature of the Student Teacher :

Date :



3D Chart

Objective based Table:

| Objectives    | Questions | Marks | Percentage |
|---------------|-----------|-------|------------|
| Knowledge     | 8         | 10    | 40%        |
| Understanding | 5         | 7     | 28%        |
| Application   | 2         | 3     | 12%        |
| Skill         | 1         | 5     | 20%        |

C

| Content                               | Questions | Marks | %   |
|---------------------------------------|-----------|-------|-----|
| What are living organisms made up of? | 5         | 6     | 24% |
| Structural organisation of cell       | 4         | 4     | 16% |
| Cell organelles                       | 7         | 15    | 60% |

| Question type      | Questions | Marks | %   |
|--------------------|-----------|-------|-----|
| Objective type     | 10        | 10    | 40% |
| Short answers type | 5         | 10    | 40% |
| Essay type         | 1         | 5     | 10% |

Name &amp; Signature of the Student Teacher: \_\_\_\_\_

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

| Objectives →  | Subunits ↓ |    | Which are living organisms made up of? | Structural Organisation of Cell | Cell organelles | 2(10) | 5(7) | 2(3) | 1(5) | 1(5) | 7(15) | 60% | 100% |
|---------------|------------|----|----------------------------------------|---------------------------------|-----------------|-------|------|------|------|------|-------|-----|------|
|               | OT         | ST | ET                                     | OT                              | ST              | ET    | OT   | ST   | ET   | OT   | ST    | ET  |      |
| Knowledge     |            |    |                                        |                                 |                 |       |      |      |      |      |       |     |      |
| Understanding |            |    |                                        |                                 |                 |       |      |      |      |      |       |     |      |
| Application   |            |    |                                        |                                 |                 |       |      |      |      |      |       |     |      |
| Skill         |            |    |                                        |                                 |                 |       |      |      |      |      |       |     |      |
| Total         |            |    |                                        |                                 |                 |       |      |      |      |      |       |     |      |
| Percentage    |            |    |                                        |                                 |                 |       |      |      |      |      |       |     |      |

Blue print.

Name &amp; Signature of the Student Teacher :

Roll No. :



## SFC English medium School Shirahatti.

## Unit Test

Class:9<sup>th</sup> standard Unit:The fundamental unit of life

Subject: Biology Total marks:25 Marks

## Fill in the blanks with suitable answers (5×1=5)

1. \_\_\_\_\_ discovered the cell for the first time.
2. In latin, the word Cell refers to \_\_\_\_\_
3. Plasma membrane is the \_\_\_\_\_ of the cell.
4. In the \_\_\_\_\_ solution the cell will swell up.
5. The cell wall is present only in \_\_\_\_\_.

## Answer the following questions. (5×1=5)

1. Define Osmosis.
2. Name the types of organisms
3. Write the functions of lysosomes in the cell.
4. Why Ribosomes are called as Protein factories of cell.?
5. Give any two examples of Unicellular organisms.

## Answer the following questions. (5×2=10)

1. What do you mean by Endoplasmic reticulum. Name its types.
2. Mitochondria is called as "The power house of the cell". Why.?
3. Explain the functions of Chloroplast & Leucoplast.
4. Name any 4 cell organelles.
5. Give examples for multicellular organisms.

## Answer the following. (1×5=5)

1. Draw a neat labelled diagram of Animal cell.



HEAD MASTER  
Sri Fakir Channaveereshwar  
English Medium School  
Shirahatti-582133 D.K.

KEY ANSWERS

- I.
- 1] Robert Hooke
  - 2] a little room
  - 3] Outermost cover
  - 4] Hypertonic
  - 5] Plant Cell

II.

1] Osmosis refers to the movements of ~~water~~ molecules from the region of higher water concentration to a region of lower water concentration through a semipermeable membrane.

2] Types of Organisms (a) Unicellular Organisms.  
(b) Multicellular Organisms.

3] Functions of Lysosomes.

- \* Lysosomes helps the cell to keep clean by digesting the foreign materials as well as worn-out cell.
- \* Lysosome is a kind of waste disposal system of the Cell.



4] Ribosomes are known as Protein factories of the cell because the protein for the cell is synthesized in the Ribosomes.

5] Unicellular Organisms

(a) Amoeba

(b) Euglena

(c) Paramecium

(d) Chlamydomonas

III.

1] The endoplasmic reticulum is a large network of membrane bound tubules & sheets.

\* It looks like tubes & round/oblong bags

\* Types = Rough Endoplasmic reticulum  
Smooth Endoplasmic reticulum.

2] Mitochondria are known as powerhouses of cell. The <sup>energy</sup> of cell. The <sup>cell</sup> energy required for various chemical activities needed for life is released by mitochondria in the form of ATP.

3] Functions of Chloroplast & Leucoplast.

→ Plastid containing chlorophyll is called as chloroplast help in the process of Photosynthesis.

→ Leucoplast are primarily organelles in which materials such as Starch, oil & protein granules are stored.

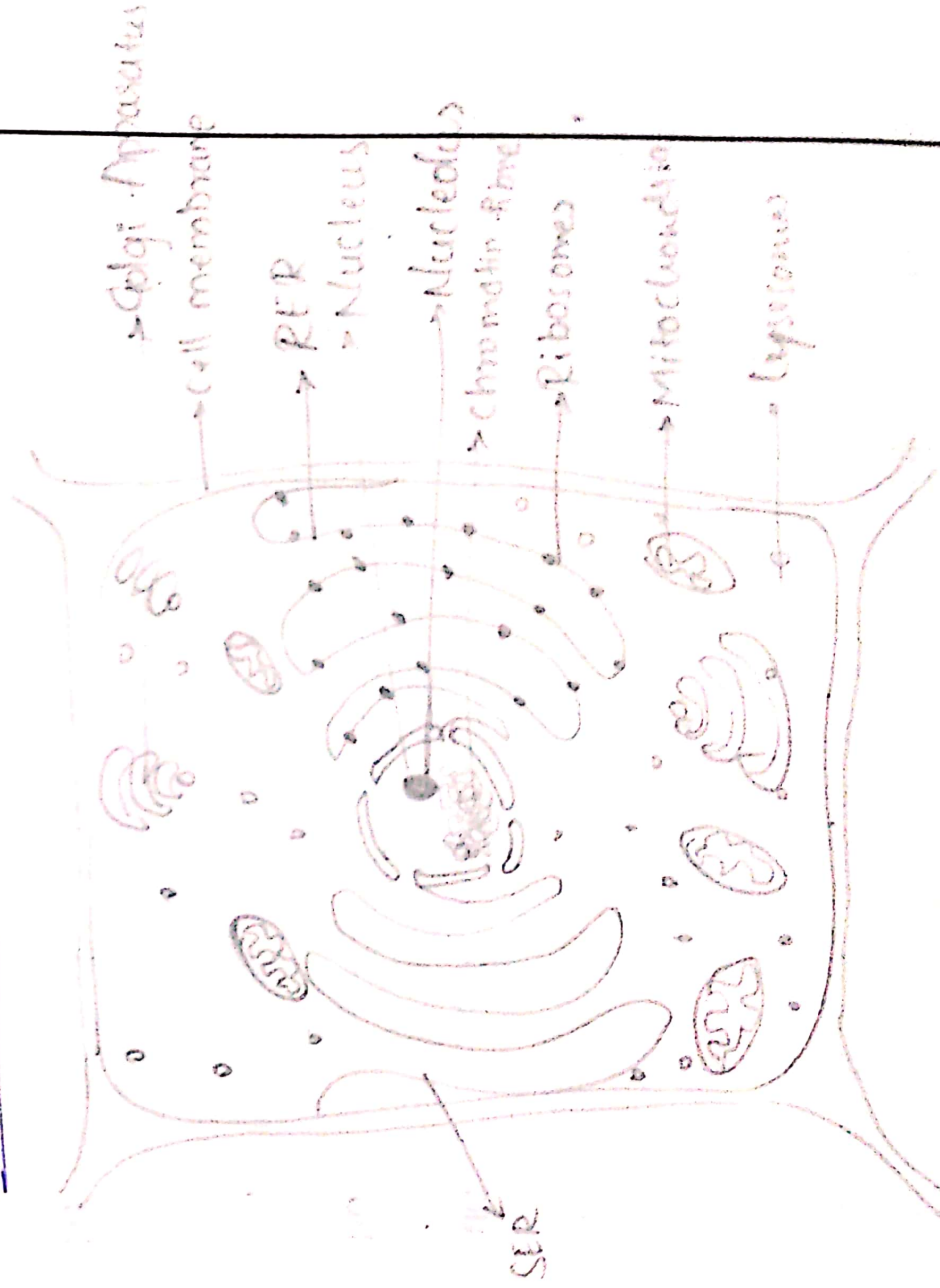
## A] Cell Organelles.

Page No. 

- \* Mitochondria.
- \* Golgi Apparatus
- \* Ribosomes
- \* Endoplasmic reticulum
- \* Plastids
- \* Vacuoles

## B] Examples for Multicellular organisms.

- \* Animals
- \* Plants.

IV Animal cell

Name &amp; Signature of the Student Teacher : \_\_\_\_\_

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



JPGOE, GADAG

Academic Year : Semester : Date : 

Sl. No. Name of the students

Total marks

Page No.   
Of  pages

|     |                  |    |    |
|-----|------------------|----|----|
| 1.  | Ahman, D         | 25 | 18 |
| 2.  | Ashwin, A        | 25 | 20 |
| 3.  | Balaramoji, G    | 25 | 18 |
| 4.  | Bhaskar, B       | 24 | 21 |
| 5.  | Bhavana, M       | 28 | 17 |
| 6.  | Bhuvanesh, H     | 25 | 10 |
| 7.  | Chandrashekar, K | 25 | 15 |
| 8.  | Chetan, D        | 25 | 18 |
| 9.  | Ganesh, K        | 25 | 14 |
| 10. | Jagadeesh, B     | 25 | 15 |
| 11. | Jayashree, M     | 25 | 16 |
| 12. | Joya, V          | 25 | 14 |
| 13. | Khadga Babbar, T | 25 | 14 |
| 14. | Kanika, K        | 25 | 14 |
| 15. | Mahabub          | 25 | 18 |
| 16. | Mahmud, D        | 25 | 14 |
| 17. | Mahyabeen, B     | 25 | 14 |
| 18. | Mallikarjun, F   | 25 | 14 |
| 19. | Mang, K          | 25 | 18 |
| 20. | M. J. Rohan, M   | 25 | 12 |

Name & Signature of the Student Teacher : Roll No. : 

/  / 

Sl. No. Name of the students

Mark Marks Page No. Date

|    |               |    |    |
|----|---------------|----|----|
| 1  | Mad. Sahib. M | 25 | 17 |
| 2  | Mulataun. K   | 25 | 12 |
| 3  | Majuro. D     | 25 | 15 |
| 4  | Deepthi. H    | 25 | 16 |
| 5  | Prasanth. H   | 25 | 18 |
| 6  | Pranav. H     | 25 | 14 |
| 7  | Prithvi. P    | 25 | 10 |
| 8  | Rohan. D      | 25 | 20 |
| 9  | Sanjana. T    | 25 | 19 |
| 10 | Sapna. B      | 25 | 13 |
| 11 | Shivraj. K    | 25 | 11 |
| 12 | Sanjay. G     | 25 | 10 |
| 13 | Tyasaani. M   | 25 | 24 |
| 14 | Umesh. M      | 25 | 10 |
| 15 | Vikas. B      | 25 | 12 |
| 16 | Utkar. Y      | 25 | 11 |
| 17 | Vishal. K     | 25 | 14 |
| 18 | Vishal. M     | 25 | 13 |
| 19 | Vishwanath. H | 25 | 23 |
| 20 | Vijitha. M    | 25 | 25 |

12th Year Questionnaire  
12th Year Questionnaire  
12th Year Questionnaire

Signature of the Student Teacher

Signature of the Student Teacher



Analysis of Data

| C.I   | Tallies | Frequency (f) | width (class size) | $f_x$              |
|-------|---------|---------------|--------------------|--------------------|
| 0-5   |         | 4             | 5                  | 20                 |
| 5-10  |         | 4             | 5                  | 20                 |
| 10-15 |         | 4             | 5                  | 20                 |
| 15-20 |         | 4             | 5                  | 20                 |
| 20-25 |         | 4             | 5                  | 20                 |
|       |         | N = 20        |                    | $\Sigma f_x = 100$ |

$$\text{Mean} = \frac{\Sigma f_x}{N}$$

$$= \frac{100}{20}$$

$$= 5$$

$$\boxed{\text{Mean} = 5}$$

Name &amp; Signature of the Student Teacher

Prof. Mr.



Std.:

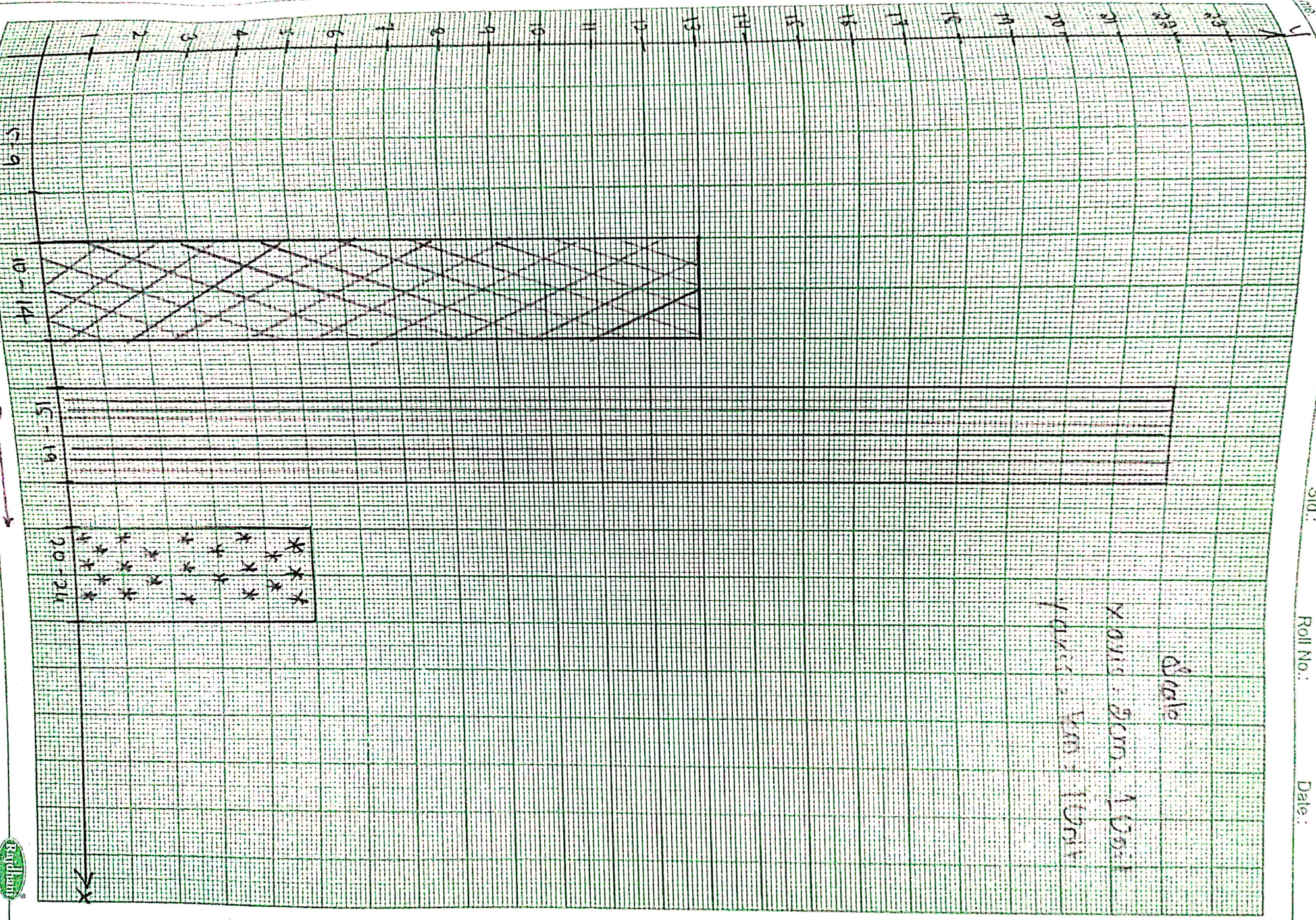
Roll No.:

Date:

State

Yours. Boro. 10001

Yours. Y.M. 10001

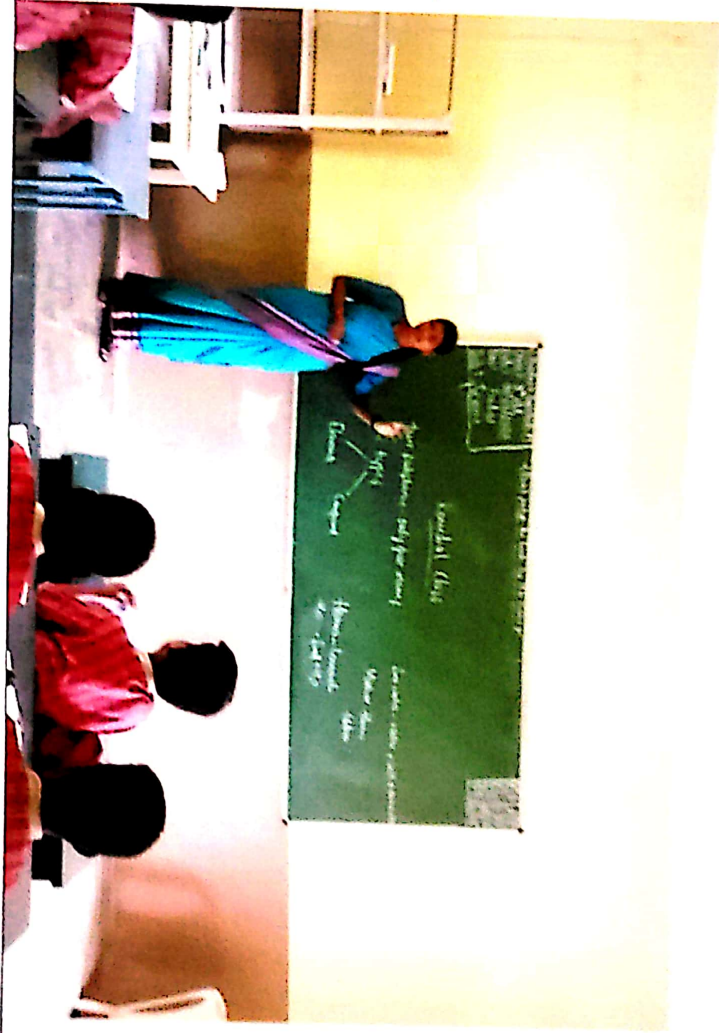


C-1 →

For Educational Use.







# TCI Lesson Plan Sample Card

Teacher: *[Signature]*

A. P. DEPARTMENT OF EDUCATION, GADAPPA

LESSON PLAN ON CHEMISTRY *[Date]*



1. An open-ended question

2. A closed question

| Teacher's Name     | Subject   | Topic            | Period | Date          |
|--------------------|-----------|------------------|--------|---------------|
| <i>[Signature]</i> | Chemistry | Atomic Structure | 1st    | <i>[Date]</i> |

**Learning Objectives:** *[Handwritten objectives]*

**Resources:** *[Handwritten resources]*

**Activities:** *[Handwritten activities]*

**Assessment:** *[Handwritten assessment methods]*

**Remarks:** *[Handwritten remarks]*

**Signature:** *[Signature]*

**Date:** *[Date]*





## THE NATURE OF MATTER

| Page No. | Section / Topic | Chapter / Subject | Section / Topic                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   | Chapter / Subject | Section / Topic | Chapter / Subject |
|----------|-----------------|-------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------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| 22       |                 |                   |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                   |                 |                   |
|          |                 |                   | <p><u>Ques: What is matter?</u></p> <p>Ans: Anything that has mass and occupies space is called matter.</p> <p>Matter is made up of small particles called atoms and molecules.</p> <p>Atoms are the smallest particles of matter which cannot be created or destroyed.</p> <p>Molecules are the smallest particles of matter which can exist independently.</p> <p>Atoms and molecules are made up of subatomic particles like electrons, protons and neutrons.</p> <p>Electrons are negatively charged, protons are positively charged and neutrons are neutral.</p> <p>The relative mass of an electron is very small compared to a proton or a neutron.</p> <p>The mass of a proton is almost equal to the mass of a neutron.</p> <p>The mass of an atom is the sum of the masses of its protons and neutrons.</p> <p>The mass of a molecule is the sum of the masses of its constituent atoms.</p> <p>The mass of a substance is the measure of the amount of matter it contains.</p> <p>The mass of a body is the measure of the amount of matter it contains.</p> <p>The mass of a body is constant and does not change with time or place.</p> <p>The mass of a body is a scalar quantity and has no direction.</p> <p>The mass of a body is a fundamental property of matter.</p> <p>The mass of a body is a measure of its inertia.</p> <p>The mass of a body is a measure of its resistance to change in motion.</p> <p>The mass of a body is a measure of its ability to exert a force on other bodies.</p> <p>The mass of a body is a measure of its ability to be acted upon by a force.</p> <p>The mass of a body is a measure of its ability to store energy.</p> <p>The mass of a body is a measure of its ability to do work.</p> <p>The mass of a body is a measure of its ability to interact with other bodies.</p> <p>The mass of a body is a measure of its ability to be affected by external forces.</p> <p>The mass of a body is a measure of its ability to cause changes in other bodies.</p> <p>The mass of a body is a measure of its ability to be a source of energy.</p> <p>The mass of a body is a measure of its ability to be a sink for energy.</p> <p>The mass of a body is a measure of its ability to be a source of matter.</p> <p>The mass of a body is a measure of its ability to be a sink for matter.</p> <p>The mass of a body is a measure of its ability to be a source of information.</p> <p>The mass of a body is a measure of its ability to be a sink for information.</p> <p>The mass of a body is a measure of its ability to be a source of life.</p> <p>The mass of a body is a measure of its ability to be a sink for life.</p> <p>The mass of a body is a measure of its ability to be a source of love.</p> <p>The mass of a body is a measure of its ability to be a sink for love.</p> <p>The mass of a body is a measure of its ability to be a source of happiness.</p> <p>The mass of a body is a measure of its ability to be a sink for happiness.</p> <p>The mass of a body is a measure of its ability to be a source of peace.</p> <p>The mass of a body is a measure of its ability to be a sink for peace.</p> <p>The mass of a body is a measure of its ability to be a source of wisdom.</p> <p>The mass of a body is a measure of its ability to be a sink for wisdom.</p> <p>The mass of a body is a measure of its ability to be a source of knowledge.</p> <p>The mass of a body is a measure of its ability to be a sink for knowledge.</p> <p>The mass of a body is a measure of its ability to be a source of truth.</p> <p>The mass of a body is a measure of its ability to be a sink for truth.</p> <p>The mass of a body is a measure of its ability to be a source of beauty.</p> <p>The mass of a body is a measure of its ability to be a sink for beauty.</p> <p>The mass of a body is a measure of its ability to be a source of goodness.</p> <p>The mass of a body is a measure of its ability to be a sink for goodness.</p> <p>The mass of a body is a measure of its ability to be a source of hope.</p> <p>The mass of a body is a measure of its ability to be a sink for hope.</p> <p>The mass of a body is a measure of its ability to be a source of faith.</p> <p>The mass of a body is a measure of its ability to be a sink for faith.</p> <p>The mass of a body is a measure of its ability to be a source of courage.</p> <p>The mass of a body is a measure of its ability to be a sink for courage.</p> <p>The mass of a body is a measure of its ability to be a source of strength.</p> <p>The mass of a body is a measure of its ability to be a sink for strength.</p> <p>The mass of a body is a measure of its ability to be a source of power.</p> <p>The mass of a body is a measure of its ability to be a sink for power.</p> <p>The mass of a body is a measure of its ability to be a source of glory.</p> <p>The mass of a body is a measure of its ability to be a sink for glory.</p> <p>The mass of a body is a measure of its ability to be a source of honor.</p> <p>The mass of a body is a measure of its ability to be a sink for honor.</p> <p>The mass of a body is a measure of its ability to be a source of respect.</p> <p>The mass of a body is a measure of its ability to be a sink for respect.</p> <p>The mass of a body is a measure of its ability to be a source of admiration.</p> <p>The mass of a body is a measure of its ability to be a sink for admiration.</p> <p>The mass of a body is a measure of its ability to be a source of love.</p> <p>The mass of a body is a measure of its ability to be a sink for love.</p> <p>The mass of a body is a measure of its ability to be a source of happiness.</p> <p>The mass of a body is a measure of its ability to be a sink for happiness.</p> <p>The mass of a body is a measure of its ability to be a source of peace.</p> <p>The mass of a body is a measure of its ability to be a sink for peace.</p> <p>The mass of a body is a measure of its ability to be a source of wisdom.</p> <p>The mass of a body is a measure of its ability to be a sink for wisdom.</p> <p>The mass of a body is a measure of its ability to be a source of knowledge.</p> <p>The mass of a body is a measure of its ability to be a sink for knowledge.</p> <p>The mass of a body is a measure of its ability to be a source of truth.</p> <p>The mass of a body is a measure of its ability to be a sink for truth.</p> <p>The mass of a body is a measure of its ability to be a source of beauty.</p> <p>The mass of a body is a measure of its ability to be a sink for beauty.</p> <p>The mass of a body is a measure of its ability to be a source of goodness.</p> <p>The mass of a body is a measure of its ability to be a sink for goodness.</p> <p>The mass of a body is a measure of its ability to be a source of hope.</p> <p>The mass of a body is a measure of its ability to be a sink for hope.</p> <p>The mass of a body is a measure of its ability to be a source of faith.</p> <p>The mass of a body is a measure of its ability to be a sink for faith.</p> <p>The mass of a body is a measure of its ability to be a source of courage.</p> <p>The mass of a body is a measure of its ability to be a sink for courage.</p> <p>The mass of a body is a measure of its ability to be a source of strength.</p> <p>The mass of a body is a measure of its ability to be a sink for strength.</p> <p>The mass of a body is a measure of its ability to be a source of power.</p> <p>The mass of a body is a measure of its ability to be a sink for power.</p> <p>The mass of a body is a measure of its ability to be a source of glory.</p> <p>The mass of a body is a measure of its ability to be a sink for glory.</p> <p>The mass of a body is a measure of its ability to be a source of honor.</p> <p>The mass of a body is a measure of its ability to be a sink for honor.</p> <p>The mass of a body is a measure of its ability to be a source of respect.</p> <p>The mass of a body is a measure of its ability to be a sink for respect.</p> <p>The mass of a body is a measure of its ability to be a source of admiration.</p> <p>The mass of a body is a measure of its ability to be a sink for admiration.</p> |                   |                 |                   |

| Sl. No.                           | Concepts / Learning Objectives                   | Materials / Tools / Resources | Teacher's Activities / Input                                                                                                                              | Pupil's Activities / Output                                                         | Learning Outcomes                                               | Time Taken                                                                                                 |
|-----------------------------------|--------------------------------------------------|-------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------|-----------------------------------------------------------------|------------------------------------------------------------------------------------------------------------|
| Aim of the Lesson - cut           |                                                  |                               | So, Dear Students, Today we learn about 'Uses of metals and non-metals'                                                                                   |                                                                                     | 'Uses of metals and non-metals'                                 |                                                                                                            |
| E-2 Explain                       |                                                  |                               | Classify the following materials into metals and non-metals<br>Cu, Fe, Coal, Al, Na, C, N, P, K, O etc                                                    |                                                                                     | metals:<br>Cu, Al, Na, K<br>non-metals:<br>Coal, S, N, P, O etc |                                                                                                            |
| E-3 Explain                       |                                                  |                               | we can classify metals and non-metals based on their physical and chemical properties of metals and non-metals.<br>* Metals are shiny, good conductors of | Pupils interestingly listen to the explanation of                                   | Pupils are able to give physical                                | Uses of metals                                                                                             |
| Properties of metals & non-metals |                                                  |                               | heat & electricity, reacts with oxygen, water, acids & bases<br>i.e. Cu, Al, Na, K are metals<br>Coal, S, C, N, P, O are non-metals.                      | meaning & examples of metals                                                        | Chemical properties of metals with examples                     |                                                                                                            |
| Uses of metals                    |                                                  |                               | Metals are the major elements of the periodic table & in our daily life we use things made up of 40% of them are of metals                                | Pupils curiously listen to the uses of metals.                                      |                                                                 |                                                                                                            |
| Use of IOT                        | Pictures of uses of different metals in our life |                               | Teacher shows the pictures of uses of different metals and explain about it.                                                                              | [Pupils keenly show the pictures and carefully listen to the explanation about it.] | Pupils are able to explain the uses of different metals.        | Uses of metals a iron used in buildings, machinery, bridges & so on. Gold is used in jewelry, dental, etc. |



### Uses of Iron

- Iron used in machinery making.
- Good conductors of heat, so used in making cooking vessels.
- Construction of buildings, bridges
- as agricultural equipment, Gates, Iron nails, Pipes

### Uses of Copper & Aluminium

- as good conductors of electricity, used as electric wires.
- Cu used in electroplating.
- Cu used as utensils.

- Al used in paints, cans.
- Utensils
- Al foil.
- Al used in making aeroplane parts.

### Uses of Gold and Silver

- Silver used in reflecting mirror or in computer screen, solar cell.
- Silver foil used as sweet decorative.
- Silver compounds used in photography.
- Gold ornaments & as decorative items.
- Gold & Silver comp.

Pupil curiously listen to the explanation of

uses of metals like Iron, Copper, Al based on their physical

& chemical properties.

Pupil curiously listen to the uses of metals like Gold & Silver.

Pupil are able to know uses of Iron, Copper

& Aluminium in our life.

Pupil are able to understand the uses of Ag & Au as ornaments & others.

### Iron

- hard.
- good conductor of heat
- High tensile strength
- malleable & ductile

### Copper & Al

- best conductors of heat & electricity.
- High B.P. & M.P.
- malleable & ductile.

### Gold & Silver

- most malleable & ductile
- Shiny surface
- not easily dissolves in any solvent except aqua regia.

|                   |                                      |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                    |                                                           |                                                                                                                                                                                                                                                                                                                                             |
|-------------------|--------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------------------------------|---------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| <u>Non-metals</u> |                                      | <p>Non-metals may be less compared to metals but without non-metals, our life would not be possible.</p> <p>* Non-metals like Oxygen, Carbon, Hydrogen are most essential for survival of life of humans, animals, plants <math>\Rightarrow</math> whole earth.</p> <p>* <u>Oxygen</u></p> <ul style="list-style-type: none"> <li><math>\rightarrow</math> breathing &amp; Respiration.</li> <li><math>\rightarrow</math> Oxygen cylinders</li> <li><math>\rightarrow</math> Combustion</li> <li><math>\rightarrow</math> Industrial uses.</li> </ul> | <p>Pupil interestingly listen to the explanation of uses of non-metals with specifically as Oxygen, Nitrogen, Carbon &amp; others in our life.</p> | <p>Pupil are able to appreciate the significance.</p>     | <p><u>Uses of non-metals</u></p> <p><math>\Rightarrow</math> Non-metals</p> <p><math>\rightarrow</math> Life on earth is possible.</p> <p>eg: O, C &amp; H, N etc.</p> <p>* <u>Red Phosphorus</u></p> <ul style="list-style-type: none"> <li><math>\rightarrow</math> matchsticks</li> <li><math>\rightarrow</math> Firecrackers</li> </ul> |
|                   |                                      | <p>* <u>Nitrogen</u></p> <ul style="list-style-type: none"> <li><math>\rightarrow</math> In food packaging.</li> <li><math>\rightarrow</math> Electric bulbs</li> <li><math>\rightarrow</math> as Fertilizer.</li> </ul>                                                                                                                                                                                                                                                                                                                              |                                                                                                                                                    | <p>of non-metals in life of us.</p>                       | <p>* <u>Carbon</u></p> <ul style="list-style-type: none"> <li><math>\rightarrow</math> most life of organisms.</li> <li><math>\rightarrow</math> For photosynthesis.</li> <li><math>\rightarrow</math> as organic compounds.</li> </ul>                                                                                                     |
| <p>Use of ICT</p> | <p>Picture of Uses of non-metals</p> | <p>Teacher shows the images of uses of different non-metals and explain about it.]</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                | <p>[pupil keenly observe the images of uses of non-metals &amp; listen carefully to the explanation about it.]</p>                                 | <p>[pupil are able to explain the uses of non-metals]</p> |                                                                                                                                                                                                                                                                                                                                             |
|                   |                                      | <p>So, we observed that metals and non-metals both are very essential for our daily life.</p> <p>So, the uses of metals and non-metals are many &amp; vast.</p>                                                                                                                                                                                                                                                                                                                                                                                       |                                                                                                                                                    |                                                           | <p>* Metals and Non-metals both equally important.</p>                                                                                                                                                                                                                                                                                      |



| SE ಪಂದ್ಯಗಳು<br>ಕೆಲಸದ ಸಂದರ್ಭಗಳು/ಪರಿಸ್ಥಿತಿಗಳು | Concepts<br>ಕಲ್ಪನೆಗಳು/ಪರಿಕಲ್ಪನೆಗಳು        | Materials (TLM)<br>ಪದಾರ್ಥಗಳು ಕೆಲಸ<br>ಗೊಳಿಸುವುದು | Teacher's Activities<br>ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು                                                                                                                                                                                                                                                                                                                                       | Pupil's Activities<br>ಪುಟ್ಟರ ಚಟುವಟಿಕೆಗಳು                                                                       | Learning<br>Outcome<br>ಕಲಿಕೆಯ ಫಲ                   | Black Board Work<br>ಕಪ್ಪು ಪಟ್ಟಣದ ಕಾರ್ಯ                                                                                                                                                                         |
|---------------------------------------------|-------------------------------------------|-------------------------------------------------|-----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------------|----------------------------------------------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|
| E-4<br>Elabo-<br>rate                       |                                           |                                                 | <p><u>Role of Elements in human and <del>plant</del> life</u></p> <p>* absence of some metals leads to health issues.<br/>eg: Deficiency of Fe → Anemia<br/>Cu → Brain &amp; heart diseases.<br/>Ca → Bone deterioration.</p> <p>* Non-metals as C, Oxygen, N present in<br/>→ Carbohydrates (C, H, O)<br/>→ Proteins (C, H, O, N)</p> <p>* Excess consumption of metals like</p> | <p>Pupil curiously listen to the explanation of role of elements (metals and non-metals) in human life and</p> |                                                    | <p>* An average human body weighing 70kg have total mass of 0.229 mg of Gold.<br/>(In brain, heart, blood &amp; joints)</p> <p>→ It is helpful in maintaining our joints, facilitating the transmission of</p> |
|                                             |                                           |                                                 | <p>Pb, Hg, As &amp; Cd are hazardous.</p> <p>* Over usage of Cu, Al, Cr metals &amp; Ag foil, Al foil may lead to dangerous health issues.</p>                                                                                                                                                                                                                                    | <p>the demerits of over usage of metals &amp; non-metals</p>                                                   | <p>wisely to get healthy life.</p>                 | <p>electrical signals throughout the body.</p>                                                                                                                                                                 |
| Use of ICT                                  | Images of Role of elements in human life. |                                                 | [Teacher shows the images of elements and explain about their benefits and demerits if used in excess.]                                                                                                                                                                                                                                                                           | [Pupil interestingly listen to the explanation of benefits & demerits of elements in our life.]                | Pupil are able to use elements wisely in our life. |                                                                                                                                                                                                                |
|                                             |                                           |                                                 | So, Metals & non-metals should be used as needed. not much, not less to get better healthier lifestyle to live happily.                                                                                                                                                                                                                                                           |                                                                                                                |                                                    | * Elements (metals, non-metals) are very essential for life of organisms.                                                                                                                                      |

| Stages of SE                | Learning Points/ Concepts | Teaching Learning Materials (TLM) | Classroom Activities / <del>उपयोग</del> <del>उपयोग</del>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                            |                   | Learning Outcome | Black Board Work                                            |
|-----------------------------|---------------------------|-----------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------|------------------|-------------------------------------------------------------|
|                             |                           |                                   | Teacher's Activities                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Pupils Activities |                  |                                                             |
| <u>Concluding Statement</u> |                           |                                   | So, Dear Students,<br>Today we learnt <sup>2</sup> Uses of metals and non-metals?                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                   |                   |                  |                                                             |
| <u>E-5 Evaluate</u>         |                           |                                   | <u>Match the following with suitable answers</u><br><div style="display: flex; justify-content: space-around;"> <div style="text-align: center;"> <u>A</u><br/>           1) Metals like Ag, Au<br/>           2) Non-metals like Nitrogen<br/>           3) Iron<br/>           4) Oxygen<br/>           5) Copper (Aluminium)         </div> <div style="text-align: center;"> <u>B</u><br/>           a) Breathing<br/>           b) Electrical wires<br/>           c) Food packaging<br/>           d) ornaments<br/>           e) machineries, bridges<br/>           f) matchsticks &amp; firecrackers         </div> </div> |                   |                  | <u>Answers</u><br>1) d)<br>2) c)<br>3) e)<br>4) a)<br>5) b) |
| <u>Home-work</u>            |                           |                                   | * write a note on uses of metals and non-metals                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                     |                   |                  |                                                             |



Signature of the Student Teacher  
of September 20, 2018

Signature of the Master Teacher  
of September 20, 2018

Suggestions  
Students

→ Good and interesting teaching

Signature of the Observer  
of September 20, 2018



The Karnataka Veterinary, Animal and Fisheries Sciences University  
**J. P. COLLEGE OF EDUCATION, GADAG**  
**REFLECTIVE DIARY FOR STUDENT TEACHER**

Name: Arundhati S. S. Date: September 20, 2018

Subject: Education

Topic: Importance of quality education

1. What are some objectives / outcomes I tried to teach today?

• Students of class of quality & quantity

• Students about paper (appropriate way of writing)

• How did I try to teach it? (teaching strategy) / problem-solving approach / method used

• Used ICT / e-presentation / images

• Explanation using examples

• How did it work? (student reaction / your reaction)

• Students were attentive to the class

• How many I do a lesson?

• Good things

→ Use of ICT

• Significance of what I read

→ Students get familiar with English literature & language

• Classroom problem & things to improve

• What did I do or will do about the problem?

• What are my planning / strategy / activity / work for tomorrow?

• Create of appropriate expectations with my class

• What are my working goals for tomorrow?

• To give more effective teaching

There is daily confidence about doing assignments and record it on the diary. I work for class and long term assignments and work for improvement.

# Organizing Field Visit.

Karnataka Vidyavardhaka Samithi's  
**JAGADGURU PANCHACHARYA COLLEGE OF EDUCATION**  
**GADAG - 582 101.**

ಕರ್ನಾಟಕ ವಿದ್ಯಾವರ್ಧಕ ಸಮಿತಿಯ  
**ಜಗದ್ಗುರು ಪಂಚಾಚಾರ್ಯ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ಗದಗ.**



**Two Year B.Ed. Course**

.....4<sup>th</sup>..... Semester - 2021 - 2022

**ASSIGNMENT / SEMINAR**

**ದತ್ತ ಕಾರ್ಯ / ವಿಚಾರ ಸಂಕರಣ**

Course Code

ಕೋರ್ಸ್ ಕೋಡ್

EF-I

Course Title

ಕೋರ್ಸ್ ಟೈಟಲ್

Internship Programme

Title of the Assignment / Seminar

ದತ್ತಕಾರ್ಯ / ವಿಚಾರ ಸಂಕರಣ ಶೀರ್ಷಿಕೆ

Report on Educational resources  
field.

Name of the Student Teacher / ಪ್ರಶಿಕ್ಷಕಾರ್ಥಿಯ ಹೆಸರು :

Poornima Chavhan

Roll No. / ಹಾಜರಿ ಸಂಖ್ಯೆ : 66



Karnataka Vidyavardhak Samithi's

**JAGADGURU PANCHACHARYA COLLEGE OF EDUCATION  
GADAG - 582 101.**



## *Certificate*

*This is to certify that Kumar / Kumari / Smt / Sri*

Poornima. Chauhan

*has satisfactorily completed the Assignment / Practical Work /*

*Seminar / Field based work in course title Internship*

*Programme. EF-I prescribed by the*

*Karnataka University, Dharwad for the B.Ed. 4<sup>th</sup>*

*Semester during the year 2021 -2022*

Date : 31/10/22

  
Subject Teacher

  
HEAD MASTER  
Sri Fakir Channeveereshwar  
English Medium School  
Shirahatti-582120 Dt. Gadag

  
Principal  
J.P. College of Education,  
Gadag.

॥०३३॥

| Sl. No.<br>क्र.सं. | Description<br>विवरण                                     | Page No.<br>पृष्ठ संख्या |
|--------------------|----------------------------------------------------------|--------------------------|
|                    | Report on...                                             |                          |
| 1                  | Visit to RED office Gndga                                | 01-03                    |
| 2                  | Visit to RSC of Eo Gndga                                 | 04-05                    |
| 3                  | Visit to DIET [District Institute of Education training] | 06-10                    |
| 4                  | Visit to Residential School                              | 11-13                    |
| 5                  | Visit to Nearby higher primary school                    | 14-15                    |



## Visit to BED office Gadag.

Date: 10/08/2022

Time: 11:00 am

BEO: Block Education Officer - Shekharappa Horapeti. M.Sc. B.Ed

### Structure of BED:

In BED office the post are arranged to respect  
ive officer to handle that work or functions.

- \* BED officer and planned Commission
- \* Physical Education teachers
- \* Higher Education Co-ordinators
- \* Post: 1 :- Primary / Elementary Education

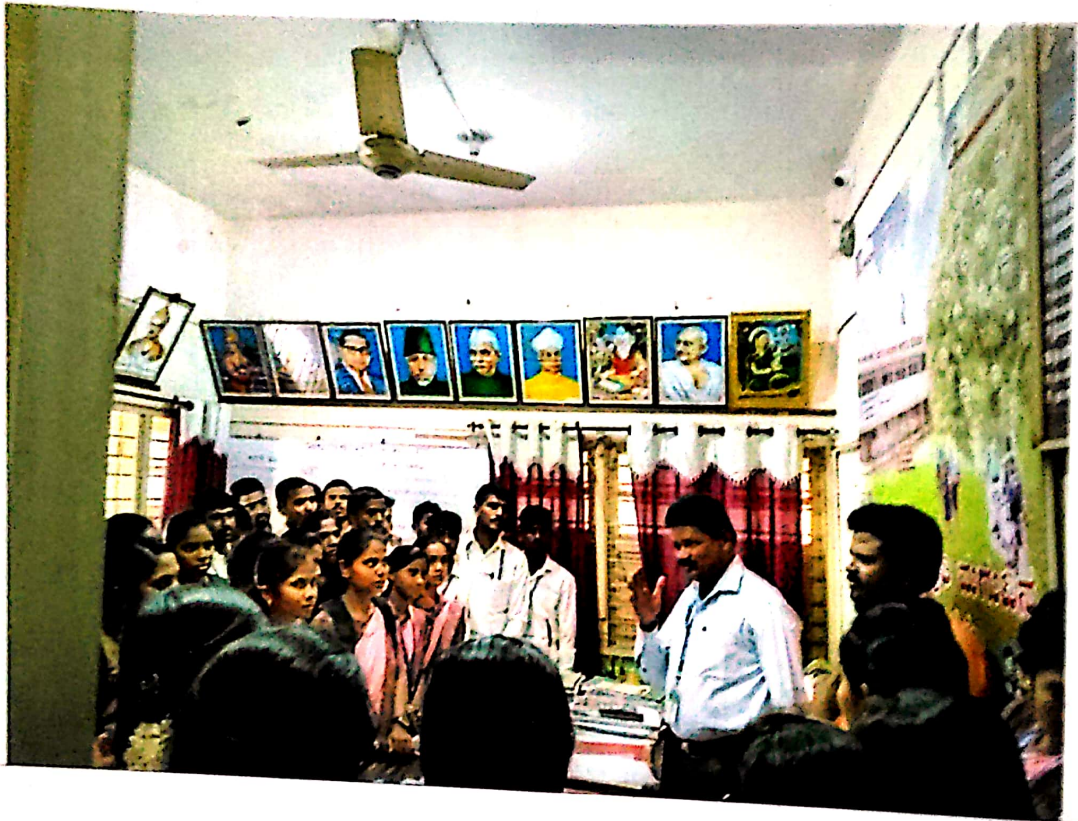
#### Co-ordinator - 1

He is the Incharge of textbooks for various  
Primary schools and he will take care of it.

Part. 2 :- Primary Education co-ordinators & their work  
is to distribute uniform to various primary school to  
implement various govt schemes in schools.

Name & Signature of the Student Teacher: Poojima Chauhan PMC

Roll No.: 66



Name & Signature of the Student Teacher : \_\_\_\_\_

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



• If school is not able to pay the salary of teachers, then the school will not function properly.

- School building
- School furniture
- Books.

### Administration

- Teacher salary
- School Budget presentation
- Facilities for school such as Computer, Internet
- School property record, distribution of books
- Filling the vacancy in school.

### Education

- Maintaining quality of Education
- Analyse of result
- Applications of Govt. plan.

Name & Signature of the Student Teacher : Prasanna Choudhary

Page No. 102

BED office consist of.

- 54 - Govt. primary schools
- 53 - Unaided primary schools
- 512 - Unaided High schools
- 14 - Aided high schools.

### Functions:

- First saturday of every month is considered as the day of listening task of facilities.
- Salary of Primary & secondary school Teachers.
- Grants for Aided and Unaided School.
- Administration & functioning of Unaided school.
- Distribution of books.

Name & Signature of the Student Teacher : Poojima Chauhan PMC

Roll No.: 66



JPOOE, GADAG

Academic Year :

Semester :

Date :

Page No.



Name & Signature of the Student Teacher

Page No.



## Visit to BRC office Gadag.

Date: 25/02/2022

### Introduction:

Block Resource Centre was established in 1986 national Education Policy. BRC should be established in every taluk.

It was established with aim of training & supporting teachers by organizing training and workshops to teachers encouraging teachers by resource and development of the school will be the responsibility of BRC.

### Role and functions of BRC.

BRC play an important role in ~~improve~~ interacting the quality of Education. To increase the quality of primary & Secondary school Education it plays a vital role.



1. Guidance to CRP;
2. Training to teachers
3. Inclusion with CRP & school
4. Collection of data
5. Provide information about action plans.
6. Solutions to administrative problems
7. BRC has relationship with DIET, University & other Govt. organisations
8. It is responsibility of BRC to provide effective training.

JPODE, GADAG

Academic Year:

Semester:

Date:

Page No.



Name & Signature of the Student Teacher: \_\_\_\_\_

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



## Visit to JNET [District Institute of Education and Training.]

Date : 11/02/2022

Principal of JNET : S.P. Ganji

### JNET : Introduction:-

Ministry of Human Resource development establishes it. It organises preserving and inservice teaching of teachers. The Head of principal should hold, at least two degrees [MA or M.Sc. & M.Ed] The teaching aslab selected for this institute should have primary school background with the available instructional material. the teachers undergoing training and progress and Encouraged.

## Objectives

- The section of the programme is aimed to,
- Understanding the role & responsibility of all
- Correctly evaluate the inter relationship of various wings
- So we will be build appropriate relationship.
- Because the multiple tasks and capabilities required by each specialty member to achieve progress.

## Purpose of Establishment of JETP:

- There are mainly 3 purpose of establishing JETP.
- 1) To establish a full literacy.
- 2) Understanding of education.



## Main Programmes in DIST:

- To train school teachers
- To provide teacher training programme, including research programmes by depending upon their training needs
- To provide service to training by in-service training and the ways of teaching learning Education etc.

## Functions of DIST:

- \* Organising pre & in-service training to primary school teachers.
- \* Evaluating the programme, of National school education higher & primary school
- \* Providing resourceful to working with the service to teachers
- \* Experimenting to conducting research
- \* Work co-ordinate the government with government of other dist. level department.

## Branches of DET :

DET has 7 Branches :

1. District resource Unit
2. Pre-service teacher (training) education
3. Work experience branch
4. Curriculum & material development & evaluation branch.
5. Educational technology branch
6. In-service programme field interaction & innovation co-ordination branch.
7. Planning & management branch

## Facilities :

- ① Training rooms
- ② Computer lab
- ③ Language lab
- ④ Maths lab
- ⑤ Science lab



⑥ Conducting exams like Abhyas.

⑦ NUS are only for 8<sup>th</sup> std.

DEI has 7 wings:

- ① PM - Budget / Planning & Management
- ② DRD - District Revenue Unit
- ③ JFTC - Joint Family Programme, Joint Authority & Joint Action
- ④ PSE - Pro-voice Teacher Education
- ⑤ CWDE - Curriculum Material Development & Distribution
- ⑥ ME - Milk Extension
- ⑦ ET - Extension and Technology

Visit to Kinnar Panchayam Residential Free No. 10

Dona, Lenoar

Parishad

For Girls

note

Introduction:

Kinnar Panchayam Residential School for girls was established in 2009 and it is managed by the Tribal department. It is located in Rural area. The school consist of grades from 8 to 10. The school is for girls and doesn't have an attached pre-primary section



## Admission process of the School:

- Admission for those students whose parents income is less than 11,000/-
- Entry for green card students.
- Opportunity for SC and ST students.
- Universal entrance exam over the State.
- Entrance exam will be held under the guidance.
- Eligible and category wise seats will be allotted.

## Reservation Detail:

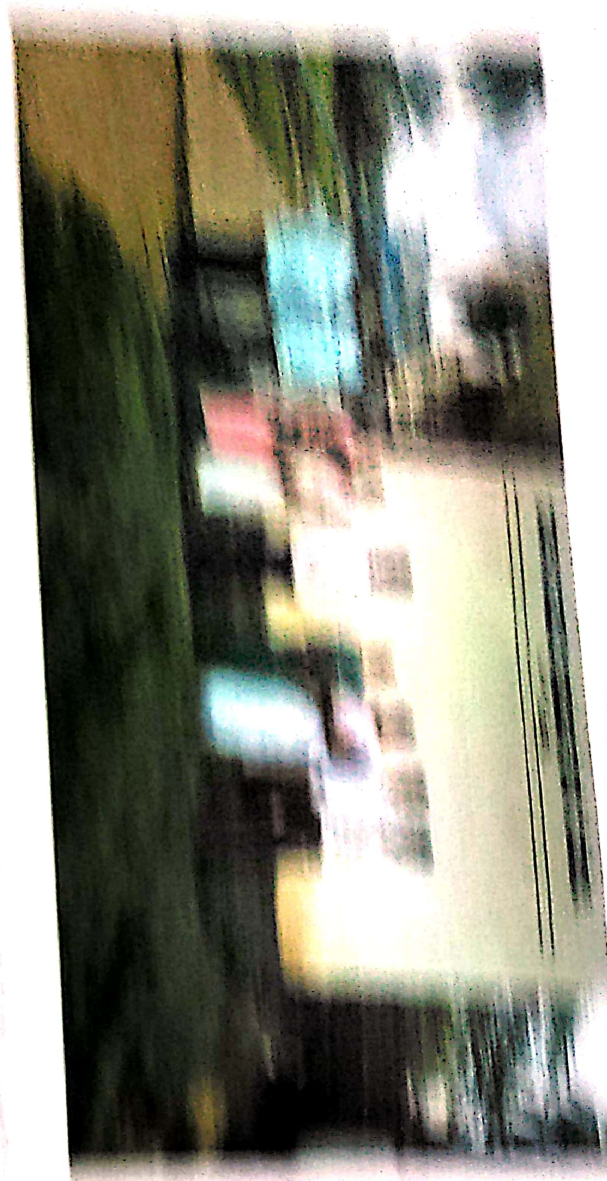
| Reserved Category | Percentage. |
|-------------------|-------------|
| ① General Merit   | 50          |
| ② SC/ST           | 25          |
| ③ Backward class. | 25.         |

## Facilities Available:

Children who get admission in this School will be provided Rs. 5000/- including their food and medical accommodation provision of textbooks and uniforms for the students. Free facilities available in the school.

- |                                                |                                                        |
|------------------------------------------------|--------------------------------------------------------|
| <input checked="" type="checkbox"/> Free book  | <input checked="" type="checkbox"/> Free Trunk         |
| <input checked="" type="checkbox"/> Rs. 5000/- | <input checked="" type="checkbox"/> Medical checkup    |
| <input checked="" type="checkbox"/> Free       | <input checked="" type="checkbox"/> Uniform            |
| <input checked="" type="checkbox"/> Free       | <input checked="" type="checkbox"/> Pillow             |
| <input checked="" type="checkbox"/> Free       | <input checked="" type="checkbox"/> Socks              |
| <input checked="" type="checkbox"/> Free       | <input checked="" type="checkbox"/> Bedsheets          |
| <input checked="" type="checkbox"/> Free       | <input checked="" type="checkbox"/> Education.         |
| <input checked="" type="checkbox"/> Free       | <input checked="" type="checkbox"/> Daily necessities. |
| <input checked="" type="checkbox"/> Free       |                                                        |





Roll No.

Page No.

Date

Page No.

Date

Page No.

Date

Visit To Mervel House Primary School

Page No.

Date

During our internship we at St. Eustace  
primary school observed with parents of our school  
children we visited to Government High Primary school  
Moggi, Chirohalla.

We visited Government High Primary school  
Moggi on 20/01/2022 for our visit.

Name & Signature of the Student Teacher :

Meghna Choudhary

Roll No.: 66



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Shri. Prady School Master is one of the Govt. Schools of Chhatkatti where the students studying in the school are provided Education along with mid-day meals, uniforms, textbook, etc.

As coming to the Educational sector - the school has 4 classes in English medium 1-4<sup>th</sup> std. having 30 students per class and English medium was started in the year 2011.

The school has 10 classrooms and 11 staff. The school was established in the year 1985 and have 432 students at present in which 122 girls & 310 boys are present.

The Govt. new programme which is "Kalika Chetavike" was started in the school

Facilities:

- a) Mid-day meals
- b) Kshetradhargya
- c) Uniform, Shoes, Bag, etc.
- d) Health checkup
- e) Kalika Chetavike.

Signature of the Student Teacher: [Renuka Chaudhary]

Roll No.: 66



Preparation of the student's character

Section: 10th grade

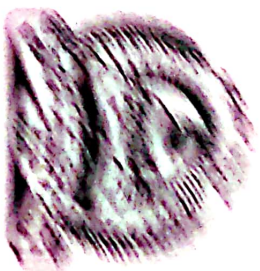
Teacher: Mr. [Name]

Subject: Mathematics

Grade: 10th

Year: 2023-2024

Teacher's signature: [Signature]



Parent's Signature: [Signature]

Student's Name: [Name]

Student's ID Number: [Number]

Teacher's Name: [Name]

Grade: 10

Teacher's Name: [Name]

Teacher's Signature: [Signature]

Name of the Student Teacher / Supervisor: [Name]

Teacher's Name: [Name]

Name of the Student Teacher / Supervisor: [Name]

Teacher's Name: [Name]

Roll No. / Student ID: [Number]

[Signature]

Kannada Department Seminar

ಇಸಾಧಾರಣ ಪರೀಕ್ಷಾಧೀನ ಕುರಿತು ಶಿಕ್ಷಣ  
ಕಾನೂನು - ೨೨ ನೇ ವಿಭಾಗ



## Certificate

This is to certify that Kumar / Kamari / Smt / Sri  
Perwara, Prabhu

has satisfactorily completed the Assignment / Practical Work /  
Seminar / Field based work in course code EE-1  
Assignment prescribed by the  
Kannada University, Dharmad for the B.Ed. 1st Sem  
Semester during the year 2021-2022

Date : 21/6/22

Subject Teacher

HEAD MASTER  
Sri Faruk Channaveereshwar  
English Medium School  
Shri 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## Introduction:

- Action Research is a formative study of progressive community practiced by teacher in school basically. - Action research is a spiral process that included problem investigation taking action and finding out the result of action.

- Action research is either research initiated to solve an immediate problem or a reflective process of progressive problem solving led by the individuals working with others in terms of a part of a community of practice to improve the way they address issues and solve problems.



## Meaning of Action Research:

- Action research is a rather simple set of ideas and Techniques that can be introduced you to the power of systematic reflection on your practice.

- Action research is either research initiated to solve an immediate problem or a reflective process of progressive problem solving led by individuals working with others in teams or as a part of community of practice to improve the way they address issues and solve problems.

## Definitions of Action Research:

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1] According to Elliot (1991):

"Action research is the study of a social situation with a view to improving situation with a view to improving the quality of action within it."

2] Kemmige and Mc. Taggart (1982):

"It is an approach to improve your own teaching practice."

3] O'Brain:

"Action research is a natural way of acting and re-acting at the same time."

4] S-backbell:

"Research concerned with school problem solved on by school personal to improve school practice is called Action research."



Labatt:

It is a process in which participants exercise their own Educational practice systematically and carefully using the techniques of research.

J.W. Best:

Action research is focused on the immediate application, not on the development of theory. It has placed its emphasis on a real problem - there and now in a local setting.

## Steps of Action Research:

- Action research involves 7 steps:

### 1) Selecting a focus:

The action research process begins with serious reflection directed towards identifying a topic. There selecting a focus, the first step in the process is vitally important.

### 2) Clarifying Theories:

The second step involves identifying the values, beliefs and theoretical perspectives the researcher hold relating to their focus.

### 3) Identifying Research Question:

Once a focus area has been related and researchers perspectives and beliefs about that focus have been classified, the next step is to generate a set of personally meaningful research questions to guide the inquiry.



#### 4] Collecting Data.

Professional educators always want that instructional decisions to be based on the best possible data. Action researchers can accomplish this by making sure that the data used to justify their actions are valid and reliable.

#### 5] Analyzing Data:

- What is the story told by this data?
- Why did the story play itself out this way?

#### 6] Reporting results:

It is often said that teaching is a lifelong endeavour. It is doubly so that so many teachers are left alone in their classrooms to reinvent the wheel on a daily basis.

#### 7] Taking informed action:

Taking informed action, or action planning, the last step in the action research process is very familiar to most teachers.

When teachers write lesson plan or develop academic programmes. They are engaged in the action planning process.

### Importance of Action Research:

- \* Encourages change in the school.
- \* Fosters a democratic approach to education
- \* Empowers individuals through collaboration on project
- \* Positions teachers and other educators as learners who seek to narrow the gap b/w practice & vision of education
- \* Encourages educators to reflect on their practices.
- \* Fosters a democratic approach to Education.
- \* Promote new ideas
- \* It helps teachers in improving their own teaching.
- \* Bringing desired modifications in the behaviour of their students.



## Problem

### Statement of Problem

A study of problem posed by 9<sup>th</sup> class students. To see overcome the difficulties in learning and identifying difference between the Newton and flow substances.

### Aims and objectives of research

- To study the problem posed by 9<sup>th</sup> standard students while identifying flow substances by mixture.
- To find out the cause of problem posed by 9<sup>th</sup> class while identifying the types of mixture.
- To suggest remedies to overcome the problem faced by 9<sup>th</sup> class students while identifying the types of mixture.

- end -

Topic \_\_\_\_\_

During the year 1990, students were given a study of the life of the great leader Mahatma Gandhi.

A study was also given to the students.

### History of the study

The study is based on the life of the student.

The study is based on the life of the student and the study is based on the life of the student.

The study is based on the life of the student.

### Results

The study was based on the life of the student.

The study was based on the life of the student and the study was based on the life of the student.

The study was based on the life of the student.

The study was based on the life of the student.





Teacher's Signature

Collection and analysis of data:

Page No. 19

Identifying which students are facing problems, by doing pre-test and giving them a variety of activities through remedial teaching to remedial teaching to identify the type of error difference between Mixture and Pure substance.

Pre-test : 1 period

Remedial teaching : 2 periods

Post test : 1 period.



# PARALLEL EDUCATION SYSTEMS

## QUESTIONS

### ANSWERS TO 3 WORD SENTENCES

1. What do you mean by "parallel education"?
2. What are the types of "parallel education"?
3. Name the types of "parallel education".
4. Give definition of "parallel education".
5. Write the property of "parallel education".

Fill in the blanks with suitable words

1. The example for "parallel education" is \_\_\_\_\_.
2. The example for "parallel education" is \_\_\_\_\_.
3. The example for "parallel education" is \_\_\_\_\_.
4. The example for "parallel education" is \_\_\_\_\_.
5. The example for "parallel education" is \_\_\_\_\_.



Result sheet of Per-test

Subject: Science

Class: 9<sup>th</sup>

Max. marks: 10

School: SEC English medium  
School: Ashvathalli

| Sl. No. | Name of Students | Total marks | Obtained marks |
|---------|------------------|-------------|----------------|
| 01.     | Rohan.D          | 10          | 02             |
| 02.     | Ramod.           | 10          | 03             |
| 03.     | Jayanth          | 10          | 04             |
| 04.     | Bhuvanesh        | 10          | 03             |
| 05.     | Pragati.B.H      | 10          | 04             |
| 06.     | Jaya.B.V         | 10          | 04             |
| 07.     | Mahesh.S.M       | 10          | 02             |
| 08.     | Yogish.U.M       | 10          | 04             |
| 09.     | Kishor Babu.     | 10          | 05             |
| 10.     | Md. Saib.M       | 10          | 04             |

HEADMASTER

Sri Falir Chaudhary  
English Medium School  
Gadag-585115 Dist. Gadag

Name &amp; Signature of the Student Teacher: Pranjana. Choudhan. PMC

Roll No. 166



PROF. GAOAO

Academic Year

2021-22

Semester

1<sup>st</sup>

Date

11/11

Page No.

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Name & Signature of the Student Teacher :

Poonima Choulhan SIV

Roll No. 66

Week 10/11

Arithmetic (10/11)

Geometry (11/1)

Algebra (11/1)

Page No. (11/1)

# Arithmetic

Topic

Arithmetic

Page

Date

Learning outcome

Arithmetic

Arithmetic is the study of numbers and their properties. It is the foundation of all mathematics.

10/11

10/11

Students learn to use arithmetic to solve problems.

Arithmetic

Arithmetic is the study of numbers and their properties. It is the foundation of all mathematics.

10/11

10/11

Students learn to use arithmetic to solve problems.

Week 10/11

Arithmetic (10/11)

Page No. 11/1



## J.P. COLLEGE OF EDUCATION GADAG

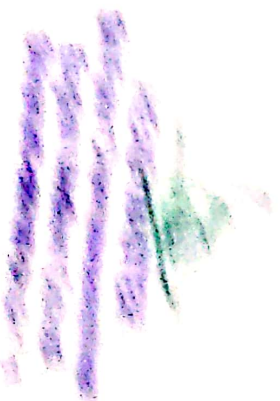
### Post-Test

Answer the following questions.

1. What is Metonymy?
2. What are the types of metonymy?
3. Give examples for Homonymous metonymy.
4. Give examples for Heteronymous metonymy.
5. Is milk a Homonymous metonymy?

Fill in the blanks with suitable words.

1. \_\_\_\_\_ are the substances which are 'far' from each other.
2. \_\_\_\_\_ are the types of 'far' substances.
3. There are \_\_\_\_\_ types of metonymy.
4. Self-reference is a \_\_\_\_\_ metonymy.
5. \_\_\_\_\_ is an example for Heteronymous metonymy.



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

Section \_\_\_\_\_

Page No. \_\_\_\_\_

Page No. \_\_\_\_\_

Page No. \_\_\_\_\_

Page No. \_\_\_\_\_

Page No. 22

# Sheet of Test:

Subject: \_\_\_\_\_

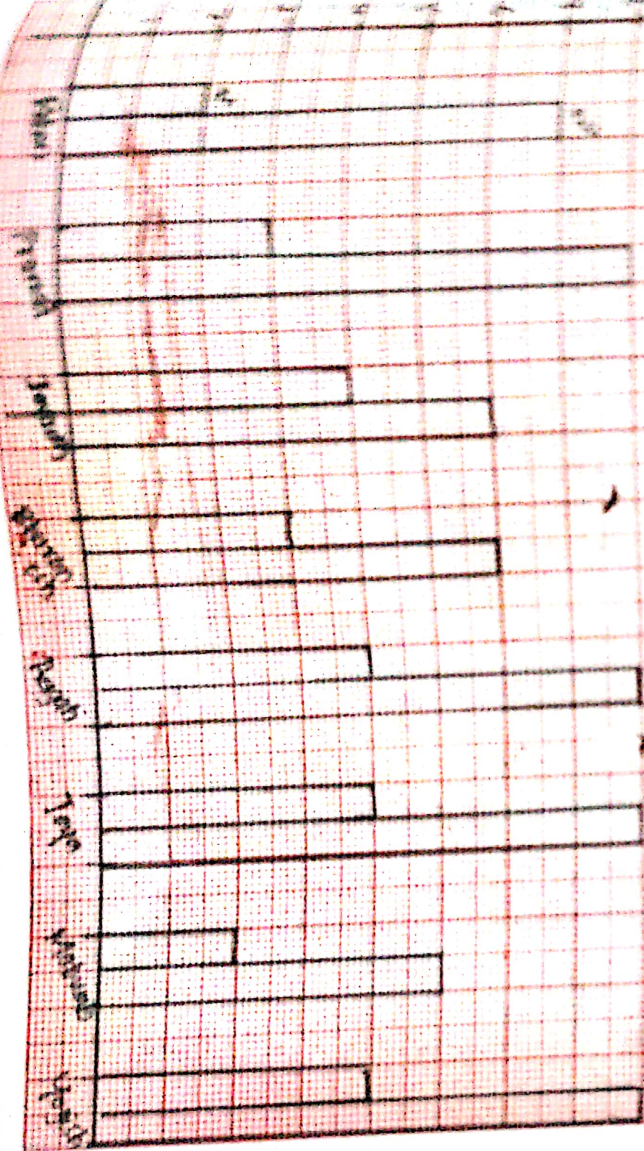
Max. marks: 10  
School: SFC English medium  
Class: 10th

| Sl. No. | Name of the students | Total marks | Obtained marks |
|---------|----------------------|-------------|----------------|
| 01      | Abhishek D           | 10          | 07             |
| 02      | Adarsh               | 10          | 08             |
| 03      | Ajay                 | 10          | 06             |
| 04      | Anurag               | 10          | 06             |
| 05      | Anurag B.H           | 10          | 08             |
| 06      | Ashish B.V           | 10          | 08             |
| 07      | Mahesh S.M           | 10          | 05             |
| 08      | Chaitanya D.M        | 10          | 08             |
| 09      | Harshvardhan         | 10          | 07             |
| 10      | Mit. Sahib           | 10          | 08             |

Teacher's Signature: \_\_\_\_\_  
Date: \_\_\_\_\_

Signature of the student: \_\_\_\_\_





Total  
 = 1 + 2 + 3 + 4 + 5 + 1  
 = 16

10/10/2020

After 2 hrs 2 hrs 10 min  
The students who were present in the  
the 1st hour were present in the 2nd  
the 3rd hour were present in the 4th  
the 5th hour were present in the 6th  
the 7th hour were present in the 8th  
the 9th hour were present in the 10th  
the 11th hour were present in the 12th  
the 13th hour were present in the 14th  
the 15th hour were present in the 16th  
the 17th hour were present in the 18th  
the 19th hour were present in the 20th  
the 21st hour were present in the 22nd  
the 23rd hour were present in the 24th  
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the 33rd hour were present in the 34th  
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the 43rd hour were present in the 44th  
the 45th hour were present in the 46th  
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the 87th hour were present in the 88th  
the 89th hour were present in the 90th  
the 91st hour were present in the 92nd  
the 93rd hour were present in the 94th  
the 95th hour were present in the 96th  
the 97th hour were present in the 98th  
the 99th hour were present in the 100th



Suggestion:-

- \* Students should participate in classroom activities.
- \* Students should be attentive in the class while teaching.
- \* Students should share reading & learning experiences with their friends, teachers, etc.
- \* Should provide a open learning environment.
- \* Students should take part in all ~~mathematics~~<sup>science</sup> project, laboratory.
- \* Students should ~~practise~~ practice science formulae. By read science Everyday.



Page 1

There is a great deal of  
work to be done in the  
field of education. The  
first thing that we must  
do is to get the children  
into school. We must  
make sure that they are  
all present and that they  
are all learning. We must  
also make sure that they  
are all healthy and that  
they are all happy. We  
must make sure that they  
are all getting a good  
education. We must make  
sure that they are all  
getting a good job. We  
must make sure that they  
are all getting a good life.

## Conclusion:

Action research is the process through which teachers collaborate in evaluating their practice jointly; and awareness of their personal theory.

Action research is a practical way for individuals to explore the nature of their practice and to improve it. Action research proceed in an action-reflection cycle or spiral. It is carried out by the individuals but these individuals may collaborate actively. Action researchers must ensure regularity in their method.

100

1. Introduction  
 2. Background  
 3. Methodology  
 4. Results  
 5. Conclusion  
 6. References  
 7. Appendix  
 8. Index  
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 2

1. *Epinephelus* *Sp.* *Scorpaenidae*  
*Scorpaenidae* *Scorpaenidae*

1900

(9) U. S. Government (2014) - "The essentials of Information Production"

[illegible]

Appendix: Review of standard textbooks (2001-7)

Exercises

Page 24

三

(10) *Confidentiality*, say 1 page.

THE UNIVERSITY OF CHICAGO



Case study.

Kannada Vidyavardhaka Samithi's

JAGADGURU PANCHACHARYA COLLEGE OF EDUCATION

GADAG - 582 101.

ವಿಶ್ವವಿದ್ಯಾಲಯ ಸಂಸ್ಥೆ

ಅಧ್ಯಯನ ಕೇಂದ್ರ ಬಿ.ಎ. ಶಿಕ್ಷಣಶಾಸ್ತ್ರ, ಹದ.



Two Year B.Ed. Course

IV<sup>th</sup> Semester - 2021 - 2022

ASSIGNMENT / SEMINAR  
ದಿನಾಂಕ / ದಿನಾಂಕ

Course Code  
ಕೋರ್ಸ್ ಕೋಡ್

EF-1

Course Title  
ಕೋರ್ಸ್ ಶೀರ್ಷಿಕೆ

Internship Programme

Title of the Assignment / Seminar  
ಪ್ರಾಜೆಕ್ಟ್ / ಸೆಮಿನಾರ್ ಶೀರ್ಷಿಕೆ

Case study

Name of the Student Teacher / ಸಿದ್ಧಾಂತಕರ್ತೃ ಹೆಸರು :

Poojamma Channimal

Roll No / ಸಿದ್ಧಾಂತಕರ್ತೃ ಸಂಖ್ಯೆ :

66

Karnataka Vidyavardhak Samithi's

**JAGADGURU PANCHACHARYA COLLEGE OF EDUCATION**  
**GADAG - 582 101.**



## *Certificate*

This is to certify that Kumar / Kumari / Sant / Sri  
Poojamma Chavhan

has satisfactorily completed the Assignment / ~~Practical Work~~ /  
Seminar / ~~Field-based work~~ in course title Internship  
Poojamma prescribed by the  
Karnataka University, Dharmwad for the B.Ed. 4<sup>th</sup>  
Semester during the year 2021 - 2022

Date : 31/10/22

~~Subject Teacher~~

31/10/22

HEAD MASTER  
Sri Fakir Channarayanareshwar  
English Medium School  
Gadag

Principal  
J.P. College of Education,  
Gadag.





11



100

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1990

10

1998

### History of the Book

1

1

10





## Meaning of Case Study

- Case studies are in-depth investigations of a single person, group, event or community.
- Typically data are gathered from a variety of sources using several different methods.
- The case study research method is prevalent in clinical medicine.
- In psychology, case studies are often confined to the study of a particular individual.

### Definition:

- John Gearing - The case study appears as an intensive study of single unit or a small no. of units. For a purpose of understanding a larger class of entities that.
- Collins dictionary - A case study is a written account that gives detailed information about a person / group of things, and their development over a period of time.
- Free academics - A case study is a descriptive and explanatory analysis of a person, group or event.

## Importance of Case Study

1. The major advantage of teaching case study is that the students are actively engaged in learning and the principles of learning are more effective.
2. Students learn about a problem-solving situation.
3. Students learn quantitative and qualitative reasoning in the case study.
4. Students learn to compare and contrast.
5. Students learn to compare and contrast.
6. The student can use the case study as a means of learning depending on the student's own perspective.
7. Students learn the comparative advantage. Students will be able to build confidence in the case study conceptual understanding.
8. The case study is a means of learning and helps students in the case study.
9. The case study is a means of learning and helps students in the case study.



Unit 1, Lesson 1

Page No. 1

1. Identify the type of research question.  
2. What are the variables in the study? Are they qualitative or quantitative?

3. Hypothesis: Are there differences?

4. Direction of the study: Is it qualitative or quantitative?

5. Evaluate the study design.

6. Review the report.

7. Determine and define research questions.

The researcher identifies the focus of the study by asking questions about the situation or problem being studied and determining a purpose for the study. The object of research in a study may refer to:

- (a) A programme or entity. A person, a group of people.
- (b) Each object is likely to be intrinsically tied to features.

3) After this all information that comes up  
analysis required.

The researcher determines what information will be used in the  
elaboration of code fragments and the way to organize in both  
and determine which fragments is organized in their collection  
will be used.

4) Collection of data is good.

The researcher must collect 1. data methods terms of analysis  
comprehensively and systematically to provide that can be  
represented, classified so that researcher line of analyzing &  
patterns can be observed.

5) Evaluate and analyze the data.

The researcher examines the raw data using various techniques  
known to find link between the search object & the results with  
reference to the original search questions.

6) Prepare the report.

Example of case study report the data in a way  
that transform a complex issues into one that can be under-  
stood allowing the reader to question & examine the study  
and come to an independent understanding of the researcher.

(All study by comparing  
other systems. Logic studies.)

### Learning

It is used to describe a student with the ability to acquire  
new knowledge skills in a new system. When they read of the average  
students.

A child who is naturally, without any, a high degree of the  
system related ability of extraordinary ability in a specific  
aspect of learning knowledge.

It includes high speed ability to learn system.

### Characteristics of gifted children

- Ability to comprehend material around grade level above their age  
years.
- Exceptional memory depth & consistency at young age.
- Strong sense of curiosity.
- Extraordinary interest in unique or abstract and topic.
- Proficiency in multiple forms of thought.



## Report on Case Study:

Read and examine the case thoroughly take notes, highlight relevant facts, understand key problem.

- Focus/Subject analysis identify 2-5 key problems
- Uncover possible solutions / changes needed review literature reading, discussion. Debate research, your experimental
- Select the best solution.

## Suggestion:

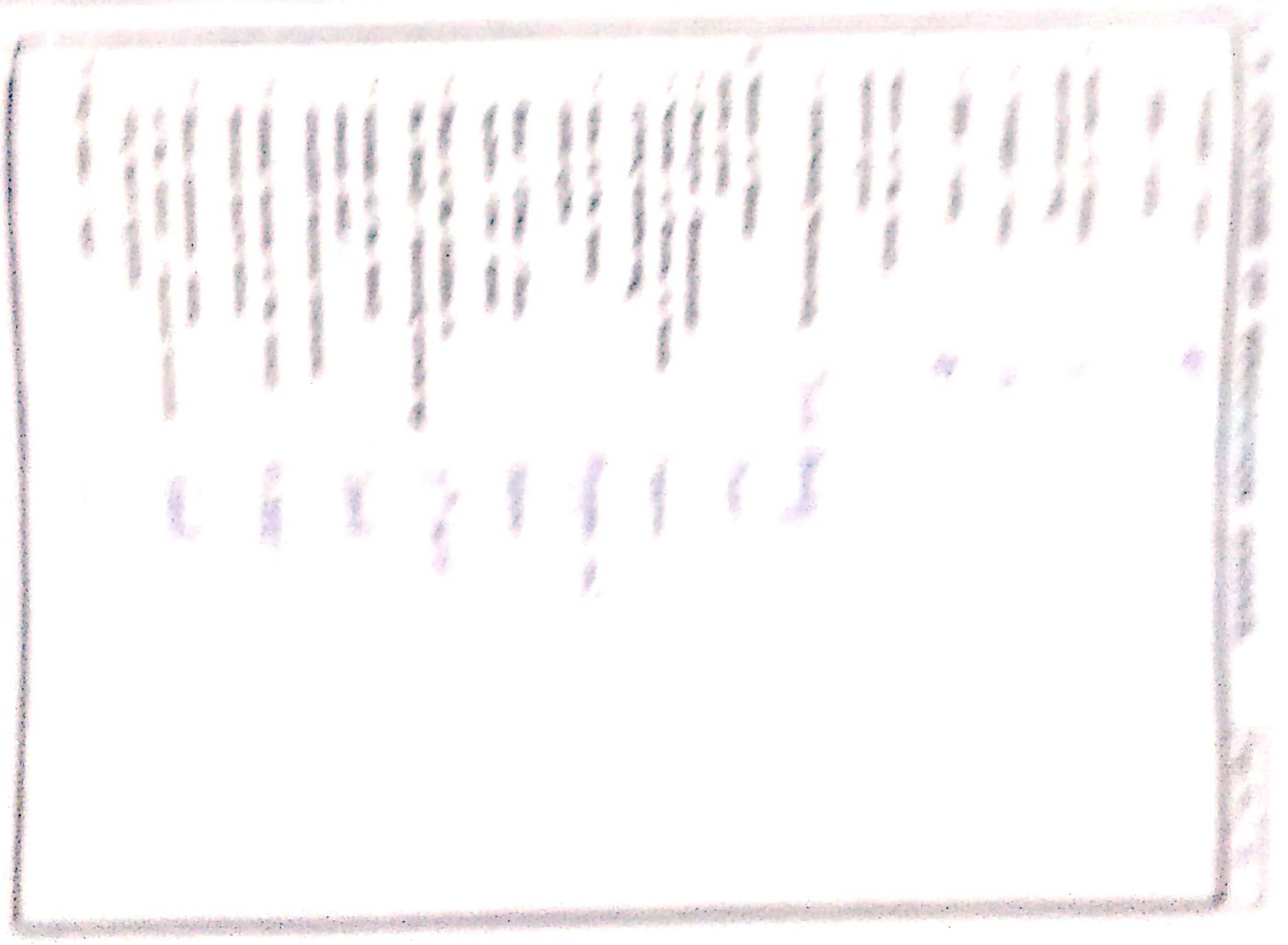
- Flexible and depth learning - offer more space to work on their own
- Complex problem solving - let them tackle complex problem & come up with creative solutions
- Extra study option
- Challenge them enough - allow them to explore more topics that already covered
- Collaborative learning

Name & Signature of the Student Teacher :

Reshmina Chaitan, PNC

Roll No. 66







Handwritten text in a cursive script, likely a historical document or manuscript. The text is arranged in several lines, with some characters appearing to be in a different script or dialect. The ink is dark, and the paper shows signs of aging and wear.

Handwritten text in a cursive script, likely a historical document or manuscript. The text is arranged in several lines, with some characters appearing to be in a different script or dialect. The ink is dark, and the paper shows signs of aging and wear.



## Exercises

1. (10 marks) - Introduction to Calculus. Use the

Example.

2. (10 marks) - Functions of two variables.

Use the example.

Also refer to the publication.

3. (10 marks) - Multiple choice questions.

4. (10 marks) - True/False questions.

5. (10 marks) - Short answer questions.

6. (10 marks) - Essay questions.

Name & Signature of the Student Teacher :

Poojima Chavara PM'

Roll No: 66