Formulating Learning objectives [IEP]

Karnataka Vidyavardhaka Samithi's

J. P. COLLEGE OF EDUCATION, GADAG.

ಕರ್ನಾಟಕ ವಿದ್ಯಾವರ್ಧಕ ಸಮಿತಿಯ

ಜ. ಪಂ. ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ಗದಗ.

LESSON PLAN IN CHEMISTRY ಪಾಠ ಯೋಜನೆ — Practice LESSON / ಪಾಠ

Student Teacher's Name ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಯ ಹೆಸರು	Roll No. ಹಾ.ಸಂ.	Lesson No. ಪಾಠ ಸಂಖ್ಯೆ	Time ಸಮಯ	Period ಅವಧಿ	Date ದಿನಾಂಕ
Akkamahadevi S.G.	74	02	40 min.	5th	19/08/22

Practicing School ತರಬೇತಿ ಶಾಲೆ	Standard ತರಗತಿ	Subject ವಿಷಯ	Unit/Sub Unit ಘಟಕ/ಉಪ ಘಟಕ
Lions G.D. Shah Eng. Med. School.	7th Std.	Science	Chemical Change.

Source Consulted : ಆಕರಗಳು
www.schools.aglasem.com
https:// byjus.com

Previous Knowledge ಪೂರ್ವಜ್ಞಾನ : students are already know about physical change.

Instructional Objectives ಬೋಧನಾ ಉದ್ದೇಶಗಳು :

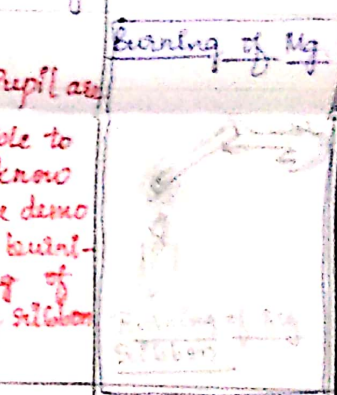
At the end of the lesson, students are able to

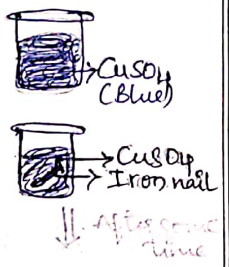
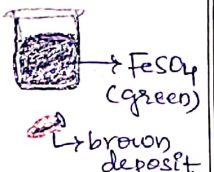
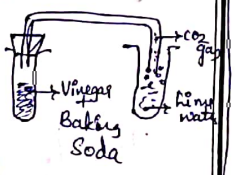
* Mention the types of changes.
* Give examples of chemical change.
* Give reason why burning of wood is a chemical change.
* Systematically perform the activity of reaction between Vinegar & Baking Soda.

Teaching Learning Materials (TLM) ಬೋಧನಾ ಕಲಿಕಾ ಉಪಕರಣಗಳು

* Activity demonstration of burning of Magnesium ribbon.
* Activity of reaction between Vinegar & Baking Soda.

Stages of 5E 5E ಹಂತಗಳು	Learning Points/ Concepts ಕಲಿಕಾಂಶಗಳು/ಪರಿಕಲ್ಪನೆ	Teaching Learning Materials (TLM) ಬೋಧನಾ ಕಲಿಕಾ ಉಪಕರಣಗಳು	Classroom Activities / ತರಗತಿಯ ಚಟುವಟಿಕೆಗಳು		Learning Outcome ಕಲಿಕಾ ಫಲ	Black Board Work ಕರಿ ಹಲಗೆಯ ಕಾರ್ಯ
			Teacher's Activities ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು	Pupil's Activities ವಿದ್ಯಾರ್ಥಿಗಳ ಚಟುವಟಿಕೆಗಳು		
E-1 Engage			Dear Students, You are already know about 'Physical Change'.			
			* In physical change which properties of substance undergo change?	* physical properties		
			* What are the physical properties of substance?	* size, state, shape & colour of substance.	Students are able to recall the physical change.	
			* Give an example of physical change	* melting of ice.		
			* What are the types of change.?	* physical and chemical change.		
			* What is chemical change?	* Irrelevant answer.		
Aim of the Statement			So, Dear Students, Today we learn about 'Chemical Change'.			'Chemical Change.'

5-2 Explain			* Recall that → Iron pan rusted kept in kitchen → Rusting of Iron articles kept open in atmosphere.	Students recall & restated the rusting of Iron pan & other articles.	Students are able to recall the rusting of Iron articles	
5-3 Explain	Chemical Change		Chemical Change Chemical Change is the change in which new substance is formed. eg: Rusting of Iron pan Burning of wood * Rust is not Iron. * Rust is different from Iron.	Students listen to the meaning and examples of Chemical Change.	Pupil are able to know the examples of Chemical Change.	Chemical Change → new substance formed eg: Rusting of Iron → Burning of wood
	Use of Teaching aid	activity of demonstration of Burning of Magnesium ribbon.	[Teacher demonstrates the activity of burning of Mg ribbon and explains about it.]	[pupil curiously observe the demonstration of burning of Magnesium ribbon and interestingly listen to the explanation about it.]	Pupil are able to know the demo of burning of Mg ribbon	Burning of Mg 
			When Mg is burnt in air, it produces MgO i.e. ash. When this ash (MgO) is dissolved in water, it is converted to $Mg(OH)_2$. The basicity of $Mg(OH)_2$ is checked by using Red litmus paper. So, MgO & $Mg(OH)_2$ are new substances. So, burning of Mg ribbon (metal) is a Chemical change.	Students curiously listen to the explanation about Burning of Mg ribbon.	Pupil are able to know Burning of Mg ribbon is Chemical Change.	* $Mg_{(s)} + O_{2(g)} \rightarrow MgO$ ash * $MgO + H_2O \rightarrow Mg(OH)_2$ $Mg(OH)_2$ + Red litmus paper ⇒ Blue colour ∴ $Mg(OH)_2$ is base.

Stages of 5E 5E ಹಂತಗಳು	Learning Points/ Concepts ಕಲಿಕಾಂಶಗಳು/ಪರಿಕಲ್ಪನೆ	Teaching Learning Materials (TLM) ಬೋಧನಾ ಕಲಿಕಾ ಉಪಕರಣಗಳು	Classroom Activities / ತರಗತಿಯ ಚಟುವಟಿಕೆಗಳು: Teacher's Activities ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು	Pupil's Activities ವಿದ್ಯಾರ್ಥಿಗಳ ಚಟುವಟಿಕೆಗಳು	Learning Outcome ಕಲಿಕಾ ಫಲ	Black Board Work ಕರಿ ಹಲಗೆಯ ಕಾರ್ಯ
	Use of teaching aid.	Demonstr-ation of Reaction of $CuSO_4$ with Iron nail.	[Teacher demonstrates the reaction of $CuSO_4$ with Iron nail and explains about it.]	[pupil interestingly observe the demon-stration of reaction of $CuSO_4$ with Iron nail and listen to the explanation about it.]	Students are able to explain the reaction of $CuSO_4$ with Iron nail.	
			* Copper Sulphate sol^n ($CuSO_4$) is prepared by mixing $CuSO_4$ powder in water and by adding dil. HCl. * To this $CuSO_4$ sol^n Iron nail is put in the beaker. * After sometime, we observed, change of color from blue to green & brown deposit on nail, i.e. Copper.	Pupil curiously listen to the explanation about reaction of $CuSO_4$ with Iron nail	Pupil are able to know reaction b/n $CuSO_4$ & Iron nail is Chemical Change.	 $CuSO_4 + Fe \rightarrow FeSO_4 + Cu$ (Blue) (green) (brown deposit) * Displacement reaction. * Redox reaction
	Use of Teaching aid.	Activity of reaction between Vinegar & Baking soda.	[Teacher guides and instructs the pupil to perform the activity of reaction between Vinegar & Soda and explains about it.]	[pupil performs the activity under the guidance of Teacher and listen to the explanation about it.]	Pupil are able to perform the activity of reaction b/n $CuSO_4$ & Iron nail.	Reaction between Vinegar & Baking Soda 
			* When Vinegar & Baking soda are mixed together, it liberates CO_2 gas & other substances. * This CO_2 gas is passed through lime water, it is converted to milky $CaCO_3$ and water. * This is the std. test of CO_2. * Chemical change.	Pupil interestingly listen to the explanation about reaction b/n Vinegar & Baking soda.	Pupil are able to justify reaction b/n Vinegar & Baking Soda is a Chemical Change.	Vinegar + Baking Soda $\rightarrow CO_2(g)$ + other Substances. Lime water + $CO_2(g)$ $Ca(OH)_2$ $\rightarrow CaCO_3 + H_2O$. milky Std. test of CO_2 gas.

			In Chemical Change along with new substances formed, * Heat, light or any other said may be given or absorbed * Sound may be produced. * May be change in smell * May be change in colour * gas may be formed	Students listen to the explanation of other substances liberated / accompanied by new substances	Pupil are able to know other accompanied by Chemical Change.	* Liberation of absorption of heat, light * production of sound * change in smell or colour * formation of gas
E-4 Elaborate		—	Examples of Chemical Change in our daily life are * Spoiling of food * Souring of milk * Setting of curd from milk * Explosion of fireworks * Ozone layer absorbing harmful UV radiation & converts to oxygen.	* Photosynthesis * Digestion of food * Burning Candle * Rusting of Iron	—	Chemical Change * when Apple, Potato Brinjal kept open gets change in colour * Neutralization of acids & bases.
Conclusion Closing			So, Dear Students Today we learnt about 'Chemical Change.'			
E-5 Evaluate			Match the following with suitable answers. A 1) Types of changes 2) Physical change 3) Rusting of Iron 4) $Mg(OH)_2$ 5) Vinegar + Baking soda	B a) Chemical change b) Base c) Liberation of Oxygen d) Melting of Ice e) Physical change & Chemical change. f) Acid		Answers 1) e) 2) d) 3) a) 4) b) 5) c)

The Karnataka Vidyavardhaka Samithi's

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REFLECTIVE DIARY FOR STUDENT TEACHER

Name : Akkamahadevi S.G Date : 19/08/22 School : Lions School

Subject : Science Topic : Chemical Change

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

* Demonstration of burning of Magnesium ribbon
* Activities of Chemical Change.

2. How did I try to teach it ? (teaching strategy / problem-solving approach / model used)

* Demonstration method.
* Activity method.

3. How did it work ? (student reaction / your reaction)

* Pupil curiously observed demo and performed interstingly the activities.

4. How could I do it better ?

* Good Things
  * Demonstration method.
  * Examples.
* Significance of what I tried
  * Pupil are able to give new examples of Chemical change.
* Concerns, problem & things to improve
  * Classroom management.
* What did I do (or will do) about the problem ?
  * I try to properly manage the class

5. What are my planning / material / laboratory needs for tomorrow ?

* Materials of Iron articles. (rusted & new)
* Activity of preparation of $CuSO_4$ crystals

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.

Signature of the Student Teacher

Signature of the Mentor Professor

Signature of the observer

Suggestions

Good Teaching.

-: ~~Assessment~~ Assessment of Learning :-

ಕರ್ನಾಟಕ ವಿದ್ಯಾವರ್ಧಕ ಸಮಿತಿಯ

ಜಗದ್ಗುರು ಪಂಚಾಚಾರ್ಯ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ಗದಗ.

Karnataka Vidyavardhaka Samithi's

JAGADGURU PANCHACHARYA COLLEGE OF EDUCATION, GADAG

Unit plan Unit Test

Two Year B.Ed. Course

IV Semester - 2021 -2022

Unit plan based lessons in Pedogogy of School Subject ...MATHEMATICS

..... **ಘಟಕ ಯೋಜನೆ ಆಧಾರಿತ ಪಾಠಗಳು.**

Name of the Student Teacher : AKKAMAHADEVI S. GANJALA
ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಯ ಹೆಸರು :

Roll No. 74
ಹಾಜರಿ ಸಂಖ್ಯೆ :

Karnataka Vidyavardhaka Samithi's

JAGADGURU PANCHACHARYA COLLEGE OF EDUCATION, GADAG

Certificate

This is to certify that Shri / Smt AKKAMAHADEVI S. GANJALA *has satisfactorly completed Unit Plan Based Lessons in Pedogogy of School Subject* MATHEMATICS *prescribed by the Karnataka University, Dharwad for the Two Year B.Ed. Course of* FOURTH *Semester during the year* 2021 -2022

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Mundargi Road, GADAG-582103

12/09/22
Date :

Subject Teacher

PRINCIPAL
J. P. College of Education,
GADAG-582101

INDEX
ಪರಿವಿಡಿ

UNIT PLAN

Name of the student Teacher : Akkamahadevi S. Gangala Roll Number : 74

Subject : Mathematics Class : 8th std. Unit : 'Squares and Square roots'

Practicing School : Kiong G. D. Shah English Medium High School, Gadag.

Sources consulted :
* www.magnetbrains.com
* www.cuemath.com
* 7th std. NCERT Mathematics Textbook
* www.teachoo.com
* www.learncbse.com
* www.studiestoday.com

Previous Knowledge :

Students are already know about 'Geometrical figures.'

Objectives

General Objectives: At the end of the year, students are able to

* Gain Knowledge and Understand the different concepts of Mathematics.
* Develop positive and scientific attitude about Mathematics.
* Develop problem solving skills of Mathematics
* Use the principles, laws, formulas of mathematics in their real life.

Instructional objectives: At the end of the lesson, students are able to

SubUnit-1 (Squares and it's properties.)

* Write the square numbers of 1 to 10.
* Give examples of perfect square numbers.
* Give reason why 1000 is not a perfect square.
* Calculate area of squares using squaring method

Name & Signature of the Student Teacher : Akkamahadevi S. G. (Signature) Roll No.: 74

SubUnit-2 (Interesting patterns of square numbers)

At the end of the lesson, students are able to

* Find the square number of 50
* Differentiate Triangular numbers in given numbers.
* Analyse the equation, $(a+1)(a-1) = a^2 - 1$.
* Prove $(n+1)^2 - n^2 = 2n+1$, where n is a natural number.

SubUnit-3 (Finding square of a number & Pythagorean triplets)

At the end of the lesson, students are able to

* Find square of given number without direct multiplication
* Bifurcate/Distinguish Pythagorean triplets from other triplets.
* Illustrate Pythagorean triples with examples.
* Derive the proof of $(a5)^2 = a(a+1)100 + 25$.

Name & Signature of the Student Teacher : Akkamahadevi S. G (Signature) Roll No.: 74

Subunit-4 (Square roots)

At the end of the lesson, students are able to

* Define the square root of a square number.
* Explain the method of repeated substraction to find the square root of given square number.
* Analyze that the given number is a perfect square or not.
* Calculate the square root of given square number by repeated substraction method.

Subunit-5 (Prime factorisation & division methods.)

At the end of the lesson, students are able to

* Mention the prime factors of given numbers.
* Compare the prime factors of numbers and its square numbers.
* Illustrate prime factorisation method with examples of square numbers.
* Find systematically the square root of 324 by division method.

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Subunit-6 (Square roots of Decimals)

At the end of the lesson, students are able to

* Identify the square numbers in given numbers.
* Explain the division method to find square root of decimals with examples
* Use division method to calculate the square root of given decimals.
* Calculate the square root of decimals by long division method

Name & Signature of the Student Teacher : Akkamahadevi S. G. (Sign) Roll No. 79

Teaching Learning Materials

Subunit 1: * Chart of squares of numbers 1 to 20
* Chart of Unit's digit of numbers and their squares.

Subunit 2: * Flash cards of odd numbers from 1 to 17
* Chart of sum of consecutive odd and even numbers.

Subunit 3: * Chart of proof of $(ac)^2 = a(a+1)100 + 25$
* Flashcards of Pythagorean triplets.

Subunit 4: * Chart of square numbers and their square roots (1 to 10)
* Chart of method of repeated subtraction to find square root of 81

Subunit 5: * Chart of verification of 90 is a perfect square or not.
* Chart of Division method to find square root of 527.

Subunit 6: * Chart of finding square root of 14.64 by division method.
* Chart of estimating the square root of 250.

Name & Signature of the Student Teacher: Akkamahadevi S. G. (Sangal) Roll No.: 74

Teaching Points

Subunit-1: * Square numbers and properties. : * Meaning and examples of perfect square numbers.
* Properties of square numbers. (based on unit's digit)
* Applications of square numbers.

Subunit-2: Interesting patterns of Sq. numbers : * Interesting patterns of Sq. numbers
→ Adding triangular numbers.
→ Numbers between square numbers
→ Addition of odd numbers to get sq. numbers.
→ Sum of nonsecutive natural numbers
→ Product of 2 consecutive even or odd natural nos
→ Applications of patterns of Sq. numbers.

Subunit-3: Finding Sq. of a Number & Pythagorean Triplet * Finding Sq. of a number by using distributive law. (without direct multiplication)
* Pythagorean triplets

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Subtopic 4 : Square Roots : * Meaning & calculation of by root of a number by
* Finding by root of given by number
* Representation of by roots
* Application of by roots.

Subtopic 5 : Prime factorization & division methods : * Prime factors of numbers & roots by using
* Finding by roots by prime factorization method
* Verification of given numbers as perfect squares
* Finding by roots by division method

Subtopic 6 : Square roots of Decimals : * Concept of decimals
* Difference between decimals & decimal numbers
* Finding by roots of decimals by division method
* Determining by root of given number to the nearest tenth place.

Name & Signature of the Student Teacher : Akkamahadevi G.G. (Signature) Roll No. [illegible]

Subtopic-1

Stage of S.E.	Teaching Skills	Teaching Learning Understanding (TLU)	Teacher's activities	Pupil activities	Learning outcomes	Evaluation Tools
E-1 Engage			Teacher shows some standard geometrical figures. * Identify the following geometrical figures.			
			1) ○	1) Circle	Pupil will name the geometrical figures	
			2) ▭	2) Rectangle		
			3) □	3) Square		
			4) Write the formula of finding area of rectangle	4) Area = l×b		
			5) Write the formula of area of square	5) Area = side² (side × side)		
			6) Calculate area of square of side 6 cm.	6) Area = 36 cm². of square = 36 cm²		

Name & Signature of the Student Teacher : Akkamahadevi G.G. (Signature) Roll No. [illegible]

Stages of Lesson	Teaching Points	TLM	Classroom activities: Teacher's activities	Pupil activities	Learning outcomes	Assessment tasks
			1) What is square numbers?	Students answer		
Aim of the Statement			So, Dear Students, today we learn 'Square numbers'?	(Square and Square roots)	Learn.	* Squares, roots and square roots. * Square numbers.
I-a Explore			* Draw squares of 1cm, 2cm, 3cm, 4cm & 5cm side lengths.	1cm 2cm	Pupil are able to draw squares of different side lengths.	
I-b Explain	Square Numbers		* A number obtained when the same number is multiplied two times by itself is called as Square number. e.g. 2×2 = 4.	Square numbers. * 1×1 = 1, 2×2 = 4, 10×10 = 100, 11×11 = 121. ∴ n×n = n² = n, n is square number.	Pupil are able to, opt the meaning, & identify of Square numbers.	Square numbers & its squares, 1×1 = 1² = 1, 2×2 = 2² = 4, 3×3 = 3² = 9, 4×4 = 4² = 16, are called square numbers.

Name & Signature of the Student Teacher : Akkamahadevi S. G. (Sgangal)

Roll No. 74

J. P. COLLEGE OF EDUCATION, GADAG - 582 101 Academic Year 2021-22 Semester IV Date 10/09/22 Page No. 32

			As we observed, 1×1=1, 2×2=4, 3×3=9, 4×4=16. The numbers like 1, 4, 9, 16 & 25.. are called as Squares (Square numbers) or Perfect Squares. * Find the Square numbers of numbers 1 to 10.	* 1, 4, 9, 16.. are perfect squares. * Squares of 14 ⇒ 14×14 = 14² = 196. 25 ⇒ 25×25 = 25² = 625. ∴ Squares of odd numbers are odd & even numbers are even.	Pupil are able to verify Squares numbers of even are even & odd numbers are odd.	* 1, 4, 9, 16.. are perfect squares. * Squares of even are even. * Squares of odd are odd. e.g.: (13)² = 169, (25)² = 625, odd ⇒ odd. → (2)² = 4, (14)² = 196, (30)² = 900, even ⇒ even.
	Use of Teaching aid.	Chart of Square numbers of numbers 1 to 20.	[Teacher shows the chart of Square numbers and explain about it.]	[Pupil curiously observe the chart of square numbers & listen to the explanation of it.]	Pupil are able to know the Square numbers of numbers 1 to 20.	Numbers / Squares: 11 / 121, 12 / 144, 13 / 169, 14 / 196, 15 / 225, 20 / 400

Name & Signature of the Student Teacher : Akkamahadevi S. G. (Sgangal)

Roll No. 74

Unit - Test

3-DIMENSIONAL CHART

1) Objective oriented table

Sl.no.	Objectives	Questions	Marks	Percentage
1.	Knowledge	6	8	32%
2.	Understanding	5	7	28%
3.	Application	4	5	20%
4.	Skill	1	5	20%
Total		16	25	100

2) Content Oriented table

Sl.no.	Content /subunit	Questions	Marks	Percentage
1.	Properties of square numbers	4	5	20%
2.	Finding square numbers	3	4	16%
3.	Square roots	5	7	28%
4.	Methods of finding square roots	4	9	36%
Total		16	25	100%

3) Question Oriented table

Sl.no	Questions Type	Questions	Marks	Percentage
1.	Objective	10	10	40%
2.	Short answer type	5	10	40%
3.	Essay Type	1	5	20%
	Total	16	25	100%

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Page No. 40
Date : 10/09/23
Semester : VI
Academic Year : 2023-24
J.P. COLLEGE OF EDUCATION GADAG - 582101
Name & Signature of the Student Teacher :

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JECTIVES → / UBUNITS ↓	KNOWLWDGE			UNDERSTANDING			APPLICATION			SKILL			Marks	Percentage
	O.T	S.T	E.T	O.T	S.T	E.T.	O.T	S.T	E.T	O.T	S.T	E.T		
Properties of uare numbers	2(2)				1(2)		1(1)						4(5)	20%
nding square numbers		1(2)		2(2)									3(4)	16%
Square roots	1(1)	1(2)			1(2)		2(2)						5(7)	28%
Methods of nding square roots	1(1)			1(1)				1(2)				1(5)	4(9)	36%
		6(8)			5(7)			4(5)			1(5)		16(25)	100%

Note :-

- O.T. = Objective type
  S.T. = Short answer type
  E.T. = Essay type
- Inside the bracket indicates number of marks &outside the bracket indicates number of Questions.

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Name & Signature of the Student Teacher : Akhanladari S. G. (Sanjal)

Roll No. 74

Page No. 12

Date : 10/09/22

Semester : IV

Academic Year : 2021-22

Roll No. 11

Lions G.D. Shah English Medium High School
Gadag

Class:8th **Subject: Mathematics** **Marks: 25**

Unit: Squares and Square roots

I. Fill in the blanks with suitable answers. **1×5=5M**

1. Write unit digit of the square of 31 i.e. (31^2) is ____.
2. Write unit digit of the square root of 14496 is ____.
3. The square number of 10 is ____.
4. The squares of even numbers are always____.
5. Write the symbol of square root a square number is ____.

II.Answer the following questions in one line . **1×5=5M**

6. Write the prime factors of 25.
7. Express 49 as the sum of 7 odd numbers.
8. Mention the square of 32 .
9. Check is 1000 a perfect square?
10. What is the square root of 64?

III. Answer the following Questions **2×5=10M**

11. Verify the square root of 17.64 as 4.2 by division method
12. Determine the square root of 36 by the method of repeated subtraction.
13. Find the Pythagorean triplet whose one member is 6.
14. Estimate the square root of 250.
15. Find the side of the square which has area of 196 cm^2.

IV. Answer the following Question **1×5=5M**

16. Calculate the square root of 6400 by prime factorisation method.

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Name & Signature of the Student Teacher : Chhaya (Chhaya)

Date: 26.6.2023

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Q. Find the following question with suitable answer (1 mark)

Q. Value = ?

Ans. By prime factorization method,

2	6400
2	3200
2	1600
2	800
2	400
2	200
2	100

2	100
2	50
5	25
5	5
	1

$\therefore 6400 = 2\times2\times2\times2\times2\times2\times2\times2\times2\times5\times5$

$= (2)^2\times(2)^2\times(2)^2\times(2)^2\times(5)^2$

$6400 = (2\times2\times2\times2\times5)^2$

$6400 = (80)^2$

$\therefore \sqrt{6400} = 80$

$\therefore$ Sq. root of 6400 is 80. (by prime factorization method)

Name & Signature of the Student Teacher : Akkamahadevi S.G. (Signature)

Page No. 46

Date 11/09/22

Semester II

Academic Year 2021-22

Roll No. 79

Lions G.D.Shah English Medium School, Gadag

Subject: Mathematics

Class : 8th std.

Unit : Squares and Square roots

SNo.	Name of student	Total marks	Obtained marks
1	Akshay Talwar	25	05
2	Anup S. Gadad	25	24
3	Chinmaya S. Hiremath	25	07
4	Chiranjeevi Bajantri	25	22
5	Gagangowda Alur	25	24
6	Gulzar mulla	25	08
7	Kartik katwa	25	06
8	Krishna Bandi	25	24
9	Nooraj F. Gadagkar	25	10
10	Parashar M. Pawar	25	06
11	Pavankumar R. Hosmani	25	06
12	Prertam Madar	25	10
13	Rudrayya Hiremath	25	07
14	Samarth hunasimarad	25	21
15	Samana P. Hiremath	25	13
16	Sanjana K. Lokare	25	11
17	Shivakumar	25	06
18	Vaishnav S.S.	25	24
19	Vishwa M. L	25	23
20	Yathish D. Alur	25	06

HEAD MASTER
Gadag-Betigeri Lions Education Society's
G.D. Shah English Medium
High School, MB-166
Mundaragi Road, GADAG-582103

Name & Signature of the Student Teacher : Akkamahadevi S. G. (Signature)

J. P. COLLEGE OF EDUCATION, GADAG - 582 101

Name & Signature of the Student Teacher :

J. P. COLLEGE OF EDUCATION, GADAG - 582 101

Academic Year : 2021-22 Semester : IV Date : 10/09/22 Page No. 40

Roll No.: 74

Remedial Teaching

We found after analysis of Data that, out of 20 students, 13 students are below average & 7 students are above average.

We done Remedial classes for below average students using different activities, practicing problems, clarifying their doubts, simple explanation of concepts with using tricks to solve given problems.

So, After Remedial Teaching the pupil showed improvement in the scores of test, So, we can improve learning of pupil with the help of Remedial Teaching so that no child can lag behind in studies.

Name & Signature of the Student Teacher : Akkamahadevi S. G. (Sangita)

Interpretation

After the completion of two sets of experiments, I calculated the total energy of Indoxacarb, attached with the help of the Indoxacarb, the values among Indoxacarb, Dry Green Tea matrix + Indoxacarb and above among Indoxacarb, after with Dry Green Tea matrix.

After the detailed testing conducted for values among Indoxacarb, after controlling quantity of substrate, I got based improvement for the score.

Conclusion

After completion of unit, 'Squares and Square roots', we conducted unit test based on 3 charts and blue print to balance the difficulties and difficulty with properly arranged type of questions to cover up the whole unit as per the level of readability, ability of the pupil of 7th std.

Thus, after conducting unit test, checked answer sheets and prepared result chart based on that analysed the data and interpreted and conducted remedial teaching for below average students and improved the score of below average students.

Name & Signature of the Student Teacher : Akshayamohandas. P. G. (Physics)

Date : 24

Name of the Institution : Government Arts and Science College, Kozhikode

Academic Year : 2021-2023

Course : M.Sc. Physics

Semester : III

Course Code : 21PHP301

Course Title : Advanced Physics Practicum

Date of Experiment : 19/01/2022

Date of Submission : 24/01/2022

Experiment No. : 1

Experiment Title : Hall Effect

Aim : To determine the charge carrier density and mobility of the given semiconductor material using Hall effect.

Apparatus : Hall effect apparatus, Hall effect probe, Digital multimeter, Electromagnet, Power supply, Connecting wires.

Theory : When a current carrying conductor is placed in a transverse magnetic field, a potential difference is developed across the conductor in the direction perpendicular to both the current and the magnetic field. This phenomenon is known as Hall effect. The Hall voltage V_H is given by

$$V_H = \frac{IB}{ne}$$

where I is the current, B is the magnetic field, n is the charge carrier density and e is the electronic charge.

Hall coefficient R_H is defined as

$$R_H = \frac{1}{ne}$$

Hall mobility μ_H is defined as

$$\mu_H = \frac{R_H}{\rho}$$

where ρ is the resistivity of the material.

Procedure : Connect the Hall effect probe to the digital multimeter. Place the Hall effect probe between the pole pieces of the electromagnet. Switch on the electromagnet and adjust the current to 1 A. Measure the Hall voltage V_H for different magnetic fields. Plot a graph between V_H and B. Calculate the charge carrier density and Hall mobility.

Observation : Current I = 1 A

Sl. No.	Magnetic field B (T)	Hall voltage V_H (mV)
1	0.1	0.5
2	0.2	1.0
3	0.3	1.5
4	0.4	2.0
5	0.5	2.5

Calculation : Slope of the graph between V_H and B = 5 mV/T

$$n = \frac{I}{e \times \text{slope}} = \frac{1}{1.6 \times 10^{-19} \times 5 \times 10^{-3}} = 1.25 \times 10^{19} \text{ m}^{-3}$$

Result : The charge carrier density of the given semiconductor material is 1.25×10^{19} m^{-3}.

Signature of the Student Teacher

Signature of the Principal