



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

2.4.2 Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as

1. Formulating learning objectives

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Gulbarga University Kalburgi

Sri Nanak Jhira Saheb Foundation's

GURU NANAK COLLEGE OF EDUCATION

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

B.Ed. IIIrd Semester



24.2.A

REFLECTIVE DIARY

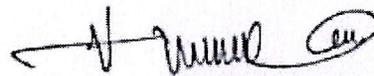
2022-2023

Year
Books

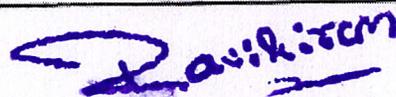
Name: Sandhyarani Vijaykumar

Roll No. U04AY21E0015

Subject: Method-I Physical Science



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GULBARGA



UNIVERSITY

KALBURGI

GURU NANAK COLLEGE OF EDUCATION, BIDAR

Certificate

This is to Certify that Mr./Ms... Sandhyarani Vijaykumar

..... of Guru Nanak College

of Education, Bidar has satisfactorily completed the

..... Reflective Diary work entitled

..... Reflective Diary in the subject

..... Physical science of Semester III for the academic

year 2023 which is required for the fulfillment of the

B.Ed. Course as prescribed by the Gulbarga University, Kalburgi.

Signature of the Teacher

Signature of the PRINCIPAL

Guru Nanak College of Education
BIDAR-585 403

Ravikiran

PRINCIPAL

Gurunanak College of Education
BIDAR-585403

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GURU NANAK COLLEGE OF EDUCATION, BIDAR

Student Teacher: Preeti Ramakrishna Roll No. 05

Practising School: Moxarji Desai Residential School, Mandya Class: 6th

Subject: Physical science Lesson No.: 03

Topic/Concept: Flame Date: 3-7-23

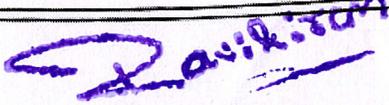
OBSERVATION PART	WRITING PART
. Motivation Stage / Engage :	
. Social Introduction	Given
. Creating a situation	Created a situation
. How many question	3 or 4
. Nature & types of questions	Short Answers
. Skills/Methods/Techniques/Maxims /Device used	Introducing a lesson
Linking with the past experiences	linked with past Experience
Attention/Interest/Curiosity drawn	Attention
Statement of aim /Explore :	
Declaration of the topic	Made
Length of the topic	Appropriate
Writing style	Good
Place	Top of the Black Board
Duration	
.Development Stage / Explain :	
Appropriateness of the content (size)	Approximation
Selection of the content	Good
Content analysis	Content Analysis made was good
Concept development & related activity	Taken Activity
Achievement of instructional objectives	Achieved.

Preeti Ram

PRESENTATION	
I. Questioning:	
a. Nature / Simple / Relevant	Relevant
Prompting / Critical focusing on points / Information eliciting	Focused on teaching points
b. How to ask questions speed/length /formation	Question formation was good
c. Voice modulation / Distribution of question / structure of question / (wh,how, why)	Distributed among different students
d. Vague /double barreled question etc.	NO
II. Explanation :	
1. Linking words	Yes
2. Begining & concluding statements	Made Good
3. Examples speech, lacking in fluency continuity	Related to the topic
4. Methods, skill, maxims, techniques used	Used
5. Demonstration, Experimentation role playing, dramatization, devices, methods of teaching used.	Demonstration
6. Use of language etc.,	Better
RECAPITULATION AND BLACK BOARD SUMMARY / ELABORATE	
1. Number of questions	4 to 5
2. Their nature and types	short answers
3. Arrangements	Good
4. Black board summary & Its writing	Very Good

Davidson

EVALUATION :	
1. Type of question	Objective type
2. Number of questions	5 to 6
3. How of evaluations	Made Good
4. Discipline	Good
CONTROL OVER THE CLASS	
	All students are activated participated did 4. Appropriate.
HOME WORK	
Wh questions	Given
How	Good
Why	
TEACHER STUDENTS RELATIONSHIP	
Teacher's behavior	Better
TEACHER'S INNOVATIONS	
	Moderated
TEACHER'S APPEARANCE	
	Used
STUDENTS BEHAVIOUR	
	Very Good.


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BLACK BOARD WORK :

1. Use

Better

2. Writing

Very Good

3. Drawings

4. Sketches

CLASS ROOM MANAGEMENT

1. Participation

Controlled or Good

2. Reinforcement

3. Discipline

Approximation

4. Class Room Environment

well maintained
Very Good

~~Reflections~~

Signature of the Teacher

Signature of the Observer

Principal

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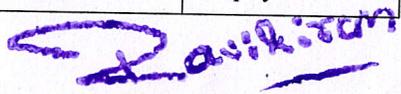
2. Content mapping

GURU NANAK COLLEGE OF EDUCATION, BIDAR
IInd SEM PRACTICE TEACHING SCHOOL LESSON TIME TABLE 2018-19
GOVT. H.P. SCHOOL, CHITTA, BIDAR

Sl. No.	Reg.No	Name of the Student	Class	Class
1	E2000102	Ambika Venkat	9 th - Hindi	8 th - Social,sci
2	E2000134	Sridevi / Subhash	8 th - Kan	9 th social.sci
3	E2000105	Maruti /Shamrao	8 th - Physical.Sci	9 th - Bio-sci
4	E2000106	Shweta / Baburao	9 th - social.sci	8 th -kann
5	E2000150	Malashree / Prahlad	9 th - Kan	8 th social.sci
6	E2000108	Ambika / Nagshetty	9 th maths	8 th phy sci
7	E2000109	Ambadas / Subhash	8 th - Kan	9 th social.sci
8	E2000110	Omsree / Manikrao	9 th English	8 th Social sci
9	E2000136	Sudharani / Shankar	8 th - Kan	9 th social.sci
10	E2000113	Jyoti / Rajendra	9 th maths	8 th phy sci
11	E2000114	Channabasappa / Siddappa	8 th - Kannada	9 th Social,sci
12	E2000115	Geeta / Mallikarjun	9 th - Social,sci	8 th kannada
13	E2000116	Ashwini / Sangram	8 th - kannada	9 th social.sci.

GURU NANAK COLLEGE OF EDUCATION, BIDAR
IInd SEM PRACTICE TEACHING SCHOOL LESSON TIME TABLE 2018-19
JANATA HIGH SCHOOL, BIDAR

Sl. No.	Reg.No	Name of the Student	Class	Class
1	E2000117	Mahananda / Mallikarjun	8 th - social.sci	9 th -kann
2	E2000118	Suma / Sundar	9 th - social.sci	8 th -kann
3	E2000119	Ramabai / Tukaram	8 th - social.sci	9 th -kann
4	E2000120	Sonia / Bhimanna	9 th - kannada	8 th - social.sci.
5	E2000121	Prashant / Channabasappa	8 th - social.sci	9 th -English
6	E2000122	Sumayya Begum /Azeemoddin	9 th - kannada	8 th - social.sci.
7	E2000124	Sunanda / Baliram	9 th - kannada	8 th - social.sci.
8	E2000125	Priyanka / Shashikanth	8 th - social.sci	9 th -kann
9	E2000151	Shruti / Vijaykumar	9 th maths	8 th phy sci
10	E2000127	Shilpa / Gurudas	8 th - Social,sci	9 th -kannada
11	E2000130	Roopashree / Sanjay	8 th - social.sci	9 th -kann
12	E2000133	Usharani / Nagshetty	9 th - English	8 th - Social,sci
13	E2000107	Neelambika / Ashok	8 th maths	9 th phy sci


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GURU NANAK COLLEGE OF EDUCATION, BIDAR
IInd SEM PRACTICE TEACHING SCHOOL LESSON TIME TABLE 2018-19
VIDYA HIGH SCHOOL, BIDAR

Sl. No.	Reg.No	Name of the Student	Class	Class
2	E2000137	Mahadevi / Naganath	8 th kannada	9 th Social sci
3	E2000138	Sudharani / Maruti	9 th kannada	8 th Social sci
4	E2000139	Renuka / Kashinath	9 th - Kannada	8 th - social.sci
5	E2000140	Pavitra / Shivaji	9 th - social.sci	8 th -kann
6	E2000142	Vijaylaxmi / Shivraj	9 th - Kannada	8 th - social.sci
7	E2000143	Archana / Shivajirao	9 th - social.sci	8 th -Hindi
8	E2000144	Poornachandra /Rajendrakumar	9 th - English	8 th - social.sci
9	E2000145	Jaishree / Ganapati	9 th – Social,Sci	8 th – Kannada
10	E2000146	Sumayya / Alimuddin	9 th - English	8 th social.sci
11	E2000147	Ambekar / Nagappa	9 th - Kannada	8 th - social.sci
12	E2000104	Anuradha / Chanappa	8 th – Maths	9 th – Physical sci
13	E2000111	Poojashri / Chitrashekhar	8 th Bio- sci	9 th phy-sci

GURU NANAK COLLEGE OF EDUCATION, BIDAR
IInd SEM PRACTICE TEACHING SCHOOL LESSON TIME TABLE 2018-19
SAPTHAGIRI HIGH SCHOOL, BIDAR

Sl. No.	Reg.No	Name of the Student	Class	Class
1	E2000129	Saniya Gazal / S siraj pasha	8 th Physical.Sci	9 th Bio-sci
2	E2000132	Shweta / Somnath	9 th Physical Sci	8 th Maths
3	E2000148	Sharada B / Mangla	8 th English	9 th social.sci
4	E2000103	Ashwini / Prabhurao	8 th maths	9 th Phy sci
5	E2000131	Vachnashree/Baswaraj	9 th Physical Sci	8 th Maths
6	E2000112	Malashree /Gundappa	8 th Physical.Sci	9 th Bio-sci
7	E2000135	Pooja Jaganath	9 th - Kannada	8 th - social.sci


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IInd SEM PRACTICE TEACHING SCHOOL LESSON TIME TABLE 2019-20

GOVT. H.P. SCHOOL, CHITTA, BIDAR

Date:

Sl. No.	Reg.No	Name of the Student	Class	Class
1	E2100102	SWETA G	8 TH PHY,SCI	9 TH MATHS
2	E2100103	AKSHATA .H	9 TH KANNADA	8 TH SOCIAL,SCI
3	E2100104	PRIYANKA D	8 TH PHY,SCI	9 TH MATHS
4	E2100105	POOJA V	9 TH PHY,SCI	8 TH MATHS
5	E2100106	SUJATA N	8 TH KANNADA	9 TH SOCIAL,SCI
6	E2100107	NAHOMI J	9 TH KANNADA	8 TH SOCIAL,SCI
7	E2100108	SAINATH R	9 TH PHY,SCI	8 TH MATHS
8	E2100109	VIJAYKUMAR	8 TH PHY,SCI	9 TH MATHS
9	E2100110	SUSHANNA	9 TH ENGLISH	8 TH SOCIAL,SCI
10	E2100111	NAVEEN N	8 TH KANNADA	9 TH SOCIAL,SCI
11	E2100112	PARVATI M	8 TH PHYSICAL, SCI	9 TH BIO,SCI
12	E2100113	SHAKUNTALA	8 TH PHY,SCI	9 TH MATHS
13	E2100114	PRIYANKA S	9 TH KANNADA	8 TH SOCIAL,SCI

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IInd SEM PRACTICE TEACHING SCHOOL LESSON TIME TABLE 2019-20

JANATA HIGH SCHOOL, BIDAR

Date:

Sl. No.	Reg.No	Name of the Student	Class	Class
1	E2100115	N.B POOJA J	8 TH KANNADA	9 TH SOCIAL,SCI
2	E2100116	RAKHEE	9 TH ENGLISH	8 TH SOCIAL,SCI
3	E2100117	VIJAYLAXMI	9 TH KANNADA	8 TH SOCIAL,SCI
4	E2100118	MAHANAND	8 TH ENGLISH	9 TH SOCIAL,SCI
5	E2100119	ASHARANI	8 TH KANNADA	9 TH SOCIAL,SCI
6	E2100120	SRIKANTH S	8 TH KANNADA	9 TH SOCIAL,SCI
7	E2100121	NOHOMI	8 TH KANNADA	9 TH SOCIAL,SCI
8	E2100122	POOJA C	8 TH KANNADA	9 TH SOCIAL,SCI
9	E2100123	NEELAMBIKA	8 TH PHY,SCI	9 TH MATHS
10	E2100124	SWATI	9 TH PHYSICAL, SCI	8 TH BIO,SCI
11	E2100125	ASHARANI	8 TH KANNADA	9 TH SOCIAL,SCI
12	E2100126	SOUMYA S	8 TH PHYSICAL, SCI	9 TH BIO,SCI
14	E2100127	RUHI NAAZ FATHIMA	8 TH PHY,SCI	9 TH MATHS



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IInd SEM PRACTICE TEACHING SCHOOL LESSON TIME TABLE 2019-20

VIDYA HIGH SCHOOL, BIDAR

Date:

Sl. No.	Reg.No	Name of the Student	Class	Class
1	E2100128	SALMA GHAZALA FATHIMA	8 TH PHY,SCI	9 TH MATHS
2	E2100129	NIDHA BEGUM	9 TH ENGLISH	8 TH MATHS
3	E2100130	SUREKHA SUNDAR	9 TH HINDI	8 TH SOCIAL,SCI
4	E2100131	TRIVENI CHANDRAPPA	9 TH KANNADA	8 TH SOCIAL,SCI
5	E2100132	POOJA BHEEMSHETTY	8 TH PHY,SCI	9 TH SOCIAL,SCI
6	E2100133	SYEDA IRFAN BEGUM	9 TH ENGLISH	8 TH MATHS
7	E2100134	MATH POOJA BASWARAJ	8 TH PHYSICAL, SCI	9 TH SOCIAL,SCI
8	E2100135	MOHD, IRFAN	9 TH PHYSICAL, SCI	8 TH BIO,SCI
9	E2100136	PRIYANKA JITENDRA	8 TH KANNADA	9 TH MATHS
10	E2100136	PRIYANKA JITENDRA	9 TH KANNADA	8 TH SOCIAL,SCI*
11	E2100137	NASEEN FATHIMA	8 TH URDU	9 TH SOCIAL SCI
12	E2100138	SWETA MALLIKARJUN	9 TH KANNADA	8 TH SOCIAL,SCI

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IInd SEM PRACTICE TEACHING SCHOOL LESSON TIME TABLE 2019-20

SAPTHAGIRI HIGH SCHOOL, BIDAR

Sl. No.	Reg.No	Name of the Student	Class	Class
1	E2100139	LAXMI MALLIKARJUN	8 TH PHYSICAL, SCI	9 TH MATHS
2	E2100140	KAVYA SANJUKUMAR	9 TH PHYSICAL, SCI	8 TH MATHS
3	E2100141	APOORVA SHRINIVAS	9 TH PHYSICAL, SCI	8 TH MATHS
4	E2100142	SUJATA HANUMANTH	8 TH PHYSICAL, SCI	9 TH BIO,SCI
5	E2100143	ASMA MOHINPASHA	9 TH PHYSICAL, SCI	8 TH MATHS
6	E2100144	SHILPA KALYANRAO	9 TH KANNADA	8 TH SOCIAL,SCI
7	E2100145	POORNIMA PANDURANGA	9 TH ENGLISH	8 TH SOCIAL,SCI
8	E2100146	LAXMIKANTH BALAJI	8 TH PHYSICAL, SCI	9 TH MATHS
9	E2100147	VANITA RANI MARUTI	8 TH PHYSICAL, SCI	9 TH MATHS
10	E2100148	ARCHANA LALAPPA	8 TH KANNADA	9 TH SOCIAL,SCI
11	E2100149	YESHODA JOSEPH	8 TH KANNADA	9 TH SOCIAL,SCI
12	E2100150	KIRAN KODGI	9 TH PHYSICAL, SCI	8 TH MATHS
13	E2100151	AKASH PRAHALAD	8 TH PHYSICAL, SCI	9 TH MATHS

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IInd SEM PRACTICE TEACHING SCHOOL LESSON TIME TABLE 2020-21

GOVT. H.P. SCHOOL, CHITTA, BIDAR

Date:

Sl. No.	Reg.No	Name of the Student	Class	Class
1	01	PRIYANKA	KANNADA	SOCIAL SCI
2	02	SHRUTI	PHYSICAL SCI	BIO SCIENCE
3	03	ARCHANA BABURAO	KANNADA	SOCIAL SCI
4	04	PAVAN ASHOK PATIL	PHYSICAL SCI	MATHS
5	05	PRIYANKA NEELKANTH	PHYSICAL SCI	MATHS
6	06	SANA BEGUM	ENGLISH	SOCIAL SCI
7	07	STELLARANI ANILKUMAR	PHYSICAL SCI	MATHS
8	08	NIKITA SANJEEVKUMAR	PHYSICAL SCI	MATHS
9	09	SHRADDHA DONGARE ABHAYKUMAR DONGARE	PHYSICAL SCI	MATHS
10	10	RUTH RAICHEAL SUDHAKAR	PHYSICAL SCI	BIO SCIENCE
11	11	ASHWINI RAJASHEKHAR	PHYSICAL SCI	BIO SCIENCE
12	12	DHEERAJ BENDRE DHANSHETTY	PHYSICAL SCI	MATHS
13			9 TH KANNADA	8 TH SOCIAL,SCI

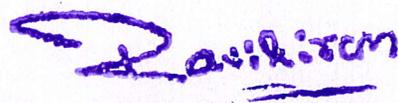
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IInd SEM PRACTICE TEACHING SCHOOL LESSON TIME TABLE 2020-21

JANATA HIGH SCHOOL, BIDAR

Date:

Sl. No.	Reg.No	Name of the Student	Class	Class
1	13	VARSHA	KANNADA	SOCIAL SCI
2	14	SUCHITRA BASAVALINGAPPA	PHYSICAL SCI	MATHS
3	15	ASHWINI BALAPPA	ENGLISH	SOCIAL SCI
4	16	POOJA BASWARAJ	ENGLISH	SOCIAL SCI
5	17	MUBEENA BEGUM MOHD ISAK MIYA	PHYSICAL SCI	MATHS
6	18	DEEPIKA SHANMUKAYYA	KANNADA	SOCIAL SCI
7	19	PRIYANKA	KANNADA	SOCIAL SCI
8	20	SATISH MANOHAR	KANNADA	SOCIAL SCI
9	21	SURYAKANTH BABUGONDA	KANNADA	SOCIAL SCI
10	22	VAISHALI	KANNADA	SOCIAL SCI
11	23	JYOTI BHIMASHETTY	KANNADA	SOCIAL SCI
12	24	PRIYANKA ARUNKUMAR	KANNADA	COMMERCE


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IInd SEM PRACTICE TEACHING SCHOOL LESSON TIME TABLE 2020-21

VIDYA HIGH SCHOOL, BIDAR

Date:

Sl. No.	Reg.No	Name of the Student	Class	Class
1	25	SHRUTI SHIVASHARANYA	PHYSICAL SCI	MATHS
2	26	ARUNA M S	ENGLISH	COMMERCE
3	27	TARANNUM BEGUM MD KHALEEL	PHYSICAL SCI	MATHS
4	28	SWATI	KANNADA	SOCIAL SCI
5	29	SUNIL SHIVRAJ	KANNADA	SOCIAL SCI
6	30	SUPRIYA MALLIKARJUN	PHYSICAL SCI	MATHS
7	31	RANJITHA	PHYSICAL SCI	MATHS
8	32	AISHWARYA SHIVARAJ	PHYSICAL SCI	MATHS
9	33	RAVI KIRAN GOURI SHETTY	PHYSICAL SCI	BIO SCIENCE
10	34	SAINATH	PHYSICAL SCI	MATHS
11	35	SATISH LAXMANRAO KEMPE	PHYSICAL SCI	MATHS
12	36	POOJA SUNIL	PHYSICAL SCI	MATHS

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IInd SEM PRACTICE TEACHING SCHOOL LESSON TIME TABLE 2020-21

SAPTHAGIRI HIGH SCHOOL, BIDAR

Sl. No.	Reg.No	Name of the Student	Class	Class
1	37	KARUNA SHIVAPUTRA	PHYSICAL SCI	MATHS
2	38	SATISH SIDDAYYA SWAMY	PHYSICAL SCI	MATHS
3	39	DANDIN AKSHATA DANDIN SAMBANNA	PHYSICAL SCI	BIO SCIENCE
4	40	PRIYANKA	KANNADA	SOCIAL SCI
5	41	SHEEBARANI L G BENJAMIN	PHYSICAL SCI	MATHS
6	42	DEEPAK KISHAN	KANNADA	SOCIAL SCI
7	43	SUNITA TUKKAPPA	PHYSICAL SCI	MATHS
8	44	SONY	KANNADA	SOCIAL SCI


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Illrd sem PRACTICE TEACHING SCHOOL LESSON TIME TABLE 2022-23

JANATA HIGH SCHOOL HAQ COLONY BIDAR

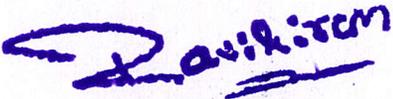
Sl. No.	Name of the Student	Class	Class
1	Rajeshwari	8 th -Kan	9 th – Soc Sci
2	Vishal gurunath	8 th Soc Sci	9 th Kan
3	Sunanda narsing	9 th - Maths	8 th -Phy sci
4	Priyanka Jadav	9 th -Maths	8 th –Phy sci
5	Ashwini Manohar (Deputy Leader)	9 th - Phy-sci	8 th - Maths
6	Supriya Raghunath	9 th - Maths	8 th -phy sci
7	Vaishnavi Pralhad	9 th –phy sci	8 th -Maths
8	Sanjana Jadhav (Leader)	9 th -Phy sci	8 th -Maths
9	Melisha	9 th - Kan	8 th Soc sci
10	Jhargonda	9 th -Kan	8 th –Soc sci

GURU NANAK COLLEGE OF EDUCATION, BIDAR

Illrd sem PRACTICE TEACHING SCHOOL LESSON TIME TABLE 2022-23

GOVT HIGH SCHOOL KAMATHANA

Sl. No.	Name of the Student	Class	Class
1	Sandeep v	9 th - Maths	8 th - Phy-sci
2	Pallavi Raghunath	8 th -Kan	9 th - Soc sci
3	Ratnamma	9 th –Soc sci	8 th - Kan
4	Kumar Seeman	9 th – Kan	8 th – Soc sci
5	Kanakshree	9 th – Soc sci	8 th -Kan
6	Archana T	9 th - Soc.sci	8 th - Kan
7	Pallavi R	9 th – Kan	8 th Soc sci
8	Pooja Rajkumar (Leader)	9 th - Soc.sci	8 th - Kan
9	Bhagyashree K.	9 th – Kan	8 th Soc sci
10	Vaishnavi Umesh	9 th –Soc sci	8 th -Kan


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GURU NANAK COLLEGE OF EDUCATION, BIDAR
 Illrd sem PRACTICE TEACHING SCHOOL LESSON TIME TABLE 2022-23
 GOVT HIGH SCHOOL NAWBAD

Sl. No.	Name of the Student	Class	Class
1	Sangmesh s	9 th - Maths	8 th - Phy-sci
2	Ajaykumar	8 th - Maths	9 th - Phy-sci
3	Nikita Gundappa	9 th -Bio Sci	8 th - Phy-sci
4	Chamundeshwari	9 th -Eng	8 th -Soc sci
5	Sujana	9 th - Maths	8 th - Phy-sci
6	Rohini	9 th - Maths	8 th - Phy-sci
7	Bharat	8 th - Maths	9 th - Phy-sci
8	Shresta	8 th - Maths	9 th - Phy-sci
9	Sudharani	9 th -com	8 th -Eng
10	Pradeep nagayya	9 th - Maths	8 th - Phy-sci
11	Sachin s	9 th -Kan	8 th - Soc sci

GURU NANAK COLLEGE OF EDUCATION, BIDAR
 Illrd sem PRACTICE TEACHING SCHOOL LESSON TIME TABLE 2022-23
 MOORARJI DESAI RESIDENTIAL SCHOOL MANNAHALLI

Sl. No.	Name of the Student	Class	Class
1	Preeti Ramakrishna	9 th Bio Sci	8 th phy sci
2	Raygonda Vaishnavi Deputy Leader)	8 th bio sci	9 th phy sci
3	Pooja Tanga	9 th phy sci	8 th Bio Sci
4	Sandayarani V (Leader)	9 th maths	8 th phy sci
5	Kishan G	9 th Bio Sci	8 th Phy Sci
6	Gayakwad Praveen	9 th Phy Sci	8 th Bio Sci
7	Nadiya Sadaf	9 th Bio Sci	8 th phy sci
8	Vinayaknanda	8 th bio sci	9 th phy sci
9	Neha Kulkarni	9 th Social Sci	8 th Eng
10	Nitin D Pawar	9 th Eng	8 th Soc sci


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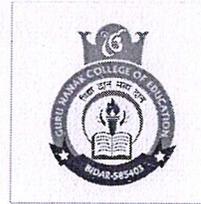
GURU NANAK COLLEGE OF EDUCATION, BIDAR
IIIrd sem PRACTICE TEACHING SCHOOL LESSON TIME TABLE 2022-23
ATTAL BIHARI RESIDENTIAL SCHOOL

Sl. No.	Name of the Student	Class	Class
1	Rachana D	9 th Bio Sci	8 th phy sci
2	Samrin Sultana	8 th - Bio sci	9 th - Phy-sci
3	Sarabjeet Kaur	9 th maths	8 th phy sci
4	Singh Anamika Nandkishore	9 th Bio Sci	8 th phy sci
5	Raut Dhanashree	8 th - Maths	9 th - Phy-sci
6	Pallavi M	9 th maths	8 th phy sci
7	Sripriya G	9 th maths	8 th phy sci
8	Shweta	9 th -Phy Sci	8 th -Maths

GURU NANAK COLLEGE OF EDUCATION, BIDAR
IInd sem PRACTICE TEACHING SCHOOL LESSON TIME TABLE 2021-22
MORARJI DESAI RESIDENTIAL SCHOOL BAGDAL

Sl. No.	Name of the Student	Class	Class
1	Preeti Ramakrishna	8 th Bio Sci	9 th phy sci
2	Raygonda Vaishnavi Deputy Leader)	9 th bio sci	8 th phy sci
3	Pooja Tanga	8 th phy sci	9 th Bio Sci
4	Sandayarani V (Leader)	8 th maths	9 th phy sci
5	Kishan G	8 th Bio Sci	9 th Phy Sci
6	Gayakwad Praveen	8 th Phy Sci	9 th Bio Sci
7	Nadiya Sadaf	8 th Bio Sci	9 th phy sci
8	Vinayaknanda	9 th bio sci	8 th phy sci
9	Neha Kulkarni	8 th Social Sci	9 th Eng
10	Nitin D Pawar	8 th Eng	9 th Soc sci


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E-Mail IQAC: iqacgnbedc@gmail.com

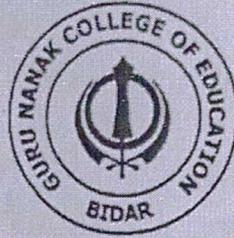
2.4.2 Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as

3. Lesson planning/ Individualized Education Plans (IEP)

ੴ ਸਤਿਗੁਰ ਪ੍ਰਸਾਦਿ ॥



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 : BIOLOGY

Method

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Gulbarga University Kalburgi

Sri Nanak Jhira Saheb Foundation's

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 : Maraji 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 cell.
- 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

Signature

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

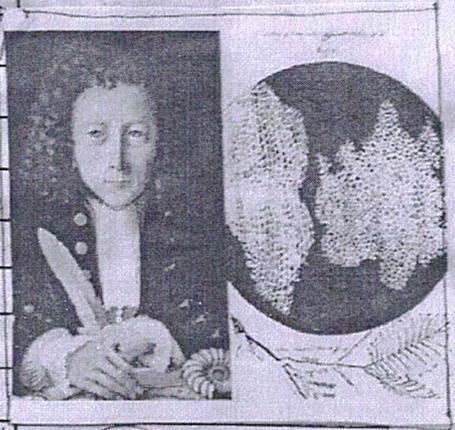
Stage	Content analysis	Teacher's Activities
Development Stage	<p>Cell: Cell is the structural and functional unit of life. It is the basic unit of life.</p>	<p>Teacher is explaining about cell.</p>
	<p>It is discovered by Robert Hooke in 1831 in cork slice with the help of primitive microscope.</p>	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

Ravikiran

Pupils' Activities	Learning Outcomes	Black Board Work / TLM
Group afternoon Morn.		
→ House, buildings		
→ Bricks		
→ Cell		

about Cell.

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



Pupils are listening carefully	Pupils will get to know about discoverer	<ul style="list-style-type: none"> • Purkinje coined protoplasm • Robert Brown discovered free living Nucleus
--------------------------------------	--	---

David:cm

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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> <p>→ The discovery of the microscopic universe was made possible by the invention of magnifying lenses.</p>	Teacher is explaining about cell theory given by Virchow.
	<p><u>Unicellular Organisms</u></p> <p>→ Unicellular Organisms have a single cell that performs all tasks such as nourishment, respiration, excretion, and reproduction.</p> <p>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.

Pravikram

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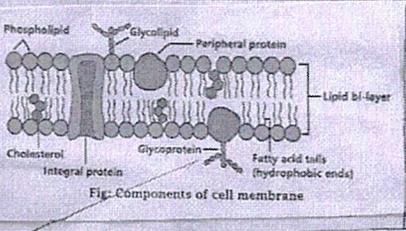
Pupils' Activities	Learning Outcomes	Black Board Work / TLM
Pupils are listening carefully.	Pupils will get the knowledge of cell theory.	<p>Cell theory</p> <ul style="list-style-type: none"> Schleiden and Schwann.
Pupils are listening carefully.	Pupils will know the various scientist, biologist who given cell theory.	<ul style="list-style-type: none"> Mixchow cell theory → pre-existing cells.
Pupils are listening and observing carefully.	Pupils will be able to know about Unicellular Organisms.	<ul style="list-style-type: none"> Examples are Chlamydomonas, Paramecium.

Principium

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 Organisms 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>1) <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>Teacher is explaining about Components of Cell.</p>
	<p><u>Hypotonic Solution</u></p> <p>→ Medium of cells ^{surrounding} has conc. of water than the cell that is cell will gain water by Osmosis. It swells up.</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.	• Fungi, plants and mammals.
Pupils are listening and observing carefully.	Pupils will be able to know about Plasma Membrane.	 <p>Fig: Components of cell membrane</p>
Pupils are listening carefully.	Pupils will be able to know about Hypotonic Solution.	→ cell swells up.

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

Pupils' Activities	Learning Outcomes	Black Board Work / TLM
Pupils are listening carefully.	Pupils will be able to know about Isotonic and hypotonic solution.	• The cell remain same in size.
Pupils are listening carefully.	Pupils will 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 fungi, 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.

OBSERVATIONS

Merits of the Lesson

7

Suggestions for Improvement

9

Sign. of Student Teacher

Sign. of Method Master

Sign. of the Lesson Obs



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2.4.2 Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as

4. Identifying varied student abilities

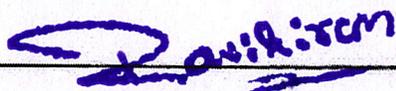
<-° ಬುಡ್ಡಿಶಕ್ತಿ :->

ಪ್ರಸ್ತಾವನೆ :->

ಯನುಷ್ಠಾನ ಸಂಪೂರ್ಣಕ ಡಿಲಿವರಿಯಾಗಿರುವಂತೆ
ಬುಡ್ಡಿಶಕ್ತಿ ಡಿಲಿವರಿಯಾಗಿರುವುದನ್ನು. ತನ್ಮೂಲಕ ಬುಡ್ಡಿ
- ಶಕ್ತಿ ಬುಡ್ಡಿವಂತಕೆಯಿಂದ ಒಡನ / ಒಡಲ್ಪಡ ರೂರ
ಗೃಹರ ಪ್ರಾಣಿಗೃಹಿಂಗಳ ಯೋಜನೆಯನ್ನು ನಡೆಸಿ, ಈ
ಬುಡ್ಡಿ ಶಕ್ತಿಯ ಸಹಾಯದಿಂದಲೇ ಒಡನ್ನು ಬೆಳೆ
-ಸುತ್ತಾರೆ ಮತ್ತು ಹೊಸ ಸಂಸ್ಕರಣೆಗಳೊಂದಿಗೆ .
ಹೊಂದಾಣಿಕೆ ಮಾಡಿಸುತ್ತಾರೆ.

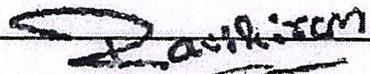
ಬುಡ್ಡಿಶಕ್ತಿಯು ಯಶಸ್ವಿ ಯಶಸ್ವಿಗಳನ್ನು
ಭಿನ್ನವಾಗಿರುತ್ತಾರೆ ಒಡಲಿಂದ ಕೆಲವರನ್ನು ನಾನು
ಬುಡ್ಡಿ ವಂತಕೆಯ ಕೆಲವರನ್ನು ಸಾಧನ ಬಂದು
ಕೆಲವು ತ್ರೇ.

ಕೆಲವು ಪ್ರಕ್ರಿಯೆಗಳನ್ನು ಬುಡ್ಡಿಶಕ್ತಿಯ
ಪ್ರಾಕ್ರಮ ತುಂಬಿ ಮಾಡುತ್ತೇವೆ.



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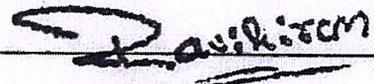
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ಬುಡ್ಧಿ ಶಕ್ತಿಯ ಬಳಕೆ :->

ಬುಡ್ಧಿಶಕ್ತಿ ಎಂದರೆ ಜ್ಞಾನವನ್ನು
ಗ್ರಹಿಸುವ ಮತ್ತು ಸಂಕೋಚಿತವಾಗಿ ಬಿಡುಬಿಡಿಸುವ
ಸಾಮರ್ಥ್ಯವನ್ನು ಬುಡ್ಧಿಶಕ್ತಿ ಎಂದು ಕರೆಯಬಹುದು.
ಯಾವುದರಿಂದ ಇರುವ ಬಿಡುಬಿಡಿಸುವ ಸಾಮರ್ಥ್ಯವು
ವಿವಿಧವಾಗಿ ಪ್ರಕಾಶವಾಗುವ ಹೆಚ್ಚಿನ ಸುತ್ತಲಿನ ಯಾವ
ವಸ್ತುಗಳನ್ನು ಕೂಡಿಸುವ ಕ್ರಮ, ನಿರೀಕ್ಷಿಸುವ ಅರ್ಥವಾದ
ವಿವಿಧವಾಗಿ ಹೊಂದಿಸುವುದು.

ಯಾವುದನ್ನು ತನ್ನ ಹಿನ್ನೆಲೆಯಲ್ಲಿ
ವಿವಿಧವಾಗಿ ಪ್ರಕಾಶವಾಗುವ ಹೆಚ್ಚಿನ ಸುತ್ತಲಿನ ಯಾವ
ವಸ್ತುಗಳನ್ನು ಕೂಡಿಸುವ ಕ್ರಮ, ನಿರೀಕ್ಷಿಸುವ ಅರ್ಥವಾದ
ವಿವಿಧವಾಗಿ ಹೊಂದಿಸುವುದು.


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ಬುಟ್ಟಿ ರಕ್ಷೆಯ ಬಾಧ್ಯತೆ

1) ಬಂಕಿಂಗ್ ಕಾರ್ಯದರ್ಶಿಗಳ ಪ್ರತಿಜ್ಞೆ :->

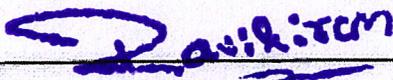
" ಕಲೆಯುಳ್ಳವರ ಕಲೆಗೆ ಸಾಯದಷ್ಟಿ
ಬುಟ್ಟಿ ರಕ್ಷೆ ಬಿಡದವರ "

2) ವಾಕ್ಯ ಪುಸ್ತಕಗಳ ಪ್ರತಿಜ್ಞೆ :->

" ಕಠಿಣ ಸಾಯದಷ್ಟಿ ಯೆತ್ತು ಹೈ
ವಾಕ್ಯ ಬದಲಾದವರ ಹೊಂದಾಣಿಕೆಯ ಅರಿವಿಲ್ಲ
ಹೊಂದಿಕೆಯಿಲ್ಲದವರ ಸಾಯದಷ್ಟಿ ಬುಟ್ಟಿ ರಕ್ಷೆ
ಬಿಡದವರ "

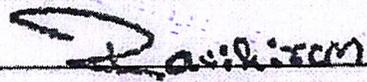
3) ಪ್ರಿಯತನಗಳ ಪ್ರತಿಜ್ಞೆ :->

" ಹೈಸ್ಕೂಲಿನ ಅರಿವಿಲ್ಲದವರ
ಪ್ರತಿಜ್ಞೆ ಹೊಂದಿಕೆಯಿಲ್ಲದವರ ಸಾಯದಷ್ಟಿ ಹೈಸ್ಕೂಲಿನ
ಪ್ರಿಯತನಗಳನ್ನು ಬಿಡದವರ ಸಾಯದಷ್ಟಿ
ಪ್ರಿಯತನಗಳನ್ನು ಪ್ರತಿಜ್ಞೆ ಹೊಂದಿಕೆಯಿಲ್ಲದವರ
ಬಿಡದವರ "



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ಬುಧ್ಧಿಶಕ್ತಿಯ ವಶ್ಯವಾದ ಬಹುಮಾನಗಳು:

ಯಶಸ್ವಿ ಸಾಮರ್ಥ್ಯ ಯಶಸ್ವಿ ವ್ಯಕ್ತಿತ್ವ
-ಆಗಲು ಯಶಸ್ವಿ ಸುರುಚಿಸುಲಕ,

ಜಿಜ್ಞಾಸು ಸವಲಾಗ್ಯನ್ನು ಎದುರಿಸುವ ಯಶಸ್ವಿ
ಸುರುಚಿಸಲು ಬುಧ್ಧಿಶಕ್ತಿಯ ಹೆಜ್ಜೆಗಳು,

ನಿರೀಕ್ಷೆ ವಹಿಯನವ ಯಶಸ್ವಿ ಪ್ರತಿ
ಯೋಜನೆ,

ಯಶಸ್ವಿ ಲೇಖನ ನೀಡಲು,

ಯುಂಬಡ್ತಿ ನೀಡಲು,

ಯಶಸ್ವಿ ಬೆಳಗುತ್ತಿರುವುದನ್ನು ಬುಧ್ಧಿಶಕ್ತಿ ಪಾಠ

ಕೊಡುವ ಸನ್ನಿವೇಶದ ಬುಧ್ಧಿಶಕ್ತಿ ಹೆಜ್ಜೆ,

ಶಿಕ್ಷಣ ಬಹುಮಾನಗಳು

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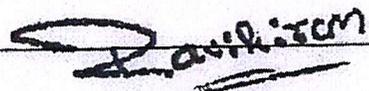
ಬುದ್ಧಿ ಶಕ್ತಿಯ ಸೂತ್ರ :-

ಪ್ರಾಸಂಗಿಕ ವಯಸ್ಸನ್ನು

MA \rightarrow Mental Age ಎಂದು ಕರೆಯುತ್ತ
ನಡವಳಿದ ವಯಸ್ಸನ್ನು ಎಂದು ಗುರುತಿಸುವ
ಬುದ್ಧಿಪಟ್ಟಿ.

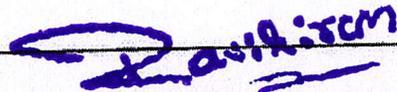
$$IQ = \frac{MA \times 100}{CA}$$

ಈ ಸೂತ್ರವು ಮಕ್ಕಳ ೦೪ ವ
ಬುದ್ಧಿಶಕ್ತಿಯನ್ನು ಗುರುತಿಸಲು ಬಹುಪ್ರಯೋಜ
- ಉಪಯುಕ್ತ.



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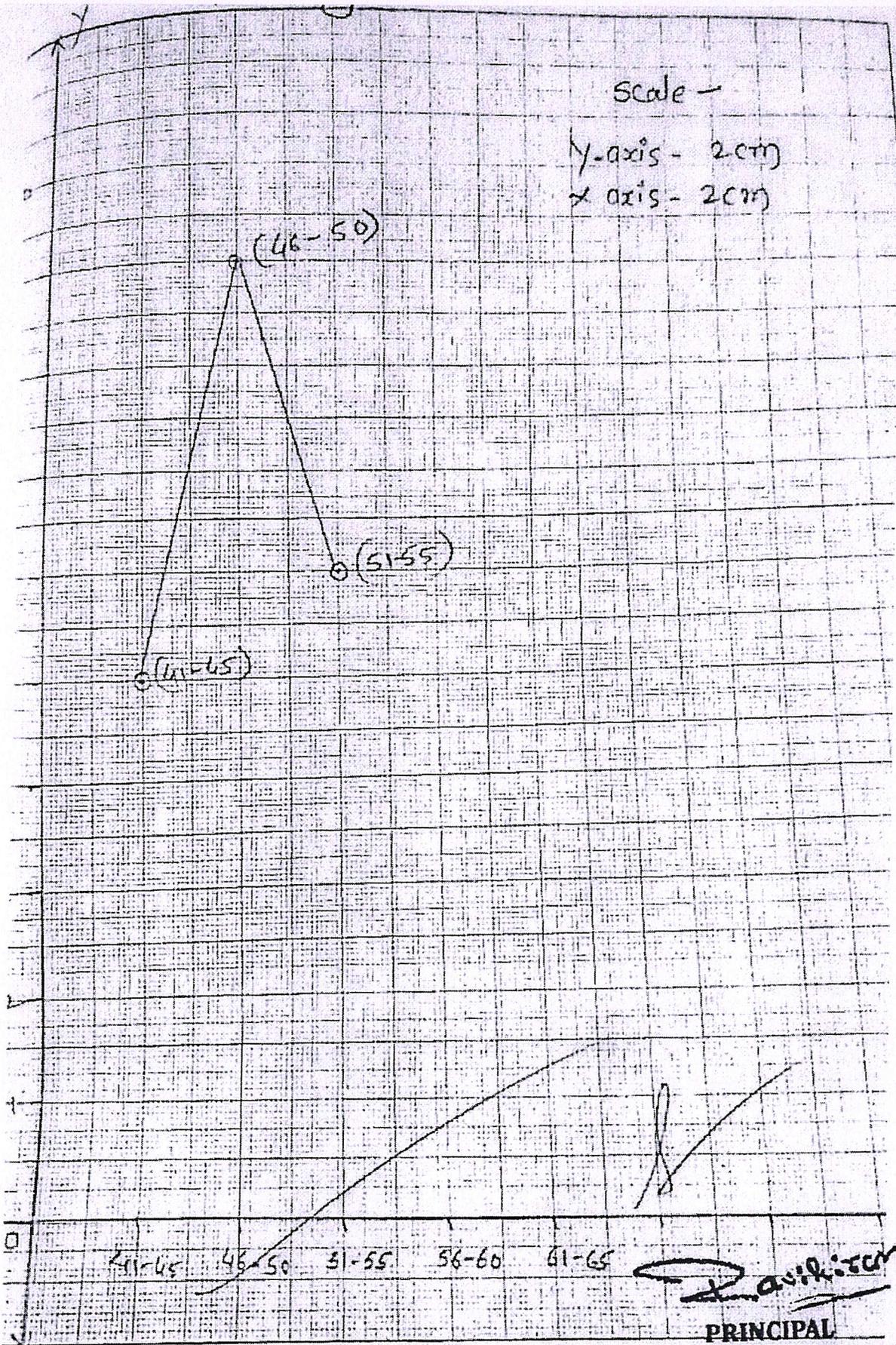
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Scale -

Y-axis - 2cm

X-axis - 2cm



Pravikishan

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Pravikishan

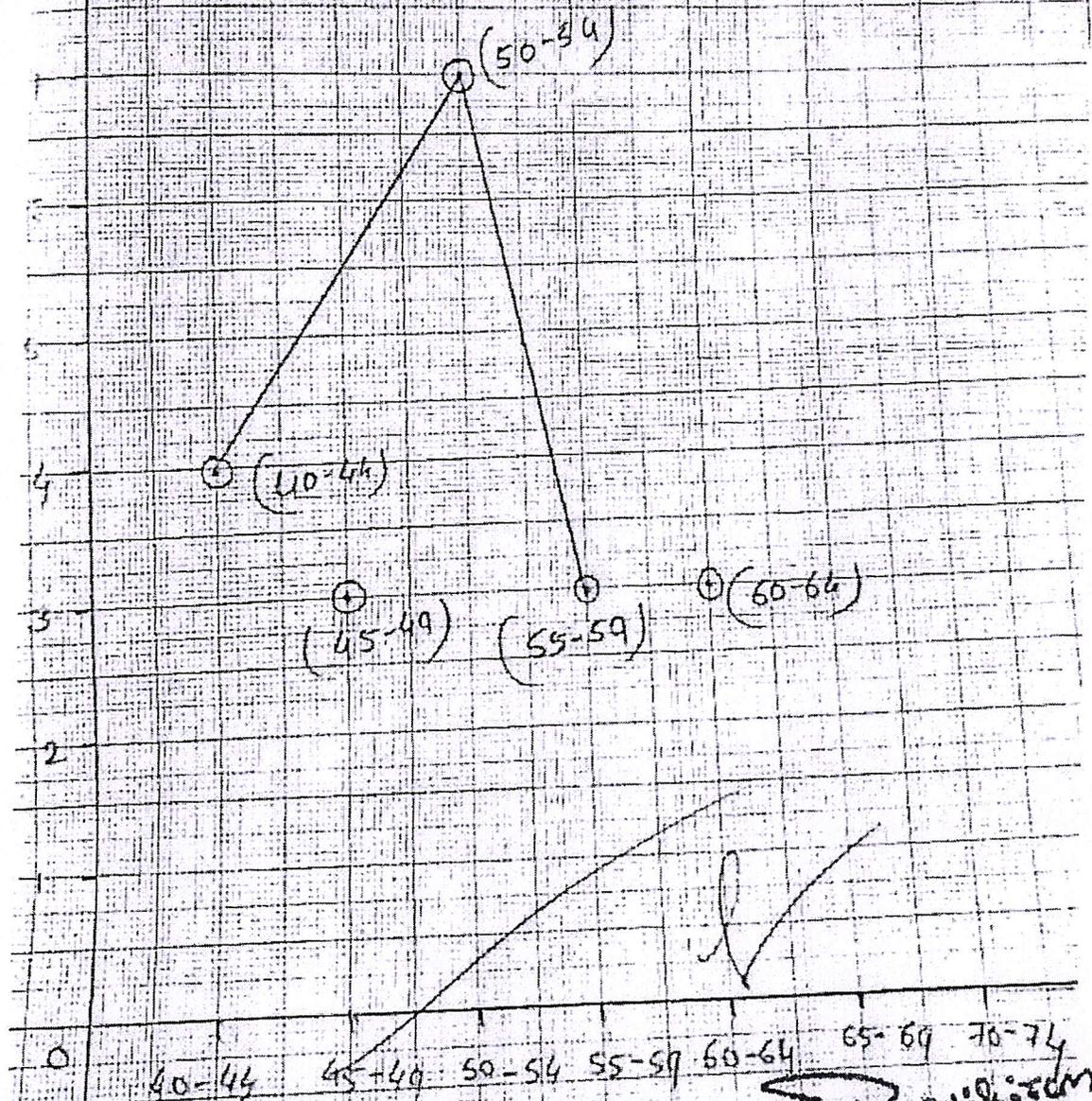
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Scale

X-axis - 2cm

Y-axis - 2cm



David R. Tom

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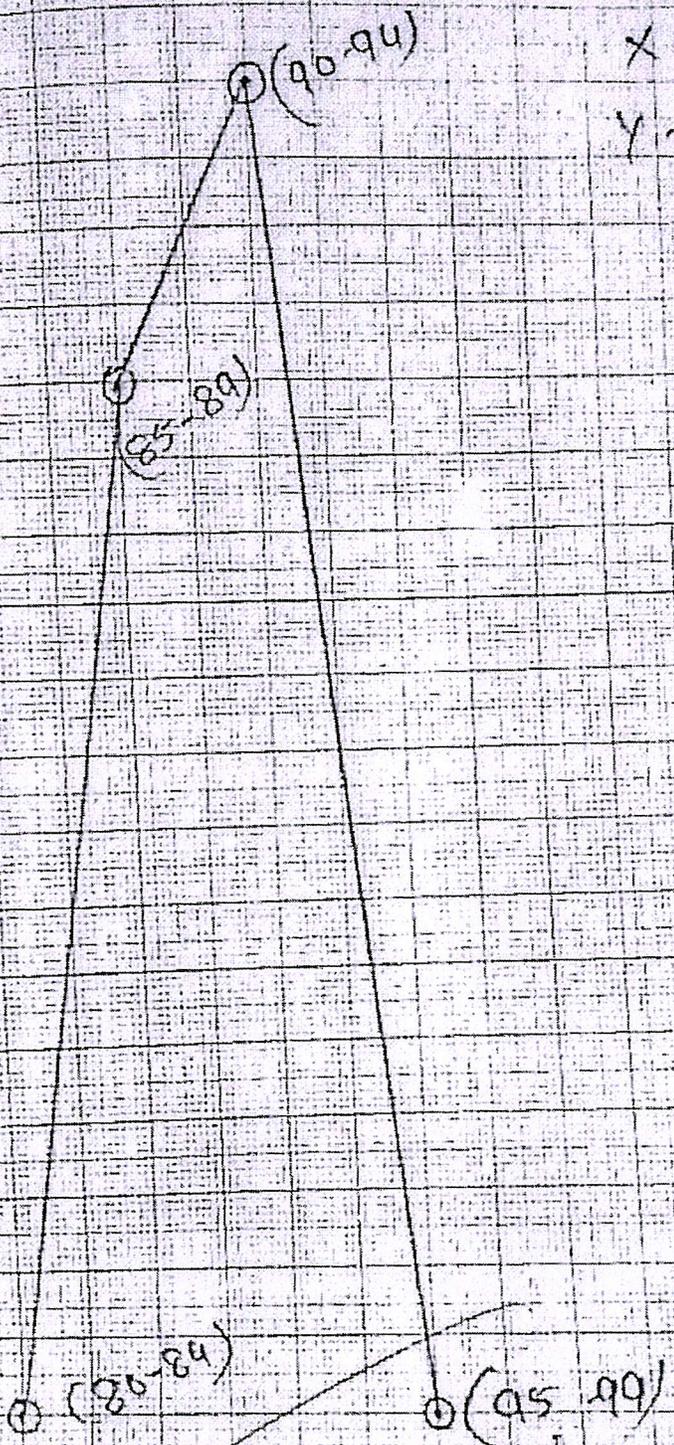
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Scale

X-axis - 2cm

Y-axis - 2cm



Pravirajam

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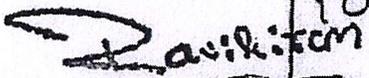
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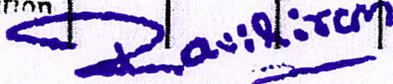
Pravirajam

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No	Name of the Student	A	B	C	D	E	Total
L	Tanu	8	9	6	8	2	33
.	Sonu	9	9	8	10	9	45
	Vishal	10	10	9	9	9	47
	Sai	11	11	9	10	8	49
	Shyca	10	10	10	9	11	50
	Sanju	10	9	8	9	10	46
	Sinchu	12	10	8	10	9	49
	Shinchana	10	9	10	10	10	49
	Pavi	12	10	8	10	9	46
	Pooja	12	11	8	10	11	52
	Lucky	11	10	9	11	10	51
	Kishoy	7	8	7	9	7	38
	Ravi	11	11	10	10	10	52
	Vinny	11	12	9	10	11	53
	Sakshi	11	11	9	10	11	52
	Saanu	11	11	11	9	11	53
	Tanvi	10	12	10	11	10	53
	Rahul	12	11	10	12	8	53
	Sanvi	10	12	9	9	8	48
	Sony	12	10	10	11	11	54


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E-Mail : Gurunanakbedcollege@gmail.com

E-Mail IQAC: iqacgnbedc@gmail.com

2.4.2 Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as

5. Dealing with student diversity in classrooms

Guru Nanak College of Education, Bidar
Moorarji Desai Residential School, Bagdal Bidar

Class:- 8th
Subject:- science. Date:-26/09/2023. Marks:- 25

Time:- 45 min

Instructions:- 1. Write all.

question compulsory. 2. Mention the correct question number.

Q1. Fill in the blanks. $1 \times 5 = 5$

-Crop is harvested in October.
- The crops that are grown in the monsoon season are called.....crops.
- Removing the chaff from the grain is called.....
- Growing a particular kind of plant in a particular season and place is called.....
- Farmers friend is.....

2. Match the following. $1 \times 5 = 5$

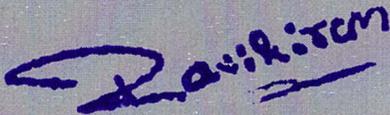
A	B
<ol style="list-style-type: none">Kharif cropsRabi cropsChemical fertilizersOrganic manureSources of irrigation	<ul style="list-style-type: none">Ponds, Lake, river, etcUrea and super phosphateAnimal excreta, cow dung, urine and plant WasteWheat, gram, peaPaddy and maize

Q3. Answer the following questions. $2 \times 5 = 10$

- What is crops?
- What is the manure and fertilizers?
- What is irrigation?
- Write the sources of irrigation?
- What is harvesting?

Q4. Answer the following question in 4 to 6 sentence. $1 \times 5 = 5$

- Difference between fertilizers and manure?


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BIDAR-585403

Name - Navnath S.J. Time - 40 min
Roll no - 19
class - VIIIth

Unit - test

25
25

1) Fill in the blanks:

- 1) reactive
- 2) good and electricity
- 3) more high more
- 4) Hydrogen gas.
- 5) Iodine

II)

- 1) Gold → Jewellery
- 2) Iron → Machinery
- 3) Aluminium → wrapping food
- 4) Carbon → fuel
- 5) Mercury → Thermometre.

III) Give reason for the following.

- 1) Aluminium foils are used to wrap food items because it has high malleability.
- 2) Immersion rods for heating liquids are made up of metallic substances because they are good conductors of heat.
- 3) Sodium and potassium are stored in kerosene because it is inert and they react with atmospheric oxygen because of this reason copper is stored in kerosene.

Navikram

③ Copper cannot displace zinc from its salt solution because copper is less reactive than zinc.

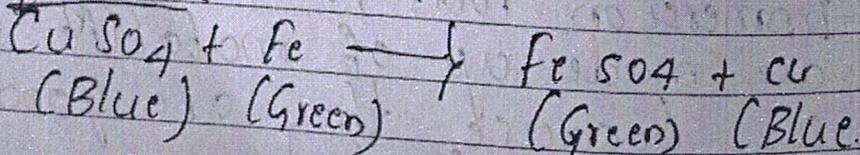
⑤ No, we cannot store lemon pickle in the aluminium utensil because it gets react with citric acid and lemon pickle will spoils.

IV)

1) Dilute sulphuric acid is poured in a copper plate. no reaction take place in between dilute sulphuric acid and copper.

② When Iron nails are placed in a copper sulphate the blue colour of solution is turned into a green solution. And it is turned to Iron sulphate.

Equation:



Sr. no.	Students Name	Total Mark	Minimum marks	Obtained marks.
1.	Navnath S.J	25	09	25
2.	Harish	25	09	24
3.	Syed satiyam	25	09	24
4.	Abhi	25	09	24
5.	chetan	25	09	23
6.	Tushar Modiwal	25	09	23
7.	santoshi	25	09	23
8.	prajwal	25	09	23
9.	Karthik Reddy	25	09	24
10.	Arun	25	09	21
11.	Sai kiran	25	09	23
12.	Pavan	25	09	05
13.	shivprasad	25	09	17
14.	vishwa	25	09	21
15.	Rukmini	25	09	20
16.	Sanjeev Reddy	25	09	22
17.	shradha panchal	25	09	18
18.	Radha	25	09	14
19.	Maheboob ali	25	09	11
20.	vidhyashree	25	09	22
21.	Rohit	25	09	18
22.	Sadhana	25	09	18



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6. Visualising differential learning activities according to student needs

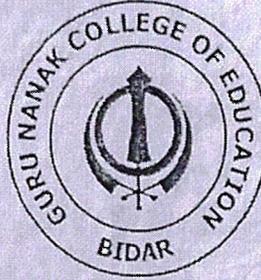
ੴ ਸਤਿਗੁਰ ਪ੍ਰਸਾਦਿ ॥

ಶ್ರೀ ನಾನಕ ಝಿರಾ ಸಾಹೇಬ ಫೌಂಡೇಶನ್
ಗುರು ನಾನಕ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ

ಬೀದರ್-585403. (ಕರ್ನಾಟಕ)

Guru Nanak College of Education

BIDAR - 585401.(Karnataka)



B. Ed. IVth Semester

ಕ್ರಿಯಾ ಸಂಶೋಧನೆ
ACTION RESEARCH

Name: Preeti Ramkishan

Roll No. 0004 [U04AY21E0004]

P. Ramkishan

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BIDAR-585403

PARTICULARS OF THE EXPERIMENTS PERFORMED

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Principal

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Action

Research

Ravikiran

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Introduction 8-

Action research is a technique used by the teachers, educational supervisors, administrators and all the other professionals to find remedies for the problems faced 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 distinguished 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 action research. This is the deliberately more systematic and scientific dealing with the problem.

Meaning of Action Research

The involvement of the teachers, curriculum framers, and even other practitioners in the edn 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.

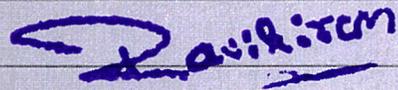
A teacher conducts action research to improve his own teaching and school administrator conducts research to improve his administrative behaviours.

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

-P.T.O.

David:com

proximally 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 tried to define and interpret action research in the many ways but we have a look at these definitions.

1. Good (1959) :-

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

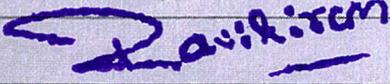
2. Kurt Lewin :-

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

Pravikiran

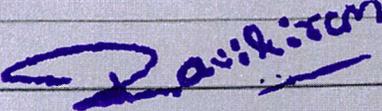
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Research concerned with the school problems carried on by the school personal to the improve school practices is action research.


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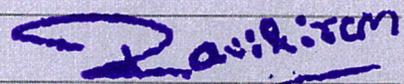
* Objectives of Action Research.

1. To improve the practices going on presently in the school.
2. To remove the notion that the educational research is the job of the specialist only.
3. To make the teachers and the school administrators research minded.
4. To make the students, teachers & the educational administrators more conscious about their problems and their immediate solutions.
5. To make environment of the school more conducive for the effective teaching and learning.



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- 6. To improve the working conditions of the school plants.
- 7. To bring excellence in the school workers.
- 8. To root out the traditional and the mechanical environment of the school.
- 9. To make the school system effective for the generating a healthy environment for the student learning.



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Characteristics of Action Research

1. Action research focused on the immediate problems and their solutions with in the available resources.
2. It does not concern with the building of the theories based on the generalization and the principles.
3. It aims to the improve the practices work condition of the people who conduct such researches.
4. In action research the teacher has neither to create artificial conditions nor disturb the normal class routine.
5. The result of the action research is causal.

Davikim

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6. It increases the efficiency of the researcher.
7. To bring out new change and developments in the teaching learning process.
8. Its main purpose is to create healthy atmosphere to better the teaching learning process for the maximum of the students.

Ravikiran

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* functions of Action Research

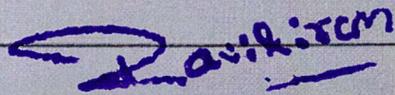
The main functions of the action research in the field of the education are.

1. Action research assists in initializing and dignifying the work of the teacher.
2. Action research assists in creating new interest and new confidence the ability of the individual teacher.
3. It assists in the developing professional experiences open-cyelo and open minded scientific spirit of enquiry.
4. It will powerfully and rapidly develop the technique of the teaching.

Ravikiran

* Importance of Action Research

1. It provides an open opportunity to the teachers to undertake research work.
2. It helps to develop research attitudes creative thinking and the scientific temper.
3. Provides new suggestions for the solving problems are even available.
4. Action research helps and gives guidance to solve the immediate problems with in the available resources.
5. It is economically cheap and time saving.
6. It is flexible in nature.



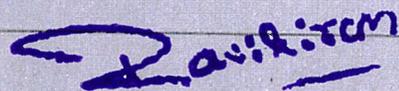
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7. Any level teachers can take action research to solve his problem relating to teaching learning improve environment (teaching learning process of child)

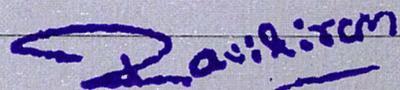
8. It helps to improve the learning environment of the people who conduct researchers.



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* Merits of Action Research

1. It helps to improve her/his capability to solve problems.
2. Facts & evidence help to analyze realities.
3. The approach is experimental and tentative rather than dogmatic.
4. It is an integral part of the process.
5. It provides decentralized decision for the action.



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7. Addressing inclusiveness

Guru Nanak College of Education, Bidar
Moorarji Desai Residential School, Bagdal Bidar

Class:- 8th
Subject:- science. Date:-26/09/2023. Marks:- 25

Time:- 45 min

Instructions:- 1. Write all.

question compulsory. 2. Mention the correct question number.

Q1. Fill in the blanks. $1 \times 5 = 5$

1. Crop is harvested in October.
2. The crops that are grown in the monsoon season are called..... crops.
3. Removing the chaff from the grain is called.....
4. Growing a particular kind of plant in a particular season and place is called.....
5. Farmers friend is.....

2. Match the following. $1 \times 5 = 5$

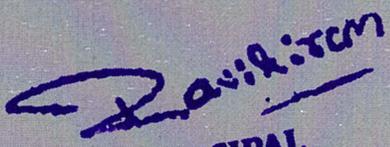
A	B
<ol style="list-style-type: none">1. Kharif crops2. Rabi crops3. Chemical fertilizers4. Organic manure5. Sources of irrigation	<ul style="list-style-type: none">• Ponds, Lake, river, etc• Urea and super phosphate• Animal excreta, cow dung, urine and plant waste• Wheat, gram, pea• Paddy and maize

Q3. Answer the following questions. $2 \times 5 = 10$

1. What is crops?
2. What is the manure and fertilizers?
3. What is irrigation?
4. Write the sources of irrigation?
5. What is harvesting?

Q4. Answer the following question in 4 to 6 sentence. $1 \times 5 = 5$

1. Difference between fertilizers and manure?


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Name - Navnath S.J

Time - 40 min

Roll no. 19

class - VIIIth

Unit - Test

25

25

I) Fill in the blanks.

1) reactive

2) good conduct electricity

3) more high more

4) Hydrogen gas.

5) Iodine

II)

1) Gold → Jewellery

2) Iron → Machinery

3) Aluminium → wrapping food

4) Carbon → fuel

5) Mercury → Thermometre.

III) Give reason for the following.

1) Aluminium foils are used to wrap food items because it has high malleability.

2) Immersion rods for heating liquids are made up of metallic substances because they are good conductors of heat.

3) Sodium and potassium are stored in kerosene because it is inert and does not react with atmospheric oxygen. Because of this reason copper is stored in kerosene.

③ Copper cannot displace zinc from its salt solution because copper is less reactive than zinc.

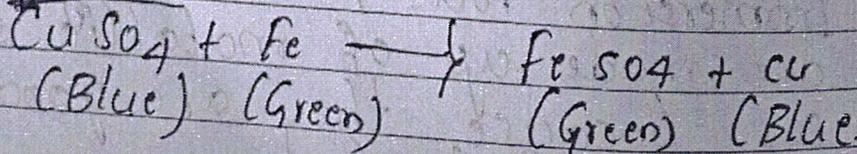
⑤ No, we cannot store lemon pickle in the aluminium utensil because it gets react with citric acid and lemon pickle will spoil.

IV)

1) Dilute sulphuric acid is poured in a copper plate no reaction takes place between dilute sulphuric acid and copper.

② When Iron nails are placed in a copper sulphate the blue colour of solution is turned into a green solution. And it is turned to Iron sulphate.

Equation:



Pravish Kumar

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Sr. no.	Students Name	Total Mark	Minimum marks	Obtained marks.
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2.	Harish	25	09	24
3.	Syed satiyam	25	09	24
4.	Abhi	25	09	24
5.	chetan	25	09	23
6.	Tushar Modiwal	25	09	23
7.	santoshi	25	09	23
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Ravikumar



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8. Assessing student learning

१६ मतिगुरु पुरस्कार ॥

GULBARGA



UNIVERSITY

KALBURGI

Department of Studies and Research in Education Kalburgi

Guru Nanak Bied college
of Education Bidar.

1. Name of the Student... Preeti Ramsishan.....
2. Roll No. ... 204AY21E0004.....
3. Semester. ... IVth.....
4. Subject -
5. Topic ... Mentor Teacher lesson.....

GURU NANAK COLLEGE OF EDUCATION

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

Year 2022 to 2023

P. Ravirajam

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585403

Mentor
~~~~~

Teacher  
~~~~~

Lesson.
~~~~~

# Mentor Teacher's Lesson :-

## \* Introduction :-

Becoming a teacher or joining the professional of teaching. Involves a complex process in which there are numerous contributing contents. Increased confidence in supporting teachers, better understanding, of the links ~~betn~~ educational theories and classroom practices.

Increased communication and reflection skill and increased opportunity to network with peers.

## Organisation of the content :-

With each class organize your materials so that students can both learn and retain it.

- \* Start with what students already know.
- \* Start with concrete example.
- \* Start with a solid conclusion or model.
- \* Give students time to reflect.
- \* Build in practice time.
- \* Content pages are organized to be useful to a wide range of uses.
- \* They provide a definition and simple overview to the topic, as well as linked references.

Signature

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## Questioning Techniques :-

Questioning techniques are heavily used and thus widely researched teaching strategy.

- \* Knowledge :- Recall data or information.
- \* Comprehension :- Understanding Meaning.
- \* Application :- Use a concept in to parts distinguish bet<sup>n</sup> facts and references.
- \* Synthesis :- combine parts of form new meaning.
- \* Evaluation :- Make judgement about the value of ideas or products.

## \* Pupils Participation :-

Students participation not only adds interest to a course it also provides a way for you to promote active learning and access understanding.

\* Plan ahead

\* Learn names.

\* Set the tone

\* Divide classroom into groups.

\* have students with in their comments.

\* listen and respond appropriately.

\* Debrief

\* Conclusion.

## Content Presentation :-

First was lesson study which is a method for planning carrying out & reflecting on a research lesson in detail with learner's second was content representations which is a systematic tool that connects over all teaching aims with the pedagogical promotes. It is likely that you already have a topic and you know what you want to say about it.

This is the content of your presentation you may already have the content of your presentation is written form.



## Use of Teaching Aids :-

Teaching aids are the tool that teachers use them in the classroom such as flash cards, maps, cassette and black-boards.

It is a tool used by the teachers to help learners improve reading and other skills illustrate or reinforce a skill and reduces anxiety fear or boredom.

- \* Audio aids.
- \* Visual aids
- \* Audio-visual aids.



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## **9. Mobilizing relevant and varied learning resources**

As Per Two Year  
B.Ed. Course Syllabus  
III Semester

# EDUCATIONAL EVALUATION



• Dr.N.B.Kongawad

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*Pravilitem*

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SP Series

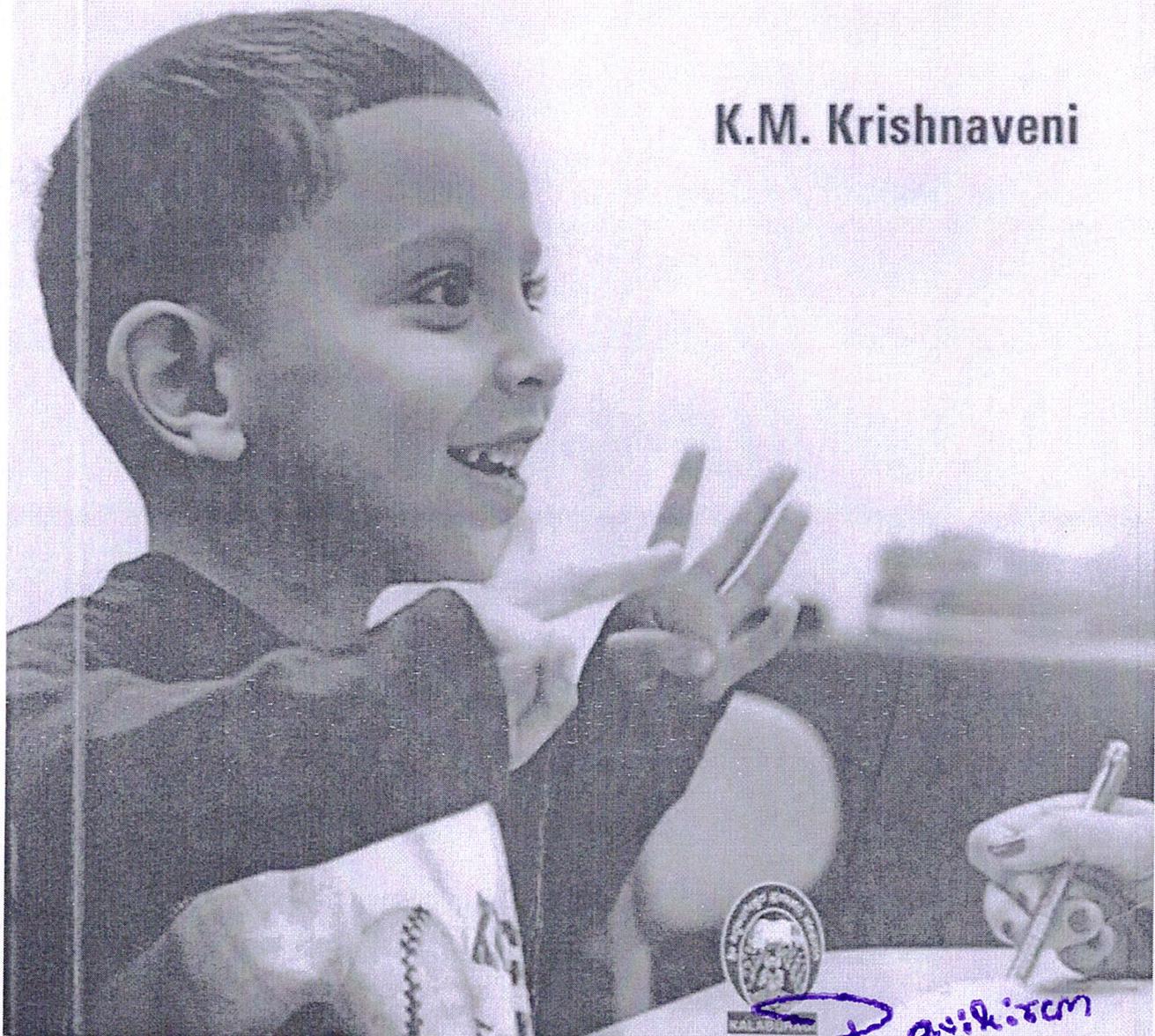
# Pedagogy of school subject: Physical Science

◆ Dr. Nagaratna S



# Philosophical and Sociological Bases of Education

K.M. Krishnaveni



*Pravitham*





Sri Nanak Jhira Saheb Foundation

## GURU NANAK COLLEGE OF EDUCATION

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2.4.2 Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as

## 10. Evolving ICT based learning situations



**Gulbarga University Kalburgi**

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**B. Ed. IInd Semester**  
**20 -20**

**ICT Based Lesson Plan**  
**Pedagogy I / II**

**Paper Code : 22E0011**

Name of the Student Teacher : *Principals*

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2.4.2 Students go through a set of activities as preparatory to school- based practice teaching and internship. Pre practice teaching / internship orientation / training encompasses certain significant skills and competencies such as

## **11. Exposure to Braille /Indian languages /Community engagement**

# Introduction :-

About Morarji Desai Residential

school :-

Declaration on the human rights (1948). It provides a strong base for the social, economical, scientific and political upliftment of every individual.

The department of social welfare (SW), Government of Karnataka has established the ~~morarji~~ Morarji Desai Residential school.

- \* It is located in urban area it is located in bidar block of Bidar district of Karnataka.
- \* The school consists of grades from 6 to 10 the school is co-educational.

Aims and objectives of the school 8-  
moraji desai Residential levels

To promote educational levels  
by increasing enrollment and intention  
and to bring down dropout rate with  
greater focus on quality education. moraji  
desai Residential schools are opened &  
are in function across karnataka &  
6th to 10th std students.

The school is N/A in nature an  
is not using school building as  
shift-school kanada is the me  
of instructions in this school

This school is approached  
by all weather road. in this s  
the academic session starts in 4

  
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ಚಟಿಲ್ಯಚಟಾಟಿನೆಡೆ ಪ್ರತಿಕ್ರಿಯೆಗಳು :-

1) ಪ್ರಾ.ವಿನ.ವಿಸ್. ಪರಚ್ಛೇದ :- ಒಂದು ಪಕ್ಷಿಯನ ಪಿಳೆ ಚಟಿಲ್ಯ ಆಫೆಯಾ ಹಿರಿಗಿಳಿಯುವನ್ನು ನೋಡ್ತೆ ವಿಚ್ಛೇದಿಸ್ತೆ ಒದ್ದಾನೆಗ್ಗಂದೆ ಎತ್ತಿಪಿಡಿಸ್ತೆ ರಿಯಾಯಿ ಚಟಿಲ್ಯಚಟಾಟಿನೆ

2) ರೈಲಿನ ಚುಟ್ಟೆ ಹೆನ್ಸರ್ :- " ಪತ್ರಾಕ್ಷಿಗ್ಗು ಬಿಟ್ಟಿರೆ, ಹೈಹಿರೆ ನೋಟಾಚೆರೆ ಆಫೆಯಾ ಅಭಯ್ತಿ, ಅಭಯ್ತಿ, ಅಹೇಲೆ ಚುಟ್ಟೆ ಒಬಬ್ಬ ಚುಂಟಾದೆ ಆಂಶ್ಚೆನ್ನು ಒಪ್ಪಾರಿಯಾಗಿ ಆಶ್ಚಯಬ್ಬ ನೋಡಿನೆಲೆ ಚಟಿಲ್ಯಚಟಾಟಿನೆ,

3) ಒಬ್ಬಾ ಡೋಲಿಯ :- " ಚುಂಟಾನೆ ನೋಟಾಗಿಗ್ಗು ಬನ್ನೆಲೆಯನ್ನು ಆಫೆಯಾ ರಿಲೆಯಲ್ಲ ರಂಪುಹೊಕ್ಕು ಚುಟ್ಟೆ ಚಟಿಲ್ಯಚಟಾಟಿನೆ

4) ರಾನಾಬಾರ್ ಚುಟ್ಟೆ ಗುಲೆರರು :- " ಚಟಿಲ್ಯಚಟಾಟಿನೆಲೆಂಬ್ಬೆ ಶ್ವೇತಗಿರೆ ಆಫೆಯಾ ನೋಟಾಚೆರೆ ರಿಯಾಕ್ರಿಯೆಗ್ಗು ಶ್ರೇಯಬಡ್ಡೆ ಹಿರಿಗಿಯಾಗಿದೆ

5) ವಿಡ್ಡೆಡ್ ಫ್ರಿಯಿಸ :- ಚುಂಟಾನೆಯ ಒದ್ದೆಲೆಗ್ಗು ವಿಡ್ಡೆಡ್ ಚುಟ್ಟೆಗೆ ಸಿಧಿಸೆಲ್ಲಾಯೆ