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

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Sarada Vitus Teachers Collogo, K.M. Param, Mysore-570 004

SARADA VILAS TEACHERS COLLE E K M PURAM, MYSORE-04 LIBRARY STUDENT LOGIN REGISTER 11/04/2018 TO 17/12/2018

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SARADA VILAS TEACHERS COLLEGE K M PURAM, MYSORE-04 LIBRARY STUDENT LOGIN REGISTER 17/01/2019 TO 26/10/2019

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SARADA VILAS TEACHERS COLLEGE K M PURAM, MYSORE-04 LIBRARY STUDENT LOGIN REGISTER 25/11/2019 TO 31/01/2020

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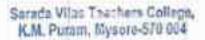
Sarada Vilas Teachers College, K.M. Puram, Mysore-570 864

SARADA VILAS TEACHERS COLLEGE K M PURAM, MYSORE-04 LIBRARY STUDENT LOGIN REGISTER 31/01/2020 TO 07/03/2022

Principal
Sarada Vitas Teachers College
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SARADA VILAS TEACHERS COLLEGE K M PURAM, MYSORE-04 LIBRARY STUDENT LOGIN REGISTER 10/04/2023 TO 22/06/2023

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SARADAVILAS TEACHERS COLLEGE, K.M.PURAM, MYSORE-04.

Report on visit to Milk Dairy and Regional Museum of Natural History Mysore

The production of milk on dairy forms and the processing of milk and milk products at dairy plants makeup the dairy industry. To understand the working of a dairy industry and the quality assurance and to get the practical knowledge about them, we were taken to Mysore mega dairy at Alanahaili, Mysore on 28th of March 2023.

We reached the dairy at 10:30am and we entered the dairy at 11:00 am. We were accompanied by Smt. Sunitha. She guided us through various departments and sections of dairy unit.

Everyday milk is collected in tankers from 7 taluks and brought to the milk dairy. Then the sample is subjected to various tests like fat check, adulteration check, and acidity test. If the milk sample test is failed in quality assurance test it is rejected. Further good quality milk is taken for other process. First cream is separated then it is taken for butter conversion, later to the ghee preparation and packing.

Then we saw the section where 5 varieties of milk and 2 varieties of butter and curd are packed. Then we were taken to sweet section where peda and special Mysore pak is prepared. And we saw the preparation of paneer.

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K.M.Puram, Mysore - 570 004



And also we saw the other sections like boiler section, electrical section, air compressor section, refrigeration section and maintenance section. At the end of the dairy visit we were served with a packet of buttermilk.

On the same day, in the afternoon at 12:45 pm we were taken to Regional Museum of Natural History at Siddharth Nagar, opposite to Nadini milk dairy. Mysore.

We were accompanied by Srinivas sir. Museum has multiple sections. The first section was related to biodiversity of southern region of India. The museum exhibits plants, animals, insects, butterflies and geology of the southern region of India. The galleries emphasize the conservation of nature and natural resources also he explained about ecological interrelationship among plants animals. There is a walk-through tunnel depicting evolution of life.

At 3:30 pm we were allowed to watch a short movie on wildlife titled as "Daroji". At the end of the day some colorful and informative scripts about plants, mammals, butterflies, reptiles, birds, seeds etc are provided from the museum.



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SARABA VILAE TEACHERS COLLEGE, S.M. PERAM, SIYSOHE-94. SUPW REPORT- 2023.

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SUPW Committee

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Staff Members For SUPW Committee

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Sarada Vitas Telachers College,
E.M. Puram, Mysore - 570 004

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

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SARADAVILAS TEACHERS COLLEGE, K.M. PURAM, MYSORE-04.

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SARADA VILAS TEACHERS COLLEGE

Mysore - 570 004



Two-year B.Ed. Course (CBCS & CAGP) / 4th Sem - 2021-23

UNIT TEST

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Name of the Student	PAVANA KM		
Pedagogy Subject	PHY5105		
Title of the Unit	FRICTION		
Register Number	U01674160043		
Standard / School	VIII / ST MARYS GMELS HIGHE SCHOOL		
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Principal
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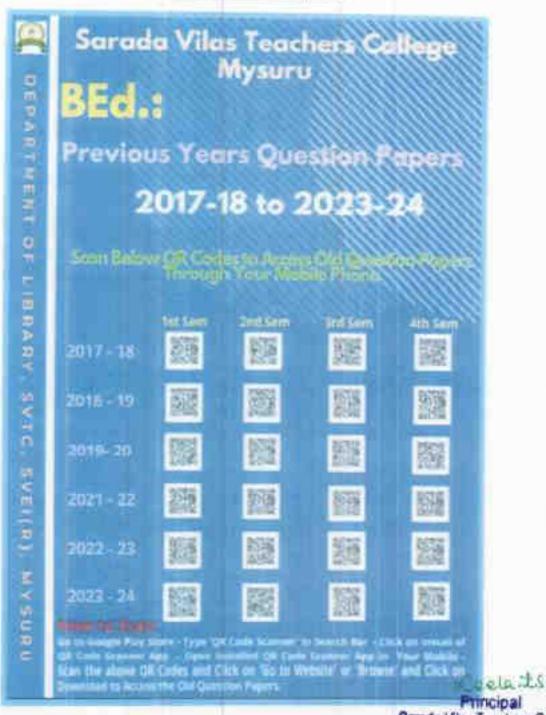
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Mysore - 570 004



Two-year B.Ed. Course (CBCS & CAGP) / 4th Sem - 2021-23

UNIT TEST

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Name of the Student	PAVANIA KM		
Pedagogy Subject	PHYSICS		
Title of the Unit	FRICTION		
Register Number	U01622150045		
Standard / School	VIII / ST MARYS GORLS NIGHT SCHOOL		

Obtained Marks	(P)	Tarresto	Male
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K.M.Puram, Mysore - 570 004

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0.5	Importance of Unit test	04
04	Characteristics of Unit test	04
05	Objectives of this test	05
96	Chiceria on conditions of this test	05
03	Advantages of unit test	06
01	Question paper	01
PO	Answers for the question paper	04
1.0	Markling	14
41	tion of number of questions answered by the	12
12	Statistics : Mean, Median and Mode	34
13	Conclusion	11
14	Interpretation	48
	Principal Sarada Vilas Teachers College, E.M.Puram, Mysora - 570,004	
	And the state of t	

WEIGHTAGE PROFILES

WEIGHT	AGE TO CONTENT:	100	
SI No.	Sub. Topics	Marks	% Weightage
01	Initiation and factors affecting	8	32.4
OZ.	Types of friction	4	28-1.
03	Triction : A necessary evil	9	36-14

WEIGHTAG	SE TO QUESTION TYPE :		
SI. No.	Question Type	Marks	% Weightage
01	Objective Type	13	68-1-
DZ	Very shore Answer	2	8 -1-
03	Short Answer	G	24 4

St. No.	Objectives	Marks	% Weightage
1-	Knowledge	-6	24 %
2	Understanding	12	At to
3.	Application	5	20 %
36	Skill		
5,	Appreciation	2 Reals	\$5 8 %
6.	Any other (Specify)	Princi Sarada Vilas Tea	ners College

Blue Print aco st

Physics.

Unit / Sale:

H	Objective eudjesnik	Con	rprehe rst d	naian		erstar 145.00			oplicat espon			Skill		Ар	precia zpox		Total
	Types		SA	0	E	SA	0	E	SA	0	ш	SA	0	Е	SA	0	
8.19	Sub Topics																
et	Aniction and Jackous affecting friction			3(3)			2(1)		1(1)		1(4)					7	1(6)
	STATISTICS OF THE PROPERTY OF													H		V	25.
σx	Types of friction	179		2(1)	1050		2(%)	-		4(2)							4(3)
:5	triction: A necessary			2(1)	1(2)		3(3)		1(1)	1.00							8(%)
	Total s.Alg			4(1)	2(4)		7(4)		2(2)	3(3)	+(2)						

Note: Number within brackets indicates number of questions and number outside the brackets indicates marks alloted. ಆವರಣದೊಳಗೆ ಕೊಟ್ಟರುವ ಸಂಖ್ಯೆ ಪ್ರಶ್ನೆಗಳ ಒಟ್ಟು ಸಂಖ್ಯೆಯನ್ನು ಮತ್ತು ಅವರಣದ ಹೊರಗಿನ ಸಂಖ್ಯೆ ಒಟ್ಟು ಅಂಕಗಳನ್ನು ಸೂಚಿಸುವುವು. E : Essay (ಪ್ರಬಂಧ) SA : Short Answer (ಕೆರು ಉತ್ತರ) O : Objective type (ದಸ್ತುನಿಷ್ಟ)

QUESTION WISE ANALYSIS OF THE TEST ಪ್ರಶ್ನಾನುಗುಣ ವಿಭಜನೆ

SI No.	Objectives sudjeans	Specifications ನಿರ್ದಿಷ್ಟಕೆ	Sub-Topic trop splat	Form cost	Marks ect	Estimated Time	Esti. Difficulty Level ಎರೀಕ್ಷಿತ ಕ್ಷಿಪ್ತಕೆಯ ಮಟ್ಟ
5.6.2	Understanding	Catharantizes	01.	objective	0.1	Panin	Average
2	Understanding	Merifies	03	Objective	01	1.6 min	Easy
3	Undrocanding	Grene northers	01	objective	01	s is min	Auriage
4	Application	Predicts	05	objective	0.1	1. familia	Difficult
4	Knowledge	Recognise	05	Objective	0.4	1 min	2 may
6	Understanding	Committees	01	Objective	01	1 min	Easy
4	wnoustedge d	Recalls	01	Objective	0.1	1 main	Easy
8	Knowledge	Recalls	b 2.	objective	0.25	1 min	gen3
9	Application	Analyxe	02	Objective	01	1 minin	Auriage
lo.	Application	Ficasons	0.2	choj ce tive	.03.	1 White	Auroge
10	Knowledge	ddmilies	6.5	Objective	01	1.6656	Easy
10	Knowledge	Recalls	01	Objective	Di	1 9616	Average
13	Knowledge	Recognize.	93	Objective	61	1 mon	Average
14	Understanding	striffe	0.5	physician	64	1 min	Average
(15)	knowledge "	Recogniza	0.0	Objective	0.1	1 miles	Easy.
12	Undn Wanding	Generalizes	0.5	Districtive	01	Lmis	Difficult
NE.	Application	Verifies Reasons	01	Miny short grown	0.0	3 mm	Difficult
1/6	Application	Reasons .	0.5	using short driving	11	3 1676	Dillion
dit.	Onderstanding	Explains	01	ANOTE BASON	63-	ti min	Wanting.
21	Understanding.	Explains	AL.	Source answer	- 01	5.860	Admogr
	9		/-	Walted .	as marks	Ao min o	leaka iki

Total 35 mo.1%3
(A) Difficult ਵੇਧੂ, B) Average ಸಂಧಾರಣ. C) Easy ಸಂបಥ)

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WALLEST DESIGNATION OF THE PARTY.

THE REPORT OF THE PARTY OF THE PARTY.

90

UNIT TEST

> Definition

A unit test is one of the important evaluation tool. It is constructed administrated and evaluated by the teathing a particular unit to a group of students for whom he taught

particular unit of teaching by the classroom teacher

of white test

The profess and would unit test must have the following steps:

- 1 Planning the design of the test
- 2. Editing the unit test
- 3 Reviewing the test items
- 4 Administrating the kest
- 5 Interpreting the test result

Planning the design of the test

Planning of an activity is important to the achievement of the test results do it is also very important to plan the design of the test.

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Sarada Vilas Teachers College E.M. Puram, Mysore - 570 004 (i) Unit Analysis

It is based on the Scope and significance the unit must organize into consintent number of sub-units

(ii) Constat Analysis:

the can be done for each sub unit by identifying and analyzing important facts, principles and concepts

(iii) Weightage to objective

On the basis of netRT norms, the suitable weightage should be given to all important objectives of teaching physics.

(iii) Weightage to the continu

Depending on the scope of the lesson, proper weightings should be given to all sub units and no-units left in the weightage

(v) Wrightage to the quistion

Proper weightage should be given to all tops of questions like objective type shore answer type and essay type

(w) Blue prior

The blue prine is three dimensional chare shoulding the welgheage given to the consint type of quistions and discuss in Levens of marks 4k is also called table of openification as it relates ourcome to the contern and indicates within axiomage of sub-unit

- 2] Editing the unit test
 - (1) Construction of item:

The Leacher should construct all possible mainter of

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questions on the unit under different objectives. The item must be of objective type, very short answer type, short answer type and essay type.

(ii) Selection of the ikem:

required number of Lest Items.

(iii) Instruction of test ikm.

Tor each type of question, instruction must be written clearly it, amortado those much answer to be written.

(iv) Preparing, marking and storing key

The tracker should predictermined the others of evaluaction and scoring key, expected answer and marks are allowed-

(v) Question paper:

Eurosian paper abouted print tegrbly in different section like part A.B.C. D etc.

of Reviewing the test item.

Entrical evaluation of question paper must be made to ensure the connectors and grammatically constructed to overtone taxes confusion

I docupacing the test nexut

The test result has to be interpreted by statistical analysis based on central tendancy, quartiles, were and difficulty level.

Principal

Total number of student

- Amportance of unit Test

- # 1/2 helps in knowing the pupil's activement
- # 1 helps to know cabether the objective are achieved or not
- 1 4t is part of continuous evaluation.
- at shows the gaps on leaving our areas of tearning or teaching
- * It is the best self-evaluation for teathers and pupil
- A Dr helps to develop out-confidence in facing the examination
- * It helps in the development of instructional programms and strategies
- 4 Or helps to have question related to all behavioural domain

-> Characteristics of this test:

- · Based on only one woll-
- a Conducted in fixed period of time
- 4 Has fixed marks
- a Carned on only after teaching the unit
- a Based on blue print
- a Conducted or prepared by the classroom teacher
- & Achievement test
- * Only for specific group | class students -
- A PONT OF CCE
- * Remedial to conschenent aspect

- a Meet the validity, objectivity, reliability of the cont test
- > Objectives of unit less:
- a To know whicher see of objectives are achieved or not
- 4 To know training trust of students
- * To improve the tracking methods and techniques
- * To motivate the students towards learning.
- 4 To inspire the students in tearning process
- . To know the wrakers and strength of the students
- a To give feedback to both teathers and students -
- To guede to one good quistion paper in Justice
- test since to conditions of this test
- 4 Scient only Loughs unit
- * Computer tilly based on unit and content analysis
- * Selection of difference egpes of quincions
- 1 Proper weightags to the objectives
- * whiting up of kest analysis.
- a Allowing manhs and time for each term
- * Propo instruction to each type of item
- + Maintain difficulty had of the test item
- Based on blue print:
- a Print the question paper training without grammatical mistakes
- * Test should be only for teaching groups

- -> Advantages of Unit Test
- * The effectiveness of the teachers and responses of learning can be known
- 4 The learning abilities and weakness of the students can be identified.
- A The continuous evaluation of learners can be made
- * The achievement of objectives in the unit test will be known
- to the basis of scores obtained in the unit test, the secutions will be classified.
- Teachers can understand their deficiencies of interesting and try to avoid
 them in future.
- w Unit test help to the teachers to take up remedial tracking.
- a It helps the teacher to give individual attention to the needy
- 4 The teachers can guide the students in their harving activities
- # By the unit trots students can have some experiences in facing the terminal and annual examination:

ST MARY'S GIRLS HIGH SCHOOL, CHAMUNDIPORAM,
MYSORE

CHAIT TEST

CLASS - VIII

SUBJECT - PHYSICS / UNIT - FRICTION

Time: 40 min

Max Marks : 25

SECTION A

I Fill in the blanks	(4x1 - 4 masks)
if Sticking friction is than static frict	ijon
al Aniction can also produce	
3 Triction depends on the	
I deprivating of the powder on common board _	Jaiction
I choose the country answer from the options given	bilow (Axi = A maiks)
I which among the following is a lubricant?	
(a) Warn (b) Salt (c) Great (d)) Paude
The four of friction on a emport surface	is
(a) League (to Generates (t) Highes (d)	hone of the above
if The funit of friction acts in the direction	
of motion of the opiect	
(a) Same (b) apposite (c) perpendicular	(d) downwards
A Triction du to fluids is called	
(a) Force (b) Pressure (c) Friction	(d) drag Cools to
agents or track and plant	Sarada Vilas Teachers College,
- 0 (- 1)	E.M.Purem, Mysore - 570 004

A	8
g skaling on its	to Increase friction
of Trolley bag	(ii) Altaing priction
Third Triexion	(a) Due to friction
Rough Surface	(iv) Trian
Heat generation	(v) Rolling friction

- in operate superpres the disco tractimines are true as folice (4+1-4 mons)
- 14 Inition is always useful to us
- of therien depends on the nature of surface
- all friction can be reduced by using tubricans.
- in obliding friction is less than rolling friction

SECTION B

- Thouse the Johnsong questions in about 1-2 sentintes each (an amond)
- of why is it difficult to work on the wet mornie floor?
- ight samp does the jan of a mirror become hot when it is non for a few toxocació 7
- a Answer the following questions in about 2-3 sentences eath (3x1-6-marks)
- all Euppose your conting draw is tilted a little A book rept on it starts slid-
- -ing down Draw on show the direction of frictional face dring on it
- all there examples to show that frietien is both a friend and a for
- all Define rolling frieting brive examples

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Answers for the garstion paper

- T I Lesses
 - 2 Hear
 - 51 Harum
 - al Reduit
- T 5 to Grand
 - 6] (a) Ligari
 - (1) (b) opposin
 - Parel (b) [
- in all sharing an ice (ii) stiding Iniction
 - of Trailey bag 10 Rolling Juntion
 - of Thank friction to Drag
 - a) Rough kerfore (i) Increases friction
 - in these generation (31) Due to friction
- W. [4] Faine
 - in True
 - 16 True
 - ril Folise

Court Interest Court

PERSONAL PROPERTY.

- I if The wet marble floor has less fuction do it is difficult to work on it
 - of hiction produces hear Due to friction the jor of mixer become hear-

mosten of object

Force of frittion

bourt lis

- * Without Inition we can't walk
- a Things don't move from their places because of friction-
- * He are able to write because of friction
- a speed of moving objects can be minimized or stopped by

Tipe

- . It produces heat
- 4 9t usars out materials

zell when a body notes over the sorface of other body, the resistance to its motion is called rolling friction.

Eg: Fralky bog, Road rollers, etc-

Couls His

Table showing the list of the students with their marks

18	Hame of the	Total Marks	Obtained	Percentage
	Atshwarya M	26	18 1/2	14 4-
2	Akshizha s	25	5 %	22%
3	Amoutha B t	25	11	44 %
4	Anjali-N	15	10	40%
5.1	An chana- U	25	9	364
G .	Ashusika - K	247	111 12	1016
4	Shavani N	25	14	56%
ŏ	Shoomika: M	25	16	60%
9	Devadarshini- 5	25		5 6 %
la .	Divyahre-R	25	2.4	969
35	Haripriya D	25	2	8 1/2
12	Hasmitha & Tain	25	8	3 4 1
13	Некочаци н Р	15	12	4 8 1
14	India Kavar	25	15	60%
5	Karya R	25	0.1	44 %
16	Keerthana C	25	19	76%
14	knuthika R	25	14	564
18	Letchana M	15	b	34%
(e)	Ckbytho R	25	an a	844

ŝi.	Name of					N	dens	1	0 \$	C	eses S	tion	55										
rilo	the students	Ţ	2	3	4	5	G	1	8	9	10	N.	12	19	14	15	He	14	84	19	ae.	21	21
ī	Alohwanya 10	V	100	v	×	×	×	×	4	-	~	V	v	v	1	V	2	0	J.	~	4	1	2
2	Alishixha s	N.	18	×	×	×	×	V	30	X	4	×	×	×	25	×	*	×	1	×	v	×	2
5	Amousto 8 h	-	90	×	×	~	س	~	*	v.	×	0	-	×	*	×	×	×	~	×	-	v	~
4	Anjali-N	~	130	·	×	~	×	V	ĸ.	V.	×	-	9	×	ĸ	×	×	х	ت	×	.8	~	,
5	Archage U	V	×	×	×	v	×	v	×	v	×	V	L	×	×	ж	×	×	v	×	×	v	6
Ģ	Ashusika H	×	×	v	×	~	V	V	×	-	V	v	×	-	V	v	(8)	×	4	سيد	v	4	-
1	Shavani Al	×	×	-	*	×	K	~	×	V	4	8	-	-	V	9	K	×	4	~	500	×	-
E	Вноопыка М	×	4	×	х	v	v	v	v	v	×	-	0	V	V	~	K.	×	×	×	~	~	Y
9	Devadarsia 5	V	30	V	×	~	v	0	×	v	×	~	~	×	-	×	~	*	الم	0	×	×	-
10	Pivyashme	~		1	×	~	v	2	Se	e	٠	-	2	1	Ý.	Z)		1	Ż	v		0	-
ŭ.	Maripriya D	×	×	×	×	1	ĸ	1	×	7	×	×	×	×	×	×	×	×	×	×	×	×	×
iā	Habrotcha & Jain	×	×	*	×	×	×	4/	4	v	4	-	-	×	×	×	×	×	×	×	-	×	×
5	#tmayath # P	~	×	~	×	~	1	V	ж	~	v	100	0	×	æ	×	256	×	10	×	*	v.	×

400

14	India Kavai	-	v	×	×	×	V	v	v	V	Y	1	V	v	V	V	×	×	×	×	×	×	V
15	Kavya R	2	×	×	×	Ü	×	-	×	4	-	v	-	×	(M)	×	×	×	2	×	-	-	~
16	Kershana-c	v	×	V	×	×	×	×	1	-	-	~	×	~	-	V	ب	-	~	Ų.	~	0	-
14.	Bruthka B	×	esc.	×	×	×	4	×	v	.xc	~	×	-	~	·	v	w.	~	~	i-	Lor	×	-
18	Lekhana M	×	×	v	×	2	×	V	v	V	×	v	*	V	V	×	(KS	-30	×	×	×	×	·
19	Likhitha R	-	×	V	V	0	×	V	V	4	×	v	N	v	~	V	V	,	V	v	U	V	

Statistics: Mean, Median and Made

St	class interval	Trequency (1)	l-referred(c1)	wid boxx(x)	j.
	0-5	1 7		3	3
7	G - 10	5	6	8	4.0
3	H - 16	8	14	18:	10'4
A	(b - 20	a	UH .	18	54
5	ai-25	2.	19	2.5	46
		+1- 19			2[1:24

3 Mean •
$$5 \cdot 1 \times 10^{-10}$$

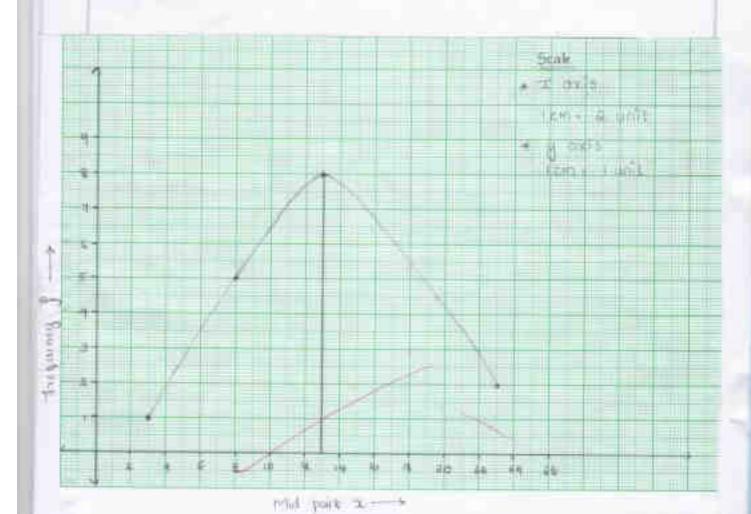
= $\frac{341}{19}$

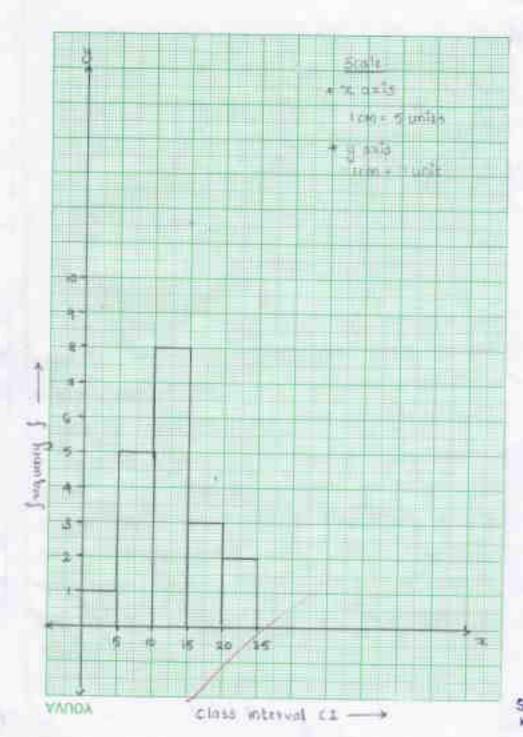
= $\frac{13}{19}$

= $\frac{13}{2}$

3 Mode

- 3 Median 2 Mean
- 3x 12 6415 2x 15
- * 38 pag 26
- 12 0625





CONCLUSION

the efficiency of the teachers can be measured. It enables the leaders to adopt remedial measures to remove the drawbacks by the unit test to students can have some experience in facing the terminal and answer transmission for the terminal and the students can have some experiences in facing the terminal and answer transmissions.

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AND DESCRIPTION OF THE PERSON NAMED IN COLUMN 2 ASSESSMENT ASSESSMENT OF THE PERSON NAMED IN COLUMN 2 ASSESSMEN

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AND PERSONAL PROPERTY AND PERSONS ASSESSED. THE PERSON NAMED IN COLUMN TWO IS NOT THE PERSON NAMED IN COLUMN

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Martin State Links Bit

appeal property sales should 400 to 5 months about M.A. - Interpretation

I conducted unit test for class vill on islates 19 members have attempted the test. In that 4 members have failed and a members got first class and 3 members got clistination 3 believe that my question paper is balanced because 3 got belt shaped marked probability curve and also after seeing answer sheet 3 understood that my teathing is satisfactory

INTERPRETATION

AND THE PARTY OF STREET

I conducted unit test for closs vin students on in false. In members have accompled the test to that a members have failed and others are passed 5 students got first class and 3 of them got distinction. Total 22 questions were given to that 6 questions were difficult, 9 questions were average and 4 were easy. When 1 calculated the mean, median and mode, 1 got 15, 12-61, and 12:06 respectively. I understood that the average many scored was 15. When 4 platted the graph, 1 got the normal probability curve; I believe that my question paper was bolanced as 3 have given all types of questions and also my teaching was satisfactory.

ಅಂಶ ವಿಶ್ಲೇಷಣೆ ITEM ANALYSIS

TI EM ANALI 313						
Question No. 岐, 和.	No. of students who attempted ಪ್ರಯತ್ನಿಸಿದವರ ಸಂ.	No. of students not attempted ಪ್ರಯತ್ನಿಸದವರ ಸಂ.	No. of students answered correctly south every and to	No. of students answered wrongly ತಪ್ಪಾಗಿ ಉತ್ತರಿಸಿದವರ ಸಂ.		
1	1.8	Tr.	.00	ৰ		
2	14	2,	3	#14·		
3	15	+	10	6		
4	14	-5	0	:14		
5	19	Ø.	12:	4		
6	19	0	- 8	16		
7	18	1	16	2		
8	18	34	4	9		
9	12		16	æ		
10	18	4)	12	6		
11	18		15	3		
12	18	1.	12	6		
13	19	0	10	q		
14	19	0	11	8		
15	19	6	a'	10		
6	19	0	6	e e		
7	19	Ø.	5	14		
8	1.5	4	14			
9	13	G	8	5		
0	12,	8	12	Principal ada Vilas Teachers College,		
Er -	12.	1	San	ada Vitas Teachers College,		
22	13	2,	14	Puram, Mysere - 570 004		

MARKING SCHEME

ಅಂಕ ಸೂಚಿ

SECTION - B ವ-ವಿಭಾಗ

	SECTION - B	m-main		¥
Question No. ಪ್ರಶೈಯ ಕ್ರಮಾಂಕ	Expected Answer Points ನಿರೀಕ್ಷಿತ ಉತ್ತರಾವಶಗಳು	Value points ecsnish ecsnish	Total marks ಒಟ್ಟು ಅಂಕಗಳು	
1	Lesses	DI	01	
2	Heat	.61	01	
3	Nature	61	bi	
4	Reduce	-01	O1	-
5	Generale	01	b)	
6	Leases	01	.01	
7	opposite	a i	et	
8	Drag	01	0.10	
9	diding friction	0)	ot	
10	Rolling Stiction	bi.	81	- 50
11	Drag	61	01	
12	Increases fraction	6)	01	
13	Out to friction	(0)	0.1	
14	Falm	0)	0.1	
15	True	Ol/	01	
16	TPSU 6	(C)	OI.	
17	Folse	0.0	10	
18	with mounter floor has less finit-	01	- CII	
19	Friction produces heat	01	-01	
20	mention about	/	Le Nas All	0 23
2)	Funds 6 and, to mor etc	00 Princi	al total was 105	
28	Fig. Friction produces beat- when shocky note over other purjule the resolubles to its musion	Sorada Vilas Tea	ore - 570 004	