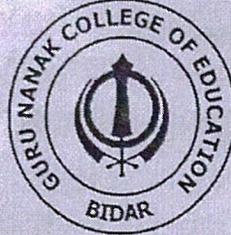


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Guru Nanak College of Education
BIDAR - 585403.(Karnataka)



B. Ed. IVth Semester

**School Based / Internship
LESSON PLAN**

2023-2024

Name: POOJA TANGA

Roll No. 8

Subject: PHYSICAL SCIENCE

Method

Principals

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LESSON PLAN

Student Teacher : Pooja.T Roll No. 8
Practising School : Moraji Desai Residential School Bagdal Class : 8
Subject : Coal and Petroleum Lesson No. : 1
Unit : 5 Date : 22-9-23
Subject Unit : 5

General Instructional Objectives :

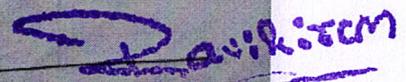
1. To promote understanding of basic principles in Chemistry while retaining the excitement in Chemistry.
2. To develop positive scientific attitude.
3. To develop problem solving skill and nurture curiosity in Students.
4. To inculcate values of honesty, integrity, co-operation for life.

Specific Instructional Objectives :

1. Students will be able to state the meaning of natural resources.
2. Students can differentiate inexhaustible and exhaustible natural resources.
3. Students will be able to define fossil fuel.
4. Illustrate the products of coal.
5. Cite examples of fossil fuel.

Teaching Points	TLM
1-17 Inexhaustible	17 Black board
27 Exhaustible	27 Duster
37 Fossil fuels	37 Chalk
47 Coal	47 Chart's
57 Coke, Coal Tar, Coal gas.	57 Pointer

Sources Consulted : Class 8 Science Text book



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Stage	Teacher's Activities
Motivation :	<p>Good Morning Students.</p> <p>Q Is for eg: pen, books, building are all these made by whom?</p> <p>Q All above things made by humans what can we call it?</p> <p>Q Are these man-made items present naturally on earth is giving.</p>
Statement of Aim	Today we will be studying

Stage	Content analysis	Teacher's Activities
Development Stage	<p><u>Natural Resources:</u></p> <p>Natural resources are the resources that are provided by the earth.</p> <p>Two types:</p> <p>i) <u>Non-renewable / Renewable</u> natural resources are present in unlimited quantity in nature and are not likely to be exhausted by human activities. Examples are sunlight, air.</p> <p>ii) <u>Exhaustible Natural / Non-Renewable</u> natural resources is the amount of these resources in nature is limited. They can be exhausted by human activities. Examples are forests, coal etc.</p>	<p>Teacher is explaining about Natural Resources.</p> <p>Teacher is explaining about Exhaustible and Non-renewable Natural Resources</p>

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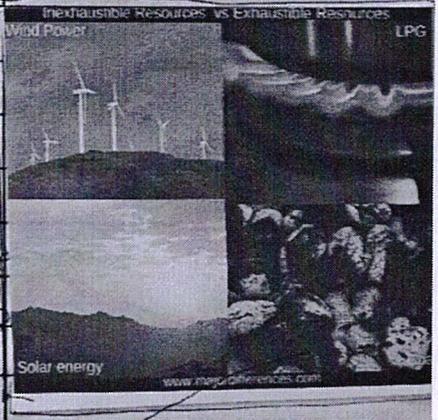
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Pupils' Activities	Learning Outcomes	Black Board Work / TLM
Good Morning Mam.		
1) Humans.		
2) Man-made.		
3) NO it is man-made and it is ^{not} natural resources.		

about Natural Resources and types of it.

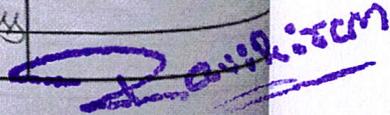
Pupils' Activities	Learning Outcomes	Black Board Work / TLM
Pupils are listening carefully.	Pupils will be able to define Natural Resources	• provided by earth ⇒ Types.

Pupils are listening and observing carefully.	Pupils will be able to differentiate between Inexhaustible and Exhaustible resources.
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Stage	Content analysis	Teacher's Activities
Development Stage	<p>Activity 5.1 → Make a list of various materials used by us in daily life and classify them as natural and man-made.</p>	<p>Teacher is explaining about</p>
	<p>Natural are → Sunlight, air, water, animals, birds.</p>	<p>Activity to list out natural and</p>
	<p>Man-made are → Book, pen, bed, watch, toys, cloth, mobile etc.</p>	<p>man-made materials.</p>
	<p>Classifying items into man-made and naturally make us aware that some substances are made by us while many others are given by the nature.</p>	<p>Teacher is explaining about</p>
	<p>Activity 5.2 → Take some containers. Fill them with popcorn/peanuts/roasted gram/peffees.</p>	<p>Activity on resource availability.</p>
	<p>Divide students into groups of seven each. Further divide each group into three subgroups containing 1, 2 and 4 students.</p>	
	<p>In this activity they are asking us to pass</p>	


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Pupils' Activities	Learning Outcomes	Black Board Work / TLM
Pupils are listening and observing carefully.	Pupils will be able to differentiate between Natural and man-made.	→ Natural (Sunlight) → Man-Made (pen, bed etc).
		→ Resources are unlimited if we use alternatives of resources along with conserving.
Pupils are listening and observing carefully.	Pupils will become aware and knowledgeable about resources.	→ Resources are unlimited if we use alternatives of resources along with conserving.

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Stage	Content analysis	Teacher's Activities
Development Stage	<p>food materials from one group to another group and see if there is something left for the third group. Here, the 1st group is smaller and the third group is the biggest.</p>	
	<p>Observation:- No foodies are there for the third group.</p>	Teacher is explaining about the
	<p>Explanation:- When the item is limited and there are many people to use it, then there are people who did not get them at all.</p>	Resources and there examples.
	<p>Our resources like coal, petroleum, energy etc. are also limited.</p>	
	<p><u>Fossil fuels</u>: Fossil fuels are the fuels formed by the decomposition of dead and buried organisms.</p>	Teacher is explaining about fossil fuel and there examples.
	<p>Examples are:- Coal, coal products, natural gas, crude oil, petroleum products and Non-Renewable waste.</p>	
	<p><u>Coal</u>- Coal is one of the fuels used to cook food.</p>	Teacher is explaining about Coal.

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Pupils' Activities	Learning Outcomes	Black Board Work / TLM
Pupils will be listening carefully.	Pupils will be able to learn about resource availability through activity.	→ Coal, petroleum, energy are limited.
Pupils are listening and observing carefully.	Pupils will be able to define fossil fuels with the examples.	→ Decomposition of dead and buried organisms. → eg: Coal, Coal products.
Pupils are listening carefully.	Pupils will be able to define Coal.	→ Used for food.

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Stage	Content analysis	Teacher's Activities
Development Stage	<u>Products of Coal:-</u> i) Coke → tough, porous and black substance → pure form of Carbon → manufacture of steel.	Teacher is explaining about Coke, product of coal.
	ii) Coal Tar → Black, thick liquid, unpleasant smell. → Products obtained are Naphthalene balls, Synthetic dyes etc.	Teacher is explaining about Coke, Coal Tar and Coal Gas.
	iii) Coal Gas:- Coal gas is obtained during the processing of coal to get coke. Used as fuel in industries.	

Recapitulation	Teacher's Activities
1) What is Exhaustible Natural Resources?	
2) Define fossil fuels.	
3) What are the products of Coal?	
Evaluation :	
Fill in the blanks	
i) Naphthalene balls are the product of	
ii) Exhaustible Natural Resources are present in _____ quantity.	
True or false	
a) Air is a Exhaustible Natural Resources	
Home Assignment	
Write the differences between	

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Pupils' Activities	Learning Outcomes	Black Board Work / TLM
Pupils are listening and observing carefully.	Pupils will be able to understand about the products of coal.	
Pupils are listening carefully.	Pupils will be understood about Coke, Coal Tar, Coal Gas.	→ Obtained by process of coal coke

Black Board Summary

- 1) Inexhaustible natural resources are present in unlimited quantity in nature. Eg:- Sunlight, air etc.
- 2) Fossil fuels are formed from the dead remains of living organisms.
- 3) Products of coal are Coal gas, Coke and Coal Tar

Key Answer

i) Coal Tar

ii) limited quantity.

iii) False.

Inexhaustible and Exhaustible Natural resources.

OBSERVATIONS

Merits of the Lesson

Lined area for writing Merits of the Lesson.

Suggestions for Improvement

Lined area for writing Suggestions for Improvement.

Sign. of Student Teacher

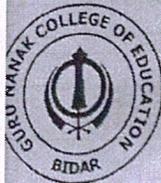
Sign. of Method Master

Sign. of the Lesson Observer

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LESSON PLAN

Student Teacher : Pooja.T Roll No. 8
 Practising School : Mariyaji Desai Residential School Bagdal Class : 8
 Subject : Petroleum Lesson No. : 2
 Unit : 5 Date : 23-9-23
 Subject Unit : 5

General Instructional Objectives :

- 1) To get better understanding of chemistry and retaining interest.
- 2) Develop positive scientific attitude.
- 3) Develop critical thinking.
- 4) Students develops problem solving skill.

Specific Instructional Objectives :

- 1) Students will be able to state the meaning of Petroleum.
- 2) Students ~~can~~^{will} get the understanding of process of refining Petroleum.
- 3) Students will be able to define Natural Gas.
- 4) Students ~~can~~^{will be able to} apply the application of Natural Resources.
- 5) Cite the uses of Natural Gas.

Teaching Points	TLM
1) Petroleum	1) Blackboard
2) Natural Gas	2) Duster
3) CNG	3) Chalk
4) Refining of petroleum	4) Charts
5) Constituents of Petroleum	5) Pointer

Resources Consulted : Class 8 Science Text book.

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Stage	Teacher's Activities
Motivation :	<p>Good Morning Students.</p> <p>1) Have you eaten your food students</p> <p>2) Do you feel energized now?</p> <p>3) That food is a fuel to the body. What is the food for vehicles?</p>
Statement of Aim	Today we will be studying

Stage	Content analysis	Teacher's Activities
Development Stage	<p><u>Petroleum</u> :- It is dark brownish to green coloured viscous liquid fossil fuel.</p> <p>→ It has strong foul smell due to the presence of sulphur containing compounds in it.</p> <p>→ Commonly called as Crude oil</p> <p>→ Name derived from Latin words Petra (rock) and Oleum (oil).</p>	<p>Teacher is explaining about Petroleum.</p>
	<p><u>Origin of Petroleum</u></p> <p>Petroleum is a complex mixture of solid, liquid and gaseous hydrocarbons mixed with salt water and earthy particles.</p>	<p>Teacher is explaining about Origin of Petroleum.</p>

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Pupils' Activities	Learning Outcomes	Black Board Work / TLM
Good Morning Mam.		
1) Yes mam		
2) Yes mam		
3) Petrol.		

about Petroleum and Natural Gas.

Pupils' Activities	Learning Outcomes	Black Board Work / TLM
Pupils are listening carefully.	Pupils will be able to define Petroleum.	<ul style="list-style-type: none"> → Crude oil → Strong foul smell. → Dark, brownish to green.
Pupils are listening and observing carefully.	Pupils will be able to understand the origin of Petroleum.	<ul style="list-style-type: none"> → Complex mixture of solid, liquid and hydrocarbons.

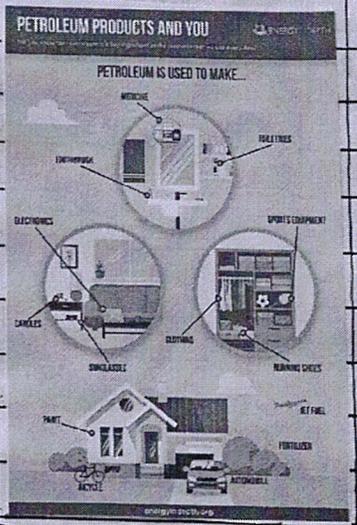
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Stage	Content analysis	Teacher's Activities
Development Stage	<p>→ It is always found trapped between two impermeous rocks.</p> <p>→ Petroleum is formed by the anaerobic decomposition of extremely small sea animals and plants which got buried in the sea bed millions of years ago.</p>	<p>Teacher is explaining about Occurrence of Petroleum.</p>
	<p><u>Occurrence of Petroleum</u> Petroleum occurs at a moderate depth (500m to 800m) between the 2 layer of impermeous rocks.</p>	<p>Teacher is explaining about Occurrence of Petroleum.</p>
	<p><u>Drilling of oil wells:</u> The is drilled in the Earth's crust and when it reached the rock cap, the natural gas comes out first with a great pressure.</p>	<p>Teacher is explaining about Drilling of oil wells.</p>
	<p>→ When the pressure of gas subsides, Petroleum starts flowing out due to the pressure of natural gas.</p>	
	<p><u>Refining of Petroleum:-</u> Petroleum is a mixture of several hydrocarbons. It also contains water, salt and rocky materials.</p>	<p>Teacher is explaining about Refining of Petroleum.</p>

Stage	Content analysis	Teacher's Activity
Development Stage	<p>→ It cannot be used in this form either as a fuel or a basic material to produce other useful components.</p> <p>→ Before being put to use, it has to be purified or refined.</p> <p>→ The process of separating the various components of petroleum from one another is known as the refining of petroleum.</p> <p>→ Done by a process called fractional distillation.</p>	<p>Teacher is explaining about the process of separating components of petroleum.</p>
	<p><u>Uses of Petroleum</u> :-</p> <p>1) Petroleum products are used as fuels.</p> <p>2) Lubricating oils, and Vaseline are used as lubricants.</p> <p>3) Paraffin wax, products of petroleum, is used for manufacturing candles etc.</p>	<p>Teacher is explaining about Petroleum uses.</p>
	<p><u>Natural Gas</u> :- Natural Gas was formed millions of years ago along with petroleum when microscopic sea plants and animals died and got buried under sand.</p> <p>→ Consists of mainly methane 85%, ethane 10%.</p>	<p>Teacher is explaining about Natural Gas.</p>

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Pupils' Activities	Learning Outcomes	Black Board Work / TLM
<p>Pupils will are listening carefully</p>	<p>Pupils will know the whole process of refining petroleum.</p>	<p>Refining petroleum → Done by Fractional Distillation.</p>
<p>Pupils are listening and observing carefully.</p>	<p>Pupils will know the uses of Petroleum.</p>	
<p>Pupils are listening carefully.</p>	<p>Pupils will able to know the concept of Natural Gas.</p>	<p>→ Consists of mainly methane 85%, ethane 10%, propane and butane.</p>

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Stage	Content analysis	Teacher's Activities
Development Stage	Propane (3%) and butane	
	When natural gas is compressed at high pressure then it is called CNG	
	Compressed Natural Gas	Teacher is explaining about
	Uses of Natural gas	
	i) As a fuel	Uses of Natural gas
	ii) $\text{CH}_4 \xrightarrow[\text{healthy}]{\text{strong}} \text{C} + 2\text{H}_2$	
	Conservation of fossil fuels	
	i) To conserve petrol drive at a constant and moderate speed.	Teacher is explaining about
	ii) Switch off engine if you have to wait at traffic lights.	Conservation
	iii) Check tyre pressure regularly.	of fossil
	iv) Send vehicle to garage for maintenance.	fuels.
Recapitulation		Teacher's Activities
	1) Define Petroleum.	
	2) How do we conserve fossil fuels?	
	3) What are the components of Natural Gas?	
Evaluation :	Fill in the blanks	
	1) _____ is used for separation of petroleum.	
	2) _____, _____ and _____ is a complex mixture of petroleum.	
	True or false	
	a) CNG is a artificial gas.	
	Home Assignment	
	List out how do we	

Pupils' Activities	Learning Outcomes	Black Board Work / TLM
Pupils are listening carefully.	Pupils will be able to know the uses of Natural gas.	$\rightarrow \text{CH}_4 \xrightarrow{\text{strong heating}} \text{C} + 2\text{H}_2$ (Methane)
Pupils are listening carefully.	Pupils will be able to know how to conserve fossil fuels.	\rightarrow Switch off engine at Red light traffic. \rightarrow Do emission test for vehicles.

Black Board Summary

- \rightarrow Petroleum is a dark brownish to green coloured viscous liquid fossil fuel.
- \rightarrow a) To conserve petrol drive at a constant and moderate speed. b) Switch off engine.
- \rightarrow Components of Natural Gas are methane, ethane, propane and butane.

Key Answer

17 Fractional distillation.

27 Solid, liquid and gaseous hydrocarbons.

37 False.

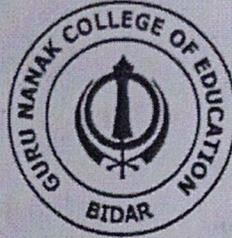
conserve fossils.

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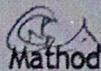
**School Based / Internship
LESSON PLAN**

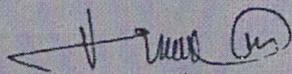
2023-2024

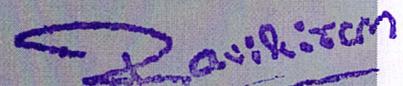
Name : POOJA TANGA

Roll No. 8

Subject : BIOLOGY


Method


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GURU NANAK COLLEGE OF EDUCATION

Teachers Colony, Manhalli Road, BIDAR - 585403. (K.S.)

B.Ed. I-II-III-IV Semester (Two Year Course)

LESSON PLAN

Student Teacher : Pooja T Roll No. 8
 Practising School : Mariyji Desai Residential School Bagdal Class : 9
 Subject : The Fundamental Unit of life Lesson No. : 1
 Unit : 5 Date : 25-9-23
 Subject Unit : 5

General Instructional Objectives :

- 1) To inculcate a scientific attitude in biological sciences among students.
- 2) To develop technical and instrumental approach to solve problems.
- 3) To create interest among students in biological science.
- 4) To develop observation power among students.

Specific Instructional Objectives :

- 1) Cognitive Domain:- To enable students to classify Prokaryotic and Eukaryotic cell (Hypotonic).
- 2) Affective Domain:- To enable students to describe cell organelles (Multicellular and Unicellular).
- 3) Psychomotor Domain:- To enable the students to draw the diagram of plant cell and Animal cell.

Teaching Points	TLM
1) Cell discovery	1) Blackboard
2) Unicellular and Multicellular	2) Duster
3) Plasma Membrane	3) Chalk
4) Hypotonic, isotonic and Hypertonic	4) Chart
5) Cell wall.	5) Pointer

Sources Consulted : Class IX Science Text Book.

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Stage	Teacher's Activities
Motivation :	<p>Good afternoon students.</p> <p>1) Where do we all live with our family?</p> <p>2) What is the structural unit of house/building?</p> <p>3) Likewise, what is the structural unit of body?</p>
Statement of Aim	Today we will be learning

Stage	Content analysis	Teacher's Activities
Development Stage	<p>Cell: Cell is the structural and functional unit of life. It is the basic unit of life.</p>	Teacher is explaining about cell.
	<p>→ It is discovered by Robert Hooke in 1831 in cork slice with the help of primitive microscope.</p>	
	<p>→ Leeuwenhoek (1674), discovered the free living cells in pond water with the improved microscope.</p>	Teacher is explaining about discovery of Nucleus, protoplasm.
	<p>→ Robert Brown discovered the nucleus in the cell in 1831.</p>	
	<p>→ Purkinje coined the term 'protoplasm' for the fluid substance of the</p>	

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Pupils' Activities	Learning Outcomes	Black Board Work / TLM
Good afternoon Mam.		
→ House & buildings.		
→ Bricks.		
→ Cell.		

about cell.

Pupils' Activities	Learning Outcomes	Black Board Work / TLM
Pupils are listening carefully.	Pupils will be able to define cell.	



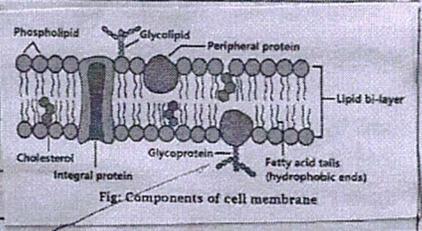
Pupils are listening carefully.	Pupils will get to know about discoverers.	<ul style="list-style-type: none"> • Purkinje coined protoplasm • Robert Brown discovered free living Nucleus
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Stage	Content analysis	Teacher's Activities
Development Stage	Cell in 1839.	
	<p>The Cell theory The theory that is all the plants and animals are composed of cells and the cell is the basic unit of life, was presented by two biologists, Schleiden and Schwann.</p>	Teacher is explaining about Cell theory.
	<p>→ The cell theory was further expanded by Virchow by suggesting that all cells arise from pre-existing cells.</p>	Teacher is explaining about cell theory given by Virchow.
	<p>→ The discovery of the microscopic universe was made possible by the invention of magnifying lenses.</p>	
	<u>Unicellular Organisms</u>	
	<p>→ Unicellular Organisms have a single cell that performs all tasks such as nourishment, respiration, excretion, and reproduction. Examples are Amoeba, Chlamydomonas, Paramecium and Bacteria, for example have solitary cells that make up the entire organism.</p>	Teacher is explaining about Unicellular Organisms.

Pupils' Activities	Learning Outcomes	Black Board Work / TLM
Pupils are listening carefully.	Pupils will get the knowledge of cell theory.	Cell theory • Schleiden and Schwann.
Pupils are listening carefully.	Pupils will know the various scientist, biologist who given cell theory.	• Virchow cell theory → pre-existing cells.
Pupils are listening and observing carefully.	Pupils will be able to know about unicellular organisms.	• Examples are Chlamydomonas, Paramecium.

Stage	Content analysis	Teacher's Activities
	<p><u>Multicellular Organisms</u></p> <p>Multicellular Organisms are organisms with a large number of cells that perform many roles.</p> <p>→ Multicellular organism might exhibit themselves as a single cell or as a group of cells.</p> <p>→ Example: fungi, plants and mammals.</p>	<p>Teacher is explaining about Multicellular Organisms.</p>
Development Stage	<p><u>Components of Cell</u></p> <p>i) <u>Plasma Membrane / Cell Membrane</u></p> <p>→ Outermost covering of the cell that separates the contents of the cell.</p> <p>→ allows or permits the entry and exit of some materials in and out of the cell.</p> <p>→ also called selectively permeable membrane.</p> <p>→ Movement of substance like CO_2 and O_2 is done by diffusion process.</p> <p><u>Hypotonic Solution</u></p> <p>→ Medium of cells has conc. of water than the cell that is cell will gain water by Osmosis. It swells up.</p>	<p>Teacher is explaining about Components of Cell.</p> <p>Teacher is explaining about hypotonic solution.</p>

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Pupils' Activities	Learning Outcomes	Black Board Work / TLM
Pupils are listening carefully.	Pupils will be able to get concept of Multicellular Organisms.	<ul style="list-style-type: none"> • Fungi, plants and mammals.
Pupils are listening and observing carefully.	Pupils will be able to know about Plasma Membrane.	 <p>The diagram illustrates the structure of a cell membrane as a phospholipid bilayer. It shows phospholipids with hydrophilic heads and hydrophobic tails. Various components are labeled: Phospholipid, Glycolipid, Peripheral protein, Lipid bi-layer, Cholesterol, Integral protein, Glycoprotein, and Fatty acid tails (hydrophobic ends). The caption below the diagram reads 'Fig: Components of cell membrane'.</p>
Pupils are listening carefully.	Pupils will be able to know about Hypotonic Solution.	→ cell swells up.

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Stage	Content analysis	Teacher's Activities
Development Stage	<u>Isotonic Solution</u> → If medium has exactly same water conc. as the cell, there will be no net movement of water across the cell membrane. → cell will remain the same size.	Teacher is explaining about
	<u>Hypertonic Solution</u> → Medium has a lower conc. of water than the cell, the cell will lose water by osmosis. The cell shrinks.	Isotonic and Hypertonic solution.
	<u>Cell Wall</u> → Plant cell have cell wall → lies outside of plasma membrane. Wall. → composed of cellulose.	Teacher is explaining about Cell
	Recapitulation	Teacher's Activities
	1) Define Cell wall and what it is composed of? 2) Give two examples of Multicellular organisms. 3) What is Unicellular Organisms? 4) In which solution cell remain same sized?	
Evaluation :	Fill in the blanks. a) Medium has _____ conc. of water than cell in hypertonic solution. b) Cell is discovered by _____ c) _____ covering of cell called _____ True or false. 1) Cell wall is present in animal cell.	
	Home Assignment Draw the Diagram of	

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Pupils' Activities	Learning Outcomes	Black Board Work / TLM
Pupils are listening carefully.	Pupils will be able to know about Isotonic and hypertonic solution.	• The cell remain same in size.
• Pupils are listening carefully.	Pupils will be able to know about cell wall.	• Animal cell don't have cell wall.

Black Board Summary

- 17 Cell wall is present in plant cell and lies outside of plasma membrane and composed of cellulose.
- 27 Examples are fungus, plants and mammals.
- 37 Composed of single cell (Uni).
- 47 Isotonic solution.

Key Answer

- a) lower conc.
 - b) Robert Hooke
 - c) Plasma Membrane.
- 17 False

Plasma Membrane and Label them.

Ravikiran

OBSERVATIONS

Merits of the Lesson

Lined area for writing merits of the lesson.

Suggestions for Improvement

Lined area for writing suggestions for improvement.

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Teachers Colony, Manhalli Road, BIDAR - 585403.(K.S.)

B.Ed. I-II-III-IV Semester (Two Year Course)

LESSON PLAN

Student Teacher: Pooja P Roll No. 8
 Practising School: Marayji Desai Residential School Bagdal Class: 9th
 Subject: Cell Organelles Lesson No.: 2
 Unit: 5 Date: 26-9-23
 Subject Unit: 5

General Instructional Objectives :

- 1) To develop interest in Biology related concepts.
- 2) To develop Scientific attitude and Scientific reasoning in students.
- 3) To develop Problem Solving skills.
- 4) To develop analytical and critical reasoning among students.

Specific Instructional Objectives :

- i) Cognitive Domain:- To be a Students will be able to define the term cell Organelles
- ii) Affective Domain:- Students can describe various types of cell Organelles.
- iii) Psychomotor Domain:- Enable student to draw Plant Cytoplasm and other structure.

Teaching Points	TLM
1) Nucleus	1) Blackboard
2) Cytoplasm	2) Duster
3) Endoplasmic Reticulum	3) Chalk
4) Golgi, Lysosomes, Mitochondria	4) Chart
5) Vacuoles, Plastids	5) Pointer

Resources Consulted: Class IX Science Text book

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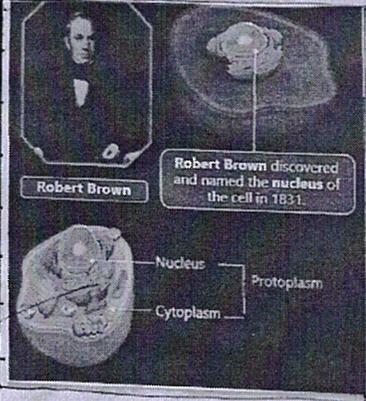
Stage	Teacher's Activities
Motivation :	<p>Good Afternoon Students.</p> <p>1) Who discovered cell and define.</p> <p>2) What cell contains?</p> <p>3) What is Nucleus</p>
Statement of Aim	Today we will be learning

Stage	Content analysis	Teacher's Activities
Development Stage	<p><u>Nucleus</u></p> <p>→ The Headquarter of the cell.</p> <p>→ Discovered by Robert Brown (1831).</p>	Teacher is explaining about Nucleus.
	<p>Nucleus is double membrane bound dense protoplasmic body, which controls all cellular metabolism and encloses the genetic information of cell.</p>	Teacher is explaining about the structure of Nucleus.
	<p>→ Nucleus is consider as controller or director of cell.</p>	
	<p>→ Generally eukaryotic cell contain at least one nucleus.</p>	

[Signature]

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Pupils' Activities	Learning Outcomes	Black Board Work / TLM
Good Afternoon Mam.		
→ Robert Hooke discovered cell		
→ Basic unit of life.		
→ Cell contains Nucleus, Cell organelles, cell wall etc.		
→ Discovered by Robert Brown, double membrane body		
about Nucleus and Cell Organelles.		

Pupils' Activities	Learning Outcomes	Black Board Work / TLM
Pupils are listening and observing carefully	Pupils will know about Nucleus.	

Pupils are listening carefully.	Pupils will get better understanding of Nucleus.	<ul style="list-style-type: none"> • Director and controller of cell • Eukaryotes and Prokaryotes.
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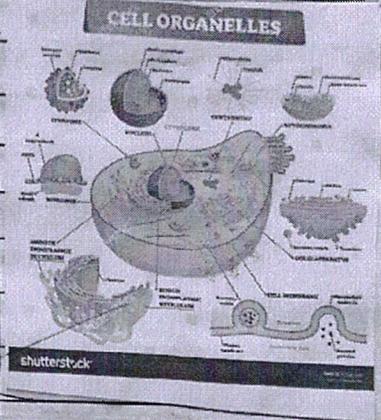
Stage	Content analysis	Teacher's Activities
Development Stage	<u>Chemical Composition of Nucleus:-</u>	
	i) Protein 85%. ii) DNA 25%. iii) RNA 10%.	Teacher is explaining about
	<u>Structure:-</u> Made up of	Chemical composition of
	a) Nuclear membrane.	Nucleus.
	b) Nuclear Sap	
	c) Nucleolus	
	d) Chromatin threads.	
	a) Nucleus is Nuclear membrane has minute pore.	
	called nucleopores (exchange) of different substances.	
	b) The part of protoplasm which is enclosed by nuclear membrane.	Teacher is explaining about
c) Discovered by Fontana	Discovery of Nucleolus	
→ Store house of RNA and site of r-RNA transcription		
d) Chromatin threads: A darkly stained network of long fine thread.		
Function:- i) It controls all the metabolic activities of the cell.		
ii) It brings about growth of the cell.	Teacher is explaining about	
<u>Cytoplasm</u>	Cytoplasm	
→ The cytoplasm is the fluid content inside the		

Pupils' Activities	Learning Outcomes	Black Board Work / TLM
Pupils are listening carefully.	Pupils will know the chemical composition of Nucleus.	→ Protein 85%. DNA 5%. RNA 10%. 
Pupils are listening and observing carefully.	Pupils will get to know about the Nucleus.	Discovery → Fontana (Nucleus)
Pupils are listening carefully.	Pupils will be able to know about cytoplasm.	• fluid content of cell.

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Stage	Content analysis	Teacher's Activities
Development Stage	<ul style="list-style-type: none"> plasma membrane. contain specialised cell organelles. 	
	<p><u>Cell Organelles.</u></p> <ul style="list-style-type: none"> i) <u>Endoplasmic Reticulum</u> The E.R is a large network of Membrane bound tubes and sheets Components of E.R <ul style="list-style-type: none"> a) Cisternae b) Vesicles c) Tubules It is also known as "System of Membranes" Function:- It increases the surface area of the cytoplasm for various metabolic activities of the cell. 	<p>Teacher is explaining about Cell Organelles.</p> <p>i) E.R.</p>
	<ul style="list-style-type: none"> Two types i) Smooth E.R ii) Rough E.R 	<p>Teacher is explaining about</p>
	<ul style="list-style-type: none"> ii) <u>Golgi Complex</u> Discovered by Camillo Golgi (1898) in nerve cells of Owl. Function: Cell-secretion, storage. forms Acrosome of Sperm. 	<p>Golgi Complex</p>
	<ul style="list-style-type: none"> iii) <u>Lysosome</u>:- Observed by Cristhian De Duve (1955). Spherical bag like structure 	<p>Teacher is explaining about Lysosome</p>

Pupils' Activities	Learning Outcomes	Black Board Work / TLM
Pupils are listening carefully.	Pupils will be able to understand Endoplasmic reticulum.	 <p>The diagram is titled 'CELL ORGANELLES' and shows a central cell with various organelles labeled. Labels include: NUCLEUS, MITOCHONDRION, GOLGI APPARATUS, CYTOSOL, VACUOLE, CHLOROPLAST, PLASTID, CENTRIOLES, RIBOSOMES, LYSOSOME, PEROxisome, and CELL MEMBRANE. A 'shutterstock' watermark is visible at the bottom left of the diagram.</p>
Pupils are listening and observing carefully.	Pupils will be able to know about golgi complex.	→ discovered by Camillo Golgi.
Pupils are listening carefully.	Pupils are able to know about lysosome.	→ Discovered by Christian De Duve.

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Stage	Content analysis	Teacher's Activities
Development Stage	<p>→ also known as Suicidal Bags.</p> <p>by Mitochondria</p> <p>power house of cell</p> <p>→ Two covering outer and inner which increases surface area for ATP chemical.</p> <p>→ known as energy currency of cell.</p>	<p>Teacher is explaining about Mitochondria</p>
	<p>by Plastids: Plastids are present only in plant cells.</p> <p>→ chromoplast (coloured) and Leucoplast (white).</p> <p>→ contains pigment Chloroplast, and</p> <p>by Vacuoles: Storage sacs for solid or liquid contents.</p>	<p>Teacher is explaining about Plastids and Vacuoles.</p>
Recapitulation	Teacher's Activities	
Evaluation :	<p>17 What are Plastids.</p> <p>27 Who discovered Lysosomes?</p> <p>37 Write function of Endoplasmic Reticulum</p> <p>47 Which Organelles is called power house of cell?</p> <p>True or false</p> <p>a) ATP is also known as energy currency of cell.</p> <p>b) Endoplasmic Reticulum is having 2 types.</p> <p>Q) Fill in the blanks</p> <p>by _____ is a storage sacs for solid or liquid contents.</p>	
Home Assignment	<p>Draw the Diagram of _____</p>	

Pupils' Activities	Learning Outcomes	Black Board Work / TLM
Pupils are listening and observing carefully.	Pupils are will be able to know about Mitochondria.	→ ATP → Two covering. → power house of cell.
Pupils are listening carefully.	Pupils will be able to know about Plastids and Vacuoles.	→ Chromoplast → Leucoplast → Vacuoles.

Black Board Summary

- 17 Plastids are present only in plant cell. Chromoplasts (coloured).
- 27 Christian De Duve discovered lysosomes.
- 37 Increases the surface area of the cytoplasm.
- 47 Mitochondria.

Key Answer

- a) True ✓
- b) True ✓
- 17 Vacuoles. ✓

Plant and Animal Cell.

Devikram

५४ श्री गुरु पुराण ॥
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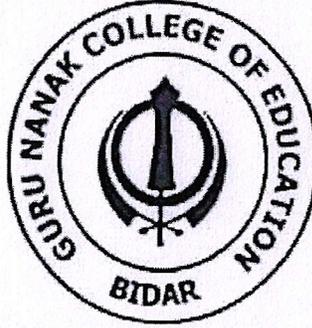
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GURU NANAK COLLEGE OF EDUCATION

Teachers Colony, Manhalli Road, BIDAR - 585403. (Karnataka)



ASSIGNMENT

Subject : Biological Science (Method-2)
Topic : Previous Years Question Paper Solving.

Prof
2022 - 2023

SEMESTER I/II/III/IV

Name : Pooja Tanga

Roll No. : 8 (U04A1211E0008)

Principal

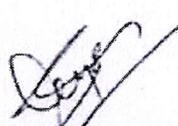


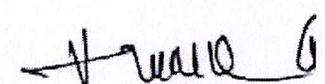
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DEPARTMENT OF STUDIES AND RESEARCH IN EDUCATION KALBURGI
AND
GURU NANAK COLLEGE OF EDUCATION, BIDAR

CERTIFICATE

This is to Certify that Mr./Ms. Pooja Tanga
of Guru Nanak College of Education, Bidar has satisfactorily completed
the Assignment work
entitled Previous Year Question Paper Solving in the
subject Biological Science (Method-2) of Semester
Vth for the academic year 2022-2023 which is required
for the fulfillment of the B.Ed. Course as prescribed by the Gulbarga
University, Kalburgi.

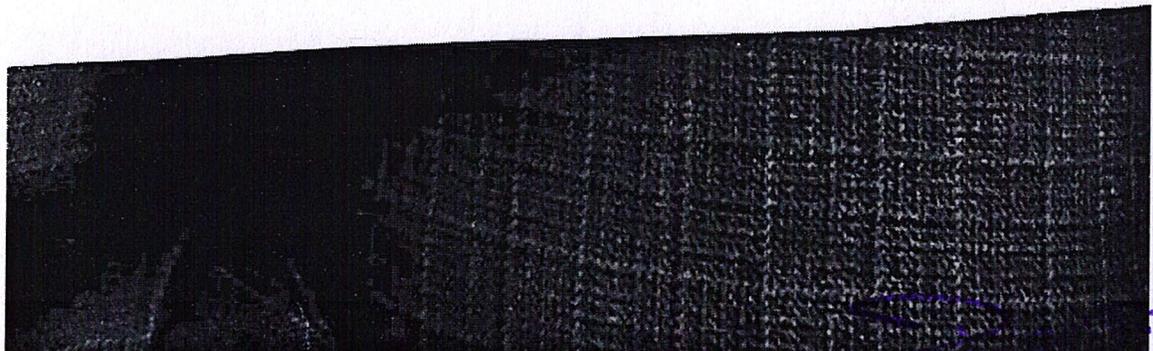

Incharge Lecturer


Principal

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PREVIOUS YEAR
QUESTION PAPER
SOLVING
(Biology)



QUESTION PAPER SOLVING

Marks

Describe the qualities and Qualifications
of a biological Science teacher at higher
secondary school level.

Introduction: Biology teachers with in-
depth and STEM skills could easily find
more lucrative careers outside of education,
but they prefer the rewards and exci-
tement of the classroom. Along with vast
knowledge of the natural world, dedicated
biology teachers know how to engage students
in the learning process. They genuinely care
about their students and want them to
succeed. The many endearing qualities of
great science teachers leave a lasting
impression on students, some of whom follow
in their biology teacher's footsteps.

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Qualities

Skilled Communicator

Standing biology teachers possess an in-depth understanding of their subject area and know how to teach it. Their communication skills are exceptional as demonstrated by their ability to actively listen to students, not only answer questions and facilitate lively discussions.

avid Scholar:- Key competencies of biological science teachers include mastery of their content area.

Inspirational Role Model:- The impressive qualities of life science teachers include the ability to create student awareness of environmental concerns. They provide facts, evidence etc.

Technology leader:- Competencies of biological science teachers also include the integration of cutting-edge technologies into the curriculum.

Qualification:- a) Graduate with Bachelor of Education (B.Ed) or its equivalent.

OR
• Four years' integrated B.Sc, B.Ed. or an equivalent course.

•) Master Degree in the relevant subject & Bachelor of Education (B.Ed.).

OR
• Two years integrated M.Sc, Ed. course or equivalent course.

•) Degree in secondary education with a focus in biology also acceptable.

d) A completed teaching apprenticeship recorded.

e) Relevant teaching license or certificate

f) Previous teaching experience would be advantageous.

g) Excellent interpersonal, oral, and written communication skills.

h) Patience, resilience, and cultural sensitivity.

Conclusion

To become a biology teacher all these Qualifications and Qualification along with certain Skills should be important to become a biology teacher.

Ravikiran

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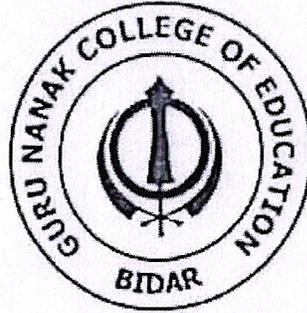
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Teachers Colony, Manhalli Road, BIDAR - 585403. (Karnataka)



S E M I N A R

Paper : Gender, School and Society PC - (XV)

Topic : Gender and School

2023 -2023

*Year
Level*

SEMESTER I/II/III/IV

Name : POOJA TANGIA

Roll No. : 8

Ravikiran

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of Guru Nanak College of Education, Bidar has satisfactorily completed
the Seminar.....work
entitled Gender and School.....in the
subject Gender School and Society P.C.X.V of Semester
IVth.....for the academic year 2022-2023..which is required
for the fulfillment of the B.Ed. Course as prescribed by the Gulbarga
University, Kalburgi.

Incharge Lecturer

Principal

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Guru Nanak College of Education

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Davidson

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GENDER

AND

SCHOOL

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INTRODUCTION

Education is a basic human right that should be exercised fully in all nations, but for many girls in India, attending school is not an option. A girl's education is an essential starting point in establishing equality everywhere. Despite the Indian Constitution guaranteeing equality before the law and non-discrimination on the basis of sex, India remains a patriarchal society. Male inheritance and property ownerships, early marriage, dowry, honour crimes, lack girls education, violence against women and trafficking are all serious issues in the country.

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HIDDEN CURRICULUM

hidden curriculum is a set of lessons which are learned but not openly intended" to be taught in school such as the norms, values, and beliefs conveyed in both the classroom and social environment.

⇒ In 2006, Gerald defined the hidden curriculum as an implicit curriculum that expresses and represents attitudes, knowledge and behaviours which are conveyed or communicated without conscious intent.
For example: Being punctual at school. It is never taught explicitly. But often has to pay a late fine or visit the principal if they arrive late at school.

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FUNCTION OF HIDDEN CURRICULUM

2. The value of achievement: The hidden curriculum indicates a strong work ethic, attitude of inquiry, personal responsibility, individual initiative, a competitive spirit, and creativity.

School as a microcosm: The school milieu constitutes a scaled-down encapsulation of the society at large in many respects, and thereby provides a training ground for entrance thereto. The norms and values prevailing in the modern industrial society, consequently, permeate the socialization process which the hidden curriculum propagates.

power of self-concept is profound,
is the ability of adults to influence
children around them. Families and
others are encouraged to conscientiously
actively create a positive learning
environment for young children - not
- in promoting developmentally
appropriate practices to stimulate
cognitive, social, emotional, and physical
growth, but also in creating a moral
context for what they learn, as well as
to help shape a global, multicultural,
anti-bias world view.

Seen
Lenders

Ravikiran

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Introduction

A unit plan is very useful for both teaching and learning processes and has a lot of advantages for students it helps the teachers to prepare his daily lesson plan.

It is been designed as per the formula in a systematic way unit plan can be used several school and several teachers a unit the need interest and ability of students it is 4plan prepared on a unit. In its simple meaning unit plan stands for the planning of the session by dividing the prescribed syllabus into some well-defined and meaningful units.

Conclusion

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Concept of Unit Plan

According to Bruster:- A unit large of related to can over viewed by the learner.

According to Sanford:- A unit an online of carefully subject matter which has been isolated of its relationship to pupil.

A unit is a comprehensive and significant aspect of the environment of organised science and arts.

A unit is an organised body of information and experience designed to affect the significant outcome for the learner.

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Steps Of Unit Plan

- 1) Content analysis
- 2) General and specific objectives
- 3) Learning experience
- 4) Evaluation.

1) Content analysis:- The process of identifying of concepts and analysis the content of that unit is called content analysis. It is the analysis of a topic to be taught into its elements and arrange them in logical sequence. In this, the teacher has to select one unit and master over the content.

2) General and specific objectives:- The purpose behind any activity is the development of healthy behavioural changes.

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Learning Outcomes are expected behavioural changes that are to be brought among the children by teaching.

37 Learning Experiences: In classroom, teaching-learning process Learning Experiences

Teacher Activity
↓
Pupils Activity

• Teacher activity: The role played by the teacher in class to cause learning is teacher activity.

• Pupils activity: The system of education is viewed around a child takes place in classroom.

47 Evaluation:- The purpose of unit plan is the achievement of the best result of teaching-learning process, so the teacher should have appropriate evaluation tool to know whether his objectives are achieved or not.

Principals

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Format of Unit Plan

- 1 Information
- 2 Subject format
- 3 Nature and objectives of unit
- 4 Outline of unit
- 5 Instructional objectives
 - a) General objectives
 - b) Specific objectives
- 6 Motivation
- 7 Development or Presentation
- 8 Activities
- 9 Teaching Aids
- 10 Correlation
- 11 Unit test
- 12 Conclusion
- 13 References

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671 Developmental Stage

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Sl.No	Sub Unit	Activities	Teaching Aids	Correlation	Time
1	Natural and Man-made Material.	<ul style="list-style-type: none"> Teacher explain about Natural and Man-made material and she the chart of different material. 		Daily life	40 min
2.	Coal	<ul style="list-style-type: none"> Teacher explain about story and define coal. Teacher shows Chart of products of coal. 		Chemistry	40 min.

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Sl.No	Sub-unit	Activities	Teaching Aids	Co-relation	Time
3	Petroleum	<ul style="list-style-type: none"> Teacher explains about Petroleum Teacher shows Chart of refinery Petroleum. 		Chemistry	40 min.
4	Natural Gas	<ul style="list-style-type: none"> Teacher explains about Natural gas. Teacher shows Chart which includes uses of Natural gas. 		Chemistry	40 min.

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Sl.No	Sub-Unit	Activities	Teaching Aids	Co-relation	Time
5	How to Conserve Natural resources	Teacher explains about Natural resources and its conservation through chart		Biology	40 min

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Types of Questions

The various type of questions present in the question are,
 One word or one sentence,
 Short answer type,
 Long answer type.

Blue Print

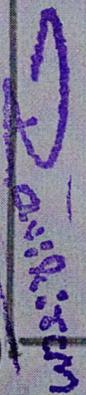
Weightage of questions:-

Types of question	No. of question	Marks	%
Long answer type	1	5	20%
Short answer type	5	2	40%
Objective	10	10	40%
Total	<u>15</u>	<u>25</u>	<u>100%</u>

Dr. Anshu Jem
 98

Weightage of Objectives

OBJECTIVES	QUESTIONS	MARKS	PERCENTAGE
Knowledge	6	7	28%
Understanding	6	9	36%
Application	2	6	21%
Skill	2	3	12%
Total	16	25	100%


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Topic Sub Unit	Knowledge			Understanding			Application			Skill			Total	%	
	O	S	E	O	S	E	O	S	E	O	S	E			
Sub Unit-I	2(2)								2(4)				4(5)	5(11)	
Sub Unit-II	3(3)	2(4)							1(2)	1(5)			7(14)		100%
Total Percent- age	5(5)	2(4)							3(6)	1(5)			1(5)	12(25)	

() → Marks inside Bracket
 2(4) → No. of Question

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MORARJI DESAI RESIDENTIAL SCHOOL BAGDAL

UNIT TEST

SUBJECT: CHEMISTRY (COAL AND PETROLEUM)

CLASS: VIII

MAX. TIME: 40 MIN

MARKS: 25

TOTAL

All questions are compulsory

I. Answer in one word or one sentence

1x10=10 M

1. Name some renewable source of energy.
2. Give some examples of fossil fuel.
3. Name the elements present in carbon, oxygen, and Sulphur.
4. Which are the 2 main techniques of mining?
5. Expand PCRA.
6. What kind of pollution is caused by fossil fuel?
7. Write the full form of LPG?
8. What is the purest form of carbon?
9. Which gas is produced when coal is burnt in air?
10. What are inexhaustible resources?

II. short answer

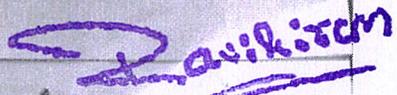
2x5=10M

1. What is fuel?
2. Define fossil fuel and give the example.
3. What is coal and write its 2 uses?
4. Why is natural gas preferred over petrol as a transport fuel?
5. State the uses of natural gas.

III. Long answer

1x5=5M

1. Explain in detail the products of coal?


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1) There are renewable source of energy. Solar energy & wind energy.

2) Coal, Catter, petrol, Diesel carbon, sulphur, O₂

3) Coal, oil, natural gas.

4) surface and underground mining.

5) petrol conservation Research Association

6) Carbon dioxide, Carbon monoxide etc.

7) Liquidified petroleum gas.

8) Coke is the purest form of carbon.

9) Carbon dioxide is produced when coal is burnt.

10) The resources which are present in limited in natural called non-renewable.

II. Two or three sentence.

1) The substance which are from from the dead remains of animals are called fossil fuels like coal, petrol.

2) Coal is used to generate electric power.

3) Coal is used for cooking (fuel).

4) Natural gas is preferred over petrol as a transport fuel because it is a less pollution fuel. It is a cleaner fuel.

5) Natural gas is used as transport & more vehicles. Used in cars and LPG gas.

III. Use sentence

1) Coke, coal, tar, and coal gas.

2) Coke is used in the manufacture of iron.

3) Coal gas is used in the manufacture of coke.

iii) Coal tar is a thick dark liquid which is a by-product of the production of coke and coal gas from coal.
→ used for production of chemicals and coal-tar products.

⑤

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9
25
Sange

1) forest, coal, petroleum X

5) Petroleum Conservation Research Association (1)

7) Liquid petroleum gas (1)

9) Carbon dioxide (1)

10) These resources are present in unlimited quantity in nature is called Inexhaustible ex: sunlight air (1)

11) Fossil fuels were formed from the dead remains of living organisms millions of years ago (2)

12) It is a tough, porous and black substance. It is an almost pure form of carbon. ex: coke is used in the manufacture of steel and in the extraction of many metals. (2)

13) Natural gas is used for power generation. It is now being used (1)

Sange

Moraji Desai Residential School Bagdad 2023
UNIT TEST

Duration: 40 min

Marks :- 25

I Answer in 1 word or 1 sentence.

1 x 10 = 10 M

Name some Renewable Source of Energy.
Give some Example of fossil fuel.

Name the elements Present in Carbon, Oxygen and Sulphur.
which are the 2 main technique of mining?
Expand PERA?

what kind of Pollution is caused by fossil fuel?
Write the full form of LPG?

what is the purest form of carbon?
which gas is produced when coal is burnt in air?

what is Greenhouse effect?
what is Unrenewable Resources?

2 x 5 = 10

Short answer
what is fuel?
Define fossil fuels and Give the example.
what is coal and write its 2 uses.
why is Natural Gas preferred over petrol as transport fuel?

State the uses of Natural Gas

1 x 5 = 5

Long answer
explain in detail the products of coal.

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Signature

SL No	Students Name	Total Mark	Minimum mark	Obtained marks
1.	Kartik	25	9	11
2.	Siddhu	25	9	13
3.	Shraddha.B	25	9	20
4.	Sandeep	25	9	18
5.	Sai Kiran.S	25	9	9
6.	Ritesh	25	9	15
7.	D. Prajwal	25	9	19
8.	Chaleppa	25	9	22
9.	Akshata	25	9	20
10.	Mouna Priya	25	9	21
11.	Rohit	25	9	21
12.	Shubham	25	9	14
13.	Navnath S. Jadhav	25	9	19
14.	Tushar. Madiwal	25	9	25
15.	Sanjeev Reddy	25	9	24
16.	Sadhana	25	9	20
17.	Arun	25	9	18
18.	Vishwa	25	9	23
19.	Santoshi	25	9	24
20.	chetan	25	9	20

IX 10 = 10M

Water, wind, solar

coal, petroleum, natural gas

Carbon, oxygen and sulphur.

Surface mining and Underground mining.

Petroleum Conservation Research Association.

Air pollution

Liquefied Petroleum Gas

Coke

CO₂

2x5 = 10
Inexhaustible Resources are the resources which are unlimited in quantity.

Anything that burns to produce energy in an efficient manner is called a fuel.

Natural fuels that are made up by burial of living organisms under deep down the earth for over a long period of time are called fossil fuels.

Coal is a hard black combustible substance. It is used as a fuel in homes. It is used as a fuel at thermal power plants.

CNG is cleanest of all fossil fuels. It produces harmless gases as compared to petrol hence CNG is preferred over petrol.

used as source of energy for heating
used as fuel for vehicles and electricity generation.

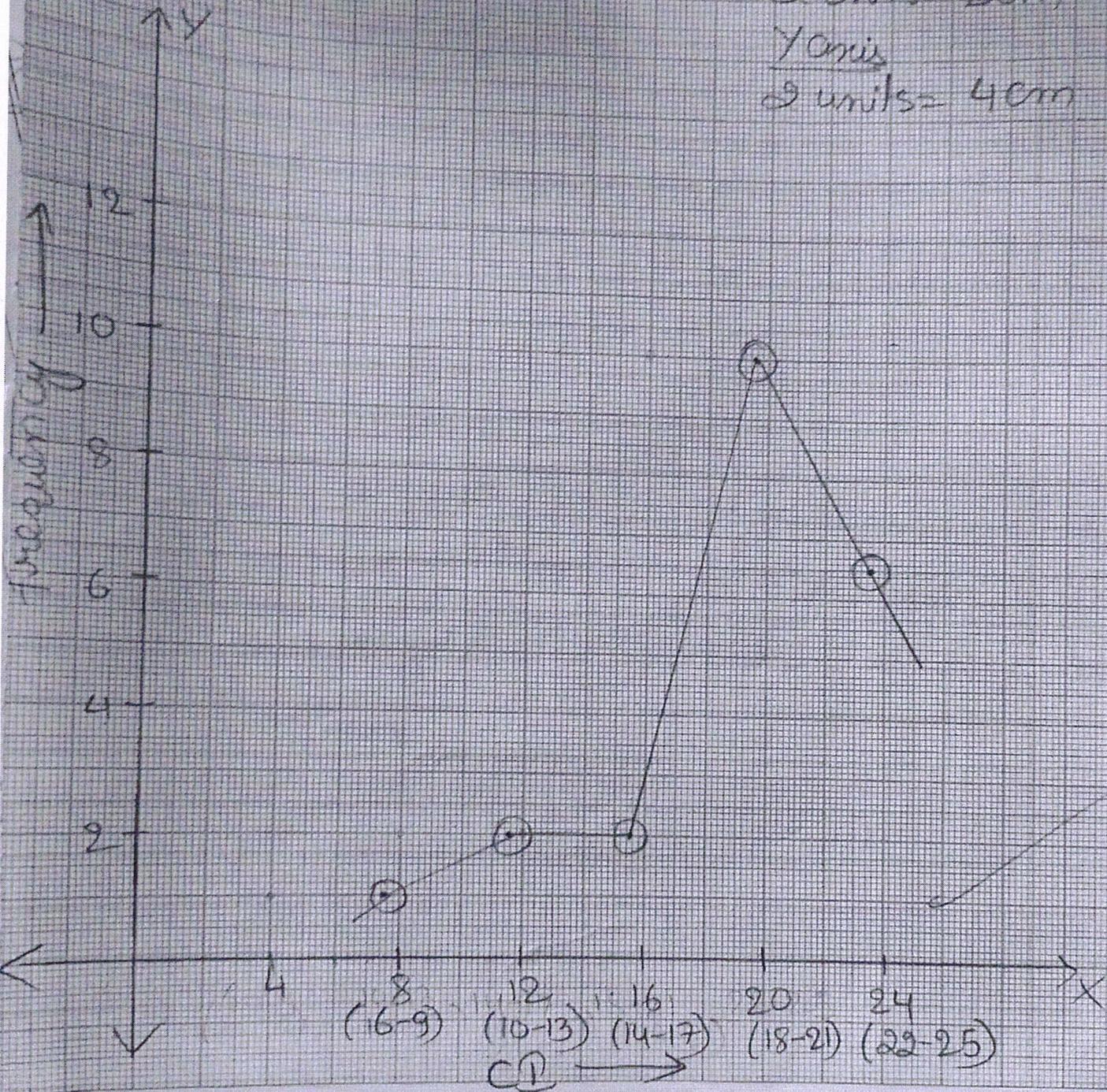
1x5 = 5M
Coke, coal gas, coal tar.

Scale: X-axis

2 units = 20m

Y-axis

2 units = 40m



Davidson

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8th Std marks-

Calculation

11, 13, 20, 18, 9, 15, 19, 22, 20, 21, 21, 14, 19, 25,
24, 20, 18, 23, 24, 20.

$L=9$, $H=25$
Range = $25-9 \Rightarrow 16$

C.I	F	π	Σf_n	CF
6-9	1	7.5	7.5	1
10-13	2	11.5	23	3
14-17	2	15.5	31	5
18-21	10	19.5	195	15
22-25	5	23.5	117.5	20
N=20		$\Sigma f_n = 374$		

C.I	Tally Marks	f
6-9		1
10-13		2
14-17		2
18-21		10
22-25		5
N=20		

Mean = $\Sigma f_n / N$
 $= 374 / 20 \Rightarrow 18.7$

Mean ≈ 18.7

(Signature)

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 H.D.R. ROAD

Median

$$\begin{aligned} \text{Median} &= l + \left[\frac{\frac{N}{2} - cf}{f_m} \right] \times i \\ &= 17.5 + \left[\frac{10 - 5}{5} \right] \times 4 \\ &= 17.5 + [1 \times 4] \\ &= 17.5 + 4 \Rightarrow 19.0 \\ \text{Median} &= \underline{19.0} \end{aligned}$$

Result
 Mean = 18.7
 Median = 19.0
 Mode = 19.6

$$\begin{aligned} \text{Mode} &= 3 \times \text{Median} - 2 \times \text{Mean} \\ &= 3 \times 19.0 - 2 \times 18.7 \\ &= 57 - 37.4 \\ &= 19.6 \end{aligned}$$

Interpretation

The central tendencies are:
 Mean = 18.7
 Median = 19.0
 Mode = 19.6
 \therefore Highest value - lowest value
 $= 19.6 - 18.7 \Rightarrow 0.9$
 Hence, it follows ~~NPP~~ Curve. It is in range 0-1.

CONCLUSION

Unit test consists of concepts and learning goals that are taught a period of time and are worked together often over several weeks and includes several skills concepts and desired outcomes for making the teaching process more effective.

References

- 17 Science Class (VIII) textbook.
- 27 Google.com


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PIDAF, SERTAP

Gulbarga University Kalaburagi.

Evaluation Tool (Mentor Teacher's Lesson)

of the Teacher Goutam

Class & Division: VIII

Moraji Desai Residence School
Science
Bagdal
Acid, Bases and Salts

Date: 26-9-23

Items	A	B	C	D	E
Organization of the Content	✓				
Introduction of the Lesson	✓				
Questioning Technique					
Pupils Participation		✓			
Content Presentation		✓			
Use of Teaching Aids	✓				
Innovation's used	✓			—	
Use of 5 E's	✓				
Teacher's Personality	✓				
Classroom Management		✓			

It was very informative

Remarks: Pupil participation was less could be improved.

Grade:- X/B/C/D/E

(A)

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(Headmaster of Moraji Desai Residence School Seal)
Bagdal Tq. & Dist. Bidar

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1. ...
 2. ...
 3. ...

1. ...	✓	...
2. ...	✓	...
3. ...	✓	...
4. ...	✓	...
5. ...	✓	...
6. ...	✓	...
7. ...	✓	...
8. ...	✓	...
9. ...	✓	...
10. ...	✓	...
11. ...	✓	...
12. ...	✓	...

(A)

...
 ...
 ...



Pravir Kumar

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 BIDAR-585403

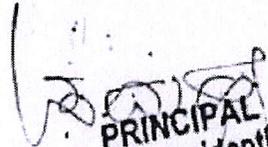
Gulbarga University Kalaburagi.

Name of the Teacher Trainee: POOJA TANGIA
Name of the School: Morarji Desai Residential
School Bidar (Bagdal).

Roll No: 8
Subject: Physical Science
and Bioscience

REPORT FORMAT OF SCHOOL TIME TABLE AND CALENDAR

1. Introduction
2. Meaning
 - School Calendar
 - School Time table
3. Types of Tables (With formats)
4. Importance
 - i. School Calendar
 - ii. School Time Table
5. Conclusion


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Bagdal Tq. & Dist. Bidar


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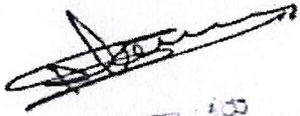
Gulbarga University Kalaburagi:

Name of the Teacher Trainee: POOJA TANGIA Roll No: 8
 Name of the School: M Oranji Desai Residential School Bagdal
 Subject: Internship
 College: Guru Nanak College of Education Bidar.

REPORT FORMAT OF Visit to B.E.O office/ CRC/DIET

Introduction

- I. Write brief introduction about you visited to above any of office
- II. Structure of B.E.O/ CRC/ DIET office.
- III. Administrative function of B.E.O/ BRC/ DIET.
- IV. Program initiated to bring quality improve of education.
- V. Write any two programmes initiated by B.E.O/ BRC/ DIET.
- VI. Challenges/ problems of B.E.O/DIET in quality improvement of School Education.
- VII. Educational implications
- VIII. Conclusion
- IX. References


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Gurunanak College of Education

Gulbarga University Kalaburagi.

Name of the Teacher Trainee: POOJA TANGA Roll No: 8

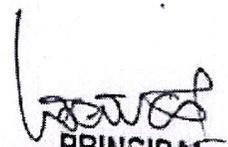
Name of the School: Morarji Desai Residential School Bagdal

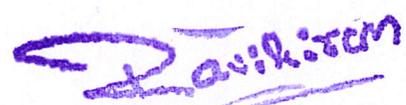
:: Government School Programme

REPORT FORMAT OF GOVERNMENT SCHOOL PROGRAMME

Introduction

- I. (List of Government School programmes)
- II. Select any two programme (Write its History, purpose /objectives)
- III. Implantation of School programme
(Discuss with Statistical figures)
- IV. Educational implications
- V. Conclusion
- VI. References


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Bagdal Tq. & Dist. Bidar.



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Suggestive format for SDMC/ Parent Teacher Association

Per Page

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importance

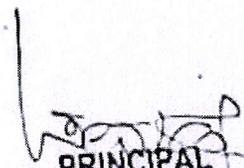
bjectives

Methodological procedure/stages/phases/Nature of activity

Conclusion

Attach enclosures if necessary

References


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Bagdal Tq. & Dist. Bidar.



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Year of :- 2008
Establishment

Visiting to Residential School

1. State Residential School (MDRS)/Noday School, Lado Channam School/ Other
2. Central School

Suggestive format for visiting residential School

1. Introduction - About Morarji Desai Residential School

2. Aims of MDRSs

3. Special features of MDRSs :- Hostel facilities, free education

4. Admissions procedure to MDRSs Exam, Sixth Entrance Exam → Counselling.

5. Curriculum in MDRSs State Syllabus

6. Recruitment of Principal → CET basis

7. Recruitment of Teacher CET basis

8. Administration and Organization setup of MDRSs

9. The Scheme in Action

(a) Students, teachers and School Building

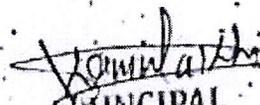
(b) Number of facilities Covered and Percentage Coverage of Morarji Desai Residential schools during 2015-2017

(c) The caste wise enrolment of students in MDRSs of _____ as on Nov. 2017

(d) ~~Other~~ ~~Setting~~ ~~Admission~~ ~~undertaken~~ ~~by~~ ~~the~~ ~~school~~ :-
SC → 90% ST) OBC, other caste 10%

10. Conclusion

11. Reference


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Mannalli, Tq. & Dist. Bidar



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GULBARGA



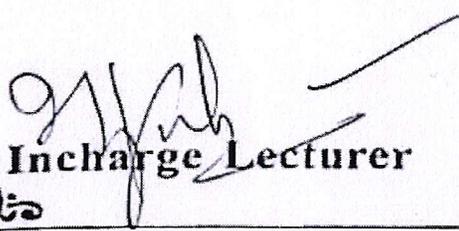
UNIVERSITY

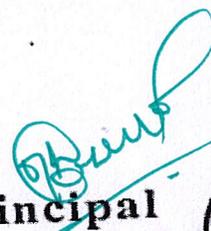
KALBURGI

DEPARTMENT OF STUDIES AND RESEARCH IN EDUCATION KALBURGI
AND
GURU NANAK COLLEGE OF EDUCATION, BIDAR

CERTIFICATE

This is to Certify that Mr./Ms.....Pooja Danga.....
of Guru Nanak College of Education, Bidar has satisfactorily completed
the Field work Activity.....work
entitled Innovative Class.....in the
subject Bioscience (Method-2).....of Semester
IVth for the academic year 2022-2023 which is required
for the fulfillment of the B.Ed. Course as prescribed by the Gulbarga
University, Kalburgi.


Incharge Lecturer


Principal

Innovative Class

Innovative teaching is the process of proactively introducing new teaching strategies and methods into the classroom.

→ The purpose of introducing these new teaching strategies and methods is to improve academic outcomes and address real problems to promote equitable learning.

→ In many ways, applying innovative teaching strategies to the classroom is a tacit understanding that our teaching methods can be improved.

Innovative Teaching Strategy

- 1) Flip the Classroom
- 2) Personalized Learning
- 3) Project - Based Learning
- 4) Inquiry - Based Learning
- 5) Ask Open-Ended Questions
- 6) Peer teaching
- 7) Blended Teaching.

Ravikiran

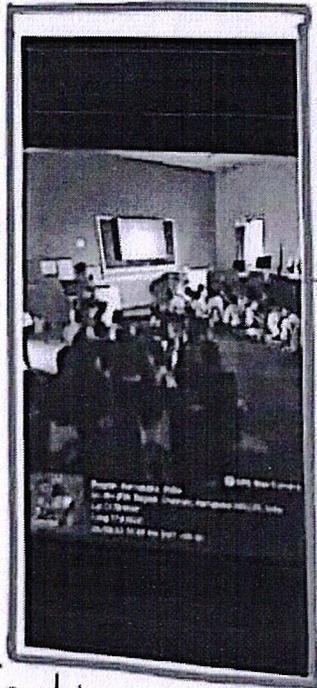
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Teaching with Chart



Teaching with smart board
Innovative Class using Visual Media
and Audio-Visual Method.

Pravikiran

Conclusion

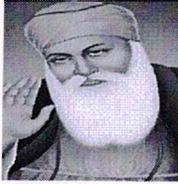
These strategies are used to inspire creativity and success in the classroom. Change is necessary and through change, we are bound to fail or miss a beat. However, failing is ok.

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SRI NANAK JHIRA SAHEB FOUNDATION

GURUNANK COLLEGE OF EDUCATION

Teachers Colony Manhalli Road Tq & Dist : Bidar-585 403

E-Mail : gurunanakbedcollege@gmail.com IQAC: iqacgnbedc@gmail.com Website: www.gurunankbed.org

Practical I.A Marks

Academic Year: 2022-23 Semester: III Program Name: Bachelor of Education Page 3 of 5

College Name: Gurunanak College of Education, Bidar College Code: P05GAY0025

Roll No.	21BED3BE DDSCP01	21BED3BE DDSCP02	21BED3BE DDSCP03	21BED3BE DDSCP04	21BED3BE DDSCP05	21BED3BE DDSCP06	21BED3BE DDSCP07	21BED3BE DDSCP08	21BED3BE DDSCP09	21BED3BE DDSCP10	21BED3BE DDSCP11	21BED3BE DDSCP12	21BED3BE DDSCP13
U04AY21E0017 NIKITA	18.00(25)	18.00(25)	18.00(25)	18.00(25)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)
U04AY21E0018 SANJANA	24.00(25)	23.00(25)	22.00(25)	24.00(25)	18.00(20)	18.00(20)	19.00(20)	18.00(20)	15.00(20)	19.00(20)	19.00(20)	19.00(20)	19.00(20)
U04AY21E0019 MELISHA	20.00(25)	20.00(25)	18.00(25)	20.00(25)	18.00(20)	19.00(20)	15.00(20)	19.00(20)	19.00(20)	19.00(20)	19.00(20)	19.00(20)	19.00(20)
U04AY21E0020 SANDIP	18.00(25)	20.00(25)	18.00(25)	20.00(25)	19.00(20)	19.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)
U04AY21E0021 ANAMIKA NANDKISHOR SINGH	20.00(25)	20.00(25)	20.00(25)	20.00(25)	18.00(20)	18.00(20)	18.00(20)	19.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)
U04AY21E0022 RAUT DHANASHRI ASHOK	20.00(25)	20.00(25)	20.00(25)	20.00(25)	19.00(20)	18.00(20)	18.00(20)	13.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)
U04AY21E0023 PALLAVI	20.00(25)	20.00(25)	20.00(25)	20.00(25)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)
U04AY21E0024 CHAMUNDISHWARI	20.00(25)	18.00(25)	20.00(25)	20.00(25)	18.00(20)	18.00(20)	19.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)

Academic Year: 2022-23 Semester: III Program Name: Bachelor of Education Page 4 of 5

College Name: Gurunanak College of Education, Bidar College Code: P05GAY0025

Roll No.	21BED3BE DDSCP01	21BED3BE DDSCP02	21BED3BE DDSCP03	21BED3BE DDSCP04	21BED3BE DDSCP05	21BED3BE DDSCP06	21BED3BE DDSCP07	21BED3BE DDSCP08	21BED3BE DDSCP09	21BED3BE DDSCP10	21BED3BE DDSCP11	21BED3BE DDSCP12	21BED3BE DDSCP13
U04AY21E0025 SARITA	18.00(25)	18.00(25)	18.00(25)	18.00(25)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)
U04AY21E0026 SARITA	18.00(25)	18.00(25)	18.00(25)	18.00(25)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)
U04AY21E0027 SARITA	18.00(25)	18.00(25)	18.00(25)	18.00(25)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)
U04AY21E0028 SARITA	18.00(25)	18.00(25)	18.00(25)	18.00(25)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)
U04AY21E0029 SARITA	18.00(25)	18.00(25)	18.00(25)	18.00(25)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)
U04AY21E0030 SARITA	18.00(25)	18.00(25)	18.00(25)	18.00(25)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)
U04AY21E0031 SARITA	18.00(25)	18.00(25)	18.00(25)	18.00(25)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)
U04AY21E0032 SARITA	18.00(25)	18.00(25)	18.00(25)	18.00(25)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)
U04AY21E0033 SARITA	18.00(25)	18.00(25)	18.00(25)	18.00(25)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)
U04AY21E0034 SARITA	18.00(25)	18.00(25)	18.00(25)	18.00(25)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)
U04AY21E0035 SARITA	18.00(25)	18.00(25)	18.00(25)	18.00(25)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)
U04AY21E0036 SARITA	18.00(25)	18.00(25)	18.00(25)	18.00(25)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)
U04AY21E0037 SARITA	18.00(25)	18.00(25)	18.00(25)	18.00(25)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)
U04AY21E0038 SARITA	18.00(25)	18.00(25)	18.00(25)	18.00(25)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)
U04AY21E0039 SARITA	18.00(25)	18.00(25)	18.00(25)	18.00(25)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)
U04AY21E0040 SARITA	18.00(25)	18.00(25)	18.00(25)	18.00(25)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)
U04AY21E0041 SARITA	18.00(25)	18.00(25)	18.00(25)	18.00(25)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)
U04AY21E0042 SARITA	18.00(25)	18.00(25)	18.00(25)	18.00(25)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)
U04AY21E0043 SARITA	18.00(25)	18.00(25)	18.00(25)	18.00(25)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)
U04AY21E0044 SARITA	18.00(25)	18.00(25)	18.00(25)	18.00(25)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)
U04AY21E0045 SARITA	18.00(25)	18.00(25)	18.00(25)	18.00(25)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)
U04AY21E0046 SARITA	18.00(25)	18.00(25)	18.00(25)	18.00(25)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)
U04AY21E0047 SARITA	18.00(25)	18.00(25)	18.00(25)	18.00(25)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)
U04AY21E0048 SARITA	18.00(25)	18.00(25)	18.00(25)	18.00(25)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)
U04AY21E0049 SARITA	18.00(25)	18.00(25)	18.00(25)	18.00(25)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)
U04AY21E0050 SARITA	18.00(25)	18.00(25)	18.00(25)	18.00(25)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)	18.00(20)

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