



Sri Nanak Jhira Saheb Foundation

GURU NANAK COLLEGE OF EDUCATION

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

College Website: www.gurunanakbed.org

E-Mail : Gurunanakbedcollege@gmail.com

E-Mail IQAC: iqacgnbedc@gmail.com

2.2.3 There are institutional provisions for catering to differential student needs; appropriate learning exposures are provided to students

3. As an institutionalized activity in accordance with learner needs.

೧೯ ಗೌರಿವರ ಪ್ರಗತಿ ||

ಶ್ರೀ ನಾನಕ್ ಧಾರಾ ಸಾಹೇಬ್ ಫೌಂಡೇಶನ್

ಗುರು ನಾನಕ್ ವಿಶ್ವವಿದ್ಯಾಲಯ

ಅವಧಿ-585403. (ಕರ್ನಾಟಕ)

GURU NANAK COLLEGE OF EDUCATION

Teachers Colony, Manhalli Road, BIDAR - 585401.(K.S.)

B. Ed. IIIrd Semester



ಲಲಿತ ಕಲೆ ಮತ್ತು ರಂಗಭೂಮಿ
Fine Art & Theater

ಹೆಸರು/Name : Bhagyashri G. Kulkarni

ಅವಧಿ ಸಂಖ್ಯೆ/Roll No. : E2200149

ವಿಷಯ/Subject : Fine Art

ಪಠ್ಯ ಸಂಖ್ಯೆ/Topic : Theater Artists

ಅಧ್ಯಾಪಕರ ಸಹಿ
Signature of the Teacher

ಪ್ರಾಚಾರ್ಯರ ಸಹಿ
Signature of the Principal

Prasanna

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BIDAR 585403



GULBARGA



UNIVERSITY

KALBURGI

GURU NANAK COLLEGE OF EDUCATION, BIDAR

प्रमाणपत्र

This is to Certify that Mr./Ms. Bhagyashree Kulkarni of

Guru Nanak College of Education, Bidar has satisfactorily completed the Final

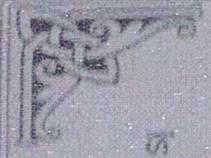
..... ART WORK

..... Theater Artist's

..... Final Part of Semester IIIrd for the academic year 2021-2022 which

is required for the fulfillment of the B.Ed. Course as prescribed by the

Gulbarga University, Kalburgi.



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Prasanna Ram

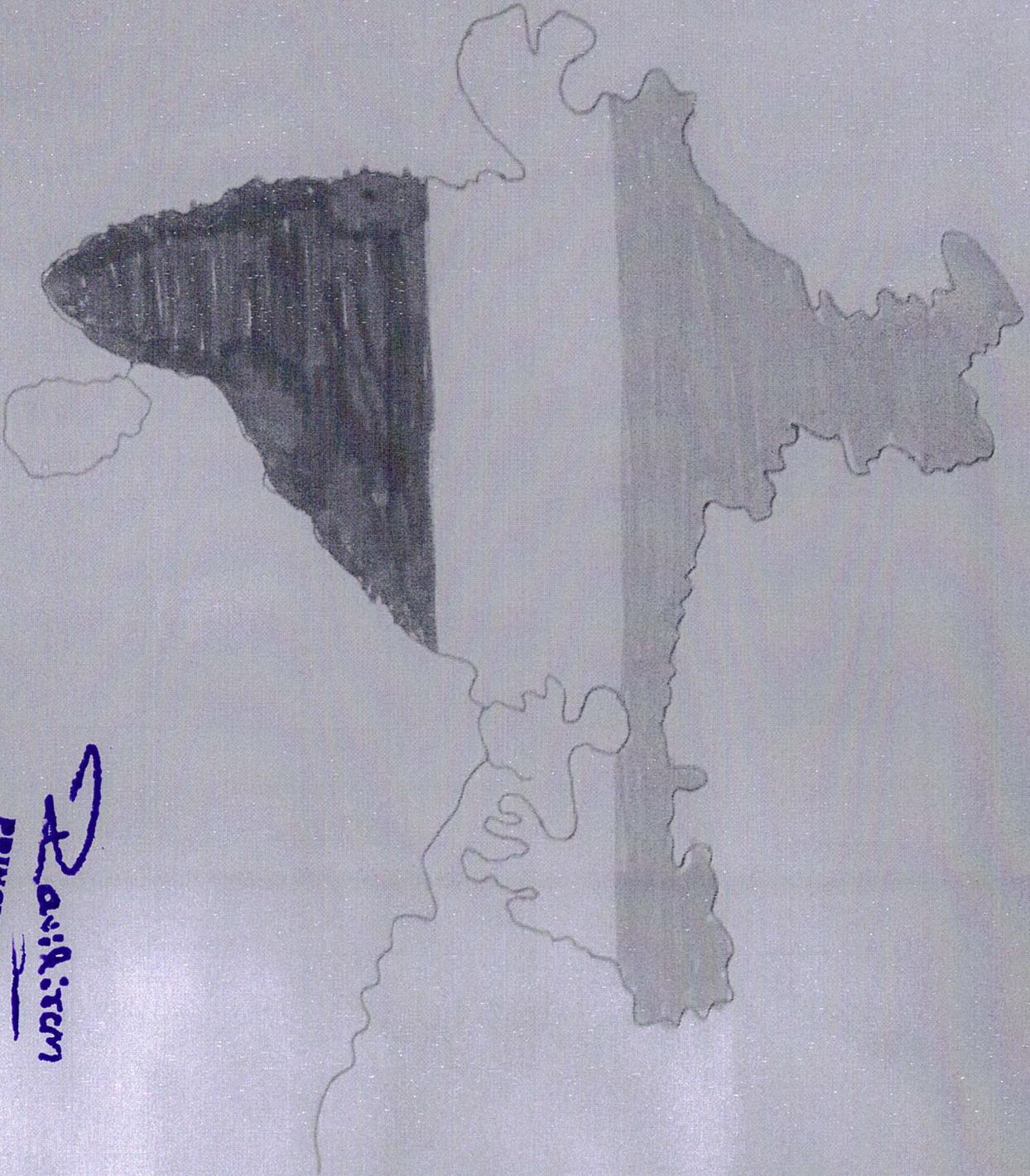


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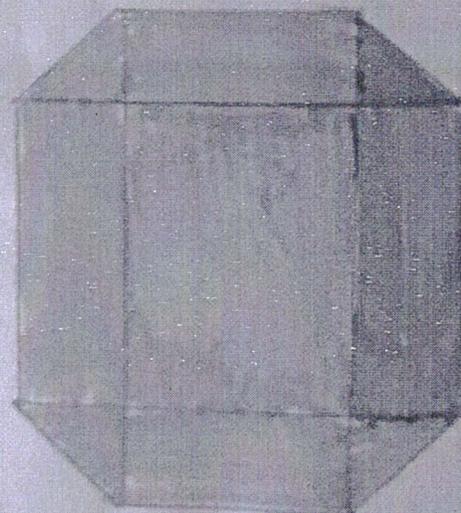
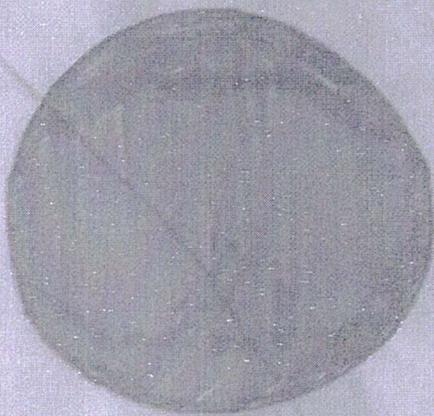
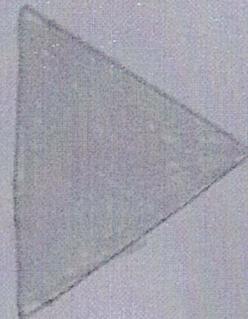
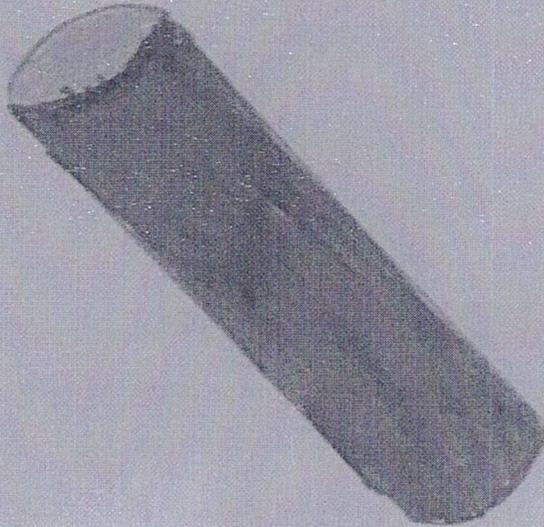
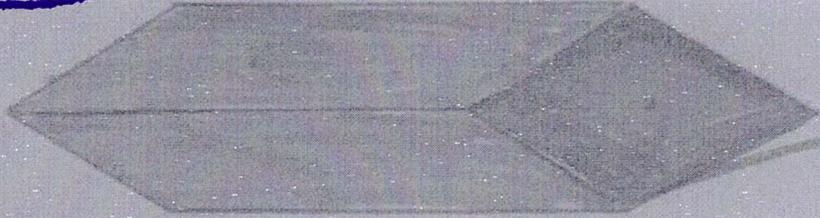
David:cm

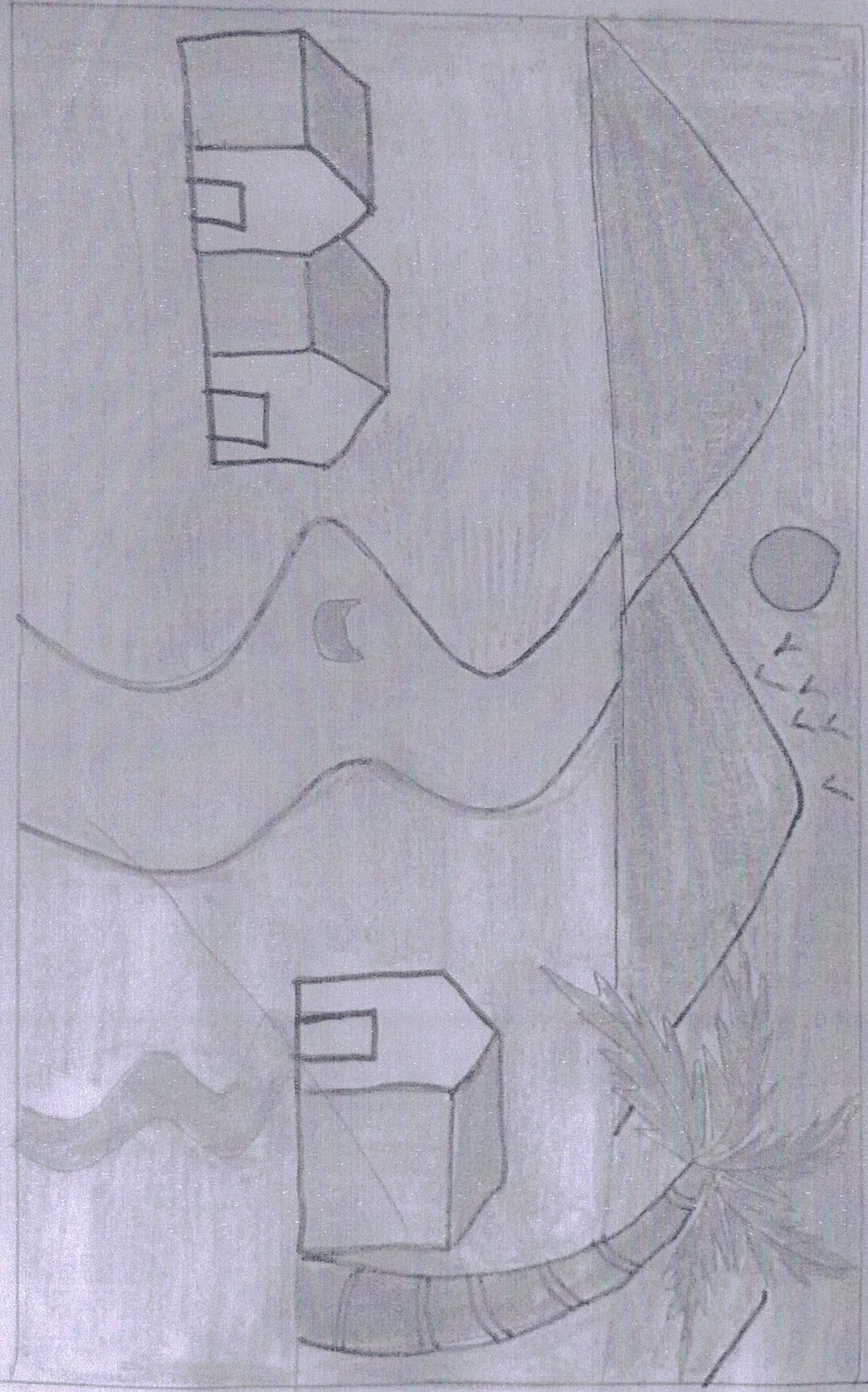
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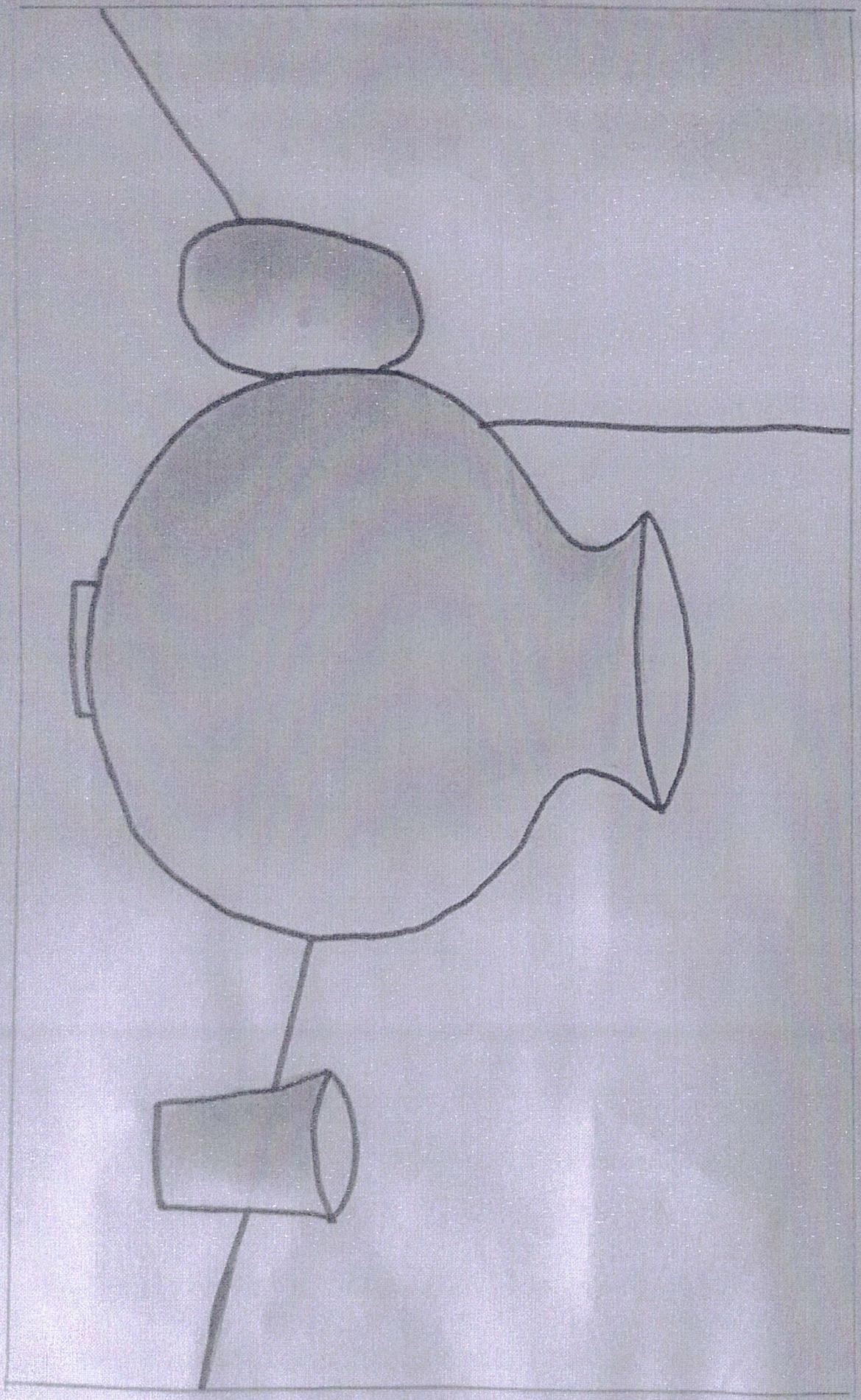
Principals

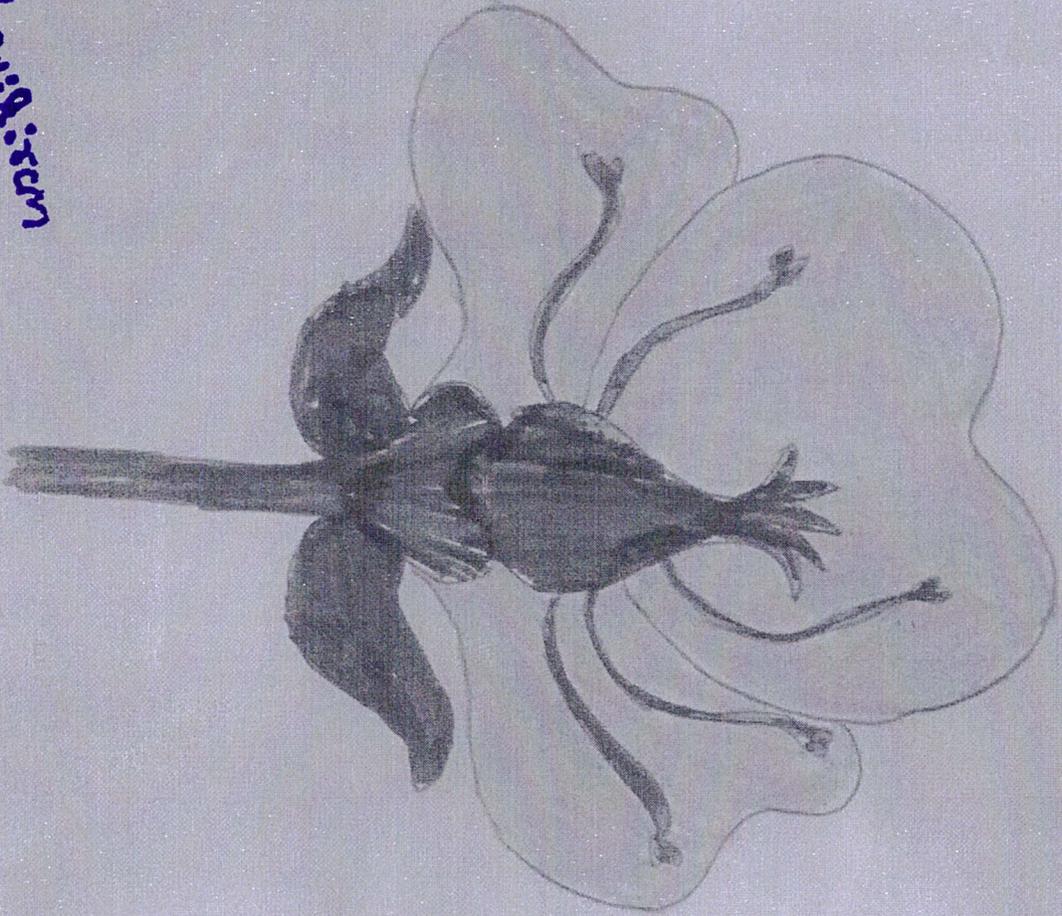
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Basit

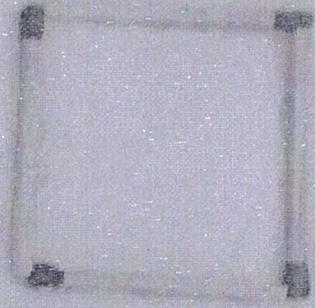




Rajiv:cm

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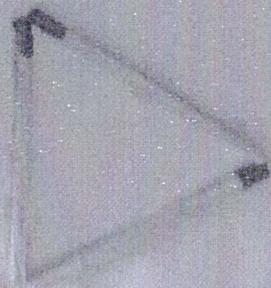
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Square



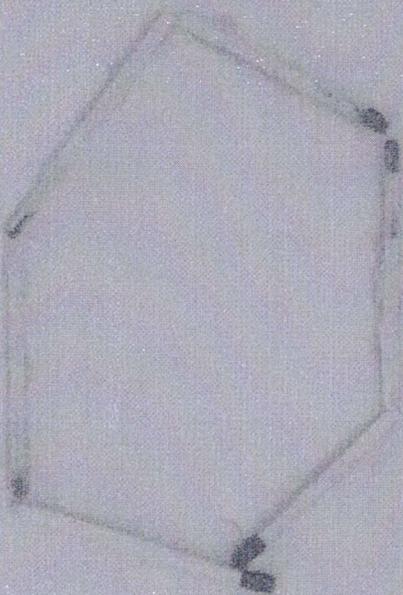
Rectangle



Triangle



Pentagon



Basix Hexagon



Circle

1) Fine art -

This category includes works of art that are created primarily for aesthetic reasons. Fine art includes

Drawing: charcoal, chalk, crayon, pastel, pencil, pen & ink

Painting: oil, water colour, ink & wash

Screen painting -

Sculpture - Bronzes, stone, marble

Calligraphy - Beautiful & stylized handwriting

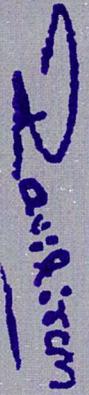
2) Visual arts -

The visual art includes all the fine art in addition to the following, new media, digital art, computer graphics, computer animation

* Photography Art

* Environmental Art

* Contemporary form of expression assemblage



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3) Plastic art -

The term plastic art includes art works that are modeled and hold necessary plastic, objects. This category consist of three dimensional work like clay, plaster stone metal.

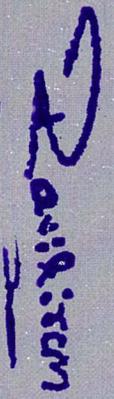
4) Performance Art-

This classification consist of an art form that to public performance event which occur mostly in the theatre performance art include

- * Traditional performance art: Theatre, opera, music
- * Contemporary performance art: Mime.

5) Applied art -

The category encompasses the application of aesthetic design to everyday functional objects applied art intended for the use of career. It includes architecture, computer art, photography, industrial design graphic design, fashion design and interior design.


Dr. Ravish Kumar

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ii) Decorative Art - This classification refers to functional but ornamented Art formed, such as jeweler, ceramics, mosaic, art is set & other items that are embellished by ornaments as other design it also includes work in glass, clay, wood, metal, etc.

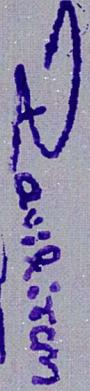
* Importance of Art in education for children -

Art is fun for kids dividing into those finger points & making beautiful picture to hang on the fridge is awesome acting in a play is decoration but the art also help kids develop on many fundamental levels

* There are top 10 ways that arts helps kids learn & grow -

1) Creativity -

This may seem like a non-brainer but the art allow kids to express themselves better than math or science. As the Washington post says in a Art program, your child will be asked to recite a monologue in six different ways.

David R. Smith

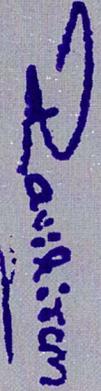
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2) Improved Academic Performance -

The arts don't just develop a child's creativity. The skills they learn because of them spill over into academic achievement.

PBS says, "A report by Americans for the Arts says that young people who participate regularly in the Arts [Three hours a day or three days each week through one full year] are four times more likely to be recognized for academic achievement to participate in a math and science & are to win an award for writing an essay or poem children who do not participate


Ravikumar

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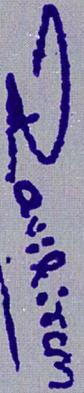
3) Motor skills -

This applies mostly to younger kids who do art or play an instrument. Simple things like holding a paint brush & scribbling with a crayon are an important element to development of a child's fine motor skills.

According to the national institutes of Health, developmental milestones at age three should include drawing.

4) Confidence -

While mastering a subject certainly builds a student's confidence, there is something special about participating in the arts, getting up on a stage and singing. It gives kids a chance to step outside their comfort zone.



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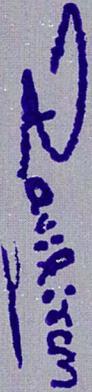
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5) Visual learning -

Especially for young kids, drawing, painting & sculpting in art classes help develop visual-spatial skills. Dr. Kuvvy Fredman, Head of art & design education at Northern Illinois university says, children need to be know more about the world than just they can learn.

6) Decision making -

The arts strengthen problem solving & critical thinking skills how do I express this feeling through my dance?
How should I play this character?
Learning how to make choices & decisions.



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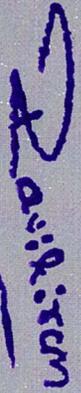
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7) Preservance —

I know from personal experience that the arts can be challenging.

When I was trying to learn and master the elements there were many times when I became so frustrated that I wanted to quit but I didn't.

After practising hard, and preservance pay off. This mindset will certainly master.



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8) Focus--

As you persevere through painting or singing or learning or part in a play, focus is imperative and certainly focus is vital for studying and learning in class as well as doing a job later in life.

g) Collaborations--

Many of the arts such as band, choir and theater require kids to work together. They must share responsibility and achieve their common goal without compromise to


Rasika Kumari

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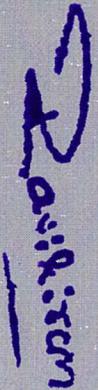
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10) Accountability -

Just like collaboration, kids in the arts learn that they are accountable for their contributions to the group.

If they drop the ball or mess up, they realize that it's important to take responsibility for what they did.

Mistakes are a part of life and learning to accept them, fix them, and move on will serve kids well as they grow older.

P. Ravikiran

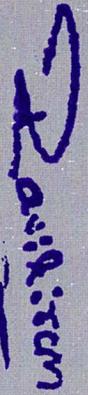
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Developmental Benefits of Art and Crafts

Kids love doing an assortment of arts and crafts as a source of creative fun. We are already familiar that making art and engaging in artistic activities advances and imagination.

Creativity is essential to a child's early learning and artmaking could bring many benefits to a child's emotional, cognitive and physical development. Empowering imagination and creativity assist children with developing essential skills and abilities that may help them perform well academically at school and reach developmental milestones further down the road.

David R. Stein

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Fine Motor Skills, Hand eye co-ordination and Dexterity —

Drawing shapes, studying inside the lines and colouring designs definitely help children develop their fine motor skills, hand eye coordination as well as dexterity.

Fine motor skills are generally defined as abilities that require precise movements of the hand and fingers.

Hand eye coordination is co-ordinated movement of the hands and eyes.

Dexterity is the ability to perform purposeful movements.

Ravikiran

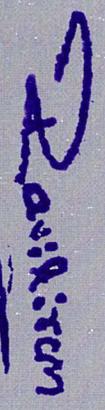
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These skills are important for early development and learning children need to learn and develop these skills at young age to perform actions when they grow older and start doing things for themselves

Whitting, eating and dressing are only a few actions that require fine motor skills, hand eye co-ordination and dexterity

Engaging in any activity related to crafts and arts help children strengthen the muscles in their hands and fingers



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2.2.3 There are institutional provisions for catering to differential student needs; appropriate learning exposures are provided to students

4. Left to the judgment of the individual teacher/s.



KALBURGI

Department of Studies and Research in Education Kalburgi

Gurukul Nanak College of
Education Bidar

1. Name of the Student.....Karuna . SP.....
2. Roll No. E2200131
3. Semester. IVth
4. Subject ನಿರೀತ ಸೇವಾ ಆರೋಪಿ
5. ~~Topic~~ ಅಂಥ ಯಾಕ್ಯೆ ವಿಸೇಯಾಚೆ ವಾಲ್

Seen
[Signature]

GURU NANAK COLLEGE OF EDUCATION

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

Year 2021 to 2022

[Signature]
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Staff:-

S.No	Name	Designation	Qualification	Experience	Any other
1					
2					
3					

Material resources:-/Equipments

1. Brail
2. Large print textbook
3. Audio books
4. Speech software
5. Hearing instruments
6. Playing tools.

Methodology:- Speech and Language

Deaf students:- Audiology

1. Inclusion:- Deaf students with non deaf students
2. Main streaming:-
3. Segregation:-
4. Exclusion:-

Deaf student unable to receive any instruction in any school is excluded from school

Physical challenges:-

Physiotherapy occupational therapy

Wheel chair across, outdoor and indoor playing

Dumb- speech and language pathology -

Audiology -

Evaluation:-

Screening test

Individual intelligence tests

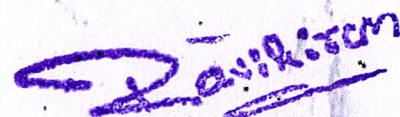
Developmental assessments

Individual re-academic achievements tests

Adoptive behavioral scale

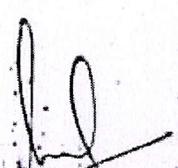
Curriculum bases assessments

End of grade/end of courses.



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HEAD MASTER
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ಪೀಠಿಕೆ

ಇಂದಿನ ಶಾಲಾ ವಾತಾವರಣದಲ್ಲಿ
ಸಾಮಾನ್ಯ ವಿದ್ಯಾರ್ಥಿಯಿಗೆ ಅಶೇಷ
ವ್ಯತ್ಯಾಸವನ್ನು ತರುವುದು.
ಕಾರಣವಲ್ಲ. ನಿಧನವಾಗಿ ರೇಷಿಯಲ್

ವಿದ್ಯಾರ್ಥಿ ಅಧಿಕಾರ ಸಾಧನ ವಿದ್ಯಾರ್ಥಿ
ವಿವರಣೆಯನ್ನು ಇರುವುದನ್ನು ಕಾರಣವಲ್ಲ.

ವಿದ್ಯಾರ್ಥಿ ವಿದ್ಯಾರ್ಥಿ ನ್ಯಾಯಾಲಯ
ಶಿಕ್ಷಣ ಕಾರ್ಯದ ಚರ್ಮದ ಶಿಕ್ಷಣ ವಿದ್ಯಾರ್ಥಿ
ಶಿಕ್ಷಣ ಕಾರ್ಯದಿಂದಲೂ ಒಂದು
ವಿದ್ಯಾರ್ಥಿ ಸಮಸ್ಯೆಯಾಗಿದೆ.



Signature 

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ಯಾನೆನಿಸಿರ ಸಪಾಲಾಗಳುಳ್ಳ ಯಿಕ್ಕೆಲ್ಲ ಅಥಿಣ

ಯಾನೆನಿಸಿರ ನ್ಯಾನೆಲೆ ಹೈದ್ರೋಲಿಯ ಸೂಪಾಜಿಜೆ
ಹೈಕ್ಷಣಿರ ಚಿಥಿಣ ಸಪುಕ್ಕೆಯಾಗಿದೆ. ಕ್ರಿಸ್ತಾತ್
ಸಪೂಪಿರ ಹೈಕ್ಷಣಿರ ಚಿಥಿಣ ಸಪುಕ್ಕೆಯಾಗಿದೆ. ಕ್ರಿಸ್ತಿ
ಸಪೂಪಿರ ಸಪುಕ್ಕೆ ಒಂದು ಯಾಡ್ಡೆ ಸಪಾಲಾಗಿದೆ.

ಆಲಿ ರೆಡಿಯ ಒಪ್ಪಿಣಿರ ಸೂಪುಕ್ಕೆಣ ಹಾಗೂ
ಯಾನೆನಿಸಿರ ಸೂಪುಕ್ಕೆಣ ಹೂಂದಿರುಲೆ ಯಿಕ್ಕೆಲ್ಲೆನು
ಒಪ್ಪಿಣಿರ ಹೂಂದಿರುಲೆ ೦೦ ಒಪ್ಪಿಣಿರ ಸಪಾಲಾಗಳುಳ್ಳ
ಯಿಕ್ಕೆಲ್ಲೆ ಒಂದು ರೆಡಿಯುತ್ತಾರೆ.

ಒಪ್ಪಿಣಿರ ಹೂಂದಿರುಲೆ ೩೦ ಕ್ಕಿಂತಲೂ ರೆಡಿಯ
ಇರುಲೆ ಯಿಕ್ಕೆಲ್ಲೆನು ಒಪ್ಪಿಣಿರ ಸಪಾಲಾಗಳುಳ್ಳ ಯಿಕ್ಕೆಲ್ಲೆ
ಒಪ್ಪಿಣಿರ ಹೂಂದಿರುಲೆ ೩೦ ಕ್ಕಿಂತ ರೆಡಿಯ ಒಪ್ಪಿಣಿರ
ಹೂಂದಿರುಲೆ ಯಿಕ್ಕೆಲ್ಲೆನು ಒಪ್ಪಿಣಿರ ಸಪಾಲಾಗಳು
-ಳ್ಳ ಯಿಕ್ಕೆಲ್ಲೆನು ಒಪ್ಪಿಣಿರ ಹೂಂದಿರುಲೆ.

(Handwritten signature in purple ink)

ಪ್ರಾಚಾರ್ಯರುಗಳು

೧) ಬೇಂದ್ರೆಯವರ ಪ್ರಕಾರ

ಯಾನವಿಕರ ಸಮಾಜಗಳಿಗೆ ಯುಕ್ತವಾದ ಅನ್ನ
ಕೊಡುವುದು ಅಥವಾ ಉಪವಿಧಿಗಳನ್ನು ಪ್ರಾಧ್ಯಯನದ
ಇರುವುದರಿಂದ ಯಾನವಿಕರ ಸಮಾಜಗಳಿಗೆ ಯುಕ್ತವಾದ
ಕರವಿತ್ತಾರೆ.

೨) ಹೇಬರವರ ಪ್ರಕಾರ

ಯಾನವಿಕರ ಸಮಾಜಗಳಿಗೆ ಯುಕ್ತವಾದ
ಬ್ರಾಹ್ಮಣರ ಹಂತದಲ್ಲಿ ಕಾರ್ಯನಿರ್ವಹಿಸುವ ರೀತಿಯಲ್ಲಿ
ಸೇವಾಕಾರಿ ಉಪವಿಧಿ ಕಾರ್ಯನಿರ್ವಹಣೆ & ಯಾನವಿಕರ
ಯುಕ್ತವಾದ ನೈವೇದ್ಯಗಳಿಗೆ ಯಾನವಿಕರ
ಸಮಾಜಗಳಿಗೆ ಯುಕ್ತವಾದ ಕರವಿತ್ತಾರೆ.


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No.

Signature

ಯಾನಸಿಕ ಸವಾಲುಗಳ್ಳು ಷರತ್ತಿಗಳ್ಳು

೧) ಅಯಾತೇ ಖಲೋಽನಾ ಸಾಯಧ್ಯಾ
ಇರಾಪ್ರಯಿಲ್ಲ.

೨) ಹಾಂದಾಣಿರೆಯೆ ಸಯೋಗ್ರಸಿಃ
ಹಾಂದಿರುತ್ತಾನೆ.

೩) ತೆನ್ನೇ ಷಯಸ್ತಿನ ಇತೇ ಯಥೆ
- ಲ್ಳೇ ಸ್ವಕ್ಷಿಣಿ ಸಾಧಿನೆ
ಆನಾಪೇಽಽಸಿಯಿಲ್ಲ.

೪) ಪ್ಯಯತ್ತಿರೇ ಯತ್ತಿ ಸಾಯಾಪಿರೇ ಷಯ
- ಷ್ಠಾಠಿ ಷ್ಠಿರಾಪ್ರಯೇ ನಿರೀಷ್ಠಿ
ಷಯೋಗ್ರಸಿಃ ತೇಽಽಽಸಿಯು.


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ಯಾನೆನಿಸಿ ಸ್ವಪಾಯಿಗಳ್ಳು ಯುಕ್ತೆ ಗುರುತಿಸಿ

ಒಬ್ಬ ಸ್ವಯಂಛೇದ ಯಾನಾಪ್ರಾಣಿಯು

ಯಾಜ್ಞಪಾಠೋಯಾಲ್ಲಿ ತೆಯಾಳಾದೆ ಆದೇ

ರೆನಿಸದೆ ಯಾನೆನಿಸಿ ಸ್ವಯಂಛೇದ ಪೆಂದೆ

ಯಾನು ಯುಕ್ತೆಕೆಯಾಗಿ ಕೈಗಾಂಡು

ಬಂದ ಘೋಷಣಾ ಆಧಾರದ ಯೇಗೆ

ಯುಕ್ತೆಗಳ್ಳು ಗುರುತಿಕ್ಷಬಹುದು.

೨ ಬುದ್ಧಿ ಸ್ವಾತಿ ಹೆಂಕ್ಷಗಳ್ಳು.

ಯಾನೆನಿಸಿ ನ್ಯಾನೇತೆಯನು ಗುತೀಸೆಯ

ಹಲಯಾರು ಬುದ್ಧಿ ಸ್ವಾತಿ ಸ್ವಾಚ್ಛಂಕೆ ಅಲ್ಲದೆ

ಅದರಿ ಸೇನಾಯಿಂದ ಅಪೇರನು

ಲೇನಿಸಿಕ್ಷಬಹುದಾಗಿದೆ.

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Shre

ಯಾವನಿರ ಸಮಾಜಗಳ ಯುಕ್ತ ಬೋಧಕ

ನ್ಯಾಯನೀತಿ ಪರಿಣಾಳಿ

೧) ಜನನ ಕ್ರಿಯೆ ಪರಿಣಾಳಿ

೨) ಗಣಕಣಿ ಸ್ತ್ರೀಗೆ ಹೈದ್ರೋಜಿಯುಕ್ತ ಭವಾದ
ರೂಪ

೩) ಗಣಕಣಿ ಸ್ತ್ರೀಗೆ ಇರಬಯದ ಸೂಂಪ.

೪) ರೋಗಗಳ ಸಿಡುಬು ಇಂತಹ ರೋಗಗಳಿ

೫) ಗಣಕಣಿ ಸ್ತ್ರೀಯರು ಹೈದ್ರೋಜಿ ಸೆಲಹಿ
ಇಲ್ಲದ ಅತ್ಯಾಧಿಕ ಜಾತಿಗೆ ಸೇರಿನ.

೬) ಗಣಕಣಿ ಸ್ತ್ರೀಯರು ಹೆಚ್ಚು ಚಲಂಕ ಉದ್ದೇಗಿಗಳ
ಬಳಗಂದರೆ ಚಯನಲ ಹಾಯಾಣನಿನಿ ಸ್ತ್ರೀಕರ ಹೆಚ್ಚು
ಭವಿಣಾಕ್ತಿ ಕೆಂದರೆಯಿಣಾಕ್ತಿ.

೭) ಕೆಂದ- ತಾಯಿಯ ರಕ್ತದ ಗುಣತಿಕ್ತಿಯ
ಹಾಯಾಣಾಣಕಿ ಇಲ್ಲದಿರುಪುದು.


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Year _____
ಯಾನಾಸಿರಿ ಸ್ವಯಂಗಳ್ಳು ಯರ್ಥ್ಲಿಗ್
ಶ್ವೇತೇರಿಕೆ ಸೇವೆಲತ್ತೆಗಳ್ಳು.

① ಸ್ವಾಯಂಬಿಕೆ ತೆರಿಬೇಲೆತಿ

ಈ ಯರ್ಥ್ಲಿಗ್ ಜ್ಞಾನಾತ್ಮಿಕೆಲಾಗಿರುತ್ತೆಲ್ಲದೆ
ಹೊಂದಾಣಿಕೆ ಯೆಲೆನೆಯು ಸೇರಿ ಹೊಂದಿರು
-ತ್ತಾರೆ. ಸ್ವಯಂಬಿಕೆ ಸೇರಿ ಲೆಖೆಯೆಲೆಲೆಗಳ್ಳಂದ
ಶ್ರೀಲೆಗಳ್ಳು ಕಡೆ ಹೀಲೆಯು ಉಳಿಯು ನಾಡಿಕೆ
ಸೇರಿಕಾರಿಯೆ ಕಾರ್ಯನಿಯೆಲೆಲೆಲೆಲ್ಲ

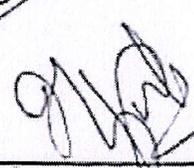
② ಇಂದ್ರಿಯಗಳ್ಳು ತೆರಿಬೇಲೆತಿ.

ಇಂದ್ರಿಯಗಳ್ಳು ಯೆಲೆಲೆಗೆ ಜ್ಞಾನ ನೀಡುಯ
ಯಾಗೆಗಳ್ಳು ಹೀಲಿಕೆ ಕರ್ತವಿ ಕೆಲೆ
ತೆರಿಬೇಲೆತಿಗೆ ಕೆಲೆಲೆ ಶ್ರಿಯೆ ಕ್ಷಾಪ್ತಿಯಂತೆ
ಶಾಲಾ ಯೆಲೆಯೆಗಳ್ಳು ಇಂದ್ರಿಯಗಳ್ಳುಗೆ ಸೇರಿ
ತೆರಿಬೇಲೆತಿ ನೀಡುತ್ತೆಲೆ. ಅನೆಯೆ ಕರ್ತವಿ ಈ
ಯರ್ಥ್ಲಿಗ್ ತೆಲೆಲೆ ಜ್ಞಾನ ನೀಡುಯ
ಸೇರಿಕಾರಿಯಾಗಲೆಯೆ.

33 ರೋಕುಶಲ ಆರಬೇಲಿ

ಅಶೇಷಿ ಶಿಕ್ಷಣದಿಂದ ಒಂದು ಪ್ರಯತ್ನ
 ಒಬ್ಬನೇ ಆರಬೇಲಿ ಯಾನೆನಿಸಿರ ನೋನೆಲೆ
 -ಯುಯ್ಯಯಿಲಗೆ ಯೈತ್ತಿ ಆರಬೇಲಿ ನಿಬಿ
 -ಪ್ರಿಯು.

4) ಶೃಕ್ಷಣಿರ ಕಾಯಧ್ಯೂರ ಬೆಳಕುಪ್ರಿಯು
 ಇಬಿರು ಪೆರ್ಲಿಪ್ರಿಯುಲಲ್ಲಿ ಶೃಕ್ಷಣಿರ
 ರೈಶ್ಯುಗಿಲ್ಲು ಬೆಳಕುಲಿಗೆ ಸ್ಥಾನೆ ಅರಿ ಬೇಲೆ.
 ವಿನಿ ನಿಟ್ಟೆದ ಹೇಲಿನೆದಲ್ಲಿ ಬೆಳಕುಲಿಲೆಲೆ
 ನೆರೈ ವೆದಗಿಲ್ಲು ಯುತ್ತಿ ಹೇಲೆದ ಒಣಿರೆ
 -ಯುಲೆಲೆ ಅಂಣಗಿಲ್ಲೆನು ಲೈಕುಪ್ರಿಯು.



Sri Nanak Jhira Saheb Foundation

GURU NANAK COLLEGE OF EDUCATION

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

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E-Mail : Gurunanakbedcollege@gmail.com

E-Mail IQAC: iqacgnbedc@gmail.com

2.2.3 There are institutional provisions for catering to differential student needs; appropriate learning exposures are provided to students

5. Whenever need arises due to student diversity.

2017
New Year

Pravir

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Introduction : -

Action research is a technique used by the teachers, educational supervisors, administrators and all the other professional to find remedies for the problems found by them in their field work and it is a process of finding immediate results.

Research is the general and the classroom research in the particular occupies a fresh ground place in the contemporary system of the education.

A good teacher doesn't depend upon tradition (or) experience of other recommendations of the experts bodies in the deliberately more systematic and scientific dealing with the problem.



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Meaning of Action Research

The involvement of the teachers curriculum framers and every other practitioners in the education is a new and significant trend in the educational research.

Action research is undertaken by the educational practitioners because they believe that by doing so they can make better decision and engage in the better actions.

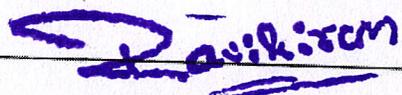
A teacher conducts action research to improve his own teaching and school administrator conducts research to improve his administrative behaviour.

Action research an approach to be more disciplined more objective and more scientific. It is a procedure where in problem solving comes into close

Ravikant P. T.

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proximately with the reality, at every stage, action research does apply scientific thinking and the methods to the real life problems and represents a greater improvement.



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Definitions of Action Research

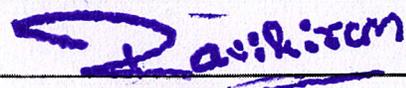
Various thinkers have build to define and interpret action research in the many ways us have a look at these definitions.

Good (1959) : —

"Action Research is a research used by the teacher supervisors and administrators to improve the quality of their decisions and actions".

Kurt Leven : —

Action Research is analyzing scientific thinking to deal life problem for others and represents a great improvement over the teacher's subjective judgement and their limited social experience.

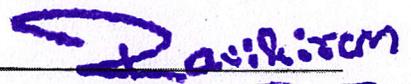


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Sara Black Well :-

Research concerned with the school problems carried on by the school personal to the improve school practices is action research.

D. Ravikiran

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Objectives of Action Research

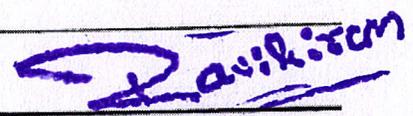
To improve the practices going on presently in the school.

To remove the notion that the educational research is the job of the specialist only.

To make the teachers and the school administrators research minded.

To make the students, teachers, the educational administrators more conscious about their problems and their immediate solutions.

To make environment of the school more conducive for the effective teaching and learning.



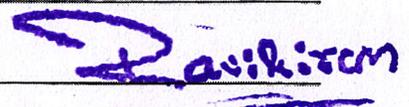
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To improve the working conditions of the school plays.

To bring excellence in the school workers.

To root out the traditional and the mechanicals environment of the school.

To make the school system effective for the generating a healthy environment for the student learning.



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Characteristics of Action Research

Action research focused on the immediate problem and their solution with in the suitable resources.

It does not concern with the building of the theories based on the generalization and the principles.

It aims to the improve the practices work condition of the people who conduct such researches.

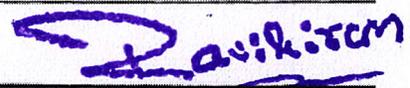
In action research the teacher has neither to create artificial conditions nor disturb the normal class routine.

The result of the action research is causal.

It increases the efficiency of the researchers.

To bring out new change and developments in the teaching learning process.

Its main purpose is to create healthy atmosphere to better the teaching learning process for the maximum of the students.



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Functions of Action Research

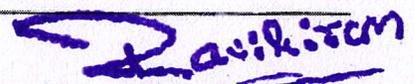
The main functions of the action research in the field of the education are.

→ Action research assist initializing and the dignifying the work of the teacher.

Action research assists in creating new interest and new confidence the ability of the individual teacher.

It assists in the developing professional experiences open-cycle and open minded scientific spirit of enquiry.

It will powerfully and rapidly develop the technique of the teaching.



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Importance of Action Research

It provides an open opportunity to the teacher to undertake research work.

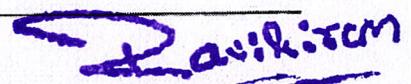
It helps to develop research attitudes creative thinking and the scientific temper.

Provides new suggestions for the solving problems as they are available.

Action research helps and gives guidelines to solve the immediate problems with in the available resources.

It is economically cheap and time saving.

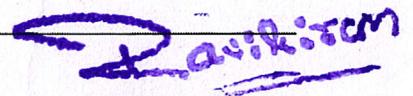
It is flexible in nature.

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Any level teachers can take action research to solve his problem relating to teaching learning improve environment (teaching learning process of child)

It helps to improve the learning environment of the people who conduct researches.



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Merits of Action Research.

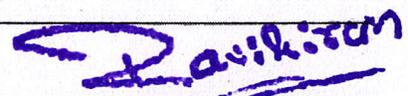
It helps to improve her/his capability to solve problems.

Facts and evidence help to analyse realities.

The approach is experimental and tentative rather than dogmatic.

It is an integral part of the process.

It provides decentralized decision for the action.



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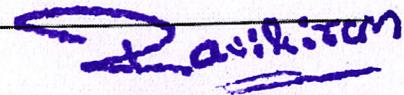
Demerits of Action Research.

The applicability of findings of the action research to other school is rather questionable.

The classroom teacher does not have time to conduct action research.

Action research is relatively of poor quality.

No trust among the teachers themselves.



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Steps of Action Research.

Identifying the problems

Analyzing the problems

Listing out probable cause
[May (or) may not be]

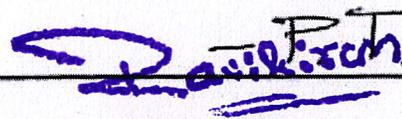
Constructing the theoretical background
[separate desirable and undesirable causes]

Problem analysis in terms of cause
[concentration only desirable cause]

Formulating of action research hypothesis.

Designing action plan.

Implementing the action plan
[Pre-test].



Identify the Problems :-

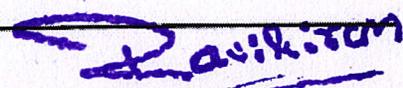
Pupils are unable to solve the numerical problems specially the Atoms and molecules (Numericals problems).

They are unable to understand the formation of the numericals.

Analyzing the problems :-

The pupils of 9th std face a problem in solving the (Atom and molecules) theoretical numericals and their construction.

The pupils may face this problem as they are unaware of the expression formation to lack of the concentration while the teacher solving the problems.



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Finding the molar mass
(Numericals or expressions
formed with atleast one
variable and atleast one
operation.

Simplify the Numericals of
Physical Science.

Example - (1) Calculate the no. of
moles for the following.

(1) 52g of He? [Finding mole from
mass].

(2) 12.044×10^{23} number of He atoms
[Finding mole from no. of particles].

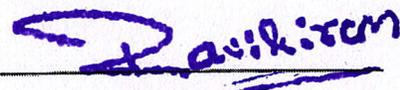
To solve the simplify
expression or numericals.

Solution: -

no. of moles = n

Given mass = m

Molar mass = M

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- P. T.

Given no. of particles = N

Avogadro no. of particles = N_0

(i) Atomic mass of He = $4u$

Molar mass of He = $4g$

Thus, the no. of moles

$$= \frac{\text{Given mass}}{\text{molar mass}}$$

$$n = \frac{m}{M}$$

$$= \frac{52}{4}$$

$$[n = 13]$$

(ii) We know,

$$1 \text{ mole} = 6.022 \times 10^{23}$$



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The no. of mols

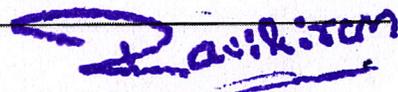
$$= \frac{\text{Given no. of particles}}{\text{Avogadro no.}}$$

$$= n = N$$

No

$$n = \frac{12.044 \times 10^{23}}{6.022 \times 10^{23}}$$

~~[n = 2]~~



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Listening out the probable cause.

[may or may not be]

Psychological cause.

Environmental cause

Unable to understand numbers

Difficulty is applying operations
lack of proper knowledge about
the basic operations.

Unable to combine constants
and variable.

Lack of knowledge about
constants and variable.

Confusion between combination of the
constants and the variables.

Lack of the concentration during
performing basic operation.

Lack of interest.

Lack of self-confidence.

Fear

Poor method of teaching,
Lack of previous knowledge.

- In previous class and not studied.
- Less practice of problems and operations.
- No involvement in solving problems with all.
- Teacher along with teacher framing equation.
- Lack of cooperation of students.
- No motivation to the pupils.

Constructing the theoretical background.

↳ Separate desirable and undesirable cause

<u>Desirable cause</u>	<u>undesirable cause</u>
Unable to understand the numerical	→ Psychological cause
Difficulty in applying operation.	→ Unable to combine constant and variables
Lack of proper knowledge about the basic operations.	→ Environmental cause.



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> Lack of knowledge about constants and variables.

→ fear

Confusion between numericals of constants and the variables

→ Lack of interest

> Lack of concentration during performing basic operation.
like addition
subtraction.

Multiplication and division

Lack of interest

Lack of self confidence.

→ In previous class not studied.

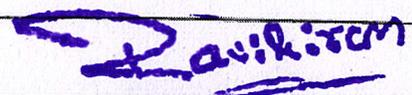
Poor method of teaching

→ No involvement in the solving problem

Lack of previous knowledge

→ Teacher along with teacher facing equation

Lack of practice of problems and operations.



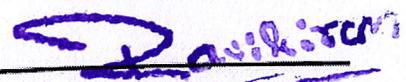
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i. Problem analysis in terms of causes.

[conc. only desirable cause]

- > Students are unable to understand the no. as they get confused in the involving numbers in the expressions after the involvement of variable
- > Pupils face problems in applying the basic operations in the mathematical numericals in physical science. as they get confused during solving the no. like of 6.022×10^{23} etc.
- > Pupils are focusing with little bit on the problems of numericals they are practice less about the numericals problems and the operations.
- > Pupils may be problem in the understanding the numericals made from variable and operations and constants and as they don't know about the concentration of variables and operations together to form the equation.



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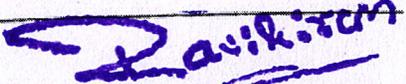
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Formulation of Action hypothesis. [Research]:

Folaying section hypothesis were development by the practitioner on the basis of genuine causes of problems.

Hypothesis : 1

If teacher and students practice more questions on the blackboard in the classroom, and the questions are related by the teacher herself that the answers to the questions are not found in the textbooks, then the subject is difficulty of the students will be removed and the tendency to copy the answers will be reduced which will increase interest in student regarding subject.


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Designing Action Plan: -

Problem / cause	Teacher activity	Pupil activity	Date & time	TLM
To teach the students about the basic / fundamental operations of numericals	Explain	Recall		
conduct the pre-test on the formation of the mathematical numericals expressions.	Taking test [pretest]	Writing the test	25-min.	-
Introduction of variables and basic operations & their concentrations to form numericals.	Explain	Recall	20min	chart the oper [+ - x int num

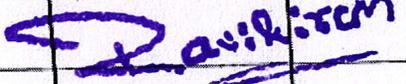
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No.	Problem/Case	Teacher activity	Pupils activity	Date & time	TLM
3.	Expressions formations and with operations & variables.	Explained	Recognize & understand		
4.	Solving the problems on the numericals like simplification of the chemical equation.	Solving the problem	Solving step by step	40min	Provide probl to solv and
5.	Conducted the post test on the formation of chemical numericals in the chemistry & its simplification	Taken the post test	Writing the test	25min	-


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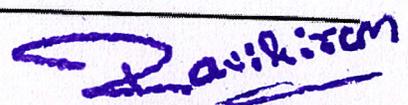
Implementing the action plan [Pre-test].

The pre-test is taken on the concept topic of formation of the chemical numericals and its simplification to students in the classroom.

In pre-test student face a problem in the formation of the chemical numerical and solving the expression by separating the basic operations of the chemical equations.

Conducting Post-test :-

After the pre-test are took remedial classes to the 8th std students again conducted post-test to students and they wrote the test interestingly and also enjoyed a lot in solving the problems joyfully and forming expression and simplifying the numericals getting its simplified form.

 Ravikiran

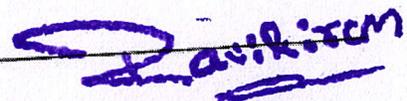
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Conclusion: -

By this action research and come to the conclusion that who are going to conduct the classroom teaching they has to take some of the sudden decisions to make the education process more meaningful & effective.

Totally action research is a research for better teaching - learning. It is a simple objective analysis resulting in finding solution to a problem in the instructional situations meant for practitioners.



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