

2.2.2 QNM DE

2. Relevant Documents

- 1-Mentor System**
- 2-Learners Profile filled**
- 3-Students Filled Feedback on Mentor System**
- 4-Micro-teaching Peer feedback Tutoring**
- 5- Microteaching Feedback and Observation Profiles**
- 6-Remedial Class Overview Photo Action Plan**
- 7-Bilingual Test**

1-Mentor System

Mentor System:

A mentoring program is a structured initiative designed to pair experienced individuals with less experienced ones to provide guidance, support and knowledge transfer.

A mentorship involves sharing knowledge, experiences, and feedback. The goal is to help the mentee navigate challenges, develop skills, and achieve their own goals.

The specific benefits of being mentored include: being encouraged and empowered in personal development, being helped to identify and achieve career goals, being helped to identify and correct gaps in generic skills and knowledge.

An organised system of mentoring students was introduced in the year 2005. It's called Mentor System which involves all the members of the teaching staff are actively and formally mentoring students allotted to their respective groups.

The scheme functions as follows:

1. An orientation on the concept, importance, functioning patterns and how students can make use of the same will be given to all students during the Induction Program.
2. Students are motivated to be consistent and active wrt the fullest use of the system.
3. Each student (Mentee) is given a mentor profiles / learners profile to be used while taking advice or guidance from the mentor during the whole academic year.
4. Staff members are also given a small orientation on the modalities of the operational dynamics of Mentor system, they're sensitized with their roles and responsibilities wrt the system.
5. Students are grouped and are assigned to a particular staff member who becomes the mentor for the group.
6. There will be a special session or period exclusively meant for Mentor-Mentee interaction. Normally it will be during the last period on every Saturday (1.00 to 2.00 pm)
7. The mentor-mentee profile will be maintained by the mentee throughout the academic year and is presented to the mentor every week for signature.
8. The mentor profile consists of a detailed profile of mentee related to his/her home / family background, academic background, personality attributes, SWOT analysis, participation and performance in the college, problems encountered and solutions suggested etc.

Seshaiah
Principal
Sarada Vilas Teachers College,
K.M.Puram, Mysore - 570 004

SARADA VILAS TEACHERS COLLEGE, MYSURU

LEARNERS PROFILE



Name: Ambika R

Year: (IInd Year) 2022-2023

DOB / Age	02-07-2000		Address:
Sex (Use v mark)	Male	Female <input checked="" type="checkbox"/>	#9, D. Seelundi
Ednl.Qin.	B.A		Jaypura [H]
Methods	H.K. Method		Mysuru [I]
Phone:	9986986351		Mysuru [D]
E-Mail	ambikamanojcos@gmail.com		570008
Vision	I want to be successful in my career as a teacher.		
Mission	To reach my vision, I will be more honest and loyal.		
Goal s/ Objectives.	To be a Competative teacher.		
Interests	Reading novels, Listening speech.		
Hobbies	Participating in Competition, Reading Books		
Talents:	Good speaker.		
Words that Describe you	Sweet and Loveble		
Expectations as a student	Good Teaching & motivations from teacher		
Priorities as a student	Studies and gaining knowledge.		
Languages known	To Read	To Write	To Speak
	Kannada, English, Hindi	Kannada, English, Hindi	Kannada

Strengths	Description
	Physical Strengths: Sports and Fitness
	Emotional Strengths: Confidence.
	Social Strengths: Been a volunteer in NSS for 2 years.
	Academic Strengths: I was an Academic topper from childhood.
Limitations	Speaking good English.
Opportunities	Conversation with friends, Reading English books.
Challenges Obstacles	Pressure from family for marriage to continue my education.

Teachers Suggestions / Remarks:

Date: 31/01/23

Student's Signature [Signature]

Teachers Signature [Signature]

Deelanki
Principal
Sarada Vilas Teachers College,
K.M. Puram, Mysore-570 004

SARADA VILAS TEACHERS COLLEGE, MYSURU

LEARNERS PROFILE

Name: Anitha NYear: II

DOB / Age	09/10/1998 / 24 years		Address
Sex (Use ✓ mark)	Male	Female ✓	#88, Taluk panchayat
Ednl.QIn.	Msc in Chemistry		quarters, Mysore main
Methods	PM		road, Malavalli Taluk
Phone	T026041654		Mandya District.
E-Mail	anlthanningaiah88@gmail.com		

Vision	I want to get government job / I want to become best teacher.		
Mission	I will take up competitive examinations.		
Goal s/ Objectives.			
Interests	Reading, listening to music, TV		
Hobbies	Cooking.		
Talents	Good handwriting		
Words that Describe you	Happy.		
Expectations as a student	friendly. Good environment		
Priorities as a student	Good environment.		
Languages known:	To Read	To Write	To Speak
	Kannada, English Hindi	Kannada, English Hindi	Kannada, English

Strengths	Description
	Physical Strengths: kho-kho player
	Emotional Strengths: friendly. I can adjust with my mood swings. Self confidence.
	Social Strengths: friendly adjust with all kind of people.
	Academic Strengths: Good at studies
Limitations	Lazyness.
Opportunities	
Challenges Obstacles	Daily travelling

Teachers Suggestions / Remarks:

Date: 21/04/23

Student's Signature Anitha N

Teachers Signature [Signature]

Deekshita
Principal
Sarada Vilas Teachers College,
K.M. Puram, Mysore-570 004

Sarada Vilas Teachers College

K M Puram, Mysore - 04

Students Feedback form

MENTORING

You must provide your valuable feedback on the mentoring. Put a tick mark in the column that you think as more apt. It will help us to conduct this event in a better way in the future.

Name: Ambika

Register Number: UOIGZ21E0004

CRITERIA	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Mentoring helps to promote the wellbeing of the student.					✓
Mentoring helps the Teacher to know a student's strengths and weaknesses.					✓
Mentoring can be used to mould students in a much better way to help them reach their goals.					✓
Trustworthy relationship is developed in mentoring.					✓
Mentoring can affect the performance of the student.					✓
Mentoring has a scope for problem solving.					✓

Additional comments:

- (*) We have good mentoring system.
- (*) All teachers are good mentors, they all help us.
- (*) Mentors help in solving all problems.

Signature of Participant Ambika

deekitS

Principal

Sarada Vilas Teachers College

K.M.Puram, Mysore - 570 004

Sarada Vilas Teachers College

K M Puram, Mysore -04

Students Feedback form

MENTORING

You must provide your valuable feedback on the mentoring. Put a tick mark in the column that you think as more apt. It will help us to conduct this event in a better way in the future.

Name: Bindyashree C

Register Number: 622110033

CRITERIA	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Mentoring helps to promote the wellbeing of the student					✓
Mentoring helps the Teacher to know a student's strengths and weaknesses				✓	
Mentoring can be too) to mould students in a much better way to help them reach their goals					✓
Trustworthy relationship is developed in mentoring					✓
Mentoring can affect the performance of the student				✓	
Mentoring has a scope for problem solving					✓

Additional comments:

1. All Teachers help up in Mentoring.
2. We are very happy with the Bindyashree Mentor System.
3. Teachers help and give Suggestion for all Problems.

Signature of Participant


 Principal
 Sarada Vilas Teachers College
 K.M. Puram, Mysore - 04

Sarada Vilas Teachers College

K M Puram, Mysore -04

Students Feedback form

MENTORING

You must provide your valuable feedback on the mentoring. Put a tick mark in the column that you think as more apt. It will help us to conduct this event in a better way in the future.

Name: Bindyashree C

Register Number: 6231E0053

CRITERIA	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Mentoring helps to promote the wellbeing of the student					✓
Mentoring helps the Teacher to know a student's strengths and weaknesses				✓	
Mentoring can be tool to mould students in a much better way to help them reach their goals					✓
Trustworthy relationship is developed in mentoring					✓
Mentoring can affect the performance of the student				✓	
Mentoring has a scope for problem solving					✓

Additional comments:

1. All Teachers helps up in Mentoring.

2. We are very happy with the Bindyashree
Mentor System

Signature of Participant

Teachers help and give Suggestion for all problem

Leela K.S
Principal

Sarada Vilas Teachers College

K. M. Pinaru, Mysore -04

Students Feedback form

MENTORING

You must provide your valuable feedback on the mentoring. Put a tick mark in the column that you think as more apt. It will help us to conduct this event in a better way in the future.

Name: Ambika

Register Number: VOIGZ21E0004

CRITERIA	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Mentoring helps to promote the wellbeing of the student.					✓
Mentoring helps the Teacher to know a student's strengths and weaknesses					✓
Mentoring can be tool to mould student in a much better way to help them reach their goals					✓
Trustworthy relationship is developed in mentoring					✓
Mentoring can affect the performance of the student					✓
Mentoring has a scope for problem solving					✓

Additional comments:

- (*) we have good mentoring system
- (*) All teachers are good mentors, they all help us.
- (*) Mentor help in solving all problems.

Signature of Participant Ambika

Keela.K.S
Principal

**2-Learners Profile
filled**

SARADA VILAS TEACHERS COLLEGE, MYSURU

LEARNERS PROFILE



Name: Ambika R


Year: (IInd Year) 2022-2023

DOB / Age:	<u>02-07-2000</u>		Address
Sex (Use ✓ mark)	Male	Female <input checked="" type="checkbox"/>	<u>#9, D. Salundi</u>
Ednl.Qln.	<u>B.A</u>		<u>Jaypura [H]</u>
Methods	<u>H.K. Method</u>		<u>Mysuru [T]</u>
Phone:	<u>9986986351</u>		<u>Mysuru [O]</u>
E-Mail	<u>ambikamaraj000@gmail.com</u>		<u>570008</u>
Vision	<u>I want to be successful in my career as a teacher.</u>		
Mission	<u>To reach my vision, I will be more honest and loyal.</u>		
Goal s/ Objectives.	<u>To be a Competitive teacher.</u>		
Interests	<u>Reading novels, Listening speech.</u>		
Hobbies	<u>Participating in Competition, Reading Books</u>		
Talents	<u>Good speaker.</u>		
Words that Describe you	<u>Sweet and lovable</u>		
Expectations as a student	<u>Good Teaching & motivation from teacher</u>		
Priorities as a student	<u>Studies and gaining knowledge.</u>		
Languages known	To Read	To Write	To Speak
	<u>Kannada, English, Hindi</u>	<u>Kannada, English, Hindi</u>	<u>Kannada,</u>

Strengths	Description
	Physical Strengths: Sports and Feasible.
	Emotional Strengths: Confidence.
	Social Strengths: Been a volunteer in NSS for 2 years.
	Academic Strengths: I was an Academic topper from childhood.
Limitations	Speaking good English.
Opportunities	Conversation with friends; Reading English books.
Challenges Obstacles	Pressure from family for marriage to continue my education.

Teachers Suggestions / Remarks:

Date: 21/01/23

Student's Signature 

Teachers Signature 

Deekshika
Principal
Sarada Vilas Teachers College,
K.M. Puram, Mysore-570 004

SARADA VILAS TEACHERS COLLEGE, MYSURU

LEARNERS PROFILE



Name: Anitha N

Year: II

DOB / Age	<u>09/12/1998 / 24</u>	Address
Sex (Use ✓ mark)	Male <input type="checkbox"/> Female <input checked="" type="checkbox"/>	<u>#8B, Taluk panchayat quarters, Mysore main Road, Malavalli Taluk Mandya District</u>
Edu. Qn.	<u>Msc in Chemistry</u>	
Methods	<u>PM</u>	
Phone	<u>7026041659</u>	
E-Mail	<u>anithanningaiah98@gmail.com</u>	

Vision: I want to get government job / I want to become best teacher

Mission: I will take up competitive examinations

Goal / Objectives:

Interests: Reading, listening to music, TV

Hobbies: cooking

Talents: Good handwriting

Words that Describe you: Happy

Expectations as a student: friendly, Good environment

Priorities as a student: Good environment,

Languages known	To Read	To Write	To Speak
	<u>Kannada, English, Hindi</u>	<u>Kannada, English, Hindi</u>	<u>Kannada, English</u>

Strengths	Description
	Physical Strengths: kho-kho player.
	Emotional Strengths: friendly. I can adjust with my mood swings. Self confidence.
	Social Strengths: friendly adjust with all kind of people.
	Academic Strengths: Good at studies.
Limitations	Lazyness.
Opportunities	
Challenges Obstacles	Daily Travelling

Teachers Suggestions / Remarks:

Date: 21/04/23

Student's Signature Anitha N

Teachers Signature



Sealant's
Principal
Sarada Vilas Teachers College
K.M. Puram, Mysore-570 004

**3-Students Filled
Feedback on Mentor
System**

Sarada Vilas Teachers College

K. M. Puram, Mysore - 04

Students Feedback form

MENTORING

You must provide your valuable feedback on the mentoring. Put a tick mark in the column that you think is more apt. It will help us to conduct this event in a better way in the future.

Name: Ambika

Register Number: VOIGZ21E0004

CRITERIA	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Mentoring helps to promote the wellbeing of the student.					✓
Mentoring helps the Teacher to know a student's strengths and weaknesses.					✓
Mentoring can be tool to mould students in a much better way to help them reach their goals.					✓
Trustworthy relationship is developed in mentoring.					✓
Mentoring can affect the performance of the student.					✓
Mentoring has a scope for problem solving.					✓

Additional comments

- (A) We have good mentoring system.
 (B) All teachers are good mentors, they all help us.
 (C) Mentors help in solving all problems.

Signature of Participant Ambika

Keerthi S
Principal

Sarada Vilas Teachers College

K M Purnam, Mysore -04

Students Feedback form

MENTORING

You must provide your valuable feedback on the mentoring. Put a tick mark in the column that you think as more apt. It will help us to conduct this event in a better way in the future.

Name: Bindu Shree C

Register Number: 3122110033

CRITERIA	Strongly Disagree	Disagree	Neutral	Agree	Strongly Agree
Mentoring helps to promote the wellbeing of the student					✓
Mentoring helps the Teacher to know a student's strengths and weaknesses				✓	
Mentoring can be tool to mould students in a much better way to help them reach their goals					✓
Trustworthy relationship is developed in mentoring					✓
Mentoring can affect the performance of the student				✓	
Mentoring has a scope for problem solving					✓

Additional comments:

1. All Teachers help up in Mentoring.

2. We are very happy with the Guidance Mentor System.

Signature of Participant

Teachers help and give suggestions for all particulars

K. M. Purnam
Principal

4-Micro-teaching Peer feedback Tutoring

Microteaching

In Micro-teaching workshop, there will be around eight to ten students will be there in each group. The micro-lessons-given by each student teacher will be supervised by a particular staff member and peer students. For the sake of effectiveness and convenience, each group of ten students will be sub-divided into two small groups called, a. students group and b. feedback group. The five-peer members of student group will act/participate as class-room students for learning and the other five peer members will be focusing on the different skill components of each skill. Further each student of feedback group will be assigned with one particular skill component to be focused on and give pin-pointed feedback pertaining to only that skill component. This facilitates for an easy and effective feedback for every individual student.

The dual roles of two sub-groups (Observing for feedback and learning to learn) will keep changing. Each student is provided with the Micro-Lesson Observation Profiles in which all observations are documented with corresponding feedback. When once the micro lesson is executed by a student, the members of feedback group will give specific feedback. Then, the group-in-charge supervising staff member will give consolidated feedback.

Microteaching Workshop



Satish
Principal
Sarada Vilas Teachers College,
K.M.Puram, Mysore - 570 004

Microteaching Workshop



Sarada Vilas
Principal
Sarada Vilas Teachers College,
K.M.Puram, Mysore - 570 004

2-2-21

Sarada Vilas Educational Institutions (R)

SARADA VILAS TEACHERS COLLEGE, MYSORE

MICRO TEACHING WORKSHOP

SKILL OF INTRODUCTION

Name of the Student Teacher Bhramanaya

Sl.No..... Date 19/02/2019 Class 8th Time 6-7 mins

Subject History Topic Netravathi [Sulthan]

Name of the Observer Netravathi

SL No	COMPONENTS	TEACHING	RE TEACHING
1	DESIRABLE BEHAVIOURS		
I)	Using Previous Knowledge	1 2 3 <u>4</u> 5	1 2 3 4 <u>5</u>
II)	Using Appropriate Devices	1 2 <u>3</u> 4 5	1 2 3 4 <u>5</u>
	1. Story	1 2 <u>3</u> 4 5	1 2 3 <u>4</u> 5
	2. Questions	1 2 3 <u>4</u> 5	1 2 3 4 <u>5</u>
	3. Example, Compare	1 2 3 <u>4</u> 5	1 2 3 <u>4</u> 5
	4. Audio-visual aids	1 2 3 <u>4</u> 5	1 2 3 4 <u>5</u>
	5. Acting	1 2 <u>3</u> 4 5	1 2 3 4 <u>5</u>
	6. Practical / Demonstration	1 2 3 <u>4</u> 5	1 2 3 <u>4</u> 5
	7. Explain / Lecture	1 2 3 <u>4</u> 5	1 2 3 4 <u>5</u>
2	UNDESIRABLE BEHAVIOURS		
	1) Lack in continuity	<u>1</u> 2 3 4 5	<u>1</u> 2 3 4 5
	2) Irrelevant questions and statements	1 <u>2</u> 3 4 5	<u>1</u> 2 3 4 5
3	Overall effect of the Introduction	1 <u>2</u> 3 4 5	<u>1</u> 2 3 4 5

RATING SCALE: 1-Poor, 2-Average, 3-Good, 4-Very Good, 5- Excellent

SUGGESTION:

* Need more related question.

Signature of the Supervisor

Netravathi
Signature of the Observer

Keela.ks
Principal

Sarada Vilas Teachers College,
K.M. Puram, Mysore-570 004

SARADA VILAS TEACHERS COLLEGE, MYSORE

MICRO TEACHING WORKSHOP

SKILL OF EXPLANATION

Name of the Student Teacher.....*Darshan B.*.....Sl.No..... Date *7/01/2020* Class *9th* Time *6-8 minutes*Subject.....*Physics*..... Topic.....*Force*.....Name of the Observer.....*Heena Kumar R.*.....

SL. No	COMPONENTS	TEACHING	RE TEACHING
1	DESIRABLE BEHAVIOURS		
I)	Given appropriate statement of aim.	① 2 3 4 5	1 2 3 4 ⑤
II)	Explanation links are proper	① 2 3 4 5	1 2 3 ④ 5
III)	Concluding statements given.	1 ② 3 4 5	1 2 3 4 ⑤
IV)	Explanation includes Evaluation questions.	1 ② 3 4 5	1 2 ③ 4 5
V)	Explanation includes questions related to expected answers	1 2 ③ 4 5	1 2 3 ④ 5
2	UNDESIRABLE BEHAVIOURS		
I)	Irrelevant statements	① 2 3 4 5	① 2 3 4 5
II)	Language is not good	① 2 3 4 5	① 2 3 4 5
III)	Lack of flow	1 ② 3 4 5	1 ② 3 4 5
IV)	Discontinuous flow of lesson.	① 2 3 4 5	① 2 3 4 5

RATING SCALE: 1-Poor, 2-Average, 3-Good, 4-Very Good, 5- Excellent

SUGGESTION:

• Use more explanation links.

Signature of the Supervisor


 Signature of the Observer

SARADA VILAS TEACHERS COLLEGE, MYSORE**MICRO TEACHING WORKSHOP****SKILL OF ILLUSTRATIONS WITH EXAMPLES**Name of the Student Teacher Ankitha SureshSL No. Date 7/5/21 Class 5th Time 95MSubject Kannada Topic ನಿಃಸಂಧName of the Observer Pooja J. Walakumar

SL No	COMPONENTS	TEACHING	RE TEACHING
1	DESIRABLE BEHAVIOURS		
I)	Examples used are simple.	(1) 2 3 4 5	1 2 3 (4) 5
II)	Illustrations on examples are appropriate.	1 (2) 3 4 5	1 2 3 4 (5)
III)	Medium used for examples are appropriate.	(1) 2 3 4 5	1 2 3 (4) 5
IV)	Extracted examples from the students.	1 (2) 3 4 5	1 2 3 4 (5)
V)	Number of examples are sufficient.	(1) 2 3 4 5	1 2 3 (4) 5
2	UNDESIRABLE BEHAVIOURS		
I)	Examples not related to the topic	1 (2) 3 4 5	1 (2) 3 4 5
II)	Not extracted examples from the pupils.	(1) 2 3 4 5	(1) 2 3 4 5
III)	Medium used for examples were not appropriate	(1) 2 3 4 5	(1) 2 3 4 5

RATING SCALE: 1-Poor, 2-Average, 3-Good, 4-Very Good, 5- Excellent

SUGGESTION Need Simple examples.
observe all students.

Signature of the Supervisor

Signature of the Observer


K. S. S.

Principal

Sarada Vilas Teachers College,

K.M. Puram, Mysore-570 004

SARADA VILAS TEACHERS COLLEGE, MYSORE

MICRO TEACHING WORKSHOP

SKILL OF PROBING QUESTIONING

Name of the Student Teacher Vaishya Kumari
 Sl.No. 01 Date 21/5/22 Class 8th Time 6-8 Mins
 Subject Biology Topic Cells
 Name of the Observer INDRA KUMAR

Sl. No	COMPONENTS	TEACHING	RE TEACHING
1	DESIRABLE BEHAVIOURS		
I)	Prompting Technique	1 <u>3</u> 4 5	1 2 3 <u>4</u> 5
II)	Seeking Further information Technique	1 2 <u>3</u> 4 5	1 2 3 4 <u>5</u>
III)	Re-focusing Technique	1 <u>3</u> 4 5	1 2 3 <u>4</u> 5
IV)	Re Direction Technique	1 <u>2</u> 3 4 5	1 2 3 4 <u>5</u>
V)	Increasing critical Awareness Technique	1 2 <u>3</u> 4 5	1 2 3 4 <u>5</u>
2	UNDESIRABLE BEHAVIOURS	1 2 3 4 5	1 2 3 4 5
I)	In accurate forming of questions	<u>1</u> 2 3 4 5	1 <u>3</u> 4 5
II)	Questions repeated unnecessary	1 <u>2</u> 3 4 5	1 2 <u>3</u> 4 5
III)	Questions are not Appropriate	1 <u>2</u> 3 4 5	1 <u>3</u> 4 5

RATING SCALE: 1-Poor, 2-Average, 3-Good, 4-Very Good, 5- Excellent

SUGGESTION: use more Re direction Technique

Signature of the Supervisor

Indra Kumar
 Signature of the Observer

SARADA VILAS TEACHERS COLLEGE, MYSORE

MICRO TEACHING WORKSHOP

SKILL OF STIMULUS VARIATIONName of the Student Teacher: Girishan. K. R.Sl. No : 045 Date : Class : V Time : 6-8 minSubject : Kannada Topic : ಪುಸ್ತಕ

Sl. No	COMPONENTS	TEACHING					RE TEACHING				
		1	2	3	4	5	1	2	3	4	5
1	Movement	1	2	3	4	5	1	2	3	4	5
2	Expression / Sign	1	2	3	4	5	1	2	3	4	5
3	Variation of voice	1	2	3	4	5	1	2	3	4	5
4	Concentration	1	2	3	4	5	1	2	3	4	5
5	Interaction	1	2	3	4	5	1	2	3	4	5
6	Leisure / Pause	1	2	3	4	5	1	2	3	4	5
7	Correlation between Audio and Visual	1	2	3	4	5	1	2	3	4	5
8	Usage of Audio visual aids	1	2	3	4	5	1	2	3	4	5
9	Student participation	1	2	3	4	5	1	2	3	4	5

RATING SCALE: 1-Poor, 2-Average, 3-Good, 4-Very Good, 5-Excellent

SUGGESTION: Very good presentation
Show P. L.M properly. Don't take stress.

Signature of the Supervisor


Signature of the Observer

2023

SARADAVILAS TEACHERS COLLEGE, KM Puram Mysore-04

COMMUNICATION SKILL OBSERVATION SCHEDULE

Name Of The Student Teacher: Kavya G Date: 23/3/2023

Subject: Science Topic: Force

Class: 7th Time: 5-10 min Observer Name: Supriya

SL NO	COMPONENTS	P	G	VG	E	SUGGESTIONS
1.	<u>VERBAL</u> A) SOUND Pronunciation, Listening, Stress, Pause, Speed.		✓			
	B) LANGUAGE: Clarity, Continuity, Simplicity, Preciseness, Grammar .		✓			Improve grammar
2.	<u>NON VERBAL</u> A) Body Language, Movement, Position, Expression, Style, Rhythm.		✓			
	B) Audio Visual Aids Relevance - usage		✓			
3.	<u>SUBJECT</u> Clarity, Relativity, Necessity, Word Power, Organization, Material,					
4.	<u>SIMPLICITY IN QUESTION</u> Appropriation, Accuracy, Knowledge			✓		
5.	<u>WRITING COMMUNICATION</u> Clarity, Legibility, Neatness, Symbols, Punctuations, Size of The Letter.			✓		Use more charts

Rating Scale: 1 – Poor, 2 – Average, 3 – Good, 4 – Very Good, 5 – Excellent

Signature of the Supervisor


 Principal
 Sarada Vilas Teachers College
 K.M. Puram, Mysore-570 004

Signature of the Observer

Supriya A P

SARADAVILAS TEACHERS COLLEGE, KM Puram Mysore-04
COMMUNICATION SKILL OBSERVATION SCHEDULE

Name Of The Student Teacher : TEJAS GOWDAR Date: 24/03/2023

Subject: Science Topic: Laws of Motion

Class: 9th Time: 2:00 PM Observer Name: Naravathi M

SL NO	COMPONENTS	P	G	VG	E	SUGGESTIONS
1.	<u>VERBAL</u> A) SOUND Pronunciation, Listening, Stress, Pause, Speed.		✓			—
	B) LANGUAGE: Clarity, Continuity, Simplicity, Preciseness, Grammar .		✓			Empower the learner to the best mode.
2.	<u>NON VERBAL</u> A) Body Language, Movement, Position, Expression, Style, Rhythm.		✓			Use more AV aids
	B) Audio Visual Aids Relevance - usage		✓			
3.	<u>SUBJECT</u> Clarity, Relativity, Necessity, Word Power, Organization, Material.		✓			—
4.	<u>SIMPLICITY IN QUESTION</u> Appropriation, Accuracy, Knowledge			✓		—
5.	<u>WRITING COMMUNICATION</u> Clarity, Legibility, Neatness, Symbols, Punctuations, Size of The Letter.			✓		Use more color chalk.

Rating Scale: 1 – Poor, 2 – Average, 3 – Good, 4 – Very Good, 5 – Excellent

Signature of the Supervisor

Kochi
Principal
Sarada Vilas Teachers College,
K.M. Puram, Mysore-570 014.

Signature of the Observer

SARADA VILAS TEACHERS COLLEGE, MYSORE**MICRO TEACHING WORKSHOP****SKILL OF INTRODUCTION**Name of the Student Teacher Anitha BSl.No. 5 Date 24/3/23 Class 8th Time 5:30pmSubject Science Topic ForceName of the Observer Tejashwini Gowda

SL No	COMPONENTS	TEACHING	RE TEACHING
1	DESIRABLE BEHAVIOURS		
I)	Using Previous Knowledge	1 2 3 <u>4</u> 5	1 2 3 <u>4</u> 5
II)	Using Appropriate Devices	1 2 <u>3</u> 4 5	1 2 <u>3</u> 4 5
	1. Story	1 2 3 <u>4</u> 5	1 <u>2</u> 3 4 5
	2. Questions	1 2 3 <u>4</u> 5	1 2 3 <u>4</u> 5
	3. Example, Compare	1 2 3 <u>4</u> 5	1 2 <u>3</u> 4 5
	4. Audio-visual aids	1 2 <u>3</u> 4 5	1 2 3 4 <u>5</u>
	5. Acting	1 <u>2</u> 3 4 5	1 2 3 4 <u>5</u>
	6. Practical / Demonstration	1 2 3 <u>4</u> 5	1 2 3 4 <u>5</u>
	7. Explain / Lecture	1 2 3 <u>4</u> 5	1 2 3 4 <u>5</u>
2	UNDESIRABLE BEHAVIOURS		
	1) Lack in continuity	<u>1</u> 2 3 4 5	1 2 3 4 <u>5</u>
	2) Irrelevant questions and statements	<u>1</u> 2 3 4 5	1 2 3 4 <u>5</u>
3	Overall effect of the Introduction	1 2 3 <u>4</u> 5	1 2 3 4 <u>5</u>

RATING SCALE: 1-Poor, 2-Average, 3-Good, 4-Very Good, 5-Excellent

SUGGESTION: need use audio visual aids

Signature of the Supervisor

Signature of the Observer

Keelates
Principal
Sarada Vilas Teachers College,
K.M. Param, Mysore-570 004

Sarada Vilas Educational Institutions (R)
SARADA VILAS TEACHERS COLLEGE, MYSORE

MICRO TEACHING WORKSHOP

SKILL OF INTRODUCTION

Name of the Student Teacher NAYANA

Sl.No. 72 Date 10-3-2023 Class 2nd Yr Time 4:30 PM

Subject PHYSICS Topic LIGHT

Name of the Observer MANGALAKA M

SL. No	COMPONENTS	TEACHING	RE TEACHING
1	DESIRABLE BEHAVIOURS		
I)	Using Previous Knowledge	1 2 3 4 5	1 2 3 4 5
II)	Using Appropriate Devices	1 2 3 4 5	1 2 3 4 5
	1. Story	1 2 3 4 5	1 2 3 4 5
	2. Questions	1 2 3 4 5	1 2 3 4 5
	3. Example, Compare	1 2 3 4 5	1 2 3 4 5
	4. Audio-visual aids	1 2 3 4 5	1 2 3 4 5
	5. Acting	1 2 3 4 5	1 2 3 4 5
	6. Practical / Demonstration	1 2 3 4 5	1 2 3 4 5
	7. Explain / Lecture	1 2 3 4 5	1 2 3 4 5
2	UNDESIRABLE BEHAVIOURS		
	1) Lack in continuity	1 2 3 4 5	1 2 3 4 5
	2) Irrelevant questions and statements	1 2 3 4 5	1 2 3 4 5
3	Overall effect of the Introduction	1 2 3 4 5	1 2 3 4 5

RATING SCALE: 1-Poor, 2-Average, 3-Good, 4-Very Good, 5- Excellent

SUGGESTION: Need to use AV aids

Need to explain more

Signature of the Supervisor

Signature of the Observer

K. Srinivas
Principal
 Sarada Vilas Teachers College,
 K.M. Puram, Mysore-570 004

SARADA VILAS TEACHERS COLLEGE, MYSORE**MICRO TEACHING WORKSHOP****SKILL OF EXPLANATION**

Name of the Student Teacher Monisha . M.
 Sl.No. 74 Date 18/3/23 Class 9th Time 5-10 min
 Subject Science (Physics) Topic Newton laws of force
 Name of the Observer PRIYANKA . A.

SL No	COMPONENTS	TEACHING	RE TEACHING
1	DESIRABLE BEHAVIOURS		
I)	Given appropriate statement of aim.	1 2 3 (4) 5	1 2 3 4 (5)
II)	Explanation links are proper	1 2 (3) 4 5	1 2 3 (4) 5
III)	Concluding statements given.	1 2 3 (4) 5	1 2 3 4 (5)
IV)	Explanation includes Evaluation questions.	1 2 (3) 4 5	1 2 3 (4) 5
V)	Explanation includes questions related to expected answers	1 2 3 4 (5)	1 2 3 4 (5)
2	UNDESIRABLE BEHAVIOURS		
I)	Irrelevant statements	1 2 (3) 4 5	1 2 3 (4) 5
II)	Language is not good	1 2 (3) 4 5	1 2 3 (4) 5
III)	Lack of flow	1 2 3 (4) 5	1 2 3 (4) 5
IV)	Discontinuous flow of lesson	1 2 3 (4) 5	1 2 3 4 (5)

RATING SCALE: 1-Poor, 2-Average, 3-Good, 4-Very Good, 5- Excellent

SUGGESTION: Explanation should improve.
probing questions should be ask more
 Signature of the Supervisor [Signature] 18/3/23
 Signature of the Observer [Signature]

[Signature]
 Principal

Sarada Vilas Teachers College,
 K.M. Puram, Mysore-570 004

SARADA VILAS TEACHERS COLLEGE, MYSORE**MICRO TEACHING WORKSHOP****SKILL OF EXPLANATION**Name of the Student Teacher... TEJAS GOWDA RSl.No... 00142221601 Date... 17/03/2023 Class... 8th Time... 6.45 AMSubject... Science Topic... Friction/TypesName of the Observer... Anitha B

Sl. No	COMPONENTS	TEACHING	RE TEACHING
1	DESIRABLE BEHAVIOURS		
I)	Given appropriate statement of aim.	1 2 3 <u>4</u> 5	1 2 3 <u>4</u> 5
II)	Explanation links are proper	1 2 <u>3</u> 4 5	1 2 3 <u>4</u> 5
III)	Concluding statements given.	1 2 3 <u>4</u> 5	1 2 3 4 <u>5</u>
IV)	Explanation includes Evaluation questions.	1 2 <u>3</u> 4 5	1 2 3 <u>4</u> 5
V)	Explanation includes questions related to expected answers	1 2 3 4 5	1 2 3 4 5
2	UNDESIRABLE BEHAVIOURS		
I)	Irrelevant statements	<u>1</u> 2 3 4 5	<u>1</u> 2 3 4 5
II)	Language is not good	<u>1</u> 2 3 4 5	<u>1</u> 2 3 4 5
III)	Lack of flow	<u>1</u> 2 3 4 5	<u>1</u> 2 3 4 5
IV)	Discontinuous flow of lesson	<u>1</u> 2 3 4 5	<u>1</u> 2 3 4 5

RATING SCALE: 1-Poor, 2-Average, 3-Good, 4-Very Good, 5- Excellent

SUGGESTION: Use more examples
Use more color chalks.

Signature of the Supervisor

Signature of the Observer

Tejas
Principal
Sarada Vilas Teachers College,
K.M. Puram, Mysore-570 004

5- Microteaching Feedback and Observation Profiles

SARADA VILAS TEACHERS COLLEGE, MYSORE**MICRO TEACHING WORKSHOP****SKILL OF INTRODUCTION**Name of the Student Teacher BhramarayaSl.No..... Date 19/02/2019 Class 8th Time 6-7 minSubject History Topic Nehruvathu (Saltharu)Name of the Observer Nehruvathu

SL No	COMPONENTS	TEACHING	RE TEACHING
1	DESIRABLE BEHAVIOURS		
I)	Using Previous Knowledge	1 2 3 <u>4</u> 5	1 2 3 4 <u>5</u>
II)	Using Appropriate Devices	1 2 <u>3</u> 4 5	1 2 3 4 <u>5</u>
	1. Story	1 2 <u>3</u> 4 5	1 2 3 <u>4</u> 5
	2. Questions	1 2 3 <u>4</u> 5	1 2 3 4 <u>5</u>
	3. Example, Compare	1 2 3 <u>4</u> 5	1 2 3 <u>4</u> 5
	4. Audio-visual aids	1 2 3 <u>4</u> 5	1 2 3 4 <u>5</u>
	5. Acting	1 2 <u>3</u> 4 5	1 2 3 4 <u>5</u>
	6. Practical / Demonstration	1 2 3 <u>4</u> 5	1 2 3 <u>4</u> 5
	7. Explain / Lecture	1 2 3 <u>4</u> 5	1 2 3 4 <u>5</u>
2	UNDESIRABLE BEHAVIOURS		
	1) Lack in continuity	<u>1</u> 2 3 4 5	<u>1</u> 2 3 4 5
	2) Irrelevant questions and statements	1 <u>2</u> 3 4 5	<u>1</u> 2 3 4 5
3	Overall effect of the Introduction	1 <u>2</u> 3 4 5	<u>1</u> 2 3 4 5

RATING SCALE: 1-Poor, 2-Average, 3-Good, 4-Very Good, 5- Excellent

SUGGESTION:

Need more related question.

Signature of the Supervisor

Nehruvathu

Signature of the Observer

SARADA VILAS TEACHERS COLLEGE, MYSORE**MICRO TEACHING WORKSHOP****SKILL OF EXPLANATION**Name of the Student Teacher: Darshan B.Sl.No: Date: 7/01/2020 Class: 9th Time: 6-8 minutesSubject: Physics Topic: ForceName of the Observer: Heena Kaur R.

SL. No	COMPONENTS	TEACHING	RE TEACHING
1	DESIRABLE BEHAVIOURS		
I)	Given appropriate statement of aim.	① 2 3 4 5	1 2 3 4 ⑤
II)	Explanation links are proper	① 2 3 4 5	1 2 3 ④ 5
III)	Concluding statements given.	1 ② 3 4 5	1 2 3 4 ⑤
IV)	Explanation includes Evaluation questions.	1 ② 3 4 5	1 2 ③ 4 5
V)	Explanation includes questions related to expected answers.	1 2 ③ 4 5	1 2 3 ④ 5
2	UNDESIRABLE BEHAVIOURS		
I)	Irrelevant statements	① 2 3 4 5	① 2 3 4 5
II)	Language is not good	① 2 3 4 5	① 2 3 4 5
III)	Lack of flow	1 ② 3 4 5	1 ② 3 4 5
IV)	Discontinuous flow of lesson	① 2 3 4 5	① 2 3 4 5

RATING SCALE: 1-Poor, 2-Average, 3-Good, 4-Very Good, 5- Excellent

SUGGESTION:

→ Use more explanation links.

Signature of the Supervisor


 Signature of the Observer

SARADA VILAS TEACHERS COLLEGE, MYSORE**MICRO TEACHING WORKSHOP****SKILL OF ILLUSTRATIONS WITH EXAMPLES**Name of the Student Teacher Arakitha SureshaSl. No. Date 7/5/21 Class 5th Time 05.30Subject Kannada Topic neradaName of the Observer Dr. J. Walkur

SL. No	COMPONENTS	TEACHING	RE TEACHING
1	DESIRABLE BEHAVIOURS		
I)	Examples used are simple.	(1) 2 3 4 5	1 2 3 (4) 5
II)	Illustrations on examples are appropriate.	1 (2) 3 4 5	1 2 3 4 (5)
III)	Medium used for examples are appropriate.	(1) 2 3 4 5	1 2 3 (4) 5
IV)	Extracted examples from the students.	1 (2) 3 4 5	1 2 3 4 (5)
V)	Number of examples are sufficient.	(1) 2 3 4 5	1 2 3 (4) 5
2	UNDESIRABLE BEHAVIOURS		
I)	Examples not related to the topic	1 (2) 3 4 5	1 (2) 3 4 5
II)	Not extracted examples from the pupils.	(1) 2 3 4 5	(1) 2 3 4 5
III)	Medium used for examples were not appropriate	(1) 2 3 4 5	(1) 2 3 4 5

RATING SCALE: 1-Poor, 2-Average, 3-Good, 4-Very Good, 5- Excellent

SUGGESTION * Need simple examples.
* observe all students.

Signature of the Supervisor

Signature of the Observer


Dr. J. Walkur

Principal

Sarada Vilas Teachers College,
K.M. Puram, Mysore-576 004

SARADA VILAS TEACHERS COLLEGE, MYSORE

MICRO TEACHING WORKSHOP

SKILL OF PROBING QUESTIONING

Name of the Student Teacher Vaisa Kumari
 Sl.No. 01 Date 8/5/22 Class 8th Time 6-8 AM
 Subject Biology Topic Cells
 Name of the Observer JINDRA KUMAR

Sl. No	COMPONENTS	TEACHING	RE TEACHING
1	DESIRABLE BEHAVIOURS		
I)	Prompting Technique	1 2 3 4 5	1 2 3 4 5
II)	Seeking Further information Technique	1 2 3 4 5	1 2 3 4 5
III)	Re-focusing Technique	1 2 3 4 5	1 2 3 4 5
IV)	Re Direction Technique	1 2 3 4 5	1 2 3 4 5
V)	Increasing critical Awareness Technique	1 2 3 4 5	1 2 3 4 5
2	UNDESIRABLE BEHAVIOURS		
I)	In accurate forming of questions	1 2 3 4 5	1 2 3 4 5
II)	Questions repeated unnecessary	1 2 3 4 5	1 2 3 4 5
III)	Questions are not Appropriate	1 2 3 4 5	1 2 3 4 5

RATING SCALE: 1-Poor, 2-Average, 3-Good, 4-Very Good, 5-Excellent

SUGGESTION: use more re direction technique

Signature of the Supervisor

Jindra Kumar
 Signature of the Observer

SARADA VILAS TEACHERS COLLEGE, MYSORE

MICRO TEACHING WORKSHOP

SKILL OF STIMULUS VARIATION

Name of the Student Teacher: Girish K. R.

Sl. No: 04 Date: Class: B Time: 6-8 min

Subject: Kannada Topic: ಪಂಜಿ

Sl. No	COMPONENTS	TEACHING	RE TEACHING
1	Movement	1 2 3 <u>4</u> 5	1 2 3 4 <u>5</u>
2	Expression / Sign	1 2 3 4 <u>5</u>	1 2 3 4 <u>5</u>
3	Variation of voice	1 2 3 4 <u>5</u>	1 2 3 4 <u>5</u>
4	Concentration	1 2 3 <u>4</u> 5	1 2 3 4 <u>5</u>
5	Interaction	1 2 3 4 <u>5</u>	1 2 3 4 <u>5</u>
6	Leisure / Pause	1 2 3 4 <u>5</u>	1 2 3 4 <u>5</u>
7	Correlation between Audio and Visual	1 2 3 4 <u>5</u>	1 2 3 4 <u>5</u>
8	Usage of Audio visual aids	1 2 3 <u>4</u> 5	1 2 3 <u>4</u> 5
9	Student participation	1 2 3 <u>4</u> 5	1 2 3 <u>4</u> 5

RATING SCALE: 1-Poor, 2-Average, 3-Good, 4-Very Good, 5- Excellent

SUGGESTION: Very good presentation
Show P.M. properly, don't take stress.

Signature of the Supervisor

Chandrasekhar K.
Signature of the Observer

**6-Remedial Class
Overview Photo
Action Plan**

Remedial Learning Engagement / Remedial Teaching

In the college, teacher educators provide individualized education approaches to aid students struggling with specific knowledge, understanding of concepts, lack of application ability and skills. They offer additional support and practice tailored to students' needs, enabling them to achieve their educational goals and objectives.

Remedial teaching is all about giving students extra support when they need. Teachers understand each student's struggles and help them in ways that work best for them. With care and effort, these teachers help students feel confident and capable of overcoming any obstacles that come their way. It's a journey of progress and success, where every achievement, big or small, is celebrated, paving the path for a future full of opportunities.

At Sarada Vilas Teachers College, Remedial education is contextually provided to the needy students. By and large, it's through re-teaching of concepts to students who have consistently struggled in a core academic area or skills to help them succeed in their current grade-level coursework. In our college, the following strategies are employed based on the nature of case, student, topic and contexts. The potential learning gaps that are hindering the student's progress in the general education classroom or in field work are diagnosed and teacher provides materials, consistent feedback, and monitor progress of that student till he/she comes to mainstream.

1. Individualized Instruction: After identifying student's strengths, weaknesses, learning styles, pace of learning, planning of execution of lessons is modified, using student-friendly teaching methods and approaches, and provide learning resources like notes, question banks, reference books etc. to cater to individual needs.
2. Activity based learning: Teaching using TLMs, Power point presentations, visual teaching aids, auditory tools, etc.
3. Breaking Down Concepts (Chunking): Break down complex concepts into smaller, more manageable steps. This helps students understand the information gradually and build towards mastery.
4. Scaffolding: Provide temporary support. Offer guidance and assistance as students tackle new concepts. Gradually lessen the support as their confidence and understanding grow, eventually leading to independent learning.
5. Regular Feedback and Assessment (Monitoring -- students' progress):
6. Positive Reinforcement and Encouragement.
7. Collaboration and Peer Support
8. Building Confidence and Motivation.

Normally after analyzing the students profile, conducting Entry-Level Content and General Teaching Attitude test and Linguistic skills in English, performance in the periodic tests and exams revision classes are held, the concepts are retaught, students are given reference and note making tasks, more opportunities are given to those students to participate in CCA etc.

Students are allowed by the respective pedagogy teachers or teachers who teach perspective / core papers will plan relevant strategies that compliment with the nature of learner – learning and concepts. A remedial Plan of teaching is developed by teacher educator and used for the whole academic semester / year



Kavita K. S.
Principal
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K.M.Puram, Mysore - 570 004

SARADA VILAS TEACHERS COLLEGE, MYSURU
 REMEDIAL LEARNING ENGAGEMENT
 Staff Member: DR. H.N. VISHWANATH

Semester	Subjects	Sl. No.	Concepts with problems of understanding	Teachers' Remedial Plan / Strategy / Approach	Learning Engagement modes for Learners	Remarks
I	1. Understanding the Discipline and Pedagogy of Science	1	Nature of Science	Reteach slowly with illustrations	Case study of discoveries to understand the nature of Science and Scientific method	
		2	Historical Development of Science as a Discipline.	Reteach with illustrations on milestones in the development of Science in the past	Development of time-line calendar related to the historical developments in Science	
		3	Pre-conception and Misconception in Science	Reteach with illustrations on the normally seen pre- and misconceptions of Science	2-Group assignment on pre- and misconceptions of Science – both hypothetical and existential	
		4	Alternative frameworks in Science	Making the abstract concept of Alternative frameworks in Science with a few illustrations	Collaborative learning of the same with individual presentation	
		5	Integrated and Differentiated approaches in Science curriculum	Making the abstract concept of Integrated and Differentiated approaches in Science curriculum with a few illustrations from the text books and diversified	Brainstorming on Integrated and Differentiated approaches in Science curriculum with prior allocation of different types of curricula adapted in	

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				curricula	schools – State-CBSE/ICSE
	3	1	Piaget's Cognitive development theory	Re-teach slowly with many more examples and illustrations	Peer-tutoring on Piaget's Cognitive development theory
	Childhood and Adolescence	2	Psycho-social theory by Erickson	Re-teach slowly with many more examples and illustrations	Peer-tutoring on Psycho-social theory by Erickson
		3	Human Prenatal developmental stages	Repeated explanation with relevant PPP and videos	Individual presentation by students on different stages of pre-natal development
II	1	1	Teaching – Systems approach	Illustrating with case studies on the application of Systems approach in Education, especially in teaching – learning classroom contexts	Paired / Coupled exercise on hypothetical contexts of application of Systems approach in solving the problems of students on classroom learning contexts.
	Techniques, Methods and Approaches of Teaching	2	Content Analysis	Re-teaching with illustration of different bases of content analysis	Individual presentation by each student on Content analysis of Pre allotted units
		3	Designing teaching – learning systems – long & short term planning	Illustration approach using diversified designs of teaching for short term and long term planning	Formation of small groups and presentation of individualized designs on both short term and long term planning
		4	Discovery & Enquiry approaches of teaching	Illustrating with examples on the procedure adapted while employing Discovery & Enquiry approaches of	Small groups of four students to develop and presenting plan of teaching \ Discovery & Enquiry approaches of teaching Biology taking any

				teaching Biology	topic of their choice
		5	E-materials and Software materials in the teaching and Learning of Science	Display and using of different e-materials and Software materials with the help of expert teachers or students	Peer teaching and demonstration by expert students in free times in Computer laboratory
1.	Educational Evaluation	1	Major techniques of Evaluation	Re teach of major techniques of Evaluation with examples	Group discussion and presentation by students with illustrations
		2	Validity – Reliability – Objectivity and their interdependency	Re teach of the concepts with a few more examples	Construction of tests and analysis of each test item for Validity, Reliability and Objectivity
		3	Diagnostic Test - Construction	Re teach using an illustration of each step of developing a diagnostic test	Group work on developing a diagnostic test on a pre-allotted unit in Biology
		4	Construction of Test items	Re-teaching on the criteria to be followed while constructing different types of test items in Biology	Every student shall prepare a set of test items – both descriptive and objective type on the pre allotted unit in the sec. text book of Biology
		5	Measures of Central Tendency	Re teaching using a few more examples and working out the problems on BB	Drill and Practice – Assignments on Measures of Central Tendency – Mean, Median and Mode
		6	Measures of Variability	Re teaching using a few more examples and working out the problems on BB	Drill and Practice – Assignments on Measures of Variability – Average deviation and Quartile

		7	Standard Deviation	Re-teaching using a few more examples and working on the problems on BH	Drill and Practice - Assignments on Standard deviation
		8	Normal Probability Curve - types	Illustrating with a case studies using the hypothetical data on the performance of students in a unit test	Case study analysis of students performance in tests and developing polygon
	2.	1	Differential roles of teachers with regard to Educational-Vocational and Personal guidance	Role play / Role performance with Scenario creation to teach the differential roles	Case study analysis of differential roles and responsibilities of personnel involved in Educational-Vocational and Personal guidance
		2	Directive-Non directive Counseling techniques	Demonstration of the types with case specific discussions	Practicing the types taking hypothetical cases
		3	Differential concepts and roles of Psychologist - Social worker - School counselor - Rehabilitation worker	Role play / Role performance with Scenario creation to teach the differential roles	Case study analysis of differential roles and responsibilities of personnel - Psychologist - Social worker - School counselor and Rehabilitation worker
		4	Testing techniques - Personality, Adjustment and case study	Display of the sample tools for illustration along with discussion on each tool.	Tool specific group discussion and analysis of the tools
		5	Career decision making skills	Repeated explanation along with Self-Case analysis	Students involving in group discussion to analyse whether there is a complementarity or mismatch of interest and

					abilities in making a decision
		6	Guidance and Counseling the differentially abled children	Video display on G & C given to visually challenged children	Students can visit the schools of visually challenged children and study the modalities involved in G & C for them.
	3	1	Evaluation on the basis of CCE	Re-teaching of the concepts of Evaluation and CCE with the help of Taxonomy of IO considering the three domains – Cognitive, Affective and Psychomotor to arrive at the concept of comprehensive evaluation.	Studying the three domains of IO and the tests and exams conducted in schools all through the year – Formative and Summative evaluation too.
	Pedagogy of School subject- Biology				
		2	Unit Plan & Resource Unit Plan: Differences and Development	Re-teaching the same along with illustrations with developing the same on the black board and also displaying the ready to use plans.	Developing Unit plan on a single unit involving the concepts verbatim and also developing a Resource unit plan considering the content with a comprehensive coverage.
		3	Historical Perspectives of Biology Curriculum	Detailed presentation of the events with the development of Biology curriculum in the past.	Studying the major events or modifications in the syllabus and curriculum in Biology since five to six decades at global and national level.
		4	NPE-NCF-NCFTE	Detailed narration on the recommendations and modifications suggested in NPE, NCF and NCFTE.	Documentary analysis with detailed discussion on Curricular reforms and periodical modifications.

					suggested in NPE, NCF-2005 and NCFTE-2009
		3	Programmed Instruction and Computer Aided Instruction	Re-teaching of the theory of Reinforcement propounded by B F Skinner and the salient features of PI and the different versions of CAI along with demonstration	Assigning groups on developing PIM and CAI materials on given units based on detailed content analysis and content organisation in the said units.
	2. Research Project	1.	Drafting Action Research Proposal	Re teaching of different steps of Action Research with parallel development of the proposal considering simple day to day examples of students in learning contexts	Group assignments on the development of Proposal for Action Research with peer mentoring technique.
		2	Descriptive Statistics	Detailed discussion about the different statistical applications like Measures of Central tendency and Variability with estimating the values on Mean, Median, Mode, Quartile Deviation and Standard Deviation	Peer tutoring by students who are good at Statistics and its application (Preferably PM students).
		3	Writing Research Report	Narration of contents and style of drafting the proposal / report using simple research language specific to different steps and drawing conclusions	Display and Screening of Proposal / Report drafts and group assignments to draft new ones under staff supervises
IV	1. Advanced	1	Development and Administration of Diagnostic test	Simple version of the concept of Diagnostic test is re explained along with the	Raw data is given to students in terms of score list and they are involved in developing a

Pedagogy of School Subject - Biology			parallel development of the same using a hypothetical data on the performance of students in an achievement test on a given unit.	diagnostic test under staff supervisors
	2	Using Models of Teaching	Simple models like TIM and CAM are explained with scenario as prescribed in 'Models of Teaching' by Bruce Joyce and Marsha Weil that suits Indian classroom contexts.	Students are given tasks to develop lesson transcripts based on the syntax of the models considered under staff supervisor with guidance.
	3	Construction of Test materials	The criteria of framing or construction the different types of test items are explained with examples of error items constructed by students.	Units are allotted to groups and are instructed to construct test items for structural analysis by the peer and staff supervisor. They also will compile the test items after correction into a Item pool or question bank.
	4	Content Analysis of an unit	Analysis of content under three considerations with illustrations: 1. Physical analysis based on the volume or Scope, dividing the macro content frames into micro conceptual fragments 2. Conceptual analysis through identification of components of knowledge such as facts, concepts, theories, laws, rules.	Students working in three groups on the three versions - Physical analysis - Conceptual analysis and - Analysis on the basis of nature of the content Followed by individual / Presentation and Discussion.

				generalizations, principles etc. 3. Analysis on the basis of nature of the content - simple-complex; new-old; concrete - abstract; theoretical-rational- practical etc.		
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Date: _____

Signature of the Teacher Educator: _____

Signature of the IQAC Coordinator: _____

Signature of the Principal _____


 Principal
 Sarada Vilas Teachers College,
 K.M.Puram, Mysore - 570 004

7-Bilingual Test



STUDENT'S NAME	Nayana	2	27
CLASS	ED 160000	SUBJECT	Knowledge & Curriculum
ROLL NO.	ED160000	DATE	10/11/17

4/5 Marked

Knowledge & Curriculum.

Answer any one of the following questions not more than 3 page each:

1) Concept of curriculum & its importance.

Role of teacher in curriculum construction.

Curriculum - The word curriculum is derived from a Latin word "currere" which means to run.

Therefore curriculum is running but the vehicle to run through the educational process.

Curriculum can be defined as the "totality of all learning experiences provided to the students in the teaching learning process".

According to "Cunningham" curriculum can be defined as "the totality of all that is intended to be material (students) according to the objectives of the study (school)".

According to Secondary Education Commission curriculum is not only the academic activities run by the schools but also the manifold of non-academic activities such as library, laboratory, sports, drama, dance for the balanced personality development.

STUDENT'S NAME

CLASS

SUBJECT

ROLL NO.

DATE

Curriculum is both the sum of academic and non academic activities.

Narrow and broader meaning of curriculum
Narrow meaning:- It is nothing but the academic part of the curriculum which involves only the syllabus and limited to classroom situations.

Broad meaning:- Though the process of learning takes place in a formal institutions there should also be a scope for non-academic activities in the system of education. These non-academic activities involve sports, drama, music etc. This broader meaning of curriculum involves the all round development of the child.

Importance of Curriculum:-

The importance of curriculum is as follows:-

- (1) Curriculum is considered to be as a heart of the learning process.
- (2) Curriculum guides the teacher what to teach and student what to learn.
- (3) Curriculum involves the equality of education.
- (4) Curriculum helps in maintaining system-wide education throughout the nation.
- (5) Curriculum involves both the academic and non-academic activities which helps in the all round development of the child.
- (6) Curriculum helps the course to be run in a smooth track throughout

(8) Curriculum is for all the class that is irrespective of caste, sex, religion, language etc.

(9) Curriculum helps in the mastery of subjects.

(10) Syllabus is a part of curriculum.

(11) Curriculum matches the aims and objectives of education.

(12) Curriculum helps in the carrying the course in a planned and systematic way.

Role of teacher in curriculum construction.

There are various role of teacher in construction of curriculum they are -

(1) Planning

(2) Content selection

(3) Implementing

(4) Evaluation

(5) Reflect

(1) Planning:- Teacher before teaching a lesson they should properly plan the subject how to teach, what to teach, and what not to teach, how to manage time etc.

(2) Content selection:- Selection of content is also very important in the process of teaching-learning.

(3) Implementing:- After selecting and planning teacher should execute efforts of students in a classroom.

(4) Evaluation:- After the teaching of lesson is

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program periodically and annually. This is also a kind of feedback to teacher for further improvement in his/her teaching.

8) Reflect: It is a student's grading with the marks after evaluation.

ii Answer any two of the following questions not more than a page each.

1) Concept of "Children's literature".

Children's literature is also known as juvenile literature.

→ Children's literature can be defined as a wide book specially from birth to adolescents according to the needs of children involving the prose, poetry, fiction and non-fiction stories.

→ It helps in the language development of the child.

→ It motivates the students.

→ These books are filled with colourful pictures which attract the students.

→ Children's literature is mainly written by adults.

→ Children's literature can be seen during the 18th century.

→ Children's literature is specially meant for the children.

→ Children's literature became the source of vocabulary.

→ Quality element of reading books among the children.



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Donald duck etc.

Needs of children's literature

(1) Children's literature creates interest among students

(2) Children's literature takes the child to a world of fantasy.

(3) Children's literature motivates the children towards reading books.

(4) It helps in language development and increases the vocabulary of the child.

(5) It helps in critical thinking.

(6) Develops creativity among child.

(7) It also helps in divergent thinking.

(8) Develops the habit of reading books.

(9) Role of curriculum in effective teaching and learning process.

In order to increase the effectiveness of teaching learning process, curriculum plays an important role in the system of education.

Some of the main features of curriculum in effective teaching & learning process are

(1) Curriculum involves both academic and non academic activities, which helps the students for all round development of the child.

(2) It is considered to be as a result of the learning process.

(3) It guides the teacher what to teach and students what to learn.

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- (5) Curriculum involves both art and science, which develops the student in all the angle of learning.
- (6) Curriculum reduces the wastage of time.
- (7) Curriculum helps the course to be run in a correct track through out the year.
- (8) Curriculum helps in maintaining systematic education through out the nation.
- (9) Curriculum is free all the ideas that is irrespective of caste, sex, religion, language etc.
- (10) Curriculum helps in the making of subject.
- (11) Curriculum provide the educational experience in a formal means of school.
- (12) Curriculum helps in the construction of society.

Sarada S.
Principal
Sarada Vilas Teachers College,
K.M. Puram, Mysore-576 004



IDENTIFICATION
 NAME OF THE COLLEGE
 ADDRESS OF THE COLLEGE

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