



Swamy Vivekananda Vidya Samsthe (R), Shikaripura

ಕುಮದ್ವತಿ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ

KUMADVATHI COLLEGE OF EDUCATION



Aided, Permanently Affiliated to Kuvempu University, Recognised by NCTE & UGC Act 2(f), Section 12(B) & NAAC
Accredited with B Grade (2.70 CGPA)

Shivamogga Road
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Shikaripura – 577 427

Shivamogga Dist
E-Mail:kumadvathibed@gmail.com

Criterion - 02

Teaching – Learning and Evaluation



Criterion – 2.4

Competency and Skill Development

Item No: 2.4.11

Institution adopts effective monitoring mechanisms during internship programme

Item No: 2.4.11

Documentary evidence in support of the response

Index

| Sl No | Title of the Documents |
|--------------|---|
| 1 | Observation Feedbacks of student teacher in Internship – General Lesson, ICT, Integrated and Term-end Lesson |
| 2 | Diagnostic Test |
| 3 | Action Research Reports, |
| 4 | Peer feedback on Lessons |
| 5 | Self-Reflection by the student teachers |
| 6 | Lesson plan Suggestions by teachers |



**SWAMY VIVEKANANDA VIDYA SAMSTHE (R) SHIKARIPURA
KUMADVATHI COLLEGE OF EDUCATION**

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NAAC Accredited with "B" Grade-2.70 CGPA)

Shivamogga Road, SHIKARIPURA - 577 427
Shivamogga Dist. Karnataka



STUDENT TEACHING PROFILE

Subject Lesson No. 03 Date 20.1.22
 Name Shambani K.C Roll No. 29
 School K.C.E.S. Ambargoppa std VIII
 Subject & Unit Science (Biology) Stem 4 Part
 Nature and other details of teaching aids used parts of the cell
Chart of onion peel & Chart of Chroms Cells

| DESCRIPTION | UNSATISFACTORY | SATISFACTORY | GOOD | VERY GOOD | EXCELLENT |
|-----------------------|--|--------------|------|-----------|-------------|
| GRADE | E | D | C | B | A |
| Sl.No. | Item | | | | Grade/Marks |
| 1. | Instructional Objectives Appropriateness, Clarity, Relevance, Adequate, SMART | | | | B |
| 2. | Engage (Introduction): Greeting, Creating situation, Linking with Previous Knowledge, Appropriateness of an activity, (Questioning, Role playing, storytelling, narrating, illustrating, describing, Usage of learning aids), statement of aim | | | | C+ |
| 3. | Explore (Development of the lesson) Introduction of new words, Reading, functional grammar, questioning, Usage of example, Analogies, Similarities, Demonstration, Experimentation, Adequacy of the content, Organization of concepts/ideas/principles | | | | C |
| 4. | Explain Conducting, Appropriateness of an activity, Encouragement, Meaningfulness, Discussion, Proper instruction, Room for group learning, Allowing pupils to express, Rechecking, Analysis, Usage of learning materials, Recording, Oral presentation, Written presentation, effectiveness | | | | C+ |
| 5. | Elaborate Conducting, Appropriateness of an activity, Encouragement, Meaningfulness, Discussion, Proper instruction, Ascertain, Sharing, Consolidation, Practicing, Discussion, Questioning, Effectiveness | | | | C |
| 6. | Evaluate Conducting, Appropriateness of an activity, Encouragement, Meaningfulness, Discussion, Proper instruction, Achievement of learning outcome, Feedback, Concluding the activity, suggestion to pupils, Effectiveness | | | | C |
| 7. | Any other Method Conducting, Appropriateness of an activity, Encouragement, Meaningfulness, Discussion, Proper instruction, Effectiveness | | | | C+ |
| 8. | Learning Materials Appropriateness, Clarity, Relevance, Adequate, Text Book, Supplementary Materials, Effectiveness | | | | C+ |
| 9. | Pupil-teacher interaction Scope of interaction, pupil participation, dealing with pupils responses, gestures | | | | C |
| 10. | Class room Management Autonomy, Discipline, Proper Instruction, Time management | | | | C+ |
| 11. | Black board Work Appropriateness, Clarity, Relevance, Adequate, Neatness, Drawing, legibility | | | | C |
| 12. | Recapitulation Appropriateness, Clarity, Relevance, Adequate, Comprehensive | | | | C+ |
| 13. | Assignment/Project Ensuring extension of learning, innovation, Encouraging, variety, creating interest | | | | C+ |
| 14. | Personality of student-teacher Gait, Voice, Ability, Maturity, Ingenuity, Confidence, Cheerfulness, Achievement, Dress | | | | C+ |
| Overall Grade / Marks | | | | | C+ |

Suggestions :

- Black Board work should be neat → Need to adopt the skill of using B.B
- Avoid the repetition
(Thread like structure present inside the nucleus called Chromosomes)
- (Avoid Rhetoric Questions)
- Don't waste your time unnecessarily focus on teaching
- Content knowledge need to improve - function of nucleus
- prokaryotes


Signature of the Supervisor



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Shivamogga Road, SHIKARIPURA - 577 427
Shivamogga Dist. Karnataka



STUDENT TEACHING PROFILE

Subject Lesson No. 02 Date 18-01-2022

Name Wajana S Roll No. 14

School Mohana Azad Model Sch std VIII

Subject & Unit Science (Biology)

Nature and other details of teaching aids used. Flash card of smoke from factory. Pollutant present in atmosphere.

| DESCRIPTION | UNSATISFACTORY | SATISFACTORY | GOOD | VERY GOOD | EXCELLENT |
|-----------------------|--|--------------|------|-----------|-------------|
| GRADE | E | D | C | B | A |
| Sl.No. | Item | | | | Grade/Marks |
| 1. | Instructional Objectives Appropriateness, Clarity, Relevance, Adequate, SMART | | | | B |
| 2. | Engage (Introduction): Greeting, Creating situation, Linking with Previous Knowledge, Appropriateness of an activity, (Questioning, Role playing, storytelling, narrating, illustrating, describing, Usage of learning aids), statement of aim | | | | B+ |
| 3. | Explore (Development of the lesson) Introduction of new words, Reading, functional grammar, questioning, Usage of example, Analogies, Similarities, Demonstration, Experimentation, Adequacy of the content, Organization of concepts/ideas/principles | | | | B |
| 4. | Explain Conducting, Appropriateness of an activity, Encouragement, Meaningfulness, Discussion, Proper Instruction, Room for group learning, Allowing pupils to express, Rechecking, Analysis, Usage of learning materials, Recording, Oral presentation, Written presentation, effectiveness | | | | B |
| 5. | Elaborate Conducting, Appropriateness of an activity, Encouragement, Meaningfulness, Discussion, Proper instruction, Ascertain, Sharing, Consolidation, Practicing, Discussion, Questioning, Effectiveness | | | | B |
| 6. | Evaluate Conducting, Appropriateness of an activity, Encouragement, Meaningfulness, Discussion, Proper instruction, Achievement of learning outcome, Feedback, Concluding the activity, suggestion to pupils, Effectiveness | | | | B |
| 7. | Any other Method Conducting, Appropriateness of an activity, Encouragement, Meaningfulness, Discussion, Proper instruction, Effectiveness | | | | C+ |
| 8. | Learning Materials Appropriateness, Clarity, Relevance, Adequate, Text Book, Supplementary Materials, Effectiveness | | | | B |
| 9. | Pupil-teacher interaction Scope of interaction, pupil participation, dealing with pupils responses, gestures | | | | B+ |
| 10. | Class room Management Autonomy, Discipline, Proper Instruction, Time management | | | | B+ |
| 11. | Black board Work Appropriateness, Clarity, Relevance, Adequate, Neatness, Drawing, legibility | | | | B |
| 12. | Recapitulation Appropriateness, Clarity, Relevance, Adequate, Comprehensive | | | | B+ |
| 13. | Assignment/Project Ensuring extension of learning, innovation, Encouraging, variety, creating interest | | | | B |
| 14. | Personality of student-teacher Gait, Voice, Ability, Maturity, Ingenuity, Confidence, Cheerfulness, Achievement, Dress | | | | B |
| Overall Grade / Marks | | | | | B |



Suggestions :

Engage the student by ^{asking} related ^{to their} ~~the~~ student's ~~questions~~ ^{present} ~~present~~ ^{knowledge}

- Explanation related to the pollutants present in polluted air
- Try to explain with suitable illustrations of Carbon monoxide
- petrol & Diesel constituents need to explain
- & don't give long answer
- & BB work has good
- & ^{good} ~~good~~ - teacher interactive

[Handwritten Signature]
18/1/22

Signature of the Supervisor



SWAMY VIVEKANANDA VIDYA SAMSTHE (R) SHIKARIPURA
KUMADVATHI COLLEGE OF EDUCATION

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Shivamogga Road, SHIKARIPURA - 577 427
Shivamogga Dist. Karnataka



STUDENT TEACHING PROFILE

Subject Lesson No. 01 Date 17.01.2022
Name Nayana K.S Roll No.
School MDRS - Hosur std
Subject & Unit Science (physics)

Nature and other details of teaching aids used Meaning of production of this
Metal scale, Rubber band, Tuning fork,
Flash video of different instrument

| DESCRIPTION | UNSATISFACTORY | SATISFACTORY | GOOD | VERY GOOD | EXCELLENT |
|-----------------------|--|--------------|------|-----------|-------------|
| GRADE | E | D | C | B | A |
| Sl.No. | Item | | | | Grade/Marks |
| 1. | Instructional Objectives Appropriateness, Clarity, Relevance, Adequate, SMART | | | | B |
| 2. | Engage (Introduction): Greeting, Creating situation, Linking with Previous Knowledge, Appropriateness of an activity, (Questioning, Role playing, storytelling, narrating, illustrating, describing, Usage of learning aids), statement of aim | | | | B |
| 3. | Explore (Development of the lesson) Introduction of new words, Reading, functional grammar, questioning, Usage of example, Analogies, Similarities, Demonstration, Experimentation, Adequacy of the content, Organization of concepts/ideas/principles | | | | B |
| 4. | Explain Conducting, Appropriateness of an activity, Encouragement, Meaningfulness, Discussion, Proper instruction, Room for group learning, Allowing pupils to express, Rechecking, Analysis, Usage of learning materials, Recording, Oral presentation, Written presentation, effectiveness | | | | B |
| 5. | Elaborate Conducting, Appropriateness of an activity, Encouragement, Meaningfulness, Discussion, Proper instruction, Ascertain, Sharing, Consolidation, Practicing, Discussion, Questioning, Effectiveness | | | | B |
| 6. | Evaluate Conducting, Appropriateness of an activity, Encouragement, Meaningfulness, Discussion, Proper instruction, Achievement of learning outcome, Feedback, Concluding the activity, suggestion to pupils, Effectiveness | | | | B |
| 7. | Any other Method Conducting, Appropriateness of an activity, Encouragement, Meaningfulness, Discussion, Proper instruction, Effectiveness | | | | B |
| 8. | Learning Materials Appropriateness, Clarity, Relevance, Adequate, Text Book, Supplementary Materials, Effectiveness | | | | B |
| 9. | Pupil-teacher Interaction Scope of interaction, pupil participation, dealing with pupils responses, gestures | | | | B |
| 10. | Class room Management Autonomy, Discipline, Proper Instruction, Time management | | | | B |
| 11. | Black board Work Appropriateness, Clarity, Relevance, Adequate, Neatness, Drawing, legibility | | | | B |
| 12. | Recapitulation Appropriateness, Clarity, Relevance, Adequate, Comprehensive | | | | B |
| 13. | Assignment/Project Ensuring extension of learning, innovation, Encouraging, variety, creating interest | | | | B |
| 14. | Personality of student-teacher Gait, Voice, Ability, Maturity, Ingenuity, Confidence, Cheerfulness, Achievement, Dress | | | | B |
| Overall Grade / Marks | | | | | B |

Suggestions :

- Subfunctional objective are relevant

- Motivate the student so that they involve actively

- Explain in detail with suitable illustration

To and fro motion or

back & forth motion of object

* Relate the concept & teach

+ BB work was good

Need

+ Be plan actually properly
They showing video

related to the production
of sound.

Dy 17/1/22

Signature of the Supervisor



STUDENT TEACHING PROFILE

Subject Lesson No. ZCT

Date 02/02/2022

Name Bibi Ayisha Roll No. 05

School K.R.C.R.S. Anbarajappa std 8th

Subject & Unit Science (Chemistry) - Green house effect.

Nature and other details of teaching aids used Images - Green house gases, Global warming video - And rain, green house effect

| DESCRIPTION | UNSATISFACTORY | SATISFACTORY | GOOD | VERY GOOD | EXCELLENT |
|-----------------------|--|--------------|------|-----------|-------------|
| GRADE | F | D | C | B | A |
| SLNo. | Item | | | | Grade/Marks |
| 1. | Instructional Objectives Appropriateness, Clarity, Relevance, Adequate, SMART | | | | A |
| 2. | Engage (Introduction): Greeting, Creating situation, Linking with Previous Knowledge, Appropriateness of an activity, (Questioning, Role playing, storytelling, narrating, illustrating, describing, Usage of learning aids), statement of aim | | | | A |
| 3. | Explore (Development of the lesson) Introduction of new words, Reading, functional grammar, questioning, Usage of example, Analogies, Similarities, Demonstration, Experimentation, Adequacy of the content, Organization of concepts/ideas/principles | | | | A |
| 4. | Explain Conducting, Appropriateness of an activity, Encouragement, Meaningfulness, Discussion, Proper instruction, Room for group learning, Allowing pupils to express, Rechecking, Analysis, Usage of learning materials, Recording, Oral presentation, Written presentation, effectiveness | | | | B |
| 5. | Elaborate Conducting, Appropriateness of an activity, Encouragement, Meaningfulness, Discussion, Proper instruction, Ascertain, Sharing, Consolidation, Practicing, Discussion, Questioning, Effectiveness | | | | A |
| 6. | Evaluate Conducting, Appropriateness of an activity, Encouragement, Meaningfulness, Discussion, Proper instruction, Achievement of learning outcome, Feedback, Concluding the activity, suggestion to pupils, Effectiveness | | | | B |
| 7. | Any other Method Conducting, Appropriateness of an activity, Encouragement, Meaningfulness, Discussion, Proper instruction, Effectiveness | | | | A |
| 8. | Learning Materials Appropriateness, Clarity, Relevance, Adequate, Text Book, Supplementary Materials, Effectiveness | | | | A |
| 9. | Pupil-teacher interaction Scope of interaction, pupil participation, dealing with pupils responses, gestures | | | | A |
| 10. | Class room Management Autonomy, Discipline, Proper Instruction, Time management | | | | A |
| 11. | Black board Work Appropriateness, Clarity, Relevance, Adequate, Neatness, Drawing, legibility | | | | A |
| 12. | Recapitulation Appropriateness, Clarity, Relevance, Adequate, Comprehensive | | | | A |
| 13. | Assignment/Project Ensuring extension of learning, innovation, Encouraging, variety, creating interest | | | | A |
| 14. | Personality of student-teacher Gait, Voice, Ability, Maturity, Ingenuity, Confidence, Cheerfulness, Achievement, Dress | | | | A |
| Overall Grade / Marks | | | | | A |

Suggestions :

- Gesture & voice modulation followed properly
- Content explanation techniques followed properly
- Images & videos used properly as required to content.
- Need to communicate in English.
- Given proper instructions situationally.
- Evaluation questions asked properly & situationally

Signature of the Supervisor





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Shivamogga Road, SHIKARIPURA - 577 427
Shivamogga Dist. Karnataka



STUDENT TEACHING PROFILE

Subject Lesson No. ZCT

Date 16/02/2022

Name Prof. R. R.

Roll No. 11

School M.D.R.S. HOSUR

std. 8th

Subject & Unit Subject (Chemistry) - Green house effd.

Nature and other details of teaching aids used Range of greenhouse gases

Video - Green house effect, Global warming.

| DESCRIPTION | UNSATISFACTORY | SATISFACTORY | GOOD | VERY GOOD | EXCELLENT |
|------------------------------|--|--------------|------|-----------|-------------|
| GRADE | E | D | C | B | A |
| SLNo. | Item | | | | Grade/Marks |
| 1. | Instructional Objectives Appropriateness, Clarity, Relevance, Adequate, SMART | | | | A |
| 2. | Engage (Introduction): Greeting, Creating situation, Linking with Previous Knowledge, Appropriateness of an activity, (Questioning, Role playing, storytelling, narrating, illustrating, describing, Usage of learning aids), statement of aim | | | | A |
| 3. | Explore (Development of the lesson) Introduction of new words, Reading, functional grammar, questioning, Usage of example, Analogies, Similarities, Demonstration, Experimentation, Adequacy of the content, Organization of concepts/ideas/principles | | | | A |
| 4. | Explain Conducting, Appropriateness of an activity, Encouragement, Meaningfulness, Discussion, Proper instruction, Room for group learning, Allowing pupils to express, Rechecking, Analysis, Usage of learning materials, Recording, Oral presentation, Written presentation, effectiveness | | | | A |
| 5. | Elaborate Conducting, Appropriateness of an activity, Encouragement, Meaningfulness, Discussion, Proper instruction, Ascertain, Sharing, Consolidation, Practicing, Discussion, Questioning, Effectiveness | | | | A |
| 6. | Evaluate Conducting, Appropriateness of an activity, Encouragement, Meaningfulness, Discussion, Proper instruction, Achievement of learning outcome, Feedback, Concluding the activity, suggestion to pupils, Effectiveness | | | | B |
| 7. | Any other Method Conducting, Appropriateness of an activity, Encouragement, Meaningfulness, Discussion, Proper instruction, Effectiveness | | | | A |
| 8. | Learning Materials Appropriateness, Clarity, Relevance, Adequate, Text Book, Supplementary Materials, Effectiveness | | | | B |
| 9. | Pupil-teacher interaction Scope of interaction, pupil participation, dealing with pupils responses, gestures | | | | A |
| 10. | Class room Management Autonomy, Discipline, Proper Instruction, Time management | | | | A |
| 11. | Black board Work Appropriateness, Clarity, Relevance, Adequate, Neatness, Drawing, legibility | | | | B |
| 12. | Recapitulation Appropriateness, Clarity, Relevance, Adequate, Comprehensive | | | | A |
| 13. | Assignment/Project Ensuring extension of learning, innovation, Encouraging, variety, creating interest | | | | B |
| 14. | Personality of student-teacher Gait, Voice, Ability, Maturity, Ingenuity, Confidence, Cheerfulness, Achievement, Dress | | | | A |
| Overall Grade / Marks | | | | | A |

Suggestions :

- Images & Videos arranged properly in the ppt
- need voice modulation
- Communicate in English
- Follow proper reinforcement technique.
- Ask questions situationally & properly.


Signature of the Supervisor



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Shivamogga Road, SHIKARIPURA - 577 427
Shivamogga Dist. Karnataka



TERM END LESSON PROFILE

Subject Lesson No. 01 Date 08-03-2022

Name SHRUTHI K.P. Roll No. 33

School Rājuji High School, Shikaripura std. 9th

Subject & Unit English (Prose) The will of Sacrifice

Nature and other details of teaching aids used 1) Portrait of Bhagath Singh

2) Grammar chart 3) Question cards.

| DESCRIPTION | UNSATISFACTORY | SATISFACTORY | GOOD | VERY GOOD | EXCELLENT |
|-----------------------|--|--------------|------|-----------|-------------|
| GRADE | E | D | C | B | A |
| SLNo. | Item | | | | Grade/Marks |
| 1. | Instructional Objectives Appropriateness, Clarity, Relevance, Adequate, SMART | | | | 01 |
| 2. | Engage (Introduction): Greeting, Creating situation, Linking with Previous Knowledge, Appropriateness of an activity, (Questioning, Role playing, storytelling, narrating, illustrating, describing, Usage of learning aids), statement of aim | | | | 02 |
| 3. | Explore (Development of the lesson) Introduction of new words, Reading, functional grammar, questioning, Usage of example, Analogies, Similarities, Demonstration, Experimentation, Adequacy of the content, Organization of concepts/ideas/principles | | | | 02 |
| 4. | Explain Conducting, Appropriateness of an activity, Encouragement, Meaningfulness, Discussion, Proper instruction, Room for group learning, Allowing pupils to express, Rechecking, Analysis, Usage of learning materials, Recording, Oral presentation, Written presentation, effectiveness | | | | 02 |
| 5. | Elaborate Conducting, Appropriateness of an activity, Encouragement, Meaningfulness, Discussion, Proper instruction, Ascertain, Sharing, Consolidation, Practicing, Discussion, Questioning, Effectiveness | | | | 01 |
| 6. | Evaluate Conducting, Appropriateness of an activity, Encouragement, Meaningfulness, Discussion, Proper instruction, Achievement of learning outcome, Feedback, Concluding the activity, suggestion to pupils, Effectiveness | | | | 01 |
| 7. | Any other Method Conducting, Appropriateness of an activity, Encouragement, Meaningfulness, Discussion, Proper instruction, Effectiveness | | | | 01 |
| 8. | Learning Materials Appropriateness, Clarity, Relevance, Adequate, Text Book, Supplementary Materials, Effectiveness | | | | 04 |
| 9. | Pupil-teacher interaction Scope of interaction, pupil participation, dealing with pupils responses, gestures | | | | 02 |
| 10. | Class room Management Autonomy, Discipline, Proper Instruction, Time management | | | | 01 |
| 11. | Black board Work Appropriateness, Clarity, Relevance, Adequate, Neatness, Drawing, legibility | | | | 02 |
| 12. | Recapitulation Appropriateness, Clarity, Relevance, Adequate, Comprehensive | | | | 01 |
| 13. | Assignment/Project Ensuring extension of learning, innovation, Encouraging, variety, creating interest | | | | 01 |
| 14. | Personality of student-teacher Gait, Voice, Ability, Maturity, Ingenuity, Confidence, Cheerfulness, Achievement, Dress | | | | 02 |
| Overall Grade / Marks | | | | | 23 |

(Twenty three only)

25

Suggestions :

- ⇒ planning of content and writing of instructional objectives was apt.
- ⇒ Introducing of content and its approach was good.
- ⇒ Reading by the tr and encouraging the students to answer was good.
- ⇒ construction of own sentence was meaningful
- ⇒ using of Black Board and writing was apt.
- ⇒ Interaction between st'n and tr was apt.
- ⇒ using of tlm was attractive and explaining of it was good.
- ⇒ Following the steps of tg and using functional grammars was good.
- ⇒ Taking command over the class and considering of the tr while explaining the content and using of explanation was apt
- ⇒ Following steps of tg was good.

K. K. Kumar

Signature of the Supervisor



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Shivamogga Road, SHIKARIPURA - 577 427
Shivamogga Dist. Karnataka



TERM END LESSON PROFILE

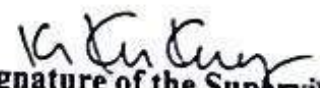
Subject Lesson No. 01 Date 7/3/22
Name USHA N Roll No. 35
School Sri Siddaligeshwara High school, Shikaripura 8th
Subject & Unit English (PBETA) Poem) Coomandel Fishers
Nature and other details of teaching aids used 1) Portrait of Sarojini Naidu
2) Picture of Fishermen 3) Grammatical chart

| DESCRIPTION | UNSATISFACTORY | SATISFACTORY | GOOD | VERY GOOD | EXCELLENT |
|------------------------------|--|--------------|------|-----------|------------------------|
| GRADE | E | D | C | B | A |
| SLNo. | Item | | | | Grade/Marks |
| 1. | Instructional Objectives Appropriateness, Clarity, Relevance, Adequate, SMART | | | | 01 1/2 |
| 2. | Engage (Introduction): Greeting, Creating situation, Linking with Previous Knowledge, Appropriateness of an activity, (Questioning, Role playing, storytelling, narrating, illustrating, describing, Usage of learning aids), statement of aim | | | | 02 |
| 3. | Explore (Development of the lesson) Introduction of new words, Reading, functional grammar, questioning, Usage of example, Analogies, Similarities, Demonstration, Experimentation, Adequacy of the content, Organization of concepts/ideas/principles | | | | 02 |
| 4. | Explain Conducting, Appropriateness of an activity, Encouragement, Meaningfulness, Discussion, Proper instruction, Room for group learning, Allowing pupils to express, Rechecking, Analysis, Usage of learning materials, Recording, Oral presentation, Written presentation, effectiveness | | | | 02 |
| 5. | Elaborate Conducting, Appropriateness of an activity, Encouragement, Meaningfulness, Discussion, Proper instruction, Ascertain, Sharing, Consolidation, Practicing, Discussion, Questioning, Effectiveness | | | | 01 |
| 6. | Evaluate Conducting, Appropriateness of an activity, Encouragement, Meaningfulness, Discussion, Proper instruction, Achievement of learning outcome, Feedback, Concluding the activity, suggestion to pupils, Effectiveness | | | | 01 |
| 7. | Any other Method Conducting, Appropriateness of an activity, Encouragement, Meaningfulness, Discussion, Proper instruction, Effectiveness | | | | 01 |
| 8. | Learning Materials Appropriateness, Clarity, Relevance, Adequate, Text Book, Supplementary Materials, Effectiveness | | | | 04 1/2 |
| 9. | Pupil-teacher interaction Scope of interaction, pupil participation, dealing with pupils responses, gestures | | | | 02 |
| 10. | Class room Management Autonomy, Discipline, Proper Instruction, Time management | | | | 01 |
| 11. | Black board Work Appropriateness, Clarity, Relevance, Adequate, Neatness, Drawing, legibility | | | | 02 |
| 12. | Recapitulation Appropriateness, Clarity, Relevance, Adequate, Comprehensive | | | | 01 |
| 13. | Assignment/Project Ensuring extension of learning, innovation, Encouraging, variety, creating interest | | | | 01 |
| 14. | Personality of student-teacher Gait, Voice, Ability, Maturity, Ingenuity, Confidence, Cheerfulness, Achievement, Dress | | | | 02 |
| Overall Grade / Marks | | | | | <u>24</u> <u>25</u> |

(Twenty four only)

Suggestions :

- ⇒ planning of content and writing of instructional objectives was good.
- ⇒ Introducing of poem and singing of poem was good.
- ⇒ Introducing of new words and construction of new sentence and its approach was good.
- ⇒ Questioning
receiving answer from the st's } was apt.
- ⇒ Encouraging and bringing the st's to respond was good.
- ⇒ Using of tq by materials and explanation was apt.
- ⇒ completion and using enough to comprehend the poem was good.
- ⇒ Taking command over class and follow steps of tq was of
using Instructional Grammar
was good.


Signature of the Supervisor



SWAMY VIVEKANANDA VIDYA SAMITHI (R) SHIKARIPURA
KUMADYATHI COLLEGE OF EDUCATION

1986, Promotedly Affiliated to Europa University, Bangalore by N.T.E. & U.T. Act II of 1987, Section 10B
MMC Accredited with 'B' Grade - 2.70 (VVM)

Shivamogga Road, SHIKARIPURA - 577 427
Shivamogga Dist, Karnataka



STUDENT TEACHING PROFILE

Subject Lesson No. 05 Date 08/02/22
Name Usha N. Roll No. 35
School Sri Siddalingeshwara H.S. Shikaripura 9th
Subject & Unit English (profe) To my Country man
Nature and other details of teaching aids used 1) Posters of B.R.J. Abdul Kalam 2) Grammar Chart

| DESCRIPTION GRADE | UNSATISFACTORY E | SATISFACTORY D | GOOD C | VERY GOOD B | EXCELLENT A |
|------------------------------|--|-------------------|-----------|----------------|----------------|
| SLNo. | Item | | | | Grade/Marks |
| 1. | Instructional Objectives Appropriateness, Clarity, Relevance, Adequate, SMART | | | | B |
| 2. | Engage (Introduction): Greeting, Creating situation, Linking with Previous Knowledge, Appropriateness of an activity, (Questioning, Role playing, storytelling, narrating, illustrating, describing, Usage of learning aids), statement of aim | | | | B |
| 3. | Explore (Development of the lesson) Introduction of new words, Reading, functional grammar, questioning, Usage of example, Analogies, Similarities, Demonstration, Experimentation, Adequacy of the content, Organization of concepts/ideas/principles | | | | D |
| 4. | Explain Conducting, Appropriateness of an activity, Encouragement, Meaningfulness, Discussion, Proper instruction, Room for group learning, Allowing pupils to express, Rechecking, Analysis, Usage of learning materials, Recording, Oral presentation, Written presentation, effectiveness | | | | B |
| 5. | Elaborate Conducting, Appropriateness of an activity, Encouragement, Meaningfulness, Discussion, Proper instruction, Ascertain, Sharing, Consolidation, Practicing, Discussion, Questioning, Effectiveness | | | | B |
| 6. | Evaluate Conducting, Appropriateness of an activity, Encouragement, Meaningfulness, Discussion, Proper instruction, Achievement of learning outcome, Feedback, Concluding the activity, suggestion to pupils, Effectiveness | | | | B |
| 7. | Any other Method Conducting, Appropriateness of an activity, Encouragement, Meaningfulness, Discussion, Proper instruction, Effectiveness | | | | B |
| 8. | Learning Materials Appropriateness, Clarity, Relevance, Adequate, Text Book, Supplementary Materials, Effectiveness | | | | B |
| 9. | Pupil-teacher interaction Scope of interaction, pupil participation, dealing with pupils responses, gestures | | | | B |
| 10. | Class room Management Autonomy, Discipline, Proper instruction, Time management | | | | B |
| 11. | Black board Work Appropriateness, Clarity, Relevance, Adequate, Neatness, Drawing, legibility | | | | B |
| 12. | Recapitulation Appropriateness, Clarity, Relevance, Adequate, Comprehensive | | | | B |
| 13. | Assignment/Project Ensuring extension of learning, innovation, Encouraging, variety, creating interest | | | | B |
| 14. | Personality of student-teacher Gait, Voice, Ability, Maturity, Ingenuity, Confidence, Cheerfulness, Achievement, Dress | | | | R |
| Overall Grade / Marks | | | | | B |

Suggestions :

- => Questioning & Reinquiring
was good
- => Following the steps of
tg was good
- => Using functional grammar
was apt
- => Interaction b/w st'r & tv
was good
- => taking command in class
and then was apt

Mr. Arjun

Signature of the Supervisor



SWAMY VIVEKANANDA VIDYA SAMSTHI (R) SHIKARIPURA
KUMADVATHI COLLEGE OF EDUCATION

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NAAC Accredited with "B" Grade-2 M CGSI
Shivamogga Road, SHIKARIPURA - 577 423
Shivamogga Dist. Karnataka



STUDENT TEACHING PROFILE

Subject Lesson No. 01 Date 17/01/2022

Name Shruthi. K.P Roll No. 285

School Bapuji High School, Skp std 9th

Subject & Unit English (Prose) - The Nobel Bishop

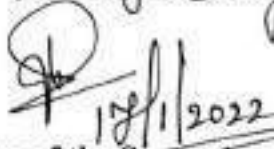
Nature and other details of teaching aids used * portrait of Victor Hugo,

* Grammar chart * question card.

| DESCRIPTION | UNSATISFACTORY | SATISFACTORY | GOOD | VERY GOOD | EXCELLENT |
|-----------------------|--|--------------|------|-----------|-------------|
| GRADE | E | D | C | B | A |
| Sl.No. | Item | | | | Grade/Marks |
| 1. | Instructional Objectives Appropriateness, Clarity, Relevance, Adequate, SMART | | | | B |
| 2. | Engage (Introduction): Greeting, Creating situation, Linking with Previous Knowledge, Appropriateness of an activity, (Questioning, Role playing, storytelling, narrating, illustrating, describing, Usage of learning aids), statement of aim | | | | C |
| 3. | Explore (Development of the lesson) Introduction of new words, Reading, functional grammar, questioning, Usage of example, Analogies, Similarities, Demonstration, Experimentation, Adequacy of the content, Organization of concepts/ideas/principles | | | | C |
| 4. | Explain Conducting, Appropriateness of an activity, Encouragement, Meaningfulness, Discussion, Proper instruction, Room for group learning, Allowing pupils to express, Rechecking, Analysis, Usage of learning materials, Recording, Oral presentation, Written presentation, effectiveness | | | | C |
| 5. | Elaborate Conducting, Appropriateness of an activity, Encouragement, Meaningfulness, Discussion, Proper instruction, Ascertain, Sharing, Consolidation, Practicing, Discussion, Questioning, Effectiveness | | | | C |
| 6. | Evaluate Conducting, Appropriateness of an activity, Encouragement, Meaningfulness, Discussion, Proper instruction, Achievement of learning outcome, Feedback, Concluding the activity, suggestion to pupils, Effectiveness | | | | C |
| 7. | Any other Method Conducting, Appropriateness of an activity, Encouragement, Meaningfulness, Discussion, Proper instruction, Effectiveness | | | | C |
| 8. | Learning Materials Appropriateness, Clarity, Relevance, Adequate, Text Book, Supplementary Materials, Effectiveness | | | | B |
| 9. | Pupil-teacher interaction Scope of interaction, pupil participation, dealing with pupils responses, gestures | | | | B |
| 10. | Class room Management Autonomy, Discipline, Proper Instruction, Time management | | | | B |
| 11. | Black board Work Appropriateness, Clarity, Relevance, Adequate, Neatness, Drawing, legibility | | | | C |
| 12. | Recapitulation Appropriateness, Clarity, Relevance, Adequate, Comprehensive | | | | C |
| 13. | Assignment/Project Ensuring extension of learning, innovation, Encouraging, variety, creating interest | | | | C |
| 14. | Personality of student-teacher Gait, Voice, Ability, Maturity, Ingenuity, Confidence, Cheerfulness, Achievement, Dress | | | | C |
| Overall Grade / Marks | | | | | C |

Suggestions :

- * class begins with the warmup activity.
- * Teacher asking the questions related to students previous knowledge.
- * Before model reading you should give proper instructions to the students.
- * Model reading way Normal.
- * Modify the voice according to reading. (Sentency).
- * Write the Subject properly.
(its prose / poem)
- * Involved the students to in your teaching.
- * use the black board in systematically.
- * Motivate to students to answering the question.
- * use proper motivational words / statements.
- * Prepare well and teach.


18/1/2022
Signature of the Supervisor



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Action Research ಕ್ರಿಯಾ ಸಂಶೋಧನೆ

Internship / ನಿಕಟಸೂರ್ವ ತರಬೇತಿ
(Primary / High School / PUC)
(ಪ್ರಾಥಮಿಕ ಶಾಲೆ / ಪ್ರೌಢಶಾಲೆ / ಪಿಯುಸಿ)

Name / ಹೆಸರು : Pushpa. Battikoppa

Roll No / ಹಾಜರಿ ಸಂಖ್ಯೆ : 21

Register No / ನೋಂದಣಿ ಸಂಖ್ಯೆ : ED200221

4th Semester

Year : 2020-2021



Swamy Vivekananda Vidya Samsthe (R)

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☎: 08187 – 222383, 222067 E-Mail : kumadvathibed@gmail.com Web Site :www.kumadvathibed.in

CERTIFICATE

Sri / Smt / [✓]Kumari Pushpa. Battikoppa

has successfully completed the Action Research under my

guidance and supervision in the subject PSS Physics

as prescribed by the Kuvempu University for the year 2020-2021

Place : Shikaripura


Signature of the Teacher Educator

Date : 12.03.2022

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4 Statement of the problem.

"Difficulties faced by students to conversion of chemical energy into electrical energy"

5 Objectives of the Study.

- * To overcome the difficulties faced by the students that conversion of chemical energy into electrical energy.
- * To plan a suitable action to overcome the difficulties faced by the students in conversion of chemical energy into electrical energy.
- * To modify the approaches of teaching electricity and circuits.
- * To study the effectiveness of the action taken to develop the Scientific Skills to students.
- * To develop the ~~interest~~ interest of students towards the ~~electricity and circuit~~ electricity and circuit.
- * To improve the skills among the students.

Pne - test

Action Research.

Pre-test.

Subject :- Science (Physics)
class :- 6th.

| Sl No | Student Name. | Difficulties faced by the students to understand the conversion of chemical to electrical energy. | | | | | | | | | | Total marks | Percentage. |
|-------|------------------|---|----|----|----|----|----|----|----|----|-----|-------------|-------------|
| | | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10. | | |
| 01 | Amrutha D. | ✓ | ✓ | ✓ | ✓ | X | X | X | ✓ | X | X | 05 | 33.33 %. |
| 02 | Ankitha Bai R. | ✓ | ✓ | ✓ | ✓ | X | ✓ | X | ✓ | X | X. | 06. | 40 %. |
| 03 | Anusha | ✓ | ✓ | X | ✓ | X | X | X | ✓ | X | X | 04. | 26 %. |
| 04 | Anusha. M | ✓ | ✓ | ✓ | ✓ | X | ✓ | X | ✓ | X | X | 06. | 40 %. |
| 05 | Ashwini. N. Naik | ✓ | ✓ | ✓ | ✓ | X | X | X | ✓ | X | X | 05 | 33.33 %. |
| 06 | Bhargavi. S | ✓ | ✓ | ✓ | ✓ | X | ✓ | X | X | X | X | 05 | 33.33 %. |
| 07 | Bhavana. B | ✓ | ✓ | ✓ | ✓ | X | X | X | ✓ | X | X | 05. | 33.33 %. |
| 08 | Bhavana. P | ✓ | ✓ | ✓ | ✓ | X | ✓ | X | ✓ | X | X | 05 | 40 %. |
| 09 | Bhavya. S. B | ✓ | ✓ | ✓ | ✓ | X | ✓ | X | ✓ | X | X | 06 | 40 %. |

| | | | | | | | | | | | | | | |
|----|-------------------------|---|---|---|---|---|---|---|---|---|---|---|-----|---------|
| 10 | Divya.S | ✓ | X | X | ✓ | X | ✓ | X | X | X | X | X | 03 | 20 %. |
| 11 | Geethalakshmi -i.A.S | ✓ | ✓ | X | ✓ | X | ✓ | X | X | X | X | X | 04 | 26%. |
| 12 | Geetha.M. | ✓ | ✓ | ✓ | ✓ | X | ✓ | ✓ | ✓ | X | X | X | 05 | 33.33%. |
| 13 | Hansa Bai.k | X | X | ✓ | ✓ | X | X | X | X | X | X | X | 02. | 13.33%. |
| 14 | Inchara.k. Maik. | X | ✓ | ✓ | ✓ | X | ✓ | X | X | X | X | X | 04. | 26%. |
| 15 | Indushree. | X | X | X | ✓ | X | X | X | X | X | X | X | 01 | 6%. |
| 16 | Ishwarya. | ✓ | ✓ | X | ✓ | X | ✓ | X | X | X | X | X | 04. | 26%. |
| 17 | Jahnavi.M. | ✓ | ✓ | ✓ | ✓ | X | X | X | X | X | X | X | 04 | 26%. |
| 18 | Priyanka. | ✓ | ✓ | X | ✓ | X | ✓ | X | X | X | X | X | 04. | 26%. |
| 19 | Kavana.U | ✓ | ✓ | X | ✓ | X | ✓ | X | X | X | X | X | 04. | 26%. |
| 20 | Mamatha | ✓ | X | X | X | X | X | X | X | X | X | X | 01 | 6%. |
| 21 | Nayana. | ✓ | ✓ | ✓ | ✓ | X | ✓ | X | ✓ | X | X | X | 06. | 40%. |
| 22 | Pratyaksha. | ✓ | ✓ | ✓ | ✓ | X | ✓ | X | X | X | X | X | 05 | 33.33%. |
| 23 | Preethi R. | ✓ | ✓ | ✓ | ✓ | X | X | X | ✓ | X | X | X | 05 | 33.33%. |
| 24 | Rushpa.P. | X | ✓ | ✓ | X | X | X | X | X | X | X | X | 02. | 13.33%. |

8 Action programme.

For the fulfillment of my research I have selected hypothesis to organise the action programme.

| Hypothesis | Action programme. |
|---|---|
| * Introduction to the atoms. | Teacher gave a knowledge about the atoms, and Electron, proton and neutron by showing the picture. |
| * Introduction of the concept electricity. | Teacher shows the model of electric circuit to explain the meaning of electricity and circuit. |
| * Introduction of the concept and meaning of cell. | Teacher shows the cell and explain the meaning of cell and the working of the cell in the circuit. |
| * Difficulties faced to understand how the chemical energy is converted into electrical energy. | Allow the students to make the activity to understand the conversion by using the model of circuit. |

Teach about the energy.

Teacher conduct an activity to know about the energy. and to understand the meaning of cell.

Teach about the chemical and electrical energy.

Teacher explains the meaning of chemical and electrical energy.

Time table for Action Research-2021

| Date | Action. |
|----------|---|
| 30/11/21 | Identification of problem for action research in the Science (Physics) during Science teaching. |
| 1/12/21 | Preparation of pre-test on the topic "Conversion of chemical energy to electrical energy" on the electricity. |
| 2/12/21 | conducting pre-test on topic electricity. |
| 3/12/21 | Evaluation of pre-test paper. |
| 6/12/21 | Identifying the difficulties of Students after knowing the result of pre-test. |
| 7/12/21 | Introduced the concept atom. |
| 8/12/21 | Teach about the meaning of atom and proton. |

| | |
|-----------|--|
| 10/12/21 | Teach about the meaning of Neutron and electrons. |
| 15/12/21 | Activity about the concept of electricity. |
| 16/12/21 | Activity about the meaning of circuit. |
| 17/12/21 | Make the activity for the connection of circuit using, cell, bulb, connecting wires. |
| 22/12/21 | Teach about the meaning of cell. |
| 23/12/21. | Teach about the terminals of cell (Positive and negative terminals) |
| 24/12/21 | Teach about the parts of the cell. |
| 27/12/21. | Teach about the chemicals present inside the cell. |
| 28/12/21 | Activity about the meaning of energy. |

29/12/21

Teach about the chemical energy.

30/12/21

Teach about the electrical energy.

31/12/21

Activity about ~~the~~ how the chemical energy is converted into electrical energy.

2/1/22

Preparation for the post test.

31/1/22.

Conducted the post-test

6/1/22.

Evaluation ~~of~~ the post-test.

Post - test

Action Research

Post-test.

Subject: - Science (Physics)

| Sl No | Student Name | Difficulties faced by the students to understanding the conversion of chemical to electrical energy | | | | | | | | | | Total Marks | Percentage |
|-------|--------------------|---|----|----|----|----|----|----|----|----|----|-------------|------------|
| | | 01 | 02 | 03 | 04 | 05 | 06 | 07 | 08 | 09 | 10 | | |
| 01 | Amrutha. D | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | X | ✓ | 12 | 80% |
| | Ankitha. Bai R | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | X | ✓ | 13 | 86% |
| | Anusha | ✓ | ✓ | X | X | X | ✓ | ✓ | ✓ | X | ✓ | 8 | 53% |
| | Anusha. M | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | X | 12 | 80% |
| | Ashwini. N. Naik | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | X | X | ✓ | 10 | 66% |
| | Bhargavi. S | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 12 | 80% |
| | Bharana. B | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | X | ✓ | 12 | 80% |
| | Bhavana. P | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | X | ✓ | 13 | 86% |
| | Bhavya. S. B | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | X | X | 11 | 73% |
| | Divya. S | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 11 | 73% |
| | Geethalakshmi A. S | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 12 | 80% |
| | Gouthani. M. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 14 | 93% |

| | | | | | | | | | | | | | |
|------------------|---|---|---|---|---|---|---|---|---|---|---|----|-----|
| Hamsa Bai. K | ✓ | ✓ | X | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 10 | 66% |
| Inchana. K. Maik | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | X | ✓ | 11 | 73% |
| Indushree | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 11 | 73% |
| Ishwarya | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 14 | 93% |
| Jahnavi. M | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 14 | 93% |
| Priyanka | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | X | ✓ | 10 | 66% |
| Kavana. U. | ✓ | ✓ | X | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | X | ✓ | 10 | 66% |
| Mamatha | ✓ | ✓ | X | ✓ | ✓ | X | ✓ | X | ✓ | ✓ | ✓ | 8 | 53% |
| Nayana | ✓ | ✓ | X | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 11 | 73% |
| Pratyaksha. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 14 | 93% |
| Preeti. R | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 14 | 93% |
| Pushpa. P | ✓ | ✓ | ✓ | ✓ | X | ✓ | ✓ | ✓ | X | ✓ | ✓ | 10 | 66% |
| Rakshita. B | ✓ | ✓ | ✓ | X | ✓ | ✓ | ✓ | ✓ | X | ✓ | ✓ | 9 | 60% |
| Ranya. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✗ | X | X | ✓ | 8 | 53% |
| Ranjita. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 13 | 86% |
| Sahana. J | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 13 | 86% |
| Sangeetha. M. | ✓ | ✓ | X | ✓ | X | ✓ | ✓ | ✓ | X | ✓ | ✓ | 9 | 60% |

| | | | | | | | | | | | | |
|---------------|---|---|---|---|---|---|---|---|---|---|----|-------|
| Sonika .M | ✓ | ✓ | ✓ | X | ✓ | ✓ | ✓ | ✓ | X | ✓ | 8 | 53% |
| Banjara .U.M | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 10 | 66% |
| Shranya .K.P | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 14 | 93% |
| Sinchana .S | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | X | ✓ | 11 | 73% |
| Sinchana .K.B | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | X | X | ✓ | 10 | 66% |
| Sinchana .K.H | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 14 | 93% |
| Sinchana | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 13 | 86% |
| Sindhu Bai | ✓ | ✓ | X | X | X | ✓ | ✓ | ✓ | X | ✓ | 7 | 46.6% |
| Thara M | ✓ | ✓ | X | ✓ | ✓ | ✓ | ✓ | ✓ | X | ✓ | 10 | 66% |
| Tejavathi S. | ✓ | ✓ | X | ✓ | ✓ | ✓ | ✓ | X | X | X | 8 | 53% |
| Usha N. | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | X | X | ✓ | 11 | 73% |
| Varsha Bai | ✓ | ✓ | X | ✓ | ✓ | ✓ | ✓ | ✓ | X | ✓ | 10 | 66% |
| Yashaswini .B | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | 14 | 93% |
| Yashwini . | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | ✓ | X | X | ✓ | 9 | 60% |



ಸ್ವಾಮಿ ವಿವೇಕಾನಂದ ವಿದ್ಯಾ ಸಂಠೆ (೦)
SWAMY VIVEKANANDA VIDYA SAMITHI (R)



ಕುಮದ್ವತಿ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ಶಿವಾರಿಪುರ.

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ಶಿವಮೊಗ್ಗ ರಸ್ತೆ, ಶಿವಾರಿಪುರ - 577427 ಶಿವಮೊಗ್ಗ ಜಿಲ್ಲೆ ಕರ್ನಾಟಕ ರಾಜ್ಯ

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Year 20 ..೨೦... - 20 ..೨೧.....

Roll No.: 31

Reg. No.: ED200230

ಹೆಸರು /Name Shivani P.....

ಸೆಮಿಸ್ಟರ್ /Semester Fourth semester.....

ಪೋಷಣಾ ವಿಷಯಗಳು /Methods..... Physics and mathematics.....



ಸ್ವಾಮಿ ವಿವೇಕಾನಂದ ವಿದ್ಯಾ ಸಂಸ್ಥೆ (೮)
SWAMY VIVEKANANDA VIDYA SAMSTHE (R)



ಕುಮದ್ವತಿ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ಶಿಕಾರಿಪುರ.
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ಬನ್ನಿಸ್ತ ವತರಿದ ಹಾಗೂ ಬನ್ನಿಸ್ತರಿದ ಸಿ.ಪಿ.ಸಿ.ಎ. 2.70 ಅಂಕಗಳೊಂದಿಗೆ "B" ಗ್ರೇಡ್ ಪನ್ನಿಸ್ತ ಹೊಂದಿದ.

ಶಿವಮೊಗ್ಗ ರಸ್ತೆ, ಶಿಕಾರಿಪುರ - 577427 ಶಿವಮೊಗ್ಗ ಜಿಲ್ಲೆ ಕರ್ನಾಟಕ ರಾಜ್ಯ
Shivamogga Road, SHIKARIPURA - 577 427, Shivamogga Dist. Karnataka

☎ : 08187-222383, 222067 email : kumadvathibed@gmail.com Website : www.kumadvathibed.in

Certificate

This is to Certify that

Mr/Mrs/Miss.....Shivani P.....

has completed the observation of

*Lessons in.....*Physics, Chemistry, Mathematics, Biology*.....*

prescribed by the Kuvempu University for the year.....2020-2021*.....*

as a partial fulfilment for B.Ed., Degree Course under my supervision

Date.....12.01.2022.....


Method Master

| Sl.No. എ.നോ | 01 | Subject വിഷയം | Science (physics) | Topic തരണം | Transportation System | Date തീയതി | 17/11/21 |
|--------------------------------------|--|--|-------------------|-----------------|-----------------------|-----------------|-----------------|
| Name of the Student- Teacher പേര് | Shilpa M S | Roll No. ര.നോ. | 28 | School സ്കൂൾ | MDRS | Class ക്ലാസ് | 6 th |
| 1. | Engage (Introduction) Greeting, Creating situation, Linking with Previous Knowledge, Appropriateness of an activity, (Questioning, Role playing, storytelling, narrating, illustrating, describing, Usage of learning aids), statement of aim | Teacher greeting the students, teacher Conduct the activity by using Previous Knowledge & also asking Questions which is related to the topic transportation System. | | | | | |
| 2. | Instructional Objectives Appropriateness, Clarity, Relevance, Adequate, SMART | Instructional objectives are relevant to the topic transportation System. | | | | | |
| 3. | Explore (Development of the lesson) Introduction of new words, Reading, functional grammar, questioning, Usage of example, Analogies, Similarities, Demonstration, Experimentation, Adequacy of the content, Organization of concepts/ ideas/principles | Teacher explore the topic by usage of examples, By using new ideas which is organize the concepts by activity (Transportation System) | | | | | |
| 4. | Explain Conducting, Appropriateness of an activity, Encouragement, Meaningfulness, Discussion, Proper instruction, Room for group learning, Allowing pupils to express, Rechecking, Analysis, Usage of learning materials, Recording, Oral presentation, Written presentation, effectiveness | Teacher explain the Landway transportation system in meaning fullness. & Appropriateness of an activity. Teacher explain the topic by conducting a activity method. | | | | | |
| 5. | Elaborate Conducting, Appropriateness of an activity, Encouragement, Meaningfulness, Discussion, Proper instruction, Ascertain, Sharing, Consolidation, Practicing, Discussion, Questioning, Effectiveness | Teacher elaborate the transportation system by questioning & showing flash cards on ships, Aeroplane. | | | | | |

| | | |
|-----|---|--|
| 6. | Evaluate Conducting, Appropriateness of an activity, Encouragement, Meaningfulness, Discussion, Proper instruction, Achievement of learning outcome, Feedback, Concluding the activity, suggestion to pupils, Effectiveness | Teacher Evaluate the topic meaningfulness & It is based on the CCE, by giving proper instruction & Conducting activity on the transportation system. |
| 7. | Any other Method Conducting, Appropriateness of an activity, Encouragement, Meaningfulness, Discussion, Proper instruction, Effectiveness | The teaching is appropriateness to the activity & conducting activity on Transportation system by giving proper instruction. |
| 8. | Learning Materials Appropriateness, Clarity, Relevance, Adequate, Text Book, Supplementary Materials, Effectiveness | The learning materials are effectiveness and relevance to the topic. The materials are flash cards. |
| 9. | Pupil-teacher interaction Scope of interaction, pupil participation, dealing with pupils responses, gestures | Pupil-teacher interaction is good & Pupil actively participation in the activity. |
| 10. | Class room Management Autonomy, Discipline, Proper Instruction, Time management | The classroom management is by giving proper instruction. |
| 11. | Black board Work Appropriateness, Clarity, Relevance, Adequate, Neatness, Drawing, legibility | Black board work is appropriateness to the topic. |
| 12. | Recapitulation Appropriateness, Clarity, Relevance, Adequate, Comprehensive | Teacher summarize the topic which is relevance to the transportation system. |
| 13. | Assignment/Project Ensuring extension of learning, innovation, Encouraging, variety, creating interest | The teacher giving Assignment by Creating interest & also extension of learning. / <u>Question</u> |
| 14. | Personality of student-teacher Gait, Voice, Ability, Maturity, Ingenuity, Confidence, Cheerfulness, Achievement, Dress | Personality of the student-teacher is Confidence & good. |

Observation should be specific



Signature of the Supervisor

सहसंचालक स्व.

Assessment B B

सहसंचालक स्व.

Shivani P

Signature of the Observer

देविका स्व.

| | | | | | | | | |
|---|--------------|-------------------|--------------------|----------------|--------------------------------|----------------|----------------|-----|
| Sl. No. ಗ.ನಂ | 08 | Subject ಷಿಕ್ಷಣ | Mathematics | Topic ತರಗತಿ | Use of variables in arithmetic | Date ದಿನಾಂಕ | 25/11/21 | |
| Name of the Student- Teacher ಬೋಧಕರ ಹೆಸರು | Prathima H R | | Roll No. ನಂ.ನಂ. | 20 | School ಮಠ | MDRS, HoSuru | Class ತರಗತಿ | 6th |

| | | |
|----|--|--|
| 1. | Engage (Introduction) Greeting, Creating situation, Linking with Previous Knowledge, Appropriateness of an activity, (Questioning, Role playing, storytelling, narrating, illustrating, describing, Usage of learning aids), statement of aim | Teacher engage the class by using the previous knowledge i.e perimeter of the rectangle & the square. The teacher asking the questions on the sum i.e $5+4$ by using the marbles. |
| 2. | Instructional Objectives Appropriateness, Clarity, Relevance, Adequate, SMART | Teacher gives the instructional objectives which are appropriateness to the topic use of variables in arithmetic. |
| 3. | Explore (Development of the lesson) Introduction of new words, Reading, functional grammar, questioning, Usage of example, Analogies, Similarities, Demonstration, Experimentation, Adequacy of the content, Organization of concepts/ ideas/principles | Teacher explore the topic of Commutative of addition by activity method i.e using the pens, use the examples to solve the Commutative property under addition. |
| 4. | Explain Conducting, Appropriateness of an activity, Encouragement, Meaningfulness, Discussion, Proper instruction, Room for group learning, Allowing pupils to express, Rechecking, Analysis, Usage of learning materials, Recording, Oral presentation, Written presentation, effectiveness | Teacher explain the Commutative under addition by solving the problem by using the formula of Commutative under addition $(a+b) = (b+a)$. Teacher use the written presentation by solving the problems on Commutative property. |
| 5. | Elaborate Conducting, Appropriateness of an activity, Encouragement, Meaningfulness, Discussion, Proper instruction, Ascertain, Sharing, Consolidation, Practicing, Discussion, Questioning, Effectiveness | Teacher elaborate the topic use of variables in arithmetic by solving the problems on Commutativity of 2 number by using the marbles and using the pens & pencil. Questions on addition, multiplication & Distributivity of the numbers. |

| | |
|---|--|
| <p>6. Evaluate Conducting, Appropriateness of an activity, Encouragement, Meaningfulness, Discussion, Proper instruction, Achievement of learning outcome, Feedback, Concluding the activity, suggestion to pupils, Effectiveness</p> | <p>Teacher evaluate the topic by using the fill in the blanks on the questions. Commutativity of addition of two no's. Commutativity of multiplication of two numbers - & the distributivity of the over addition of number are called -</p> |
| <p>7. Any other Method Conducting, Appropriateness of an activity, Encouragement, Meaningfulness, Discussion, Proper instruction, Effectiveness</p> | <p>Teacher use the appropriate activity for addition under commutative property & commutativity of multiplication of two numbers by using formula.</p> |
| <p>8. Learning Materials Appropriateness, Clarity, Relevance, Adequate, Text Book, Supplementary Materials, Effectiveness</p> | <p>Teacher use the marbles for addition method in commutative property & multiplication under two numbers.</p> |
| <p>9. Pupil-teacher interaction Scope of interaction, pupil participation, dealing with pupils responses, gestures</p> | <p>Pupil teacher interaction was good. Teacher deals with pupils while solving -g the problems on addition in commutative & multiplication & distributive</p> |
| <p>10. Class room Management Autonomy, Discipline, Proper Instruction, Time management</p> | <p>Classroom management was autonomy.</p> |
| <p>11. Black board Work Appropriateness, Clarity, Relevance, Adequate, Neatness, Drawing, legibility</p> | <p>The black board work is appropriate as to the topic commutative property in addition by using different numbers.</p> |
| <p>12. Recapitulation Appropriateness, Clarity, Relevance, Adequate, Comprehensive</p> | <p>Teacher recapitulate the topic use of variables in arithmetic by solving the different types of problems.</p> |
| <p>13. Assignment/Project Ensuring extension of learning, innovation, Encouraging, variety, creating interest</p> | <p>Teacher gives the assignment work that is commutative under addition of two no's & formula of commutative of multiplication of two no's</p> |
| <p>14. Personality of student-teacher Gait, Voice, Ability, Maturity, Ingenuity, Confidence, Cheerfulness, Achievement, Dress</p> | <p>The personality of the student teacher is gait</p> |



Signature of the Supervisor
 ಶಿವಣ್ಣ ಶಿ.

Assessment 13
 ಮಹೇಶ್

Shivani P
 Signature of the Observer
 ಶಿವಣ್ಣ ಶಿ.



ಸ್ವಾಮಿ ವಿವೇಕಾನಂದ ವಿದ್ಯಾ ಸಂಸ್ಥೆ (ರಿ) ಶಿಖಾರಿಪುರ.
SWAMY VIVEKANANDA VIDYA SAMSTHE (R) SHIKARIPURA



ಕುಮದ್ವತಿ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ

KUMADVATHI COLLEGE OF EDUCATION

(Aided, Permanently Affiliated to Kuvempu University, Recognised by NCTE & UGC Act 2(f), Section 12(B)
NAAC Accredited with "B" Grade-2.70 CGPA

ಆನುದಾನಿತ, ಕುಬೇರನು ವಿಶ್ವವಿದ್ಯಾನಿಲಯಕ್ಕೆ ಸಾಧಕ ಸಂಯೋಜಿತ, ಎನ್.ಸಿ.ಟಿ.ಇ., ಯು.ಸಿ.ಇ.ಸಿ. ಅಧಿನಿಯಮ 2(f), ಸೆಕ್ಷನ್ 12(B)
ವಾಸ್ತವ ಪರಿಷದ್ ಹಾಗೂ ಪ್ರಾಚಾರ್ಯರ 2.70 ಅಂಕಗಳೊಂದಿಗೆ "B" ಗ್ರೇಡ್ ಮಾನ್ಯತೆ ಪಡೆದಿದೆ.

ಶಿವಮೊಗ್ಗ ರಸ್ತೆ, ಶಿಖಾರಿಪುರ - 577427 ಶಿವಮೊಗ್ಗ ಜಿಲ್ಲೆ, ಕರ್ನಾಟಕ ರಾಜ್ಯ
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ಪಾಠ ಯೋಜನೆಗಳು - LESSON PLANS

PEDAGOGY OF SCHOOL SUBJECT

ಶಿಕ್ಷಣಶಾಸ್ತ್ರದ ಶಾಲಾ ವಿಷಯ

Mathematics

20.20 - 2021...

Name

ಹೆಸರು

Pushpa. Battikoppa

Reg No.

ನೋಂ. ಸಂಖ್ಯೆ

ED200221

Roll No :

ಹಾಜರಿ ಸಂಖ್ಯೆ :

21

Year

ವರ್ಷ

2020 - 2021

Semester

ಸೆಮಿಸ್ಟರ್

Fourth Semester



SWAMY VIVEKANANDA VIDYA MANDIRA (R) SHIKARIPURA
KUMADVATHI COLLEGE OF EDUCATION

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K.A.C. Accredited with "B" Grade 2015/16



Shivamogga Road, SHIKARIPURA - 577427, Shivamogga Dist. Karnataka State

☎ : 08187-222383, 222067 email : kumadvathibed@gmail.com, www.kumadvathibed.in

Certificate

This is to Certify that Mr./Miss./Mrs. Pushpa, Ballikoppa
has Given the Number of Lessons Prescribed by the Kuvempu University in
Pedagogy of School Subject Mathematics during
the Year 20...20... - 20...21.....

Place : Shikaripura

Date : 14.03.2022

Signature of the Method Master

Instructions

1. Every lesson-plan should be got approved by the method master before giving the lesson in the school.
2. Lesson given without the approval of the method master will not be counted for the quota of lessons to be given.
3. The fair copies of the lesson -plans should be prepared after the method masters approval and before giving the lesson in the class.
4. The teacher - pupils should come to the college every Saturday for getting their lesson - plans approval by the method master

ಸಾಧಾರಣ ಪಾಠ್ಯ / CONTENTS

| S.No | Date | Class | Name of the School | Page No. | Topic | Supervisor's Signature |
|------|----------|-----------------|-----------------------|----------|--|------------------------|
| 01 | 23/11/21 | 7 th | KPCPS Ambargo - ppa. | 01-08 | Variables and formation of equation. | |
| 02 | 24/11/21 | 7 th | KPCPS Ambargo ppa. | 9-18 | Conversion of Statement to equation form | |
| 03 | 25/11/21 | 7 th | KPCPS Ambargo ppa. | 19-28 | Solving an equation. | |
| 04 | 26/11/21 | 7 th | KPCPS Ambargo ppa. | 29-38 | Transposing method and Application of simple equation. | |
| 05 | 6/12/21 | 7 th | KPCPS Ambargo. | 39-48 | Meaning of integers. | |
| 06 | 7/12/21 | 7 th | KPCPS Ambargo - oppa. | 49-58 | Addition and subtraction of integers on number line. | |
| 07 | 8/12/21 | 7 th | KPCPS Ambargo ppa. | 59-66 | closure property of integers. | |
| 08 | 11/12/21 | 7 th | KPCPS Ambargo ppa. | 67-74 | Commutative property of integers. | |

ಸಾಧಾರಣ ಪಾಠ್ಯದ ಸಾಮಾನ್ಯ ಉದ್ದೇಶಗಳು / General Objectives of Teaching :

- 1) Pupil develops knowledge of Mathematical lesson, concepts, principle, laws and formulae.
- 2) Pupil develops the understanding of mathematical terms concepts principles, laws & formulae.
- 3) Pupil apply the knowledge, principles, laws, formulae of mathematics in day-to-day life.
- 4) Pupil develops interest towards learning mathematics.
- 5) Pupil develops various skills of mathematics.

5E's Contents for Lesson plan

| Item | Specification Observation |
|--|--|
| Engage (Introduction) | Capture the students attention, Activate student prior Knowledge, Stimulate thinking, Rise key Questions. Greeting, Creating situation, Linking with Previous Knowledge, Appropriateness of an activity, (Questioning, Role playing, storytelling, narrating, illustrating, describing, Usage of learning aids), statement of aim |
| Explore (Development of the lesson) | Allow students to observe, Record data, Isolate variable, Design & plan Experiments, Create graphs, Interpret Results, Develop hypotheses, Organise the findings Introduction of new words, Reading, functional grammar, questioning, Usage of example, Analogies, Similarities, Demonstration, Experimentation, Adequacy of the content, Organization of concepts/ideas/principles |
| Explain | Introduce the Laws, Models, Theories, Vocabulary, Guide students towards coherent generalisation, Helps students understands, Use scientific vocabulary to explain the results of their exploration. Conducting, Appropriateness of an activity, Encouragement, Meaningfulness, Discussion, Proper instruction, Room for group learning, Allowing pupils to express, Rechecking, Analysis, Usage of learning materials, Recording, Oral presentation, Written presentation, effectiveness |
| Elaborate | Provides students opportunity to apply their Knowledge to new domine, Rise new Questions, Explore new hypotheses, Related problems for students to solve. Conducting, Appropriateness of an activity, Encouragement, Meaningfulness, Discussion, Proper instruction, Ascertain, Sharing, Consolidation, Practicing, Discussion, Questioning, Effectiveness |
| Evaluate | Administer formative assessment. Conducting, Appropriateness of an activity, Encouragement, Meaningfulness, Discussion, Proper instruction, Achievement of learning outcome, Feedback, Concluding the activity, suggestion to pupils, Effectiveness |

Objectives and Corresponding Specifications in Pedagogy of School Subject

Mathematics

| Knowledge ಜ್ಞಾನ | Understanding/ Comprehension ಅರ್ಥವಹಿ/ಗ್ರಹಣೆ | Expression ಅಭಿವ್ಯಕ್ತಿ | Application ಅನ್ವಯ | Skill ಕೌಶಲ್ಯ | Appreciation ಪ್ರಶಂಸೆ | Interest ಆಸಕ್ತಿ | Attitude ವಿಶೇಷಣ |
|-----------------------|---|--------------------------|---|--|---|---|---|
| Recalls Recognises | <ul style="list-style-type: none"> * Sees the relationship * discriminates * compares * Detects error * Verifies * cites illustration * Selects * classifies * Generalises | | <ul style="list-style-type: none"> * Predicts * Formulates hypothesis * Selects * rectifies * cites illustration * Judges * List out * Solves | <ul style="list-style-type: none"> * Checks * Describe * Expl * measures * accurate observation * uses material * rectifies * Setup * records * performs activity * Draws | <ul style="list-style-type: none"> * Express * Derives sense of pleasure * explains * Suggests * Visualise | <ul style="list-style-type: none"> Reads takes discusses sticks Asks Forms Solves Participates organises contributes prepares collects maintains | <ul style="list-style-type: none"> Listens Accepts examines Appreciates encourages Tries Search thinks organises |

Recapitulation and Black Board Summary / Application

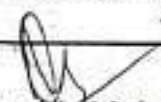
| ಸಾರಾಂಶ / Summary | ಪ್ರಶ್ನೆಗಳು / Questions |
|------------------|------------------------|
| | |

| ಅಂತಿಮ ಮೌಲ್ಯಮಾಪನ / Final Evaluation | ಅಭ್ಯಾಸ ಕಾರ್ಯಗಳು / Assignments |
|---|--|
| <p>state whether the following statement is true or false.</p> <p>1) Variables are usually denoted by letters of alphabets.</p> <p>a) In equation there is always greater than sign (>)</p> <p>3) The value of variable is fixed.</p> <p>4) If LHS = RHS of an eqn then equation will be balanced.</p> | <p>Answer the following.</p> <p>1) Give Five examples for equation.</p> <p>2) How the equation is different from expression?</p> |

Ans: 1) True 2) False 3) False 4) True.

Lesson Plan approved
ಬಾಹ್ಯಮಾನ್ಯತೆಯನ್ನು ಅನುಮೋದಿಸಿದೆ.

ದಿನಾಂಕ/Date: 20/11/2021


Signature of the Method Master
ಬಾಹ್ಯಮಾನ್ಯತೆಯನ್ನು ಅನುಮೋದಿಸಿದೆ.

| Teacher's Reflection / ಬಹಳ ಸ್ವ-ಅವಲೋಕನ |
|--|
| <ul style="list-style-type: none"> * Need to avoid the main answers. * Need to explain the concepts with clarity. * Need to avoid the confusions of the students. |


Signature of the Student Teacher
ಬಾಹ್ಯಮಾನ್ಯತೆಯನ್ನು ಅನುಮೋದಿಸಿದೆ.

| Suggestion by Supervisor / ಮೇಲ್ವಿಚಾರಕರ ಸಲಹೆಗಳು |
|---|
| <ul style="list-style-type: none"> * Don't take mass answers. * Explanation skill was good, but clarify the $(x+2=3)$ "constant" - concept to students. * Students involvement was good. * usage of examples was good. |

Date / ದಿನಾಂಕ: 23/11/2021


Sign of the Supervisor / ಮೇಲ್ವಿಚಾರಕರ ಸಹಿ

ಪುನರಾವೇಶ ಮತ್ತು ಕಪ್ಪು ಪಟಿಯ ಸಾರಾಂಶ / ಅನ್ವಯ
 Recapitulation and Black Board Summary / Application

| ಸಾರಾಂಶ / Summary | ಪ್ರಶ್ನೆಗಳು / Questions |
|------------------|------------------------|
| | |

| ಅಂತಿಮ ಪರೀಕ್ಷೆ, ಮೂಲಕ / Final Evaluation | ಅಭ್ಯಾಸ ಪ್ರಶ್ನೆಗಳು / Assignments |
|--|--|
| Match the following with suitable answers 1) $10a = 100$ a) $a = 6$ 2) $5 + a = 7$ b) $a = 7$ 3) $D_2 = 2$ c) $a = 2$ 4) $a - 3 = 4$ d) $a = 4$ 5) $20a = 120$ e) $a = 10$ Ans - 1) 10 2) 4 3) 7 4) 2 5) 6 | Answer the following 1) Solve the equation $3x - 2 = 46$ using balancing method of solving equation 2) Solve the equation $5m + 7 = 17$ using trial and error method |

Lesson Plan approved
 ಮಂಡಲಾಧಿಕಾರಿಯ ಅನುಮೋದನೆ
 ದಿನಾಂಕ / Date: 22/11/2021
 Signature of the Method Master
 ಬೋಧಕರ ವಿಭಾಗ ಅಧ್ಯಾಪಕ ಸಿ.ಬಿ.

Teacher's Reflection / ತಜ್ಞರ ಸ್ವ-ಅವಲೋಕನ

* Avoid the mass answer from students
 * I learn to teach in English for upcoming class
 * I improve my explanation skill
 * need to write systematically on the black board, * need to improve by asking the questions
 * Explanation skill was satisfactory.

Signature of the Student Teacher
 ಪ್ರತಿಭಾಶೀಲಿಯ ಸಿ.ಬಿ.

Suggestion by Supervisor / ಮೇಲ್ವಿಚಾರಕರ ಸಲಹೆಗಳು

=> Donot follow bilingual approach => Try to simple communication while solving the problems.
 => use BB systematically. => try to extract answer from the str - encourage them to answer. => use colour dot
 => observe the str activity - either they have written or not.
 => Donot spend too much time on BB.
 => use linguistic words distinctly -

Sign of the Supervisor / ಮೇಲ್ವಿಚಾರಕರ ಸಿ.ಬಿ.

=> need dot of preparation => follow the instructions.

| ಸಾರಾಂಶ / Summary | ಪ್ರಶ್ನೆಗಳು / Questions |
|---|---|
| <p>Brigadier gyan singh was the mentor of pal and Chagierathi seem sisters organization of pal. and they are seem sister's in this organization noun is a word that take place of a noun or use as instead of noun.</p> | <p>① who is the mentor of pal? ② which is the unique organization of pal? ③ How many girls are this in expedition? ④ what is the pronoun eive</p> |

| ಅಂತಿಮ ಮೌಲ್ಯ ಮೂಲಕ / Final Evaluation | ಅಭ್ಯಾಸ ಪ್ರಶ್ನೆಗಳು / Assignments |
|---|---|
| <p><u>Directions</u>:- Circle the pronoun in each sentence.</p> <p>① please ask <u>them</u> ② <u>she</u> <u>they</u> home ③ <u>He</u> <u>us</u> <u>her</u> Home ④ <u>She</u> <u>at</u> <u>a</u> <u>land</u> <u>with</u></p> | <p><u>Answer the following questions</u></p> <p>① who was Brigadier gyan singh? ② For what purpose was the club established? ③ what is pronoun? eive 10 examples?</p> |

Lesson Plan approved
ಪಾಠ್ಯಕ್ರಮವಿಭಾಗದ ಅಧೀನದಲ್ಲಿ.
ದಿನಾಂಕ/Date: 27/11/2024

U. Kumar
Signature of the Method Master
ಪೋಷಣಾ ವಿಭಾಗದ ಅಧ್ಯಾಪಕರ ಸಹಿ.

Teacher's Reflection / ಶಿಕ್ಷಕರ ಸ್ವ-ಅವಲೋಕನ

* I must improved my communication during lesson.
* should prepare properly.
* should add more content
* I should take care all of this in next class.

Usha N
Signature of the Student Teacher
ಪ್ರತಿಭಾನ್ವಿತರ ಸಹಿ.

Suggestion by Supervisor / ಮೇಲ್ವಿಚಾರಕರ ಸಲಹೆಗಳು

=> Donot follow bilingual approach. => Improve your listening skill. => use functional grammar => call the H's by their name => Before asking comprehensive question ask the B.B. => Give proper intonation while stating the steps => Encourage the H's to improve in English. => use examples => Use direct method.
Date/ದಿನಾಂಕ: => use BB systematically
=> need preparation - use direct approach.

U. Kumar
Sign of the Supervisor / ಮೇಲ್ವಿಚಾರಕರ ಸಹಿ

Recapitulation and Black Board Summary / Application

| IV ಅನುಸರಣೆ ಸಾರಾಂಶ / Summary | ಪ್ರಶ್ನೆಗಳು / Questions |
|--|--|
| <p>ಬೆಂಗಳೂರು ಅಂತರಾಷ್ಟ್ರೀಯ ವಿಶ್ವವಿದ್ಯಾನಿಲಯದ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ 'ಕೃಷಿ ವಿಜ್ಞಾನ' ಪಾಠ್ಯಕ್ರಮದ ಅಧ್ಯಯನದ ಸಂದರ್ಭದಲ್ಲಿ ಸಿದ್ಧಪಡಿಸಿದ ಸಾರಾಂಶ. ಅಲ್ಲಿಯೇ ಇರುವಂತಹ ವಿಷಯಗಳನ್ನು ಸಂಕ್ಷಿಪ್ತವಾಗಿ ಮತ್ತು ಸ್ಪಷ್ಟವಾಗಿ ವಿವರಿಸಿ, ಅದರ ಮೂಲಕ ಕೆಲವು ಪ್ರಶ್ನೆಗಳನ್ನು ಕೂಡಿಸಿ ಕೊಟ್ಟಿಲ್ಲ.</p> <p>1) ಬೆಂಗಳೂರು ಅಂತರಾಷ್ಟ್ರೀಯ ವಿಶ್ವವಿದ್ಯಾನಿಲಯದ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ 'ಕೃಷಿ ವಿಜ್ಞಾನ' ಪಾಠ್ಯಕ್ರಮದ ಅಧ್ಯಯನದ ಸಂದರ್ಭದಲ್ಲಿ ಸಿದ್ಧಪಡಿಸಿದ ಸಾರಾಂಶ. ಅಲ್ಲಿಯೇ ಇರುವಂತಹ ವಿಷಯಗಳನ್ನು ಸಂಕ್ಷಿಪ್ತವಾಗಿ ಮತ್ತು ಸ್ಪಷ್ಟವಾಗಿ ವಿವರಿಸಿ, ಅದರ ಮೂಲಕ ಕೆಲವು ಪ್ರಶ್ನೆಗಳನ್ನು ಕೂಡಿಸಿ ಕೊಟ್ಟಿಲ್ಲ.</p> | <p>1) ಬೆಂಗಳೂರು ಅಂತರಾಷ್ಟ್ರೀಯ ವಿಶ್ವವಿದ್ಯಾನಿಲಯದ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ 'ಕೃಷಿ ವಿಜ್ಞಾನ' ಪಾಠ್ಯಕ್ರಮದ ಅಧ್ಯಯನದ ಸಂದರ್ಭದಲ್ಲಿ ಸಿದ್ಧಪಡಿಸಿದ ಸಾರಾಂಶ. ಅಲ್ಲಿಯೇ ಇರುವಂತಹ ವಿಷಯಗಳನ್ನು ಸಂಕ್ಷಿಪ್ತವಾಗಿ ಮತ್ತು ಸ್ಪಷ್ಟವಾಗಿ ವಿವರಿಸಿ, ಅದರ ಮೂಲಕ ಕೆಲವು ಪ್ರಶ್ನೆಗಳನ್ನು ಕೂಡಿಸಿ ಕೊಟ್ಟಿಲ್ಲ.</p> |

| ಅಂತಿಮ ಮೌಲ್ಯಮಾಪನ / Final Evaluation | ಅಭ್ಯಾಸ ಪ್ರಶ್ನೆಗಳು / Assignments |
|--|--|
| <p>1) ಬೆಂಗಳೂರು ಅಂತರಾಷ್ಟ್ರೀಯ ವಿಶ್ವವಿದ್ಯಾನಿಲಯದ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ 'ಕೃಷಿ ವಿಜ್ಞಾನ' ಪಾಠ್ಯಕ್ರಮದ ಅಧ್ಯಯನದ ಸಂದರ್ಭದಲ್ಲಿ ಸಿದ್ಧಪಡಿಸಿದ ಸಾರಾಂಶ. ಅಲ್ಲಿಯೇ ಇರುವಂತಹ ವಿಷಯಗಳನ್ನು ಸಂಕ್ಷಿಪ್ತವಾಗಿ ಮತ್ತು ಸ್ಪಷ್ಟವಾಗಿ ವಿವರಿಸಿ, ಅದರ ಮೂಲಕ ಕೆಲವು ಪ್ರಶ್ನೆಗಳನ್ನು ಕೂಡಿಸಿ ಕೊಟ್ಟಿಲ್ಲ.</p> | <p>1) ಬೆಂಗಳೂರು ಅಂತರಾಷ್ಟ್ರೀಯ ವಿಶ್ವವಿದ್ಯಾನಿಲಯದ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ 'ಕೃಷಿ ವಿಜ್ಞಾನ' ಪಾಠ್ಯಕ್ರಮದ ಅಧ್ಯಯನದ ಸಂದರ್ಭದಲ್ಲಿ ಸಿದ್ಧಪಡಿಸಿದ ಸಾರಾಂಶ. ಅಲ್ಲಿಯೇ ಇರುವಂತಹ ವಿಷಯಗಳನ್ನು ಸಂಕ್ಷಿಪ್ತವಾಗಿ ಮತ್ತು ಸ್ಪಷ್ಟವಾಗಿ ವಿವರಿಸಿ, ಅದರ ಮೂಲಕ ಕೆಲವು ಪ್ರಶ್ನೆಗಳನ್ನು ಕೂಡಿಸಿ ಕೊಟ್ಟಿಲ್ಲ.</p> |

Lesson Plan approved
 ವಾಕಾಂಕ/Date: 16/11/21

Signature of the Method Master
 ಬೋಧನಾ ವಿಧಾನ ಅಧ್ಯಾಪಕರ ಸಹಿ.

| Teacher's Reflection / ಶಿಕ್ಷಕರ ಪ್ರತಿಫಲನ |
|---|
| <p>ಬಹಳವೇ ಆಸಕ್ತಿಯಿಂದ ಬೋಧನಾ ಸೆಷನ್ ಮಾಡಿ ಅದರ ಮೂಲಕ ಕೆಲವು ಪ್ರಶ್ನೆಗಳನ್ನು ಕೂಡಿಸಿ ಕೊಟ್ಟಿಲ್ಲ. ಅಲ್ಲಿಯೇ ಇರುವಂತಹ ವಿಷಯಗಳನ್ನು ಸಂಕ್ಷಿಪ್ತವಾಗಿ ಮತ್ತು ಸ್ಪಷ್ಟವಾಗಿ ವಿವರಿಸಿ, ಅದರ ಮೂಲಕ ಕೆಲವು ಪ್ರಶ್ನೆಗಳನ್ನು ಕೂಡಿಸಿ ಕೊಟ್ಟಿಲ್ಲ.</p> |

| Suggestion by Supervisor / ಮೇಲ್ವಿಚಾರಕರ ಸಲಹೆಗಳು |
|--|
| <p>1) ಬೆಂಗಳೂರು ಅಂತರಾಷ್ಟ್ರೀಯ ವಿಶ್ವವಿದ್ಯಾನಿಲಯದ ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ 'ಕೃಷಿ ವಿಜ್ಞಾನ' ಪಾಠ್ಯಕ್ರಮದ ಅಧ್ಯಯನದ ಸಂದರ್ಭದಲ್ಲಿ ಸಿದ್ಧಪಡಿಸಿದ ಸಾರಾಂಶ. ಅಲ್ಲಿಯೇ ಇರುವಂತಹ ವಿಷಯಗಳನ್ನು ಸಂಕ್ಷಿಪ್ತವಾಗಿ ಮತ್ತು ಸ್ಪಷ್ಟವಾಗಿ ವಿವರಿಸಿ, ಅದರ ಮೂಲಕ ಕೆಲವು ಪ್ರಶ್ನೆಗಳನ್ನು ಕೂಡಿಸಿ ಕೊಟ್ಟಿಲ್ಲ.</p> |

Date / ದಿನಾಂಕ: 16/11/21
 Sign of the Supervisor / ಮೇಲ್ವಿಚಾರಕರ ಸಹಿ

| ಸಾರಾಂಶ / Summary | ಪ್ರಶ್ನೆಗಳು / Questions |
|--|--|
| <p>ಬಿಟ್ಟುನೀಲಿಲೆ ಪ್ರಕೃತಿಯನ್ನು ಹೆಣೆನ ಯುನೀವರ್ಸಿಟಿಯವರು ನೋಡಿಗಳೆ ತುಂಬೆತ್ತೆ ಅಲ್ಪಗುರ ದಬ-ಅರ ಅನಂತೆ ಯುನೀವರ್ಸಿಟಿಯವರು ಬೆಂಗಳೂರು ಅಲಿಯಾದ ಇಟ್ಟಣ ಸೆಂಟೆಗಳೂ ಸಿದ್ಧಗಂಗಾ ಮಠ. ಸಿರಿಗೆರೆ ಮಠ ತೆರಳುಲಿಯಾಕೆ ಮಠ. ಲಾಸೇರೆನೆ -ಆವಾಶವನ್ನು ಸ್ಥಾಪಿಸಿದವರು ಸೇತ. ಅನಾಕೇಸೂಡೆ, ಛಾರತ ರತ್ನ ಪ್ರಕೃತಿ ಹೆಣೆನವರು ಸುಕುಂ ಅಕ್ಷಿಶರಿಯು ಸೆರ. ಸಿರಿರಾಯನ. ಈ ಛಾರತ ವಯಾಲರೆ ಸಾಂಪ್ಲೆ ಲೆನಿಸೆನ ನಾಟಕ ಛಾಲ್ಕೆಲಾಳು ಬರೆವಾನ್ಸು ಕ್ಷೇತ್ರಕ್ಕೆ ಕೆನಾಯಗ ನೀಡಿನ ಪ್ರಕೃತಿಗೆ ಬೆತ್ತಲಾಳು ಸಾಧನೆ ಅಲಿಯಾ</p> | <p>1) ಬಿಟ್ಟುನೀಲಿಲೆ ಪ್ರಕೃತಿಯನ್ನು ಯುನೀವರ್ಸಿಟಿಯವರು ನೋಡಿಗಳೆ 2) ಬೆಂಗಳೂರು ಅಲಿಯಾದ ಕ್ರಮಬಿಬ ಇಟ್ಟಣ ಸೆಂಟೆಗಳೂ ಯುನೀವರ್ಸಿಟಿಯವರು 3) ಹೆಣೆನವರು ಸ್ಥಾಪಿಸಿದವರು 4) ಛಾರತ ರತ್ನ ಪ್ರಕೃತಿ ಹೆಣೆನ ಇಟ್ಟಣ ಸೆಂಟೆಗಳೂ 5) ಈ ಛಾರತ ವಯಾಲರೆ ಸಾಂಪ್ಲೆ ಕೆನಾಯಗ ನೀಡಿನ ಪ್ರಕೃತಿಗೆ ಬೆತ್ತಲಾಳು ಸಾಧನೆ ಅಲಿಯಾ</p> |

| ಅಂತಿಮ ಮೌಲ್ಯ ಮೂಲಕ / Final Evaluation | ಅಭ್ಯಾಸ ಪ್ರಶ್ನೆಗಳು / Assignments |
|---|---|
| <p>ಕೆಳಗಿನ ಸೂಚಕಗಳನ್ನು ಅಳವಡಿಸಿ ಉತ್ತರಿಸಿ 1) ಕೂಬೆಂದಿಟ್ಟು -> a ನಾಟಕಗಾರ 2) ಗುಟ್ಟು ಅಳವಡಿಸಿ -> b ರಾಕ್ಷಸರು 3) ಛಾರತ ರತ್ನ ಪ್ರಕೃತಿ -> c ಇಟ್ಟಣ ಸೆಂಟೆ 4) ಕ್ಷೇತ್ರ ಇಟ್ಟಣ ಸೆಂಟೆ -> d ಸಿರಿನಿಯಾಸಿಟ್ಟು ಛಾಲ್ಕೆಲಾಳು ಉತ್ತರಗಳು: - 1) a 2) a 3) d 4) c</p> | <p>1) ನಾಟಕಗಾರ ಬೆಲೆನಲಿಟ್ಟು ಕೆನಾಯಗ ನೀಡಿನ ಕುಟ್ಟು ಅಲಿಯಾ ಕಾಶಿವೆಂದಿಟ್ಟು -ಅರ ನಾಟಕಗಾರನನ್ನು ಬಿಡಿಸಿ 2) ನಾಟಕಗಾರನನ್ನು ಬಿಡಿಸಿ ಬಿಡಿಸಿ ಕೆನಾಯಗ ನಾಟಕಗಾರನನ್ನು ಬಿಡಿಸಿ ಮಾಡಿ</p> |

Lesson Plan approved
ಮಾತೃಕೆಯನ್ನು ಅನುಮೋದಿಸಿದೆ.
ದಿನಾಂಕ/Date: 16/11/2024

Signature of the Method Master
ಮೋದಿಸಿದ ವಿಧಾನ ಅಧ್ಯಾಪಕರ ಸಹಿ.

| Teacher's Reflection / ಶಿಕ್ಷಕರ ಸ್ವ-ಅವಲೋಕನ |
|---|
| <p>ನನ್ನ ಕೆಲಸವು ಸುಗಮವಾಗಿ ಬಹುಮಟ್ಟಿಗೆ ಸುಗಮವಾಗಿ ನಡೆಯಿತು. ಅನ್ಯಾಥೆಗಳನ್ನು ಯಾರು ಇನ್ನೂ ಸಿಟ್ಟಿನ ರೀತಿಯಲ್ಲಿ ತೆರಳಿಸಿ ಬಿಡಿಸಿ. ಅಂತಹ ಕೆಲಸಕ್ಕೆ ಸಂಬಂಧಿಸಿದಂತೆ ಇನ್ನೂ ಸಿಟ್ಟಿನ ಯಾರೂ ತೆರಳಿಸುವುದಿಲ್ಲವೆಂದು ಇನ್ನೂ ಅನ್ಯಾಥೆಗಳೂ ತೆರಳಿಸಿದಂತೆ ಯಾರೂ ತೆರಳಿಸುವುದಿಲ್ಲವೆಂದು ಬಿಡಿಸಿ ಯಾರೂ ತೆರಳಿಸುವುದಿಲ್ಲವೆಂದು ತಿಳಿಸಿ. ಅಂತಹ ಕೆಲಸಕ್ಕೆ ಇನ್ನೂ ಸಿಟ್ಟಿನ ಯಾರೂ ತೆರಳಿಸುವುದಿಲ್ಲವೆಂದು ತಿಳಿಸಿ.</p> <p style="text-align: right;">Signature of the Student Teacher ಪ್ರತಿಭಟನಾರ್ಥಿಯ ಸಹಿ.</p> |

| Suggestion by Supervisor / ಮೇಲ್ವಿಚಾರಕರ ಸಲಹೆಗಳು |
|--|
| <p>1) ನೆನಪಿನಲ್ಲಿಟ್ಟು ಬಿಟ್ಟುನೀಲಿಲೆ ಪ್ರಕೃತಿ -> ಅಲಿಯಾ ಕಾಶಿವೆಂದಿಟ್ಟು 2) ನೆನಪಿನಲ್ಲಿಟ್ಟು ಬಿಟ್ಟುನೀಲಿಲೆ ಪ್ರಕೃತಿ -> ಅಲಿಯಾ ಕಾಶಿವೆಂದಿಟ್ಟು 3) ನೆನಪಿನಲ್ಲಿಟ್ಟು ಬಿಟ್ಟುನೀಲಿಲೆ ಪ್ರಕೃತಿ -> ಅಲಿಯಾ ಕಾಶಿವೆಂದಿಟ್ಟು 4) ನೆನಪಿನಲ್ಲಿಟ್ಟು ಬಿಟ್ಟುನೀಲಿಲೆ ಪ್ರಕೃತಿ -> ಅಲಿಯಾ ಕಾಶಿವೆಂದಿಟ್ಟು 5) ನೆನಪಿನಲ್ಲಿಟ್ಟು ಬಿಟ್ಟುನೀಲಿಲೆ ಪ್ರಕೃತಿ -> ಅಲಿಯಾ ಕಾಶಿವೆಂದಿಟ್ಟು 6) ನೆನಪಿನಲ್ಲಿಟ್ಟು ಬಿಟ್ಟುನೀಲಿಲೆ ಪ್ರಕೃತಿ -> ಅಲಿಯಾ ಕಾಶಿವೆಂದಿಟ್ಟು 7) ನೆನಪಿನಲ್ಲಿಟ್ಟು ಬಿಟ್ಟುನೀಲಿಲೆ ಪ್ರಕೃತಿ -> ಅಲಿಯಾ ಕಾಶಿವೆಂದಿಟ್ಟು 8) ನೆನಪಿನಲ್ಲಿಟ್ಟು ಬಿಟ್ಟುನೀಲಿಲೆ ಪ್ರಕೃತಿ -> ಅಲಿಯಾ ಕಾಶಿವೆಂದಿಟ್ಟು 9) ನೆನಪಿನಲ್ಲಿಟ್ಟು ಬಿಟ್ಟುನೀಲಿಲೆ ಪ್ರಕೃತಿ -> ಅಲಿಯಾ ಕಾಶಿವೆಂದಿಟ್ಟು 10) ನೆನಪಿನಲ್ಲಿಟ್ಟು ಬಿಟ್ಟುನೀಲಿಲೆ ಪ್ರಕೃತಿ -> ಅಲಿಯಾ ಕಾಶಿವೆಂದಿಟ್ಟು</p> <p>Date / ದಿನಾಂಕ: 17/11/2024</p> <p style="text-align: right;">Signature of the Supervisor / ಮೇಲ್ವಿಚಾರಕರ ಸಹಿ</p> |

Recapitulation and Black Board Summary / Application

| Summary / Summary | Questions / Questions |
|-------------------|-----------------------|
| | |

| Final Evaluation / Final Evaluation | Assignments / Assignments |
|--|---|
| <p>1. Identify the symbol to be placed in the box 458 □ 14</p> <p>2. The greatest of the numbers 12, 27, 30, 14, 18, 10, 15, 11, 13, 16, 17, 19, 20, 21, 22, 23, 24, 25, 26, 28, 29, 31, 32, 33, 34, 35, 36, 37, 38, 39, 40, 41, 42, 43, 44, 45, 46, 47, 48, 49, 50, 51, 52, 53, 54, 55, 56, 57, 58, 59, 60, 61, 62, 63, 64, 65, 66, 67, 68, 69, 70, 71, 72, 73, 74, 75, 76, 77, 78, 79, 80, 81, 82, 83, 84, 85, 86, 87, 88, 89, 90, 91, 92, 93, 94, 95, 96, 97, 98, 99, 100</p> <p>3. Using the digit 1, 5, 7, 2, the greatest 4-digit number that can be formed</p> <p>4. The smallest 4-digit number that can be formed using 1, 5, 7, 2</p> <p>(a) 1258 (b) 1358 (c) 8531 (d) 2158</p> | <p>Answer the following</p> <p>(a) List out the situations where do we use numbers in our daily life</p> <p>(b) Compare the following using >, <, =</p> <p>(i) 9948 > 554</p> <p>(ii) 6441 < 6441</p> <p>(c) 7184 > 2170</p> |

Lesson Plan approved
 Date: 16/11/2022

Signature of the Method Master
 Date: 16/11/2022

Teacher's Reflection / ಶಿಕ್ಷಕರ ಸ್ವ-ಅವಲೋಕನ

- * Black board usage is satisfactory
- * need to use pointer properly.
- * Need to avoid mess answer.
- * need voice modulations
- * Need to give proper instructions


Signature of the Student Teacher


Suggestion by Supervisor / ಮೇಲ್ವಿಚಾರಕರ ಸಲಹೆಗಳು

- Don't accept oral answers.
- Give proper instructions (listen, see here.)
- Use pointer properly.
- Give reinforcement properly
- Need movement in the class room.

Date / ದಿನಾಂಕ: _____ Sign of the Supervisor / ಮೇಲ್ವಿಚಾರಕರ ಸಹಿ

Recapitulation and Black Board Summary / Application

| ಸಾರಾಂಶ / Summary | ಪ್ರಶ್ನೆಗಳು / Questions |
|--|---|
| <p>Electricity is the flow of electrons and is the form of energy that can be changed to many other forms. Electric cell is a device which converts chemical energy into electrical energy. Its symbol is . Electric bulb is a device which produces light on the application of electricity. The filament of bulb is made up of tungsten because it can hold high temperature.</p> | <ol style="list-style-type: none"> 1. What is electricity? 2. What is electric cell and its symbol? 3. What is electric bulb? 4. The filament of bulb is made up of which material and why? |

| ಅಂತಿಮ ಮೌಲ್ಯಮಾಪನ / Final Evaluation | ಅಭ್ಯಾಸ ಪ್ರಶ್ನೆಗಳು / Assignments |
|--|---|
| <p>State whether the following statements are true or false.</p> <ol style="list-style-type: none"> 1. Electricity is a form of energy. 2. Sun is the natural source of light. 3. Cell converts electric energy into heat energy. 4.  is the symbol of electric cell. 5. Tungsten filament is used in electric bulb. | <p>Answer the following questions.</p> <ol style="list-style-type: none"> 1. List the electrical components available to you at your home. 2. Define these components and write their symbol. |

Lesson Plan approved On: 1.11.21 A.T. 3.F 4.F 5.T
 ಸಿದ್ಧಪಡಿಸಿದವರು: [Signature]
 ದಿನಾಂಕ/Date: 20/11/2021

[Signature]
 Signature of the Method Master
 ಶಿಕ್ಷಣದ ವಿಭಾಗ ಅಧ್ಯಾಪಕರ ಸಹಿ.

Teacher's Reflection / ಶಿಕ್ಷಕರ ಸ್ವ-ಅವಲೋಕನ

Black board work seems satisfactory and teaching learning materials were properly used. Need to collect more examples.

[Signature]
 Signature of the Student Teacher
 ಪ್ರತಿಭಾನ್ವಿತರ ಸಹಿ.

Suggestion by Supervisor / ಮೇಲ್ವಿಚಾರಕರ ಸೂಚನೆಗಳು

- * Explanation was good.
- * Using of teaching aids was good.
- * Give more examples.
- * Interaction with students also good.

Date / ದಿನಾಂಕ: 23/11/2021.

[Signature]
 Sign of the Supervisor / ಮೇಲ್ವಿಚಾರಕರ ಸಹಿ.



ಸ್ವಾಮಿ ವಿವೇಕಾನಂದ ವಿದ್ಯಾ ಸಮಿತಿ (R)
SWAMY VIVEKANANDA VIDYA SAMITHI (R)



ಕುಮದ್ವತಿ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ಶಿಹಾರಿಪುರ.

KUMADVATHI COLLEGE OF EDUCATION

(Aided, Permanently Affiliated to Kuvempu University, Recognised by NCTE & UGC Act 2(f), 12(B))

NAC Accredited with "B" Grade-2.70 CGPA

ಅನುದಾನಿತ, ಸ್ಥಾಯಿ ಸಂಪರ್ಕಿತ ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾನಿಲಯಕ್ಕೆ ಸಂಪರ್ಕಿತ, ಸ್ವೀಕೃತ, ಯು.ಜಿ.ಸಿ. ಅಧಿನಿಯಮ 2(f), 12(B)
ಮಾನ್ಯತೆ ಪಡೆದ ಮನುಷ್ಯಗಳಿಂದ ಸಂಯುಕ್ತ 2.70 ಅಂಕಗಳೊಂದಿಗೆ "B" ಗ್ರೇಡ್ ಮಾನ್ಯತೆ ಪಡೆದಿದೆ

ಶಿವಮೊಗ್ಗ ರಸ್ತೆ, ಶಿಹಾರಿಪುರ - 577427 ಶಿವಮೊಗ್ಗ ಜಿಲ್ಲೆ ಕರ್ನಾಟಕ ರಾಜ್ಯ

Shivamogga Road, SHIKARIPURA - 577 427, Shivamogga Dist. Karnataka

☎ : 08187-222383, 222067 email : kumadvathibed@gmail.com Websit : www.kumadvathibed.in

DAIRY / ದಿನಚರಿ

INTERNSHIP / ನಿರೀಕ್ಷಿಸುವ ತರಬೇತಿ

(Primary / High School / PUC)

(ಪ್ರಾಥಮಿಕ ಶಾಲೆ / ಪ್ರೌಢಶಾಲೆ / ಪಿ.ಯು.ಸಿ.)

Name/ನಾಮ Veena. G.H

Roll No./ರೋಲ ನಂ. 22

Register No./ರಿಸ್ಟರ್ ನಂ. ED180222

4th Semester

YEAR : 2018-2019



ಸ್ವಾಮಿ ವಿವೇಕಾನಂದ ವಿದ್ಯಾ ಸಂಸ್ಥೆ (೦)
SWAMY VIVEKANANDA VIDYA SAMSTHE (R)



ಕುಮದ್ವತಿ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ಶಿಕಾರಿಪುರ.
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ಅನುದಾನಿತ, ಕುವೆಂಪು ವಿಶ್ವವಿದ್ಯಾಲಯಕ್ಕೆ ಶಾಶ್ವತ ಸಂಬಂಧಿತ, ಎಲ್.ಒ.ಆರ್.ಒ. ಯ ಪ್ರಾಚಾರ್ಯ, ಯು.ಪಿ.ಒ. ಅಧೀನದಲ್ಲಿ 2(f), 12(B)
ಮನ್ನಣೆ ಪಡೆದಿದೆ ಹಾಗೂ ನ್ಯಾಷನಲ್ ಎ.ಪಿ.ಒ. 2.70 ಅಂಕಗಳೊಂದಿಗೆ "B" ಗ್ರೇಡ್ ಪ್ರಾಚಾರ್ಯ ಹೊಂದಿದೆ.

ಶಿವಮೊಗ್ಗ ರಸ್ತೆ, ಶಿಕಾರಿಪುರ - 577427 ಶಿವಮೊಗ್ಗ ಜಿಲ್ಲೆ ಕರ್ನಾಟಕ ರಾಜ್ಯ

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Certificate

This is to Certify that

Sri/Smt/Kumara/Kumari..... Veena. G.H

has maintained the school diary as prescribed by the

Kuvempu University for the year 2018-19.

Place : Shikaripura

Date : 20-12-19

Signature of the Teacher Educator

Prayer: ಪ್ರಾರ್ಥನೆ

| | | | |
|--------------|---------------|---|---|
| Date: ದಿನಾಂಕ | Time: ಸಮಯ | No. of Students Present ಹಾಜರಿವಿದ್ದ ವಿದ್ಯಾರ್ಥಿಗಳ ಸಂಖ್ಯೆ | No. of Teacher's Present ಹಾಜರಿವಿದ್ದ ಶಿಕ್ಷಕರ ಸಂಖ್ಯೆ |
| 12/11/2019 | 9:45-10:00 AM | 243 | 10 |

| Day/ದಿನ | Period / ಅವಧಿ | Class / ತರಗತಿ | Detailed information of the Curricular & Co-Curricular Activities involved ವ್ಯಕ್ತಿಯ ಹಾಗೂ ಸಹವ್ಯಕ್ತಿ ಚಟುವಟಿಕೆಗಳಲ್ಲಿ ಪಾಲ್ಗೊಂಡ ವಿವರ |
|------------|---------------|---------------|---|
| 12/11/2019 | 1 | | There were no classes were allotted for the me therefore I involved my self in the Teaching for the need class. |
| Tuesday | 2 | | In 2nd period also classes are not allotted therefore we continued our work and make a list of one minute games for the "childrens day celebration" |
| | 3 | 9th | I observed the Gowtami E.S madam class on the subject Science (chemistry) on the topic "Isotopes and Isobars" for the 9th class Students |
| | 4 | 8th | I prepared my self for the Science (Physics) class on the topic "Reflection of light" for the 8th standard Students |
| | 5 | 8th | I engaged the 8th standard on the subject Science (Physics) class on the topic "Law of reflection of light." |
| | 6 | 8th | I observed the Rabiya Basari madam class on the subject "mathematics (Algebra) on the topic "Law of exponent" for the 8th Standard Students |
| | 7 | | In this period I taken guidance from the Do Shivakumar E.S Sir regarding the CCA programme. |
| | 8 | 9th | In this period I involved my self in "essay competition" conducted by Surna. H.V madam for 9th standard Students |

Others / ಇತರ :

Signature of the Mentor
ಮಾರ್ಗದರ್ಶಕ ಶಿಕ್ಷಕರ ಸಹಿ.

Signature of the Student Teacher
ಪ್ರತಿಭಾನ್ವಿತರ ಸಹಿ.

Prayer : ಪ್ರಾರ್ಥನೆ

| | | | |
|---------------|------------|---|---|
| Date : ದಿನಾಂಕ | Time : ಸಮಯ | No. of Students Present ಹಾಜರಿವಿದ್ದ ವಿದ್ಯಾರ್ಥಿಗಳ ಸಂಖ್ಯೆ | No. of Teacher's Present ಹಾಜರಿವಿದ್ದ ಶಿಕ್ಷಕರ ಸಂಖ್ಯೆ |
| 4/12/2019 | 9:45-10:10 | 246 | 1 |

| Day/ದಿನ | Period / ಆವಧಿ | Class / ತರಗತಿ | Detailed information of the Curricular & Co-Curricular Activities involved ಪಠ್ಯ ಹಾಗೂ ಸಹಪಠ್ಯ ಚಟುವಟಿಕೆಗಳಲ್ಲಿ ಪಾಲ್ಗೊಂಡ ವಿವರ |
|-----------|------------------|------------------|--|
| Wednesday | 1 | | There were no classes allotted for us so I involved myself in the preparation of next saturday class |
| | 2 | 9th | In this period I observed the Suma H.V madam on the topic "circles" for the 9th standard. |
| | 3 | | In this period I involved myself in the over work regarding the completion of records. |
| | 4 | | In this period I took guidance from Dr. Shunakumar Q.S Sir regarding the records. |
| | 5 | 8th | In this period I observed the Goudhami madam's integrated class in science subject on the topic meaning and function of food |
| | 6 | 9th | I engaged the 9th class and taken mathematics class. |
| | 7 | 8th | In this period I prepared my self for the ICT class on the topic "phases of moon" |
| | 8 | 8th | I engaged the 8th standard students on Science (physics) on the topic "phases of moon" |

Others / ಇತರ :


Signature of the Mentor
ಮಾರ್ಗದರ್ಶಕ ಶಿಕ್ಷಕರ ಸಹಿ.


Signature of the Student Teacher
ಪರಿಶಿಕ್ಷಕರ ಸಹಿ.

Sig
ನ