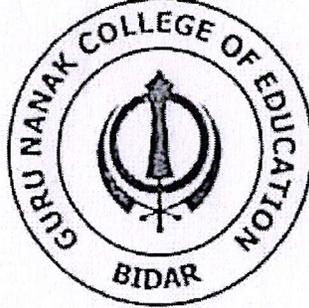


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ಬೀದರ-585403. (ಕರ್ನಾಟಕ)

Guru Nanak College of Education

BIDAR - 585401.(Karnataka)



Secy
B. Ed. IVth Semester

AD
**ಕ್ರಿಯಾ ಸಂಶೋಧನೆ
ACTION RESEARCH**

Name: Tachaya. Udgise

Roll No. [U04AY21E0046]

Praviram

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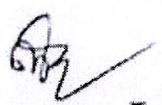
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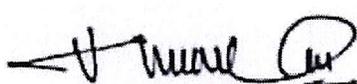


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CERTIFICATE

This is to Certify that Mr./Ms.....*Rachaya V. Jaye*.....
of Guru Nanak College of Education, Bidar has satisfactorily complete
the*Action Research*.....
entitled*Action Research*..... in the
subject*B.Ed - IVth Sem*..... of Semest
.....*IVth*..... for the academic year*2022 - 2023*..... which is require
for the fulfillment of the B.Ed. Course as prescribed by the Gulbarga
University, Kalburgi.


Incharge Lecturer



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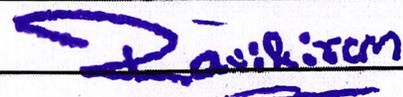
Principal


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2019
Research

Pratikram

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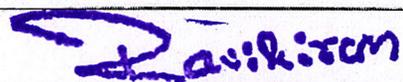
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Introduction : -

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

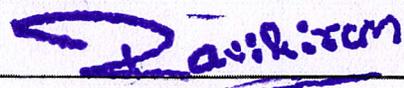
Various thinkers have build to define and interpret action research in the many ways us have a look at these definitions.

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.

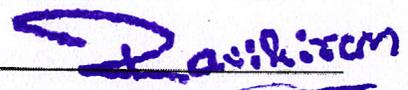


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Sara Black Well :-

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



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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.

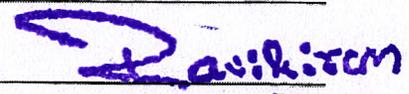
To make environment of the school more conducive for the effective teaching and learning.

To improve the working conditions
of the school plays.

To bring excellence in the school
workers.

To root out the traditional and
the mechanical 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.



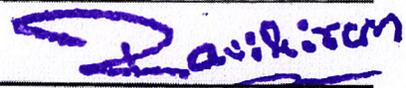
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It increases the efficiency of the researcher.

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

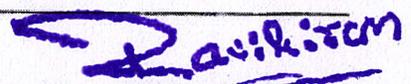
The main functions of the action research in the field of the education are.

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 assist 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.

 Ravikiran

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Importance of Action Research

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

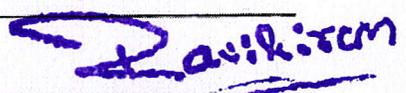
It helps to develop research attitudes creative thinking and the scientific temper.

Provides new suggestions for the solving problems are even available.

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

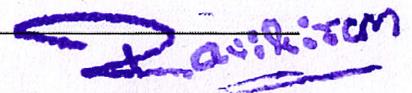
It is economically cheap and time saving.

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.

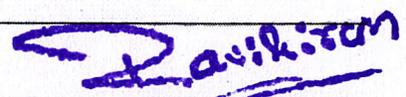
It helps to improve teacher's capability to solve problems.

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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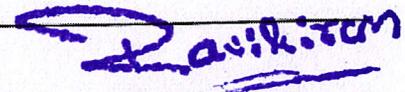
Demerits of Action Research.

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]

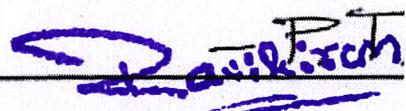
Constructing the theoretical background
[separate desirable and undesirable causes]

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

Formulating of action research hypothesis.

Designing action plan.

Implementing the action plan
[Pre-test].



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Identify the Problems :-

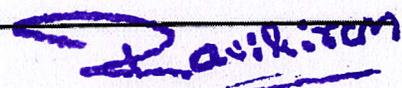
Pupils are unable to solve the numerical problems specially the Atoms and molecules (Numericals problems).

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 problems as they are unaware of the expression formation & lack of the concentration while the teacher solving the problems.



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Finding the molar mass
(Numericals or expressions
formed with at least one
variable and at least 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].

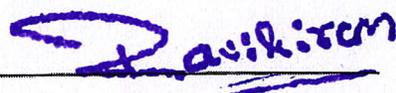
To solve the simplify
expression or numericals.

Solution: -

no. of moles = n

Given mass = m

Molar mass = M

P. J. Ravikiran

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- P. J.

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

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

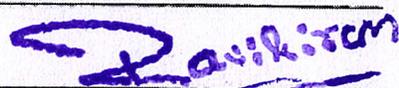
$$n = \frac{m}{M}$$

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

$$[n = 13]$$

(ii) We know,

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



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The no. of moles

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

$$= n = \frac{N}{\text{No}}$$

No

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

~~$[n = 2]$~~

D. Ravikiran

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Listening out the probable cause.

[may or may not be]

Psychological cause.

Environmental cause.

Unable to understand numbers

Difficulty in applying operations
Lack of proper knowledge about
the basic operations.

Unable to combine constants
and variables.

Lack of knowledge about
constants and variables.

Confusion between combination of the
constants and the variables.

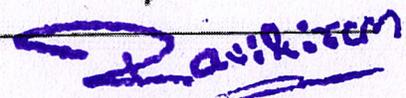
Lack of the concentration during
performing basic operation.

Lack of interest.

Lack of self-confidence.

Fear

Poor method of teaching,
Lack of previous knowledge.



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- In previous class and not studied.
- Less practice of problems and operations.
- No involvement in solving problems with all.
- Teacher along with teaches 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.

Davidson

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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.

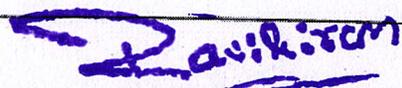
Poor method of teaching

→ No involvement in the solving problems

Lack of previous knowledge

→ Teachers 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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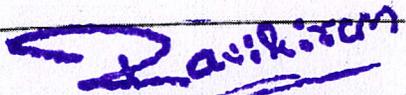
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Formulation of Action hypothesis. [Research]:

Folaying section hypothesis were development by the practitioners 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 textbook, 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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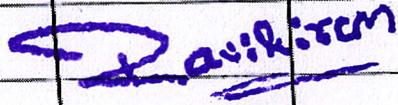
Designing Action Plan: -

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 [+ - × int num

Ravikiran

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No.	Problem/Case	Teacher's 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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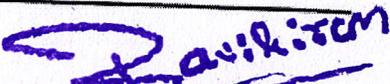
Implementing the action plan [Pre-test].

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 :-

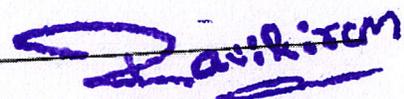
After the pre-test we took remedial classes to the 8th std students again conducted post-test to students and they wrote the test interestingly and also enjoyed a lot in solving the problems joyfully and forming expression and simplifying the numericals getting its simplified form.


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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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ಶ್ರೀ ಗಣೇಶಾಯ ನಮಃ ||

ಶ್ರೀ ನಾನಕ ಧರಾ ಸಾಹೇಬ ಪೌಂಡೇಶನ್
ಗುರು ನಾನಕ ಚಿಕ್ಕಣಿ ಮಹಾವಿದ್ಯಾಲಯ

ಅವಧಿ-585403. (ಕರ್ನಾಟಕ)

GURU NANAK COLLEGE OF EDUCATION
Teachers Colony, Manhalli Road, BIDAR - 585401.(K.S.)

ಘಟಕ ಯೋಜನೆ ಮತ್ತು ಘಟಕ ಪರೀಕ್ಷೆ
UNIT PLAN AND UNIT TEST

ಹೆಸರು/Name : Rachana Udgire ಕಾಲಿ ನಂಟು/Roll No. : _____

ವಿಷಯ/Subject : Unit Test & Unit Play ಪಠ್ಯ ನಂಟು/Topic. : crop production and Management.

ಅಧ್ಯಾಪಕರ ನಹಿ
Signature of the Teacher

Rachana
PRINCIPAL

Rachana
Signature of the Principal

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UNIT Plan: -

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

It is being designed as per the format in a systematic way. Unit plan can be used by several schools and several teachers.

A unit plan is prepared by keeping in view the needs interest and ability of students. It is a plan prepared on a unit.

 Dr. Asil Kumar

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Definition of Unit Plan: -

- According to Prestone: - A unit plan is a large no. of related subject matter as can be derived by the learner.

- According to Sonford: - A unit is an outline of carefully selected subject matter which has been isolated of its relationship to pupils' needs and interest.

- A unit is a comprehensive and ~~significant~~ significant aspect of the environment of organized course and ~~cells~~.

- A unit is an organized body of information & experiences designed to affect the significant outcomes for the learner.


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* Importance of Unit Plan: —

- It helps in the proper coverage of the syllabus within the available time & duration of the session.
- It prevents any ideas of subjects in more unified & systematic manner.
- Unit represents the unified and integrated about the types whole of the meaningful and purposeful content nature and learning experience.
- In unit planning a teacher is well informed about types of method and strategies to be used and material and resources utilized for the teaching - learning of various sub units.
- Unit plan helps in the proper organization and system execution of the teaching learning process.

Principals

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Characteristics of Good Unit Play :-

The good unit play should be :-

- Meaningful segment of well organised subject matter.
- Organised body of information and experiences.
- Outline of carefully selected subject matter.
- Large blocks of related subject matter.
- Not too lengthy or too short.
- Retains the interest of the students.
- Enriches the gifts and remedies to show learners.
- Permits to grow from time to time.
- Scope to develop all the three domains.
-



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Demerits & Limitations of Unit Planning: —

- The division of the content of the syllabus into meaningful & complete units and sub-units is not an easy work. The improper & faulty formation of the units and sub-units may create hurdle in the path of teachers and students for the freedom of the teachers the free determined.
- Unit planning the freedom of the teachers the free determined learning experiences method and resources. Evaluation Procedure etc.. because classroom situations & circumstances cannot be same for every class.
- Teachers and students have no other way than to follow guidelines provided by unit planning.


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* Steps of Unit plan: —

Unit plan is the part of year plan. It is the middle point between daily lesson plan and year plan. It has broader scope than lesson plan but narrow scope than year plan. It has broader

The important steps of unit plan are: —
Content analysis.

General & specific objectives.
Learning experiences.
Evaluation.

Content analysis: —

Content analysis is the analysis of a topic to be brought into the content & arrange them in logical manner.
Process of identification.

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of that unit is called content analysis.

In this the teacher has to select one unit and master over the content. On the basis of selected concepts he has to sub-divide the unit into sub-units. Then each sub-unit is taken and analysed the content in details. This helps him in identifying and analysing the main concepts as teaching points.

2) General and specific objects :-

The purpose behind any activity is the development of healthy behavioural changes. Learning outcomes are expected behavioural changes that are to be brought among children by teaching.

So in unit plan the teacher should identify both general and specific objectives these objectives have to define in terms of behavioural changes and content.

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 *Principals*

3) Learning experience:-

Learning experiences are nothing but the activities provided by the teacher to children in classroom based on context and objectives.

In classroom teaching learning process. The teacher is necessarily very strict in several activities to cause effective learning. The activities cause learning experiences. After demonstration, experiential, dramatization and role play visits etc. Learning experiences has 2 dimensions.

1) Teacher activity:-

The role played by the teacher in class to cause learning is teacher activity. The teacher does many activities in class like questioning, explaining, demonstration, experiential, dramatization etc. to cause authentic learning.

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2) Pupil activity: -

The very system of education is woven around a usual reaction place is in classroom. Hence it is expected to find a reaction for every teacher activity by pupil. It involves the pupil answering expressing appreciating reasoning thinking etc..

3) Evaluation: -

The purpose of Unit Plan is the achievement of the best result of teaching learning process. So the teacher should have appropriate tool to know whether his objectives are achieved or not. This can be done through unit.


Ravikiran

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* Format of the Unit plan :-

Subject :-

Unit :-

Reference books :-

Class :-

No. of Periods :-

Teaching aids :-

Sub units	Teaching Points	Objectives specifications	Teaching Teacher activity	Learning experiences pupil activity	Learning experiences pupil activity	Teaching aids	Evaluation.

Principal's Signature

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Sr. No	Sub Unit
01	Agricultural Practices
02	Basic practice of crop production
03	Preparation of soil
04	Sowing
05	Adding Manure & fertilizers
06	Irrigation
07	Protection from weeds
08	Harvesting
09	Storage.


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* Content Analysis :-

Sub writ - 1

- a) Agricultural practices
- b) Basic practices of crop production
- c) Preparation of soil
- d) Sowing
- e) Adding manure & fertilizers.

Sub writ - 2

- f) Irrigation
- g) Protection from weeds
- h) Harvesting
- i) Storage.


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* General objectives: -

- 1) Knowledge - students have the knowledge of science.
- 2) Understanding - students have the understanding about the meaning definition & concepts of science.
- 3) Application - students will be able to apply science in their day to day life.
- 4) Skill - students will develop good scientific skills.



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Specific Objectives: -

- To develop interest in the topic.
- To enable the students to know about for crops.
- To enable students to know about the different techniques of learning.
- To aware students about the whole agricultural practices.
- To aware students about the agricultural implements.


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Motivation: —

→ Good morning students

Very good morning mam.

→ Ok students today I will ask you some questions please answer them.

Ok mam.

What do we eat?

→ Dal, Rice, wheat etc.

Where does it come from?

→ Plants & animals.

Where do we grow these plants?

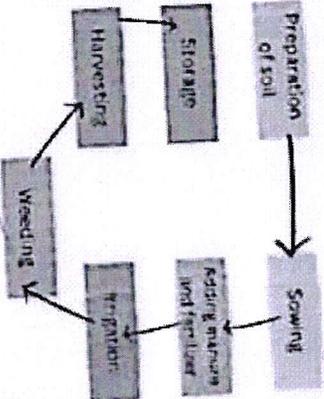
→ fields.

process of growing plants in fields could?


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* Developmental stage: -

Sl.No	Content	Activities	Teaching aids	Time
1)	Agricultural Practices	<p>When plants of the same kind are cultivated at one place on a large scale. It is called crop.</p> <p>Kharif crop: - The crops which are sown in rainy season are called Kharif crop eg:- Paddy, maize etc.</p> <p>Rabi crop: - The crops grown in the winter season October to March are called Rabi crops.</p> <p>Eg:- wheat, pea, linseed.</p> <p>Cultivation of crops involves several activities undertaken by farmers over a period of time. You may find that</p>	<p>AGRICULTURAL PRACTICES</p>  <pre> graph TD A[Preparation of soil] --> B[Sowing] B --> C[Raising nurseries and sowing] C --> D[Weeding] D --> E[Harvesting] E --> F[Storage] </pre>	45 min.
	Basic practices of crop production		<p>PRINCIPAL</p> <p><i>Dasikrishan</i></p>	45 min

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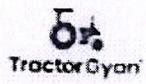
Sl. No.	Content	Activities	Teaching aids	Time
3)	Preparation of soil	<p>These activities are similar to those carried out by a gardener or even by you when you grow ornamental plants in your house. These activities or tasks are transferred to as agricultural practices which are below preparation of soil, sowing adding manure & fertilizers, irrigation, harvesting & storage.</p> <p>The preparation of soil is the first step before growing a crop. One of the most important tasks in agriculture is to turn soil and loosen it.</p>	 PRINCIPAL	45 min

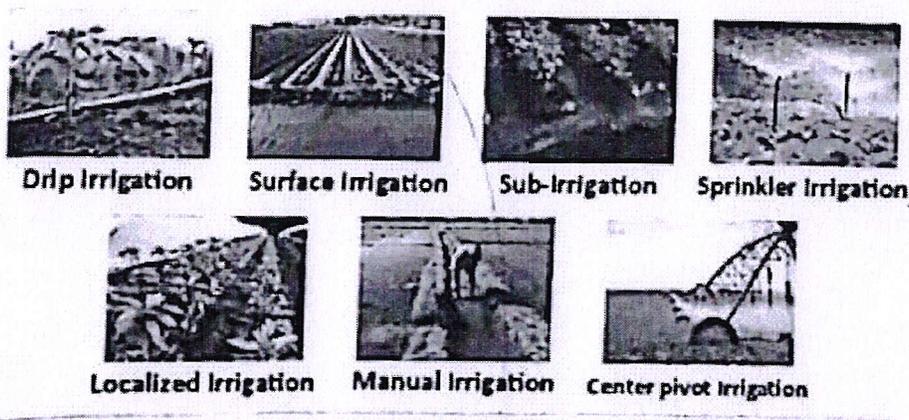
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Sl. No.	Content	Activities	Teaching aids	Time
4)	Sowing	Agricultural implements i.e plough Hoe cultivator etc..		45 min
5)	Adding manure & fertilisers.	<p>Sowing is an important part of crop production. Before sowing, good quality clean and healthy seeds of a good variety are selected farmers prefer to use seeds which are high yield. Before sowing, one of the imp. task is to know about the tools used for sowing seeds i.e. Traditional tool, seed drills.</p> <p>The substances which are added to the soil in the form of nutrients for the healthy growth of plants called manure & fertiliser.</p>		

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S1.No.	Content	Activities
Irrigation	<p>Fertilizers is a man-made inorganic salt. Fertilizer is prepared in factories. Fertilizers do not provide any human to soil. Manure is a natural substance obtained by the decomposition of cattle dung & plant residues. Manure can be prepared in the fields manure provide a lot of humus to the soil.</p> <p>The supply of water to crops at regular intervals is called irrigation sources of irrigation wells, tubewells, ponds, lakes, rivers, dam and canals. Traditional methods of irrigation modern methods of irrigation.</p>	<p>Teaching aids</p> <p>Time</p>

Methods of Irrigation 

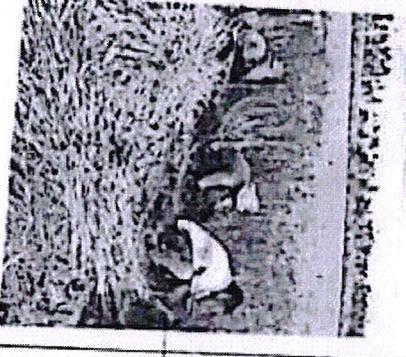


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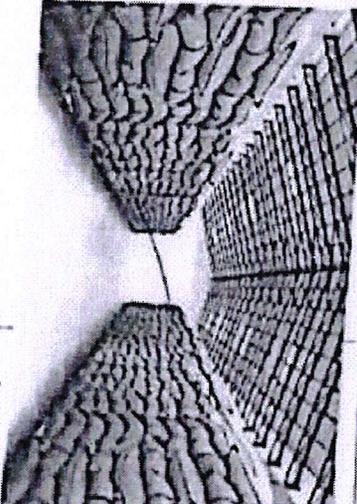
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Sl.No.	Content	Activities	Teaching aids	Time
1)	<p><u>Harvesting</u></p> <p>The sowing of a crop is an important task is called harvesting. In harvesting crops are pulled out or cut down to the ground. It is usually takes 3 to 4 months for a cereal crop to mature.</p> <p>In the harvested crop the grains harvested crop need to be supported from the chaff. This process is called <u>threshing</u>. This is carried out with the help of machine called combine. Farmers with small holdings to land the separation of grain.</p>	<p><u>Activities</u></p>		<p>45 mins</p>

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(Signature)

Content	Activities	Teaching aids Time
Storage	<p>Storage of produce is an important task. If the harvested grains are to be kept for longer time they should be safe from moisture insect, rats & microorganisms. Harvested grains have more moisture. If freshly harvested grains (seeds) are stored without drying - they may get spoiled or attacked by organisms making them unfit for use or for germinations. Hence, before storing them the grains are properly cleaned in sun this prevents the attacks by insect like bacteria &</p>	 <p>45 min</p>

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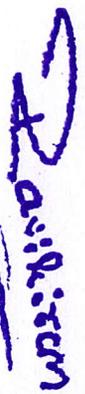
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Teaching Aids: —

- ① Charts on different types of crops.
- ② Charts on Agricultural implements.
- ③ Charts on Traditional method of sowing & seed drill.
- ④ Charts on irrigation ~~traditional~~ methods of irrigation & modern methods of irrigation.
- ⑤ Charts on Spraying methods.
- ⑥ Charts on Harvesting.



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Conclusion: -

Unit plan consist of concept & teaching process that are taught over a period of time and are worked together after across subject area.

We conclude that a unit plan lacks two or three weeks and include several skills concepts & desired outcomes for making the teaching process more effective.



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Q	SA			Application			Skill			Total marks	Questioning	Total	
	0	SA	USA	0	SA	USA	0	SA	USA				
Q-1	(3) ³												
Q-2	(2) ³			(1) ²							5	4	20%
Q-3	(2) ³			(1) ²							5	3	15%
Q-4	(3) ²			(1) ¹			(1) ³				5	4	40%
Q-5	(10) ⁶			(4) ³			(1) ⁵				25	5	25%
											25	16	100%

Writing the weightage :-
 Distribution of items :-

The teacher should construct all possible
 types of questions on the weightage under different

The item must be of objective type Short

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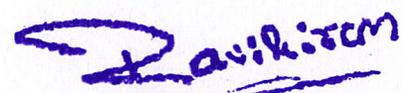
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* Instruction of test item: - For each type of instruction must be written clearly in what how must answer to be written.

* Preparing marking & scoring key: - The teacher should pre-determined one scheme of evaluation scoring key expected answer & marks allotted.

* Question paper: - Question paper should be in different section like A, B, C, D etc...

* Review the test item: - Critical evaluation question paper must be made to ensure the correction & grammatically constructed to avoid later confusion.



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Administering the test:-

The test should be administered to the student to which class it has to prepared by giving proper guidance about.


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Q.1) Fill in the blanks. (5x1=5)

- ① _____ crop is harvested in October.
- ② The crops that are grown in the _____ season are called _____ crops.
- ③ Removing the chaff from the grain is called _____.
- ④ Growing a particular kind of plant in a particular season & place is called _____.
- ⑤ Farm's friend is _____.

Q.2) Match the following. (1x5=5)

A	B
① Kharif crops	① Urea & Sulphur
② Rabi crops	② Animal excreta manure & plant waste
③ Chemical fertilizers	③ wheat, gram,
④ Organic manure	④ Paddy, and rice
⑤ Sowing of irrigation	⑤ pods, tur, etc.



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Q 1) — ?

- ① Rabi
- ② Kharif
- ③ Winnowing
- ④ Crop
- ⑤ Earthworm

Q 2) — 1

- ① → d
- ② → c
- ③ → a
- ④ → b
- ⑤ → e

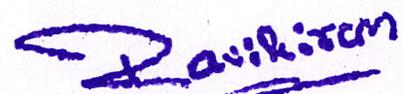


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Q.3) —?

- ① When plants of the same kind are cultivated at one place on a large scale. It is called a crop.
- ② The substances which are added to the soil in the form of nutrients for the healthy growth of plants are called manure & ~~fert~~ fertilisers.
- ③ The supply of water to crops at regular intervals is called irrigation.
- ④ Sources of irrigation - wells, tubewells, ponds, lakes, rivers, dams & canals.
- ⑤ Harvesting of a crop is an important task. The cutting of crop after it matures is called harvesting.



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- Fertiliser is prepared in factories
- Fertiliser does not provide any humus to the soil.
- Fertilisers are very much rich in plant nutrients like nitrogen phosphate & potassium.
- Manure is a natural substance obtained by the decomposition of cattle dung & plant residues.
- Manure can be prepared in the fields.
- Manure provide a lot of humus to the soil.
- Manure is relatively less rich in plant nutrients.



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MINI

ii) Fill in the blanks.

- 1) Singular ✓
- 2) Helped ✗
- 3) Malasia ✓
- 4) Fungi, Kuf & bantaya ✗
- 5) tempd ✗

05
—
25

iii) Match the following

- 1) Nitrogen ✗
- 2) Malasia ✗
- 3) Milk ✓
- 4) Dengue ✓
- 5) Cattle ✓

III) Answer the following question in the two or three sentence.

?



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MINI

Name - Navnath - S.J, Roll no - 19, Class - VIIIth

② Time - 40 mins

Unit - Test

Fill in the blanks: -

- 1) Reactive ✓
- 2) Good of Electricity ✓
- 3) More ✓
- 4) Hydrogen gas ✓
- 5) Iodine ✓

25

25

II →

- ① Gold → Jewellery ✓
- ② Iron → Machinery ✓
- ③ Aluminium → Wrapping food ✓
- ④ Carbon → Fuel ✓
- ⑤ Mercury → Thermo-meters ✓

III →

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 & Potassium are stored in kerosene because it is vigorously react with atmosphere oxygen because of this reason copper is store in kerosene. ✓



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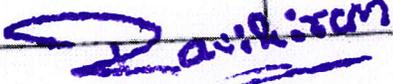
BIDAR-58540?

	mark	mark	mark
Navnath S.J	25	09	25
Harish	25	09	24
Syed sufayan	25	09	24
Abhi	25	09	24
Chetan	25	09	23
Tuharadiwal	25	09	23
1) Saytashi	25	09	23
) Prajwal	25	09	21
i) Hastik Reddy	25	09	21
ii) Arun	25	09	21
iii) Sai Kiran	25	09	05
12) Pavan	25	09	17
13) Shivprasad	25	09	21
14) Vishwa	25	09	20
15) Rakmini	25	09	22
16) Sanjeev Reddy	25	09	21
17) Shradha Panchal	25	09	18
18) Mahabub ali	25	09	11
19) Vidhyashree	25	09	12
20) Rohit	25	09	13
21) Sadhaya	25	09	13

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	25	09	21
Jallaling	25	09	21
Ghaleppa	25	09	21
Akshata	25	09	20
Veey a	25	09	20
Pratham	25	09	18
Sweta reddy	25	09	23
Pritham	25	09	13
Ritesh	25	09	21
Shradha	25	09	16
Krishna	25	09	22
Shubham	25	09	19
Vaishnavi	25	09	18
Vishal	25	09	17
Ganesh	25	09	16
Sidhu	25	09	22
Sandeep	25	09	23
Kastika	25	09	24
Prati	25	09	25
Amit	25	09	22
Shravan	25	09	


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25, 24, 24, 23, 23, 23, 21, 21, 20, 20,
 20, 22, 18, 14, 11, 22, 21, 18, 18, 21, 21, 20
 19, 22, 21, 22, 22, 21, 21, 21, 05, 22

CI	F	x	$f x$	CF
5-7	2	6	12	2
8-10	0	9	0	2
11-13	2	12	24	4
14-16	3	15	45	7
17-19	6	18	108	13
20-22	22	21	462	35
23-25	10	24	240	45

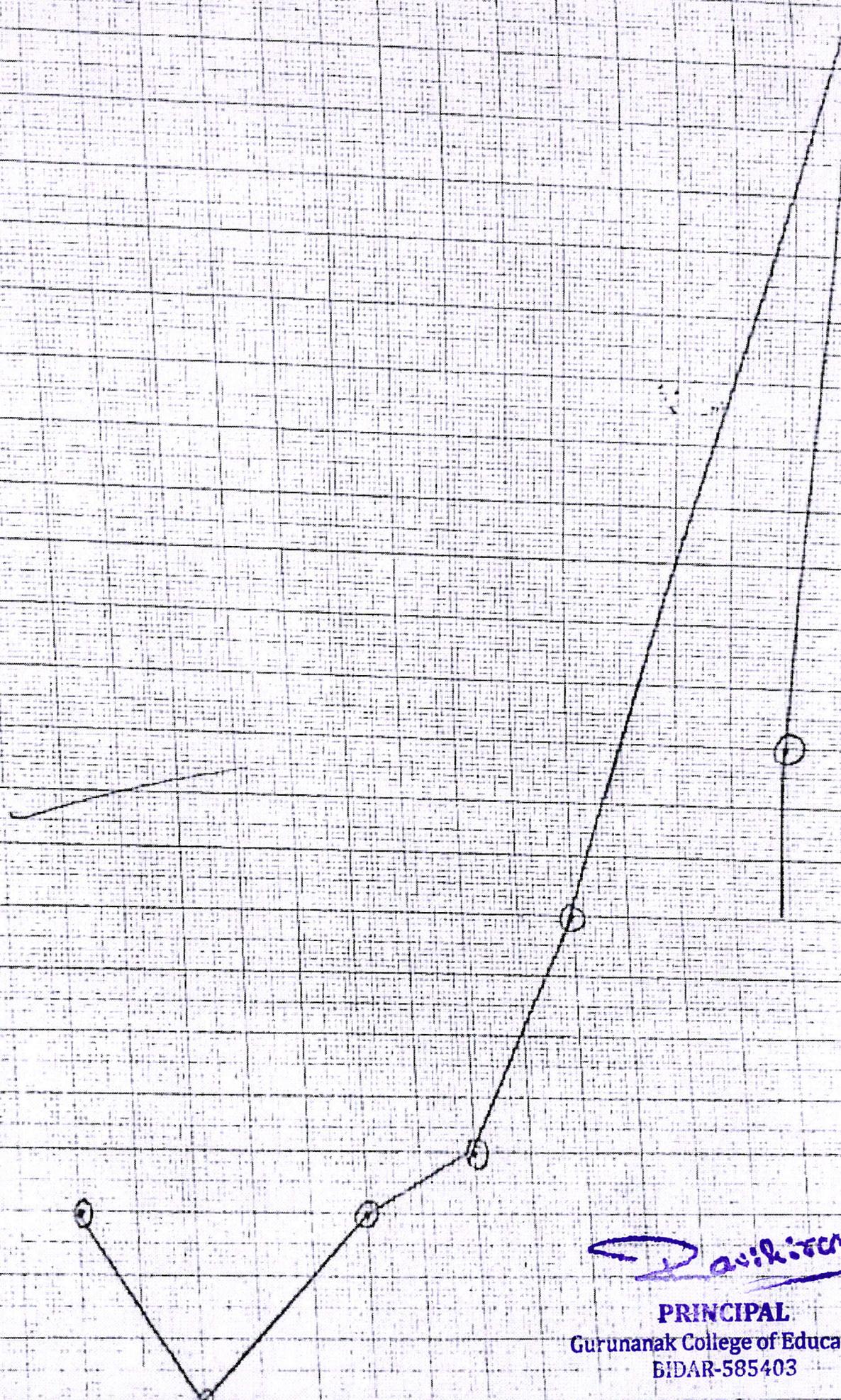
$N = 45$ $\Sigma f x = 891$

$\therefore L = 16.5, i = 3, Cx = 13, fm = 10.$

D. Avilitem

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Scale
X-axis =
Unit = 2cm
Y-axis = 2
Unit = 2cm



Davidson

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$$= \frac{891}{45}$$

$$[\text{Mean} = 19.8]$$

$$\begin{aligned} \text{Median} &= L + \left[\frac{n/2 - CF}{F_m} \right] \times i \\ &= 16.5 \left[\frac{45/2 - 13}{10} \right] \times 3 \\ &= 16.5 + \left[\frac{9.5}{10} \right] \times 3 \\ &= 16.5 + 2.85 \end{aligned}$$

$$[\text{Median} = 19.35]$$

$$= 3 \times 19.35$$

$$= 58.05$$

$$[\text{Mode} = 18.4]$$

$$\text{Mean} = 19.8$$

$$\text{Median} = 19.35$$

$$\text{Mode} = 18.4$$

Davidson

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Unit Test:-

At the school level education create a test to measure creative applications of the critical thinking skills. The unit test are designed to create an assessment profile of a child. These test are used to evaluate students learning skill level growth and academic achievement period at the end of instruction at period. Such as the end of a project.

Unit course semester programme of school year. Teaching and testing are an integral part of educational system. Justify is implicit in the teaching some of the stages which may be properly marking for the testing purposes.

1. During teaching.
2. At the end of daily lesson.
3. At the end of teaching a unit
4. At the end of firm.
5. At the end of year / curriculum



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Conclusion: —

Unit test consist of concepts and learning goals that are taught a period of time and are worked together often across subjects are as, we conclude that a unit may last two or three weeks and includes several skills concepts desired outcomes for making the teaching process more effective.

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ੴ ਸਤਿਗੁਰ ਪ੍ਰਸਾਦਿ ॥



ಶ್ರೀ ನಾನಕ ಝಿರಾ ಸಾಹೇಬ ಫೌಂಡೇಶನ್ಸ್

ಗುರು ನಾನಕ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ

ಬೀದರ-585403. (ಕರ್ನಾಟಕ)

Guru Nanak College of Education
BIDAR - 585401.(Karnataka)



B. Ed. Ist Semester

ಮನೋ ಸಾಮಾಜಿಕ ಸಾಧನೆ ಮತ್ತು ತಂತ್ರ
Psycho Social Tools & Techniques

Name: GAJKWAD PRAVIN MADAN.

Roll.No. 10 Reg.No. U04AY21E004

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GULBARGA



UNIVERSITY



KALBURGI

GURU NANAK COLLEGE OF EDUCATION, BIDAR

ਟੈਲੀਫਿਕੇਟ

This is to Certify that Mr./Ms. (NAYKWA) PRAVIN
of Guru Nanak College of Education, Bidar has satisfactor
completed the Psycho Social tools And TechniW
entitledin the subj
Psychology.....of Semester I St.
the academic year 2022.....which is required for the fu
ment of the B.Ed. Course as prescribed by the Gulbarga Uni
ity, Kalburgi.

Incharge Lecturer

Principal
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Gurunanak College of Education
BIDAR-585403
Principal

Intelligence :-

Introduction :-

Intelligence is the ability to think to learn from experience solve problem, and to adapt a new situations intelligence is the important because it has an impact on many human behaviours the intelligence quotient (IQ) is a measure of intelligence that is adjusted for age.

Definitions :-

Definitions of the intelligence are also varied some writers are captious in the description.

Intelligence of a high order is the mysterious, manifold, fast-moving, always tantalizing and incredibly beautiful aura borealise on a cool September night

- (Hershey, 1959, p. 12)

Intelligence learns how to do and how to get what is wanted

- (Hollingsworth, 1926, p. 20)

The aggregate or global capacity of the individual to act purposefully & think rationally and to deal effectively with his environment.

It is global because it characterizes the individual's behaviour as a whole.

It is an aggregate because it is composed of elements or abilities which though not the entirely independent, are qualitatively differentiable.
- [Wechsler, 1958]



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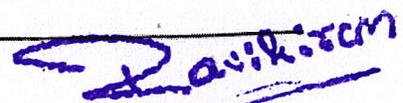
Meaning :-

over the years a number of the different and even contradictory concepts of intelligence have been developed.

These concepts run the gamut from intelligence as a group of basic mental abilities, to intelligence as a handy term for the layman, covering a multitude of varying, the uncorrelated abilities that might better not be grouped under a single heading.

Intelligence is the ability to learn, act or to perform new tasks that are functionally useful.

[Metzels, 1954]



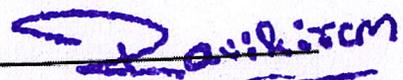
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Importance :->

Intelligence is the important because it has an impact on many human behaviours. Psychologists believe that there is a construct known as general intelligence (g), that accounts for the overall difference in the intelligence among people. The intelligence quotient (IQ) is a measure of intelligence that is adjusted for age

Intelligence is the basis for policy or decision people, organisations and states, if they are to act. "rationally", will do so after carefully fully the alternative courses of action open to them and their advantages and benefits.

[Will & Pythian, 2006]

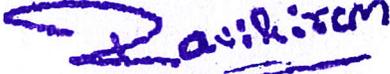


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Intelligence : Answers

S/NO	Ans	S/NO	Ans	S/NO	Ans	S/NO	Ans	S/NO	A
A1	4	B1	2	C1	8	D1	3	E1	7
A2	5	B2	6	C2	2	D2	4	E2	6
A3	1	B3	1	C3	3	D3	3	E3	8
A4	2	B4	2	C4	8	D4	7	E4	2
A5	6	B5	1	C5	7	D5	8	E5	1
A6	3	B6	3	C6	4	D6	6	E6	5
A7	6	B7	5	C7	5	D7	5	E7	1
A8	2	B8	6	C8	1	D8	4	E8	6
A9	1	B9	4	C9	7	D9	1	E9	3
A10	3	B10	3	C10	6	D10	2	E10	2
A11	4	B11	4	C11	1	D11	5	E11	4
A12	5	B12	5	C12	2	D12	6	E12	5


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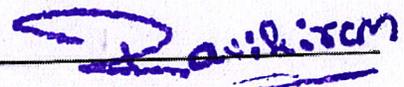
Group Test And Individual Test :-

Group Test :-

Group test was developed to meet a pressing practical need group test can be administered to a group of persons at a time.

Group test were designed as mass testing instruments they not only permit the simultaneous examination of large groups but they also use simplified instruction and administration and procedures, therefore requiring a minimum of training on the part of examiner.

Example : Traditional college exams.



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INTELLIGENCE

		A	B	C	D	E
		10	9	10	8	7
		10	10	10	11	8
1	Ankush	10	10	10	11	8
2	Vijay	11	12	9	11	8
3	Sindhu	11	11	9	10	10
4	Atharva	11	11	8	8	9
5	Pradeep	9	11	9	9	7
6	Sumet	9	11	9	9	7
7	Veeresh	10	11	7	9	8
8	Annapurneshwari	11	10	8	10	9
9	Mayuri	8	10	10	10	9
10	Sangmesh	11	11	11	9	9
11	Varun	11	12	10	9	9
12	Aditya	10	11	9	9	6
13	Chandana	11	10	9	9	7
14	Naman	12	11	8	8	9
15	Abhishek	12	11	8	9	9
16	Sahana	11	12	10	9	9
17	Rishabh	10	9	11	9	10
18	Swetha	11	10	11	11	7
19	Manish	11	9	9	9	8
20	Dikshita	11	12	9	11	5
		11	9	9	9	4
		12	9	9	11	5

Principal

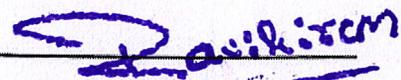
Individual Test :->

A test can be said individual test in the sense that can be administered to only one person at a time.

Many of the tests in these series require oral responses from the testee or necessitate the manipulation of the materials.

Individual intelligence tests are preferred by psychologists in hospitals and other settings where a clinical diagnosis is made, and where they serve not only as a measure of general intelligence but also as a means of observing behavior in a standard situation.

Example :-> Intelligence test by a psychologist.



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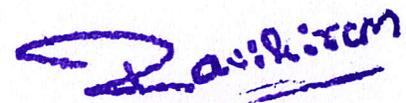
Total Score

44	49	51	51	45	45	48
48	47	51	51	45	46	48
49	51	49	50	46	52	

Range = Highest value - Lowest value

$$= 52 - 44$$

$$= 8.$$



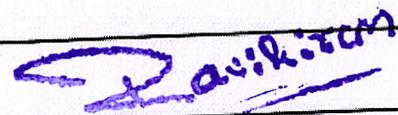
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Formula :->

Intelligence quotient (IQ) can be obtained by the equation

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

$$I.S. \quad \frac{MA \times 100}{CA}$$

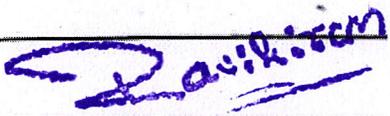


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Procedure :->

In general, an IQ test is used to evaluate a person's reasoning or problem-solving skills.

Some of the most used IQ tests include: Wechsler Intelligence Scale for Children, and Wechsler Intelligence Scale for Adults.


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Tabular Column

CI	Frequency	x	fx
41 - 45	5	43	215
46 - 50	9	48	432
51 - 55	6	53	318

$$\Sigma N = 20$$

$$\Sigma fx = 965$$

Calculation \Rightarrow

$$\text{mean} = \frac{\Sigma fx}{N}$$

$$= \frac{965}{20}$$

$$\text{mean} = 48.25$$

$$\therefore \Sigma fx = 965.$$

Ravikiran

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Intelligence Test :->

Aim :->

To study the group intelligence test.

Tools needed :->

Paper, Pen, Rubber, Pencil
Gaven's Progressive, materia
text

Data collection Procedure :->

Data collection Procedure is a data collection process where we have to go to a school and we should ask all the students to answer the questions which are given to students.

After Distributing question paper we give Gaven's matrix, Progressive answer sheet to students and we should collect all the answer sheets by the students and we should collect the marks and we have to find the

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$$\text{Median} = L + \left[\frac{\frac{N}{2}}{f_m} \right]$$

$$L = 46.5 \quad x_i = 5 \quad F_m = 9$$
$$cf = 5$$

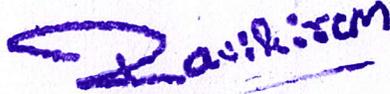
$$\text{median} = 46.5 + \left[\frac{10 - 5}{9} \right] 5$$

$$= 46.5 + \left[\frac{5}{9} \right] 5$$

$$= 46.5 + (0.5) 5$$

$$= 46.5 + 2.5$$

$$= 49.00$$


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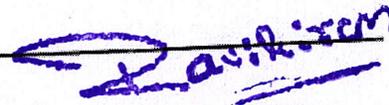
range and mode median and mean
of a student's score and finally
we have to calculate the and the
graph have to be made.

Precaution Taken :->

The precaution should be
taken while conducting test to students
and that they should understand all
the concept and they have to understand
and all the questions correctly.

The students should not be disturbed
while the test

And so much silence should be there
in a school and mainly other
precaution should be taken.

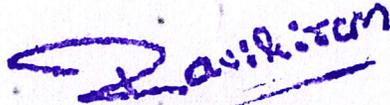

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$$\text{mode} = 3 \times \text{median} - 2 \times \text{mean}$$

$$= 3 \times 49.00 - 2 \times 48.25$$

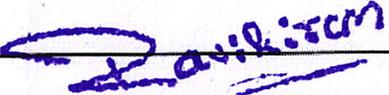
$$= 147 - 96.5$$

$$= 50.5$$


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Conclusion :->

Researches generally agree that intelligence involves abilities to learn and adapt to changing environment they also agree that many intellectual abilities tend to be positively correlated although they disagree as to just how widespread these abilities are beyond that consensus seems to diminish at one time.

A handwritten signature in blue ink, appearing to read 'D. Avik:scm', is written over the printed name.

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Interest :-

Introduction :-

Interest is a feeling or emotion that causes attention to an object, event, or process in contemporary psychology of interest, term is used as a general concept many or may encompass other more specific psychological terms, such as curiosity and to a much lesser degree surprise.

Defination :-

Interest is the monetary for the privilege of borrowing money typically expressed.

As an annual percentage rate (APR) interest is the amount of money lender or financial institution fees for lending out money. Interest also refers to the amount of ownership stock holder has in a company expressed as a percentage.

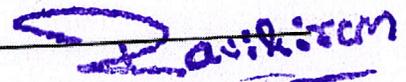
Interest can also express ownership
of a company.

Interests are viewed as factors that
affect an individual to or derive
from objects, persons and activities.

- Berdrie.

Interests are considered as "like
likes" as expressions.

- Strog.



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aning :->

Interest is the central force
1. derives the whole machinery of

2. teaching - learning process.

3. Over best attempts are aimed to

4. ke our students interest as a drivin

5. ce not only helps children to

6. acquire certain learning experiences of

7. them.

Interest as a driving force not only

8. helps children to acquire certain learn

9. experiences but also colour and shape

10. their attitudes, aptitudes and other

11. personality traits.

It thus directs the

12. courses of their growth and the

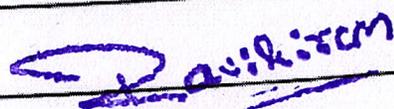
13. development and individuality their

14. potentialities. Visualizing such one

15. sided importance of interests it

16. proper to know actually what it

17. are



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INTREST		TEST		S/No	Response		S/No	Response	
S/No	Response	Response	Yes		NO	Yes		NO	
				23			45		
				24			46	✓	
1	✓			25	✓		47	✓	
2	✓			26			48	✓	
3		✓		27	✓		49	✓	
4	✓			28			50	✓	
5		✓		29	✓		51		✓
6	✓			30			52		✓
7		✓		31			53	✓	
8	✓			32			54		✓
9		✓		33	✓		56		✓
10		✓		34			56	✓	
11		✓		35			57	✓	
12		✓		36	✓		58	✓	
13		✓		37			59		✓
14	✓			38	✓		60	✓	
15		✓		39	✓		61	✓	
16	✓			40			62		✓
17		✓		41	✓		63		✓
18	✓			42	✓		64	✓	✓
19		✓		43			65	✓	✓
20	✓			44	✓				✓


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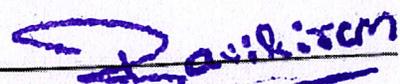
Importance :->

Knowledge about an individual's interest can be of much value to the classroom teacher or counselor and to the individual himself, whenever there is a discussion regarding the student's vocational plans a knowledge of his interests may serve as good indicators

Interests can very well help the student in helping him to give some consideration to professional vocations that are he might never thought about.

Again, interests are very much linked with our wants, motives and basic needs.

Knowledge of an individual's interests provides a sound basis for educational and vocational guidance.

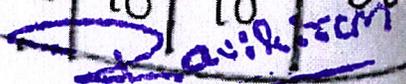


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S.No	Name of the student	A	B	C	D	E	Total
1	Om Sai	13	13	13	13	8	60
2	Pooja	12	12	12	12	14	62
3	Sanjana	10	16	15	4	4	51
4	Nikita Reddy	8	9	9	12	15	53
5	Sindhu	12	10	15	9	8	54
6	Shivanand	12	9	9	15	8	53
7	Shushant	8	10	10	11	10	49
	Nandini	10	10	10	10	10	50
	Sainath	8	8	8	8	8	40
	Shekhar	9	9	8	8	8	42
	Akshata	10	10	9	9	7	45
	Vaishnavi	9	9	9	8	8	43
	Nikitha	8	8	9	12	15	52
	Shivkumar	15	10	16	10	4	55
	Shrishant	10	10	10	9	9	48
	Roshan	16	15	10	10	5	56
	Shahin Kaif	13	13	13	13	5	59
	Aditya	13	13	13	13	5	59
	Vijya	8	9	13	13	7	61
	Bangamesh	10	10	8	8	8	41
							50

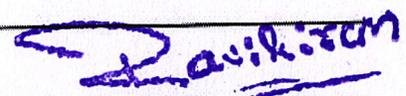

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Characteristics :-

Over interest are very much linked with our wants, motives, derives on basic needs.

Interest is a great motivating force. Persuades on the individual to engage in a cognitive conative and the difference behaviour.

Interests are acquired dispositions.



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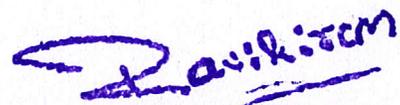
Total Score

60	62	51	53	53	54	49	5
49	42	45	43	52	55	48	5
59	61	41	50				

Range = Highest value - lowest value

$$= 62 - 40$$

$$= 22 .$$



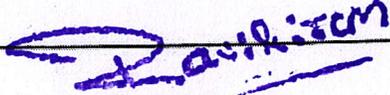
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measurements :-

All the teacher must be concerned not only with what Pupils learnt but also with how and why they learn.

"People have a tendency to exert or atleast to devote more effort and energy to the activities they like.

In order for the counselor to help the student in arriving at a decision in regard to his vocation and educational plans he must be cognizant of the interest measurement.


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Tobular coloumn

CI	Frequency	x	$F(x)$	CF
40 - 44	4	42	168	
45 - 49	3	41	141	
50 - 54	7	52	364	
55 - 59	3	57	171	
60 - 64	3	62	186	

$$\Sigma N = 20$$

$$\Sigma fx = 1030$$

Calculation:

$$\text{mean} = \frac{\Sigma fx}{\Sigma N}$$

$$= \frac{1030}{20}$$

$$= 51.5$$

Davitaram

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Interest Test :->

aim :-> To study the interest test

Tools needed :->

Paper

Pen

Pencil

Rubber

Stop watch.

Data collection procedure :->

Data collection procedure is a data collection process where we have to go to a school and we should ask all the students to answer the question which are given to students.

Distributing question paper we gave Raven's matrix.



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$$\text{median} = L + \left(\frac{\frac{N}{2}}{f_m} \right)$$

$$\frac{N}{2} = \frac{20}{2} = 10$$

$$f_m = 7$$

$$L_i = 50.5$$

$$x_i = 5$$

$$cf = 7.$$

$$\text{median} = 50.5 + \left[\frac{10 - 7}{7} \right] \times 5$$

$$= 50.5 + \left[\frac{3}{7} \right] \times 5$$

$$= 50.5 + 0.42 \times 5$$

$$= 50.5 + 2.1$$

$$= 52.6.$$

Ravikiran

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Procedure :->

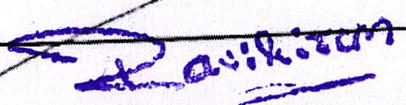
According to group interest we are going to choose a Mahaxavi English medium school in that we choose 8th standard class in that we are going to close 20 random samples from 8th class with Gowen's interactive test with from the sample.

Precaution Taken :->

The precaution should be taken while conducting test of the students.

They should understand all the concept and they have to understand.

The student should not be disturbed while test.


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$$\text{mode} = 3 \text{ median} - 2 \text{ mean}$$

$$= 3 \times 52.6 - 2 \times 51.5$$

$$= 157.8 - 103$$

$$= 54.8.$$



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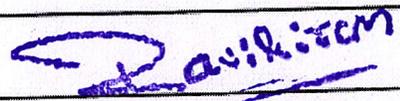
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conclusion :->

Researcher generally agree that interest test involves the ability to learn and adapt to change environment.

They also agree that many intellectual abilities, tuned to be positively correlated although they disagree as to just how wide ranging these abilities are beyond that core consensus seems to dim at one time.



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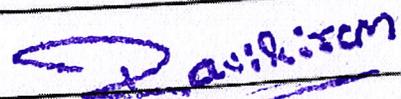
Introduction :->

Attitudes are our evaluations or feelings towards a person, idea or object and typically are positive or negative.

An internal form of attitude change is a cognitive dissonance or the tension we experience when our thoughts, feelings, and behaviours are in conflict.

Defination :->

In Psychology an attitude is a set of emotions, beliefs, and behaviours toward the particular a person, thing, or event. Attitudes often the result of experience or upbringing and they can have a powerful influence over behavior while attitudes are enduring they can change.



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Attitude is a relatively enduring organization of beliefs, feelings, and behavioral tendencies towards the socially significant objects, groups, events, symbols.

Meaning :->

In social psychology, attitude is defined as learned, global evaluation of a person, object, or that influences thought and action. Put more simply, attitudes are basic expressions of approval or disapproval, favorability or unfavorability, likes and dislikes.

In psychology, an attitude refers to a set of emotions, beliefs, and behaviors toward a particular object, person, thing, or event. Attitudes are often the result of experience or upbringing and they have a powerful influence over behaviors.



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Answer Key.

Type of Question	Response.			
	Always	most often	frequently	Sometimes
Positive	5	4	3	2
Negative.	1	2	3	4


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employee to choose wisely and logically having a positive attitude helps in motivating employees to overcome obstacles that they may face during the course of their j

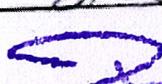
characteristics :->

An attitude is a summary of the person's past experience. Thus an attitude is grounded in direct experience predicts future behaviour more accurately.

It includes certain aspects of the personality as interests, appreciation and social conduct.

It indicates the sum total of a man's inclinations and feelings.

It has aspects such as directness, intensity, generality or specificity

 Aviksham

Advantage :->

Better heart health, our positive & negative thoughts and attitudes impact our hearts - - - - -

An active, curious mind - - - - -

Increased Productivity at work - -

Overcoming obstacles become easier

Better relationships and social life

Better recovery process - - - - -

Disadvantages :->

Bitterness is created. It is like slow poison that destroys human health.

Life becomes purposeless
... so far away from

Total Gross

93	90	92	91	94	93
89	86	88	87	90	89
85	84	86	85	88	87

Range, ...

[Signature]

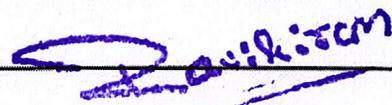
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speaks the Peoples.

solong Painful Situations.

Speak out the Relation.

inscience goes away. So, Peoples
briven to words the crime.



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Aim \Rightarrow

To, Study the Attitude test.

Tools needed \Rightarrow

Paper

Pen

Pencil

Ruler

Stop watch

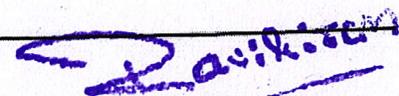
bench

chair.

Data collection Procedure \Rightarrow

We should collect the marks and we have to find the range and mode, median and mean of a student's score and,

finally we have to calculate the total and graph have to be made.



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$$\text{median} = L + \left[\frac{cf}{fm} \right]$$

$$L = 90.5$$

$$i = 5$$

$$cf = 9$$

$$fm = 10$$

$$\text{median} = 90.5 + \left[\frac{10-9}{10} \right] \times 5$$

$$= 90.5 + \left[\frac{1}{10} \right] \times 5$$

$$= 90.5 + 0.1 \times 5$$

$$= 90.5 + 0.5$$

$$= 91.$$



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Procedure :->

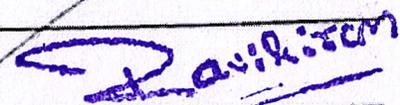
According to group attitude test we are going to choose a maharavi english medium school in that we choose 8th standard class in that we are going to choose 20 random samples from 8th class with seven progressive test from the samples.

Precaution Taken :->

So much science should be there in a school and mainly other precaution should be taken.

Precaution should be taken while conducting test.

Student should not be disturbed while the test.



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Case Study

Introduction :->

Case Study in Psychology refers to the use of a descriptive research approach to obtain an in-depth analysis of a person, group, or phenomenon.

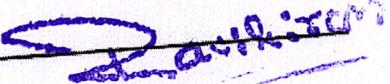
Definition :->

A detailed study of a person, group, situation, etc..... over a period of time.

"A case is a factual description of events that actually happened at some point in the past....."

It is designed to elicit discussion and analysis of the particular situation.

A case study can be defined as an intensive study about a person.



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A group of people or a unit which is aimed to generalise over several units.

A case study has also been defined as an intensive, systematic investigation of a single individual whom researcher examines in.

meaning :->

A case study is an in-depth study of one person, even a group, event, or situation.

Case studies can be used in a variety of fields including psychology, science and social work. The hope is that learning gained from studying one case can be generalized to many others.



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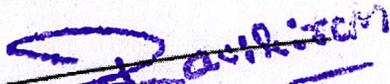
Case Studies are in-depth investigations of a single person, group, event or community.

Typically data sources are by using several different methods.

Importance \Rightarrow

Case study captures a range of perspectives as opposed to the view of an individual you get with survey response or interview. This gives the opportunity to gain a deeper understanding of the subject and reduces the potential for bias by diluting the agenda of a particular individual.

Based on my experience are my thoughts on the value challenges of including case in social research.


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Uses of case Study In Educa- tional field :-

Case Study are often used in exploratory research. They can help us generate new ideas (that might be test by other methods).

They are an important way of illustrating theories and can help show how different aspects of persons life are related to each other.

Case Study are stories and are used as a teaching tool to show the application of a theory concept to real situation. Depended on the goal they are meant to fulfill.

Cases can be fact driven and decided where there is a correct answer or they can be context driven.



Case Study

* Problem health Issue :->

1) Low attendance

2) Health issue (Periodical fever, lack of the Nutritional)

* General Information :->

According to the case

Name : Annapurneshwari

Gender : A girl of 8th Standard of 13 years from district vidhyashree M.P.S. Bidar.

Her Parents Name is a yya he Passed 10th Standard the mother Name is Arti

She is house wife and the all family income is 50,000



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According to my case Annapur
neshwari her physical development is
quite normal.

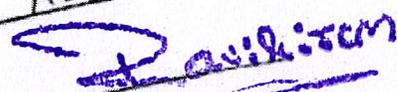
And her height is 4.8 feet
According to his class peer group
and his weight is 36 kgs with
normal vision and hearing.

She is even not having any
teeth issues there mean while she is
normal with her hands and legs
and her speaking ability is also
normal.

Her family And Environment :->

Her father and mother is
in her family. She is the 2nd
child among 3 children to her
parents.

And her family is quite
happy disciplinary early and her
parents are going to the obse
while studying in her home



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According to their observation as
consult to their 3 of childrens.

3) Health Issue :->

According to my observation the
case Annapurneshwari as I asked
or contact with her parents and
family.

I had come to know about
her person. She is suffering from
the periodical fever while observing
and asking her.

Even I feel slow and
normal. I used to observe the
lack of contraction food is not
going.

The taking of food is prof

Her water intaking is good He
before line was good of all c
choices. But since last 6 m
the way of her health.



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is good Even She is not suffering from fever.

V- School Achievement

According to my case Annapurneshwar I used to collected 6 months half yearly exam result. In which she has scored 89% in her half yearly exam progresses.

According to her teacher, mam. She is a good score in her class. She is one of the most excellent child. According to her half yearly exam she got same marks and her marks are same. She has attended the classes properly or regularly.

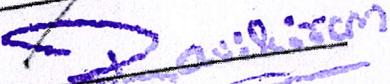

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After school she love to go home. Her self attitude is positive towards her work towards friends and family members.

Guidance to the teacher ⇒

According to case Annapurneshwari.

- 1) The teacher is to give more attent towards Annapurneshwari
- 2) The teacher has to help Annapurne to complete her day to day acad work and check regularly.
- 3) weekly motivation and upgrading upgration of a child regarding to health and study to be ch etc



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Guidance to be Parents.

1) The Parents is to take care regarding to this academic achievements and study.

2) The Parents is to take care about health and content with the school concullor regarding her health issues.

3) Parents used to follow some time table and rules at home and motivate a child.

The case to be continue to the next session.



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General Information.

According to the case manish
a boy of 8th Standard age of
14 years from Bidar.

Vidhyashree M. P. School mailoor
Bidar.

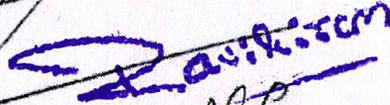
Their Parents names are father
name is Vijaykumar and mother
name is Sangeeta.

His father is Degree BA Passed
and his mother is 10th Passed
and house wife.

Hence, their over all
income is 30,000/-

According to my case m
his physical development is
Normal and his height is 5

relating to my
development


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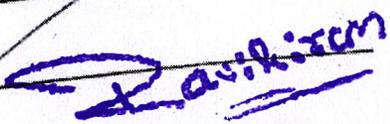
His family And Environment ⇒

According to my observation the case manish. I made a study to find out the behaviour of manish and thus I found the problem of these. He will not take with his less marks made.

He spend his school time alone
Always he spend the time alone in school.

Behavioral Problems ⇒

According to my observation the case manish child among two children and his family is happy and disciplined caring and his parent are attended the separate case study room for his according their observation.


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He is not able to mingle with the class-mates, social activities also.

It was little different for me but a report with his at most of the time he remain present and if he is absent. It hardly get quality time to interact with him as he remain by with his classes.

School Achievement :->

According to case manish I used to collected data of his yearly exam result in that he used to take 83%.

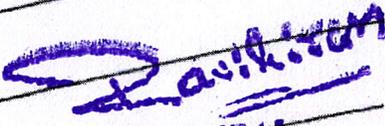
According to the class teacher /mam /sir he is a good score all the time in their of in all exam kinds of the examination conducted.


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He is very conscious about himself when asked about his aim in life he told that he want to be a teacher because he wanted to spread their knowledge through the Society.

Personality :->

According to my case man is a good student in his class all the time. He is very humble and little bit kind child his confidence level is good an average nature and hard work He is not emotional person th is unable to what is good him and he has to work for an his neckness and his behaviour with his friends is good He will interact with ther


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Always he used to respect
he is elder then his is having
good relationship with some of his
teacher and family.

He has good learning quality
a sincere child and having a
good attitude towards learning
qualitute towards his self attitude
is positive towards his work etc.

Inuidence to the teacher :->

According to case manish.

1) The teacher is to give more attent
towards manish to present his
feelings and motions and high
with people.

2) The teacher is used to help m
to spend time with the class
and discuss the study point
views.



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Teacher make his to talk with teacher and student and point his some technique regarding to the group discussion.

Guidance to the Parents :->

The Parents have to take care of regarding.

The Parents have to spend more and more time with these child.

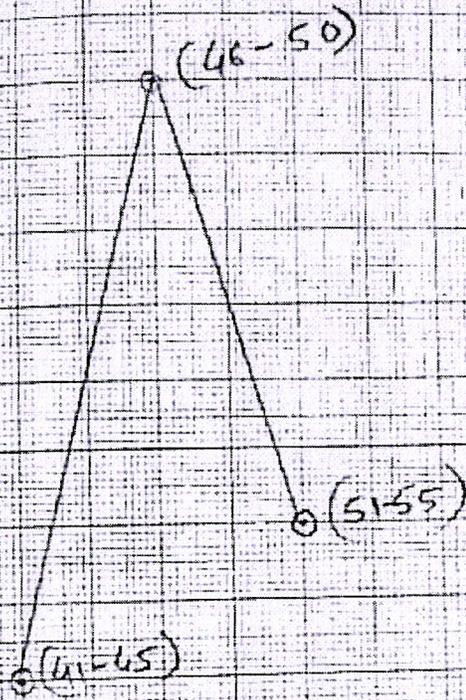
The Parents have to talk with her and provide her some of the knowledge and even discuss with their study suggest there suggestions about the subjects. Even as him to spend time with friend etc.

The case study should be continued for the further ses

Scale -

Y-axis - 2cm

X-axis - 2cm



41-45 46-50 51-55 56-60 61-65

Pravirajam

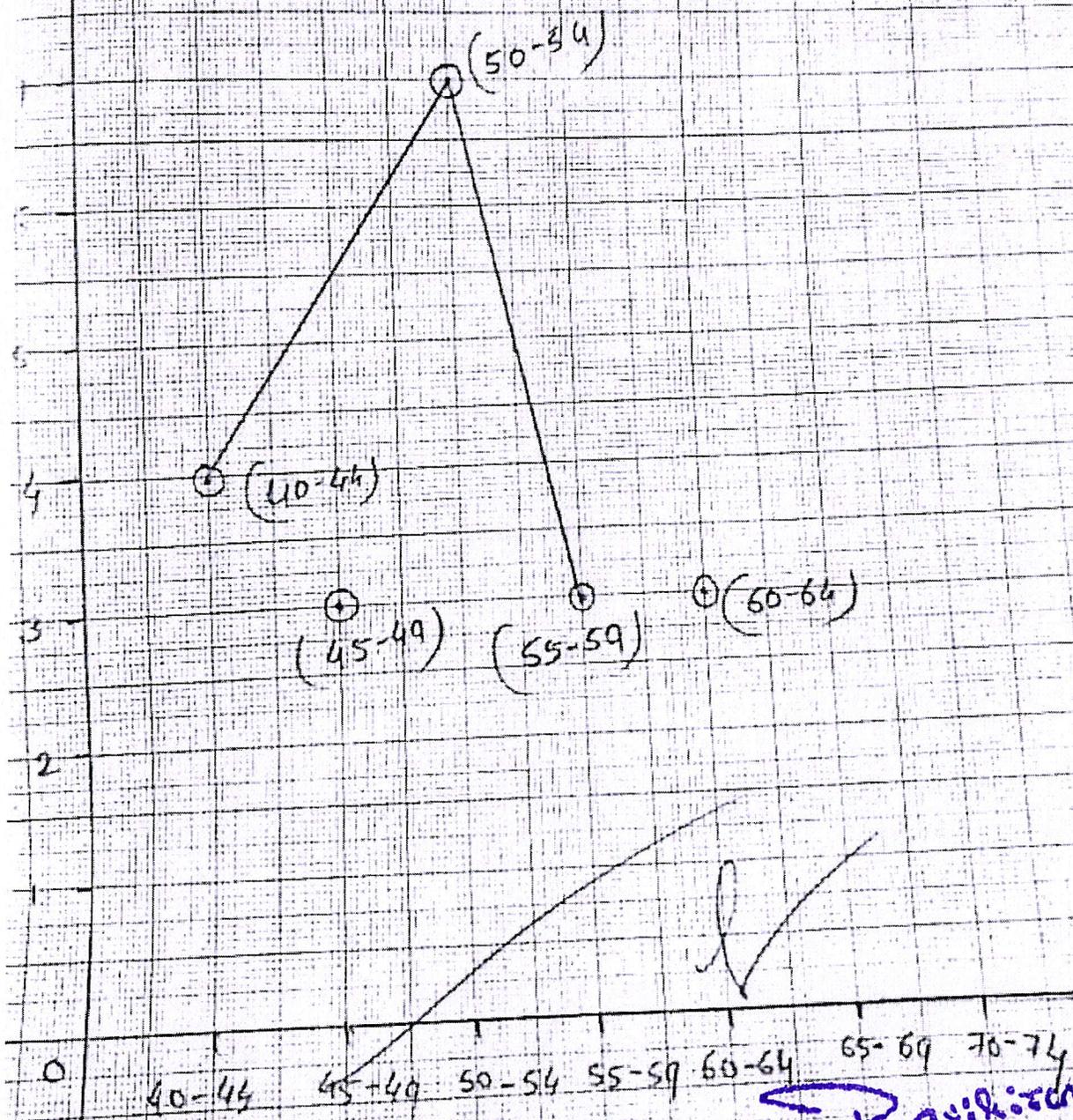
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Scale

X-axis - 2cm

Y-axis - 2cm



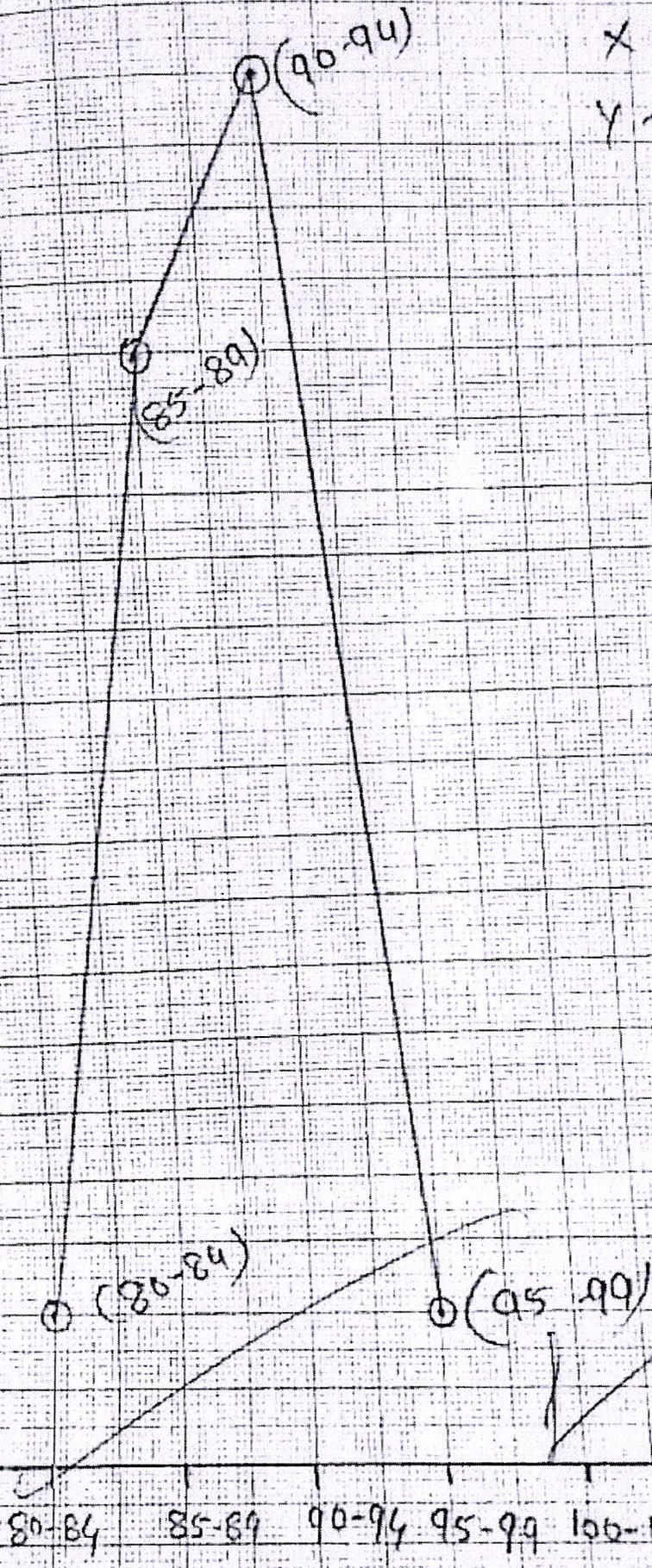
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Scale

X-axis - 2cm

Y-axis - 2cm



Pravirajam

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CERTIFICATE

This is to Certify that Mr./Ms... Dr. AYKWA D. PRAVIN...

...ru Nanak College of Education, Bidar has satisfactorily completed

Language Across Curriculum work

and To enhance communication skill among the

Physical science & Biological science of Semester

7 for the academic year 2021 - 2022 which is required

fulfillment of the B.Ed. Course as prescribed by the Gulbarga

University, Kalburgi.

P. Ravishankar
In-charge Lecturer

P. Ravishankar
Principal

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LANGUAGE

ACROSS

CURRICULUM

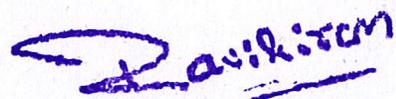


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→ MAN is regarded as the highest of
mats He is said to be crown of nature
alone has get the rare gift of using
uage for communication.

that is why man is described as Homo-Logua
ring capable of speech He make use of the
uage in order to communicate his needs
ions feelings either in the form of the
n or written. In this regard here is an
nt remark which states as.

on beings cooperate with one another
h meaningful noise (spoken words) & scatches
a living phenomena which undergoes change
a system It is also the soul of the
without language the entence of the
& blood of human culture It is a
of social control. It affects man
style of life It is the result
cultural experience.



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meaning of language :-

→ Now let us try to understand the estem
→ a logical meaning of the word language is
English word. It is derived from the Latin
word *linguo* which means Tongue Hence lang
is a system of communications through sp
& written language is an attempt to
represent the spoken language by visual sym

Defination of language :-

→ Generally language is defined as in two
sense they are a) In its broad sense b)
its specific sense. *Lotus Gray* in his book
entitled "foundations of language" has given
two types of defination us.

In its broad sense :-

→ Language may be said to be any means
of expression emotions or mental concepts
any living beings whoso ever & of com-
munication them to or receiving them from
other living beings

Language is such expression of communication
to or from human being by means of speech
hearing the sound uttered or he used so
combined in systems evolved convention
recognised by common usage.

Other Definition of language :->

Block f Tragus :->

"A language is a system of or
cal symbols by means of which a social
group co-operates.

Sweet :->

"Language is the expression of ideas
and of which speech sounds are combin
o words are combined into sentence
binations of sentences given answer to
thoughts.

Ben Johnson :->

"Language most shows a man
speak that I may see thee

"Each community is formed by the activity of language.

Oxford English Dictionary :->

It defines language as words & the methods of combining them for the express of thought "

John Dewey :->

" language exists only when it is listened as well as spoken the hearer is an indispensable partner.

O. Jespersen :->

" language is an articulated of sign primarily in the medium of speech.

B. M H Strong :->

language is an articulated of sign mainly in medium of speech.

Nicholas Hans :-> language is one of the symbols of the nations. It expresses the character of the people who speak. It reflects the features of the nation.

THE PRINCIPLES OF LINGUISTICS CONTINUED
one the basis of the views Statement & remarks
Expressed by different linguists we can frame
Some of the important Principles of language
learning they are.

- Language is arbitrary.
- It is related to culture.
- It is made up of habits.
- It is a system of symbols.
- It is a social behaviour
- It is for communication
- It changes.
- It is a system
- It is unique.

Language is arbitrary :->
It means that there exists no relationship
symbol or word & not to what is indicated
why should we all a particular animal
be instead of own these are evolved &
created by the member of the community
the word horse in English is called by +
bandho in Hindi & marathi the same is +
cost of other words also Hence It is a system
of convention.

It is a learned activity :->

In the sense that it does not come on its own accord or automatically. It is a skill & hence it has to be acquired. For example why would be a particular animal horse instead of own. These are evolved & accepted by the member the community. The same word horse in English is called by the name "ghoda" He can produce animals sounds only.

It is a social behaviour :->

It is a social behaviour in the sense that the child learns the language of his environment & the social group in which he lives for example the child of the parents Karnataka state will learn to speak English if they stayed in London.

It is for communication :->

main function of languages is communication language for communication we use it to express our feeling thoughts ideas emotion

Hence teachers have a pay more attention provide correct type of communication

David Kumar
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whole number non-negative integers \Rightarrow

The number 0, 1, 2, 3, 4, 5, etc.

x

x-intercept \Rightarrow A Point at which a graph intersect the y-axis.

y

Intercept \Rightarrow A Point at which a graph intersect the y-axis.

0

zero-matrix \Rightarrow A matrix for which all elements are equal to 0.

Book Reference \Rightarrow

Internet Source \Rightarrow

word meaning or glossary of physical A to Z.

Internet Source \Rightarrow

Definition & meaning of mathematics

A to Z.

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



B. Ed. IVth Semester

**School Based / Internship
LESSON PLAN**

2022-2023

Name: Prachaya Udgaite

Roll No. U04AY21E0046

Subject: Bio - Science

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Method

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LESSON PLAN

Student Teacher: Kacharya. Vidya Roll No. _____
 Practising School: MDRS Bagdal Class: 09th
 Subject: Bio-Science Lesson No.: 01
 Unit: TISSUES Date: _____
 Subject Unit: _____

General Instructional Objectives :

- * To let them aware difference between plant & animal tissues.
- * To let them aware various types of tissue
- * Tissue is a group of cells similar in structure & functions.
- * Plant tissues are of two main types

Specific Instructional Objectives :

- * Knowledge: To let them aware difference between plant and animal tissues.
- * Understanding: To let them aware various types of tissues.
- * Application: To enable them about the food
- * Skill: To enable them the different functions

Teaching Points	TLM
* About Unicellular & multicellular.	* Board.
* Are plants & Animals made of same type of tissues.	* Chalk
	* Duster
	* Points.
	* Charts

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Stage

Motivation : Good morning students How are you all Today I will ask you some questions please try to answer them.

- * What is the name of the person who discovered cell?
- * What does a cell do in our body?
- * Are all these works performed by one cell?
- * So what is the term for definition a bunch of particular cell?

Statement of Aim

So, Dear students today we

Stage	Content analysis	Teacher's Activities
Development Stage	All living organisms are made of cells. In unicellular organisms, a single cell performs all basic functions. For example, in Amoeba, a single cell carries out movement, intake a food and respiratory gases, respiration and excretion.	Explaining about the tissue.
	In human beings, muscle cells carry contract & relax to cause movement hence cells carry messages, blood flows to transport oxygen, food, hormones and waste materials & so on.	
	In plants, vascular tissues conduct food and	

(Signature)

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fine man

219 man

Robert Hooke

also nutritious

food & provide energy

No

Tissue

Learn about Tissues.

upils' Activities	Learning Outcomes	Black Board Work / TLM
Listening & reading carefully	Students are able to define the tissues.	<p>⇒ In Unicellular organisms, a single cell performs all basic functions Ex: Ameoba.</p> <p>⇒ In multicellular organisms a more than one cells are present is known as multi-cellular organisms.</p>

David

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Development Stage

and water from one part of the plant to other parts

This means that a particular function is carried out by a cluster of cells at a definite place in the body. This cluster of cells, called a tissue, is arranged & designed.

Blood, phloem and muscle are all examples of tissue

A group of cells that are similar in structure of and/or work together to achieve a particular function forms a tissue

=> Are plants & Animals Made of same Types of Tissues

Explaining about

different types of tissue

Let us compare their structure & functions. Do plants and animals have the same structures & do they both perform similar functions?

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Listening

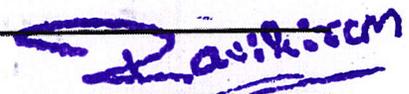
students
are able to
define the
tissue

A particular function is carried out by a cluster of cells at a definite place in the body. This cluster of cells, called a tissue.

Blood, phloem and muscle are all examples of tissue.

Listening
carefully

structures are
understand
the information
& differentiation
tissue.



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These differences between the two plants are stationary or fixed - they don't move. Most of the tissues they have are supportive, which provides them with structural strength. Most of these tissues are dead, since dead cells can provide mechanical strength as easily as live ones, and need less maintenance.

Animals on the other hand move around in search of food, mates and shelter. They consume more energy. It's compared to plants.

Most of the tissues they contain are living. Another difference between animals and plants is in the pattern of growth. Their growth in plants is limited to certain regions, while this is not so in animals.

There are some tissues in plants that divide throughout their life.

different types of tissues.

ning &
ving
refully

Students
are able to
define the
tissues.

* Noticable
differences.

- Plants are stationary.
- Tissue - Supportive.
- Dead tissue.
- Need less maintenance.
- Animals move around in search of food, mates & shelter.
- Consume more energy.
- Have living tissue.

 **Avik:TCM**

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Development Stage

These tissues
localised in certain
regions. Based on the
dividing capacity of the
tissue, various plant
tissues can be classified
as growing or meristematic
tissue and permanent
tissue.

Cell growth in animals
is more uniform, so,
there is no such
demarcation of dividing
and non-dividing regions
in animals.

Recapitulation

Teacher's Activities

- ① What is a tissue?
- ② Name two types of organisms?
- ③ What is the utility of tissue in multi-cellular organisms?

Evaluation :

- ① All living organisms are made of _____.
- ② Examples of tissues _____.

Home Assignment

How plant tissue differ from animal tissue?


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Listening

Students
are able to
define the
differentiation
of tissues.

Plant tissues
can be classified
as growing or
meristematic tissue
and permanent
tissue.

Black Board Summary

- ⇒ Tissue is a group of cells that have similar structure & function
- ⇒ Multicellular & Unicellular organisms.
- ⇒ They provide structural & mechanical strength and enables the division of labour

Key Answer

> Cells.

> Blood phloem & muscle.

animal tissue?

Dhananjay

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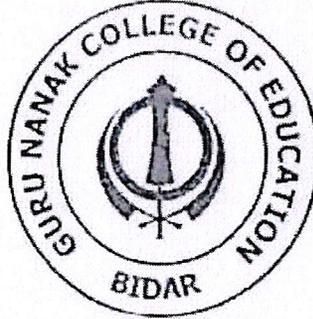
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KALBURGI

Sri Nanak Jiira Sahib Foundation's

GURU NANAK COLLEGE OF EDUCATION

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



S E M I N A R

Topic : Genders, school and society
Topic : Feminist Theory.

2022-2023

SEMESTER I/II/III/IV

Name : Trachaya. Udgire

Roll No. : U04AY21F0096

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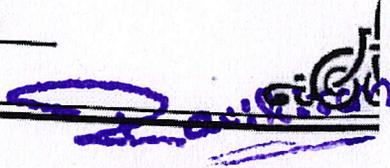
Department of Studies and Research in Education Kalburgi

Guru Nanak College
of Education.

Name of the Student.....Rachana Udgite.....
Roll No.U04AY21E0046.....
Semester.IVth.....
SubjectGender, Society & school.....
TopicFeminist Theory.....

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

Year 2022 to 2023
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CERTIFICATE

This is to Certify that Mr./Ms. Rachana Udgise

of Guru Nanak College of Education, Bidar has satisfactorily completed

the Seminars work

entitled Feminist Theory in the

subject Gender, school and society of Semester

IVth for the academic year 2022 - 2023 which is required

for the fulfillment of the B.Ed. Course as prescribed by the Gulbarga

University, Kalburgi.

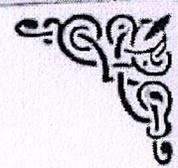
Incharge Lecturer

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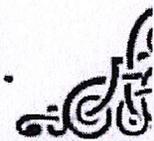
DECLARATION

I.....*Rachaya Udgise*..... declare that
s the original work carried out by me under the guidance of
..*Ms. Poiya madam*.....in the
ect. *Gender, school & society* Entitled.....
Feminist Theory.....for the
tment of*IV*.....Semester of the B.Ed. Course for the
emic year ...*2022 - 2023*.....as prescribed by the Gulbarga
ersity, Kalburgi. It is also declared that no part or full of it is
itted to any other degree or course.

Place : *Bidar*

Date :

U.H.
Student Sign.



Pravikiran

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Seminar

Feminist

Theory.

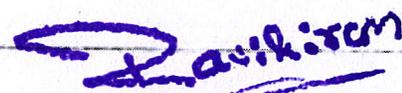
Davidson

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Introduction: —

Feminist theory, or feminism is support of the equality for the women and men. Although all feminists strive for gender equality, there are various ways to approach this theory including liberal feminism, Socialist feminisms and radical feminism. Let's take a look at the basic feminist ideas and various approaches of achieving gender equality.

Feminism is theory that men women should be equal politically economically and socially.



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Feminist Analysis : —

Feminist theories have expanded the definition of the patriarchal society to describe the systematic bias against women. As second wave feminist examined society during the 1960s, they did observe households headed by women and female leaders. They were of course concerned with whether this was uncommon.

Purpose of Feminist theory : —

∴ To understand the power differential between men and women.

• To understand women's oppression, how it evolved, how it changes overtime, how it is evaluated to other forms of expressions.

3. To overcome oppression attempts on women.

Basic feminist ideas / Principles :-

Both females and males who identify themselves. as feminists disagree on many things.

↳ Working to increase equality : feminism thought links ideas to action, in this we should push for change towards gender equality and not just talk about it.

↳ Expanding human choice : Feminists believe that both men and women should have the freedom to develop their human interests and talents, even if those interests and talents conflict with status quo.



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Gender Inequality : —

Feminist theories that focus on gender inequality recognise that women's location in and experience of social situations are not only different but also unequal to men's. Liberal feminists agree that women have the same capacity as men for moral reasoning and agency, but that patriarchy, particularly the sex's + division of labour, has historically deprived women the opportunity to express and to the practice of this reasoning.



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* Gender Differences: —

Some feminist theory provide an analytic framework for understanding how women's location in and experience of social situations differ from men's. For example, cultural feminists look at the different values associated with womanhood and femininity as a reason why men and women also experience the social world ~~differently~~ and their style of living, behaving etc. --- are differently observed at the different situations and stages.



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Gender Oppression : —

Theories of gender oppression; further than theories of gender difference and gender inequality by organic that not only are women different from or unequal to men, but that they are actively oppressed, subordinated and even abused by men, power is the key variable in the two main theories of gender oppression;

1. Psychoanalytic feminism.

2. Radical feminism.



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Structural Oppression: —

Structural Oppression theories posit that women's oppression and inequality are a result of capitalism, patriarchy and racism. Socialist feminists agree with Hart and Laschrich suggest that the working class is exploited as a consequence of the capitalism, but they seek to extend this exploitation not just to class but also a gender.

Interactionality theorists seek explain oppression and inequality across a variety of variables, including class, gender etc..



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Types of feminism: —

1. Liberal feminism: —

Individualist feminism is based upon individualism or libertarian philosophies, the primary focus is individual and autonomy, right, liberty, independence and diversity.

* Sex and gender neutral; all human beings possess a common nature.

A just society is a society that allows individuals to exercise their freedom & fulfill themselves.

Emphasis on equality of opportunity; all persons deserve an equal chance to develop their rational and moral capacities.

Principals

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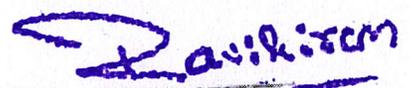
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2. Socialist feminism : —

Socialist feminism evolved from the ideas of Karl Marx, who blamed capitalism for promoting patriarchy by concentrating power in the hands of a small number of men, the theory that these are the fundamental personalities differences between men and women, and those women's differences are special and should be celebrated.

↳ Women's oppression is completely determined by a variety of forces including economic, social, Psychological.



Radical Feminism : —

By comparison, radical feminism fixed the attempts by liberal and socialist feminist to address issues related to gender inequality inadequate. Radical feminist believe that men not only benefit from the exploitation of women but are also responsible for it as well.

Radical Feminism is the breeding ground for many of the ideas arising from feminism. It is no longer as universally accepted as it was then and no longer serves to solidify feminism.

Guru Nanak College of Education
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B. Ed. IVth Semester

**School Based / Internship
LESSON PLAN**

2022-2023

Name: Kachaya, Udgive
Roll No. U04AY21E0046
Subject: Bio - Science

[Handwritten signature]

[Handwritten signature]
Method

[Handwritten signature]
Principal

[Handwritten signature]
PRINCIPAL
Gurunank College of Education
BIDAR-585403

ಶ್ರೀ ನಾನಕ ರ್ಷಿರಾ ಸಾಹೇಬ ಫೌಂಡೇಶನ್
ಗುರು ನಾನಕ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ
ಬೀದರ - 585403 (ಕರ್ನಾಟಕ)

Guru Nanak College of Education
BIDAR - 585403 (KARNATAKA)



Language Across
Curriculum

25/10/2023

me UAYKWAJ) PRAVIN MADAN.

No. 10 Reg. No. UOYAYZJ EOOUD

10d Physical science & biological science

Pravina Madan

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Gurunanak College of Education
BIDAR 585403



KALBURGI

DEPARTMENT OF STUDIES AND RESEARCH IN EDUCATION KALBURGI
AND
GURUNANAK COLLEGE OF EDUCATION, BIDAR

CERTIFICATE

is to Certify that Mr./Ms. SHAYKWAJ PRAVIN

Gurunanak College of Education, Bidar has satisfactorily completed

Project A cross curriculum work

To enhance communication skill among ^{the} ~~in~~ the

Physical science & Biological science of Semester

...for the academic year 2021 - 2022 which is required

fulfillment of the B.Ed. Course as prescribed by the Gulbarga

University, Kalburgi.

P. S. S. S.
Associate Lecturer

Ravikiran
PRINCIPAL
Gurunanak College of Education
BIDAR-585403

P. S. S. S.
Principal



ಶ್ರೀ ಗುರು ನಾನಕ್ ಪ್ರಸಾದಿ ||

ಶ್ರೀ ನಾನಕ್ ಝರಾ ಸಾಹೇಬ ಫೌಂದೇಶನ್ಸ್

ಗುರು ನಾನಕ್ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ

ಬೀದರ-585403. (ಕರ್ನಾಟಕ)

GURU NANAK COLLEGE OF EDUCATION

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

ಘಟಕ ಯೋಜನೆ ಮತ್ತು ಘಟಕ ಪರೀಕ್ಷೆ UNIT PLAN AND UNIT TEST

ಹೆಸರು/Name : Rachana. Udgire

ಹಾಜರಿ ಸಂಖ್ಯೆ/Roll No. : _____

ವಿಷಯ/Subject : Unit Test & Unit Plan

Crop production and
Management.

ಪಠ್ಯ ಸಂಖ್ಯೆ/Topic. : _____

ಅಧ್ಯಾಪಕರ ಸಹಿ

Signature of the Teacher


ಪ್ರಾಂಶುಪಾಲರ ಸಹಿ

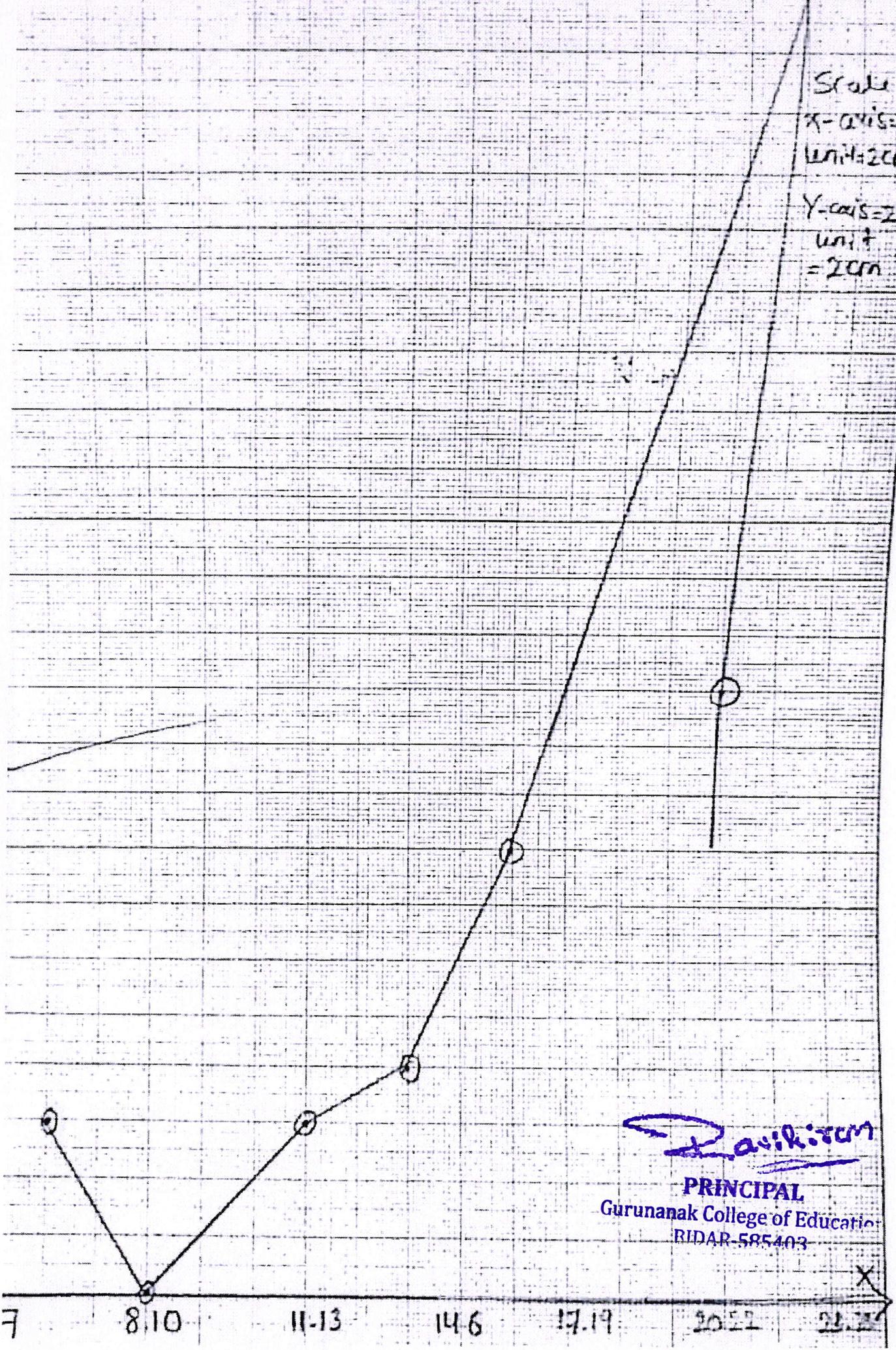
Signature of the Principal



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BIDAR-585403

Scale
X-axis = 2
Unit = 2cm
Y-axis = 2
Unit = 2cm



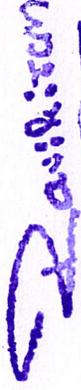
Ravikiran

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RIDAR-585403

7 8.10 11.13 14.6 17.19 20.52 23.34

Conclusion: —

Unit test consist of concepts and learning goals that are taught a period of time and are worked either often across subjects or as, we conclude that a unit lasts two or three weeks and includes several skills and designed outcomes for making the teaching process effective.



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RIPAD, COE, ...



१ॐ ਸਤਿਗੁਰ ਪ੍ਰਸਾਦਿ ॥

ಶ್ರೀ ನಾನಕ ಝರಾ ಸಾಹೇಬ ಫೌಂಡೇಶನ್
ಗುರು ನಾನಕ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ

ಬೀದರ-585403. (ಕರ್ನಾಟಕ)

Guru Nanak College of Education
BIDAR - 585401.(Karnataka)



B. Ed. Ist Semester

ಮನೋ ಸಾಮಾಜಿಕ ಸಾಧನೆ ಮತ್ತು ತಂತ್ರ
Psycho Social Tools & Techniques

Name : ವಾಲ್ಮೀಕಿ

Roll No. 13

Ravikiran

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Gurunanak College of Education
BIDAR-585403

PARTICULARS OF THE EXPERIMENTS PERFORMED

CONTENTS

Sl. No.	Date	Experiment	Page
1	1.	ಬಯಲಾಟ	1-9
2		8ನೇ ಕ್ರಮ	10-
3		ಯನುಕ್ರಮ	17-
4		ವ್ಯಕ್ತಿ, ಕಾರ್ಯ	24-

(Signature)
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 Gurunanak College of Education
 BANGALORE

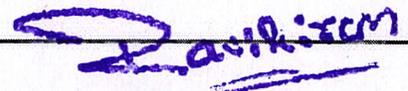
<-: ಬುಡ್ಡಿಶಕ್ತಿ :->

ಪ್ರಸ್ತಾವನೆ :->

ಯನುಷ್ಯಾನು ಸಂಪ್ರಾಪ್ತಿಕೆ ಧೇಯಯಾಗಿರುವಂತೆ
ಬುಡ್ಡಿಶಕ್ತಿ ಜೇಯಯಾಗಿರುವುದನ್ನು. ತನ್ನಲ್ಲಿರುವ ಬುಡ್ಡಿ
- ಶಕ್ತಿ ಬುಡ್ಡಿವಂಚಕೆಯಿಂದ ಬದನೆ / ಬದಲಿ ರೂಪ
ಇತರ ಪ್ರಾಣಿಗಳಿಗಿಂತ ಮೇಲ್ಮಟ್ಟದವನಾಗಿದ್ದು, ಈ
ಬುಡ್ಡಿ ಶಕ್ತಿಯ ಸಹಾಯದಿಂದಲೇ ಬದನ್ನು ಬದಲಿ
- ಸುಖದ ಯತ್ನ ಹೀಗೆ ಸನ್ಮಾನಗಳನ್ನಾಗಿಸಿ
ಹೊಂದಾಣಿಕೆ ಮಾಡಿಸುತ್ತಾರೆ,

ಬುಡ್ಡಿಶಕ್ತಿಯು ಯಶಸ್ವಿ ಯಶಸ್ವಿಗಳಿಗೆ
ಭಿನ್ನವಾಗಿರುತ್ತಾರೆ ಒಡ್ಡಲಿಂದ ಕೆಲವರನ್ನು ಸಾಮಾನ್ಯ
ಬುಡ್ಡಿ ವಂಚಕೆಯ ಕೆಲವರನ್ನು ಸಾಧಾರಣ ಯಾವ
ಕೆಲವುಗಳೇ,

ಕೂಡಲೇ ಪ್ರತಿಬಂಧಗಳನ್ನು ಬುಡ್ಡಿಶಕ್ತಿಯ
ಪ್ರಾಪ್ತಿಯ ಕುಖ ಯಶಸ್ವಿಯಾಗಿವೆ,



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ಬುಡ್ಡಿ ಶಕ್ತಿಯ ಬಳಕೆ :->

ಬುಡ್ಡಿಶಕ್ತಿ ಎಂದರೆ ಜ್ಞಾನವನ್ನು
ಗ್ರಹಿಸುವ ಮತ್ತು ಸಂಕೀರ್ಣತೆಯಾಗಿ ಅನ್ವಯಿಸುವ
ಸಾಮರ್ಥ್ಯವನ್ನು ಬುಡ್ಡಿಶಕ್ತಿ ಎಂದು ಕರೆಯಬಹುದು.
ಮನವನಿಗೆ ಇರುವ ಬಿಡುಕೆ ಸಾಮರ್ಥ್ಯವು
ಮನವನ್ನು ಪ್ರಾಣಿಗ್ಯಂತರ ಹೆಜ್ಜೆಹಿಡಿಸುತ್ತದೆ, ಮನ
ವನು ಅಜ್ಞಾನವನ್ನು ಕಳೆದು, ನಿಜವಾದ ಆರೋಗ್ಯದ
ವಾತವರ್ಧನೆ ಹೊಂದಿದಾಗ,

ಮನವನು ತನ್ನ ಐನ ನಿತ್ಯದ
'ಮನಗ್ಯ'ನ್ನು ಹೆಚ್ಚಿಸಿಕೊಳ್ಳಲು ಸಂದರ್ಭಕ್ಕೆ
ಕೈಂತ್ ಹೊಂದಾಣಿಕೆ ಮಾಡಿಕೊಳ್ಳುವ ಜಾಣ್ಮೆ
ಯನ್ನು ಹೊಂದಿದಾಗ, ಈ ಜಾಣ್ಮೆಯನ್ನು
ಬುಡ್ಡಿಶಕ್ತಿ ಎನ್ನಬಹುದು,



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ಬುಟ್ಟಿ ರಕ್ಷೆಯ ಮಾರ್ಗಗಳು

1) ಬಂಕಿಂಗ್ ಕಾರ್ಯದರ್ಶಿಗಳ ಪ್ರತಿಭಾ :

" ಕುಟುಂಬದ ಕೆಲವು ಸದಸ್ಯರನ್ನು ಬುಟ್ಟಿ ರಕ್ಷೆ ಯಿಂದ ದೂರ

2) ವಾಸ್ತವ್ಯ ಯೋಜನೆಗಳ ಪ್ರತಿಭಾ :

" ಕೆಲವು ಸಾಮಾನ್ಯವಾಗಿ ಯು.ಪಿ. ಹೈಸ್ಕೂಲ್ ಬಂದಿರುವವರಿಗೆ ಹೈಂದಿಕ್ರಿಯದ ಪರಿಶೀಲನೆ ಹೈಂದಿಕ್ರಿಯದ ಸಾಮಾನ್ಯವಾಗಿ ಬುಟ್ಟಿ ರಕ್ಷೆ ಯಿಂದ ದೂರ "

3) ಪ್ರಯೋಗಗಳ ಪ್ರತಿಭಾ :

" ಹೈಸ್ಕೂಲ್ ಪರಿಶೀಲನೆ ಪರಿಶೋಧನೆ ನಡೆಸಿ ಹೈಂದಿಕ್ರಿಯದ ಸಾಮಾನ್ಯವಾಗಿ ಹೈಸ್ಕೂಲ್ ಪರಿಶೋಧನೆ ಮತ್ತು ಬಗ್ಗುಹಿಡಿಸುವಂತಹ ಸಾಮಾನ್ಯವಾಗಿ ತರಬೇತಿಯನ್ನು ಪ್ರತಿಭಾ ಸುಲಭವಾಗಿ ಬುಟ್ಟಿ ರಕ್ಷೆ ಯಿಂದ ದೂರ.

Praviraman

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BIDAR

ಬುಧ್ಧಿಶಕ್ತಿಯ ಅಭ್ಯಯದ ಬಹುಮಾನಗಳು:

ಅಶೇಷ ಸಾಮರ್ಥ್ಯ ಅಶೇಷ ಪ್ರಶಸ್ತಿ
-ತಂತ್ರ ಯಶಸ್ಸು ಸುರುಚಿಸುಲಕ,

ಜಿಜ್ಞಾಸು ಸಹಾಯಗಳನ್ನು ಅದುಂಟು ಮಾಡಿ
ಸುರುಚಿಸಲು ಬುಧ್ಧಿಶಕ್ತಿಯ ಹೆಜ್ಜೆಗಳು,

ನಿರೀಕ್ಷೆ ಹೆಚ್ಚಿನದ ಅಭಿಮಾನಿ ಸ್ವಯಂ
ಯೋಜನೆ.

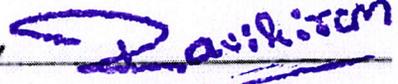
ಅಧ್ಯಾಪಕ ಪೀಠನ ನಿರೀಕ್ಷೆ,

ಯುಂಟು ನಿರೀಕ್ಷೆ,

ಅಶೇಷ ಹೆಚ್ಚಿನದನ್ನು ಬುಧ್ಧಿಶಕ್ತಿ ಹೆಜ್ಜೆ

ಕೊಡಲು ಸನ್ನಿವೇಶದ ಬುಧ್ಧಿಶಕ್ತಿ ಹೆಜ್ಜೆ,

ಶಿಕ್ಷಣ ಬಹುಮಾನಗಳು.


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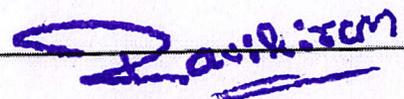
ಬುದ್ಧಿ ರಾಶಿಯ ಸೂತ್ರ :->

ಪ್ರಾಸಂಗಿಕ ವಯಸ್ಸನ್ನು

MA -> Mental Age ಎಂದು ಕರೆಯುತ್ತ
ಇದರ ವಯಸ್ಸನ್ನು ಎಂದು ಗುರುತಿಸುವ
ಬುದ್ಧಿಪಟ್ಟಿ.

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

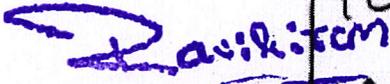
ಈ ಸೂತ್ರವು ಮಕ್ಕಳು ೦೪ ವ
ಬುದ್ಧಿ ರಾಶಿಯನ್ನು ಗುರುತಿಸಲು ಬಹುಪ್ರಯೋಜನ
- ಉಪಯುಕ್ತ.



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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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ಹಾಳೆ :->

ಹಾಳುಕು ಬುಟ್ಟಿಹಾಳು ಹಾಳೆ :-

ಶಿವನು . I.C Ravin's Progressive Ma

I.C ಶಿವನರವರ ಸ್ವಂತದೇ ಹಾಳುಹಾಳೆ

ಹಾಳುಕು ಬುಟ್ಟಿಹಾಳು ಹಾಳು

ಹಾಳುಹಾಳೆ ಹಾಳುಹಾಳೆ

ಬುಟ್ಟಿಹಾಳು :->

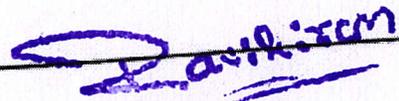
1) ಹಾಳೆ

2) ಹಾಳೆ

3) ಹಾಳೆ ಹಾಳೆ

4) ಹಾಳೆ ಹಾಳೆ

5) ಹಾಳೆ ಹಾಳೆ



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BIDAR-585403

marks score by students

33, 45, 47, 49, 50, 46, 49, 1
53, 52, 51, 38, 52, 52, 53, 5
48, 40, 54,

Highest value = 54

Lowest value = 33

Range = $54 - 33$

Range = highest score - lowest
 $= 54 - 33$

Range = 21

Ravikiran

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BIDAR-585403

ಬುಧ್ಧಿಶಕ್ತಿಯ ವಿಧಾನ :->

I.C ಶಾಲೆಗಳಲ್ಲಿಯೂ ಬ್ರಿಟಿಷ್ ಮತ್ತು ಇಂಡಿಯನ್ 1908 ರಲ್ಲಿ ಸಿದ್ಧಪಡಿಸಿದ ವಿಧಾನವನ್ನು ಉಪಯೋಗಿಸಿ, ಈ ಹಂತದಲ್ಲಿಯೂ ಬಿಟ್ಟು 60 ಗಳಿಗೆ, ಒಂದುಗೂ 5 ಭಾಗಗಳನ್ನು ನಿರೀಕ್ಷಿಸಿ ಪ್ರತಿಯೊಂದು ಚಿತ್ರದಲ್ಲಿ ಯಾವುದೇ ಭಾಗವನ್ನು ಕೂಡಿಸಿ, ಪ್ರತಿ ಚಿತ್ರದಲ್ಲಿ ಯಾವುದೇ ಭಾಗ ಬಿಟ್ಟು ಹೋಗಬಾರದು. ೦೪ ಅರ್ಥಪೂರ್ಣವಾಗಿ

ಚಿತ್ರದ ಕೆಳಭಾಗದಲ್ಲಿ ಕೆಲವು ಭಾಗಗಳಿರುತ್ತವೆ, ಒಂದುಗೂ ಒಂದು ಚಿತ್ರದ ಅರ್ಥಪೂರ್ಣ ಚಿತ್ರ ಪೂರ್ಣವಾಗಬೇಕೆಂದು, ಪ್ರತಿಯೊಂದು ಕೂಡಿಸಿ ಚಿತ್ರದಲ್ಲಿ ಯಾವ ಭಾಗ ಬಿಟ್ಟು ಹೋಗಬಾರದು, ಗ್ರಹಿಸಬೇಕು,

ಈ ಸಂತರ ಚಿತ್ರದಲ್ಲಿ ಕೆಲವು ಹೋಗಿ ಭಾಗಗಳನ್ನು ನಿರೀಕ್ಷಿಸಿ, ಹಾಗೂ ಸಹಸಂಭಂಧಗಳನ್ನು ಕಟ್ಟಿ ಈ ವಿಧಾನವನ್ನು ಕ್ರಿಯಾತ್ಮಕ ಬುಧ್ಧಿಶಕ್ತಿಯ ಘಟಕಗಳನ್ನು ಈ ವಿಧಾನವನ್ನು ಪ್ರತಿಯೊಂದು ಕಾರ್ಯಕ್ರಮದಲ್ಲಿ ಕಾರ್ಯನಿರ್ವಹಿಸಿ ಕಾರಣವೆಂದು.

ಈ ನಿರ್ವಹಣಾ ಶಕ್ತಿಯು ~~ಬುಧ್ಧಿಶಕ್ತಿಯ ವಿಧಾನ~~

- ಯಾಗಿಸಿ,

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CI	f	x	fx	cf
1-35	1	33	33	1
6-40	2	38	76	3
1-45	1	43	43	4
6-50	7	48	336	11
1-55	9	53	477	20
	N=20		$\sum fx = 965$	

$$\text{Mean} = \frac{\sum fx}{N} = \frac{965}{20} = 48.25$$

$$N = \frac{n}{2} = 10 \quad l = 46 \quad cf = 4 \quad fm = 7$$

$$\text{Median} = l + \left[\frac{N/2 - cf}{fm} \right] \times x_i$$

$$= 46 + \left[\frac{10 - 4}{7} \right] \times 5$$

$$= 46 + \left[\frac{6}{7} \right] \times 5$$

$$= 46 + (0.85) \times 5$$

$$= 46 + 4.28$$

ವಿಷಯಾಂಶಗಳ ಸಂಗ್ರಹ :- 1

ನನ್ನ ದತ್ತಕಾರ್ಯಕ್ಕಾಗಿ ಗಾನು ಕಿಯು
 ಂಡೆ ಈ ಶಾಂತಿಯ ಧನೇ ಆರಂಭವು ಎಂದಿರಲಾಗಿತ್ತು
 ಎಂಬ ಕೃತಿಯಲ್ಲಿ ನನಕೆರಗಲು ಹೇಳಿ ನಂತರ ನಾನು
 ದಾರಿದ್ರ್ಯದ ಹಾ|| ದಿ, ಗೋಪಾಲರವರ ಬುಡ್ಡಿಶಿಕ್ಷಣ ಹೆಚ್ಚಿಸಿ
 ಪ್ರಾರ್ಥನೆಯನ್ನು ಬರೆ ಎಂದಿರಲಾಗಿತ್ತು ಆದರೆ,
 ಎಂದಿರಲಾಗಿತ್ತು ಕೆ ಹೆಚ್ಚಿನ ಸಂಘಂಥ
 ತ ಸಲಹೆ ಸೂಚನೆಗಳನ್ನು ಹೆಚ್ಚಿಸಿ ಪ್ರಾರಂಭವಾಯಿತು
 ಇದೇ ಆದರೆ ನಾನು ಎಂದಿರಲಾಗಿತ್ತು, ಯುದ್ಧದ ಯುದ್ಧದ
 ಪ್ರಕಾರವನ್ನು ಕೂಡಿ ನಡೆಸಿ ಆಯಿತು ಯುದ್ಧದ
 ನನ್ನು ಯುದ್ಧದ ಹೆಚ್ಚಿನ ಸಲಹೆಗಳನ್ನು ಹೇಳಿದನು.
 ಬುಡ್ಡಿಶಿಕ್ಷಣ ಹೆಚ್ಚಿಸಿ ಯುದ್ಧದ ಯುದ್ಧದ ಹೆಚ್ಚಿನ
 ಕೂಡಿ ನಡೆಸಿ, ಸೂಚನೆಗಳ ಯುದ್ಧದ ನನ್ನು ಬರೆಯಲು
 ಕೂಡಿ ನಡೆಸಿ ಹೀಗೆ ಬುಡ್ಡಿಶಿಕ್ಷಣದ ಯುದ್ಧದ ಹೆಚ್ಚಿನ
 ಕೂಡಿ ನಡೆಸಿ ಸೂಚನೆಗಳ ಯುದ್ಧದ ನನ್ನು ಬರೆಯಲು
 ಕೂಡಿ ನಡೆಸಿ. ಹೀಗೆ ಬುಡ್ಡಿಶಿಕ್ಷಣದ ಯುದ್ಧದ ಹೆಚ್ಚಿನ
 ದಾರಿದ್ರ್ಯದ ಯುದ್ಧದ ಹೆಚ್ಚಿನ ಸಂಗ್ರಹಿಸಿ
 -ಕೂಡಿ ನಡೆಸಿ.

ಈ ಸಂದರ್ಭವು ಸಮಂಜಸತೆಯ ಯುದ್ಧದ
 ಕೂಡಿ ನಡೆಸಿ ಯುದ್ಧದ ನನ್ನು ಹೇಳಿದ, ಹೀಗೆ ನಡೆಸಿ
 ನಡೆಸಿ ಆದರೆ ದತ್ತಕಾರ್ಯವನ್ನು ಸಂಗ್ರಹಿಸಿ
 ಬುಡ್ಡಿಶಿಕ್ಷಣದ ಸಂದರ್ಭವು ನಡೆಸಿ 60

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CI	f	$\cdot x$	$f \cdot x$	cf
31 - 35	5	33	165	5
36 - 40	8	38	304	13
41 - 45	2	43	86	15
46 - 50	5	48	240	20

$$N = 20$$

$$\Sigma fx = 795$$

$$\text{Mean} = \frac{\Sigma fx}{N} = \frac{795}{20}$$

$$\text{Mean} = 39.75$$

$$\frac{n}{2} = \frac{20}{2} = 10$$

$$\text{Median} = L + \left[\frac{\frac{n}{2} - cf}{f_m} \right] x_i$$

lowest value = 36, $cf \leq 5$ f.

$$x_i = 5$$

D. A. K. R. S. M.

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ವತ್ತೊಂಕು ಸಂಗ್ರಹ :- 2

ನನ್ನ ವತ್ತೊಂಕುಗಳನ್ನು ನಾನು ಬಿಟ್ಟುಕೊಂಡ
ಕಾಲ,

ಈ ಕಾಲಯ 9 ನೇ ತರಗತಿಯ ಬಹುಭಾಗವನ್ನು
ಬಿಂದು ಕುಲಿಯಲ್ಲಿ ಕೊಡುಗಲೂ ಹೀಗೆ ನಂತರ ನಾನು
ಬಹುಭಾಗವನ್ನು ಹಾ||.ಡಿ. ಗೋಪಾಲರವರ ಕ್ಷೇತ್ರ
ಪಂಚಾಯತ್ ದೀಪ್ ಕೇಂದ್ರ ಬಗ್ಗೆ ಬಹುಭಾಗವನ್ನು
ಆಯಿತು.

ಬಹುಭಾಗವನ್ನು 8 ಹೆಚ್ಚಿಗೆ ಸಂಭಂದಿಸಿದ ಸಲ
ಸೂಚನೆಗಳು ಪಂಚಾಯತ್ ಕಾರ್ಯಾಲಯದ ಮೇಲೆ ಆಯಿತು
ಬಹುಭಾಗವನ್ನು ಯುರಿಯೆ ಬಟ್ಟೆ ಹೆಚ್ಚಿಸುವುದನ್ನು ನೀಡಿ
ಆಯಿತು ಆಯಿತು ಕಾರ್ಯಾಲಯದ ಮೇಲೆ ಆಯಿತು
ಪಂಚಾಯತ್ ಸಮೀಪದ ಹೀಗಿತ್ತು.

ಕ್ಷೇತ್ರವನ್ನು ಹೆಚ್ಚಿಸುವುದು ಯುರಿಯೆ ಮೇಲೆ
ಪ್ರಯೋಗವನ್ನು ಆಯಿತು ಆಯಿತು ಸೂಕ್ತವಾದ ಬಟ್ಟೆ
ಯುರಿಯೆ ಹೀಗಿತ್ತು ಹೀಗೆ ಕ್ಷೇತ್ರ ಬಟ್ಟೆ ಪ್ರಯೋಗ
ಆಯಿತು ಆಯಿತು ಸೂಕ್ತವಾದ ಬಟ್ಟೆ ಯುರಿಯೆ
ಯುರಿಯೆ ಹೀಗೆ ಕ್ಷೇತ್ರ ಬಟ್ಟೆ ಪ್ರಯೋಗವನ್ನು ಬಹುಭಾಗ
ವನ್ನು ಹೀಗೆ ಬಹುಭಾಗವನ್ನು ಯುರಿಯೆ ವತ್ತೊಂಕು
ಸಂಗ್ರಹಿಸುವುದು.

Signature

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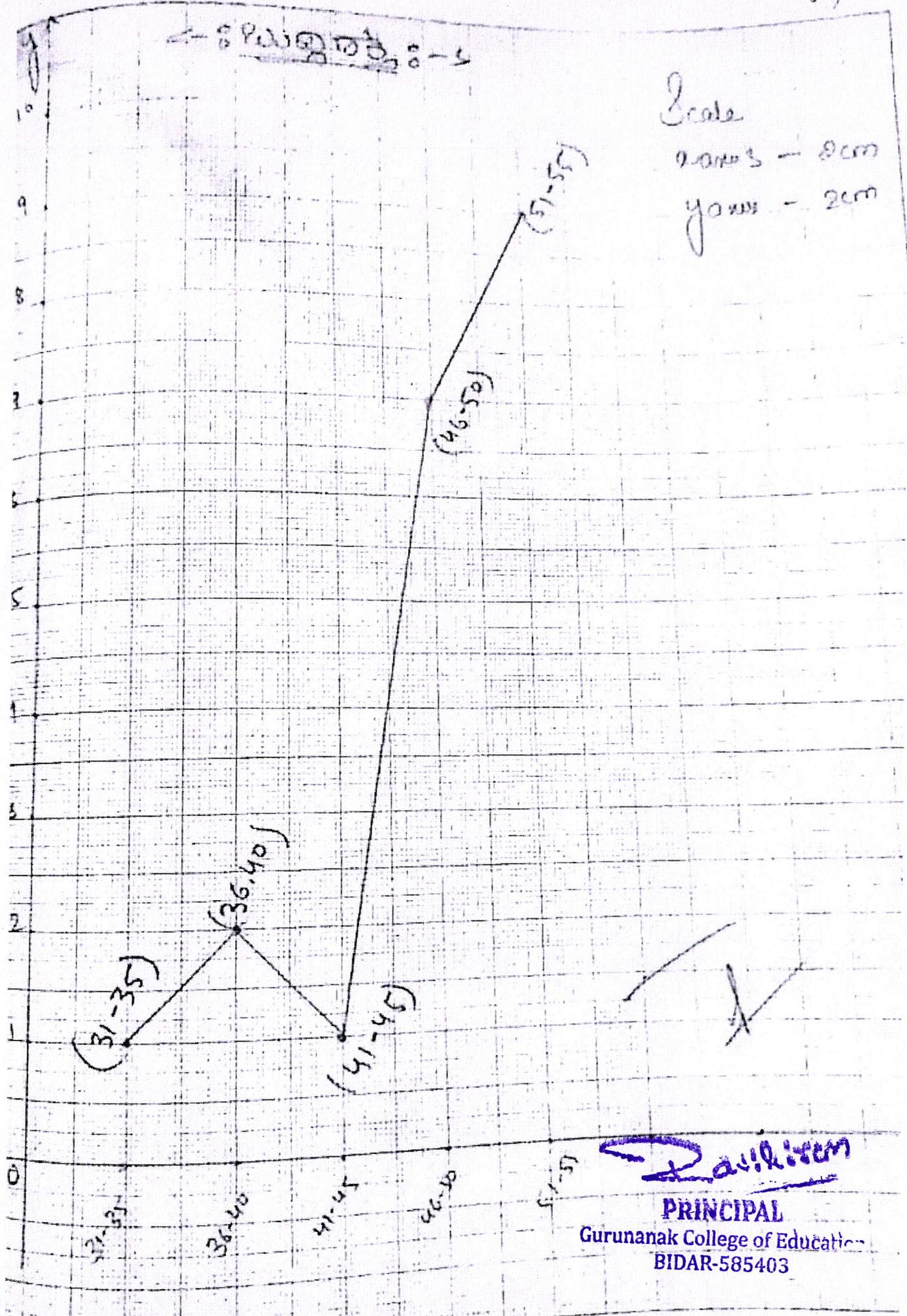
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← ಪುಸ್ತಕದ ಸಂಖ್ಯೆ :- 5

Scale

1 cm = 1000

1 mm = 200



Ravikiran

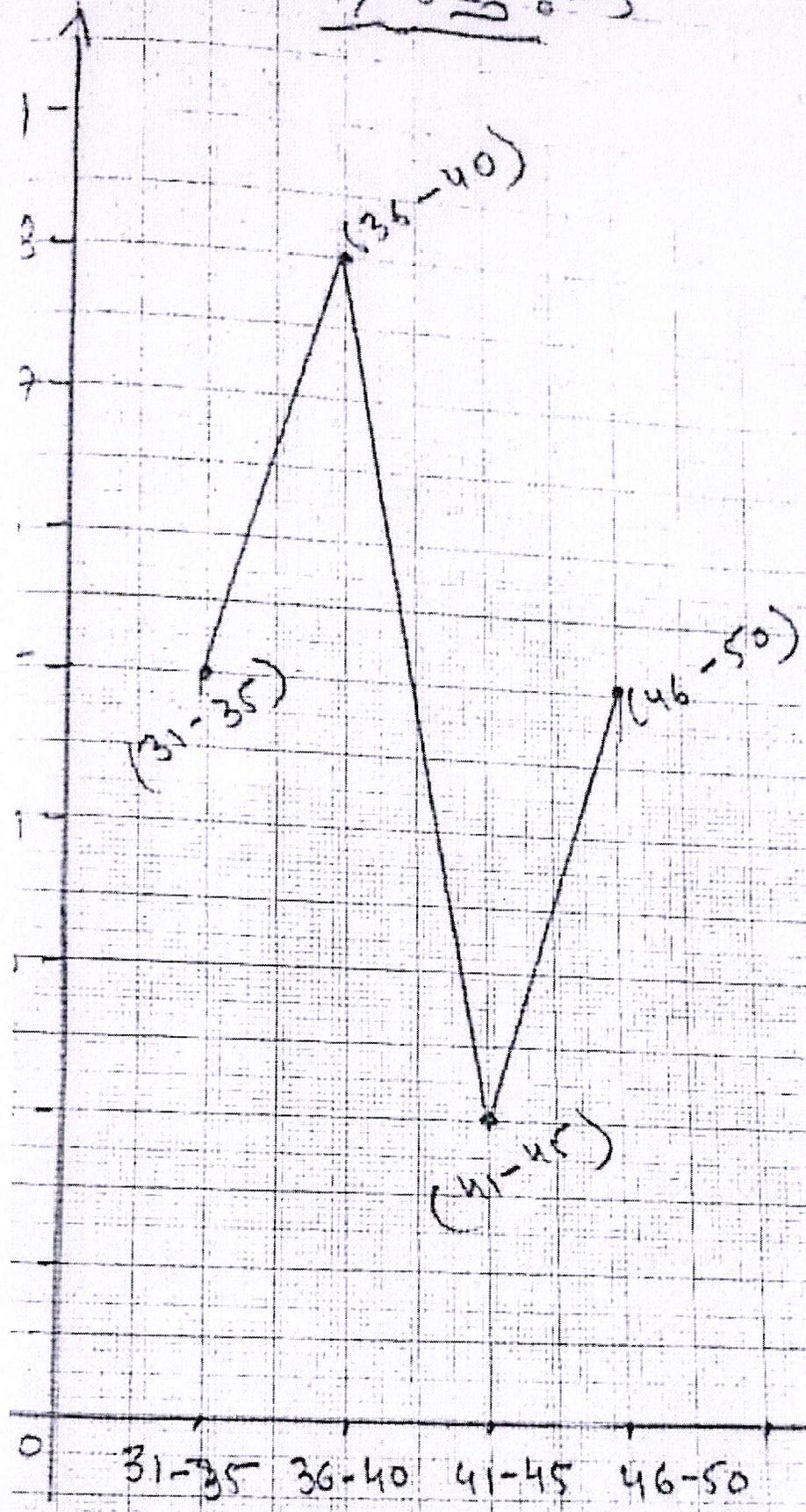
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← : ११११ : →

Scale
x-axis - 2cm
y-axis - 2cm



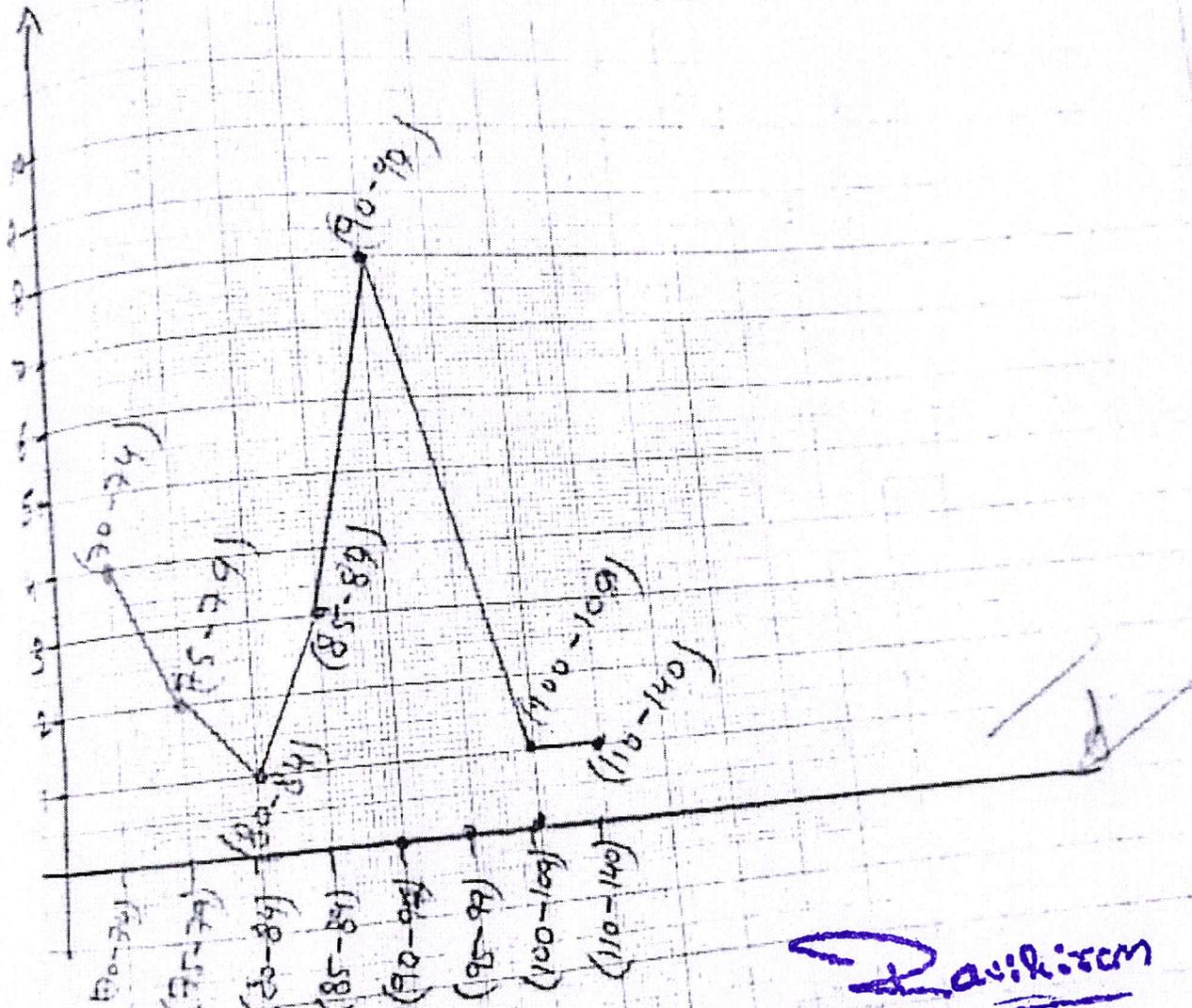
Handwritten signature or initials.

Ravikiran

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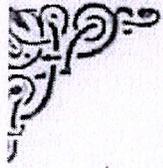
← ಪ್ರತಿಬಿಂಬಿಸುವ ಚಿತ್ರ :->

Scale
x-axis - 1cm
y-axis - 1cm



Pravikiran

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1. Name of the Student.....Tacharya, Udgite.....
2. Roll No.U04AY21E0046.....
3. Semester.....IV.....
4. Subject.....School Internship Training.....
5. Topic.....Cultural Activities.....

See

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Education.

1. Name of the Student.....T. Gayatri Udgire.....

2. Roll No.U04AY2IE0046.....

3. Semester.IV.....

4. SubjectSchool Internship Training.....

5. TopicSchool Internship With Authority.....

See
for

Ravikiran

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1. Name of the Student... Rachana Udgise
2. Roll No. ... U04AY21E0046
3. Semester. ... IV
4. Subject ... School Internship Training
5. Topic ... Interview Protocol

Seem Rajgi

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1. Name of the Student..... Trachana. Udgire
2. Roll No. U04AY21E0046
3. Semester. IV
4. Subject School Internship Training
5. Topic School Programme

Seem Udgire

Pravara

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1. Name of the Student... Trachana. Udgiye
2. Roll No. ... U04AY21E0046
3. Semester. ... IV
4. Subject ... School Internship Training
5. Topic ... Improvised Teaching Aids.

Sam Udgiye

Ravikiran

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1. Name of the Student... *Teachya. Udgi*
2. Roll No. ... *U04AY21E0046*
3. Semester. ... *IV*
4. Subject ... *School Internship Training*
5. Topic ... *Mentor lesson plan*

*Sem
Dygi*

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1. Name of the Student..... Rachaya Udgise

2. Roll No. U04AY21E0046

3. Semester. IV

4. Subject School Internship Training

5. Topic Midday - Meal

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1. Name of the Student.....Rachaya. Udgise

2. Roll No.U04AY21E0046

3. Semester.IV

4. SubjectSchool Internship training

5. TopicSchool Assembly

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Education.

1. Name of the Student.....Rachana Udgi
2. Roll No.U04AY21E0046
3. Semester.IV
4. Subject ...NEP 2020 Teacher Education
5. Topic ...Reflective Reading And Write

Sees

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1. Name of the Student.....Rachaya, Udy
2. Roll No.U04AY21E0046
3. Semester.IV
4. SubjectSchool Internship Train
5. TopicParent teachers Assoc

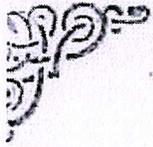
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1. Name of the Student..... Rachaya. Udgi's
2. Roll No. U04AY21E0046
3. Semester. IV
4. Subject School Internship Training
5. Topic School Records

Seen Udgi

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1. Name of the Student.....*Kachapa. Udit*

2. Roll No.*U04AY21E0048*

3. Semester.*IV*

4. Subject*School Internship Training*

5. Topic*School + headmaster*

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1. Name of the Student..... Rachana Udgise.....
2. Roll No. U04AY21E0046.....
3. Semester. IV.....
4. Subject School Internship Training.....
5. Topic Remedial Test.....

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1. Name of the Student..... Tachaya. Udgire.....
2. Roll No. U04AY21E0046.....
3. Semester. IV sem.....
4. Subject School Internship Training.....
5. Topic School time table and calendar.....

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1. Name of the Student... Trachana Udgise
2. Roll No. ... U04AY21E0046
3. Semester. ... IV
4. Subject ... School Internship Training
5. Topic ... Mentor teacher lesson.

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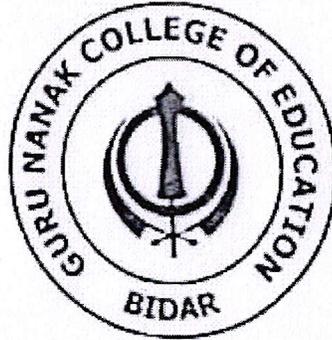
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ASSIGNMENT

Paper : Physical Science
Topic : Teaching - Learning Materials

2022-2023

Sun Singh
SEMESTER I/II/III/IV ✓

Name : Rachana. Udgaire

Roll No. : U04AY21E0046

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Name of the Student.....Rachana. Udge.....
Roll No.U04AY21E0046.....
Semester.IV.....
SubjectPhysical Science.....
TopicTeaching Learning Materials.....

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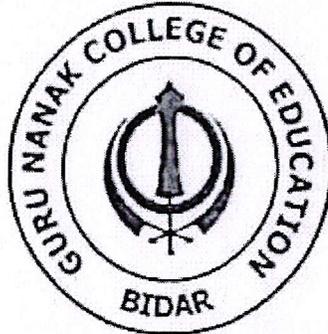
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ASSIGNMENT

Topic : Educational Management & Organisation

Topic : Educational Administration & Management:
Conceptual Framework

2022 -2023

SEMESTER I/II/III/IV ✓

Name : Tachana. Udgite

Roll No. : U04AY21E0046

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of Education, Bidar.

Name of the Student.....Rachaya Udgise.....
 Roll No.U04AY21E0046.....
 Semester.IVth.....
 Subject ..~~Educational Management & Organization~~.....
 Topic ..~~Educational Administration and Management~~
 Conceptual Framework.

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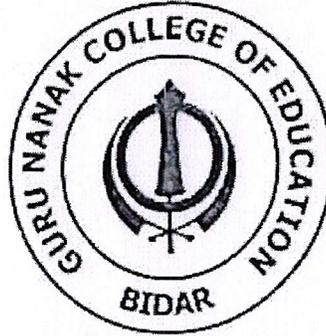
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Leers

ASSIGNMENT

per : Gender, school and society
pic : Key construction in Gender

2022-2023

SEMESTER I/II/III/IV ✓

Name : Kachaya. Udgite

Roll No. : U04AY21E0046

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Name of the Student.....Trachana Udgite
Roll No.U04AY21E0046
Semester.II
SubjectGender, school and society
Topickey constructions in Gender

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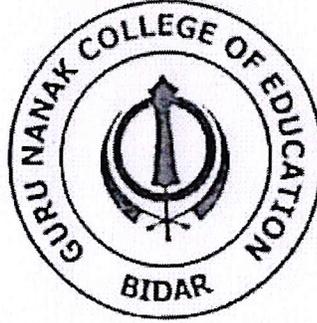
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ASSIGNMENT

Subject : Biological Science - Method - II
Topic : Qualities and qualification of Biologic teachers.

2022 -2023

Year
Page
SEMESTER I/II/III/IV

Name : Rachana Udige

Roll No. : U08A421E0046

Principal
PRINCIPAL

Gurunanak College of Education

BIDAR-585403



KALBURGI

Department of Studies and Research in Education Kalburgi

Guru Nanak college of
Education. Bidar.

Name of the Student.....Tachaya. Udgik.....

Roll No.U04AY21E0046.....

Semester.IV.....

SubjectBiological Science.....

TopicQualities and Qualification of
Biological Science teachers.....**URU NANAK COLLEGE OF EDUCATION**

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

Year 2022 to 2023
PRINCIPALGurunank College of Education
BIDAR-585403

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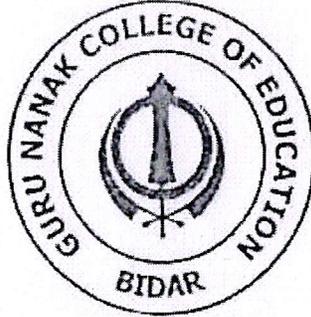
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Teachers Colony, Manhalli Road, BIDAR - 585403. (Karnataka)



S E M I N A R

Paper : Physical science

Topic : Gifted Education

2022 -2023

*Seen
Sign*

SEMESTER I/II/III/IV

Name : Rachaya Udgi

Roll No. : U04AY21E0046



Pravikiran
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Gurunanak College of Education
BIDAR-585403





KALBURGI

Department of Studies and Research in Education Kalburgi

GURU NANAK
COLLEGE OF EDUCATION

1. Name of the Student.....Rachaya Udgise.....
2. Roll No.U04AY21E0046.....
3. Semester.IV.....
4. SubjectPhysical Science.....
5. TopicGifted Education.....

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Year 2022 to 2023**PRINCIPAL**Gurunank College of Education
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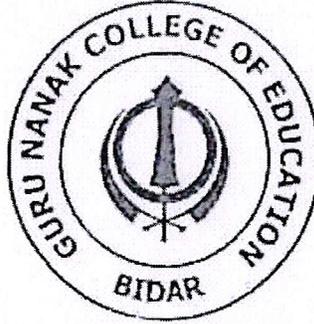
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Teachers Colony, Manhalli Road, BIDAR - 585403. (Karnataka)



S E M I N A R

Topic : Educational Management and Organisation
Topic : Classroom Management

2022 -2023

*Seen
Udgate*

SEMESTER I/II/III/IV

Name : Trachana. Udgate

Roll No. : U04AY21E0046

Stamp

Do

David J. Ram

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Department of Studies and Research in Education Kalburgi

Guru Nayak College of
Education Bidar.

Name of the Student Tracharya Udgite

Roll No. U04AY21E0046

Semester IV

Subject Educational Management & Organisation

Topic Classroom Management

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Year 2022 to 2023

Pravir Kishan

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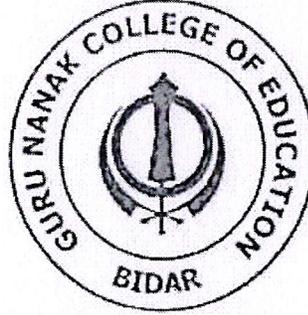
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Teachers Colony, Manhalli Road, BIDAR - 585403. (Karnataka)



S E M I N A R

per :

BioScience

pic :

Seminar

2022 -2023

SEMESTER I/II/III/IV

Name :

Rachaya. Udgise

Roll No.:

U04AY21E0046

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B. Ed. IIIrd Semester

CRITISISM LESSON PLAN

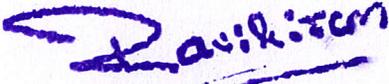
2022-2023

Name: Trachaya. Udgate

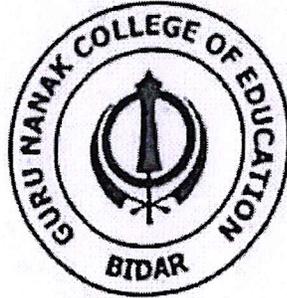
Roll No. U04AV221E0046

Subject: Chemistry

Method


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BIDAR - 585401.(Karnataka)



B. Ed. IIIrd Semester

**CRITISISM
LESSON PLAN**

2022-2023

Name: Rachana Udgise
Roll No. U04AV21E0046
Subject: Science

Method

Ravikiran
PRINCIPAL
Gurunank College of Education
BIDAR-585403

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



ASSIGNMENT

Topic : Educational Evaluation
Topic : Evaluating Measurement and Assessment

20 -20

SEMESTER I/II/III/IV

Name : Rachana Udgire

Roll No. : U04AY21E0046

Rachana Udgire

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BIDAR-585403

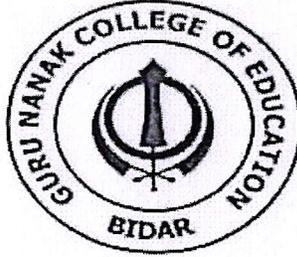
Gulbarga University Kalburgi

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

B.Ed. IIIrd Semester



REFLECTIVE DIARY

20 - 20

[Handwritten signature]

Name: Trachaya . Udgite

Roll No. U04AY21E0046

Subject: Reflective Diary

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BIDAR-585403

Sri Nanak Jind...

GURU NANAK COLLEGE OF EDUCATION, BIDAR

Student Teacher : Mubeena Begum Roll No. 17
 Practising School : Guru Nanak Class : 08
 Subject : Physics Lesson No. : 1
 Topic / Concept : Force Date : _____

OBSERVATION PART	WRITING PART
I. Motivation Stage / Engage :	
1. Social Introduction	Given
2. Creating a situation	Created a situation
3. How many question	5086
4. Nature & types of questions	Short answers
5. Skills/Methods/Techniques/Maxims /Device used	Introducing a lesson Objective
6. Linking with the past experiences	Linked with past experie
7. Attention/Interest/Curiosity drawn	Attention drawn
Statement of aim /Explore :	
Declaration of the topic	Made
Length of the topic	Appropriate
Writing style	Good
Place	Top of the Blackboard
Duration	
Development Stage / Explain :	
Appropriateness of the content (size)	Appropriate
Selection of the content	Good
Content analysis	Content analysis
Concept development & related activity	Talwar activity
Achievement of instructional objectives	Achieved D. Ravikiran

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PRESENTATION

I. Questioning:

- A. Nature / Simple / Relevant
- Prompting / Critical focusing on points / Information eliciting
- How to ask questions speed/length / formation
- Voice modulation / Distribution of question / structure of question (wh, how, why)
- Vague / double barreled question etc.

Relevant

Focused on teaching points

question formulated was good

distributed among different students.

No

Explanation :

Linking words

Yes

Opening & concluding statements

Made and good

Simple speech, lacking in fluency / continuity

Examples are relevant to the topic

Methods, skill, maxims, techniques used / Demonstration, Experimentation role playing, dramatization, devices, Modes of teaching used.

Lectured method

Use of language etc.,

Excellent

QUESTIONING AND BLACK BOARD SUMMARY / ELABORATE

Number of questions

4085

Nature and types

short answers

Comments

Made better

Board summary & its writing

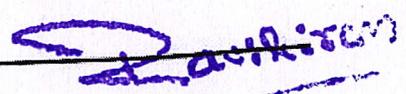
Normal

(Signature)

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BIDAR-505193

Question	Fill in the blanks
Number of questions	4085
Markings	Excellent
	Good
OVER THE CLASS	Controlled
	Excellent
	Given
STUDENTS RELATIONSHIP	
Behavior	Excellent
INNOVATIONS	Trying for it
APPEARANCE	Excellent
BEHAVIOUR	Good


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BLACK BOARD WORK :

- 1. Use
- 2. Writing
- 3. Drawings
- Sketches

Used
Good

SS ROOM MANAGEMENT

Participation

All students are active

Reinforcement

Did and appropriate

Discipline

Maintained

Room Environment

Excellent.

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BIDAR-585107





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



B. Ed. IIIrd Semester

**School Based / Internship
LESSON PLAN**

2022-2023

Name: Tachaya Udgi

Roll No. U04AV21E0046

Subject: Phy-Science

Method

Ravikiran

PRINCIPAL
Principal
Gurunank College of Education
BIDAR-585



ಶ್ರೀ ಗುರುನಾಥ ಪ್ರಗತಿ | (1)

ಶ್ರೀ ಗುರುನಾಥ ಪ್ರಗತಿ ಸಾಹೇಬ ಫೌಂಡೇಶನ್

ಗುರು ನಾನಕ್ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ

ಬೀದರ್-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 : Prachya. Udgite

ಕಾಣಿ ಸಂಖ್ಯೆ/Roll No. : _____

ವಿಷಯ/Subject : _____ ಸತ್ಯ ಸಂಖ್ಯೆ/Topic. : _____

ಅಧ್ಯಾಪಕರ ಸಹಿ

Signature of the Teacher

ಪ್ರಾಂಶುಪಾಲರ ಸಹಿ

Signature of the Principal

Prachya

PRINCIPAL

Gurunank College of Education
BIDAR-585403