

## **6.5.3 QNM DE**

### **3. Documentary Evidence of IQAC Initiatives**

- 1. Teachers Orientation Programs (TOP)**
- 2. Student Induction Program (SIP)**
- 3. Engage with Community**
- 4. Promoting Research Environment**
- 5. Value Added Course (VAC)**
- 6. Workshops and Seminars for Holistic Student-  
Teacher Development**
- 7. Personality Development Programs**
- 8. Preparation for Competitive Exams SVTC      E-  
Resource Web portal For Competitive Exam  
Preparation**

# **1. Teachers Orientation Programs (TOP)**



Sarada Vilas Educational Institutions (R.)  
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**SARADA VILAS TEACHERS COLLEGE**  
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**Teachers Orientation Program (TOP) (2018-19)**  
**'Essential Values for Teachers in the Present Context'**  
**7.12.2018**

**Report**

A One-Day Teacher Orientation Program for the staff members was organised on 7.12.2018 from 10 am to 4 pm in the college auditorium. The resource person was **Dr. SHANMUKHA, Former Dean, Karnataka State Open University, Mysore**. It was done to orient teachers to help themselves to become professionally productive and functional. Teachers were also enlightened on the various measures to be taken to have a continuous and consistent professional development.

Ideas related to the concept, importance and the modalities of the Orientation program were given to teachers before they were exposed to the Orientation Program. They were made aware of the aims and objectives of the program and their role in making use of the program to the fullest extent.

In the beginning there was an Invocation followed by Welcome. The actual program started with self-introduction. The resource person employed interactive discussion and brain storming technique with the staff while dealing with transaction.

There were five sessions of forty-five minutes each in which four different topics were dealt by six different staff members. In each session, there was an interactive lecture for forty minutes supported by audio-visuals followed by a 5 minutes' discussion and feedback.

The topic for the Orientation program was **'Essential Values for Teachers in the Present Context'**.

*The following issues were discussed under the aforesaid topic.*

  
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Sarada Vilas Teachers College,  
K.M. Param, Mysuru-570 004



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**Session-1:** a. Understanding Essential Values, b. Definition and significance of essential values, c. Exploration of core values in education and d. Role of essential values in shaping the educational landscape

**Session 2:** a. Identifying Key Challenges in Upholding Values, b. Analysis of contemporary challenges to values-based education, c. Discussion on societal shifts impacting traditional values and d. Strategies for addressing challenges in promoting essential values

**Session 3:** a. Integrating Values in Teaching Practice, b. Practical approaches to infusing values into curriculum and pedagogy, c. Role modeling and cultivating values in the classroom and d. Case studies and examples of successful integration of values in teaching

**Session 4:** a. Fostering Ethical Leadership, b. Importance of ethical leadership in educational institutions, c. Strategies for developing ethical leaders among teaching staff and d. Building a culture of integrity and accountability

**Session 5:** a. Promoting Inclusivity and Diversity, b. Embracing diversity in the educational context, c. Creating an inclusive environment for all stakeholders and d. Addressing biases and fostering empathy in teaching practices

**Session 6:** a. Concluding Remarks and Q&A and b. Summary of key takeaways and opportunity for participants to ask questions and seek clarification.

Teachers were asked to give oral feedback at the end of each session. They expressed their positive opinion saying that it was very useful for their personality development and understanding the dynamics of the profession of teaching.

  
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**Teachers Orientation Program (TOP) (2019-20)**  
**New Education Policy -2020 (NEP-2020)**  
**27.11.2019**

**Report**

A One-Day Teacher Orientation Program for the staff members was organised on 27.11.2019, from 10 am to 4 pm in the college auditorium. The resource person was **Prof. Shivakumar, Senior Faculty, VidyaVikas B.Ed. College, Mysore**. It was done to orient teachers to help themselves to become professionally productive and functional. Teachers were also enlightened on the various measures to be taken to have a continuous and consistent professional development.

Ideas related to the concept, importance and the modalities of the Orientation program were given to teachers before they were exposed to the Orientation Program. They were made aware of the aims and objectives of the program and their role in making use of the program to the fullest extent.

**Objective:** The primary objective of the orientation was to familiarize teachers with the key aspects of NEP 2020, including its vision, mission, and the significant changes it proposes in the Indian education system.

**Program Details:**

**Morning Session (10:00 AM - 1:00 PM):**

**Inaugural Address:** The event commenced with a welcome speech and an inaugural address by Dr. K S Leela, Principal of the College.

**1. Introduction to NEP 2020:** Prof. Shiva Kumar began with an overview of the NEP 2020, highlighting its goals and the necessity for educational reforms.

  
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**2. Key Features of NEP 2020:** An in-depth discussion was held on the salient features of NEP 2020, including:

- Holistic, Multidisciplinary Education
- Flexibility in Course Choices
- Focus on Vocational Education
- Emphasis on Digital Learning and Technology Integration
- Introduction of Early Childhood Care and Education (ECCE)
- Revamping Teacher Education

**Lunch Break (1:00 PM - 2:00 PM)**

**Post-Lunch Session (2:00 PM - 4:30 PM)**

**Implementation Strategies:** Dr. Shiva Kumar elaborated on the strategies for implementing NEP 2020 in schools and higher education institutions.

- **Interactive Session:** An interactive Q&A session where teachers raised their queries and discussed the practical implications of NEP 2020.
- **Workshops and Group Activities:** Teachers participated in group activities designed to simulate the implementation of various NEP components in their teaching methodologies.

**Conclusion:** The orientation concluded with a vote of thanks by the program coordinator, acknowledging Prof. Shiva Kumar for his insightful session. The program was well-received by the participants, who appreciated the clarity and depth of information provided.

Teachers completed the orientation with a better understanding of NEP 2020 and felt more confident about integrating its principles into their teaching practices. The program successfully achieved its goal of educating teachers about the new policy and preparing them for its implementation.

  
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**Teachers Orientation Program (TOP) (2020-21)**  
**'Professional Ethics and Code of Conduct for Teachers'**  
**26.2.2021**

**Report**

**Event Details:**

**Introduction:** The orientation program on Professional Ethics and Code of Conduct for Teachers was organized at Sarada Vilas Teachers College, Mysore, on the **26.2.2021**. The session was led by **Dr. Sathyanarayan, Dean, Department of Commerce and management, Sarada Vilas College, Mysore.**

**Objective:** The primary objective of the orientation was to educate teachers about the ethical standards and professional behavior expected of them and to provide guidelines for maintaining a high level of professionalism in their interactions with students, colleagues, and the community. Added to this, the program was to impart knowledge on professional ethics and the code of conduct that teachers should adhere to, ensuring integrity, respect, and effectiveness in their profession.

**Event details:**

**I. Morning Session (10:00 AM - 1:00 PM)**

- **Inaugural Address:** The program began with a welcome speech by the Principal of Sarada Vilas Teachers College, followed by an inaugural address that set the tone for the day's session.
- **Introduction to Professional Ethics:** Dr. Sathyanarayan introduced the concept of professional ethics, emphasizing its importance in the teaching profession.
- **Key Principles of Professional Ethics:** Discussion on the key principles of professional ethics, including:

*Keela.R.S*  
**Principal**  
 Sarada Vilas Teachers College,  
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- ✓ Commitment to Students
- ✓ Commitment to the Profession
- ✓ Commitment to Society
- ✓ Commitment to the Employer
- **Case Studies:** Presentation of case studies highlighting ethical dilemmas faced by teachers and the appropriate ethical responses.

• **Lunch Break (1:00 PM - 2:00 PM):**

**II. Afternoon Session (2:00 PM - 4:30 PM):**

- **Code of Conduct:** Detailed explanation of the code of conduct for teachers, covering aspects such as professional competence, fairness, integrity, confidentiality, and respect.
- **Interactive Session:** An interactive Q&A session where participants shared their experiences and sought clarification on various ethical issues.
- **Workshops and Group Activities:** Teachers participated in group activities designed to simulate real-life ethical scenarios and discuss appropriate responses.
- **Implementation Strategies:** Dr. Sathyanarayana discussed strategies for implementing ethical principles and the code of conduct in daily teaching practices, highlighting the role of continuous professional development.

**Conclusion:** The orientation concluded with a vote of thanks by the Program Coordinator, acknowledging Mr. Shivakumar for his insightful and comprehensive session. The program was well-received, and participants appreciated the practical insights and resources provided to uphold professional ethics and conduct in their teaching careers.

**Outcome:** Teachers gained a thorough understanding of professional ethics and the code of conduct, feeling better prepared to navigate ethical dilemmas and maintain a high standard of professionalism. The program effectively achieved its goal of reinforcing the importance of ethics and conduct in the teaching profession.

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**Principal**  
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**Teachers Orientation Program (TOP) (2021-22)**  
**'Life Skill for teachers and Classroom Management'**  
**3.2.2022**

**Report**

A One-Day Teacher Orientation Program for the staff members was organised on **3.2.2022** from **10 am** to **4 pm** in the college auditorium. The resource person was **Dr. K S. Leela**, the principal of the college. It was done to orient teachers to help themselves to become professionally productive and functional. Teachers were also enlightened on the various measures to be taken to have a continuous and consistent professional development.

In the beginning there was an Invocation followed by Welcome. The actual program started with self-introduction. The resource person employed interactive discussion and brain storming technique with the staff while dealing with transaction.

Ideas related to the concept, importance and the modalities of the Orientation program were given to teachers before they were exposed to the Orientation Program. They were made aware of the aims and objectives of the program and their role in making use of the program to the fullest extent.

There were four sessions of forty-five minutes each in which four different topics were dealt by six different staff members. In each session, there was an interactive lecture for forty minutes supported by audio-visuals followed by a 5 minutes' discussion and feedback.

The topic for the Orientation program was **'Life Skill for teachers and Classroom Management'**. The following issues were discussed under the aforesaid topic.

**Session-I:** 1. Understanding Classroom Management Skills, 2. Definition and significance of essential skills needed for Teaching, 3. Exploration of Classroom Management skills and 4. Role of Teacher in Classroom.

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 Principal  
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**Session 2:** 1. Identifying Key Challenges in understanding the Life Skills for Teachers. 2. Analysis of contemporary challenges to Life Skills for Teachers. 3. Discussion on Classroom Management skills and 4. Strategies for addressing challenges in promoting Life Skills for Teachers.

**Session 3:** 1. Integrating Life Skills and Life Skills for Teachers, 2. Practical approaches to infusing Classroom Management Skills for teachers

**Session 4:** 1. Fostering Leadership qualities among teachers, 2. Importance of Teacher as a leader in educational institutions, 3. Strategies for developing Life Skills among teaching staff and 4. Issues and Challenges in Life skill for Teachers and Classroom Management.

**Session 5:** 1. Concluding Remarks, Feedback and Q & A, 2. Summary of key takeaways

Teachers were asked to give oral feedback at the end of each session. They expressed their positive opinion saying that it was very useful for their personality development and understanding the dynamics of the profession of teaching.

*Keela.K.S*  
Principal  
Sarada Vilas Teachers College  
K.M. Puram, Mysuru-570004



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**Teachers Orientation Program (TOP) (2022-23)**  
**Integrated Teacher Education program (ITEP)**  
**4.2.2023**  
**Report**

**Introduction:** The Orientation Program on the Integrated Teacher Education Program (ITEP) was organized at Sarada Vilas Teachers College, Mysore, on the **4th of February, 2023**. The session was led by **Dr. Devika, Principal, Sarada Vilas College, Mysore**.

**Objective:** The purpose of the program was to provide teachers with an in-depth understanding of the ITEP and its implications for teacher education. The primary objective of the orientation was to inform teachers about the structure, objectives, and benefits of the Integrated Teacher Education Program (ITEP) and to prepare them for its effective implementation in teacher training institutes.

**Session Overview:**

**I. Morning Session (10:00 AM - 1:00 PM)**

- **Inaugural Address:** The program began with a welcome speech by the Principal of Sarada Vilas Teachers College, followed by an inaugural address that set the context for the day's session.
- **Introduction to ITEP:** Dr. Devika introduced the Integrated Teacher Education Program (ITEP), explaining its need and significance in the current educational landscape.
- **Key Components of ITEP:** Detailed discussion on the key components of ITEP, including:
  - ✓ Curriculum Integration
  - ✓ Pedagogical Innovations
  - ✓ Focus on Multidisciplinary Education
  - ✓ Use of Technology in Teaching and Learning
- **Benefits of ITEP:** Exploration of the benefits of ITEP for future teachers, such as:

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**Principal**  
Sarada Vilas Teachers College,  
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- ✓ Holistic Development
- ✓ Enhanced Teaching Skills
- ✓ Improved Classroom Management
- ✓ Better Understanding of Student Needs

• **Lunch Break (1:00 PM - 2:00 PM):**

**II. Post Lunch Session (2:00 PM - 4:30 PM):**

- **Implementation Strategies:** Mr. Shivakumar discussed strategies for implementing ITEP in teacher education institutions, highlighting best practices and potential challenges.
- **Interactive Session:** An interactive Q&A session where participants raised their questions and shared their views on ITEP.
- **Workshops and Group Activities:** Teachers engaged in group activities and workshops designed to provide hands-on experience with the methodologies and approaches advocated by ITEP.
- **Case Studies:** Presentation of case studies showcasing successful implementation of ITEP in various educational contexts.

**Conclusion:** The orientation concluded with a vote of thanks by the staff coordinator, acknowledging Dr. Devika for her comprehensive and insightful session. The program was well-received by the participants, who appreciated the clarity and practicality of the information provided. Teachers were asked to give oral feedback at the end of each session. They expressed their positive opinion saying that it was very useful for their personality development and understanding the dynamics of the profession of teaching.

*Rachika S*  
**Principal**  
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Sarada Vilas Teachers College, Mysore  
Teachers Orientation Program: 2018-19  
(Date: 04-12-2018)

ATTENDANCE













S/N	Name of the teacher	Signature
1	Dr. P.S. Suresh	
2	Dr. Leela.K.S	leela.k.s
3	Dr.S.Suresh	
4	Dr.H.N.Vishwanath	
5	Sumithamma	
6	H.M.Manjunath	
7	Zonia Abraham	
8	C.Shivaswamy	
9	B.Sreekanthamurthy	
10	C.Kumaraswamy	
11	Dr.Venkatesh.H.S	



Principal  
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Sarada Vilas Teachers College, Mysore  
Teachers Orientation Program: 2019-20  
(Date: 27-11-2019)

ATTENDANCE

S/N	Name of the teacher	Signature
1	Dr.P.S.Suresh	
2	Dr. Leela.K.S	
3	Dr.S. Suresh	
4	Dr.H.N. Vishwanath	
5	Sumithramma	
6	H.M.Manjunath	
7	Zonia Abraham	
8	C.Shivaswamy	
9	B.Sreekanthamurthy	
10	C.Kumaraswamy	
11	Dr.Venkatesh.H.S	
12	Dr.Rekha.M.P	



**Principal**  
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Sarada Vilas Teachers College, Mysore  
Teachers Orientation Program: 2020-21  
(Date: 25-02-2021)

ATTENDANCE

S/N	Name of the teacher	Signature
1	Dr.P.S.Suresh	
2	Dr. Leela.K.S	
3	Dr.S.Suresh	
4	Dr.H.N.Vishwanath	
5	Sumithamma	
6	H.M.Manjunath	
7	Zonia Abraham	
8	C.Shivaswamy	
9	B.Sreekanthamurthy	
10	C.Kumaraswamy	
11	Dr.Gayathri.K.C	
12	Chandrashekhar.B	
13	Karthik.P.S	

  
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Sarada Vilas Teachers College, Mysore  
Teachers Orientation Program: 2021-22  
(Date: 01-02-2022)

ATTENDANCE

S/N	Name of the teacher	Signature
1	Dr. Leela.K.S	Leela.K.S
2	Dr. S. Suresh	Suresh
3	Dr. H.N. Vishwanath	H.N. Vishwanath
4	Dr. Sumithamma	Sumithamma
5	H.M. Manjunath	Manjunath
6	Zonia Abraham	Zonia Abraham
7	C. Shivaswamy	C. Shivaswamy
8	C. Kumaraswamy	C. Kumaraswamy
9	Ramya M.R	Ramya M.R
10	Dr.Gayathri K.C	Dr.Gayathri K.C
11	Chandrashekhar B	Chandrashekhar B
12	Karthik P.S	Karthik P.S
13	Anusha K	Anusha K

Leela.K.S  
Principal  
Sarada Vilas Teachers College,  
K.M. Poram, Mysore-570 004



Sarada Vilas Teachers College, Mysore  
Teachers Orientation Program: 2022-23  
(Date: 04-01-2023)

ATTENDANCE

S/N	Name of the teacher	Signature
1	Dr. Leela K.S	<i>Leela K.S</i>
2	Dr. S. Suresh	<i>S. Suresh</i>
3	Dr. H.N. Vishwanath	<i>H.N. Vishwanath</i>
4	Dr. Sumithamma	<i>Sumithamma</i>
5	H. M. Manjunath	<i>H. M. Manjunath</i>
6	Zonia Abraham	<i>Zonia Abraham</i>
7	C. Shivaswamy	<i>C. Shivaswamy</i>
8	C. Kumaraswamy	<i>C. Kumaraswamy</i>
9	Dr. Gayathri K.C	<i>Dr. Gayathri K.C</i>
10	Karthik P.S	<i>Karthik P.S</i>
11	Anusha K	<i>Anusha K</i>

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**Principal**  
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**SARDA VILAS TEACHERS COLLEGE, MYSORE**  
**TEACHER ORIENTATION PROGRAM (TOP) (2018-19)**

Date: 04-12-2018

**FEED BACK**

*Dear Teacher Educators,*

*Here is what we want to know from you about the Teachers Orientation Program (TOP) conducted. You are given ten statements. Read them and mark your option with 'v'*

Sl. No.	Description	Strongly Agree 4	Agree 3	Undecided 2	Disagree 1	Strongly Disagree 0
1.	The objectives of the TOP were clearly stated	✓				
2.	IP was Systematically planned as per the objectives	✓				
3.	The TOP was organized systematically as planned		✓			
4.	The topics selected were need-based and essential for TE	✓				
5.	Sessions conducted were very interesting	✓				
6.	The sessions were interactive and participative		✓			
7.	The resource persons had an impact presentation	✓				
8.	The illustrations and experiences provided were relevant		✓			
9.	The transaction strategies and approaches were effective	✓				
10.	The objectives of the TOP were realized to expected extent	✓				

Name of the Teacher Educator:

D. H. N. Maheshwari

*[Signature]*  
4-12-18

Signature

  
**Principal**  
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**SARDA VILAS TEACHERS COLLEGE, MYSORE**  
**TEACHER ORIENTATION PROGRAM (TOP) (2018-19)**

**Date: 04-12-2018**

**FEED BACK**

*Dear Teacher Educators,*

*Here is what we want to know from you about the Teachers Orientation Program (TOP) conducted. You are given ten statements. Read them and mark your option with '✓'*

Sl. No.	Description	Strongly Agree 4	Agree 3	Undecided 2	Disagree 1	Strongly Disagree 0
1.	The objectives of the TOP were clearly stated	✓				
2.	IP was Systematically planned as per the objectives		✓			
3.	The TOP was organized systematically as planned					
4.	The topics selected were need-based and essential for TE	✓				
5.	Sessions conducted were very interesting	✓				
6.	The sessions were interactive and participative	✓				
7.	The resource persons had an impact presentation	✓				
8.	The illustrations and experiences provided were relevant					
9.	The transaction strategies and approaches were effective		✓			
10.	The objectives of the TOP were realized to expected extent	✓				

Name of the Teacher Educator: Sarathu

[Signature]  
Signature

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

**SARDA VILAS TEACHERS COLLEGE, MYSORE**  
**TEACHER ORIENTATION PROGRAM (TOP) (2018-19)**

Date: 04-12-2018

**FEED BACK**

*Dear Teacher Educators,*

*Here is what we want to know from you about the Teachers Orientation Program (TOP) conducted. You are given ten statements. Read them and mark your option with '✓'.*

Sl. No.	Description	Strongly Agree 4	Agree 3	Undecided 2	Disagree 1	Strongly Disagree 0
1.	The objectives of the TOP were clearly stated	✓				
2.	IP was Systematically planned as per the objectives	✓				
3.	The TOP was organized systematically as planned	✓				
4.	The topics selected were need-based and essential for TE		✓			
5.	Sessions conducted were very interesting	✓				
6.	The sessions were interactive and participative	✓				
7.	The resource persons had an impact presentation		✓			
8.	The illustrations and experiences provided were relevant	✓				
9.	The transaction strategies and approaches were effective	✓				
10.	The objectives of the TOP were realized to expected extent	✓				

Name of the Teacher Educator: Shanvi

SD  
Signature

  
Principal  
Sarda Vilas Teachers College,  
K.M. Param, Mysore-576 152

**SARDA VILAS TEACHERS COLLEGE, MYSORE**  
**TEACHER ORIENTATION PROGRAM (TOP) (2019-20)**

**Date: 27-11-2019**

**FEED BACK**

*Dear Teacher Educators,*

*Here is what we want to know from you about the Teachers Orientation Program (TOP) conducted. You are given ten statements.*

*Read them and mark your option with '✓'*

Sl. No.	Description	Strongly Agree 4	Agree 3	Undecided 2	Disagree 1	Strongly Disagree 0
1.	The objectives of the TOP were clearly stated		✓			
2.	IP was Systematically planned as per the objectives	✓				
3.	The TOP was organized systematically as planned	✓				
4.	The topics selected were need-based and essential for TE	✓				
5.	Sessions conducted were very interesting	✓				
6.	The sessions were interactive and participative		✓			
7.	The resource persons had an impact presentation	✓				
8.	The illustrations and experiences provided were relevant	✓				
9.	The transaction strategies and approaches were effective		✓			
10.	The objectives of the TOP were realized to expected extent	✓				

Name of the Teacher Educator: Vijaya

Signature

Jen

*(Green Stamp)*  
Principal  
Sarda Vilas Teachers College  
Mysore, Mysore-576 001

**SARDA VILAS TEACHERS COLLEGE, MYSORE**  
**TEACHER ORIENTATION PROGRAM (TOP) (2019-20)**

**Date: 27-11-2019**

**FEED BACK**

*Dear Teacher Educators,*

*Here is what we want to know from you about the Teachers Orientation Program (TOP) conducted. You are given ten statements.*

*Read them and mark your option with 'V'*

Sl. No.	Description	Strongly Agree 4	Agree 3	Undecided 2	Disagree 1	Strongly Disagree 0
1.	The objectives of the TOP were clearly stated	✓				
2.	IP was Systematically planned as per the objectives	✓				
3.	The TOP was organized systematically as planned		✓			
4.	The topics selected were need-based and essential for TE	✓				
5.	Sessions conducted were very interesting	✓				
6.	The sessions were interactive and participative		✓			
7.	The resource persons had an impact presentation	✓				
8.	The illustrations and experiences provided were relevant	✓				
9.	The transaction strategies and approaches were effective		✓			
10.	The objectives of the TOP were realized to expected extent	✓				

Name of the Teacher Educator: \_\_\_\_\_

Signature

  
**Principal**  
 Sarada Vilas Teachers College  
 K.B. Puram, Mysore-570 084

**SARDA VILAS TEACHERS COLLEGE, MYSORE**  
**TEACHER ORIENTATION PROGRAM (TOP) (2019-20)**

**Date: 27-11-2019**

**FEED BACK**

*Dear Teacher Educators,*

*Here Is what we want to know from you about the Teachers Orientation Program (TOP) conducted. You are given ten statements.*

*Read them and mark your option with 'V'*

Sl. No.	Description	Strongly Agree 4	Agree 3	Undecided 2	Disagree 1	Strongly Disagree 0
1.	The objectives of the TOP were clearly stated	✓				
2.	IP was Systematically planned as per the objectives		✓			
3.	The TOP was organized systematically as planned	✓				
4.	The topics selected were need-based and essential for TE	✓				
5.	Sessions conducted were very interesting	✓				
6.	The sessions were interactive and participative	✓				
7.	The resource persons had an impact presentation		✓			
8.	The illustrations and experiences provided were relevant	✓				
9.	The transaction strategies and approaches were effective	✓				
10.	The objectives of the TOP were realized to expected extent		✓			

Name of the Teacher Educator: \_\_\_\_\_

Signature

\_\_\_\_\_  
Principal  
Sarda Vilas Teachers College,  
K.M. Puram, Mysore-570 004

**SARDA VILAS TEACHERS COLLEGE, MYSORE**  
**TEACHER ORIENTATION PROGRAM (TOP) (2020-21)**

**Date: 25-02-2021**

**FEED BACK**

*Dear Teacher Educators,*

*Here is what we want to know from you about the Teachers Orientation Program (TOP) conducted. You are given ten statements. Read them and mark your option with '✓'*

Sl. No.	Description	Strongly Agree 4	Agree 3	Undecided 2	Disagree 1	Strongly Disagree 0
1.	The objectives of the TOP were clearly stated		✓			
2.	IP was Systematically planned as per the objectives	✓				
3.	The TOP was organized systematically as planned	✓				
4.	The topics selected were need-based and essential for TE	✓				
5.	Sessions conducted were very interesting	✓				
6.	The sessions were interactive and participative	✓	✓			
7.	The resource persons had an impact presentation					
8.	The illustrations and experiences provided were relevant	✓				
9.	The transaction strategies and approaches were effective	✓				
10.	The objectives of the TOP were realized to expected extent		✓			

Name of the Teacher Educator: KUMARASWAMY C.

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

*[Signature]*  
**Signature** 25/02/2021



**SARDA VILAS TEACHERS COLLEGE, MYSORE**  
**TEACHER ORIENTATION PROGRAM (TOP) (2020-21)**

**Date: 25-02-2021**

**FEED BACK**

*Dear Teacher Educators,*

*Here is what we want to know from you about the Teachers Orientation Program (TOP) conducted. You are given ten statements.*

*Read them and mark your option with 'v'*

Sl. No.	Description	Strongly Agree 4	Agree 3	Undecided 2	Disagree 1	Strongly Disagree 0
1.	The objectives of the TOP were clearly stated	✓				
2.	IP was Systematically planned as per the objectives		✓			
3.	The TOP was organized systematically as planned	✓				
4.	The topics selected were need-based and essential for TE	✓				
5.	Sessions conducted were very interesting	✓				
6.	The sessions were interactive and participative	✓				
7.	The resource persons had an impact presentation		✓			
8.	The illustrations and experiences provided were relevant	✓				
9.	The transaction strategies and approaches were effective	✓				
10.	The objectives of the TOP were realized to expected extent	✓				

Name of the Teacher Educator: Dr. H. M. Maheshwari

21/02/25-2-21  
Signature

*Sardas*  
Principal  
Sarda Vilas Teachers College,  
K.M. Puram, Mysore-570 004

**SARDA VILAS TEACHERS COLLEGE, MYSORE**  
**TEACHER ORIENTATION PROGRAM (TOP) (2020-21)**

**Date: 25-02-2021**

**FEED BACK**

*Dear Teacher Educators,*

*Here is what we want to know from you about the Teachers Orientation Program (TOP) conducted. You are given ten statements. Read them and mark your option with 'v'*

Sl. No.	Description	Strongly Agree 4	Agree 3	Undecided 2	Disagree 1	Strongly Disagree 0
1.	The objectives of the TOP were clearly stated	✓				
2.	IP was Systematically planned as per the objectives		✓			
3.	The TOP was organized systematically as planned	✓				
4.	The topics selected were need-based and essential for TE	✓				
5.	Sessions conducted were very interesting	✓				
6.	The sessions were interactive and participative		✓			
7.	The resource persons had an impact presentation	✓				
8.	The Illustrations and experiences provided were relevant	✓				
9.	The transaction strategies and approaches were effective	✓				
10.	The objectives of the TOP were realized to expected extent	✓				

Name of the Teacher Educator: Bhagya

Bhagya  
Signature

**SARDA VILAS TEACHERS COLLEGE, MYSORE**  
**TEACHER ORIENTATION PROGRAM (TOP) (2022-23)**

**Date: 04-01-2023**

**FEED BACK**

*Dear Teacher Educators,*

*Here is what we want to know from you about the Teachers Orientation Program (TOP) conducted. You are given ten statements.  
Read them and mark your option with '✓'*

Sl. No.	Description	Strongly Agree 4	Agree 3	Undecided 2	Disagree 1	Strongly Disagree 0
1.	The objectives of the TOP were clearly stated	✓				
2.	IP was Systematically planned as per the objectives	✓				
3.	The TOP was organized systematically as planned	✓				
4.	The topics selected were need-based and essential for TE	✗	✓			
5.	Sessions conducted were very interesting	✓				
6.	The sessions were interactive and participative	✓				
7.	The resource persons had an impact presentation		✓			
8.	The illustrations and experiences provided were relevant	✓				
9.	The transaction strategies and approaches were effective	✓				
10.	The objectives of the TOP were realized to expected extent	✓				

Name of the Teacher Educator: Kumarachandrasekhar

*Deekshita*  
**Principal**  
Sarada Vilas Teachers College  
K.M. Puram, Mysore-575 011

*[Signature]*  
**Signature**

*04/01/2023*

**SARDA VILAS TEACHERS COLLEGE, MYSORE**  
**TEACHER ORIENTATION PROGRAM (TOP) (2022-23)**

**Date: 04-01-2023**

**FEED BACK**

*Dear Teacher Educators,*

*Here is what we want to know from you about the Teachers Orientation Program (TOP) conducted. You are given ten statements. Read them and mark your option with '✓'*

Sl. No.	Description	Strongly Agree 4	Agree 3	Undecided 2	Disagree 1	Strongly Disagree 0
1.	The objectives of the TOP were clearly stated		✓			
2.	IP was Systematically planned as per the objectives	✓				
3.	The TOP was organized systematically as planned		✓			
4.	The topics selected were need-based and essential for TE	✓				
5.	Sessions conducted were very interesting	✓				
6.	The sessions were interactive and participative	✓				
7.	The resource persons had an impact presentation	✓				
8.	The illustrations and experiences provided were relevant	✓				
9.	The transaction strategies and approaches were effective		✓			
10.	The objectives of the TOP were realized to expected extent	✓				

Name of the Teacher Educator: Vargha

*Koelantil*  
**Principal**  
Sarda Vilas Teachers College,  
K.M. Puram, Mysore-570 004

mal  
**Signature**

**SARDA VILAS TEACHERS COLLEGE, MYSORE**  
**TEACHER ORIENTATION PROGRAM (TOP) (2022-23)**

**Date: 04-01-2023**

**FEED BACK**

*Dear Teacher Educators,*

*Here is what we want to know from you about the Teachers Orientation Program (TOP) conducted. You are given ten statements. Read them and mark your option with '✓'*

Sl. No.	Description	Strongly Agree 4	Agree 3	Undecided 2	Disagree 1	Strongly Disagree 0
1.	The objectives of the TOP were clearly stated		✓			
2.	IP was Systematically planned as per the objectives	✓				
3.	The TOP was organized systematically as planned	✓				
4.	The topics selected were need-based and essential for TE	✓				
5.	Sessions conducted were very interesting		✓			
6.	The sessions were interactive and participative	✓				
7.	The resource persons had an impact presentation	✓				
8.	The illustrations and experiences provided were relevant	✓				
9.	The transaction strategies and approaches were effective	✓				
10.	The objectives of the TOP were realized to expected extent		✓			

Name of the Teacher Educator: Dr. Anu Vishwanath

*Anu Vishwanath*  
**Principal**  
 Sarada Vilas Teachers College  
 K.M. Puram, Mysore-570 006

*Anu Vishwanath*  
 4/1/23

**Signature**

**SARDA VILAS TEACHERS COLLEGE, MYSORE**  
**TEACHER ORIENTATION PROGRAM (TOP) (2018-19)**

**Date: 04-12-2018**

**FEED BACK**

*Dear Teacher Educators,*

*Here is what we want to know from you about the Teachers Orientation Program (TOP) conducted. You are given ten statements.*

*Read them and mark your option with 'V'*

Sl. No.	Description	Strongly Agree 4	Agree 3	Undecided 2	Disagree 1	Strongly Disagree 0
1.	The objectives of the TOP were clearly stated	6	3	2	0	0
2.	IP was Systematically planned as per the objectives	5	3	3	0	0
3.	The TOP was organized systematically as planned	6	2	3	0	0
4.	The topics selected were need-based and essential for TE	4	3	4	0	0
5.	Sessions conducted were very interesting	6	3	2	0	0
6.	The sessions were interactive and participative	5	5	1	0	0
7.	The resource persons had an impact presentation	5	4	2	0	0
8.	The illustrations and experiences provided were relevant	6	3	2	0	0
9.	The transaction strategies and approaches were effective	5	4	2	0	0
10.	The objectives of the TOP were realized to expected extent	5	3	3	0	0



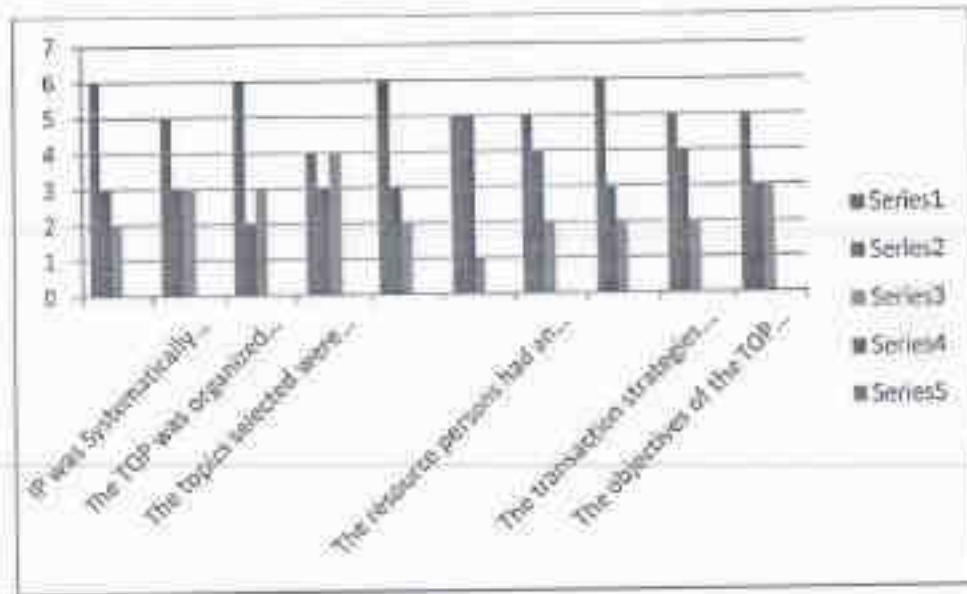
**Principal**

Sarda Vilas Teachers College,  
1st Floor, Mysore-570 004

SARDA VILAS TEACHERS COLLEGE, MYSORE  
TEACHER ORIENTATION PROGRAM (TOP) (2018-19)

Date: 04-12-2018

FEED BACK ANALYSIS



Principal

Sarva Vilas Teachers College,  
St. Marks, Mysore-570 004

**SARDA VILAS TEACHERS COLLEGE, MYSORE**  
**TEACHER ORIENTATION PROGRAM (TOP) (2019-20)**

**Date: 27-11-2019**

**FEED BACK**

*Dear Teacher Educators,*

*Here is what we want to know from you about the Teachers Orientation Program (TOP) conducted. You are given ten statements.*

*Read them and mark your option with 'V'*

Sl. No.	Description	Strongly Agree 4	Agree 3	Undecided 2	Disagree 1	Strongly Disagree 0
1.	The objectives of the TOP were clearly stated	6	3	3	0	0
2.	IP was Systematically planned as per the objectives	7	2	3	0	0
3.	The TOP was organized systematically as planned	5	4	3	0	0
4.	The topics selected were need-based and essential for TE	6	4	2	0	0
5.	Sessions conducted were very interesting	8	2	2	0	0
6.	The sessions were interactive and participative	7	4	1	0	0
7.	The resource persons had an impact presentation	9	2	1	0	0
8.	The illustrations and experiences provided were relevant	8	3	1	0	0
9.	The transaction strategies and approaches were effective	9	2	1	0	0
10.	The objectives of the TOP were realized to expected extent	8	3	1	0	0

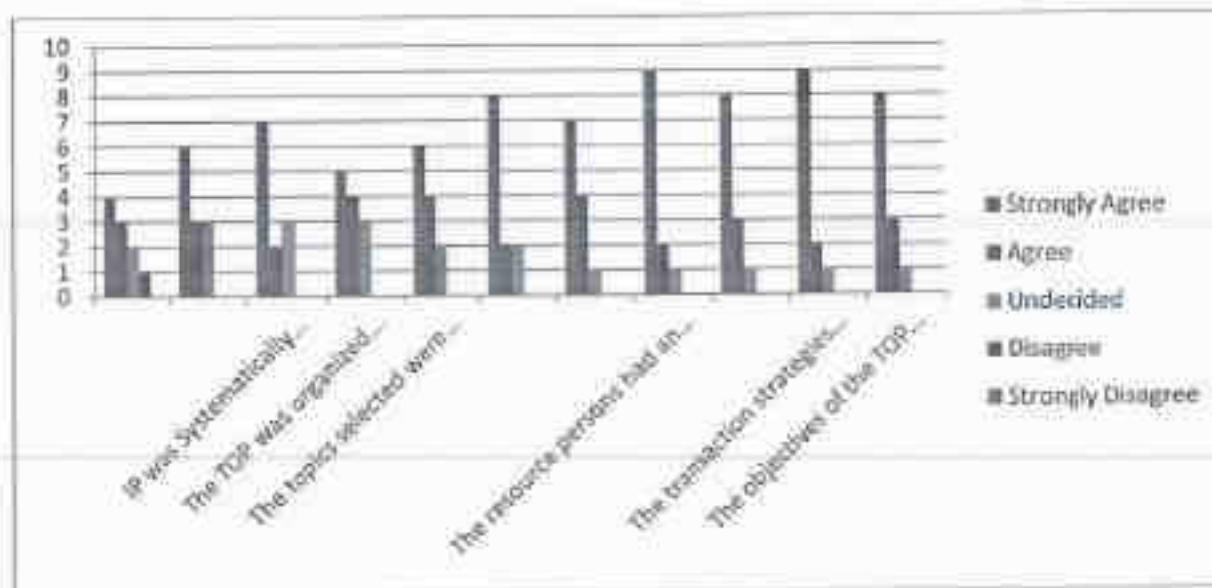
  
**Principal**  
Sarda Vilas Teachers College,  
K.M. Puram, Mysore-570 004



**SARDA VILAS TEACHERS COLLEGE, MYSORE**  
**TEACHER ORIENTATION PROGRAM (TOP) (2019-20)**

**Date: 27-11-2019**

**FEED BACK ANALYSIS**



**Principal**  
Sarda Vilas Teachers College,  
K.M. Peram, Mysore-576 004

**SARDA VILAS TEACHERS COLLEGE, MYSORE**  
**TEACHER ORIENTATION PROGRAM (TOP) (2020-21)**

Date:25-02-2021

**FEED BACK**

*Dear Teacher Educators,*

*Here is what we want to know from you about the Teachers Orientation Program (TOP) conducted. You are given ten statements.  
Read them and mark your option with 'v'*

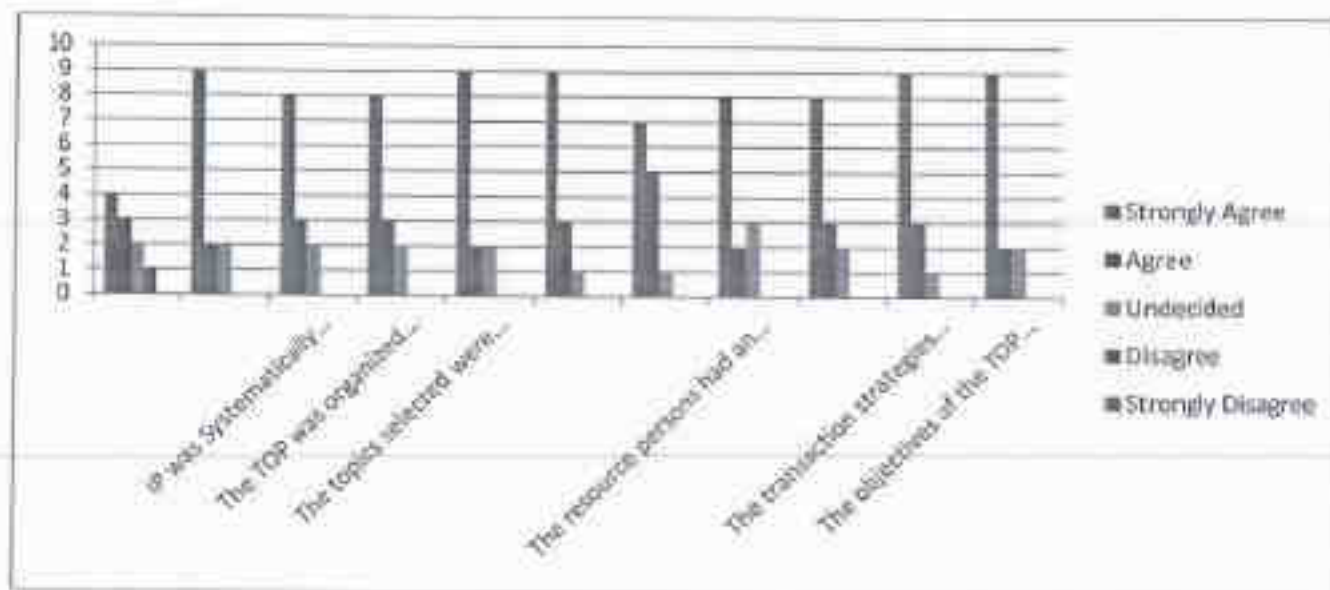
Sl. No.	Description	Strongly Agree 4	Agree 3	Undecided 2	Disagree 1	Strongly Disagree 0
1.	The objectives of the TOP were clearly stated	9	2	2	0	0
2.	IP was Systematically planned as per the objectives	8	3	2	0	0
3.	The TOP was organized systematically as planned	8	3	2	0	0
4.	The topics selected were need-based and essential for TE	9	2	2	0	0
5.	Sessions conducted were very interesting	9	3	1	0	0
6.	The sessions were interactive and participative	7	5	1	0	0
7.	The resource persons had an impact presentation	8	2	3	0	0
8.	The illustrations and experiences provided were relevant	8	3	2	0	0
9.	The transaction strategies and approaches were effective	9	3	1	0	0
10.	The objectives of the TOP were realized to expected extent	9	2	2	0	0

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

SARDA VILAS TEACHERS COLLEGE, MYSORE  
TEACHER ORIENTATION PROGRAM (TOP) (2020-21)

Date:25-02-2021

FEED BACK



*Geetha K S*  
Principal  
Sardar Vilas Teachers College  
K.M. Puram, Mysore-575 011

**SARDA VILAS TEACHERS COLLEGE, MYSORE**  
**TEACHER ORIENTATION PROGRAM (TOP) (2021-22)**

**Date: 01-02-2022**

**FEED BACK**

*Dear Teacher Educators,*

*Here is what we want to know from you about the Teachers Orientation Program (TOP) conducted. You are given ten statements.  
Read them and mark your option with 'v'*

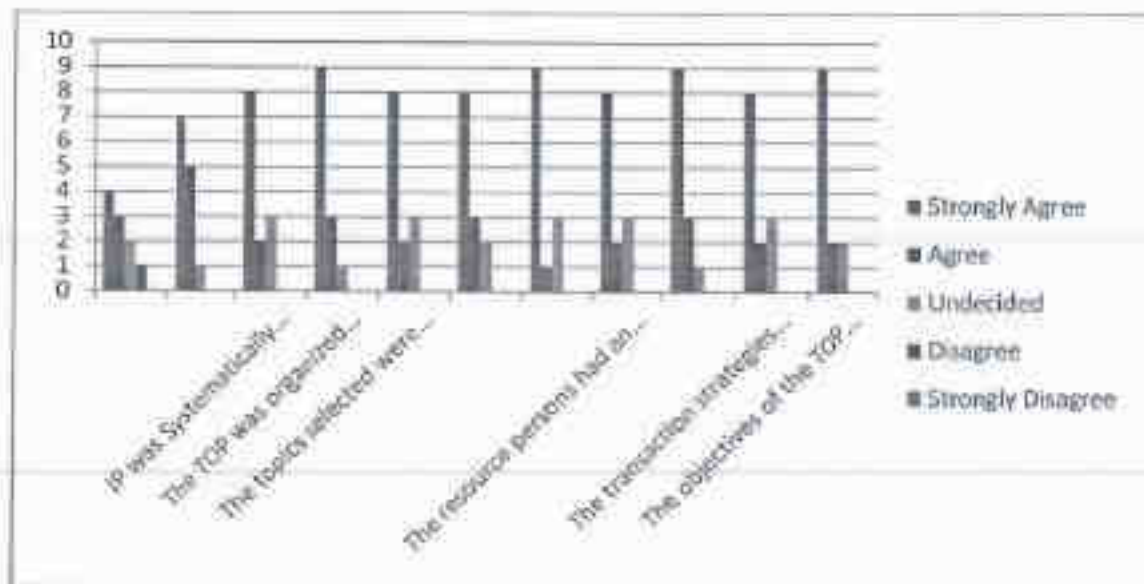
Sl. No.	Description	Strongly Agree 4	Agree 3	Undecided 2	Disagree 1	Strongly Disagree 0
1.	The objectives of the TOP were clearly stated	7	5	1	0	0
2.	IP was Systematically planned as per the objectives	8	2	3	0	0
3.	The TOP was organized systematically as planned	9	3	1	0	0
4.	The topics selected were need-based and essential for TE	8	2	3	0	0
5.	Sessions conducted were very interesting	8	3	2	0	0
6.	The sessions were interactive and participative	9	1	3	0	0
7.	The resource persons had an impact presentation	8	2	3	0	0
8.	The illustrations and experiences provided were relevant	9	3	1	0	0
9.	The transaction strategies and approaches were effective	8	2	3	0	0
10.	The objectives of the TOP were realized to expected extent	9	2	2	0	0

*Leela K S*  
**Principal**  
Sarada Vilas Teachers College  
K.M. Ponn, Mysore-570 004

SARDA VILAS TEACHERS COLLEGE, MYSORE  
TEACHER ORIENTATION PROGRAM (TOP) (2021-22)

Date: 01-02-2022

FEED BACK ANALYSIS



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

**SARDA VILAS TEACHERS COLLEGE, MYSORE**  
**TEACHER ORIENTATION PROGRAM (TOP) (2022-23)**

**Date: 04-01-2023**

**FEED BACK**

*Dear Teacher Educators,*

*Here is what we want to know from you about the Teachers Orientation Program (TOP) conducted. You are given ten statements.  
Read them and mark your option with 'V'*

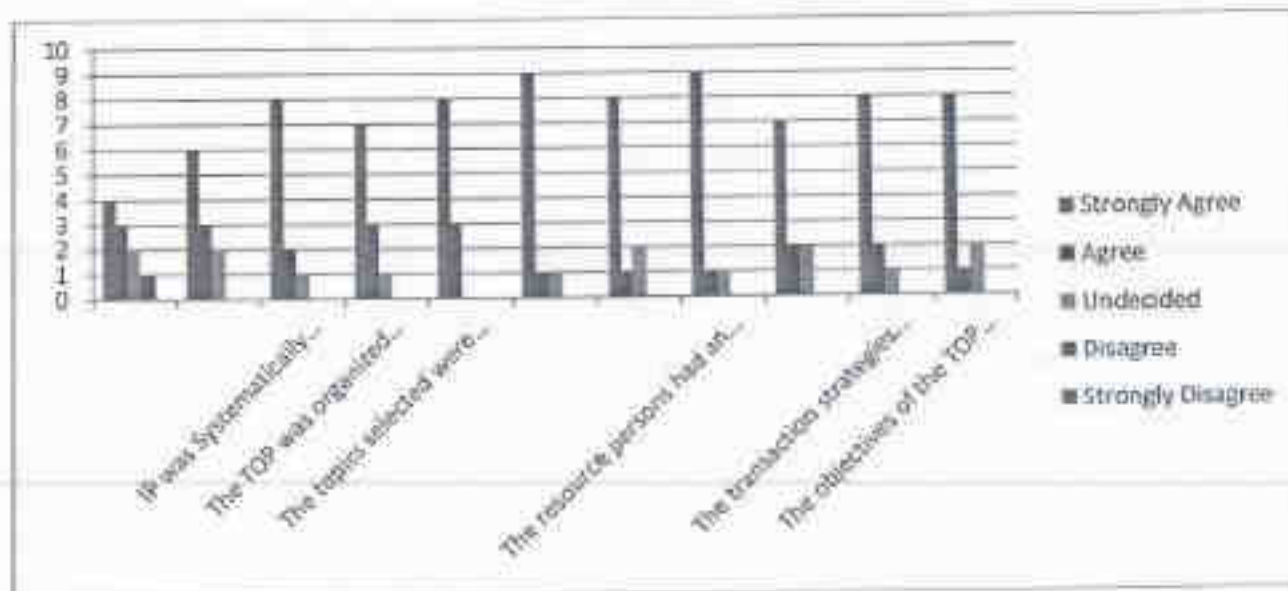
Sl. No.	Description	Strongly Agree 4	Agree 3	Undecided 2	Disagree 1	Strongly Disagree 0
1.	The objectives of the TOP were clearly stated	6	3	2	0	0
2.	IP was Systematically planned as per the objectives	8	2	1	0	0
3.	The TOP was organized systematically as planned	7	3	1	0	0
4.	The topics selected were need-based and essential for TE	8	3	0	0	0
5.	Sessions conducted were very interesting	9	1	1	0	0
6.	The sessions were interactive and participative	8	1	2	0	0
7.	The resource persons had an impact presentation	9	1	1	0	0
8.	The illustrations and experiences provided were relevant	7	2	2	0	0
9.	The transaction strategies and approaches were effective	8	2	1	0	0
10.	The objectives of the TOP were realized to expected extent	8	1	2	0	0

*K. M. P.*  
**Principal**  
Sarda Vilas Teachers College,  
K.M. P. Mysore - 570 004

SARDA VILAS TEACHERS COLLEGE, MYSORE  
TEACHER ORIENTATION PROGRAM (TOP) (2022-23)

Date: 04-01-2023

FEED BACK ANALYSIS



*Leela K S*  
**Principal**  
Sardar Vilas Teachers College,  
K.W. Road, Mysore - 570 004

## **2. Student Induction Program (SIP)**



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

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**1.1.3 QNM DE**  
**3-SIP Circular, Report,**  
**Attendance, Feedback and**  
**Analysis**



Sarada Vilas Educational Institutions (R.)  
ಸಾರದಾ ವಿಲಾಸ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ಮೈಸೂರು-04

**SARADA VILAS TEACHERS COLLEGE**

Sarada Vilas Road, K.M Param, Mysuru-570004, Karnataka

Permanently Affiliated to University of Mysore, Mysuru, Karnataka State, Grant in Aid College

NAAC Re-Accredited in 2016, "B" Grade, CGPA-2.73/4



Email ID: svtemysore@gmail.com  
Website: www.svtemysore.org

Office No: 0821-2332137  
Mob No : 7019807294

No:

Date: 04/12/2018

## Circular

### **Students Induction Programme (SIP) for the Academic Year 2018-19**

A Students Induction Programme (SIP) will be conducted for the 1st semester students from **06-12-2018 to 08-12-2018**.

The students will be introduced with curricular, co-curricular and extra-curricular activities that will be organised during the present academic year.

The Principal will introduce all the teachers and orient on how they support students to achieve academic excellence in their course. Students are also enlightened about the need for participating in the youth welfare activities and also are encouraged to involve themselves in sports and cultural activities that the college conducts regularly.

Further, the principal will introduce students to the various amenities the college campus has like Library, Canteen, Laboratory, Auditorium, ICT Lab, Psychology Lab, etc.

Hence it is informed to all students to use this opportunity and gain an insight through their active participation.

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

SARADA VILAS TEACHERS COLLEGE

INDUCTION PROGRAMME FOR STUDENTS OF FIRST SEMESTER  
TIME-TABLE, I YEAR, I SEMESTER, 2018-19

DATE	10:15AM	10:30-11:30	11:30-12:30	12:30-1:30	1:30-2:15	2:15-3:15	3:15-4:15	4:15-5:00
06/12/2018	PRAYER TIME	Teacher for Destiny Maker (Dr. HSV)	Essential Life Skills for a committed Teacher. (ZA)	Communication an important skill for a Teacher. (Dr. SF)	LUNCH BREAK	Personality Development (NI)	Use of Digital Resources in Classroom Management. (HMG)	Student Etiquette (CS)
07/12/2018		Classroom Management (Dr. PMS)	Work-Life Balance (CSS)	Mental Health Vs Physical Health for a Teacher (Dr. ABE)		Self-Care for Teachers is of utmost Priority. (HMG)	Library a place of study (Divya, Librarian)	Do's and Don't's to be followed in College (CSS)
08/12/2018		Multiple roles of Teachers (CSS)	Career Opportunity & Counselling (Dr. SB)	SWATESLOR, Analysis for Teachers (HSV)		Effective Study Skills (KSL)	Teacher Etiquette (ZA)	Student Etiquette (CS)

Coordinator:



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



Sarada Vilas Educational Institutions (R.)  
 ಶಾರದಾ ವಿಲಾಸ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ಮೈಸೂರು-04  
**SARADA VILAS TEACHERS COLLEGE**



Sarada Vilas Road, K.M Puram, Mysuru-570004, Karnataka  
 Permanently Affiliated to University of Mysore, Mysuru, Karnataka State, Grant in Aid College  
 NAAC Re-Accredited in 2016, "B" Grade, CGPA-2.73/4

Email ID: svtemysore@gmail.com  
 Website: www.svtemysore.org

Office No: 0821-2352137  
 Mob No : 7019807294

No:

Date: 25/11/2019

### Circular

#### **Students Induction Programme (SIP) for the Academic Year 2019-20**

A Students Induction Programme (SIP) will be conducted for the 1st semester students from 26-11-2019 to 27-11-2019.

The Principal will introduce all the teachers and orient on how they support students to achieve academic excellence in their course. Students are also enlightened about the need for participating in the youth welfare activities and also are encouraged to involve themselves in sports and cultural activities that the college conducts regularly.

The students will be introduced with curricular, co-curricular and extra-curricular activities that will be organised during the present academic year.

Further, the principal will introduce students to the various amenities the college campus has like Library, Canteen, Laboratory, Auditorium, ICT Lab, Psychology Lab, etc. Hence it is informed to all students to use this opportunity and gain an insight through their active participation.

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

**SARADA VILAS TEACHERS COLLEGE**

**INDUCTION PROGRAMME FOR STUDENTS OF FIRST SEMESTER,  
TIME-TABLE, 1 YEAR, 1 SEMESTER, 2019-2020**

DATE	10:15AM	10:30-11:30	11:30-12:30	12:30-1:30	1:30-2:15	2:15-3:15	3:15-4:15	4:15-5:00
25/11/2019	PRAYER TIME	Teaching skills in 21 <sup>st</sup> Century (Dr. RRV)	Mental Hygiene as top priority in Present Education scenario (SV)	Communication an important skill for a Teacher (Tr.SS)	LUNCH BREAK	Changing Role of Teacher's in the present society (SK)	Use of Digital Resources in Classroom Management (HMM)	Classroom Management (Dr. SSK)
25/11/2019		Student Dispute (CRB)	Work Life Balance (Dr. SSK)	Mental Health Vs. Physical Health for a Teacher (CRB)		Welcome all children into your classroom (SA)	Library a place of study (Green, Elezanti)	Do's and Don't's to be followed in College (CRB)

  
Coordinator

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



Sarada Vilas Educational Institutions (R.)  
 ಶಾರದಾ ವಿಲಾಸ ಶಿಕ್ಷಣ ಸಂಸ್ಥಾವಿದ್ಯಾಲಯ, ಮೈಸೂರು-04  
**SARADA VILAS TEACHERS COLLEGE**



Sarada Vilas Road, K.M Puram, Mysuru-570004, Karnataka  
 Permanently Affiliated to University of Mysore, Mysuru, Karnataka State, Grant in Aid College  
 NAAC Re-Accredited in 2016, "B" Grade, CGPA-2.73/4

Email ID: svtemysore@gmail.com  
 Website: www.svtemysore.org

Office No: 0821-2352137  
 Mob No : 7019807294

No:

Date: 23/02/2021

### Circular

#### **Students Induction Programme (SIP) for the Academic Year 2020-21**

A Students Induction Programme (SIP) will be conducted for the 1st semester students from 24-02-2021 to 26-02-2021.

The students will be introduced with curricular, co-curricular and extra-curricular activities that will be organised during the present academic year.

The Principal will introduce all the teachers and orient on how they support students to achieve academic excellence in their course. Students are also enlightened about the need for participating in the youth welfare activities and also are encouraged to involve themselves in sports and cultural activities that the college conducts regularly.

Further, the principal will introduce students to the various amenities the college campus has like Library, Canteen, Laboratory, Auditorium, ICT Lab, Psychology Lab, etc.

Hence it is informed to all students to use this opportunity and gain an insight through their active participation.

*Selank's*  
**Principal**  
 Sarada Vilas Teachers College,  
 K.M. Puram, Mysuru-570 004

**SARADA VILAS TEACHERS COLLEGE**

**INDUCTION PROGRAMME FOR STUDENTS OF FIRST SEMESTER,  
TIME-TABLE, 1 YEAR, 1 SEMESTER, 2020-21**

DATE	10:15AM	10:30-11:00	11:30-12:30	12:30-1:30	1:30-2:15	2:15-3:15	3:15-4:15	4:15-5:00
24/02/21	PRAYER TIME	Teaching skills in 21 <sup>st</sup> Century (Dr. JNV)	Mental Hygiene is top priority in Present Education scenario (Dr. JNV)	Communication an important skill for a Teacher. (Dr. JNV)	LUNCH BREAK	Changing Role of Teacher's in the present society. (Dr. KCC)	Use of Digital Resources in Classroom Management. (Dr. JNV)	Classroom Management. (Dr. JNV)
25/02/21		Student Empowerment (CKS)	Work-Life-Balance (Dr. KML)	Mental Health Vs. Physical Health for a Teacher. (Dr. KML)		Welcome all children into your classroom. (EA)	Library a place of study. (Dr. JNV, Librarian)	Do's and Don't's to be followed in College. (CMT)
26/02/21		Placement Cell's Functioning (Dr. JNV)	Effective Study Skills. (Dr. KCC)	Importance of 7 core values for a teacher. (EA)		SWOT/PEST/CC: Analysis for Teachers. (Dr. JNV)	Communication an important skill for a Teacher. (Dr. JNV)	Digital literacy an essential criteria for Today's teacher. (Dr. JNV)

  
Coordinator

  
Principal  
Sarada Vilas Teachers College,  
E.A. Puram, Mysore-570 014



Sarada Vilas Educational Institutions (R.)  
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**SARADA VILAS TEACHERS COLLEGE**



Sarada Vilas Road, K.M Puram, Mysuru-570004, Karnataka  
 Permanently Affiliated to University of Mysore, Mysuru, Karnataka State, Grant in Aid College  
 NAAC Re-Accredited in 2016, "B" Grade, CGPA-2.73/4

Email ID: svtecmysore@gmail.com  
 Website: www.svtcmysore.org

Office No: 0821-2332137  
 Mob No : 7019807294

No:

Date: 21-01-2022

## Circular

### **Students Induction Programme (SIP) for the Academic Year 2021-22**

A Students Induction Programme (SIP) will be conducted for the 1st semester students from **01-02-2022 to 03-02-2022**.

The Principal will introduce all the teachers and orient on how they support students to achieve academic excellence in their course. Students are also enlightened about the need for participating in the youth welfare activities and also are encouraged to involve themselves in sports and cultural activities that the college conducts regularly.

The students will be introduced with curricular, co-curricular and extra-curricular activities that will be organised during the present academic year.

Further, the principal will introduce students to the various amenities the college campus has like Library, Canteen, Laboratory, Auditorium, ICT Lab, Psychology Lab, etc.

Hence it is informed to all students to use this opportunity and gain an insight through their active participation.

*Keela J.S*  
**Principal**  
 Sarada Vilas Teachers College,  
 K.M. Puram, Mysuru-570 004



SARADA VILAS TEACHERS COLLEGE

INDUCTION PROGRAMME FOR STUDENTS OF FIRST SEMESTER  
TIME-TABLE, 1 YEAR, 1 SEMESTER, 2021-22

DATE	10-15AM	10:30-11:30	11:30-12:30	12:30-1:30	1:30-2:15	2:15-3:15	3:15-4:15	4:15-5:00
01/02/2022	PRAYER TIME	Teacher the Destiny Maker (Dr. JNV)	Essential Life Skills for a successful Teacher (ZA)	Communication an important skill for a Teacher (JH)	LUNCH BREAK	Personality Development (SH)	Use of Digital Resources in Classroom Management (JMM)	Student Etiquette (CKS)
02/02/2022		Classroom Management (KPS)	Work Life Balance (AKM)	Mental Health Vs Physical Health for a Teacher (Dr. KSL)		Self-Care for Teachers is of utmost priority (Dr. KCG)	Library a place of study (Dr. S. Librarian)	Do's and Don't's to be followed in College (CSS)
03/02/2022		Multiple roles of Teachers (CSS)	Career Opportunity & Counselling (AKM)	SWOT/BLAC Analysis for Teachers (JNV)		Efficient Study Skills (HS)	Teacher Etiquette (ZA)	Student Etiquette (CKS)

  
Coordinator

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



Sarada Vilas Educational Institutions (R.)  
ಶಾರದಾ ವಿಲಾಸ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ಮೈಸೂರು-04

**SARADA VILAS TEACHERS COLLEGE**

Sarada Vilas Road, K.M Puram, Mysuru-570004, Karnataka  
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Estd. 1963

Email ID: svtemysore@gmail.com  
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Office No: 0821-2332137  
Mob No : 7019807204

No:

Date: 31-01-2023

## Circular

### **Students Induction Programme (SIP) for the Academic Year 2022-23**

A Students Induction Programme (SIP) will be conducted for the 1st semester students from 02-02-2023 to 04-02-2023.

The students will be introduced with curricular, co-curricular and extra-curricular activities that will be organised during the present academic year.

The Principal will introduce all the teachers and orient on how they support students to achieve academic excellence in their course. Students are also enlightened about the need for participating in the youth welfare activities and also are encouraged to involve themselves in sports and cultural activities that the college conducts regularly.

Further, the principal will introduce students to the various amenities the college campus has like Library, Canteen, Laboratory, Auditorium, ICT Lab, Psychology Lab, etc. Hence it is informed to all students to use this opportunity and gain an insight through their active participation.

*Sreedhara K.S.*  
**Principal**  
Sarada Vilas Teachers College  
K.M. Puram, Mysuru-570 004

**SARADA VIDYA TEACHERS COLLEGE, MYSURU**  
**LIST OF TOPICS FOR 3-DAY INDUCTION PROGRAM**  
**1 SEMESTER (2022-24 BATCH) (2-2-23 - 4-2-23)**

2.2.2023 Thursday	Session-1 (10-11.30) Smt. Anitha <b>Futureistic Challenges in Teaching Profession</b>	Session-2 (11.35-1.00) Dr. N. Srinivasiah <b>How to complete B.Ed Course successfully?</b>	1 U N	Session 3 (2-3.30) Dr. N. Srinivasiah <b>Expectations of Educational Institutions in the changed context</b>	Session 4 (3.35-5.00) Dr. K. C. Vasanth <b>Career Opportunities &amp; Employability Skills in Education Sector</b>
3.2.2023 Friday	Session-5 (10-11.30) Sr. K. Ritha P.S. <b>Teacher Education: Vision, Objectives, Nature &amp; Scope</b>	Session-6 (11.35-1.00) Smt. Anitha <b>Various functional Committees in the College</b>	2 H	Session 7 (2-3.30) Smt. Anitha <b>Various Functions of Colleges (The College)</b>	Session 8 (3.35-5.00) Smt. Anitha <b>B.Ed. Course Structure &amp; Studies: Admission &amp; Evaluation</b>
4.2.2023 Saturday	Session 9 (10-11.30) Dr. K. C. Vasanth <b>Code of Conduct for students in Teacher Education</b>	Session 10 (11-12) Sr. K. Ritha P.S. <b>B.Ed. Course Structure - II (Programs / Activities / Innovative Practices)</b>		Session 11 (12-1) Dr. K. C. Vasanth <b>WTC - Infrastructure &amp; Student Support System</b>	Session 12 (1-2.30) Dr. K. C. Vasanth <b>Effective usage of Library Resources</b>

*K. C. Vasanth*  
**Principal**  
 Sarada Vidya Teachers College,  
 K.M. Furan, Mysore-570 004



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**SARADA VILAS TEACHERS COLLEGE**  
Sarada Vilas Road, K.M Puram, Mysuru-570004, Karnataka  
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## Students Induction Program (SIP) (2018-19) 6.12.2018 – 8.12.2018

### REPORT

A three-day Student Induction Program (SIP) was organised for the students of I semester of the academic year 2018-19 from 6<sup>th</sup> to 8<sup>th</sup> December 2018, so as to help new entrants to adapt themselves with the new learning venue, environment, staff members, course subjects and infrastructure. The Principal, **Dr. P. S Suresh** was the program director and **Dr. S. Suresh**, a senior faculty was the program coordinator. A meeting was held to discuss about the planning and execution of the program on 4.12.2018 and a circular was sent to all the staff members regarding the same so that they prepare well in advance for an effective execution. A tentative program schedule was developed with the consent of all the staff members as per their choice of the topic and slot.

Students were given an orientation about the concept, importance and the modalities of the Induction program. They were made aware of the aims and objectives of the program and their role in making use of the program to the fullest extent.

Everyday there were six sessions of one hour each in which six different topics were dealt by six different staff members. In each session, there was 45 minutes of interactive lecture supported by audio-visuals followed by a 10 minutes' discussion and feedback. There was a break of 5 minutes between the sessions for relaxation.

The following topics were transacted by staff members using a variety of methods and approaches which included interactive lecture, brief brain storming, group discussion etc. Content-specific videos and power point presentation slides were also used.

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



Sarada Vilas Educational Institutions (R.)  
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**SARADA VILAS TEACHERS COLLEGE**

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Mob No : 7019807294

1. Teacher- The Destiny maker, 2. Essential Life Skills for a Committed teacher, 3. Communication Skills, 4. Personality Development, 5. Use of Digital resources for Classroom management, 6. Students Etiquette, 7. Classroom Management, 8. Work-Life balance, 9. Mental Health and Hygiene for teachers, 10. Self-Care-Importance for teachers, 11. Library-Learners Paradise, 12. Do's and Don'ts in college, 13. Multiple role of teachers and 14. Career opportunities in Teaching, 15. SWOT analysis for teachers, 16. effective Study Skills, and 17. Teacher Etiquette (Part-I and 2)

Students were asked to give oral feedback at the end of each session. They expressed their positive opinion saying that it was very useful for their personality development and understanding of the dynamics of the profession of teaching.

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



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**SARADA VILAS TEACHERS COLLEGE**



Sarada Vilas Road, K.M Puram, Mysore-570004, Karnataka  
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NAAC Accredited in 2010, "B" Grade, CGPA-2.73/4

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**Students Induction Program (SIP)**  
**I year / I semester / 2019-20**  
**26.11.2019 – 27.11.2019**

**REPORT**

Student Induction Program (SIP) for two days was organised for the students of 1 year I semester of the academic year 2019-20 from on 26<sup>th</sup> and 27<sup>th</sup> of November 2019, so as to help student-teachers to adapt themselves with the new learning venue, environment, staff members, course subjects and infrastructure. The Principal, **Dr. P. S Suresh** was the program director and **Dr. K. S. Leela**, a senior faculty was the program coordinator. A meeting was held to discuss about the planning and execution of the program on 25.11.2019 and a circular was sent to all the staff members regarding the same so that they prepare well in advance for an effective execution. A tentative program schedule was developed with the consent of all the staff members as per their choice of the topic and slot.

Students were given an orientation about the concept, importance and the modalities of the Induction program. They were made aware of the aims and objectives of the program and their role in making use of the program to the fullest extent.

Everyday there were six sessions of one hour each in which six different topics were dealt by six different staff members. In each session, there was 45 minutes of interactive lecture supported by audio-visuals followed by a 10 minutes discussion and feedback. There was a break of 5 minutes between the sessions for relaxation.

The following twelve topics were transacted by staff members using a variety of methods and approaches which included interactive lecture, brief brain storming, group discussion etc. Content-specific videos and power point presentation slides were also used.

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



Sarada Vilas Educational Institutions (R.)  
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**SARADA VILAS TEACHERS COLLEGE**

Sarada Vilas Road, K.M Puram, Mysuru-570004, Karnataka  
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1. Teaching Skills in 21<sup>st</sup> century, 2. Mental Hygiene, 3. Communication skills, 4. Changing role of teachers in the present scenario, 5. Use of Digital resources in the Classroom management, 6. Classroom management, 7. Students Etiquette, 8. Work-Life balance, 9. Mental Health & Physical Health, 10. Welcome to Classroom, 11. Library-Learners Paradise and 12. Do's and Don'ts in college

All the students expressed their happiness and positive opinion about the two days Induction program. They said that the induction program was very effective and useful for their life and profession.

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



Sarada Vilas Educational Institutions (R.)  
ಶಾರದಾ ವಿಲಾಸ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ಮೈಸೂರು-04

**SARADA VILAS TEACHERS COLLEGE**

Sarada Vilas Road, K.M Putam, Mysuru-570004, Karnataka  
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## Students Induction Program (SIP) I year / I semester / 2020-21 24.02.2021 to 26.02.2021

### REPORT

A much needed three-day Student Induction Program (SIP) for was organised for the students of I year I semester of the academic year 2020-21 from 24<sup>th</sup> to 26<sup>th</sup> of February 2021, in order to enable student-teachers to get themselves used to the new learning environment, staff members, friends, course subjects and infrastructure. The Principal, Dr. K. S. Leela was the program director and Dr. H. N. Vishwanath, a senior faculty was the program coordinator. A meeting was held to discuss about the planning and execution of the program on 23.02.2021 and a circular was sent to all the staff members regarding the same so that they prepare well in advance for an effective execution. A tentative program schedule was developed with the consent of all the staff members as per their choice of the topic and slot.

An orientation about the concept, importance and the modalities of the Induction program was given to students before they were exposed to the Induction Program. They were made aware of the aims and objectives of the program and their role in making use of the program to the fullest extent.

Everyday there were six sessions of one hour each in which six different topics were dealt by six different staff members. In each session, there was 45 minutes of interactive lecture supported by audio-visuals followed by a 10 minutes' discussion and feedback. There was a break of 5 minutes between the sessions for relaxation.

The following eighteen topics were transacted by staff members using a variety of methods and approaches which included interactive lecture, brief brain storming, group discussion etc. Content-specific videos and power point presentation slides were also used.

*K. S. Leela*  
Principal  
Sarada Vilas Teachers College,  
K.M. Putam, Mysuru-570 004





Sarada Vilas Educational Institutions (R.)  
 ಶಾರದಾ ವಿಲಾಸ ಶಿಕ್ಷಣ ಪಾಠಶಾಲೆಗಳು, ಮೈಸೂರು-04  
**SARADA VILAS TEACHERS COLLEGE**

Sarada Vilas Road, K.M Puram, Mysuru-570004, Karnataka  
 Affiliated to University of Mysore, Mysuru, Karnataka State, Grant in Aid College  
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 Mob No : 7019807294

1. Teaching Skills in 21<sup>st</sup> century, 2. Mental Hygiene, 3. Verbal Communication Skills, 4. Changing role of teachers in the present scenario, 5. Use of Digital resources in the Classroom management, 6. Classroom management, 7. Students Etiquette, 8. Work-Life balance, 9. Mental Health & Physical Health, 10. Welcome to Classroom, 11. Library-Learners Paradise and 12. Do's and Don'ts in college, 13. Placement Cell, 14. Effective Study Skills, 15. Core Values- importance to teachers, 16. SWOT/SLOC analysis, 17. Non-Verbal Communication Skills and 18. Digital Literacy for teachers.

Students were asked to give oral feedback at the end of each session. They expressed their positive opinion saying that it was very useful for their personality development and understanding of the dynamics of the profession of teaching.

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



Sarada Vilas Educational Institutions (R.)  
 ಶಾರದಾ ವಿಲಾಸ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ಮೈಸೂರು-04  
**SARADA VILAS TEACHERS COLLEGE**



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**Report on a  
 Three-Day Students Induction Program (SIP)  
 I year / I semester / 2021-22  
 1.2.2022 – 3.2.2022**

An Induction Program for the students of I year I semester of the academic year 2021-22 was organised from 1-3, February 2022, so as to enable student-teachers to get themselves used to the new learning environment, staff members, friends, course subjects and infrastructure. The program director was Principal, Dr. K. S. Leela was and, Dr. Sumithamma, a senior faculty was the program coordinator. A meeting was held to discuss about the planning and execution of the program on 31.1.2022 and a circular was sent to all the staff members regarding the same so that they prepare well in advance for an effective execution. A tentative program schedule was developed with the consent of all the staff members as per their choice of the topic and slot.

An orientation about the concept, importance and the modalities of the Induction program was given to students before they were exposed to the Induction Program. They were made aware of the aims and objectives of the program and their role in making use of the program to the fullest extent.

Everyday there were six sessions of one hour each in which six different topics were dealt by six different staff members. In each session, there was 45 minutes of interactive lecture supported by audio-visuals followed by a 10 minutes' discussion and feedback. There was a break of 5 minutes between the sessions for relaxation.

The following eighteen topics were transacted by staff members using a variety of methods and approaches which included interactive lecture, brief brain storming, group discussion etc. Content-specific videos and power point presentation slides were also used.

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



Sarada Vilas Educational Institutions (R.)  
ಶಾರದಾ ವಿಲಾಸ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ಮೈಸೂರು-04  
**SARADA VILAS TEACHERS COLLEGE**

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1. Teacher- The Destiny maker, 2. Essential Life Skills for a Committed teacher, 3. Communication Skills, 4. Personality Development, 5. Use of Digital resources for Classroom management, 6. Students Etiquette, 7. Classroom Management, 8. Work-Life balance, 9. Mental Health and Hygiene for teachers, 10. Self-Care-Importance for teachers, 11. Library-Learners Paradise, 12. Do's and Don'ts in college, 13. Multiple role of teachers and 14. Career opportunities in Teaching, 15. SWOT analysis for teachers, 16. Effective Study Skills, and 17. Teacher Etiquette and 18. Students Etiquette.

Students were asked to give oral feedback at the end of each session. They expressed their positive opinion saying that it was very useful for their personality development and understanding of the dynamics of the profession of teaching.

*Sarada Vilas*  
Principal  
Sarada Vilas Teachers College,  
K.M. Putnam, Mysuru-570 004



Sarada Vilas Educational Institutions (R.)  
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**SARADA VILAS TEACHERS COLLEGE**

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## Report on a Three-Day Students Induction Program (SIP) I year / I semester / 2022-23

An Induction Program for the students of I year I semester of the academic year 2022-23 was organised from 2-4 February 2023, to help student-teachers to get themselves used to the new learning environment, staff members, friends, course subjects and infrastructure. The program director was Principal, **Dr. K. S. Leela** was and **Dr. H N Vishwanath**, a senior faculty was the program coordinator. A meeting was held to discuss about the planning and execution of the program on 31.1.2023 and a circular was sent to all the staff members regarding the same so that they prepare well in advance for an effective execution. A tentative program schedule was developed with the consent of all the staff members as per their choice of the topic and slot.

An orientation about the concept, importance and the modalities of the Induction program was given to students before they were exposed to the Induction Program. They were made aware of the aims and objectives of the program and their role in making use of the program to the fullest extent.

Everyday there were six sessions of one hour each in which six different topics were dealt by six different staff members. In each session, there was 45 minutes of interactive lecture supported by audio-visuals followed by a 10 minutes' discussion and feedback. There was a break of 5 minutes between the sessions for relaxation.

The following twelve topics were transacted by staff members using a variety of methods and approaches which included interactive lecture, brief brain storming, group discussion etc. Content-specific videos and power point presentation slides were also used.

1. Futuristic Challenges in Teaching Profession,
2. How to complete B.Ed. course successfully?
3. Expectations of Educational institutions in the changed context,
4. Career opportunities and Employability

*K. S. Leela*  
**Principal**  
 Sarada Vilas Teachers College,  
 K.M. Puram, Mysuru-570 004



Sarada Vilas Educational Institutions (R.)  
ಶಾರದಾ ವಿಲಾಸ ಶಿಕ್ಷಣ ಸಂಸ್ಥೆ, ಮೈಸೂರು-04

**SARADA VILAS TEACHERS COLLEGE**

Sarada Vilas Road, K.M Puram, Mysuru-570004, Karnataka  
Affiliated to University of Mysore, Mysuru, Karnataka State, Grant in Aid College.  
NAAC, Accredited in 2016, "B" Grade, CGPA-2.73/4.



Email ID: svtemysore@gmail.com

Website: www.svtemysore.org

Office No: 0821-2352157

Mob No : 7019507294

Skills in Education Sector, 5. Teacher Education: Vision-Objectives –Nature & Scope, 6. Functional Committees in the College, 7. Functional Cells in the college, 8. Course structure- Subjects – Assessment & Evaluation, 9. Code of Conduct, 10. Course structure - Programs, Activities and Innovative practices, 11. Infrastructure & Student Support Services and 12. Effective usage of Library Resources.

Students were asked to give oral feedback at the end of each session. They expressed their positive opinion saying that it was very useful for their personality development and understanding of the dynamics of the profession of teaching.

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

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Sarada Vilas Teachers College, Mysore  
Students Induction Program (SIP): 2018-19  
(Date: 05-12-2018 to 08-12-2018)

ATTENDANCE 95

S/N	Name	Date 6-12-2018	Date 7-12-2018	Date 8-12-2018
1	GIRIJA J.	Girija J	Girija J	Girija J
2	RAKSHITHA S M	Rakshitha S M	Rakshitha S M	Rakshitha S M
3	AKSHATHA B N	Akshatha B N	Akshatha B N	Akshatha B N
4	VEERESHA H	Veerasha H	Veerasha H	Veerasha H
5	ARCHANA B S	Archana B S	Archana B S	Archana B S
6	PRIYANKA R	Priyanka R	Priyanka R	Priyanka R
7	DHANUJA K C	Dhanuja K C	Dhanuja K C	Dhanuja K C
8	SNEHASHREE V	Snehashree V	Snehashree V	Snehashree V
9	MANGALAMMA	Mangalamma	Mangalamma	Mangalamma
10	KENDAGANNASWAMYS S	- Absent -	- Absent -	- Absent -
11	DEEPU M	Deepu M	Deepu M	Deepu M
12	SUNEETHA C	Suneetha C	Suneetha C	Suneetha C
13	NISHANTH K	Nishanth K	Nishanth K	Nishanth K
14	RAVI K	Ravi K	Ravi K	Ravi K
15	KUMARI N	Kumari N	Kumari N	Kumari N
16	BHAVANI Y M	Bhavani Y M	Bhavani Y M	Bhavani Y M
17	SHRUTHI N	Shruthi N	Shruthi N	Shruthi N
18	PRIYANKA N	Priyanka N	Priyanka N	Priyanka N



**Principal**  
Sarada Vilas Teachers College  
K. M. Puram, Mysore-570 054

S/N	Name	Date 6-12-2018	Date 7-12-2018	Date 8-12-2018
19	RAGHU S	Ragu. S	Ragu. S	Ragu. S.
20	SUMA T	Suma T	Suma T	Suma T
21	NETHRAVATHI	Nathy	Nathy	Nathy
22	ASHA B N	Ash B.N	Ash. B.N	Ash B.N.
23	SAMEENABANU H S	Samee Banu H S	Samee Banu S	Samee Banu H
24	ASMATHA K H	Asmatha. K H	Asmatha K H	Asmatha. K H
25	SHEELAKUMARI S R	Sheela	Sheela	Sheela
26	JEEVAN H N	J	J	J
27	MANASA D N	Manu. D.N	Manu. D.N	Manu D.N.
28	RAMYA HEBBAR S	Absent	Absent	Absent
29	MEGHA M N	Megha mn	Meghamn	Meghamn
30	CHANDRA M	Chandra	Chandra	Chandra
31	ARCHANA S	Ash S	Ash. S	Ash. S
32	MEGHANA M N	Meghana M N	Meghanamn	Meghana. M. N
33	PRABHAVATHI G	Prabu G	Prabu. G	Prabu. G.
34	DHANASHREE K P	D	D	D
35	SUCHITHRA S B	Such. S. B	Such. S. B	Such. S. B
36	AMBARISH	A	A	A
37	RAVIKUMAR	Ravi	Ravi	Ravi
38	SHAMBHULINGESH	S	S	S
39	SUMITHRA M	Sumithra. M	Sumithram	Sumithram



Principal  
Sarda Vias Teachers College  
K.M. Peram, Mysore-570 302

S/N	Name	Date 6-12-2018	Date 7-12-2018	Date 8-12-2018
40	KAVYASHREE K C	Kavya	Kavya	Kavya
41	SHAFIYA MAHEEN	Shafiya Maheen	Shafiya Maheen	Shafiya Maheen
42	DEVINDRA	Devendra	Devendra	Devendra
43	VIDYASHREE K G	<del>W</del>	<del>W</del>	<del>W</del>
44	RANJITHA K S	Ranjitha K.S	Ranjitha	Ranjitha K.S.
45	VINUTHA K	Vinutha	Vinutha	Vinutha
46	BHAGYASHREE B	<del>B</del>	<del>B</del>	<del>B</del>
47	PRIYANKA K	Priyanka K	Priyanka K	Priyanka K.
48	SHILPA K	Shilpa K	Shilpa K	Shilpa K
49	BHEEMARAYA	<del>B</del>	<del>B</del>	<del>B</del>
50	AKSHATHA M L	Akshatha ML	Akshatha ML	Akshatha ML
51	VANISHREE	Vanisha	Vanisha	Vanisha
52	SINDHU N V	Sindhu	Sindhu	Sindhu
53	ZAIBA BANU K	Zaiba	Zaiba	Zaiba
54	PREETHI B	Preethi	Preethi	Preethi
55	MAMATHAMBIKE N	absent	absent	absent
56	PAVAN KUMAR L	Pavankumar	Pavankumar	Pavankumar
57	SANGEETHA D P	Sangeetha D.P	Sangeetha D.P	Sangeetha D.P.
58	MANIUMANI	Mani	Mani	Mani
59	VINOD J	Vinod J	Vinod J	Vinod J
60	RAMYA M B	Ramya M.B	Ramya M.B	Ramya M.B

*MS*



S/N	Name	Date 6-12-2018	Date 7-12-2018	Date 8-12-2018
61	GEETHANJALI V	Geethi	Geethi	Geethi
62	CHAMPAKA P	Chy. P.	Chy. P.	Chy. P.
63	PALLAVI M	Pallavi M	Pallavi M	Pallavi M
64	DEVANNA H S	AD	AD	AD
65	ASHWINI D R	Ashwini D.R	Ashwini D.R	Ashwini D.R
66	KANCHANA S K	Kanchana S.K	Kanchana S.K	Kanchana S.K
67	SHOBHA K M	Shobha	Shobha	Shobha
68	RANI K	Rani K	Rani K	Rani K
69	KEERTHIVATHI S N	Keerthy	Keerthy	Keerthy
70	BI BI AYESHA	Bi Bi Ayesha	Bi Bi Ayesha	Bi Bi Ayesha
71	MAMATHA C S	AD	AD	AD
72	PALLAVI K S	Pallavi K.S	Pallavi K.S	Pallavi K.S
73	KHASIMBI	AD	AD	AD
74	TASMIYA KHANAM	Tasmiya	Tasmiya	Tasmiya
75	ASHWINI M	AD	AD	AD
76	REVATHI M	Revathi	Revathi	Revathi
77	SOWBHAGYA S	Absent	Absent	Absent
78	RANJITHA M	AD	AD	AD
79	ANUSHREE K B	Anushree	Anushree	Anushree
80	AMULYA K S	AD	AD	AD
81	SHIVAKUMARA	Shivakumara	Shivakumara	Shivakumara

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

S/N	Name	Date 6-12-2018	Date 7-12-2018	Date 8-12-2018
82	MONICA B	Monica B	Monica B	Monica B
83	KAVITHA S	Kavitha S	Kavitha S	Kavitha S
84	REVATHI S	Revathi S	Revathi S	Revathi S
85	SAHANA C S	Sahana C S	Sahana C S	Sahana C S
86	PRAMILA N	Pramila N	Pramila N	Pramila N
87	RACHANA ANAND	Rachana Anand	Rachana Anand	Rachana Anand
88	JESSY V Y	Jessy V Y	Jessy V Y	Jessy V Y
89	NIKHILAPRIYA C	Nikhilapriya C	Nikhilapriya C	Nikhilapriya C
90	MARIA NOEL SHWETHA	Maria Noel Shwetha	Maria Noel Shwetha	Maria Noel Shwetha
91	VEENAKUMARI M S	Veenakumari M S	Veenakumari M S	Veenakumari M S
92	ROJA C	Roja C	Roja C	Roja C
93	POOJA C	Pooja C	Pooja C	Pooja C
94	SRIVIDYA N S	Srividya N S	Srividya N S	Srividya N S
95	NIKHILCHOWDAYYA	Nikhil Chowdayya	Nikhil Chowdayya	Nikhil Chowdayya
96	SAVITHA R	Savitha R	Savitha R	Savitha R
97	PREETHA JENNEFER P	Preetha Jennefer P	Preetha Jennefer P	Preetha Jennefer P
98	NISHA M V	Nisha M V	Nisha M V	Nisha M V
99	SANDHYA BABU	Sandhya Babu	Sandhya Babu	Sandhya Babu








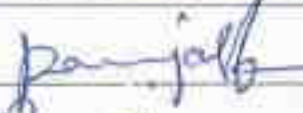








Coordinator:

(Dr. S. Suresh)


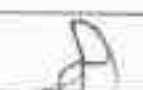










  
**Principal**  
 Sarada Vilas Teachers College,  
 K.M. Puram, Mysore-570 004

Sarada Vilas Teachers College, Mysore  
Students Induction Program (SIP): 2019-20  
(Date: 26-11-2019 to 27-11-2019)

**ATTENDANCE**

S/N	Name	Date 26-11-2019	Date 27-11-2019
1	RAJMA		
2	DHANALAKSHMI.N		
3	RAGINI.M.N.	Ragini.M.N.	Ragini.M.N.
4	SATHYAMURTHY.R	Sathyamurthy	Sathyamurthy
5	SUSHMITHA.K.D	Sushmitha.k.d	Sushmitha.k.d
6	MOULANSAB	Moulansab	Moulansab
7	SAHANA.K		
8	MAMATHA.C	Namatha.c	Namatha.c
9	POOJASHREE.B.V		
10	RASHMI.R.V	Rashmi	Rashmi
11	PRIYANKA		
12	YAMANAPPA MEGUR		
13	CHANDINI.S.R.	Chandni.S.R	Chandni.S.R
14	S.G.SINCHANA	S.G. Sinchana	S.G. Sinchana
15	PALLAVI.D.M	pallavi	pallavi
16	RAMYA.B.S	Ramya.B.S	Ramya.B.S
17	POORNIMA.G		
18	DARSHAN.G	Absent	Absent
19	SHIVAKUMAR.H.N		

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

S/N	Name	Date 26-11-2019	Date 27-11-2019
20	SHIVAKUMAR.D		
21	DIVYA.K.P		
22	ROJA.V	Roja.v	Roja.v
23	DHANYAKUMARI.H.N.	Dhanyakumari.H.N.	Dhanyakumari.H.N.
24	KAVYASHREE.R	Kavyashree.R	Kavyashree.R
25	RAMYASHREE.M.A	Ramyashree.M.A	Ramyashree.M.A
26	JYOTHI.T.G.	Jyothi	Jyothi
27	CHAITHRA.H.S	Absent	
28	MADHUSHREE.P.U		
29	SHRUTHI N N	Shruthi.N.N	Shruthi.N.N
30	KAVYA S C		
31	PALLAVI D	Pallavi.D	Pallavi.D
32	SHRIRAKSHA J	Shriraksha.J	Shriraksha.J
33	THANUJA S	Thanuja.S	Thanuja.S
34	SUSHMITHA M		
35	NATARAJA K A	Nataraja.K.A	Nataraja.K.A
36	THEJASHWINI M		
37	REVATHI C	Revathi.C	Revathi.C
38	SUSHMITHA	Suth	Suth.
39	DIVYA K G	Divya.K.G	Divya.K.G
40	GIRIJA T B	Girija.T.B	Girija.T.B



S/N	Name	Date 26-11-2019	Date 27-11-2019
41	SHWETHA T D		
42	SHARANABASAVA		
43	ASHWINI	Ashwini	Ashwini
44	SHRUTHI K S	Shruthi	Shruthi
45	VIJAYAKUMARA D K	Vijaya D K	Vijaya D K
46	SHARATH B K	Sharath	Sharath
47	ROOPA N		
48	APPASABADUNDAPPA SONNADA	absent	
49	PREETHI M	Preethi. M	Preethi. M
50	BHYRESH H R	Bhyresh	Bhyresh
51	GOVINDARAJU	Govindaraju	Govindaraju
52	CHAITHRA C M	Chaitra	Chaitra
53	PAVITHRA K S		
54	HEMA K M	Hema. K. M	Hema K. M
55	SIDDARAJU S P	Siddaraju s p	Siddaraju s p
56	SABAYYA		
57	PRAMODA B	Pramoda B	Pramoda B
58	YADHUNANDA D N	Yadun	Yadun
59	ASHA K	Asha. K	Asha. K
60	SHIVAKUMAR		
61	ROJA S		

  
**Principal**  
 Sriada Vilas Teachers College,  
 K. H. Road, Mysore-570 004

S/N	Name	Date 26-11-2019	Date 27-11-2019
62	HEENAKAUSER R		
63	HASENASAB	Haseenasab M	Haseenasab M
64	RUKSAR BANU M	Ruksar Banu	Ruksar Banu
65	SIDDAPPA	Siddappa	Siddappa
66	ROOPA	Roopa	Roopa
67	DIVYA D	Divya	Divya
68	NISHANTH K S	Absent	Absent
69	TEJASHWINI H M		
70	AISHWARYA R		
71	KEERTHI SANJANA N	Keerthi Sanjana	Keerthi Sanjana
72	POOJA S	Pooja S	Pooja S
73	ASHWINI S		
74	ANITHA B		
75	KAVANA K N	Absent	Absent
76	MAHESHWARI C	Kavya	Kavya
77	KAVYA N	Kavya N	Kavya N
78	PARINITHA K D		
79	NAGESH H M		
80	SUSHMITHA C	Sushmitha C	Sushmitha C
81	MANUKUMAR A B	Manukumar A B	Manukumar A B
82	SHILPA M	Shilpa	Shilpa

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

S/N	Name	Date 26-11-2019	Date 27-11-2019
83	MALINI D M	Malini. D.M	Malini. D.M.
84	SPOORTHY D B		
85	MEGHASHREE H G	Meghashree Hg	Meghashree Hg
86	VINUTHA H	Vinutha. H	Vinutha. H
87	CHANDRASHEKARA B		
88	KAVYAA R	Absent	
89	AMBIKA BAI		
90	SAMANTHA KUMARI	Samanta Kumari	Samanta Kumari
91	BHANUPRIYA	Bhanupriya	Bhanupriya
92	NANDHINI DK	Nandhini	Nandhini
93	RUKMINI		
94	POOJA M P	Pooja M.P	Pooja M.P.
95	SHASHIKALA R		

Coordinator:

(Dr. K.S. Leela)

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

Sarada Vilas Teachers College, Mysore  
Students Induction Program (SIP): 2020-21  
(Date: 24-02-2021 to 26-02-2021)

ATTENDANCE

S/N	Name	Date 24-02-2021	Date 25-02-2021	Date 26-02-2021
1	Amrutha D	Ad	Ad	Ad
2	Amrutha D	Ad	Ad	Ad
3	Ankitha Suresh	Ankitha Suresh	Ankitha Suresh	Ankitha Suresh
4	Anushree G K	Anushree G K	Anushree G K	Anushree G K
5	Apoorva G N	Apoorva G N	Apoorva G N	Apoorva G N
6	Archana A R	Archana AR	Archana AR	Archana AR
7	Arpitha M K	Arpitha MK	Arpitha MK	Arpitha MK
8	Arunkumar H	Arunkumar H	Arunkumar H	Arunkumar H
9	Ashwini B	Ashwini B	Ashwini B	Ashwini B
10	Ashwini M T	Ashwini MT	Ashwini MT	Ashwini MT
11	Bhagyalakshmi	Bhagyalakshmi	Bhagyalakshmi	Bhagyalakshmi
12	Bharath V	Bharath V	Bharath V	Bharath V
13	Bhavana TP	Bhavana TP	Bhavana TP	Bhavana TP
14	Bhumika C	Bhumika C	Bhumika C	Bhumika C
15	Bindu Y N	Bindu YN	Bindu YN	Bindu YN
16	Cauvery C C	Cauvery CC	Cauvery CC	Cauvery CC
17	Chikkaswamy	Chikkaswamy	Chikkaswamy	Chikkaswamy

*K. Lakshmi*  
Principal  
Sarada Vilas Teachers College,  
K.M. Puram, Mysore-570 002



S/N	Name	Date 24-02-2021	Date 25-02-2021	Date 26-02-2021
18	Dhinushree BR	<del>DR</del>	<del>DR</del>	<del>DR</del>
19	Divya V	Divya V	Divya V	Divya V
20	Ganesh Hegde	<del>GH</del>	<del>GH</del>	<del>GH</del>
21	Gayathri A	Gayathri A	Gayathri A	Gayathri A
22	Harshitha TN	Harshitha TN	Harshitha TN	Harshitha TN
23	Hemalatha	Hemalatha	Hemalatha	Hemalatha
24	Jyothi P	Jyothi P	Jyothi P	Jyothi P
25	Kavya G	Kavya G	Kavya G	Kavya G
26	Kavya N	Kavya N	Kavya N	Kavya N
27	Kavya S	Kavya S	Kavya S	Kavya S
28	Kavya S P	Kavya S P	Kavya S P	Kavya S P
29	Keerthana.M.S	<del>KS</del>	<del>KS</del>	<del>KS</del>
30	Kesaboina Ganabhavani	<del>KG</del>	<del>KG</del>	<del>KG</del>
31	Kruthika C	Kruthika C	Kruthika C	Kruthika C
32	Madhusudan	Madhusudan	Madhusudan	Madhusudan
33	Mahadeva.G	Mahadeva.G	Mahadeva.G	Mahadeva.G
34	Mangalamma KM	Mangalamma KM	Mangalamma KM	Mangalamma KM
35	Manjula DM	<del>MD</del>	<del>MD</del>	<del>MD</del>
36	Manoj kumar J	Manoj kumar J	Manoj kumar J	Manoj kumar J
37	Megha BG	<del>MB</del>	<del>MB</del>	<del>MB</del>

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

S/N	Name	Date 24-02-2021	Date 25-02-2021	Date 26-02-2021
38	Megha N			
39	Mohana Kumari D	Mohanakumari.D	Mohanakumari.D	Mohanakumari.D
40	Mohana Kumar S	Mohanakumar.S	Mohanakumar.S	Mohanakumar.S
41	Mouna.M.P	Mouna.m.p	Mouna.M.P	Mouna.m.p
42	Nagarathna M A	Nagarathna	Nagarathna	Nagarathna
43	Nagashree V			
44	Namratha N	Namratha N	Namratha N	Namratha N
45	Nandini HV.	Nandini	Nandini	Nandini
46	Nandini.K			
47	P.Madhaveelatha	P.madhaveelatha	P.madhaveelatha	P.madhaveelatha
48	Pallavi.B	Pallavi.B	Pallavi.B	Pallavi.B
49	Pavana.H.D			
50	Phaneendra.G.R	Phaneendra.G.R	Phaneendra.G.R	Phaneendra.G.R
51	Prajwal Kumar.J.M	Prajwal Kumar.J.M	Prajwal Kumar.J.M	Prajwal Kumar.J.M
52	Prakasha			
53	Prathibha.T	Prathibha	Prathibha	Prathibha
54	Prathibharani AS	Prathibha.AS	Prathibha.AS	Prathibha.AS
55	Prathima M			
56	Priyanka N	Priyanka.N	Priyanka.N	Priyanka.N
57	Pushpalatha HE	Pushpalatha.H.E	Pushpalatha.H.E	Pushpalatha.H.E

Keelak.S  
 Principal  
 Sarada Vilas Teachers  
 K.B. Puram, Mysore-570 006

S/N	Name	Date 24-02-2021	Date 25-02-2021	Date 26-02-2021
58	Rachana Patel C	Rachana C	Rachana C	Rachana C
59	Rangappa	Rangappa	Rangappa	Rangappa
60	Ranjitha CS	<del>Ranjitha CS</del>	<del>Ranjitha CS</del>	<del>Ranjitha CS</del>
61	Ranjitha n	Ranjitha N	Ranjitha N	Ranjitha N
62	Roopa BC	Roopa B.C	Roopa B.C	Roopa B.C
63	Ruchitha BG	Ruchitha B.G	Ruchitha B.G	Ruchitha B.G
64	Rukmini	Rukmini	Rukmini	Rukmini
65	Rubeeya Khanum	<del>Rubeeya Khanum</del>	<del>Rubeeya Khanum</del>	<del>Rubeeya Khanum</del>
66	Sahana SD	Sahana S.D	Sahana S.D	Sahana S.D
67	Sahebgouda	Sahebgouda	Sahebgouda	Sahebgouda
68	Sandhyashree KN	Sandhyashree K.N	Sandhyashree K.N	Sandhyashree K.N
69	Shabreen Taj	<del>Shabreen Taj</del>	<del>Shabreen Taj</del>	<del>Shabreen Taj</del>
70	Sharadambika L	Sharadambika L	Sharadambika L	Sharadambika L
71	Sharanappa T	<del>Sharanappa T</del>	<del>Sharanappa T</del>	<del>Sharanappa T</del>
72	Shilpa	Shilpa	Shilpa	Shilpa
73	Shilpa KM	Shilpa K.M	Shilpa K.M	Shilpa K.M
74	Shilpa KP	Shilpa K.P	Shilpa K.P	Shilpa K.P
75	Shilpa.R	Shilpa R	Shilpa R	Shilpa R
76	Shivakumar SS	Shivakumar S.S	Shivakumar S.S	Shivakumar S.S
77	Shreenivasa G	Shreenivasa G	Shreenivasa G	Shreenivasa G

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

S/N	Name	Date 24-02-2021	Date 25-02-2021	Date 26-02-2021
78	Shruthi M	Shruthi - m	Shruthi - m	Shruthi - m
79	Shweth E			
80	Shwetha M	Shwetha M	Shwetha - m	Shwetha M
81	Simran Taj	Simran Taj	Simran Taj	Simran Taj
82	Sindhuja B	Sindhuja B	Sindhuja B	Sindhuja B
83	Smitha.H.R	Smitha H R	Smitha H R	Smitha H R
84	Sowbhagya H S			
85	sowmya.K.L	Sowmya K L	Sowmya K L	Sowmya - K L
86	Sowmya S	Sowmya S	Sowmya S	Sowmya S
87	Spandana M	Spandana M	Spandana M	Spandana M
88	Subhasini.R.B	Subhasini R B	Subhasini R B	Subhasini R B
89	Sumaiya Ghouse	— Ab —	— Ab —	— Ab —
90	Sunitha M	Sunitha M	Sunitha M	Sunitha M
91	Suresh SM			
92	Syeeda Afroz Mehdi			
93	Tejaswini BV	Tejaswini BV	Tejaswini BV	Tejaswini BV
94	U. Shreenivasa	U. Shreenivasa	U. Shreenivasa	U. Shreenivasa
95	Vaddatti Karibasppa	Vaddatti Karibasppa	Vaddatti Karibasppa	Vaddatti Karibasppa
96	Veena S	Veena S	Veena S	Veena S
97	Vindhya HS	Vindhya HS	Vindhya HS	Vindhya HS

Principal  
 Sarada Vilas Teachers College  
 K.M. Pu. 2m, Mysore-570 004

S/N	Name	Date 24-02-2021	Date 25-02-2021	Date 26-02-2021
98	Vindhya	Vindhya	Vindhya	Vindhya
99	Yamuna BM	Yamuna BM	Yamuna BM	Yamuna BM

Coordinator:

(Dr. H N Vishwanath)

*Coelates*  
Principal  
Sarada Videsh Teachers Gr<sup>o</sup>  
K.M. Poram, Mysore-570 001

Sarada Vilas Teachers College, Mysore  
Students Induction Program (SIP): 2021-22  
(Date: 01-02-2022 to 03-02-2022)

ATTENDANCE

S/N	Name	Date 01-02-2022	Date 02-02-2022	Date 03-02-2022
1	IYSHWARYA.H.L	Ishwarya H.L	Ishwarya H.L	Ishwarya H.L
2	ANITHA.N	Anitha N	Anitha N	Anitha N
3	SOWMYA.N.G	Sowmya N.G	Sowmya N.G	Sowmya N.G
4	SHANTHARAJU.B	Shantharaju B	Shantharaju B	Shantharaju B
5	SOWMYA.S	Sowmya S	Sowmya S	Sowmya S
6	NAGAMANI.C	Nagamani C	Nagamani C	Nagamani C
7	MEGHA.K.P	Megha K.P	Megha K.P	Megha K.P
8	NIRMALA.C	Nirmala C	Nirmala C	Nirmala C
9	KAVYA.K	Kavya K	Kavya K	Kavya K
10	VAJRAKUMARI	Vajrakumari	Vajrakumari	Vajrakumari
11	RAJU.K	Raju K	Raju K	Raju K
12	KUSUMA.N	Kusuma N	Kusuma N	Kusuma N
13	THIPPERUDRAPPA.K	Thipperudrappa K	Thipperudrappa K	Thipperudrappa K
14	AMBIKA.R	Ambika R	Ambika R	Ambika R
15	TEJASWINI.S	Tejaswini S	Tejaswini S	Tejaswini S
16	AMRUTHA.S	Amrutha S	Amrutha S	Amrutha S
17	DIVYA.S	Divya S	Divya S	Divya S
18	SHEKHARA.T	Shekhara T	Shekhara T	Shekhara T

  
**Principal**  
 Sarada Vilas Teachers College,  
 K.M. Puram, Mysore-575 004

S/N	Name	Date 01-02-2022	Date 02-02-2022	Date 03-02-2022
19	KUMUDA.H.T	Kumuda HT	Kumuda HT	Kumuda HT
20	SUPRIYA	<del>S</del>	<del>S</del>	<del>S</del>
21	THIPPANNA.J	<del>Thippa</del>	<del>Thippa</del>	<del>Thippa</del>
22	LINGESHA U R	<del>Lingesha</del>	<del>Lingesha</del>	<del>Lingesha</del>
23	MADHUSHREE.G	Madhusree G	Madhusree G	Madhusree G
24	MAHADEVASWAMY H M	<del>M</del>	<del>M</del>	<del>M</del>
25	HARSHITHA M.N	<del>Harshitha M.N</del>	<del>Harshitha M.N</del>	<del>Harshitha M.N</del>
26	PAVAN C.S	Pavanes C.S	Pavanes C.S	Pavanes C.S
27	AISHWARYA S.V	<del>Aishy. S.V</del>	<del>Aishy. S.V</del>	<del>Aishy. S.V</del>
28	MISBA M.F	Misbume M.F	Misbume M.F	Misbume M.F
29	VASUNDHARA.S	Vasundhara S	Vasundhara S	Vasundhara S
30	MAHESHWARI M	<del>M</del>	<del>M</del>	<del>M</del>
31	ASHA.C	Asha.c	Asha.c	Asha.c
32	BHAVANI.B	<del>B</del>	<del>B</del>	<del>B</del>
33	SPOORTHI	Spolti	Spolti	Spolti
34	SANDESH.B.J	<del>S</del>	<del>S</del>	<del>S</del>
35	MAMATHA.A	Mamatha A	Mamatha A	Mamatha A
36	PRATHIMA.R	Prama R	Prama R	Prama R
37	ARPITHA	<del>A</del>	<del>A</del>	<del>A</del>
38	NAMRATHA PATEL U.P	<del>N</del>	<del>N</del>	<del>N</del>
39	PUSHPALATHA.C	Pushpala C	Pushpala C	Pushpala C

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

S/N	Name	Date 01-02-2022	Date 02-02-2022	Date 03-02-2022
40	NISARGA.S.K	Nish.s.k	Nish.s.k	Nish.s.k
41	AFRIN TAJ	A	A	A
42	BALAKRISHNA.V	Balakra.v	Balakra.v	Balakra.v
43	INDRAKUMAR	Indra	Indra	Indra
44	SANJAY.B.M	Sanj	Sanj	Sanj
45	SANGEETHA.B.C	S	S	S
46	SURYA.S.R	Surya	Surya	Surya
47	THEJASWINI.H.L	Thej	Thej	Thej
48	RAVEENA.K.L	Raveena.kl	Raveena.kl	Raveena.kl
49	NANDINI.S	N	N	N
50	BHARATHI.K.N	Bharathi.kn	Bharathi.kn	Bharathi.kn
51	VASANTHA.H.P	Vasanth.h.p	Vasanth.h.p	Vasanth.h.p
52	G.HANUMANTAPPA	G.hanulta	G.hanulta	G.hanulta
53	SHIVASHANKARA.A.S	Shiva.A.S	Shiva.A.S	Shiva.A.S
54	MANIKANTA.H.P	Manikanta	Manikanta	Manikanta
55	DHAKSHAYINI.R	D	D	D
56	ANJALI.H.D	Anjali.h.d	Anjali.h.d	Anjali.h.d
57	SHIVAKUMARA.M.V	Shiva.m.v	Shiva.m.v	Shiva.m.v
58	PRIYANKA.K.C	P	P	P
59	MANASA.R	M	M	M
60	SHANMUKHASWAMY.B.P	Shan	Shan	Shan



S/N	Name	Date 01-02-2022	Date 02-02-2022	Date 03-02-2022
61	SINDHU.K.N			
62	SOWBHAGYA			
63	MAHALAKSHMI.N	Mahalakshmi N	Mahalakshmi N	Mahalakshmi N
64	BHAGYA.B.S	Bhagya BS	Bhagya BS	Bhagya BS
65	SHILPA.D	Shilpa	Shilpa	Shilpa
66	JAGADEESHA.R	Jagadeesha	Jagadeesha	Jagadeesha
67	SHAHANA BANU	Shahana Banu	Shahana Banu	Shahana Banu
68	BI BI AYESHA.S	Bi Bi Ayesha	Bi Bi Ayesha	Bi Bi Ayesha
69	PAVANA.K.M			
70	BINDUSHREE.C	Bindushree.C	Bindushree.C	Bindushree.C
71	VANDITHA SHASHIKUMAR	absent	absent	absent
72	LIKHITHA.N.S	Likhitha N.S	Likhitha N.S	Likhitha N.S
73	SANIYA MOHAMMADI			
74	SHALINI.M	Shalini	Shalini	Shalini
75	BINDUSHREE			
	VISHWAKARMA.B.G			
76	ASHWINI.S	Ashwini S	Ashwini S	Ashwini S
77	PRAVEEN NAIKA.H			
78	PREETHI.H.M	Preethi	Preethi	Preethi
79	ANUSHA.A			
80	OMKARA.O.N	Class One	Class ON	Class ON

Sarada Vilas  
 Principal  
 Sarada Vilas Teachers Centre  
 K.M. Param, Mysore-570000

S/N	Name	Date 01-02-2022	Date 02-02-2022	Date 03-02-2022
81	HARSHITHA	Harthu	Harthh	Harthh
82	RANI.G			
83	PRAKASHA.M	Prakash m	Prakash. m	Prakash m
84	SWATHI.K.M	Swathikm	Swathikm	Swathikm
85	VIDYASHREE.H.R			
86	APARNA GEORGE			
87	HARSHITHA.K.D	Harth K.D	Harth K.D	Harth K.D
88	SUHANA	Suhana	Suhana	Suhana
89	NAVYA.K.A	Navya kA	Navya kA	Navya kA
90	PRIYANKA TG			
91	BHAVYASHREE	Bhavashree	Bhavashree	Bhavashree
92	KAVYASHREE T	Kav T	Kav T	Kav T
93	NIKITHA V G	Absent	Absent	Absent

Coordinator:

(Dr. Sumitramma)

Dr. S. S. S. S.  
Principal  
Sri Sri Prabhakar College,  
W.M. Puram, Mysore-570 004

Sarada Vilas Teachers College, Mysore  
Students Induction Program (SIP): 2022-23  
(Date: 02-02-2023 to 04-02-2023)

ATTENDANCE

S/N	Name	Date 02-02-2023	Date 02-02-2023	Date 02-02-2023
1	RAJATHA.R.V	Rajatha R.V	Rajatha R.V	Rajatha R.V
2	NEHA KHANUM.R	Neha	Neha	Neha
3	SUPRIYA.A.P	Supriya	Supriya	Supriya
4	GIRISH.K.R	Girish	Girish	Girish
5	CHANDRASHEKHARA.K	Ch. K	Ch. K	Ch. K
6	SACHIN.G.D	Sachin	Sachin	Sachin
7	MANJUNATHA	Manjunatha	Manjunatha	Manjunatha
8	NAYANA	Nayana	Nayana	Nayana
9	K.NAGARAJ	K. Nagaraj	K. Nagaraj	K. Nagaraj
10	SOWJANYA.B	Sowjanya	Sowjanya	Sowjanya
11	PRAGATHI.B.S	Pragathi	Pragathi	Pragathi
12	TEJAS GOWDA.R	Tejas	Tejas	Tejas
13	NAMRATHA.M	Namratha	Namratha	Namratha
14	SOWMYA.S	Sowmya	Sowmya	Sowmya
15	SAVITHA.C	Savitha	Savitha	Savitha
16	PREETHI.K.V	Preethi	Preethi	Preethi
17	BI BI AYESHA	Bi Bi Ayesha	Bi Bi Ayesha	Bi Bi Ayesha

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

S/N	Name	Date 02-02-2023	Date 02-02-2023	Date 02-02-2023
18	NANDINI.R	Nandini.R	Nandini.R	Nandini.R
19	PRIYANKA	Priyanka	Priyanka	Priyanka
20	NEELA	Neela	Neela	Neela
21	NAGARAJU.A	Nagaraju.A	Nagaraju.A	Nagaraju.A
22	CHIKKANKANAYAKA	Chikkankanayaka	Chikkankanayaka	Chikkankanayaka
23	SOWNDARYA.R	Soundarya.R	Soundarya.R	Soundarya.R
24	LIKHITHA.R.L	Likhitha.R.L	Likhitha.R.L	Likhitha.R.L
25	MANASA.M.J.	Manasa.M.J.	Manasa.M.J.	Manasa.M.J.
26	MONISHA.M	Monisha.M	Monisha.M	Monisha.M
27	RAJESHWARI.K.N	Rajeshwari.K.N	Rajeshwari.K.N	Rajeshwari.K.N
28	VINODRAJ.J.S	Vinodraj.J.S	Vinodraj.J.S	Vinodraj.J.S
29	NALINI.B	Nalini.B	Nalini.B	Nalini.B
30	POOJA.P	Pooja.P	Pooja.P	Pooja.P
31	C.VUAYKUMAR	C.Vuaykumar	C.Vuaykumar	C.Vuaykumar
32	RAGHAVENDRA.S.K	Raghavendra.S.K	Raghavendra.S.K	Raghavendra.S.K
33	RAMYA.P	Ramyap	Ramyap	Ramyap
34	GANAVI.C.L	Ganavi.C.L	Ganavi.C.L	Ganavi.C.L
35	MANUSHREE.C.R	Manushree.C.R	Manushree.C.R	Manushree.C.R
36	JILAN.M	Jilan.M	Jilan.M	Jilan.M
37	BHAGYA	Bhagya	Bhagya	Bhagya

S/N	Name	Date 02-02-2023	Date 02-02-2023	Date 02-02-2023
38	CHANNAJAMMA.S	Channamma.S	Channamma.S	Channamma.S
39	POOJA.G	Pooja.G	Pooja.G	Pooja.G
40	KEERTHIKUMAR.B.J	Keerthy	Keerthy	Keerthy
41	PRAKRUTHI.K	Prakruthi.k	Prakruthi.k	Prakruthi.k
42	DHANALAKSHMI.P	Dhanalakshmi.p	Dhanalakshmi.p	Dhanalakshmi.p
43	BUDDA.R	Buddhar	Buddhar	Buddhar
44	DHANUSH.N	Dhanush.N	Dhanush.N	Dhanush.N
45	SATHYA.D	S	S	S
46	KIRANAKUMAR	K	K	K
47	AMARESH SUBEDAR	Aresh Subedar	Aresh Subedar	Aresh Subedar
48	RAKSHITHA.M.N	R	R	R
49	ANITHA.B	A	A	A
50	NISARGA.H.R	NisargaHR	Nisarga <sup>HR</sup>	NisargaHR
51	PRIYANKA.A	Priyanka.A	Priyanka.A	Priyanka.A
52	SOWMYA.B	S	S	S
53	NAYANA.K	N	N	N
54	HUSEN BASHA	H	H	H
55	DHANUSH.H.R	Dhanush.H.R	Dhanush.H.R	Dhanush.H.R
56	LATHA.B.S	Latha	Latha	Latha
57	MAHADEVA.H.K	Mahadeva.H.K	Mahadeva.H.K	Mahadeva.H.K

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

S/N	Name	Date 02-02-2023	Date 02-02-2023	Date 02-02-2023
58	HANAMANT	Hanamant	Hanamant	Hanamant
59	SHIVARAJAKUMARA	Shivaraja	Shivaraja	Shivaraja
60	HULIGEMMA	Hully	Hully	Hully
61	SHASHIDHARA.B	Shashidhar B	Shashidhar B	Shashidhar B
62	MADHUMITHA.N	Madhumitha	Madhumitha	Madhumitha
63	SOWMYA.D.R	Sowmya DR	Sowmya DR	Sowmya DR
64	SHILPA.S	Shilpa S	Shilpa S	Shilpa S
65	KAVYA.H.S	Kavya	Kavya	Kavya
66	RAKSHITHA.S.M	Rakshitha SM	Rakshitha SM	Rakshitha SM
67	SHIVARUDRA.V	Shivarudra V	Shivarudra V	Shivarudra V
68	DODDAMMATHAIS			
69	SUJANAKOTE S	Sujanakote S	Sujanakote S	Sujanakote S
70	ANUSHREE.C	Ab	Ab	Ab
71	BHOOMIKA.N	Bhoomika N	Bhoomika N	Bhoomika N
72	PRATHIMA.H.S	Prathima H.S	Prathima H.S	Prathima H.S
73	KAVYA.G			
74	AMRUTHA.H.S			
75	MANASA.M.M	Manasa MM	Manasa MM	Manasa MM
76	YADUNANDAN	Yadunandan	Yadunandan	Yadunandan
77	ARUNRAJ			

Lokesh  
 Principal  
 Sarada Vilas Teachers Training  
 K.M. Param, Mysore-575 004

S/N	Name	Date 02-02-2023	Date 02-02-2023	Date 02-02-2023
78	BHUSHAN ALPANA ASHOK			
79	SIDHARTH SOMAN			
80	AJITHKUMAR.M	Ajithkumar.M	Ajithkumar.M	Ajithkumar.M
81	ANAMIKA.P.R	Anamika	Anamika	Anamika
82	ARCHANA.S	Archana.S	Archana.S	Archana.S
83	BHANUPRIYA.M	Bhanupriya.M	Bhanupriya.M	Bhanupriya.M
84	KARTHIK.V	Karthik.V	Karthik.V	Karthik.V
85	NIMMI MARIA THOMAS	Nimi.Maria.Thomas	Nimi.Maria.Thomas	Nimi.Maria.Thomas
86	SREELAKSHMI.R			
87	K.V.JEENA	K.V.Jeena	K.V.Jeena	K.V.Jeena
88	NAGMA			
89	POOJA.S	Pooja	Pooja	Pooja
90	MAHESHWARI.S	Maheshwari	Maheshwari	Maheshwari
91	BHOOMIKA.K.R	Bhoomika.K.R	Bhoomika.K.R	Bhoomika.K.R
92	TEJAS.A.S			
93	SHIVAKUMARA.B.K			
94	ABHIRAMI.C.V	Abhirami.C.V	Abhirami.C.V	Abhirami.C.V
95	NANDINI.G.K	Nandini.G.K	Nandini.G.K	Nandini.G.K
96	RAVILS	RavilS	RavilS	RavilS
97	ANUSHA.B.S	Anusha.B.S	Anusha.B.S	Anusha.B.S

Principal  
 Sarada Vilas Teachers College  
 K.M. Puram, Mysore-576 006

S/N	Name	Date 02-02-2023	Date 02-02-2023	Date 02-02-2023
98	ANITHA B E			
99	SUJATHA M H			

Coordinator:

(Dr. H N Vishwanath)

  
**Principal**  
Saraswathi Vilas Teachers College  
K.M. Param, Mysore-570 004



**SARDA VILAS TEACHERS COLLEGE, MYSORE**  
**STUDENTS INDUCTION PROGRAM (SIP) (2018-19)**  
**FEED BACK**

*Dear student-teachers,*  
*Here is what we want to know from you about the Students Induction Program (SIP) conducted. You are given ten statements.*  
*Read them and mark your option with '✓'*

Sl. No.	Description	Strongly Agree 4	Agree 3	Undecided 2	Disagree 1	Strongly Disagree 0
1.	The objectives of the SIP were clearly stated and communicated	✓				
2.	IP was Systematically planned as per the objectives	✓				
3.	The SIP was organized systematically as planned		✓			
4.	The topics selected were need-based and essential for TE	✓				
5.	Sessions conducted were very interesting.		✓			
6.	The sessions were interactive and participative			✓		
7.	The resource persons had an impact presentation	✓				
8.	The illustrations and experiences provided were relevant		✓			
9.	The transaction strategies and approaches were effective		✓			
10.	The vision and objectives of the SIP were achieved	✓				

Name of the Student teacher: Chiranjit

Chiranjit  
Signature

  
**Principal**  
 Sarada Vilas Teachers College,  
 K.M. Puram, Mysore-570 003

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**SARDA VILAS TEACHERS COLLEGE, MYSORE**  
**STUDENTS INDUCTION PROGRAM (SIP) (2018-19)**  
**FEED BACK**

*Dear student-teachers,*  
*Here is what we want to know from you about the Students Induction Program (SIP) conducted. You are given ten statements.*  
*Read them and mark your option with 'v'*

Sl. No.	Description	Strongly Agree 4	Agree 3	Undecided 2	Disagree 1	Strongly Disagree 0
1.	The objectives of the SIP were clearly stated and communicated	/				
2.	SIP was Systematically planned as per the objectives	✓				
3.	The SIP was organized systematically as planned	✓				
4.	The topics selected were need-based and essential for TE		✓			
5.	Sessions conducted were very interesting		✓			
6.	The sessions were interactive and participative	✓				
7.	The resource persons had an impact presentation		✓			
8.	The illustrations and experiences provided were relevant		✓			
9.	The transaction strategies and approaches were effective	✓				
10.	The vision and objectives of the SIP were achieved		✓			

Name of the Student teacher: Kavyashree, K.C.

  
**Principal**  
 Sarada Vilas Teachers College,  
 K.M. Puram, Mysore-570 011

  
**Signature**

**SARDA VILAS TEACHERS COLLEGE, MYSORE**  
**STUDENTS INDUCTION PROGRAM (SIP) (2018-19)**  
**FEED BACK**

*Dear student-teachers,*

*Here is what we want to know from you about the Students Induction Program (SIP) conducted. You are given ten statements. Read them and mark your option with '✓'*

Sl. No.	Description	Strongly Agree 4	Agree 3	Undecided 2	Disagree 1	Strongly Disagree 0
1.	The objectives of the SIP were clearly stated and communicated		✓			
2.	IP was Systematically planned as per the objectives	✓				
3.	The SIP was organized systematically as planned		✓			
4.	The topics selected were need-based and essential for TE	✓				
5.	Sessions conducted were very interesting	✓				
6.	The sessions were interactive and participative		✓			
7.	The resource persons had an impact presentation	✓				
8.	The illustrations and experiences provided were relevant	✓				
9.	The transaction strategies and approaches were effective		✓			
10.	The vision and objectives of the SIP were achieved	✓				

Name of the Student teacher: ARCHANA - B.S

Archana - B.S

Signature

  
**Principal**  
 Sarada Vilas Teachers College,  
 K.M. Puram, Mysore-570 203

**SARDA VILAS TEACHERS COLLEGE, MYSORE**  
**STUDENTS INDUCTION PROGRAM (SIP) (2019-20)**  
**FEED BACK**

*Dear student-teachers,*  
*Here is what we want to know from you about the Students Induction Program (SIP) conducted. You are given ten statements.*  
*Read them and mark your option with '✓'*

Sl. No.	Description	Strongly Agree 4	Agree 3	Undecided 2	Disagree 1	Strongly Disagree 0
1.	The objectives of the SIP were clearly stated and communicated	✓				
2.	IP was Systematically planned as per the objectives		✓			
3.	The SIP was organized systematically as planned	✓				
4.	The topics selected were need-based and essential for TE		✓			
5.	Sessions conducted were very interesting	✓				
6.	The sessions were interactive and participative			✓		
7.	The resource persons had an impact presentation	✓				
8.	The illustrations and experiences provided were relevant	✓				
9.	The transaction strategies and approaches were effective			✓		
10.	The vision and objectives of the SIP were achieved	✓				

Name of the Student teacher: Sahana K

  
**Principal**  
 Sarada Vilas Teachers College,  
 K.M. Puram, Mysore-575 004

  
**Signature**

**SARDA VILAS TEACHERS COLLEGE, MYSORE**  
**STUDENTS INDUCTION PROGRAM (SIP) (2019-20)**  
**FEED BACK**

*Dear student-teachers,*

*Here is what we want to know from you about the Students Induction Program (SIP) conducted. You are given ten statements. Read them and mark your option with '✓'*

Sl. No.	Description	Strongly Agree 4	Agree 3	Undecided 2	Disagree 1	Strongly Disagree 0
1.	The objectives of the SIP were clearly stated and communicated	✓				
2.	IP was Systematically planned as per the objectives	✓				
3.	The SIP was organized systematically as planned	✓				
4.	The topics selected were need-based and essential for TE		✓			
5.	Sessions conducted were very interesting		✓			
6.	The sessions were interactive and participative	✓				
7.	The resource persons had an impact presentation			✓		
8.	The illustrations and experiences provided were relevant	✓				
9.	The transaction strategies and approaches were effective	✓				
10.	The vision and objectives of the SIP were achieved		✓			

Name of the Student teacher: pallavi.B

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

pallavi.B  
**Signature**

**SARDA VILAS TEACHERS COLLEGE, MYSORE**  
**STUDENTS INDUCTION PROGRAM (SIP) (2019-20)**  
**FEED BACK**

*Dear student-teachers,*  
*Here is what we want to know from you about the Students Induction Program (SIP) conducted. You are given ten statements.*  
*Read them and mark your option with '✓'*

Sl. No.	Description	Strongly Agree 4	Agree 3	Undecided 2	Disagree 1	Strongly Disagree 0
1.	The objectives of the SIP were clearly stated and communicated	✓				
2.	IP was Systematically planned as per the objectives	✓				
3.	The SIP was organized systematically as planned	✓				
4.	The topics selected were need-based and essential for TE		✓			
5.	Sessions conducted were very interesting	✓				
6.	The sessions were interactive and participative	✓				
7.	The resource persons had an impact presentation		✓			
8.	The illustrations and experiences provided were relevant			✓		
9.	The transaction strategies and approaches were effective	✓				
10.	The vision and objectives of the SIP were achieved	✓				

Name of the Student teacher: RAGINI - M.N

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

Ragini. M.N  
**Signature**

**SARDA VILAS TEACHERS COLLEGE, MYSORE**  
**STUDENTS INDUCTION PROGRAM (SIP) (2020-21)**  
**FEED BACK**

*Dear student-teachers,*  
*Here is what we want to know from you about the Students Induction Program (SIP) conducted. You are given ten statements.*  
*Read them and mark your option with 'V'*

Sl. No.	Description	Strongly Agree 4	Agree 3	Undecided 2	Disagree 1	Strongly Disagree 0
1.	The objectives of the SIP were clearly stated and communicated	✓				
2.	IP was Systematically planned as per the objectives	✓				
3.	The SIP was organized systematically as planned		✓			
4.	The topics selected were need-based and essential for TE	✓				
5.	Sessions conducted were very interesting		✓			
6.	The sessions were interactive and participative	✓				
7.	The resource persons had an impact presentation	✓				
8.	The illustrations and experiences provided were relevant		✓			
9.	The transaction strategies and approaches were effective			✓		
10.	The vision and objectives of the SIP were achieved			✓		

Name of the Student teacher: Anushree. B. K.

Anushree. B. K.

Signature

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

**SARDA VILAS TEACHERS COLLEGE, MYSORE**  
**STUDENTS INDUCTION PROGRAM (SIP) (2020-21)**  
**FEED BACK**

*Dear student-teachers,*

*Here is what we want to know from you about the Students Induction Program (SIP) conducted. You are given ten statements. Read them and mark your option with '✓'*

Sl. No.	Description	Strongly Agree 4	Agree 3	Undecided 2	Disagree 1	Strongly Disagree 0
1.	The objectives of the SIP were clearly stated and communicated					
2.	IP was Systematically planned as per the objectives	✓				
3.	The SIP was organized systematically as planned	✓				
4.	The topics selected were need-based and essential for TE		✓			
5.	Sessions conducted were very interesting	✓				
6.	The sessions were interactive and participative	✓				
7.	The resource persons had an impact presentation		✓			
8.	The illustrations and experiences provided were relevant			✓		
9.	The transaction strategies and approaches were effective	✓				
10.	The vision and objectives of the SIP were achieved	✓				

Name of the Student teacher: Bharthi V

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

  
 Signature



**SARDA VILAS TEACHERS COLLEGE, MYSORE**  
**STUDENTS INDUCTION PROGRAM (SIP) (2020-21)**  
**FEED BACK**

*Dear student-teachers,*  
*Here is what we want to know from you about the Students Induction Program (SIP) conducted. You are given ten statements.*  
*Read them and mark your option with "✓"*

Sl. No.	Description	Strongly Agree 4	Agree 3	Undecided 2	Disagree 1	Strongly Disagree 0
1.	The objectives of the SIP were clearly stated and communicated	✓				
2.	IP was Systematically planned as per the objectives	✓				
3.	The SIP was organized systematically as planned	✓				
4.	The topics selected were need-based and essential for TE		✓			
5.	Sessions conducted were very interesting			✓		
6.	The sessions were interactive and participative	✓				
7.	The resource persons had an impact presentation	✓				
8.	The illustrations and experiences provided were relevant	✓				
9.	The transaction strategies and approaches were effective			✓		
10.	The vision and objectives of the SIP were achieved		✓ ✓			

Name of the Student teacher: ANUSHREE .G.K.

Anushree G.K.

Signature

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

**SARDA VILAS TEACHERS COLLEGE, MYSORE**  
**STUDENTS INDUCTION PROGRAM (SIP) (2021-22)**  
**FEED BACK**

*Dear student-teachers,*  
*Here is what we want to know from you about the Students Induction Program (SIP) conducted. You are given ten statements.*  
*Read them and mark your option with 'v'*

Sl. No.	Description	Strongly Agree 4	Agree 3	Undecided 2	Disagree 1	Strongly Disagree 0
1.	The objectives of the SIP were clearly stated and communicated	✓				
2.	IP was Systematically planned as per the objectives	✓				
3.	The SIP was organized systematically as planned	✓				
4.	The topics selected were need-based and essential for TE		✓			
5.	Sessions conducted were very interesting	✓				
6.	The sessions were interactive and participative	✓				
7.	The resource persons had an impact presentation	✓				
8.	The illustrations and experiences provided were relevant		✓			
9.	The transaction strategies and approaches were effective			✓		
10.	The vision and objectives of the SIP were achieved	✓			✓	

Name of the Student teacher: Sowmya S

Sowmya S  
Signature

**SARDA VILAS TEACHERS COLLEGE, MYSORE**  
**STUDENTS INDUCTION PROGRAM (SIP) (2021-22)**  
**FEED BACK**

*Dear student-teachers,*

*Here is what we want to know from you about the Students Induction Program (SIP) conducted. You are given ten statements. Read them and mark your option with 'V'*

Sl. No.	Description	Strongly Agree 4	Agree 3	Undecided 2	Disagree 1	Strongly Disagree 0
1.	The objectives of the SIP were clearly stated and communicated	✓				
2.	IP was Systematically planned as per the objectives	✓				
3.	The SIP was organized systematically as planned		✓			
4.	The topics selected were need-based and essential for TE	✓				
5.	Sessions conducted were very interesting		✓			
6.	The sessions were interactive and participative	✓				
7.	The resource persons had an impact presentation	✓				
8.	The illustrations and experiences provided were relevant	✓				
9.	The transaction strategies and approaches were effective	✓				
10.	The vision and objectives of the SIP were achieved			✓		

Name of the Student teacher: Angamant, C

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

Naresh  
**Signature**

**SARDA VILAS TEACHERS COLLEGE, MYSORE**  
**STUDENTS INDUCTION PROGRAM (SIP) (2021-22)**  
**FEED BACK**

*Dear student-teachers,*

*Here is what we want to know from you about the Students Induction Program (SIP) conducted. You are given ten statements. Read them and mark your option with 'v'*

Sl. No.	Description	Strongly Agree 4	Agree 3	Undecided 2	Disagree 1	Strongly Disagree 0
1.	The objectives of the SIP were clearly stated and communicated		✓			
2.	IP was Systematically planned as per the objectives	✓				
3.	The SIP was organized systematically as planned	✓				
4.	The topics selected were need-based and essential for TE	✓				
5.	Sessions conducted were very interesting		✓			
6.	The sessions were interactive and participative	✓				
7.	The resource persons had an impact presentation	✓				
8.	The illustrations and experiences provided were relevant	✓				
9.	The transaction strategies and approaches were effective			✓		
10.	The vision and objectives of the SIP were achieved	✓				

Name of the Student teacher: KAVYA-K

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

  
**Signature**

**SARDA VILAS TEACHERS COLLEGE, MYSORE**  
**STUDENTS INDUCTION PROGRAM (SIP) (2022-23)**  
**FEED BACK**

*Dear student-teachers,*


*Here is what we want to know from you about the Students Induction Program (SIP) conducted. You are given ten statements.*

*Read them and mark your option with 'v'*

Sl. No.	Description	Strongly Agree 4	Agree 3	Undecided 2	Disagree 1	Strongly Disagree 0
1.	The objectives of the SIP were clearly stated and communicated		✓			
2.	IP was Systematically planned as per the objectives	✓				
3.	The SIP was organized systematically as planned	✓				
4.	The topics selected were need-based and essential for TE	✓				
5.	Sessions conducted were very interesting	✓				
6.	The sessions were interactive and participative		✓			
7.	The resource persons had an impact presentation	✓				
8.	The illustrations and experiences provided were relevant	✓				
9.	The transaction strategies and approaches were effective	✓				
10.	The vision and objectives of the SIP were achieved			✓		

Name of the Student teacher: Supriya A.P.

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

  
 \_\_\_\_\_  
**Signature**

**SARDA VILAS TEACHERS COLLEGE, MYSORE**  
**STUDENTS INDUCTION PROGRAM (SIP) (2022-23)**  
**FEED BACK**

*Dear student-teachers,*  
*Here is what we want to know from you about the Students Induction Program (SIP) conducted. You are given ten statements.*  
*Read them and mark your option with 'V'*

Sl. No.	Description	Strongly Agree 4	Agree 3	Undecided 2	Disagree 1	Strongly Disagree 0
1.	The objectives of the SIP were clearly stated and communicated	✓				
2.	IP was Systematically planned as per the objectives	✓				
3.	The SIP was organized systematically as planned	✓				
4.	The topics selected were need-based and essential for TE		✓			
5.	Sessions conducted were very interesting	✓				
6.	The sessions were interactive and participative	✓				
7.	The resource persons had an impact presentation	✓				
8.	The illustrations and experiences provided were relevant	✓	✓			
9.	The transaction strategies and approaches were effective	✓				
10.	The vision and objectives of the SIP were achieved		✓			

Name of the Student teacher: Tejas Gowda

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

*Tejas*  
**Signature**

**SARDA VILAS TEACHERS COLLEGE, MYSORE**  
**STUDENTS INDUCTION PROGRAM (SIP) (2022-23)**  
**FEED BACK**

*Dear student-teachers,*  
*Here is what we want to know from you about the Students Induction Program (SIP) conducted. You are given ten statements.*  
*Read them and mark your option with '✓'*

Sl. No.	Description	Strongly Agree 4	Agree 3	Undecided 2	Disagree 1	Strongly Disagree 0
1.	The objectives of the SIP were clearly stated and communicated	✓				
2.	IP was Systematically planned as per the objectives	✓				
3.	The SIP was organized systematically as planned		✓			
4.	The topics selected were need-based and essential for TE	✓				
5.	Sessions conducted were very interesting	✓				
6.	The sessions were interactive and participative		✓			
7.	The resource persons had an impact presentation			✓		
8.	The illustrations and experiences provided were relevant	✓				
9.	The transaction strategies and approaches were effective	✓				
10.	The vision and objectives of the SIP were achieved	✓				

Name of the Student teacher: RAVI - S

Ravi S

Signature

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

**SARDA VILAS TEACHERS COLLEGE, MYSORE**  
**STUDENTS INDUCTION PROGRAM (SIP) (2018-19)**  
**FEED BACK**

*Dear student-teachers,*  
*Here is what we want to know from you about the Students Induction Program (SIP) conducted. You are given ten statements.*  
*Read them and mark your option with 'V'*

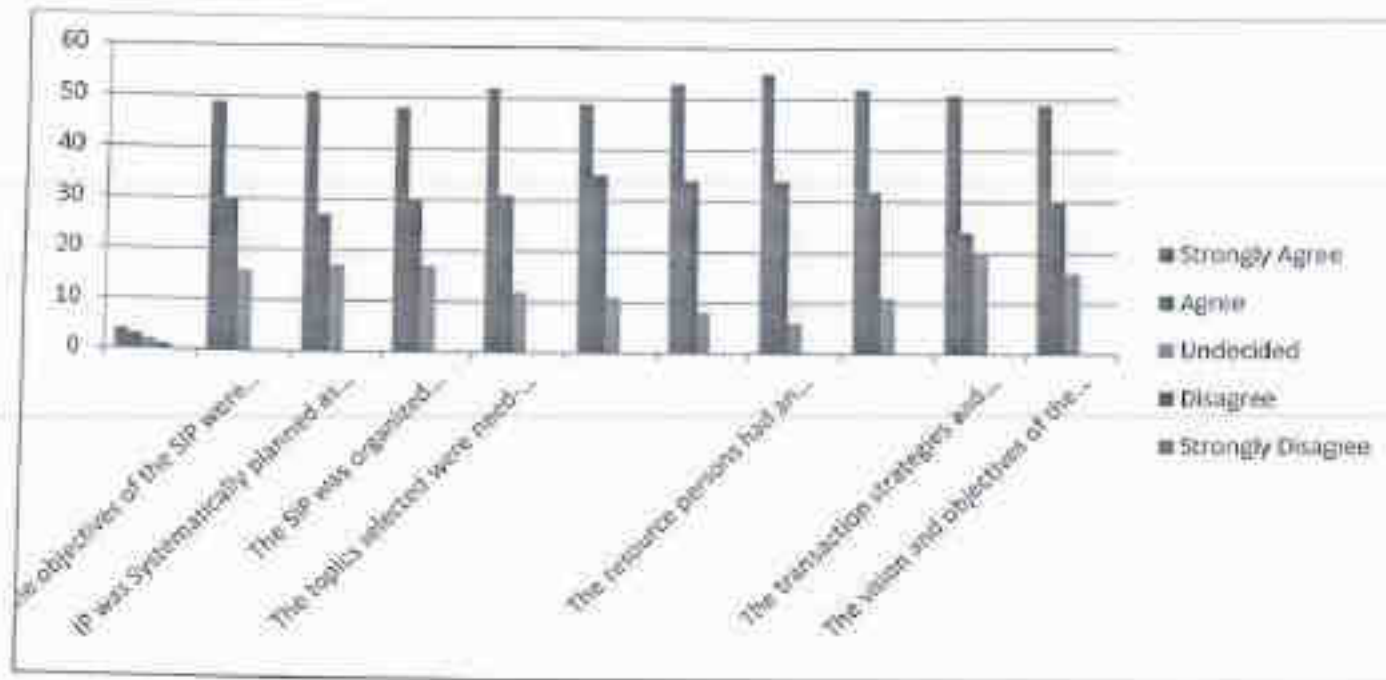
Sl. No.	Description	Strongly Agree 4	Agree 3	Undecided 2	Disagree 1	Strongly Disagree 0
1.	The objectives of the SIP were clearly stated and communicated	49	30	16	0	0
2.	IP was Systematically planned as per the objectives	51	27	17	0	0
3.	The SIP was organized systematically as planned	48	30	17	0	0
4.	The topics selected were need-based and essential for TE	52	31	12	0	0
5.	Sessions conducted were very interesting	49	35	11	0	0
6.	The sessions were interactive and participative	53	34	08	0	0
7.	The resource persons had an impact presentation	55	34	06	0	0
8.	The illustrations and experiences provided were relevant	52	32	11	0	0
9.	The transaction strategies and approaches were effective	51	24	20	0	0
10.	The vision and objectives of the SIP were achieved	49	30	16	0	0

Name of the Student teacher: Kavya

  
**Signature**



**SARDA VILAS TEACHERS COLLEGE, MYSORE**  
**STUDENTS INDUCTION PROGRAM (SIP) (2018-19)**  
**FEED BACK ANALYSIS**



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

**SARDA VILAS TEACHERS COLLEGE, MYSORE**  
**STUDENTS INDUCTION PROGRAM (SIP) (2019-20)**  
**FEED BACK**

*Dear student-teachers,*

*Here is what we want to know from you about the Students Induction Program (SIP) conducted. You are given ten statements. Read them and mark your option with 'V'*

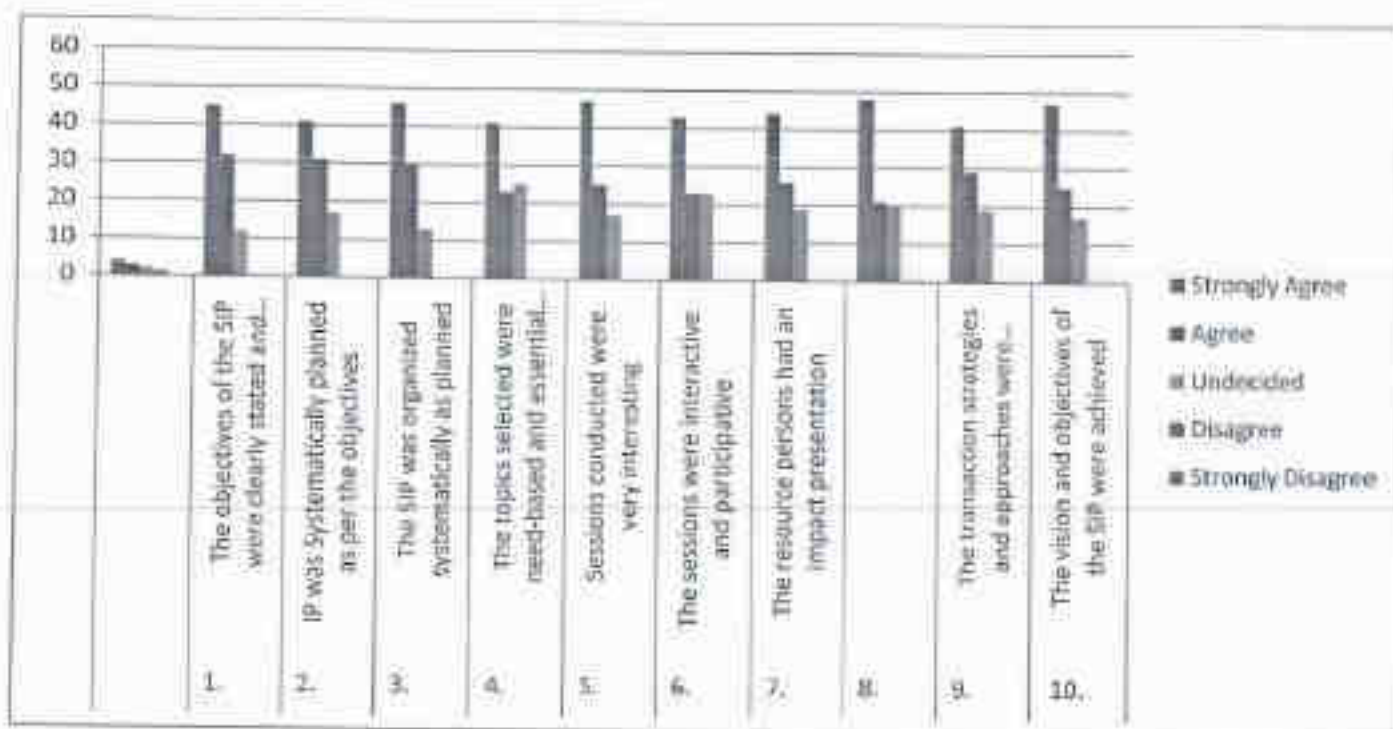
Sl. No.	Description	Strongly Agree 4	Agree 3	Undecided 2	Disagree 1	Strongly Disagree 0
1.	The objectives of the SIP were clearly stated and communicated	45	32	12	0	0
2.	IP was Systematically planned as per the objectives	41	31	17	0	0
3.	The SIP was organized systematically as planned	46	30	13	0	0
4.	The topics selected were need-based and essential for TE	41	23	25	0	0
5.	Sessions conducted were very interesting	47	25	17	0	0
6.	The sessions were interactive and participative	43	23	23	0	0
7.	The resource persons had an impact presentation	44	26	19	0	0
8.	The illustrations and experiences provided were relevant	48	21	20	0	0
9.	The transaction strategies and approaches were effective	41	29	19	0	0
10.	The vision and objectives of the SIP were achieved	47	25	17	0	0

Name of the Student teacher: Soumya

[Signature]  
Signature

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

**SARDA VILAS TEACHERS COLLEGE, MYSORE**  
**STUDENTS INDUCTION PROGRAM (SIP) (2019-20)**  
**FEED BACKFEED BACK ANALYSIS**



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

**SARDA VILAS TEACHERS COLLEGE, MYSORE**  
**STUDENTS INDUCTION PROGRAM (SIP) (2020-21)**  
**FEED BACK**

*Dear student-teachers,*

*Here is what we want to know from you about the Students Induction Program (SIP) conducted. You are given ten statements. Read them and mark your option with 'v'*

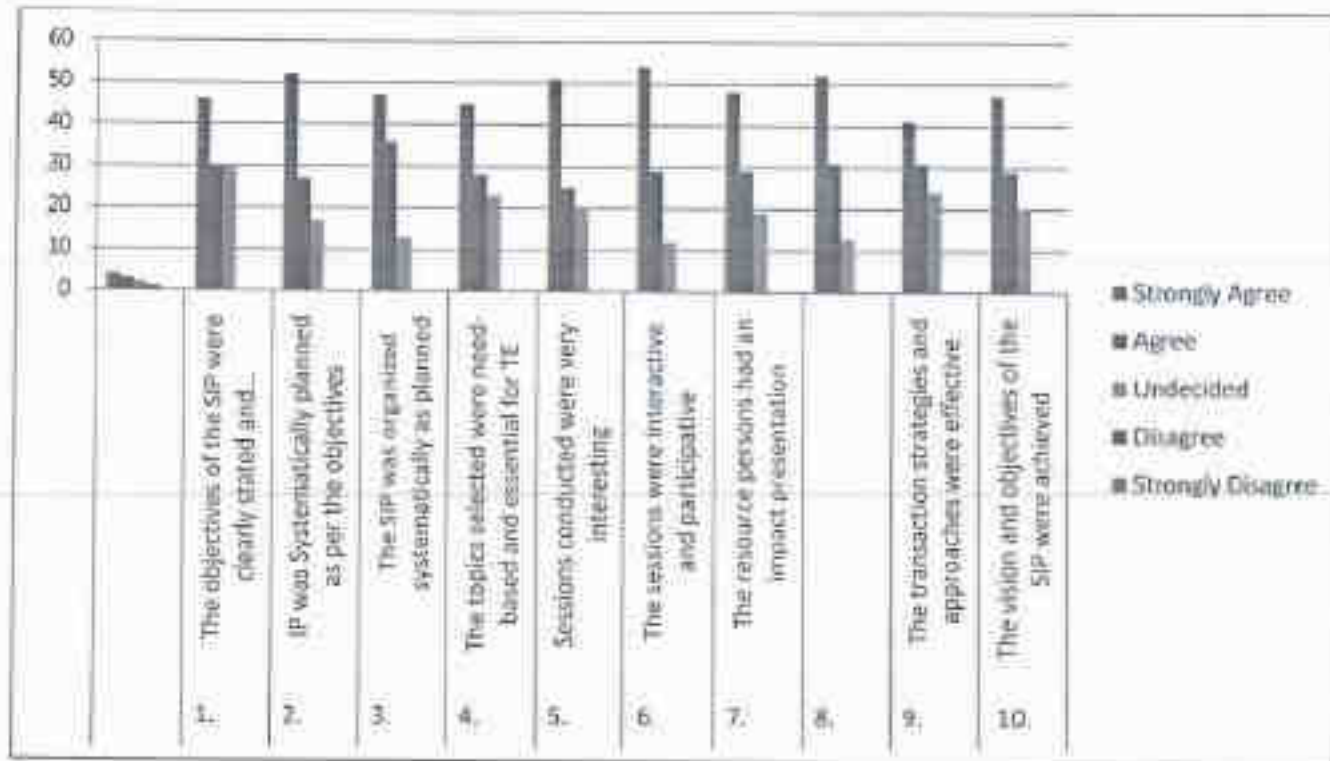
Sl. No.	Description	Strongly Agree 4	Agree 3	Undecided 2	Disagree 1	Strongly Disagree 0
1.	The objectives of the SIP were clearly stated and communicated	46	30	30	0	0
2.	IP was Systematically planned as per the objectives	52	27	17	0	0
3.	The SIP was organized systematically as planned	47	36	13	0	0
4.	The topics selected were need-based and essential for TE	45	28	23	0	0
5.	Sessions conducted were very interesting	51	25	20	0	0
6.	The sessions were interactive and participative	54	29	12	0	0
7.	The resource persons had an impact presentation	48	29	19	0	0
8.	The illustrations and experiences provided were relevant	52	31	13	0	0
9.	The transaction strategies and approaches were effective	41	31	24	0	0
10.	The vision and objectives of the SIP were achieved	47	29	20	0	0

Name of the Student teacher: Nagesh

*K. Lakshmi*  
**Principal**  
 Sarada Vilas Teachers College,  
 K.M. Poram, Mysore-570 004

*[Signature]*  
**Signature**

**SARDA VILAS TEACHERS COLLEGE, MYSORE**  
**STUDENTS INDUCTION PROGRAM (SIP) (2020-21)**  
**FEED BACKFEED BACK ANALYSIS**



*Sardavilas*  
**Principal**  
 Sarada Vilas Teachers College,  
 K.M. Piram, Mysore-570 004

**SARDA VILAS TEACHERS COLLEGE, MYSORE**  
**STUDENTS INDUCTION PROGRAM (SIP) (2021-22)**  
**FEED BACK**

*Dear student-teachers,*

*Here is what we want to know from you about the Students Induction Program (SIP) conducted. You are given ten statements.*

*Read them and mark your option with 'v'*

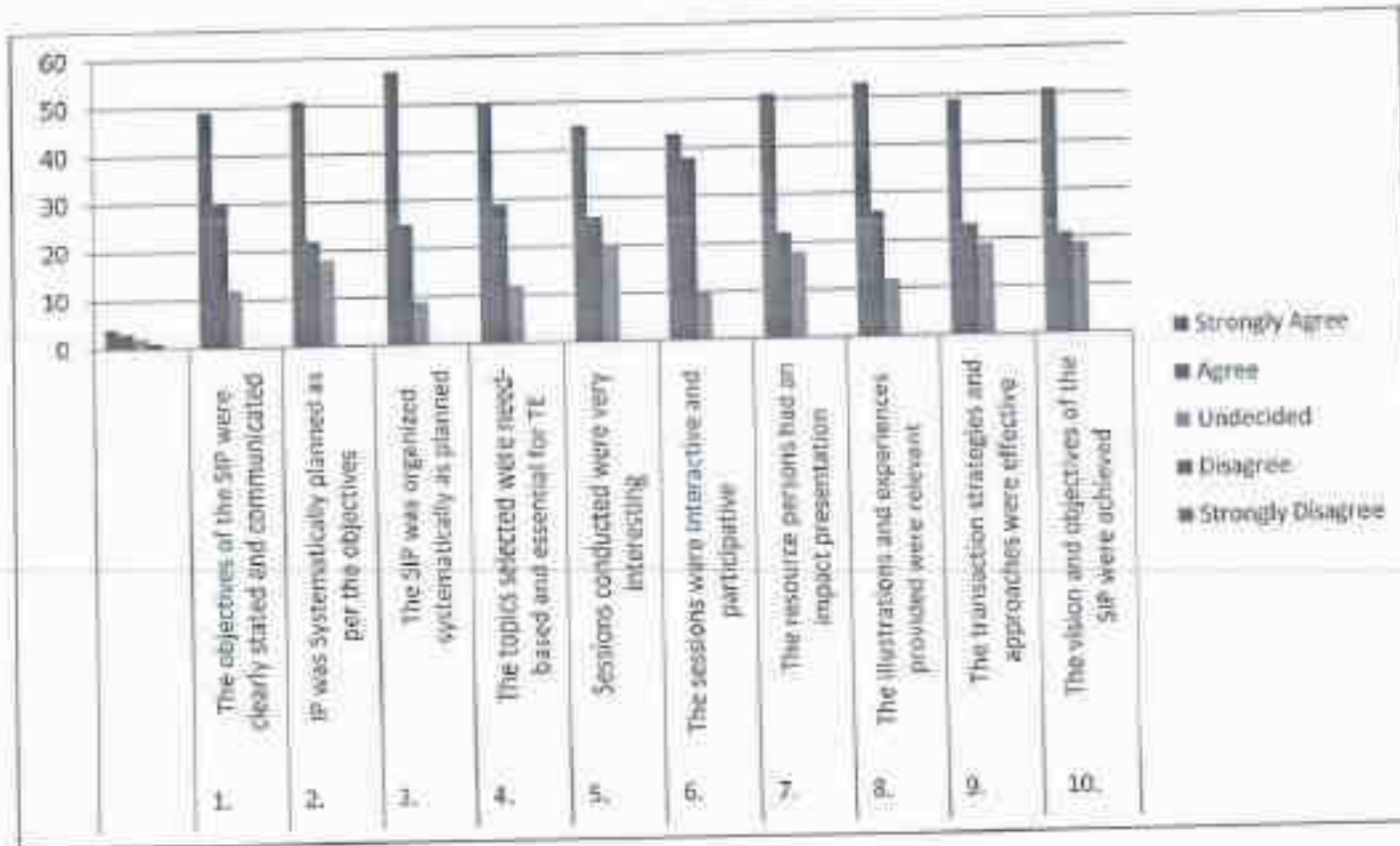
Sl. No.	Description	Strongly Agree 4	Agree 3	Undecided 2	Disagree 1	Strongly Disagree 0
1.	The objectives of the SIP were clearly stated and communicated	49	30	12	0	0
2.	IP was Systematically planned as per the objectives	51	22	18	0	0
3.	The SIP was organized systematically as planned	57	25	9	0	0
4.	The topics selected were need-based and essential for TE	50	29	12	0	0
5.	Sessions conducted were very interesting	45	26	20	0	0
6.	The sessions were interactive and participative	43	38	10	0	0
7.	The resource persons had an impact presentation	51	22	18	0	0
8.	The illustrations and experiences provided were relevant	53	26	12	0	0
9.	The transaction strategies and approaches were effective	49	23	19	0	0
10.	The vision and objectives of the SIP were achieved	51	21	19	0	0

Name of the Student teacher: Shalini

*Deekshika*  
**Principal**  
 Sarada Vilas Teachers College,  
 K.M. Forum, Mysore - 576 004

Shalini  
**Signature**

**SARDA VILAS TEACHERS COLLEGE, MYSORE**  
**STUDENTS INDUCTION PROGRAM (SIP) (2021-22)**  
**FEED BACKFEED BACK ANALYSIS**



*Sardavilas*  
**Principal**  
**Sarda Vilas Teachers College,**  
**K.M. Puram, Mysore-570 004**

**SARDA VILAS TEACHERS COLLEGE, MYSORE**  
**STUDENTS INDUCTION PROGRAM (SIP) (2022-23)**  
**FEED BACK**

*Dear student-teachers,*

*Here is what we want to know from you about the Students Induction Program (SIP) conducted. You are given ten statements. Read them and mark your option with 'v'*

Sl. No.	Description	Strongly Agree 4	Agree 3	Undecided 2	Disagree 1	Strongly Disagree 0
1.	The objectives of the SIP were clearly stated and communicated	49	28	20	0	0
2.	IP was Systematically planned as per the objectives	53	32	12	0	0
3.	The SIP was organized systematically as planned	51	30	16	0	0
4.	The topics selected were need-based and essential for TE	48	36	13	0	0
5.	Sessions conducted were very interesting	50	28	19	0	0
6.	The sessions were interactive and participative	43	43	18	0	0
7.	The resource persons had an impact presentation	47	28	22	0	0
8.	The illustrations and experiences provided were relevant	51	34	12	0	0
9.	The transaction strategies and approaches were effective	53	27	17	0	0
10.	The vision and objectives of the SIP were achieved	54	30	13	0	0

Name of the Student teacher: \_\_\_\_\_

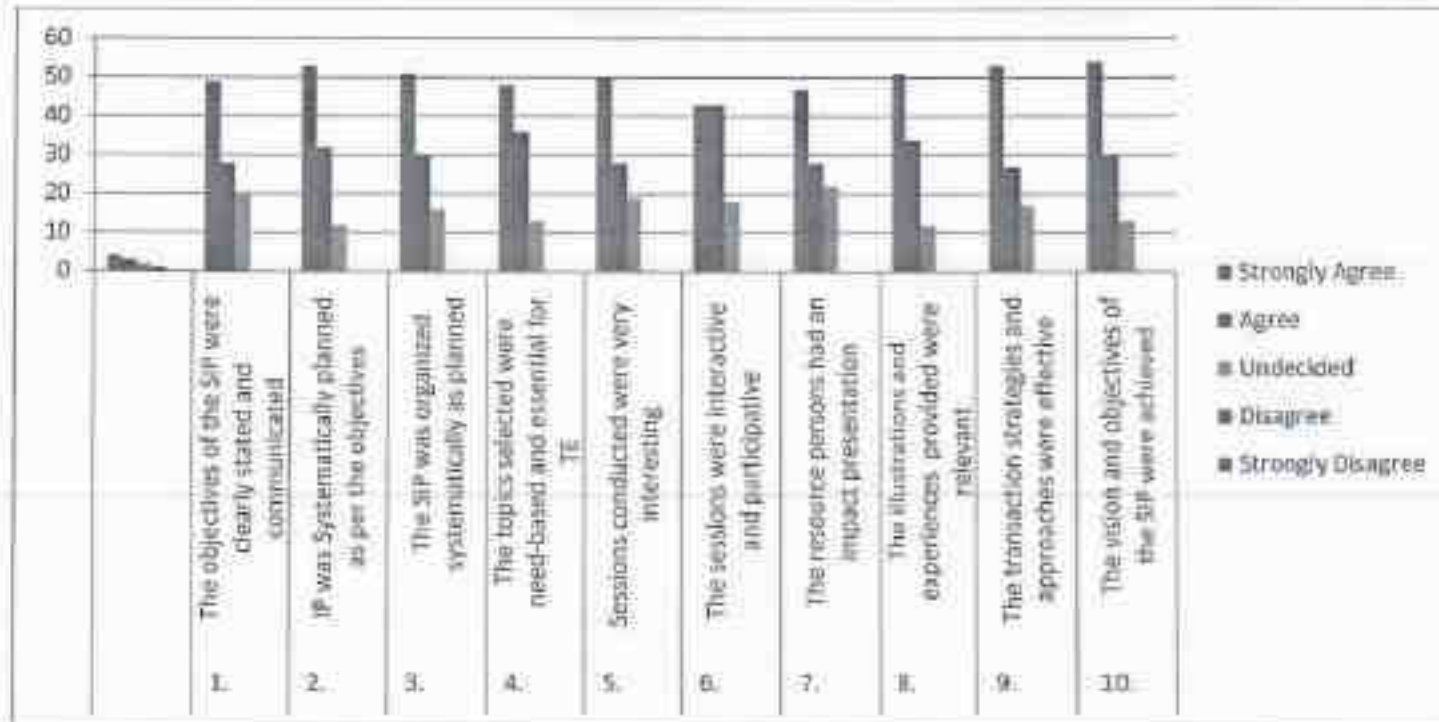
*Sima*

*Koelakes*  
Principal  
Sarda Vilas Teachers College,  
K.M. Pathin, Mysore-575 004

\_\_\_\_\_  
Signature



**SARDA VILAS TEACHERS COLLEGE, MYSORE**  
**STUDENTS INDUCTION PROGRAM (SIP) (2022-23)**  
**FEED BACK ANALYSIS**



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

# **3. Engage with Community**

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

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### **3.3.1 QNM DE**

#### **1. Report of each outreach activity**



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Sarada Vilas Educational Institutions (R.)  
ಶಾರದಾ ವಿಲಾಸ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ಮೈಸೂರು-04  
**SARADA VILAS TEACHERS COLLEGE**  
Sarada Vilas Road, K.M Puram, Mysuru-570004, Karnataka  
Affiliated to University of Mysore, Mysuru, Karnataka State, Grant in Aid College  
NAAC Accredited in 2016, "B" Grade, CGPA-2.73/4



Email ID: svtemysore@gmail.com  
Website: www.svtemysore.org

Office No: 0821-2332137  
Mob No : 7019807294

### Awareness Programme on Importance of Education conducted in Tribal Area

An awareness program on 'Importance of Education' was conducted in Tribal Area of Biligirangana Betta, Chamaraja District, Karnataka on 18<sup>th</sup> February 2019. The program was aimed at encouraging parents to send their children to schools and provide them opportunities to complete their children education.



*Leela.K.S*  
**Principal**  
Sarada Vilas Teachers College,  
K.M. Param, Mysore-570 004



Sarada Vilas Educational Institutions (R.)  
ಶಾರದಾ ವಿಲಾಸ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ಮೈಸೂರು-04



**SARADA VILAS TEACHERS COLLEGE**

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NAAC Accredited in 2016, "B" Grade, CGPA-2.73/4

Email ID: svtemysore@gmail.com  
Website: www.svtemysore.org

Office No: 0821-2332137  
Mob No : 7019807294

### Organized a Jatha on Protection of Environment

A Jatha on 'Protection of Environment' was organized in Yelavala Village, Mysore on 7th October, 2019. The village people were also actively participated in the Jatha. This Jatha aimed to foster a collective responsibility towards creating a greener, healthier planet for future generations.



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



Sarada Vilas Educational Institutions (R.)  
ಶಾರದಾ ವಿಲಾಸ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ಮೈಸೂರು-04  
**SARADA VILAS TEACHERS COLLEGE**



Estd.1963

Sarada Vilas Road, K.M Puram, Mysuru-570004, Karnataka

Affiliated to University of Mysore, Mysuru, Karnataka State, Grant in Aid College

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Email ID: svtemysore@gmail.com

Website: www.svtemysore.org

Office No: 0821-2332137

Mob No : 7019807294

### Drama Performance on Sarva Dharma Samanvaya

A drama was performed on 'Sarva Dharma Samanvaya in Nagavala Village, Mysore on 25<sup>th</sup> January 2020. This drama was organized to send a message 'India is Unity in Diversity' to people and bring knowledge about the rich cultural of Indian society.



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



Sarada Vilas Educational Institutions (R.)  
ಶಾರದಾ ವಿಲಾಸ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ಮೈಸೂರು-04



Estd.1963

**SARADA VILAS TEACHERS COLLEGE**

Sarada Vilas Road, K.M Puram, Mysuru-570004, Karnataka  
Affiliated to University of Mysore, Mysuru, Karnataka State, Grant in Aid College  
NAAC Accredited in 2016, "B" Grade, CGPA-2.73/4

Email ID: svtemysore@gmail.com  
Website: www.svtemysore.org

Office No: 0821-2332137  
Mob No : 7019807294

### Voluntarily Students' Participation in Covid Vaccination

During the Covid pandemic, our students actively participation in distributing Food to people and administrating Covid Vaccination in government health centre in Mysore on 3<sup>rd</sup> July, 2021.



### Voluntarily Students' Participation in Food Distribution in Covid Vaccination



*K. S. J. S.*  
Principal

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



Sarada Vilas Educational Institutions (R.)  
ಶಾರದಾ ವಿಲಾಸ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ಮೈಸೂರು-04  
**SARADA VILAS TEACHERS COLLEGE**



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Email ID: svtemysore@gmail.com  
Website: www.svtemysore.org

Office No: 0821-2332137  
Mob No : 7019807294

**Street Play on importance of planting trees protecting the environment**

On March 12, 2022, at 3:00 PM, our college organized a street play in DoddaHundi Village to raise awareness about the importance of planting trees and protecting the environment. The play, titled "Save Trees and Save the Planet," emphasized the vital role of trees in sustaining life and combating climate change. Through engaging performances, the students highlighted practical steps for environmental conservation and inspired the local community to take action. This initiative aimed to foster a collective responsibility towards creating a greener, healthier planet for future generations.



*Keela.K.L*  
**Principal**

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





Sarada Vilas Educational Institutions (R.)  
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**SARADA VILAS TEACHERS COLLEGE**



Sarada Vilas Road, K.M Puram, Mysuru-570004, Karnataka  
Affiliated to University of Mysore, Mysuru, Karnataka State, Grant in Aid College  
NAAC Accredited in 2016, "B" Grade, CGPA-2.73/4

Email ID: svtemysore@gmail.com  
Website: www.svtemysore.org

Office No: 0821-2332137  
Mob No : 7019807294

### Drama Performance on Black Magic

On September 6, 2022, at 8:00 PM, a captivating drama performance was held at the campsite of TataiahnaGaddige, located on HD Kote Road, Mysore. The event provided a unique blend of culture and entertainment for the attendees, set against the scenic backdrop of the campsite. The drama, performed by talented students, depicted rich narratives that engaged and moved the audience. This cultural evening aimed to offer a memorable experience, highlighting the importance of the performing arts in education and community building. The night was filled with enthusiasm, creativity, and a deep appreciation for theatrical expression.



*Leela J.S*  
**Principal**  
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### Street Play on 'The Light Within': 2022

The student representatives play an important role while the Street Play on 'The Light Within' is organized on 26<sup>th</sup> April, 2023. The event provided a unique blend of culture and entertainment for the attendees, set against the scenic backdrop of the campus. The play, performed by talented students, depicted rich narratives that engaged and moved the audience. This cultural evening aimed to offer a memorable experience, highlighting the importance of the performing arts in education and community building. The night was filled with enthusiasm, creativity, and a deep appreciation for theatrical expression.



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### Donating Blood is JeevanDaan

The "Donating Blood is JeevanDaan" Programme, held on 6<sup>th</sup> June, 2023, at 10:30 AM at Sarada Vilas Teachers College, was a resounding success. Led by Sumithamma as the convener, this noble initiative aimed to inspire individuals to donate blood, underscoring the life-saving impact of this selfless act. The event served as a platform to raise awareness about the crucial role of blood donation in saving lives and supporting medical emergencies. With a target of 25 blood donations, participants seized the opportunity to contribute to this humanitarian cause, reflecting the college's steadfast commitment to fostering community welfare and cultivating a culture of compassion among its members.



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# **4. Promoting Research Environment**

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environment, technology has started to play a crucial role in our complexifying education system, where private institutions are growing in numbers. Going back a bit in time, we used to have blackboards and chalk for classrooms, whereas today, through three channels: White boards, markers, projectors, screens and presentations are the tools of the modern day education. The young ones today, begin learning right at the age of 3-5 by fiddling with their parents' smart phones and tablets. The findings observed make it clear that digital education is indeed a revolution both inside and outside the classroom. The internet has something for everyone, making every student of any age satisfactory and every solution to a problem clear.

The United Nations Educational, Scientific and Cultural Organization (UNESCO), a division of the United Nations, has made integrating ICT into education part of its efforts to ensure equity and access to education. The following, taken directly from a UNESCO publication on educational ICT, explains the organization's position on the initiative. Information and Communication Technology can contribute to universal access to education, equity in education, the delivery of quality learning and teaching, teachers' professional development and more efficient education management, governance and administration. UNESCO takes a holistic and comprehensive approach to promoting ICT in education. Access, inclusion and quality are among the main challenges they can address. The Organization's International Platform for

ICT in Education focuses on these issues through the joint work of three of its sectors: Communications & Information Education and Science, Information and Communication Technology (ICT) in Education, youth and train for all education for the future. As the lead United Nations Organization for education, UNESCO guides international efforts to help countries implement the role of technology and play its education program and Sustainable Development Goal 4 (SDG4), a vision captured in the Qinghai Declaration.

UNESCO shares knowledge about the many ways technology can facilitate universal access to education, bridge learning divides, support the development of teachers, enhance the quality and relevance of learning, strengthen inclusion, and improve education administration and governance. The Organization scans the world for evidence of successful ICT in education practice, whether in low-income primary schools, universities or high-income countries, or vocational centres – to formulate policy guidance. Through capacity building activities, technical advice, publications, webinars, and international conferences such as the International Conference on Artificial Intelligence and Education and Mobile Learning Week, and WebWorld, UNESCO helps governments and other stakeholders leverage technology for learning. Learning technologies and other aspects of digital culture have changed the ways people live, work, play, and learn, impacting the construction and distribution of knowledge and power (Gopal, 2018). Countries who are keen

*Gopal, T. K.*

Principal

familiar with digital culture are increasingly seen as a disadvantage in the national and global economy. Digital literacy – the skills of searching for, filtering, and producing information, as well as the critical use of new media for full participation in society has thus become an important consideration for curriculum frameworks.

Information and communication technology (ICT) is an extension into the information technology (IT) that stresses the role of unified communications and the integration of tele-communications and computers, as well as necessary enterprise software, middleware, storage, and multi-vendor systems. It is made use to access, store, transfer, and manipulate information.

The term ICT is also used to refer to the convergence of audio-visual and telephone networks with computer networks through a single cabling or link system. There are large economic incentives to merge the telephone network with the computer network system using a single unified system of cabling, signal distribution, and management. ICT is an umbrella term that includes any communication device, encompassing radio, television, cell phones, computer and network hardware, satellite systems and so on, as well as the various services and appliances with them such as video conferencing and distance learning.

ICT is a broad subject and the concepts are evolving. It covers any product that will store, retrieve, manipulate, transmit, or receive information electronically in a digital

form. Theoretical differences between interpersonal-communication technologies and mass-communication technologies have been identified by the philosopher Nyush Mathur.

**Importance & Use of ICT in the teaching learning.**

**Computer-based learning:** Computer-based learning is one of the modules of school communication tool that helps students to enhance their learning skills through computer aided education. It imparts computer knowledge to students and enables them to obtain large amounts of information from various websites. After two decades of introducing computers to schools, education has been revolutionized ever since then. It reduces time spent on mechanical tasks such as rewriting, producing graphs and increases the scope of teaching. It not only helps in finding information but also in organizing information making it easier to share with others.

- **One laptop per child:** Low cost laptop computers have been designed for use in school on a 1:1 basis with features like lower power consumption, a low cost operating system, and special re-programming and mesh network functions. Despite efforts to reduce costs, however, providing one laptop per child may be too costly for some developing countries.
- **Tablets:** Tablets are small personal computers with a touch screen, allowing input without a keyboard or mouse. Interactive learning software

gaps between communication as identified by the data.

#### Use of ICT in the

writing. Computer use is one tool that helps their learning skills related education. It is a tool to aid students in their large amounts of various websites. The use of introducing education has been since then. It follows several tools such as graphs and increasing. It not only helps action but also in learning it easier

per child. Less a brochure designed on a 1/2 inch with laser power low cost opening (also programming & function. Despite its costs, however, every per child may be some developing

its own personal in a touch screen, (it's a keyboard on the learning software

can be downloaded into tablets, making them a versatile tool for learning. The most effective apps develop higher order thinking skills and provide creative and individualized options for students to express their understandings.

**Classroom Learning.** With the introduction of ICT in education, classroom learning is not just the teacher makes learning experiential and experiential to students. Students are able to be the instructor or teacher, receive visual cues through PowerPoint images, handouts or whiteboard data and participate actively. This helps in immediate interaction and students have opportunities to ask questions and participate in discussions. The social communication software module further benefits in building and maintaining personal and professional relationships in classrooms offer greater personal contact with other students and teachers.

- **Interactive Whiteboards or Smart Boards:** Interactive white boards allow projected interactive images to be displayed, manipulated, dragged, clicked, or copied. Interactively, handwriting notes can be taken on the board and saved for later use. Interactive white boards are associated with when class instruction refers to the student content activities. Student engagement is generally higher when ICT is available for student use throughout the classroom.
- **E-readers:** E-readers are electronic devices that can hold hundreds of

books in digital form, and they are increasingly efficient. Additionally, reading material, including text, digital content, and use in other students. These have positive impacts on the use of students to independent reading. Factors of a reader that are often hard to provide are include their possibility and to better life, respond to work and to ability to better understand work. Additionally, many digital books are available for free, making them

**Physical Classrooms.** The Physical Classroom model, involving face-to-face practice at home, the computer-guided instruction and learning, learning activities in class, available for an extended duration. These participants about Physical Classrooms are special, but generally positive, as they provide a cooperative learning environment for their better.

- **Internet:** Internet tools like social media networks, and programs of video conferences help connect the world and make it easier for students to do assignments and small and social networking groups that provide knowledge from information. Distance learning, with learning is also carried through the Internet. Students can learn from the site and to explore online. These meetings, socially, organized can be received by students from anywhere. The Internet provides more information in video, audio, text, and images, which can be

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assisted by the individual. Online Learning allows students to interact with each other and faculty in online webinars.

**Video Conferencing:** This is yet another method of communication where students can communicate with other students or instructors online. It enables students to become active participants in their own learning. Video Conferencing is a powerful communication tool that has the potential to change the way we deliver education to students. It is just one of the web's integrated technologies that empower students to prepare for a tomorrow.

#### ICT in Educational Portal

Realizing the importance of Information and Communication Technology (ICT) the Ministry of Human Resource Development for the Higher Education, ICT is the tool to eliminate quality variance in the current education system in Higher Education, to present 15 percent to 20 percent by the end of the 11th Five year plan.

The Ministry also launched a web portal named "SARASWAT" - Open Web Education Portal. The high quality content once developed will be uploaded on SARASWAT in all disciplines and subjects. Several projects are in the completion stage and are expected to change the way teaching and learning is done in India. The aim is to bring in the project, "Developing suitable pedagogical methods for various classes, intellectual cultures and research in e-learning."

Initiated by IT Champion, Faculties from all the UEs and several NID are participating in this particular development project.


The National Mission on Education through Information and Communication Technology (ICT) has, under its augmented Virtual Labs, Open Source and Access Tools, Virtual Conference Tools, Talk to Teacher programs, a New Incentive Model, Observer and also for certified life experiences, a DS, Electric frequency utilization, development of content for low cost modules. The National Mission on Education through Information and Communication Technology (ICT) has been envisaged as a Centrally Sponsored Scheme to leverage the potential of ICT, in providing high quality personalized and interactive knowledge modules over the internet. Intense for all the Institutes in Higher Education institutions in any one any when made. This is expected to be a major intervention in enhancing the Gross Enrollment Ratio (GER) in Higher Education by 2 percentage points during the XI Five Year Plan period and in ensuring access and equity in Higher Education.

The Mission has two major components content generation and accessibility along with provision of access devices for institutions and learners. It seeks to bridge the digital divide, i.e., the gap in the skills to use computing devices for the purpose of teaching and learning among urban and rural teachers/researchers in Higher Education domain and empower those who have hitherto remained unassisted by

the digital divide to join knowledge appropriate learning experiences. Online open accessible content for Education in all those 22 governments in the world. On the one hand, high quality content in the world to ensure connectivity among rich of nearly-education experience content for Saraswati content for the delivery of content problem to address the system.

Characteristics education communication

- content
- reliable
- Very
- content
- Multiple

  
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Facilities  
with are  
curriculum

an Education  
Communication  
under the topic,  
Open Source and  
Conference Tools,  
etc. A Non-Transfer  
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served/unreached by

the digital revolution and have not been able to join the mainstream of the knowledge economy. It plans to focus on appropriate pedagogy for e-learning, providing facility of performing experiments through virtual laboratories, on-line testing and certification, on-line availability of teachers to guide and mentor learners, utilization of available education facilities (EduSAT) and Distance Home (DTH) platforms, training and empowerment of teachers to effectively use the new status of teaching-learning. On the one hand, the Ministry would create high quality e-content for its target groups and on the other, it would continuously work to extend co-ordinate infrastructure and connectivity to over 10000 colleges in the country including each of the departments of nearly 400 universities/district universities and institutions of national importance. The year group assigned course development would utilize the Wikipedia type of collaborative platform under the supervision of a content advisory committee responsible for setting the content, relevancy and problem solving approach would be addressed through "Talk to a Teacher" segment.

Characteristics that make ICT in education a prominent teaching/communication tool

- variety of services can be accessed
- reliable and provides interactive learning experiences.
- Very flexible and provides individualized learning.
- motivates and creates interest among students to learn.

- facilitates communication and information exchange.
- provides access to the digital library where education can be accessed and stored beyond geographic.

#### Advantages of ICT in Education

Every one of our life is affected by information and communication technology. We were searching for the advanced way of learning and teaching. ICT has made it easier for us. The new technologies have given us the newest ways of learning and knowing. There are lots of advantages of information and communication technology. Let us discuss some advantages.

#### Learn from anywhere

Sometimes, if a student leaves his lesson from someone, he will search it on the internet. He will get the view of world. From there he can easily solve his problem.

#### Read a book

There are lots of ebooks on the internet. You will find many ebooks on every topic on the internet. Just go to the website and search which one you want to learn.

#### Do some fun on the internet

A student cannot use a typical book without going to any library. Now you can find a copy of any on your hand and get the help from internet and read it on your table, phone or computer.

Special attention is also given to the development of knowledge.

It will help people spend time and

  
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and from several media like radio, the diverse bits of opportunities to use social media in a proper way, it will help the students and they will learn out of traditional ways. YouTube has created channels where they teach several students.

#### Advantages of ICT

Traditional classes are more interesting than the traditional way of teaching. A student can easily understand any topic when he will practically observe the topic properly. A teacher can easily describe the topic by using a computer and a projector. So the effectiveness of ICT in the education sector is much higher than a lot of things.

- Extensive group collaboration made possible via ICT.
- An educational system is enhanced.
- It can provide speedy dissemination of education to target disadvantaged groups.
- It offers the convenience of education while balancing family and work life.
- It enhances the international dimension of educational services.

#### Conclusion

ICT is a broad subject and the concepts are evolving. It covers any product that will store, retrieve, manipulate, transmit, or receive information electronically in a digital form. In variety of services that can be accurate, reliable and provides interactive learning experiences, very flexible and provides continuous learning, interactive

and receive interest among students to learn. The 21st-century communication and technology (ICT) provides access to the digital library where information can be retrieved and stored beyond textbooks. Noting the importance of Information and Communication Technology (ICT) the Ministry of Human Resource Development, as per the Mission Document, ICT is the need in education available to achieve the career-oriented role in Higher Education, at present 15 percent in 50 percent by the end of the 11th 5-year period. The Ministry also launched a web portal named SAKSHIATH a "One Stop Education Portal". There are many interesting ways of teaching using ICT, if we make the best use of it, then the advantages diminish the disadvantages.

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3.2.1 Research papers/articles published by Dr. Leela. K.S

Sl. No	Title of paper	Name of authors	Name of journal	Year of publication	ISBN/ISSN No.	Link
1	Challenges & Issues of Teacher education in India	Dr. Leela. K.S	6 <sup>th</sup> International Multidisciplinary Conference on "Educational Development and social welfare"	27 <sup>th</sup> January 2018		
2	"Improving teacher student interaction in the English medium classroom-An action research report"	Dr. Leela. K.S	JURASET	Volume 9 Issue VIII August 2021	ISSN No.2321-9653	Paper ID JURASET17206

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# CERTIFICATE

## 6th International Multidisciplinary Conference on EDUCATIONAL DEVELOPMENT AND SOCIAL WELFARE

This is to certify that

**Dr. LEELA K.S**  
Assistant Professor, Sarada Vilas Teachers College, Mysore

has presented the paper on  
**The Challenges And Issues Of Teacher Education In India**

in one-day International Multidisciplinary Conference on "Educational Development and Social Welfare" jointly organised by St. Philomena First Grade College, Hassan, India, Oriental Research Institute, University of Mysore, State Planning Board, Hassan; University and Development Research Foundation, Mysore, India on 27th January 2018 at St. Philomena First Grade College, Hassan, Karnataka, India and we appreciate your active participation in the Conference.

*Signature*  
Conference Director

*Signature*  
Principal  
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Organising Secretory, Mysore-570 009 since Organising Committee



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# Improving Teacher-Student Interaction in the English Classroom: An Action Research Report

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Principal, Amrita Veda Teachers College, Mysuru, Karnataka, India

\*Charter School High School, Mysuru

*Abstract:* It is a common issue in many of the secondary school classrooms where a teacher does not experience a participatory class. Especially in English classroom students find it tough to converse fluently in English and this is a great inhibitor factor for the teacher to bring out her fullest efficiency. The present study aims to bridge this gap by making students feel comfortable and free to hold their own classroom. This study aims to develop a conceptual framework by involving confidence by interactive methods and that making students engaged more in classroom. The student teacher who taught covered this act efficiently and was positive enough to deal with various manner of learning. She was adept enough to work with the learning capacities of students and evaluate them. This study establishes the fact that the motivating ability of teacher makes a difference in the classroom. The amazing conclusion of pupil teacher was the key factor in successful interactive session.

## I. INTRODUCTION

A common problem for English teachers to face is dealing with a passive class, where students with regional language as their mother tongue are uncomfortable and avoid interaction with the teacher. This is particularly obvious when we consider books like *Communicative in an Institutional Class* discussed the young learners in the class room, regarding to that there are students in class. This can be a disappointing information for them only student are teacher. Clearly, there will be those who are involved are required to a teacher's inquiry, because regularly students don't answer questions of whether they comprehend the inquiry. After the appropriate response and can deliver the appropriate response. Moreover, students can frequently be comprehensively feedback to practitioners or not the teacher to inquiry before the class. So, continuously discuss it just up with by pupils in light of their failure to react accordingly. This action research project demonstrates to investigate the issue and tried to make a more familiar interactive class challenge in English students of eight class.

## II. ACTION RESEARCH DESIGN

Action research is a method about attempting to identify or solve specific problems in a teacher's practice in a specific classroom setting, experimental situations. Teacher-student classroom research books focused to expand the teacher's comprehension of classroom interaction and learning and to achieve substantial, in real-time outcomes. Action research typically involves multiple collaborative projects in the teacher's own classroom. This normally incorporates having an observer gather information and work with the teacher focusing on activities, formal or informal, to make the most change. Action research for improvement and observation across the impact of the development in the study hall.

## III. CLASS DESCRIPTION

The class consisted was a gathering of 21 students in a private institution by name "Charter School High School". The objective of this particular class is to show the intermediate fundamental English classroom, grammar, talking, listening and reading comprehension activities. It is also to teach the students basic English communication, reading, spelling, listening and writing skills. Their English ability level ranged from upper beginner to intermediate. During the observation period, the students appeared interested and attentive, and they seemed to be enjoying the class.

## IV. PROBLEM IDENTIFICATION

The students, as a class, didn't react willingly to the teacher's inquiries and didn't take part in their own classroom. Students couldn't answer either the teacher's inquiries about classroom discussions, although only the teacher got answers and reactions. As per the objective, the capacity of the students for giving fluently about listening, reading, talking, reading and writing improvement. What she wanted was for the students to be more interactive, responsive and all the more obviously open to their own self-education. She wanted the students to pose inquiries, offer remarks and to react with questions and ideas at the hand, with their all arrangement or hints of comprehension and reflections, she needed them to be both responsive and proactive and during your students which could be showing more engaged.



### V. PRELIMINARY INVESTIGATION

The teacher observed the student teachers' understanding of the main aspects of the training intervention, in the various phases, in their own language through a qualitative level assessment questionnaire. Students were interviewed in pairs – first they represented their own understanding with the help of sketches or words. The sketches were initially drawn in whiteboard/blackboard, in the other hand with the teacher's help. Then they did a comprehensive writing comprising of 25 word sentences together as the document. The student teachers first, at the initial discussion by the researcher and assistant research person of the writing and presented to the 10 representatives. At the point when student teachers' general feedback in terms of understanding the ideas in the main and sub-topics. The researcher explained a bridge to their help to understand and finalized their own presentation.

The groups teacher posed a couple of different questions about additional ideas on various or responses from the students. The researcher then, at that point invited to comment or provide additional regarding the discussion in this form. A large portion of the participants responded to responses, both directly during this, and in case there were any inquiries, they promptly asked the researcher to clarify them to him.

The second 50% of the class was presented to work with coloring the representation and began from the discussion. The student groups in pairs in this, and generally participated more their own discussion. The researcher started about the main learning activity in the achievement of each one. The class involvement was sustained until the end of the session as the primary content of the class, with the use of a method (coloring) during the day. The researcher addressed a large portion of the discussion's topics with detailed questions, and some even posed their own questions.

### VI. HYPOTHESIS

From the student responses to the open questionnaire the researcher's hypothesis, it was felt that there was something different that had the students felt. From meeting informally to the classroom's workshop. There was a realization and understanding to work in a better or suitable or suitable or class, but they did not understand with 'teacher' connection with the students. The following is a summary of general activities. Understandable are generally obtained in a somewhat less deliberately an activity in the class.

By observing the students that they responded with the highest teacher left just writing, yet ordinary, bright and intelligent, was accepted that the students would have not to be more satisfied with the help teacher's class collaboration.

### VII. PLAN INTERVENTION

Following the hypothesis, the researcher decided to conduct the intervention.

First, on the intervention, the researcher decided about 'what' to be doing because in class in English. The researcher made an analysis of a set made students were by passage level in their in the class and staff had a number of transformations, events and treatment even among developing the content. The 'what' was conceptualized from a selected point view to get the following.

The unique 'what' about how students should use in the classroom. It was an activity, practice and required to have it and the student should be in class. As that in a way, in English class, it is acceptable and appropriate to expect the students to interact and practice with respect of their own. It begins for you are integral and learning. In English, it is your obligation to give feedback to the teacher's assignment.

The outcome presented to say that in the point that they actually did not understand posing and writing response. This would necessarily present to make this kind as a content to the researcher's inquiry.

Secondly, the researcher helped the researcher to determine the 'what' covered the main of each meeting class and further present from a set of activities observed in the class when the researcher was sitting. Students were motivated in each stage with practice and not directly said that they did a high level of energy and activities or practices and issues with each other teachers who were actively increasing the confidence and more than what were the activities they did involved. This point is a main way to a highly motivating atmosphere and support activities that reinforced the student's learning level.

### VIII. OUTCOME

In the first three days month of the training is increasing, the class was reduced open ways to a high number. An outcome for the class was established. Towards the end, the researcher observed helped the class in exercises the 'what'. He observed about following the discussion, making notes, use and understanding issues, explained and response concerning the content and the teacher's instructions. This method by using twenty students and students' general responses to their questions. In general they responded and use the IET for an English teacher regarding the students.





Continuously incorporating questions for greater part of the student personal assignments and a couple of additional 'jolt' to their interest. Also, it was observed that they did not feel any discomfort.

With the particular features, understanding, something useful, connected, at the point where the students found an identity, he was especially concerned with personal-cultural gaps, as in the past. He did as a way, when he came across, took a portion of an individual, or pair of individuals, and retained the identity, the understanding previously conveyed to imply. It was later, I realize, the students' behavior was giving significantly more consideration to the explanation, sharing some of them, and asking the guide a perfect explanation and attempting to make a superior connection with them. Rather than posing inquiries with the intention that they truly wouldn't have been addressed if any way, as it happens, the student got both a more reasonable attempt to correct the inquiries, and were about as though the expected to get answers.

Likewise, also in the further field of the student's discussion on the readings, few understand, without leaving from the numerous good findings below the class. About the inquiries were not either though forwardly to the discussion, the way that the responses were posed below, the whole class was raised as a second log.

### IX. CONCLUSION

There were a few regions about the consequences of the activity. It could have been more as effective as stated. For example, the students could have been provided with eye-to-eye connection and a critical reading from the instructor to address the inquiries, and when they didn't get according, they actually did/struggle in the classroom with an inquiry.

For some students, was significantly more, particularly when the course steps between preparation in English of. The interaction associated with the students in preparing, was responded to the student's inquiries, and too, as they were considered, even good inquiries below the class. The unexpected response of the student being not to be more worried about the responses, was an additional pleasure and added to the improvement. There appears to have been more achievement in listening and reading and a focused assignment that the students should try out to be more intelligent with the business.

### X. REFLECTION

This action research project examined both the students and the teachers to reveal how English education can deliver a language additionally a culture, and furthermore was making the students' capacity.

As more participation in the lesson in this case helped to form was the conclusion that this was a typical case. Teachers, especially female disappointed with an absence of satisfactory achievement in getting an authentic exchange with the class. This frequently arose from a lack of absence of knowledge of an absence of interest, and to connect, made the educational society essential for them to teach, rather than presenting the conceptual capacity based in their study skills in English. While moving to become obliging to students, they are beginning to give more study a helpful, interdisciplinary, cognitive, which understander would create actively used and decrease advantage. There was their support by the evaluation of the underlying structure, however, toward a local English talking, diverse in various presentations. However, it was it is presented in a timely and suitable way, it truly will be a seriously studying English class. All things considered, good students don't read English any by themselves will. They will likewise need to have interdisciplinary capability for connecting to various components in English Learning system, and this incorporates the necessary.

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## A Study on Environmental Behavior and General Mental Ability among Secondary School Students

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**Abstract:** The Environmental Behavior is the extent of which the individuals and adolescents are motivated to act or behave in a desirable way. The Environmental behavior is the specific and has a direction it is the what the individuals and adolescents intend to do in relation to the present environment and in saving it and it is particularly significant with environmental issues believed to be both major and imminent. Such as climate to reduce any one time or change resulting from global warming. The history of environmental education reveals a close connection between changing concerns about the environment and its associated problems and the way in which environment. Environmental quality strongly depends on human behavior patterns. In this context, the main purpose of the study was to examine the Environmental Behavior and General mental ability among secondary school students. The study also aimed to find out the correlation between the variables. The study has been carried on students of 8th standard in schools of Mysore city. The sample for the study consisted of 60 male and female students and data was collected by using tests, viz, RPSM (Karron's standard progressive matrices) used to measure the level of General mental ability of the students. Environmental Behavior Scale to measure the level of Environmental Behavior among secondary school students. The result shows that, Majority (48.33%) of Secondary school students possess moderate level of General mental ability. It is also seen that only 23% and 26.66% of the Secondary school students possess low and high level of general mental ability respectively, majority (50%) of Secondary school students possess moderate level of Environmental Behavior. It is also seen that only 23.33% and 26.66% of the Secondary school students possess low and high level of Environmental Behavior respectively, there is a significant difference between the Environmental Behaviors of male and female secondary school students, there is no significant difference between the general mental ability of male and female secondary school students, a Positive significant correlation is found between General Mental ability and Environmental Behavior.

**Keywords:** Environmental Behaviour, General Mental Ability, Descriptive Survey Method.

### Article History

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### 1. Introduction

The consequence that human activities on the Environment is, becoming more important. By human activities are damaging surroundings and risks the lives of next generations. At this point there is no denying the fact that Environment is changing. Few studies were shown that this is happened and its effects on life around us. Anyhow many may be unaware of the specific issues that have led to these changes. Main problem: Environmental problems may consists of atmospheric conditions change, pollution, and environmental degradation. Environmental Behaviors include adopting positive attitudes and acting to reduce any negative effects on natural environment. Environmental advantage is a process that often adolescents to analyze environmental problems and engage in solving problems of environment and take responsible decisions and deriving positive Behavior towards the environment and their job. Environmental behavior require to have the general mental ability. Hence it is related to study the General Mental ability and its association with their environmental behavior. Environmental issues are dangerous effects on human activity on the biophysical environment. Protection of environment is a greater of protecting the Environment on the individual, its groups or government levels for the advantages of both the environment and humans. Environmental problems are harmful effects of the human activity on the physical environment. The quality of the environment is strongly depends on the Behaviors of the of the human persons. Human should overview the contribution and potential of environmental psychology for understanding and address the pro-environmental Behaviors. Human handle their environment will have an impact on the quality of life style of human world. Laws of human Behaviors that affect on the environment causing global environmental deterioration. Pro-environmental Behaviors encourages children and people rather to change their Behaviors in an effort to reduce the negative action on the environment. "Environmental Education is a continuous learning process that leads to an informed and involved citizenry having the innovative problem solving skills, scientific and social literacy, Ethical awareness and sensitivity

for the relationship between humans and the environment and commitment to engage in responsible individual and co-operative actions. By these, actions environmentally Educators for citizens will help to ensure an ecologically and economically stable Environment."-The Wisconsin Environmental Education Board.

## 2. Need and Importance of the study:

The way humans treat and manage their environment will have an impact on the quality of human life itself. Lack of human behavior that is not aware about the environment, causing global environmental damage. It encourages people today change their behavior in an effort to reduce the negative effects of environmental damage. Environmental Behaviour is the extent of which the individuals are motivated to act or behave in the desirable way. It is specific and has a direction. Environmental Behaviour are what the individual intend to do in relation to the present environment and is saving it. The influence environmental destruction in modern life has been a globally critical problem. Institutionalization depletes the environment by insatiable consumption of resources and excess production of garbage. Population growth in many developing countries puts damaging pressure on the planet. Therefore, if individual want to manage earth more more environmentally friendly to develop environment friendly Behaviour in any action of individual or group directed towards the resolution of environmental issues. Environmental education provides great opportunities for students to become engaged in the real-world problems that national classrooms with. They can see the relevance of their classroom studies to complex environmental issues confronting our planet and they can obtain the skills they will need to be creative problem solvers and powerful advocates - Ms. Campbell, and superintendent of San Mateo county schools.

Create the habit: Environmental education offers answers to the blocked-in lives of present generation, which is the preliminary to grow up Indians. Children who experience protecting the environment is the responsibility of everyone, hence environmental education cannot be confined to one group or society. Each individual must be ready for saving the environment. It must be a continuous and lifelong process. Above that environmental education must be practical so that teaching can be implemented directly. Preserving nature and environment will be much uncomplicated, if students were taught about deterioration of resources, pollution of environment, land sliding, depletion and extraction of plants and animals. The influence of environmental destruction on modern life has been globally critical problems.



Industrialized countries deplete the environment by insatiable consumption of waste. Growth of population in many developing countries puts damaging pressure on the planet. Therefore if human waste to sustain earth, human must make people environmentally educated to develop environmentally friendly behaviour. Environmentally friendly Behaviour is any action of human directed towards the remediation of Environmental problems. Environmental education is a sort of investment that turns into a valuable asset over a period of time. Universities in India focus on teaching research and training in more than 20 universities different colleges and institutional courses in environmental engineering, conservation and manage environment, environmental health and social science are taught.

The ultimate goal of most studies on Environmental Behaviour is to provided information that can be helpful in development positive Environmental impact of human activities and development of Pro environmental Behaviour like motivate students to use low energy light bulbs, don't waste water, buy local fruits and vegetables which are not transfer by four wheels, while shopping use own bags instead of plastic bags provided by super market.

To increase awareness of environment across the country the centre for environmental education (CEE) has been established in August 1985 with the help of the Ministry of Environment and Forests, Government of India. One of the duty the CEE is to get efforts to give due identification to the role of environmental Education. The CEE runs many educational programmes in this regard. Students must be encouraged to understand their surroundings and a framework for an action plan need be formulated. The environment is the need of the day, it must encourage social participation. (Hence in a curriculum is a wise option to connect) students with nature right from their childhood.

The environment is one of the very significant components for individuals. Interaction between human and environment that occur continuously would influence human behavior on the environment. Human thought and behavior will determine the good condition of an environment the way human treat and protect their environment will have an impact on the quality of human life itself. In the lights of above, the researcher felt that it is essential to investigate the study on Environmental Behavior and General Mental Ability among secondary school students.

### 3. Operational definition of the key terms used in the study:

3.1 Environmental Behaviour: It is the means and ways by which student's reaction to different situations and are intentionally planned to facilitate with regard to Environment. It is

the extent to which the students are inspired to act or behave in a desirable way. It is specific and directional. Environmental Behaviour is what the student intend to do in relation to conserve the environment and to solve environmental issues. Example- Switch off the light when not in use, watering the plants and reuse a washing up etc. It is the extent to which the students are motivated to act or behave in a desirable way. It is specific and has a direction. Environmental Behaviour is what the students intend to do in relation to the present Environment and in saving it.

**2.2 Pro-Environmental Behaviour:** Pro-Environmental Behaviour is conscious search to reduce the negative impact of one's actions on nature and built world. It is an effort to reduce the negative environmental impacts caused by human activities. It depicts behaviour that minimises negative reactions of the students towards the environment to develop positive reaction towards the environment like plant saplings, cleaning the school campus etc. Environmental quality strongly depends on students' behaviour patterns. The pro- Environmental behaviour is behaviour that a student mindfully selects in order to reduce the negative influence on the Environment.

**3.1 Environmental Education:** Environmental Education should be interdisciplinary and examine main Environmental problems from local, national and international point of view. It should use various educational methods to teach and learn about and love the Environment with stress on practical activities and firsthand experience. It is through this process of education that individual can be educated about Environmental issues. NCERT in India has been playing central role in developing the curriculum of Environmental Education. It has specially start good Environmental Education at school stage of Education is not transmission of information and knowledge but it is all about developing Environmental awareness and awareness and Behaviour by going out in nature and integrating outdoor Knowledge with classroom Environment. If this be the high ideal of Environmental Education then it is need to find out what is happening in classrooms of our schools. Environmental Education is a process that allow students to explore Environmental problems engage in problem solving and take action to improve the Environment. As a consequence students develop deeper understanding of Environmental issues and develop the skills to make informed and responsible decisions.

**3.2 Emotional mental ability:** General mental ability is a word used to explain the degree at which an individual learn, understands instructions, solve problems. It is also called General Intelligence is a construct developed by psychometric discovery of cognitive abilities and

general intelligence. It is a variable that sets up positive correlation between different mental tests reflecting the fact that an individual performance on one type of mental task tend to be transferable to the other act or other kind of cognitive tasks. The g factor targets a specific component of general intelligence. The existence of the g factor was originally proposed by the psychologist Charles Spearman in the early years of the 20th century. He saw that student's performance ratings across seemingly unrelated in school subjects, were positively correlated and assumed that these correlations reflected the influence of an underlying general mental ability that flows into them on all types of mental tests.

**2.3 Dimensions of Environmental Behavior:** The following dimensions of environmental behavior are considered in this study: Cognition, feeling, emotion, attitude, thinking, motivation, perception, attention, social knowledge, action related knowledge. Environmentally conscious, willingness to act Environmentally. If a student has to benefit from the environmental education provided in school and internalize the environmental values and exhibit pro-environmental behavior to work to protect the improved mental ability. Hence it is relevant to study his general mental ability and its association with their Environmental Behavior.

#### 4. Methodology:

##### Statement of the Problem:

The statement of the problem is "A study on Environmental Behaviour and General Mental ability among secondary school students."

##### 5. Objectives of the study:

The following were the objectives of the study:

- 1) To study the level of Environmental Behaviour among secondary school students.
- 2) To study the level of General mental ability among secondary school students.
- 3) To examine whether there is significant difference between Environmental Behaviour of female and male secondary school students.
- 4) To examine whether there is significant difference between General mental ability of female and male secondary school students.
- 5) To examine whether there is a significant relationship between Environmental Behaviour and General mental ability of secondary school students.

##### 6. Hypotheses of the study:

The following hypotheses were formulated in pursuance of the objectives of the study

- 1) There is no significant difference between the Environmental Behaviour of male and female secondary school students.
- 2) There is no significant difference between the General mental ability of male and female secondary school students.
- 3) There is no significant relationship between the Environmental Behaviour and General mental ability of secondary school students.

## 7. Variables of the study:

Following are the variables of the study:

### Male Variables:

Environmental Behaviour

General mental ability

Background Variable: Gender.

## 8. Method of the study:

Descriptive Survey method was adopted for the study.

## 9. Sample of the study:

Random sampling technique has been adopted for selecting the sample of secondary schools of city of Mysore. Further 60 male and female students were selected through cluster sampling technique.

## 10. Tools used for collection of data:

The following tools have been used for the study and are shown in the table No.1.

Sl. No.	Variables	Tools used	Standardized/ Constructed by
		Raven's standard progressive matrices	
01.	General mental ability (GMA)	(RPM)	Raven J C
02.	Environmental Behaviour	Environmental Behaviour Scale	Investigator

Table No.1: Showing tools used for the study

## 11. Statistical techniques used for analysis of data:

The following statistical techniques have been used for analysis the hypothesis formulated in the study.

### a) t-test

The t-test was used to find out significant difference between variables.

b) **Pearson product moment correlation:**

The technique was used to find out the relationship between variables.

12. **Analysis and Interpretation of the data:**

Percentage analysis was used as a statistical technique to analyse the level of analysis with respect to first and second objective which have been presented below.

**Objective 1:** To assess the level of general mental ability of Secondary school students.

**Table No. 1:** Table showing the percentage of Secondary school students possessing low, moderate and high level of general mental ability.

General mental ability	Score Limit	Secondary school students	
		Frequency	Percentage
Low	42.5	11	23
Moderate	43-52	29	48.33
High	53	16	26.66
Total		60	100%

**Figure No.1** Figure showing the percentage of Secondary school students possessing low, moderate and high levels of general mental ability.

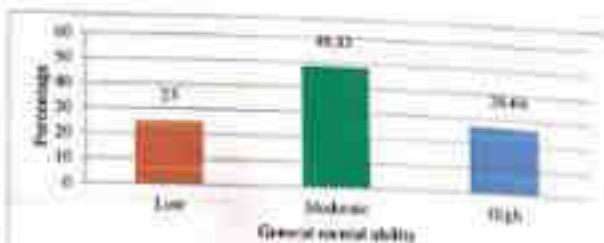


Table no.1 and Figure No.1 reveals that majority (48.33%) of Secondary school students possess moderate level of general mental ability. It is also seen that only 23% and 26.66% of the Secondary school students possess low and high level of general mental ability respectively.

**Objective 2:** To assess the level of Environmental Behaviour of Secondary school students.

**Table No. 2:** Table showing the percentage of Secondary school students possessing low, moderate and high level of Environmental Behaviour.

Environmental Behaviour	Score Limit	Secondary school students	
		Frequency	Percentage
Low	614-5	14	23.33
Moderate	615-663	30	50
High	664	16	26.66
Total		60	100%

Figure No.2 :Figure showing the percentage of Secondary school students possessing low, moderate and high levels of Environmental Behaviour.

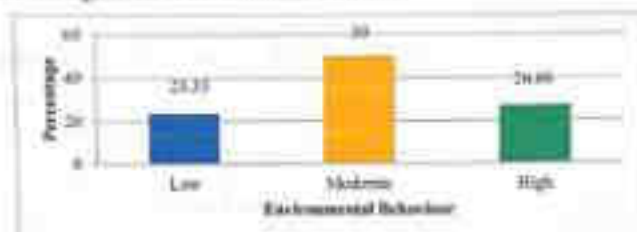


Table no.1 and Figure No.1 reveals that majority (50%) of Secondary school students possess moderate level of Environmental Behaviour. It is also seen that only 23.33% and 26.66% of the Secondary school students possess low and high level of Environmental Behaviour respectively.

**Hypothesis-1:** To examine whether there is significant difference between Environmental Behaviour of female and male secondary school students.

t-Test was used to find the level of significant difference between male and female secondary school students with respect to Environmental Behaviour and General mental Ability.

**Table No. 3:** Showing mean SD and t-value of male and female secondary school students with respect to Environmental Behaviour.

	Groups	N	Mean	SD	DF	T	Significance
Gender	Male	35	615.80	56.42	58	3.296	**
	Female	25	653.08	42.95			

\*\* : significant at 0.01 level

Table No.3 shows that the obtained t value 3.285 is greater than the tabulated t value 2.660 at 0.05 level. Hence, the null hypothesis Ho-1 is rejected and the alternate hypothesis stating that there is a significant difference between the Environmental Behaviour of male and female secondary school students is accepted. Since, the mean value of male (645.40) is greater than that of the mean value of female (603.88), it is concluded that male secondary school students possess more environmental friendly behavior.

**Hypothesis-2:** To examine whether there is significant difference between General mental ability of female and male secondary school students.

Table No. 4, showing mean, SD and t-value of male and female secondary school students with respect to general mental ability.

	Groups	N	Mean	SD	Df	T	Significance
Gender	Male	23	46.97	6.71	58	0.405	NS
	Female	29	46.20	7.63			

NS: Not Significant

Table No.4 shows that the obtained t value 0.405 is lesser than the tabulated t value 2.000 at 0.05 level. Hence, the null hypothesis Ho-2 is accepted and it is concluded that there is no significant difference between the general mental ability of male and female secondary school students is accepted.

**Hypothesis-3:** To examine whether there is a significant relationship between Environmental Behaviour and General mental ability of secondary school students.

Table-5: Showing the Number, Mean and 'r' value between general mental ability of secondary school students and their Environmental behaviour.

Variables	N	Df	'r' value	Level of significance
Environmental behavior	60	58	0.07	NS
General mental ability				

NS: Not Significant

Table no- 5 shows that obtained 'r' value of 0.009 is lesser than table value of 0.250 at 0.05 level. Hence, the null hypothesis Ho-3 is accepted. It is concluded that there is a positive

Table No.3 shows that the obtained t value 3.296 is greater than the tabulated t value 2.600 at 0.05 level. Hence, the null hypothesis  $H_0:1$  is rejected and the alternate hypothesis stating that there is a significant difference between the Environmental Behaviour of male and female secondary school students is accepted. Hence, the mean value of male (645.80) is greater than that of the mean value of female (603.08), it is concluded that male secondary school students possess more environmental Friendly behaviour.

**Hypotheses-2:** To examine whether there is significant difference between General mental ability of female and male secondary school students.

Table No. 4) showing mean, SD and t-value of male and female secondary schools students with respect to general mental ability.

	Groups	N	Mean	SD	DF	T	Significance
Gender	Male	35	48.97	6.71	58	0.403	NS
	Female	25	46.20	7.63			

NS: Not Significant

Table No.4 shows that the obtained t value 0.403 is lesser than the tabulated t value 2.000 at 0.05 level. Hence, the null hypothesis  $H_0:2$  is accepted and it is concluded that there is no significant difference between the general mental ability of male and female secondary school students is accepted.

**Hypotheses-3** To examine whether there is a significant relationship between Environmental Behaviour and General mental ability of secondary school students.

Table-5) Showing the Number, Mean and 'r' value between general mental ability of secondary school students and their Environmental behaviour.

Variables	N	DF	'r' value	Level of significance
Environmental behavior	60	58	0.07	NS
General mental ability				

NS: Not Significant

Table no- 5 shows that obtained 'r' value of 0.069 is lesser than table value of 0.250 at 0.05 level. Hence, the null hypothesis  $H_0:3$  is accepted. It is concluded that there is a positive





activity in the environmental culture. Environmental Ethics has produced several Environmental Philosophies. Many activities have taken up the ball of the sector of Environmental Ethics. The group that is Environmental Ethics. Presently, Environmental Ethics is becoming a subject matter for research. The term Environmental education has a broad meaning. It not only implies knowledge about Environment but also implies values and attitudes which to solve Environmental related problems. Moreover Environmental education is the first step ultimately leading to the ability to solve an inherent. Ethics belongs to the sector of values. Environmental Ethics includes the principles espousing that a man is an individual and as a member of the society should follow as a citizen. Practices and concepts of Environmental Ethics has a close relationship with human behaviour indicated through the value system developed by culture or individuals. In the light of the above the investigation was set that it is necessary to investigate the Environmental Ethics and Environmental Behaviour. It is additional study among secondary school students.

## 2. OPERATIONAL DEFINITIONS OF KEY TERMS USED IN STUDY

### 2.1 Environmental Education

Environmental education is a process to promote the awareness and understanding of the Environment and its relationship with nature and that includes and it allows the students to explore Environmental Problems. Participate in problem solving and take action to improve the Environment.

### 2.2 Environmental Ethics

It is about including the rights of non-human and animals, to our Ethical and moral values and helps the value positions, the definition of natural resources, how all fundamentally dimensions of Environment are global, locally changes all over the face of the Environmental Ethics define Ethical which impacts on student's study, to solve Environmental issues because students have different perceptions. Hence values are the things that are important to students that they can use to resolve actions or events.

### 2.3 Environmental Behaviour

Environmental Behaviour is what the students intend to do relative to the present Environment and its usage. It is one in view of the student or group of students towards the Environment or Environmental issues. It is the extent to which the students are inspired to work towards the Environment.

### Pro-Environmental Behaviour

Pro-Environmental Behaviour that consistently tends to maintain the positive aspects of one's actions on the nature and built world. It describes the positive influence of one's action caused by the info that operations. Reduces the negative nature of the actions towards the Environment and develops the positive attitudes in the students and actions towards the Environment.

### 2.4 Dimensions of Environmental Ethics and Environmental Behaviour considered in this study

The dimensions of Environmental Ethics: Honesty, Integrity, Integrity, Responsibility, Transparency, Temperance, Cooperation, Fairness, Patience, Justice, Loyalty, Determination, Right or wrong, Trustable, Help, Courage, Calmness, Confident, Self-esteem, Integrity.

The dimensions of Environmental Behaviour: Action, Facility, Growth, Approach, Cooperation, Motivation, Working, Persistence, Satisfaction, Consistency, realistic, Skills, Change. It is about the behaviour from the Environmental Education provided in school and general perspective environmental behaviour. In real world they are related environmental ethics. Hence it is relevant to study the Environmental Ethics and Environmental Behaviour a correlational study among secondary school students.

## 2.5 METHODOLOGY

**Statement of the Problem:** The statement of the problem is "Environmental Ethics and Environmental Behaviour" is an empirical study among secondary school students.

### Objectives of the Study

The study has three sub-objectives for following objectives:

1. To study the level of Environmental Ethics among secondary school students.
2. To study the level of Environmental Behaviour among secondary school students.
3. To compare the Environmental Ethics of male and female secondary school students.
4. To compare the Environmental Behaviour of male and female secondary school students.
5. To assess whether there is a significant relationship between Environmental Ethics and Environmental Behaviour among Secondary School Students.

### Hypothesis of the study:

The following hypothesis were developed as premises of the objectives of the study:

1. There was significant difference between Environmental Ethics of Male and Female secondary school students.

- There is no significant difference between Environmental Behaviour of male and female secondary school students.
- There is no significant correlation between Environmental Ethics and Environmental Behaviour among secondary school students.

**Variables of the study:**

The following are the variables of the study:

**Main variables:**

- Environmental Ethics
- Environmental Behaviour

**Background variable: Gender**

**Method of the study:** Descriptive survey method has been adopted for the study.

**Sample of the study:** Random sampling technique has been adopted for selecting sample in Secondary schools from the city of Mysore. Further 100 male and female students were selected through cluster sampling technique.

**Tools used for the collection of data:**

Sl.No.	Variable	Tool used	Constructed by
1	Environmental Ethics	Environmental Ethics Scale	Researchers
2	Environmental Behaviour	Environmental Behaviour scale	Researchers

**Statistical techniques used for the analysis of data:**

The following statistical techniques have been used for analyzing the hypotheses formulated in the study.

- T-test has been used to find out the significant difference between the variables.
- Pearson product moment correlation has been used to find out the correlation between variables.

**Analysis and interpretation of the data:** Percentage analysis was used as a statistical technique to analyze the level of analysis with respect to first and second objective which have been presented below.

**Objective 1:** To assess the level of Environmental Ethics of Secondary school students.

**Table No. 1:** Table showing the percentage of Secondary school students possessing low, medium and high level of Environmental Ethics.

Environmental Ethics	Number of students	Secondary school students	
		Percentage	Percentage
Low	30	30%	30%
Medium	40	40%	40%
High	30	30%	30%
Total	100	100%	100%

**Figure No.1:** Figure showing the percentage of Secondary school students possessing low, medium and high level of Environmental Ethics.

**Sarada's**  
Principals  
Sarada Vihara Teachers' Colony,  
K.M. Putan, Mysore-576 004

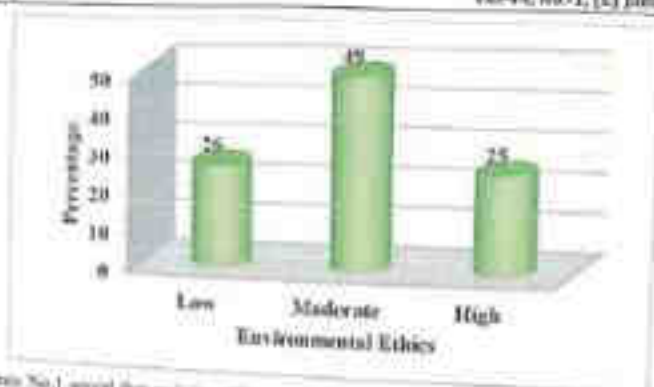


Table no.1 and Figure No.1 reveal that majority (49%) of Secondary school students possess moderate level of general social ability. It is also seen that only 26% and 25% of the Secondary school students possessing low and high level of Environmental Ethics respectively.

**Objective 2:** To assess the level of Environmental Behaviour of Secondary school students.

**Table No. 2:** Table showing the percentage of Secondary school students, possessing low, moderate and high level of Environmental Behaviour.

Environmental Behaviour	Total	Secondary school students	
		Frequency	Percentage
Low	116/33	33	27
Moderate	174/49	47	27
High	137	37	26
Total		117	100%

**Figure No.2:** Figure, showing the percentage of Secondary school students possessing low, moderate and high levels of Environmental Behaviour.



Table no.2 and Figure No.2 reveal that majority (47%) of Secondary school students possess moderate level of Environmental Behaviour. It is also seen that only 27% and 26% of the Secondary school students possess low and high level of Environmental Behaviour respectively.

**Hypothesis-1:** There is no significant difference between the Environmental Behaviour of male and female secondary school students.

Table 10. K-S statistics (using SPSS) results of male and female with respect to Environmental Ethics.

Gender	Statistic	Asymp. Sig.	Exact Sig.	Asymp. Sig.	Exact Sig.	df	Significance
Male	.000	.000	Exact	.000	.000	16	<.001
			Asymp.	.000	.000	16	<.001

Table 10 shows that the obtained  $\chi^2$  value (11.73) is greater than the tabled  $\chi^2$  value (3.83) at 0.05 level. Hence, the null hypothesis  $H_0$  is rejected and the alternative hypothesis stating that there is a significant difference between the Environmental Behaviors of male and female secondary school students is accepted. Thus, the mean value of male (200.49) is greater than that of the mean value of female (177.47), it is concluded that male secondary school students have scored higher in Environmental Behaviors.

**Hypothesis-2:** There is no significant difference between the Environmental Ethics of male and female secondary school students.

Table 10a. K-S statistics (using SPSS) results of male and female with respect to Environmental Ethics.

Gender	Statistic	Asymp. Sig.	Exact Sig.	Asymp. Sig.	Exact Sig.	df	Significance
Male	.000	.000	Exact	.000	.000	16	<.001
			Asymp.	.000	.000	16	<.001

Table 10a shows that the obtained  $\chi^2$  value (9.79) is lower than the tabled  $\chi^2$  value (7.89) at 0.05 level. Therefore, the above null hypothesis  $H_0$  is accepted and it is concluded that there is no significant difference between the Environmental Ethics of male and female secondary school students is accepted.

**Hypothesis-3:** There is no significant correlation between Environmental Ethics of Secondary school students and their Environmental Behaviors.

**Table 10b–3:** Showing the Pearson, Spearman  $\gamma$  value between Environmental Ethics of Secondary school students and their Environmental Behaviors.

Variables	N	df	r-value	Level of Significance
Environmental Practices	160	15	0.224	0.01
Environmental Ethics				

Table 10b-3 shows that the obtained  $\chi^2$  value (41.27) is greater than table value of 3.83 level. Hence, the null hypothesis (Hypothesis-3) is rejected and the alternative hypothesis stating that there is a significant relationship between Environmental Ethics of Secondary school students and their Environmental Behaviors. Therefore, it is concluded that there is a positive and high correlation between the Environmental Ethics of Secondary school students and their Environmental behaviors.

#### Findings of the study:

- Majority (80%) of Secondary school students possess moderate level of general mental ability. It is also seen that only 20% and 27% of the Secondary school students possessing low and high level of Environmental Ethics respectively.
- Majority (80%) of Secondary school students possess moderate level of Environmental Behaviors. It is also seen that only 20% and 20% of the Secondary school students possess low and high level of Environmental Behaviors respectively.
- There is a significant difference between the Environmental Behaviors of male and female secondary school students.
- There is no significant difference between the Environmental Ethics of male and female secondary school students.
- There is a positive and high correlation between the Environmental Ethics of Secondary school students and their Environmental Behaviors.

**Educational implications of the study:** Teachers need to develop Environmental Ethics and Environmental Behaviors by teaching concepts of Environmental Education (EE) within the regular average educational studies etc.

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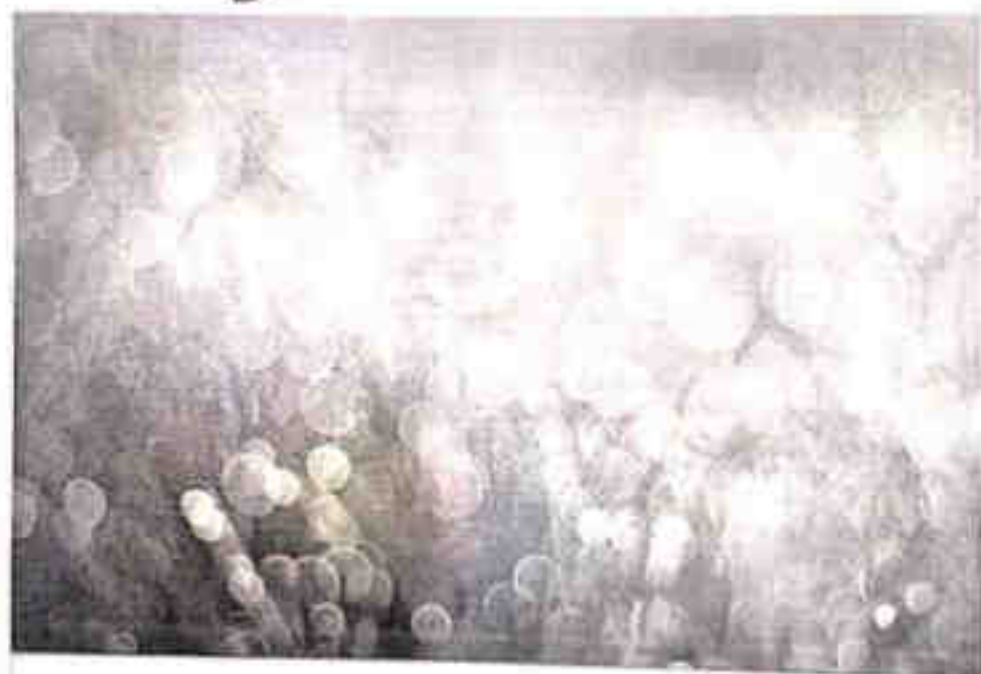
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"CONTEMPORARY ISSUES DURING COVID-19 PANDEMIC:  
A MULTIDISCIPLINARY APPROACH"

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## ACHIEVEMENT OF HIGH SCHOOL STUDENTS IN COMPREHENSION AND SKILLS IN THE LEARNING OF MATHEMATICAL CONCEPTS – AN ANALYTICAL STUDY

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**Abstract :** Mathematics is a key subject necessary for the promotion of economic development, particularly in developing countries. One way to address this issue is by taking cognizance of the learners' learning style when teaching. Using the *Some and Some more* and the *Whole method*, the study of which is in article is aimed to explore the interrelationships of Mathematics achievement and learning styles, as well as the learning style of high and low achievers. The study recommends that teachers should create a positive learning environment at school, and use teaching methods that accommodate a variety of learning styles. Further research is needed to determine the impact of demographic variables on learning style preferences in Mathematics.

**Keywords:** learning style, Mathematics achievement, Mathematics teaching, High school

### Introduction

India has placed great emphasis on educating all its children, since Independence. Seeking a more just and equitable society, the Constitution of India is committed to providing to all children, opportunities for developing their capabilities and maximizing their learning in their areas of interest. Providing comprehensive education is an integral part of India's commitment to democratization of education. Mathematics is a part of our general education and all children have to study mathematics till class 10.

Universalization of education was not an easy task for India at the time of Independence. Large regions in the country did not have schools, schools that existed lacked infrastructure and the commonly held perception was that school education is not useful for all. Since then various initiatives of the government have led to a remarkable improvement in access to schooling and various studies show that it is need for good schooling is not restricted to any certain group of people being (PRINCIPAL, 2009). Significantly, the 86th constitutional amendment declared education a Fundamental right of every Indian child in 2002, and the Right to Free and Compulsory Education Act (RTE) in 2009 gave further teeth to the idea of every child being educated up to the age of 14 (i.e. elementary school level to middle & junior high). Today, primary schools exist within a kilometer of every child and elementary schools, many of low standards, exist in secondary schools however, they require children to travel up to two kilometers. While considerable progress has been made in providing schooling facilities to all children, children's learning remains a serious issue. Various studies undertaken by government and private agencies in primary and elementary classes are evidence of very poor learning levels among children in both Language and Mathematics (Educational Initiatives, 2010). Prakash, 2009-2010; NCERT, 2010). Children have difficulty in reading texts with understanding and expressing their thoughts in writing. Understanding of



The system of *Shiksha Shala* Education that had emerged in the 1930s and 1940s from the filtering of various people like Dr. Zakir Husain and Gurbu working towards better, responsible, capable and educated Indians also valued the importance of mathematics. However, it viewed mathematics in terms of its use for the day-to-day requirements of people. The emphasis was on ensuring that calculations necessary for the survival of the child in the circumstances in which she was growing were learnt. The Zakir Husain committee stated: "Knowledge of mathematics is an essential part of the curriculum. Every child is expected to work out the ordinary calculations required in the course of his craft work or his personal and community concerns and activities." In this sense, the National Curriculum watershed this very concern, bringing a new focus on teaching mathematics.

Supporting the distribution of the areas of jurisdiction between the centre and state governments on matters of education, the National Policy of Education, 1986 clearly states that "the national system of education will be based on a national curricular framework which enables a common core along with the other components that are flexible". The national curriculum framework brought out by the NCERT in 2000 gave some idea of the content in the syllabus and the kind of teaching process to be followed.

It felt that the teaching-learning process must build the content of the child and their 'zone of proximal development', and learners should be able to relate the mathematics in their textbooks to their life experiences. This led to the idea of the mathematics text and use of more and more concrete illustrations and activities in classrooms of mathematics. Under central government supported schemes, teachers and teacher education made a lot of effort in devising activities and games that would somehow be devoted to the teaching of mathematics.

The period of the 1990s and early 2000s was also the period when *Multiple Learning Levels (MLL)* formed the basis for the curriculum and textbooks and NCF 2000 also called for this greater implementation. The idea of MLL arose from the need to provide equitable education to all children across India. It heralded learning of language, mathematics and environmental studies in the primary classes into small chunks, emphasising that all children were expected to achieve. Assessment and evaluation was also based on these small chunks. To be measurable these competencies had to be in the form of observable behaviour demonstrated by the child when she watched the realistic objects. This horizontal of MLL also paid no heed to the time and space that children needed for concept building. There was a great deal of emphasis to this end wherein alternative horizontalities were built. These included work by some organisations outside the government framework, some of them being partnerships with public institutions. The *Shiksha in Mathra Prabandh*, *North Shiksha Centre for School Education in Maharashtra*, *Vidya Shiksha Society in Karnataka*, *Sadhya in Karnataka*, *School Mathematics Program of the Centre for School Education and Curriculumization of Delhi University*, etc. These organisations had worked closely with various government schools and developed their own curriculum, syllabus and textbooks in this process. The experiences and ideas of these organisations have helped in giving shape to the National Curriculum Framework 2000. In fact, the major primary textbooks prepared by the State since 2000 were also a partnership between NCERT, DSEP and Vidya Shiksha Society, Rajasthan.

In the earlier curriculum by Delhi NCERT, many conceptual areas were re-organised and became much less linear; complicated operations combined and many were eliminated. There were no extra, unexplained proofs, tables and diagrams, standard calculations, formulae and tables that were not included. The textbooks also attempted to use language and pictures to describe in accessible mathematics and were based on the argument that a book for the student should be at the level of her comprehension. Another important change initiated was the creation of a complete mathematics book instead of a textbook divided into sections. The

subsequently led to revealing and developing interrelationships between various mathematical concepts. There was, however, an emphasis on retaining actively learned algebraic expressions, fractional number calculations, fractions and decimals in practice, etc. There was a fear that the state syllabus would lag behind that of other states across the country. It was difficult for many to accept that it was desirable to load the program with hints and algorithms to solve particular problems or for the child to use tedious algorithmic manipulations with numbers, algebraic quantities or geometric figures.

All this was part of the watershed that led into the convergence of the next National Curriculum Framework in 2020.

#### Challenges on the road ahead

The vision of mathematics education in NEP 2020 demands change from the systems and schools. It demands a change in the habits and traditions and a change in classroom teaching and assessment, as we have discussed earlier, processes for the former have been initiated and stand at different levels of maturity in different states. However, the latter remains a formidable challenge. An examination of what NEP 2020 is saying requires extending the horizons of efforts and taking them to the academic world and a different relationship between teachers and children including providing solutions with opportunities to explore, rather than just engage their minds. All these are very hard to achieve. There is little expectation or anticipation of these changes in society, and among teachers and teacher educators, who see themselves struggling with their limitations in mathematical ability. Are there is little conviction that such a future is possible. The belief systems and perceptions about gender, caste, economic status and even cultural practices make mathematics teachers hold themselves differently from those expected in the NEP.

The biggest challenge for us is to change the attitudes of teachers, parents and others in mathematics and why and how it should be taught. For most people 'why mathematics education' still remains around mathematics for examinations. Secondly, the teacher believes that mathematics is about knowing solutions to problems and not about being able to understand what the correct reason and about being able to think of ways of solving problems. The emphasis is on the 'correct answer' rather than on thinking of a variety of ways to approach the solution. Teaching, therefore, gets restricted to sharing solutions with students from either the textbooks or guide books, which offer strict rules and necessary details to children and are used mainly especially in the higher classes. Teachers trust at a manner that is seldom derived from the experiences of children and participation by children is minimal. There is often strict conflict between demonstration through concrete examples and 'the proof of statements'. For the students, the statements largely conceal understanding the real ideas of mathematical ideas, axioms, postulates and solutions to problems or theorems and their proofs. Mathematics (classroom) therefore, tends to become uninteresting for students. For most teachers, moving mathematics knowledge and content is not possible because they themselves are often afraid of mathematics and consider it a subject for the privileged few who are capable and intelligent. 'Actively based mathematics teaching' and 'child centered teaching' are the buzz words, used to mislead mathematics and other get restricted to use of concrete materials for a few concepts in primary classes. Mathematics classroom, in spite of NEP and the recent textbooks of NCERT remain static and assessments test calculative, algorithmic, deductive and answers to 'difficult questions'.

Teachers who teach mathematics at the elementary and the secondary level are supposed to be graduates or post graduates in mathematics with a degree/diploma in teaching. In many states, however, teachers with such qualifications are not available to teach Mathematics. Mathematics is taught by teachers who are not very confident of their

mathematics. Even in cases where mathematics graduates or post-graduates teach the subject, their conceptual understanding may be inadequate. Besides, their understanding of the nature of mathematics and attitude to it and its teaching are very different from what is prescribed in the NCF 2005. The lack of ability of teachers in mathematics is probably the result of over-preparation at the school and the college level. It is also because of the inadequate time for pre-service training and the way classroom teaching for pre-service teacher education operates. Given the large number of teachers in schools and the lack of avenues for continuing their learning most teachers also do not return to teach with what they have learnt. There is a strong need for such processes to be initiated that would enable teachers to become more confident and to continue to engage with their. There are, however, insufficiently many institutions and individuals capable of creating and implementing a process that would enable teachers to learn more mathematics and be more confident of their ability. In the Indian context, the lack of this institutional capacity to help teachers learn more mathematical concepts and more about mathematics is the biggest challenge. In India's effort towards universalisation of mathematics education, there remain the most critical barriers. This often the confidence and learning of children which more than the syllabus, textbooks, assessment and everything else put together.

A number of studies and experiences show that many barriers to achieving girl's math. These include barriers for the girl child who is not allowed to go to the school after she has reached a certain age, generally the age of puberty. Many schools do not have boundary walls (2014) and separate toilets for girls (417); and this issue schooling a step further away (NCFM, 2006). The attitude for the secondary classes is worse as the schools are further from their homes and concerns about the security of girls, forces them to give up schooling. Another factor preventing girls from coming to school is the absence of women teachers in the higher classes. Access is not the only problem for girls and the general societal belief (also shared by teachers) is that the study of advanced areas does not benefit girls and also that a girl's (or woman's) do not require her to take on anything as hard as mathematics and science. Frequently heard statements could be that "It is hard like a boy, she is so good in mathematics", this attitude adds to the belief already engrained in them that they cannot learn mathematics.

There are also very strong prejudices about girl children and children from deprived social backgrounds. Since long ago almost all children in India were Hindu (the so called upper-castes). The situation has changed today but a majority of mathematics teachers are still from the higher castes. Their belief is that the poor and lower caste children are not expected to learn mathematics and any sign of their capability to proof of their talent, it may not be hard to speculate that such attitudes would also be present in children. Children from privileged backgrounds start with this advantage and that better advantage is further strengthened by the lack of the system that only children from certain backgrounds can do advanced learning. This belief is in contrast to the commitment that India is bound to education of its citizens and wants to teach mathematics to all children.

The NCF wants an re-orientation of a classroom that is interactive and inclusive and a teacher development program that not only builds the capability of the teachers but of this but also motivates them for this through mechanisms of sharing and reflecting. It proposes various mechanisms for building the capabilities and interests of teachers are being evolved and involve re-orienting or pre-service training of teacher education, strengthening of in-service training as well as strengthening of decentralized groups and local level structures, creating linkages between colleges of higher education and departments of education and teacher training colleges, etc. Attempts are also being made at least those on the teachers through the use of ICT.

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## Remedial Instructional Programmes for Teaching Addition of Fractions to Children with Mathematical Disability (CwMD) in Inclusive Schools

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### Abstract

The article explains the different types of errors committed and difficulties exhibited by Children with Mathematical Disability (CwMD). The authors made an attempt to know different types of errors committed and difficulties exhibited by the participants while doing the addition of fractions. The study aims to developing the remedial instructional programmes for CwMD in fractions related to (addition of fractions). The effectiveness of the programme has been studied and results indicated that the intervention provided was effective in improving the performance of participants than pre-test to post-test. The study has implications for teaching multiplication of fractions in inclusive schools.

**Key words:** Remedial Instructional Programmes, Mathematical Disability, Inclusive Education.

### Introduction

Learning fractions is difficult for children in general and especially difficult for children with Mathematical Disability (CwMD). Fractions are well known to be difficult to learn. Fractions mean "refers to a person's general understanding of fractions and operations along with the ability and inclination to use this understanding in flexible ways to make mathematical judgments and to develop useful strategies for handling fractions and operations" (Abel-Smith et al., 1992, p.2). However, children encounter fractions as the most complicated mathematical concepts in primary and even in their middle years in school. Moreover, fractions play a key role in mathematics since they are involved in probability, proportional and algebraic reasoning. Fractions are critical component of mathematics understanding and a gateway for her many sought after occupations. Fractions are an essential foundational skill for future mathematics success (NSMRF, 2009). Children with mathematics difficulties (MD) lag behind in numerous aspects of fraction knowledge, including comparing and ordering fractions, estimating fractions on a number line, performing fraction arithmetic calculations, and solving word problems involving fractions (Bailey et al., 2011; Crowley, Farnen, Yau, & Miller, 1996; Geary & Vigli, 2010; McGinnis & Swedia,

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2006, Saylor & Palko, 2017). Teachers are well-known to encounter a teaching block for every school situation (Gude et al., 1983; Moss and Carr, 1999; Gopstein and Marsh, 2001; Gaudin and Pato-Pattel, 2003). Understanding differences in learning requires more flexibility and more practice. The learning of mathematics is traditionally a difficult topic for many students (Christodoulas & Ptas-Farrel, 2007; Alabdulkader et al., 2018). Flexibility & practice (1983) especially when dealing with uncertainty in arithmetic and measurement practice and finding (1983) proved that students who have less quantities or two separate series of which variables instead of pre-define conceptualizations.

The exposure of fractions events beyond the school years. Fractions are essential functional skill for future mathematics success (NMAA, 2009). The exposure of fractions makes it a topic hard to comprehend and results school curricula. According to Common Core State Standard (CCSS-M, 2010), students should develop understanding in fractions in Grade 5 and Grade 6, they should gain competence in fractions and word problems from Grade 6 to Grade 8 and they should be able to apply fractions to problems solving areas and proportions of Grade 8 and Grade 9).

#### Objectives

- To analyze the type of errors committed by CASHEE in mathematics solving in Grade (V, VI and VII) while comparing scores solving in Addition of Fractions with different students.
- To plan on the proposed instructional program in Addition of Fractions for CASHEE solving in the Grade VI and VII as a different instructional program of Grade (V, VI and VII).

#### Methodology

The methodology related to the participants, tools and techniques applied in education and subjects of this are discussed in this section.

#### Participants

In order to achieve the objectives of the study the participants, CASHEE were selected from seven Government and Private Aided schools with Kasraba as Medium of instruction from Mysore City by applying a set of Eligibility and Inclusionary Criteria. A total of 77 participants with CASHEE were considered as the sample for the study.

Table-1

Performance of the participants in the relative measures pertaining to Fractions (Addition of Fractions) of Grade V, VI, and VII.

Sl. No	Grade	CRITERION MEASURE	M	PA	NSI
1	V	Find the sum of the given fractions	10.43	40.11	19.6
2	VI	Subtraction of fractions (having same denominators)	-	-	107
3	VII	Addition of fractions	33.33	-	68.87



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**Table -02**

*Errors noticed in while doing the task in Fractions related to Addition by CwMD*

Sl. No	Errors	Example	Probable Reasons
1.	Conceptual error Procedural committed Error	To find the sum of the given fraction.  Example $\frac{20}{10} + \frac{20}{10}$ $= \frac{10}{10}$	Does not know when there is a common denominator, it should be taken directly and by not adding it. Does not know that when denominators are same common denominator should be considered. Lack of Procedural Knowledge
	Did not attempt	$\frac{3}{10} + \frac{6}{10} + \frac{7}{10}$ $\frac{3}{10} + \frac{4}{10} + \frac{2}{10}$	Does not know how to do the mathematical operation i.e. addition. Confusion prevailed while adding the fractions when numerators are different and denominators are same. Does not know to add the fractions when the denominators are different.
	Conceptual committed Procedural committed Error	$\frac{56}{5} + \frac{13}{5} + \frac{52}{5} + \frac{67}{5}$ $\frac{5+1+5+1}{5} = \frac{17}{5}$ $\frac{6+5+2+3}{5} = \frac{14}{5}$	1. Adds the numerator 2. Adds the denominator. 3. Does not know to take LCM when the denominators are not same. 4. Does not have the conceptual understanding 5. Does not have the Procedural Knowledge.

Analysis was done to identify the types of error committed and the difficulties experienced by the participants and the probable reasons for the errors/difficulties.

**Planning and Preparing the Remedial Instructional Programme**

Based on the errors committed and difficulties noticed by CwMD, the general principles suggested by various researchers a remedial instructional programme to teach Addition of Fractions was developed.

Some of the general principles to learn Fractions are

1. Readiness skill for learning fractions to be emphasized.

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2. Teaching the same concept in different ways or representations.
3. Make use of simple vocabulary while teaching.
4. To foster the cognitive development.
5. Teaching should have direct impact on child's perception in learning.
6. Multisensory apparatus to be used while teaching.

#### Specific principles to teach Addition of Fractions

1. To compensate for short-term memory performance cues should be used to remember steps while doing Addition of Fractions.
2. The terms and the symbols of addition of Fractions to be used frequently for better retention and better performance.
3. Activities should be drawn such that a child finds interest in learning.

#### Main features of the Remedial Programme.

Keeping the above principles in mind, the remedial instructional programme to teach addition of fractions to CoMD, was developed. Some of the main features of the programme are:

1. The programme is designed in such a way that it caters the needs of the majority of children who have problem in learning the concept of addition of Fractions.
2. Each lesson has specifically designed instructional objectives.
3. Activities are arranged in sequential order.
4. The present learning activities were linked to the previous activities.
5. Achieving the objectives of the previous class is a pre-requisite skill to go to the next lesson.
6. Concepts were taught using the concrete materials. Slowly, it was shifted to semi-concrete and finally the abstract form of addition of Fractions with different denominators was used.
7. Lessons were short requiring 20 min covering a specific concept.

#### SAMPLE LESSON

The addition of fraction teaches us to add two or more fractions with same denominators and to take LCM different denominators are considered in addition of fractions. The addition of fractions depends on two major conditions.

- a) Same denominator.
- b) Different denominators.

#### Addition of Fractions:

**General Objective:** To enable the children to understand the concept and procedure adopted in addition of fraction by taking common denominator and different denominations.

#### Specific Objective:

- a) The pupil will be able to identify fractions having common denominator and fractions having different denominators.
- b) The pupil will be able to recognize fractions with same denominators and fractions having

Successful Instructional Programme for Teaching Addition of Fractions to Children with Mathematical Disability (CwMD) in Inclusive Schools

Teaching-Learning aids used:

1. Mathematics Table used.
2. Charts related to addition of fractions with common denominator and different denominator used.
3. Writing board and color chalk used different denominators.

**Addition of Fractions with same denominator**

If the denominators of two or more fractions are same then we can directly add the numerator keeping the denominator common.

**Example 1: General form of Addition of Fraction when the denominator are same.**

1.  $a/b + c/b \rightarrow$  (The denominators are same, consider once, it is common denominator, here  $b$  is common denominator, consider it once)

$$\frac{a + c}{b} \rightarrow \text{(Add the numerator)}$$

$$\frac{\quad}{b} \rightarrow \text{(Common denominator)}$$

**Example 2:**

Add the fractions  $4/6 + 7/6$

$4/6 + 7/6 \rightarrow$  [Look at the numerator, add them]

$$\frac{4 + 7}{6} \rightarrow \text{(Add the numerator)}$$

$$\frac{\quad}{6} \rightarrow \text{(Look, at the denominator they are same, take the common denom)}$$

Follow the below steps to add the fractions with same denominator.

- > Add the numerator together, keeping the denominator common.
- > Writing the simplified fraction.

**Example 3: Addition of fractions with different denominators.**

$$\{(9/6) + (3/4)\}$$

**Method-01:**

**Step-01:** Cross multiply the left numerator with the right denominator and right numerator with the left denominator. [Cross multiplication done representing through the arrows using color chalk].

**Step-02:** Multiply the denominators, they are different. (There is no common denominator). [Asked students whether the denominators considered are same or different]

**Step-03:** Take LCM of the denominator

**Step-04:** Finally add the numerator and the denominator.

1. Add the given two fractions  $\{(9/6) + (3/4)\}$ .

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$$= \frac{[(9 \times 4) + (3 \times 6)]}{(6 \times 4)}$$

$$= \frac{[36 + 18]}{24}$$

$$= \frac{54}{24}$$

6x1=6	4x1=4
6x2=12	4x2=8
6x3=18	4x3=12
6x4=24	4x4=16
6x5=30	4x5=20
6x6=36	4x6=24
6x7=42	4x7=28
6x8=48	4x8=32
6x9=54	4x9=36
6x10=60	4x10=40

$$\begin{array}{r|l} 6 & 6, 4 \\ \hline & 1, 4 \\ \hline 4 & 1, 1 \\ \hline \end{array}$$

LCM 6x4=

II

6

[(9/6)

4

+

Method:

$$\begin{array}{r|l} & 6, 4 \\ \hline & 1, 4 \\ \hline (3/4) & 1, 1 \\ \hline \end{array}$$

Step 1: Consider each of the fractions separately and multiply with the L C M

LCM 6x4=

24

a) 9

-

6

x 24

6x4=24

→

(The denominator and the L C M has to be divided)

6)24(4

24

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**Remedial Instructional Programme for Teaching Addition of Fractions to Children with Mathematical Disability (CwMD) In Inclusive Schools**

$$6x4 = 36 \rightarrow (1)$$

**Step 2:** Consider the other fraction and multiply the numerator with the LCM or divide the denominator with LCM.

$6x1=6$	$4x1=4$
$6x2=12$	$4x2=8$
$6x3=18$	$4x3=12$
$6x4=24$	$4x4=16$
$6x5=30$	$4x5=20$
$6x6=36$	$4x6=24$
$6x7=42$	$4x7=28$
$6x8=48$	$4x8=32$
$6x9=54$	$4x9=36$
$6x10=60$	$4x10=40$

$$b) \frac{3}{4} \times 24 \rightarrow (\text{The denominator and the LCM has to be divided})$$

$$3 \times 6 = 18 \rightarrow (2)$$

$$\frac{4(24)}{24}$$

$$0$$

**Step 3:** Add the product of both the fractions  
With the denominator

$$\frac{16+18}{24} = \frac{34}{24}$$

**Table -3**

*Performance of the participants in the criterion measures pertaining to Fractions (Addition of fractions) of Grade- V, VI, and VII in Pre-Test and Post-Test.*

Sl. No	Grade	CRITERION MEASURE	Pre-Test			Post-Test		
			M	PA	NM	M	PA	NM
1	V	Find the sum of the given fractions	40.47	40.13	19.4	90.47	9.53	-
2	VI	Addition of fractions (having same denominator)	-	-	100	47.61	47.63	4.76
3	VII	Addition of fraction	33.33	-	66.67	100	-	-

  
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Students should be trained in methods to teach CoMD and other children who face difficulties in learning mathematics.

Addition of fractions having same denominator was found to be most difficult in the post-test mastery was seen at 47.61% in the post-test and partial achievers at 47.63%.

Addition of fractions was seen to have 100% mastery in the post-test from 96.66% of non-mastery in the pre-test of Grade VII.

### Implications of the study

1. Since the programme developed to teach Addition of fraction to CoMD, this programme can be used for any children who are having difficulty in understanding the addition of fractions due to various other reasons in upper primary schools.

2. As fractions are found to be difficult for most of the normal children also. So, the remedial strategies suggested here can be made use to teach in the regular classrooms so that it will be helpful to the normal children.

3. Children with Mathematical disability (CoMD), use overcome their problems if the specific deficits are identified and faulty strategies adapted to do the operations are rectified.

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## Effectiveness of a Remedial Instructional Programme in Attaining Mastery in Fractions among Children with Mathematical Disability (CWMD) in Grades VI and VII

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### Abstract

The article explains the different type of errors committed and difficulties exhibited by Children with Mathematical Disability (CWMD). The authors made an attempt to know different type of errors committed and difficulties exhibited by the participants while doing the addition of fractions. The study aims in developing the remedial instructional programme for CWMD in fractions related to (addition of fractions). The effectiveness of the programme has been studied and results indicated that the intervention provided was effective in improving the performance of participants from pre-test to post-test. The study has implications for teaching multiplication of fractions in inclusive schools.

**Key words:** Mathematical Disability, Difficulties in Learning Fractions, Effectiveness of Remedial Instructional Programme in Mathematics for CWMD.

### Introduction

Learning fractions is difficult for children in general and especially difficult for children with Mathematical Disability (CWMD). Fractions are well known to be difficult to learn. Fraction seems "odds to a person's general understanding of fractions and operations along with the ability and inclination to use this understanding in flexible ways to make mathematical judgments and to develop useful strategies for handling fractions and operations" (McIntosh et al., 1992, p. 3). However, children encounter fractions as the most complicated mathematical concepts in primary and even in their

middle years at school. Moreover, fractions play a key role in mathematics, since they are involved in probability, proportional and algebraic reasoning. Fractions are critical component of mathematics understanding and a gateway for too many struggle after occupations. Fractions are an essential foundational skill for future mathematics success (NMAP, 2006). Fractions are well-known to constitute a stumbling block for primary school children (Behr et al., 1990; Moss and Case, 1999; Gilling and Meert, 2005; Christensen and Pitt-Patterson, 2007). Understanding difficulties in learning fractions seems absolutely crucial

as they can lead to mathematics anxiety, and affect opportunities for further engagement in Mathematics. The learning of fractions is traditionally a difficult topic for many students (Chandrasekhar & Pita-Pumar, 2007; Meert et al., 2010; Piskatly

& Haring, 1990) especially when dealing with questions in numerators and denominators. Piskatly and Haring (1990) posited that students view these two questions as two separate entities of whole numbers instead of part-whole conceptualizations.

The importance of fractions extends beyond the school years. Fractions are essential foundational skill for future mathematics success (NMAP, 2008). The importance of fractions makes it a major topic in elementary and middle school curricula. According to Common Core State Standard Initiative (CCSS, 2010), students should develop understanding in fractions in Grade 3 onwards. Children with mathematics difficulties (MD) lag behind in numerous aspects of fraction knowledge, including comparing and ordering fractions, measuring fractions on a number line, performing fraction arithmetic calculations, and solving word problems involving fractions (Gailly et al., 2012; Crawley, Farnan, Yan, & Miller, 1990; Hertz & Vogt, 2010; Mammone & Devlin, 2008; Siegler & Pyke, 2013). Fractions instruction in the United States had predominantly relied on teaching part-whole understanding (Fuchs, McInnis, Fuchs, & Malone, 2016a; Ni & Zhou, 2005; Thompson & Saladanha, 2003). Part-whole understanding refers to conceptualizing fractions as representing one or more equal parts of an object or set of objects. Most recent studies reveal that strong whole-number knowledge supports

fractions learning (e.g., Hurlburt et al., 2014; Hussak et al., 2010; Kame, Ye, & Jordan, 2017). Students with a strong foundation in whole-number magnitude understanding had more accurate fraction magnitude understanding than those who do not (Hussak et al., 2014). Hence, there is a need to develop knowledge and competence in Whole numbers before attempting to improve the same in Fractions. It is also essential to understand the specific difficulties experienced by the Children with Mathematical Disability (CoMD) in fractions and also the type of errors committed by them. Remedial programmes should be planned on the basis of the difficulties and errors. In order to tailor the instruction in providing remedial instruction to CoMD, there is a need to have evidence based programmes. The studies relating to Remedial Instructional Programmes conducted in India on CoMD mainly focused on Whole numbers theme, the need for the study.

#### Objectives

1. To analyze the types of errors committed in Fractions by CoMD working in Grades-VI and VII.
2. To find out the Effectiveness of a Remedial Instructional Programme in Attaining Mastery in Different operation measures pertaining to fractions among Children with Mathematical Disability (CWMD).

#### Methodology

The methodology related to method of collection and analysis of data are discussed in the next section.

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as they can lead to mathematics anxiety, and affect opportunities for further engagement in Mathematics. The learning of fractions is traditionally a difficult topic for many students (Charalambous & Pitta-Pantazi, 2007; Meert et al., 2010; Pitkethly

fractions learning (e.g., Namkung et al., 2018; Resnick et al., 2016; Rinne, Ye, & Jordan, 2017). Students with a strong foundation in whole-number magnitude understanding had more accurate fraction magnitude understanding than those who

**Participation**

In order to achieve the objectives of the study the participants, CoMOI were selected from seven Government and

Private Aided schools with Kannada as Medium of Instruction from Mysore City by applying a set of Inclusionary and Exclusionary Criteria.

**Table 1**  
**Details of the participant**

Type of School	Grade	Number of children included in the study
Government	VI	4
Private Aided	VI	3
Government	VII	4
Private Aided	VII	4
		<b>15</b>

**Brief Description of the Tools**

Though the participants were from Grades VI and VII the Diagnostic Test in Mathematics for the Grades I-IV, V, VI, and VII were administered to the participants in order to understand their specific difficulties in different content measures of all the 7 Grades. A brief format of the tools used in the study is given below.

The Arithmetic Diagnostic Test (ADT) was developed by Naraya S (1994, 2015) is used as a means to identify the difficulties and to diagnose the errors made by the children in arithmetic. This test is not the disability specific test. The test could be administered to any children studying in the grades I-IV. The test intends to diagnose the specific difficulties encountered by children of primary schools of grade I-IV while doing the arithmetic work. The test is developed in such a way that the items are appropriate to the different grades of the primary school stage, cumulative and varies from each other at the minimal difficulty level.

The Mathematics Diagnostic Test developed by Nair Prithi Govindhan, 2011, was used in the study. The test intends to assess the performance level of children in mathematics studying in the Grade V. The test intends to diagnose specific difficulties exhibited and errors committed by the children of Grade V. The test covers almost all the areas of mathematics of Grade V.

The Mathematics Diagnostic Tests for the Grade -VI and VII were developed by the investigator to know the performance level of children in mathematics studying in the grade VI and VII. The test intends to diagnose the errors committed and specific difficulties exhibited by children in solving the mathematical operations. The test covers almost all the areas of Arithmetic, Algebra and Geometry in mathematics of the grades VI and VII of Karnataka state board Text book of Karnataka students.

### Collection of the Data

The data relating to difficulties and errors were collected by administering the test to the participants in small groups of 2 to 3 children in two sessions of about 45 min in order to avoid the fatigue factor. The children were given sufficient time. The testing was done with reference to each of the criterion measures of the total test. However, in the article the data related to addition of fractions is only presented.

In order to collect the data related to the effectiveness of a Remedial Instructional Programme in attaining mastery in fractions among Children with Mathematical Disability the experiment was conducted with Pre-Test and

The data was analyzed qualitatively. The marks obtained by the test child related to the criterion measures was converted into percentage. For the purpose of analyzing the specific difficulties in each of the criterion measures relating to Fractions the children were categorized as Masters (M) (Scored 80% and above), Partial Achievers (PA) (Scored 70% and below) and as Non-Achievers (NA) (Scored 0).

In order to achieve the objectives said that is To find out the effectiveness of a Remedial Instructional Programme in Attaining Mastery in different criterion measures pertaining to Fractions among Children with Mathematical Disability (CWMD) an experiment was conducted with a single subject pretest post test design. The phase involved two stages:

1. Preparation of the remedial instructional programme
2. Evaluation of the remedial instructional programme

### Preparation of Remedial Instructional Programme

The remedial instructional programme was planned and prepared on the basis of the difficulties exhibited by the participants and the errors committed in the criterion measures in all the 4 diagnostic tests in the programme. The principles suggested by various investigators such as Myklebust in Gaultner (1973), Rogers and Kopp (1962), Mc & Smith (1960), Key (2001), Stewart and Klein (2001) and Wasswood (2001), National Council of Teachers of Mathematics (2001), Liu, Liu, Chen, Liu, Cheng, Wu and Yuan (2012) were incorporated. The remedial programme aimed at mastery in all the criterion measures pertaining to the components of the mathematics the grades 1-7) Number concept, Addition of whole numbers, Subtraction of whole numbers, Multiplication of whole numbers, Division of whole numbers and fractions pertaining to grade 1-7 and to ascertain the percentage of children with mathematical disability in grade V exhibiting difficulties in various criterion measures of mathematics namely Number concept, Addition of whole number, fractions and decimals, Subtraction of whole number, fractions and decimals, Multiplication of whole numbers and fractions, division of whole numbers and fractions, percentage and geometry pertaining to grade-V and to ascertain the percentage of children with mathematical disability in grade VI and VII exhibiting difficulties in various criterion measures of mathematics namely Number concept, Addition of whole number, integers, rational numbers, fractions and decimals, Subtraction of whole number, integers, rational numbers,

fractions and decimals, Multiplication of whole number, integers, fractions and decimals, division of whole number, integers, rational numbers, fractions and decimals. Introduction to Algebra, Algebraic expressions, exponents, Factorisation, Ratio and Proportion, Percentage, Simple Interest, Profit and Loss and geometry pertaining to VI and VII. However, in this article details regarding fractions only included.

An experiment was conducted on 21 children with mathematical disability to test one of the objectives of finding out the effectiveness of the remedial instructional programme with single subject pre-test and post-test design to the difficulties and errors of the participants in different criterion measures were varied considerably.

**Analysis and Interpretation of the Data**  
The data was analysed qualitatively.

Analysing the difficulties of the participants in various criterion measures pertaining to fractions

The score obtained by the each child based on the criterion measures was converted into percentage. For the purpose of analyzing the errors committed in each of the criterion measures relating to Fractions the children were categorized as Masters (M) (Scored 80% and above), Partial Achievers (PA) ( Scored 70% and below) and as Non-Achievers (NA) ( Scored 0) . The participants with partial achievers (PA) commit varied error patterns in addition of fractions, such errors committed by the participants are listed with the type of error committed, probable causes for committing such errors are discussed in the section below and followed by designing the Remedial Instructional Programme in Addition of Fraction for Co-MD.

**Table -1**

*Percentage of Children with Mathematical Disabilities (CMD) who were considered as - Masters, Partial Achievers and Non-Masters in different criterion measures pertaining to Fractions in Mathematics Diagnostic Test N- 21)*

Sl. No	Grade	N	Criterion Measures	No. of Items	Max. Score	M	PA	NA
1	I-IV	21	Reading/Writing the Fractions	6	6	—	42	47.61
	I-IV	21	Addition of Fractions	2	2	19.04	14.3	66.66
2	V	21	Find the sum of the given fractions	4	4	—	40.12	59.4
3	VI	21	Addition of fractions (during same denominator)	2	2	—	—	100
4	VII	12	Addition of fractions having different denominators)	2	2	—	33.33	66.67

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Table No 2

Difficulties of the participants of Grade VI in the criterion measures pertaining to Addition of Fractions (N=09)

CM-01: Reading the Fractions (limited to  $\frac{1}{2}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$ ) and mixed fractions involving these fractions. CM-02: addition of fraction CM-03: Find the sum of the given Fraction. CM-4: Addition of Fraction having same denominator

Case No	Grade I-IV		Grade V	Grade VI	Status of performance		
	CM-1	CM-2	CM-3	CM-4	Mastery	Partial achievement	Non Mastery
1	SM	SM	SM	SM	0	0	0
2	SM	N	SM	SM	1	0	0
3	SM	SM	SM	SM	0	1	0
4	SM	SM	SM	SM	0	1	0
5	SM	SM	FA	SM	0	1	0
6	SM	FA	SM	SM	1	1	0
7	SM	SM	SM	SM	0	0	0
8	SM	SM	SM	SM	0	0	0
9	SM	SM	FA	SM	0	1	0

Table No 3

Difficulties of the participants of Grade VII in the criterion measures pertaining to Addition of Fractions (N=12)

CM-01: Reading the Fractions (limited to  $\frac{1}{2}$ ,  $\frac{1}{2}$ ,  $\frac{3}{4}$ ) and mixed fractions involving these fractions. CM-02: addition of fraction CM-03: Find the sum of the given

Fraction. CM-4: Addition of Fractions with same denominator CM-5 Addition of Fraction with different denominator

Case No	Grade I-IV	Grade IV	Grade V	Grade VI	Grade VII	Status of performance		
	CM-1	CM-2	CM-3	CM-4	CM-5	Mastery	Partial achievement	Non Mastery
10	FA	N	FA	SM	FA	1	0	1
	SM	SM	SM	SM	SM	0	1	0
	SM	SM	FA	SM	SM	0	1	0

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SM	SM	SM	SM	PA	0	1	4
PA	SM	SM	SM	SM	0	1	4
SM	SM	SM	SM	SM	1	0	4
PA	SM	PA	SM	SM	0	2	3
PA	SM	PA	SM	PA	0	2	2
PA	SM	SM	SM	SM	0	1	4
PA	SM	SM	SM	SM	0	2	3
PA	SM	PA	SM	SM	0	2	3
PA	SM	PA	SM	SM	0	2	3

From the Table No 2 and 3, it can be understood clearly that some of the participants had mastery in all the criterion measures pertaining to addition of fraction measured in the study. The numbers of criterion measures partially achieved are also significantly less in most of the cases. Even if a few steps were correct in any item of each criterion measure the

participants given quarter or half marks, thus belonging to the category of Partial achievers.

#### Analysis of the Errors

The errors were analyzed qualitatively. Examples for some types of errors and the explanation are given in the Table 3

**Table 3**  
**Examples for Errors committed in different criterion measures pertaining to addition of Fractions, and Explanation (N=21).**

Sl. No	Criterion Measure	Example	Explanation
1.	Reading the Fractions	<p>Problem: Read <math>5\frac{1}{2}</math></p> <p>Response = a) Read as five and two                      b) Read as five one two</p>	Does not have the factor

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2.	Writing the Fractions	<p>To write the given fraction in words</p> <p><b>Problem:</b> <math>7\frac{3}{4}</math></p> <p><b>Response</b> - Seven three Four</p> <p><b>Problem:</b> <math>\frac{3}{4}</math></p> <p><b>Response</b> - Writes it as three four (instead of writing it as three fourth or three by four).</p>	<p>Knowledge about reading and writing fractions</p>
3.	Addition of Fractions	<p>To add the given Fractions</p> <p><b>Problem:</b> <math>1\frac{1}{4} + \frac{3}{4}</math></p> <p><b>Response</b> - Writes the fraction as 1 only.</p>	<p>a) Does not have the conceptual understanding in adding the fractions.</p>
4.		<p><b>Problem :</b> <math>3\frac{1}{4}</math></p> <p><b>Response</b> - Writes it as <math>4\frac{1}{4}</math> (Adds the denominator)</p>	<p>b) Does not know to convert the mixed fraction to improper fraction.</p> <p>c) When the denominator is common should consider only once.</p>
5.	Addition of the fractions with same denominator	<p>To find the sum of the given fraction.</p> <p><b>Problem:</b> <math>\frac{7}{9} + \frac{3}{9}</math></p> <p><b>Response</b> - <math>\frac{10}{18}</math></p>	<p>Does not know when there is a common denominator only numerators have to be added and denominator to be retained as it is.</p>

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Addition of the fractions with different denominator	Problems: $5/6 + 1/7 + 5/2 + 6/3$  Response  $\frac{5+1+5+6}{6+3+2+3} = \frac{17}{14}$	Adds the numerator. Adds the denominator. Does not know to take LCM when the denominators are different.
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Effectiveness of the Remedial Instructional programme in attaining mastery, by the participants in the criterion measures pertaining to addition of Fraction

The percentage of the participants who were masters(M), partial achievers(PA) and Non masters(NM) in the criterion measures pertaining to Addition of fraction in Pre-Test and Post-Test were computed and the details are given in the Table 4

Table -4

Percentage of the participants who were masters(M), partial achievers(PA) and Non masters(NM) in the criterion measures pertaining to Addition of fraction in Pre-Test and Post-Test.

Sl. No	Grade	CRITERION MEASURE	Max. Score	Pre-Test			Post-Test		
				M	PA	NM	M	PA	NM
1	I-IV	Reading/Writing the Fractions	6	—	42	47.61	95.5	5.5	—
2	I-IV	Addition of Fractions	2	19.04	14.3	66.66	95	5.0	—
3	V	Find the sum of the given fractions	4	—	40.13	59.4	90.47	9.53	—
4	VI	Addition of fractions (With same denominator)	2	—	—	100	66.5	23.5	—
5	VII	addition of fraction (with different denominator)	2	—	33.33	66.67	100	—	—

CM-01: Reading the Fractions (limited to  $\frac{1}{2}, \frac{1}{3}, \frac{3}{4}$ ) and mixed fractions involving these fractions. CM-02: Addition of

fraction CM-03: Find the sum of the given Fraction CM-4: Addition of Fraction having same denominator.

Scale 4.5

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Table No 7

Comparison of the performance of the participants of Grade VI in the criterion measure pertaining to Addition of Fractions (N=09)

Case No	Grade I-IV				Grade V		Grade VI	
	CM-1		CM-2		CM-3		CM-4	
	Pretest	Post Test	Pretest	Post Test	Pretest	Post Test	Pretest	Post Test
1	ss	M	ss	M	ss	M	ss	M
2	ss	M	ss	M	ss	M	ss	PA
3	ss	M	ss	M	ss	M	ss	M
4	ss	M	ss	M	ss	PA	ss	M
5	ss	M	ss	M	ss	M	ss	PA
6	ss	M	ss	M	ss	M	ss	M
7	ss	M	ss	M	ss	PA	ss	M
8	ss	M	ss	M	ss	M	ss	M
9	ss	M	ss	M	ss	M	ss	PA

Table No 8

Comparison of the performance of the participants of Grade VI in the criterion measure pertaining to Addition of Fractions (N=09)

Case No	Grade I-IV		Grade IV		Grade V		Grade VI		Grade VII	
	CM-1		CM-2		CM-3		CM-4		CM-5	
	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test
01	PA	M	ss	M	PA	M	ss	M	PA	M
02	ss	M	PA	M	ss	M	ss	M	ss	M
03	ss	M	ss	M	PA	M	ss	M	ss	M
04	ss	M	ss	M	ss	M	ss	PA	PA	M
05	PA	M	ss	M	ss	M	ss	M	ss	M
06	PA	M	PA	M	ss	M	ss	M	PA	M
07	PA	M	ss	M	PA	M	ss	M	ss	M
08	PA	M	ss	M	PA	M	ss	M	PA	M
09	PA	M	ss	M	ss	M	ss	PA	ss	M
10	PA	M	ss	M	ss	M	ss	M	PA	M
11	PA	M	ss	M	PA	M	ss	M	ss	M
12	PA	M	ss	M	PA	M	ss	M	ss	M

CM-01: Reading the Fractions (limited to  $\frac{1}{2}, \frac{1}{3}, \frac{1}{4}$ ) and mixed fractions involving these fractions. CM-02: addition of fraction CM-03: Find the sum of the given Fraction. CM-4: Addition of Fractions with same denominator CM-5: Addition of Fraction with different denominator

### Major Findings

From the analysis of the data the following observations were made:

1. It was observed that majority of the participants of Grade VI and VII exhibited non-mastery in (more than 50%) in all the criterion pertaining in addition of Fractions. In reading and writing the Fractions difficulty was exhibited by 40% of the participants.
2. Only one of the participants of Grade VI and two participants of Grade VII attained mastery only in Addition of Fractions of Grade (I-IV). In all the criterion measures all the participants had difficulty.
3. The error analysis revealed that majority of the participants lacked the knowledge and procedure of addition of Fractions. A few participants had difficulty even in reading and writing the Fractions.
4. The Remedial Instructional programme was found to be effective in enabling the participants to attain mastery in the criterion measures of Addition of Fractions.
5. Majority of the participants of the Grade VI and VII have shown mastery at 95.5% in the criterion measures pertaining in reading and writing of Fractions and addition of Fractions of grade I-IV. This shows the effectiveness of the Remedial Instructional Programme.
6. Majority of the participants of the Grade VI and VII have shown mastery at 92.47% in the criterion measures pertaining in Addition of Fraction of Grade V. This shows that the Remedial Instructional Programme was effective in

improving the performance of the participants in attaining mastery.

7. More than 80% of the participants of the Grade VI and VII have shown mastery in the criterion measures pertaining to Addition of Fractions with same denominator of Grade VI. This shows that the Remedial Instructional Programme was effective in improving the performance of participants from Non-mastery to mastery.

8. All participants of Grade VII have shown 100% of mastery in the criterion measure pertaining to Addition of Fractions with different denominator. This shows that the Remedial Instructional Programme was effective in improving the performance of participants in attaining mastery.

### Discussion

Fractions have been seen as numbers that have unique properties compared to whole numbers that students have learned before. The uniqueness of its nature has made it difficult to understand (Bhatnagar et al., 2018).

Fractions have been one of the most difficult mathematical skills to master, for children with and without difficulties (Bohr, Wachsmuth, Fort, & Losh, 1984; Siebert, 1982; McLeod & Armstrong, 1982; Nk, 2001).

The observations made in the present study supports the findings of the previous studies.

There are four things that students often do when answering addition of

operation operation purely systematic errors, random errors, negligence errors and not knowing how to answer fraction questions (Hrudiswaini et al., 2018; Lee et al., 2017; Pamuntu et al., 2019; Saleh et al., 2013; Suparwadi et al., 2017; Tan & Sigler, 2017). In the study it was observed all the four types of errors were committed by the participants, however negligence errors were less compared to other types.

Students with MD are also frequently reported to have difficulties solving word problems

(Zhang & Xin, 2012; Farnan, Francis, & Cowley, 1996). Here, in addition to the conceptual

understanding of simple arithmetic problems, specific competencies are required. Word problems

have to be translated into mathematical expressions (Marras & Applegate, 2008).

Procedural knowledge involves the knowledge of calculation strategies and procedures,

understanding how and when to use them, and the mastery of the skills needed to apply them as a

flexible manner (Anderson, 2010).

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understanding how and when to use them, and the mastery of the skills needed to apply them as a

flexible manner (Anderson, 2010).

Learning The concept of fractions is one of the most difficult skills to master for elementary school students (Gastrea, 2014; Salsiani et al., 2018). Fractions are also seen to affect other mathematical knowledge such as algebra. This in turn will affect mathematics achievement in the study area. It was noticed that some participants encountered difficulty even in reading and writing the fractions.

Students find fractions in their daily life, they are not able to relate it to the fractions they learn in classroom studies (Kajimi, 2003). Secondly, students have the difficulty in understanding the meaning of the mathematical symbols of fractions (Desuman & Subandia, 2020). Thus, it is understandable that students mix up the fractions as natural numbers when they add two fractions (Giro & Nuryanto, 2011; Idris, Tiliana, & Turq-Pekken, 2008). The findings of the study also support the above observation as majority of the participants had difficulty in adding the fractions with common denominator.

Students with MD are also frequently reported to have difficulties solving word problems

(Zhang & Xin, 2012; Farnan, Francis, & Cowley, 1996). Here, in addition to the conceptual

understanding of simple arithmetic problems, specific competencies are required. Word problems

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... to be transformed into mathematical expressions (Montagna & Applegate, 2000).

4. Procedural knowledge denotes the knowledge of calculation strategies and procedures.

5. understanding how and when to use them, and the mastery of the skills needed to apply them in a

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14. Understanding and mastery of fractions is essential pre-

15. requisite knowledge for algebraic instruction (NMAP,

16. 2008). Underlining the importance of such knowledge,

17. the CCSSM (NGAC & CCSSO, 2010) for Grades 3

18. through 5 stipulate fraction concepts and skills to be

19. taught. Thus, it is clear that if they are to succeed in school

20. and beyond in the 21st century, fraction instruction is criti-

21. cal for all students, including students struggling to learn.

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through 5 stipulate fraction concepts and skills to be taught. Thus, it is clear that if they are to succeed in school and beyond in the 21st century, fraction instruction is critical for all students, including students struggling to learn mathematics.

One of the aspects that can improve students' understanding is through the use of effective teaching aids for teaching fractions (Noh et al., 2016; Robert et al., 2020). Therefore, innovation and transformation must be done through the development and construction of teaching aids. The use of teaching aids is very important so that teachers can explain things more accurately and clearly compared to oral explanations only. The conceptual instructional programme also involved variety of learning experiences with appropriate teaching aids. This proved

effective in enabling the participants attain mastery.

Further, Noh et al. (2016); Robert et al. (2020), justified that appropriate teaching aids can ensure the delivery of teaching and learning can be implemented more effectively. The need to develop these teaching aids is very significant as described by Jones et al. (2011) and McNeil and Jervis (2007). The use of aids can change the teaching and learning methods of the teacher for the better and give internal motivation to students to learn something (Ganem, 2014).

#### Conclusion

On the basis of the observation results in the study it can be understood that Children with Mathematical Disability (CwMD) in the upper primary schools face serious difficulties in addition of fractions and also cannot score in learning operations related to addition of fractions.

Through structured Remedial Instructional programme similar to the one planned and tried out in the study it is possible to enable the participants to attain mastery in the criterion measure of addition of Fractions at elementary level. The success of the programme is also due to the effective remedial instruction provided to the participants to master the concepts and procedures related to whole numbers prior to fractions. So, even if difficulties in Fractions existed in the participants with CwMD, their difficulties in whole numbers have to be diagnosed and rectified. On the basis of the evidence based programme trial out in the study teachers can be trained.

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## Specific Difficulties Exhibited by Children with Mathematical Disability (CWMD) in Arithmetic Learning Fractions at Elementary Level.

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### Abstract

Competency with fractions is foundational to acquire more advanced mathematical skills. However, achieving competency with fractions is challenging for many students, especially for those with mathematics learning difficulties who often lack foundational skill with whole numbers. Difficulties exhibited in fractions prevent the child from enjoying the world of numbers. Thus in the present study the authors try to know the percentage of children with mathematical Disabilities of Grade VI and VII exhibiting difficulties at various criterion measures pertaining to Fractions. These participants were considered as Makers, Partial Achievers and Non-Makers based on the different criterion measures. The Major findings are discussed in the article.

**Keywords:** Specific Difficulties in Arithmetic and Mathematical Disability, Difficulties in Learning Fractions.

### Introduction

Although many children encounter difficulties with mathematics in elementary school, much less research has been conducted in this area (Ginsburg, 1997). This weakness in the area of mathematics can impede educational opportunities for students (Rivers-Datta, 1992). Children with mathematics difficulties often have problems in several areas of mathematical cognition. These include the ability to solve relatively complex story problems and retrieval of

number facts (Jordan & Hanich, 2000; Russell & Ginsburg, 1984). fractions have been one of the most difficult mathematical skills to master, for children with and without difficulties (Betz, Wachsmuth, Post, & Leub, 1984; Hubert, 1985; McLeod & Armstrong, 1982; Ni, 2001). Struggling learners in mathematics (students with learning disabilities [LD], mathematics learning disability [MLD], low-achievement in mathematics, and at-risk for failure in mathematics) are at an even greater disadvantage, as their performance in mathematics has

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traditionally lagged at least two grade levels below their peers (Wagner & Blackorby, 1994).

The National Mathematics Advisory Panel (NMAP, 2008) fractions have been one of the most difficult mathematical skills to master for children with and without difficulties (Jitka, Wachsmuth, Fox, & Lesh, 1984; Hiebert, 1982; McLeod & Armstrong, 1982, N. 2001).

Struggling learners in mathematics (students with learning disabilities [LD], mathematics learning disability [MLD], low-achievement in mathematics, and at-risk for failure in mathematics) are at an even greater disadvantage, as their performance in mathematics has traditionally lagged at least two grade levels below their peers (Wagner & Blackorby, 1994).

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Accordinging data from the National Assessment of Educational Progress (NAEP) also provide evidence for students' difficulties with fractions. According to the 2017 NAEP, only 32% of fourth graders correctly identified which fractions were greater than, less than, or equal to a benchmark fraction,  $\frac{1}{2}$ . In 2009 NAEP, only 22% of fourth graders correctly identified a fraction closest to  $\frac{1}{2}$ .

Neuman and Boyce (2012) and Viegas, Thompson and Schneider (2011) argued that fractions is very difficult to teach, most cognitively challenging and most essential for advanced mathematics.

Traditionally, difficulty with fractions has been attributed to fundamental differences between whole numbers and fractions. This can lead to whole-number bias, which refers to students' overgeneralization of whole number knowledge to fractions (DeWitt & Vennema, 2012; Ni & Zhou, 2007). This finding outlines the observation of Hockenbery and Lee (2013) that teaching fractions effectively requires using correct language and technical terms.

The present study intends to identify the specific difficulties in fractions found by CoMED, the objective of analyzing the difficulties found by CoMED in Mathematics Diagnostic test.

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### Need and Importance of the study

Math concepts such as fractions that students do not master in the early grades can go on to confuse them later on and to cause them a great deal of math anxiety. Fractions are often the first hurdle experienced by school learners while learning mathematics as it is one of the operations beyond basic skills of addition, subtraction, multiplication and division (Christopher 2016). The new research shows that students need to intuitively understand concepts rather than just to memorize language or symbols, as such rote memorization does not lead to long-term understanding. Many math teachers do not realize that the language of math can be confusing to students and that students must understand the concepts behind the language. They tend to learn addition and subtraction of fractions earlier and multiplication and especially division of fractions later. Fractions form a building block for other mathematical skills and it is important that teachers feel comfortable and confident in understanding of fractions. Researchers argue that children generally perform badly in fractions and that the knowledge of fractions is crucial for success (Booth, Newton & Twiss-Garity 2014). Competence with fractions is foundational to acquiring more advanced mathematical skills. However, achieving competency with fractions is challenging for many students, especially for those with mathematics learning difficulties who often lack foundational skill with whole numbers. Teaching fractions is also challenging for many teachers as they often experience gaps in their own

fractions knowledge. Justice Fumbung, Lynn Pacha.

### Objectives of the Study

1. To analyze the difficulties experienced by Children with Mathematical Disability (CoMD) of Grades -VX, VI in various criterion measures of the following components of Arithmetic in Grade V- VII:
  - a) Addition of fractions
  - b) Subtraction of fractions
  - c) Multiplication of fractions
  - d) Division of fractions

### Methodology

The methodology related to the participants, tools and techniques method of collection and analysis of data are discussed in this section.

### Participants

In order to achieve the objectives of the study the participants, CoMD were selected from seven Government and Private Aided schools with Kannada as Medium of Instruction from Mysore City by applying a set of Exclusionary and Inclusionary Criteria. The details of the participants are given below in the Table 1.

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Table -1  
 Details of the participants

Type of School	Total No of children in Grades VI and VII in the selected school.			Number of children Identified as CoMD in Grades VI and VII		Number of children included in the study
	Grade	No of Children				
Government	VI	134	234	11	17	6
Private Aided	VI	100		6		3
Government	VII	147	258	9	18	6
Private Aided	VII	111		9		6
		<b>Total</b>	<b>493</b>	<b>Strength</b>	<b>Total 35</b>	<b>21</b>

It can be viewed from the above Table that an alarming 7% incidence of CoMD in upper primary school children.

#### Assessment Instruments and Method of Collection of Data

The data was collected by administering Mathematics Diagnostic Test developed by the investigator.

#### Brief Description of the Tools

The Mathematics Diagnostic Test developed by Nair Fridli Gerstman, 2015 was used in the study. The test intends to assess the performance level of children in mathematics studying in the Grade -V. The test intends to diagnose specific difficulties exhibited and errors committed by the children of Grade V. The test covers almost all the areas of mathematics of Grade V.

The Mathematics Diagnostic Test for the Grade -VI and VII were developed by the investigator to know the performance level of children in

mathematics studying in the grade VI and VII. The test intends to diagnose the errors

committed and specific difficulties exhibited by children in solving the mathematical operations. The test covers almost all the areas of Arithmetic, Algebra and Geometry in mathematics of the grades VI and VII of Karnataka state board Text book of Kannada medium.

#### Collection of the Data

The data was collected by administering the tests to 21 children of Grades VI and VII who were identified as children with Mathematical Disability. The test were administered in small groups of 2 to 3 children in two sessions of about 60 min in order to avoid the fatigue factor. The children were given sufficient time.

The scoring was done with reference to each of the criterion measures of the total tests. However, in the article the data related to Fractions of all the 3 Grades are discussed.

**Method of Analysis of Data**

The data was analyzed qualitatively. The scores obtained by the each child based on the criterion measure was converted into percentage for the purpose of analyzing the specific difficulties in each of the

criterion measures relating to Fractions. The children were categorized as Masters (M) (Scored 80% and above), Partial Achievers (PA) ( Scored 70% and below) and as Non-Achievers (NA) ( Scored 0 )

**Table 2:**

**Percentage of Children with Mathematical Disabilities (CMD) who were considered as- Masters, Partial Achievers and Non-Masters in different criterion measures pertaining to Fractions of Mathematics Diagnostic Test of grade -V (N=21).**

Sl. No	Criterion Measures Grade V	Max. Score	M	PA	NA
1	Find the sum of the given fractions.	4	40.47	40.11	19.4
2	Writing the decimal form of the fractions (with 10 and 100 as denominator)	1	40.47	40.11	19.4
3	Selecting the correct equivalent fractions	4	10.52	51.2	14.28
4	Selecting the correct equivalent fractions	4	32.14	33.10	14.28
5	Write the missing fractions	1	28.58	0	71.42
6	Find the product of the given mixed numbers	2	22.8	0.60	28.57
7	Find the quotient for the given fractions	2	21.42	39.34	19.08

**Table 3:**

**Percentage of Children with Mathematical Disabilities (CMD) who were considered as- Masters, Partial Achievers and Non-Masters in different criterion measures pertaining to Fractions of Mathematics Diagnostic Test of grade -VI (N=21).**

Sl. No	Criterion Measures Grade VI	Max. Score	M	PA	NA
1	Writing the Prime Number	2	0	0	100
2	Writing the product of Prime Number	2	0	0	100
3	Writing the missing fraction	2	0	0	100
4	Match the following numbers with the correct sets	4	10.71	32.13	27.14
5	Finding the greatest common factor	2	0	0	100
6	Finding the LCM and HCF by factor method	2	0	0	100
7	Writing the improper fraction to Mixed fraction	2	0	0	100
8	Writing the mixed fraction to improper fraction	2	0	0	100
9	Selecting the correct equivalent fraction	2	0	0	100
10	Fill in the missing fraction	2	0	0	100

11	Using the $>$ or $<$ sign in fraction	2	0	0	100
12	Find the sum of the given fractions	2	0	0	100
13	Addition of fractions (having same denominator)	2	0	0	100
14	Subtraction of fractions (having same denominator)	4	17.85	33.59	28.57
15	Problem-Solving	2	0	0	100

Table 4

Percentage of Children with Mathematical Disabilities (CMD) who were considered as - Masters, Partial Achievers and Non-Masters in different criterion measures pertaining to Fractions in Pre-Test of Mathematics Diagnostic Test of grade (VII) (N=12).

Sl.No	Criterion Measures	Max. Score	Percentage of Masters	Percentage of Partial Achievers	Percentage of Non-Masters
1	Stating whether the given statement is True or False	3	100	0	0
2	Reducing the fractions to the lowest form	2	15.33	0	66.67
3	Addition of fraction	2	0	41.67	58.33
4	Writing the mixed fraction into improper form	2	0	50	50
5	Identifying Positive and negative fractions	2	8.33	8.34	83.33
6	Classifying into proper, improper and mixed fraction	3	0	0	100
7	Reducing the fractions into lowest form	2	0	0	100
8	Converting the improper fraction to mixed fraction	2	0	0	100
9	Subtraction of fraction	2	0	0	100
10	Fundamental operations related to fractions	4	0	0	100
11	Problem-Solving (Word Problems)	2	0	0	100
12	Dividing the whole number by the fraction (Simplification)	2	0	0	100
13	Multiplying fraction by fraction	2	0	0	100
14	Dividing the fraction by fraction	2	0	0	100
15	Writing in inverse fraction	2	0	0	100

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### Major Findings of the study

From the analysis of the data the following observations were made

1. In almost all the criterion measures of fractions considerable percentage of children experienced difficulty.
2. Majority of the participants were found to be partial achievers in answering the items from the criterion measures pertaining to fractions of Grade V, the percentage of mastery and non-mastery were less.
3. All participants showed difficulty in almost all the criterion measures pertaining to Fractions of Grade VI with 100% of Non-Mastery, except two of the criterion measures which showed 57.14% of Non-Mastery in matching the numbers with the correct factors and 23.08% of partial achievers in understanding the fractions having the same denominator.
4. Participants exhibited difficulty in almost all the criterion measures pertaining to Fractions of Grade VII with 100% of Non-Mastery, except in three criterion measures of fractions where 100% of mastery is noticed while stating whether the given statement, exhibiting non-mastery with 52.22% in addition of fractions and 43.13% of non-mastery in identifying Positive and negative fractions.

Fractions have been one of the most difficult mathematical skills in reason, for children with and without difficulties (Doh, Wachsmuth, Post, & Lesh, 1984; Hiebert, 1985; McLeod & Armstrong, 1992; N, 2001).

The performance in mathematics has traditionally lagged at least two grade levels below their peers (Wagner & Harber, 1994). The National Mathematics Advisory Panel (NMAP, 2008).

The observations made in the present study supports the findings of the previous studies.

### Conclusion

On the basis of the observations made in the study it can be understood Children with Mathematical Disability is the upper primary school face serious difficulties. The Remedial instructional programmes have to be planned and tried, and with systematic research. On the basis of such evidence based programmes teachers have to be trained.

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16	HIGH SCHOOL PUPILS PERCEPTION ON DIFFICULTIES IN LEARNING OF MATHEMATICAL CONCEPTS-AN ANALYTICAL STUDY	MANJUNATHI JRM Dr. N. LAKSHMI	1983-1989
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## HIGH SCHOOL PUPILS PERCEPTION ON DIFFICULTIES IN LEARNING OF MATHEMATICAL CONCEPTS-AN ANALYTICAL STUDY

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### Abstract

Most pupils find mathematics to be challenging and uninteresting in their studies. Pupils often choose to discontinue their study of mathematics as soon as they can. However, mathematics is often regarded as vital and occupies a prominent position in the curricula in the majority of countries. Numerous facets of life and a wide range of professions utilize mathematical concepts. Therefore, Pupils' unfavorable attitudes may have a significant impact on their career decisions and ability to contribute to society at large. It has recruited a group of Pupils (n = 147) from Karnataka, India, and compiled their opinions on their mathematical learning. Questionnaires were used as the study's primary data gathering instrument. The results reveal that Pupils in grades 9 and 10 in mathematics have a good attitude and a solid understanding of the material. It was observed that there were attitude disparities between what the Pupils reported and what really happened in the classroom while the Pupils were learning mathematics. This research offers suggestions for improving pupils' attitudes to solve mathematical problems.

**Keywords:** Mathematics learning, challenges, perceptions, and field dependence.

### Introduction

When discussing mathematics education, Senoo et al. (2018) discovered that many Pupils believe the subject to be challenging and avoid it whenever feasible. In contrast, mathematics is a very popular topic at all levels in schools and universities in the neighboring nation of Scotland (Scottish Qualifications Authority, *unknown*). This shows that while mathematics may be regarded as difficult and unappealing to some nations, this is not universally true. Sadly, most left enough study on mathematics learning to determine whether the causes of the discrepancies can be identified.

One of mathematics' major issues from the subject matter itself. One objective of math instruction is for pupils to be able to follow steps to get the right answers. The Pupils are urged to put the steps into practice as they work toward achieving this objective. As a result, the methods we learned and afterwards associated in memory teach children (2018). While this may inspire confidence, it frequently overlooks the need for children to comprehend the why behind their actions. With limited classes to comprehend the meaning of the processes or how they may be used in real-world situations, mathematics can be reduced to a process of rehearsing methods until they are remembered. Anisakul et al. (2012) conducted an intriguing study in which factor analysis was used to establish that memory abilities were crucial for performance in exams in mathematics, with this general conclusion holding true for all academic courses. In certain subject areas, information may be learned, but in mathematics, it was the techniques that were being memorized.

Mathematics plays significant methodical demands on pupils by its very nature. It usually

steps that would seem abstract and unconnected to life. It has often been demonstrated that this means increases demands on Pupils' logical working memory capacity (Bassil, 2009). The learner's working memory skills in thinking, understanding, and problem-solving abilities in Pupils, it helps to generate understanding and has a limited capability for people.

The aim of this study is to investigate the degree of field dependence in high school Pupils' mathematical learning. According to White and Goodenough (1981), a field-dependent individual is one who is unable to separate an object from its environment. Field-Dependent people are able to accept the prevailing field and unconsciously isolate an item from its context. An organized perceptual field may be readily "broken apart" by field-independent people, who can selectively isolate an object from its environment. Experienced math professors frequently hear Pupils comment that they are unsure of what to begin when presented with a mathematical issue. This is a typical indication of working memory being taxed by information overload, and it is at this point that knowledge of the learner will have to field reliance becomes crucial.

Nearly every country in the world includes mathematics in its own curriculum. In India, math is regarded as a crucial subject for many occupations. Khan (2012) observed that mathematics is not often a subject that Pupils enjoy and that many Pupils choose to drop out as long as they are permitted. According to Ali (2011), it is inadequately taught in India. Teachers, however, are limited in what is permitted for them to teach. Teachers are frequently compelled to adhere to the procedures outlined in textbooks. Procedures are conventional, rehearsed, and then assessed in formal exams. Credit is awarded for following procedures correctly, which results in the right response (Mishra and Gopal, 2010). A research done in India clearly demonstrated the superiority of a demanding curriculum created by subject instructors over one that was frequent, slow, without, and created by people outside the classroom (Ali & Raj, 2012). Therefore, an improper curriculum might be a contributing factor to the issue in mathematics education.

**Statement of the Problem**

Although mathematics has numerous applications in life, because it is logical in nature and sometimes somewhat abstract, it can be difficult to make these applications practical and approachable to young learners. The current study's focus was "Attitude in Learning Mathematics: High School Pupils' Perceptions, Difficulties, and Field Dependence in their Mathematics Studies".

- a. The views and attitudes of high school Pupils toward mathematics were the main goals of the study".
- b. The barriers and difficulties associated with performing mathematics.
- c. The association between age and mathematical aptitude and field dependence.

**Research Questions**

These questions were the focus of this investigation.

- a. How do high school pupils view their experiences learning mathematics in the classroom?
- b. What challenges do the children face when learning mathematics?
- c. What is the connection between kids' field dependence and their math process and age?

### Significance of the Study

It has hopes to provide light on the relations to the concrete math problems that Indian secondary school pupils typically encounter. Pupils will benefit from this study by developing their subject-matter mastery in mathematics at the secondary level. There appears to be a significant gap between what Pupils are expected to do and what really occurs in math classes. This study may make recommendations on the majority of secondary mathematics Pupils' lack of ability to solve mathematical problems. This project also plans to investigate why Indian Pupils' lack critical thinking and problem-solving skills, as well as why they are unable to apply their mathematical knowledge in unexpected contexts.

### Research Methods and Sample

A quantitative study was conducted on high school Pupils' attitudes toward learning mathematics as well as their experiences in the classroom using a 45-item questionnaire. The questionnaire was created using a pilot test in the literature to investigate the attitudes of high school Pupils about learning mathematics as well as their experiences in the classroom. Cronbach's Alpha, which was 0.94, assessed the internal consistency of 45 items. From Kamotaha, India, 547 kids in the science group, ranging in age from 14 to 18, were chosen. In the sample, there were 58 percent pupils in the ninth grade and 42 percent in the tenth grade. There were 43 percent males and 57 percent females, 45 percent urban and 55 percent rural, and 35 percent public and 65 percent private school children. The percentages and chi-square tests were employed to analyze the data, which was acquired during school hours.

### Results and discussion

This section presents the general image that may be drawn from the answer data. Perceptions, attitudes, and challenges are addressed in the tables, which are displayed as percentages.

#### Pupils' perceptions of learning mathematics

The first portion of the questionnaire's Table 1 asks Pupils how they view their mathematical learning.

Table 1 Pupils' perceptions of learning mathematics

Statements	Yes	No	%	Yes	No
My lessons are fully understood by me.	44	56	8	1	7
I appreciate my professor's instructional techniques.	73	26	7	3	2
I enjoy the additional time I spend working on class.	33	66	34	7	3
I dislike having to complete a lot of homework every day.	28	71	33	17	22
There aren't enough classes since I can't complete them on my own.	28	71	31	24	24
There is enough content to attend for me to understand fully.	33	66	3	28	7
For me, being absent is essential if you want to avoid mathematics.	27	72	7	14	9
Over the course, I often become restless.	29	70	38	26	31
It's difficult to answer the full grade's questions for the party course.	34	65	48	38	38
I dislike doing questions since I can't fully comprehend my knowledge with this.	26	73	31	28	

1. I can solve many of the problems clearly.	31	18	9	7	3
2. I can solve the problems clearly because the math paper is long.	30	17	12	10	7
3. I can solve problems understanding something new, I can say better to students.	29	16	7	10	7
4. I can solve problems understanding something new, I can say better to students.	21	21	10	17	7
5. I can't respond with grade as the result of their own abilities.	21	16	9	8	6
6. I can't solve to understand a subject since I don't give extra examples.	27	12	16	23	10
7. I can understand it when I see teacher questions in class.	24	16	4	7	6
8. I can't understand it, because that is not good for solving the test on grade.	15	17	14	21	21

(Source: Field survey)

### References

Table 2 demonstrates many favorable aspects, although in most situations, students' anxiety does not concern with the majority viewpoints. This is consistent with the research of Al-Battal (2007), who discovered a clear predominance of responses on mathematics. The majority of individuals reported that they generally comprehend their mathematics lessons. They are content with the mathematics instruction methods employed and are aware of how to approach arithmetic problems. The research also demonstrates that the majority of participants consider that they want multiple-choice questions to be included in math exams. However, some subjects want people to feel uneasy. Inevitably, people do not want to work too hard and have a tendency to feel concerned to start to show fear. They also do not love studying for math exams.

### Conclusion/Pedagogical Implications

What are the students' attitudes regarding their learning in mathematics, according to Table 2 from the second half of the questionnaire?

#### Students' attitude toward mathematics

Statements	High	Medium	Low
I enjoy mathematics.	26	21	27
I benefit from math in my daily life.	16	21	21
Mathematics is a waste of time I find boring.	24	22	24
I love math and I want to study it.	17	24	30
Math is simple to grasp easily.	23	22	29
Learning math will be beneficial to my profession.	22	26	24
I can't generally thought think in mathematics.	16	24	24
My interest in math is minimal.	24	17	24
Some of mathematics cannot be digested.	22	24	24

(Source: Field survey)



### Pupils Difficulties in Learning in Mathematics

The information in Table 3 involves queries about the students' struggles with arithmetic learning. Tables 3 and 4 list the themes related to such challenges.

Table 3 Grade9th Pupils' difficulties in learning in mathematics

Grade9, N=272	Easy	Medium	Difficult	Not Taught
Decimals and fractions	40	40	75	15
Complex and real numbers	40	30	30	20
Equations	42	30	28	20
Using algebraic formulae and equations	30	25	25	20
Factorization	40	30	20	10
Completing algebra	30	30	25	15
Quadratic and linear equations	30	20	25	17
Applications of the linear graph	42	20	30	20
Tests of coordinate geometry	38	30	20	10
Isosceles triangles	38	30	22	12
Triangles and parallelograms	45	30	22	20
Summation of 4 line and an angle	30	22	20	20
Triangle's sides and angles	30	22	22	22
Average score	38	32	20	10

(Source: Field survey)

Table 4 Grade10th Pupils' difficulties in learning mathematics

Grade 10, N=272	Easy	Medium	Difficult	Not Taught
Quadratic formulae	22	20	22	20
Quadratic equation theory	34	20	20	18
Triangles	24	22	28	10
Simultaneous equations	22	20	20	10
Systems and operations	24	20	10	1
Simple statistics	20	20	22	22
Trigonometry	22	20	22	18
Properties of a triangle's sides	18	22	20	10
Circle's chords	22	20	22	1
A circle's tangents	22	18	18	12
Area and chords	22	18	1	1
Angle in a circle's sector	22	20	22	10
Applied geometry	20	22	18	20
Average rating	22	22	20	10

(Source: Field survey)

According to the tables above, Pupils seem to think that the majority of topics are simple and not too challenging. However, a logarithm is the most challenging for kids. Additionally, the topics indicated that problem-solving and triangles are challenging for children as well as the introduction to coordinate geometry. This is consistent with what Ali and Field discussed (2012). The percentages of Pupils choosing "tough" are substantially greater than in the control group. This picture clearly illustrates that which Ali and Field found (2012). Male and female student data were compared through the use of the chi-square statistic in the evaluation of the results.

Table 5 presents the findings. The majority of participants, according to the data, felt that they understood their arithmetic lessons. They also mentioned that they define being interested since they had the skills necessary to complete it on their own. The result illustrates how there are little possibilities in India's educational culture to gain greater field benefits. Boys and those attending other schools tended to have greater levels of confidence in their ability to study mathematics in the real world. The chi-square contingency test was used to examine this, and it was discovered that the differences were significant.

Table 6 Area of school differences in the school mathematics learning

Area	Mean	SD	N	χ <sup>2</sup>	p	df
Conceptually Understanding	Mean: 3.7	1.4	20	114	0.001	2
	Mean: 3.9	1.3	9	20	0.001	2
Conceptualized their quantitative & algebraic for the test	Mean: 3.8	1.2	14	21	0.001	2
	Mean: 3.9	1.3	9	20	0.001	2
In class Teacher assisted	Mean: 3.5	1.1	20	120	0.001	2
Independent learning	Mean: 3.8	1.1	9	20	0.001	2

The majority of responses from urban regions had good attitudes, according to the findings of the Chi square test on mathematics learning school area difference. The majority of urban students said that they fully comprehended their mathematical lessons.

### Conclusion

The purpose of this study was to investigate how Pupils perceived math learning and challenges. The results demonstrate that pupils from private schools and metropolitan locations have different viewpoints from those from public schools and rural places. India's educational system is outdated around here, particularly in the public schools. The majority of pupils in India's public schools are from middle- or lower-class families who have lower earnings. They are bound to keep using outdated, outdated, and outdated materials since they lack sufficient contemporary facilities. There is a prescribed mathematics textbook for every class in Indian schools. This recommended textbook serves as the only foundation for the test instead of imparting to the Pupils a complete understanding of the fundamentals of mathematics, the present teaching style places a great deal of emphasis on getting the Pupils to solve these exercises. In a month, children are currently taught mathematics via assimilation of textbook material.

This survey demonstrates that the majority of respondents had favorable opinions on mathematics, with the majority stating that learning mathematics makes people happy. The kids had a positive perception of their mathematical learning. Pupils typically believe mathematics to be a subject and challenging subject, which is somewhat in contrast to (Brown et al., 2008). The majority of Pupils demonstrated that they did not prefer to much emphasis on solving problems in class as they should be employing mathematics

approaches in mathematics education, simply said, the kids' accomplishment in arithmetic is neither praised nor rewarded. Problems arise due to a lack of resources and development programmes for both Pupils and instructors (Miron, 2007; Haki, 1998). Pupils from remote schools in particular brought up the challenge in their mathematics learning experience because of its experienced staff and insufficient resources (Miron, 2007; Anderson et al., 2011).

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## PRESENT TRENDS OF ASSESSMENT

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### Abstract

Consistent with 21st Century learning and the benefits brought on by better assessment tools, assessment is becoming more student-centric, offering educators the insights that will help them determine the best instructional next steps and how to make learning more personal for the individual student.

Trading the passive classroom of rote-like like *Use Child Led Learning* for the growth mindset presented in the *Every Student Succeeds Act (ESSA)*, states are now able and inclined to take advantage of alternatives to the expensive, high-stakes, end-of-level tests that have provided the dominant (though providing little benefit to the student).

Through a list of trends this may be, the growing practice of *formative* formative assessment is hard to stop. When educators visited frequent, in-class assessments into daily instruction they're gathering the data they need to identify student levels of understanding, target interventions, and evaluate their instructional practices individually and across their teams.

*Formative assessment*, whether guided or unguided, can and should be applied on the variety of modalities (i.e. paper and pencil or online systems, verbal cues, informal observations (by teacher, etc.), with each providing nuanced insights into student understanding that drive instruction. Teachers and students begin to view assessments as informative rather than punitive. Differentiated, ongoing assessments closely address the varied levels of understanding that make up every classroom.

**Key Words:** Evaluation, Assessment, Teachers, Students, Instructional Methods, Level of understanding

### Introduction

Traditional grading approaches provide letter and/or number grades (even to show a student's overall academic standing), yet this offers students, teachers, and parents little to no insight into what the student has actually learned. When focused on what students actually know and don't know, teachers and stakeholders realize the need to identify deficiencies in a student's learning, using these insights to adjust instruction. Students now work to achieve mastery prior to moving on to more complicated skills and concepts. Progression is now based on understanding and analysis, rather than by cover other subjects disconnected from the student's needs.

Among the shifting practices within K-12 education is the need for schools and districts to move from a culture of collecting data to one of using data. *Formative* and benchmark assessments provide this evidence and use, in the moment, to improve student outcomes. By recognizing the tools used in the assessment process, teachers can simplify and shorten the feedback loop, increasing (and increasing) attention to using data to drive their instruction.

schools, and entire districts find themselves using common platforms for gathering and using data and benchmark assessment data, all aligned to common standards, with stakeholders are better able (more willing) to collaborate around assessment data to support common sharing, instructional best practices, and large learning trends.

All the participating results of high-stakes testing provided each year, ESEA offered states much-needed relief with the opportunity to replace end-of-level tests with alternatives, "innovative assessments."

Among the alternatives being developed, breakthroughs in machine learning have allowed psychometric models (i.e. valid and reliable) that reduce assessment test times and improve the quality of actionable data. These models can do the same to improve student growth while requiring much less of the students, from a testing standpoint. It's a win across the board, but most importantly for the students and their academic growth.

For many, the word "assessment" translates into multiple-choice questions or writing for hours in a crowded exam hall – it is something very defined and has a certain place in our education system. The huge advancement in computer-based testing are now reducing the possibilities of assessment, particularly in terms of what can be tested, how and when. These advancements mean that there are many more applications for both summative and formative testing, applications that even a couple of years ago would not have been possible.

Based on working with a wide and varied client base, here are the top five trends we've identified that are changing how assessment is delivered:

1. Movement away from traditional assessment delivery methods.
2. The end of the end for pen and paper.
3. Much more engaging and effective assessments.
4. Increasing levels of automation.
5. Assessments are much more candidate centric.

The use of professional assessment organizations, which increases the exam hall experience to an online environment, means there is a move away from the use of traditional assessment delivery methods, such as penning exams in a test centre. Remote invigilation (also known as online proctoring) means that a secure exam can be run from any location as long as there is an internet connection. This gives a great deal of flexibility to candidates, who can sit their exam at a time and place that suits them, rather than spend time and incur costs associated with taking time off and travelling to a test centre.

Live remote invigilation happens in real-time. This means that for the duration of an exam, an invigilator watches the candidate using video, audio and screen monitoring. The session is recorded and can be reviewed at a later stage if required. Any infringements can be raised as they happen e.g. if the candidate keeps looking away from the screen, the candidate will be alerted to stop this behaviour. If infringements are severe e.g. the candidate takes a phone call or someone else comes into the room, the exam may be immediately stopped.

For organizations, the benefits of remote invigilation are numerous, such as a significantly reduced administrative overhead, greater security and the ability to cater for candidates in any country worldwide. Exams can also be offered with greater frequency, as instead of one long test available once or twice a year, there may be multiple shorter tests run closer to the point of testing.

...the gathering of information in the form of data. Students' conceptual knowledge and skill are assessed and assigned a grade in the form of a number or letter. Concepts are what students know about a topic, and skills are what students can do. An evaluation is then made as a way to judge student achievement. Administrators also assess student assessment as a method of measuring teacher effectiveness.

The benefits of using effective assessment for learning include:

- Improved relationships between teachers and students.
- Improved attainment and achievement.
- Improved confidence, resilience, and self-esteem amongst learners.
- Improved classroom culture and teaching and learning environments.

### Disadvantages

Assessments may have a negative effect on student motivation, particularly for students performing below grade level. Careless implementation of assessments may have negative consequences, especially when the needs of special education students are not considered. Using only a written formal assessment does not provide an overall picture of student achievement. Students that perform better with oral and visual skills or who display superior creativity are at a disadvantage. Being teacher effectiveness or standardized test scores may encourage teachers to narrow the curriculum to teach to the test. While it is unclear whether alternative assessments are effective, what is clear is that this debate will not be going away any time soon.

### Conclusion

Assessments should be an integrated part of learning and development and demonstrate an individual's ability to apply knowledge - rather than just a measure of knowledge at a given time. Using online exam software opens up a whole of useful tools to simplify creation, delivery and marking of a range of assessment types. The trends towards flexible delivery, engaging assessments, automation and a candidate-centric focus are helping organisations move to a model where assessments are far more effective, and where the candidate experience is both positive and engaging.

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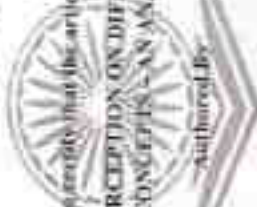
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HIGH SCHOOL STUDENTS PERCEPTION ON DIFFICULTIES IN LEARNING OF  
MATHEMATICAL CONCEPTS - AN ANALYTICAL STUDY

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## HIGHSCHOOL STUDENTS PERCEPTION ON DIFFICULTIES IN LEARNING OF MATHEMATICAL CONCEPTS - AN ANALYTICAL STUDY

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### Abstract

Mathematics holds a relevant and unique place in the school curriculum as it is important for a better living of the individual. But, it is known that most of the students are considering mathematics as difficult. The factors that make mathematics difficult for students to learn included difficulty in understanding the content learned in the previous classes, rapid forgetting of the learned material and the difficulty in understanding mathematical concepts. Further analysis revealed that students who find mathematics highly difficult tends to believe that they lack in learning strategies. Such students have lack of self efficacy and feel more difficulty in understanding mathematics. Students who find Mathematics as highly difficult tends to hope it from. Conversely students who find mathematics as fairly easy reports their teachers teaching them well and understanding the concepts quickly. It was noted that the students who find Mathematics as highly difficult tends to leave the task with little effort than those who find the subject easy. According to teachers, students' lack of effort and procrastination are the major reasons for mathematics being a difficult subject for students. Reluctance to seek help from others, hesitation in the classroom and students' lack of motivation were also perceived to contribute toward difficulty in learning mathematics. Teachers reported also that, lack of relevant prerequisites, difficulty in speedy grasping of the concepts and many number of students in a classroom are causing difficulty in teaching mathematics. The findings indicate the need for students to realize the importance of making school mathematics interesting for students to take effort in learning it. The study is discussed in relation to students' beliefs and study strategies.

**Keywords:** Mathematics Learning, Teaching, Self-Efficacy, Learning Strategy, Mathematics Difficulty, Learner Beliefs, Teacher Beliefs.

### Introduction

Mathematics emerged as a subject of study along with civilization. In the present scientific mathematics is absolutely necessary subject for living. This importance is evident in school curriculum and its importance gives to mathematics education.

Learning of mathematics results in both negative as well as effective outcomes. To learn anything both experience and practice are necessary. There are several types of learning like rote learning, verbal learning, concept learning, discrimination learning and problem solving. Most of the learning in mathematics belongs to the categories of concept learning, principle learning or problem solving. As these types of learning are higher order learning processes cognitive activity and effort from the part of learner is essential. Role of effort in the process of learning is pointed in the critical theories of learning itself. When we consider the negative part of mathematics learning, it goes through a higher





negative processing feature Mathematics learning requires higher cognitive processes especially because of interrelated and abstract nature of mathematical content and processes.

### Factors affecting Mathematics Learning

Learning to perform mathematics having complex type of performance is termed as problem. It is affected by many factors like short term memory, long term memory, ability to connect mathematical facts, visual and spatial perceptual abilities. The degree of influence of these factors may be relative. Previous researchers identified many reasons for students' difficulties in learning mathematics. These are cognitive, affective and environmental factors contributing to difficulties in students' learning of mathematics.

Educational psychologists had studied the nature of mathematics learning with several cognitive factors. Mathematics is found affected by intelligence, working memory and processing speed. Marzano, Polans, Lichtenfeld and van der Ven (2015) found that intelligence is strongly related to achievement in starting stage but motivation and use of cognitive strategies predicted the growth of achievement. In determining a student's achievement, their attitude is other important than ability to study. Students like and dislike towards mathematics as well as their belief about efficacy was affecting their learning as well.

Factors external to the learner also are known to influence learning mathematics. Higgins, Kline, Mathias and Mosier (2011) repeated the findings of Chickering (1991) that achievement of secondary school students is strongly related to the availability of quality teachers. And they found teacher staffing, inadequate teaching or learning services, lacked motivation and poor attitude by both students and teachers are some major factors contributing to poor performance in mathematics education. Parental involvement will help their other family members but doesn't significant improvement in students' achievement.

### Significance of present study

A subject like mathematics, having a cumulative nature, can't be taught without relevant prior knowledge. It differs from other school subjects by many reasons like its abstract nature, demand of higher cognitive process and engagement and persistence from learners. If it is found that in the students move to higher grades, due to reasons including their lack of previous knowledge they are getting worse in mathematics.

Difficulty in learning mathematics is found in a complex and difficult problem throughout the school years. As per Annual Status of Education Report (ASER), 2013, 10% of standard VIII students are not skilled even the standards of grade two and 44% of eight standard students are not well even basic skills in the arithmetic. Also they reported a worrying gap between the students' arithmetic skill two score dropping, since 2010. In 2010, percentage of eighth standard students who could do division of three digits by one digit was 68.3%, but in 2014 it fell down to 64.7%. This is true in full of population and not technical skills and crucial in killing, from this point the school has a necessity to study the causes that make mathematics learning difficult for students. For doing further work to improve students' mathematics learning, it is necessary to analyze the causes. This study is collecting students' effective beliefs and students' perceptions regarding students' difficulties in mathematics through a series of analyzing the written history of relevant prior knowledge. Teachers were probed through semi structured interview about possible reasons for students' difficulties in learning mathematics and from teacher what reasons were used to probe two student perceptions.

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### Problem

Students' report and teachers' perception indicate that the major cause for mathematics being difficult for students is lack of previous knowledge. Without relevant previous knowledge it is difficult and even impossible to learn mathematics in the higher classes. Also, as per content and structure of existing curricula, teachers have been reporting that it is difficult to learn more than the necessary previous knowledge. However it is encouraging to reach among five percentages of students who lack the basic elementary concepts. Teaching students without prior knowledge presents psychological stress learning. Gradually students tend to believe that they are not fit to learn mathematics as they would not able to learn mathematics. These students perceiving failure or backwash in mathematics as an internal, stable and uncontrollable cause, but actually it were an external controllable cause. So teachers should spend more time for teaching relevant pre-concept and its links therewith that problem lies with their learning strategy. Otherwise difficulty become permanent and as they move on to higher class students' achievement in mathematics will go down.

Learning of mathematics is continuous to construction of a complex structure. Knowledge of basic dimensions the students' meaningful understanding of mathematics. So students teachers may be that it is important to strengthen essential bases. Also as per cognitive load theory, during problem solving subject tend to first identify the components of problem and the required answer. If the subject lacks its particular abilities they would have increased difficulty in solving problems, and the cognitive load will be high. (Wyer the supporting system, lower the learning stability).

Students find that stress for lack of previous knowledge to the rapid forgetting of learned material. Generally, cause for forgetting is the absence of deep processing of the material or irregular coding. Deep processing involves process deeper processing and hence long term memory. The majority of the students are following rote-learning like just memorizing equations or repeating the class notes. Students are approaching different problems and forest, just not connecting the new with existing. Constructed knowledge is susceptible to forgetting, to be accurate in mathematics students need to create rich, organized knowledge structure.

Mr. Meher (2000) reports that students' progress is highly influenced by teacher quality and effectiveness rather than other dimensions, school and student factors. Present study found that teacher effectiveness has a critical effect in making mathematics easy for those who feel mathematics as an easy subject, but those who feel mathematics as a difficult subject, did not attribute it to teaching. This finding resonates with that of Dehaene's (1999) who observed that evaluation or learning instructor is not the cause of poor failure in the school, but active resistance by the learner is a cause. Hence teacher can only make mathematics learning easy to those students who felt mathematics as an easy subject, but not to those who felt mathematics as a difficult subject.

Adaptive variables are an integral part of cognitive development. Students' expectancy about the difficulty of mathematics should be given positive content, because expectancy of the difficulty is found associated to easy negative beliefs and thoughts, whereas negative expectancy had association with positive beliefs only. When completing students' motivational beliefs, many students lack self-efficacy for learning mathematics. Self-efficacy, person's belief about his own ability to accomplish or succeed in a task, has found to significantly affect cognitive processes, motivational processes, effective processes and relative processes. When a student perceives himself as incapable to learn mathematics, who tends to learn attention or disengage other when confronted with difficult problems.

Majority of students are following rote-learning strategies like just repeating the class work and memorizing equations, most of the students are not using to solve problems is indicated by

...teachers' and teachers' report indicating that students possess less control over their learning in

The most relevant reasons observed by teachers for students' difficulties in learning mathematics is a lack of sufficient effort by students, and they were not that much aware about the role of students' self-efficacy for learning mathematics. From this point it is relevant to discuss the reasons for less effort by students. Motivational research finds lack of self-efficacy and interest as major reasons for not taking effort. Thus foremost step for promoting students effort taking behavior is the enhancement of students' self-efficacy and interest for learning mathematics.

#### Implications

- Before starting a new topic, the related previous content should be revised and assessed.
- Instruction should be designed in a manner that reduces cognitive load by prior development of relevant scheme.
- Knowledge should be well structured and connected to previous content to promote meaningful understanding and memory.
- Students should be instructed to follow deeper learning strategies so as to improve understanding and memorization.
- Students should be given problems that promote metacognition instead of blind drill work.
- Students' self-efficacy, expectancy beliefs regarding mathematics to be finely tuned to increase their effort.
- Provide clear the curricular goals to students and help them to set their own goals.
- Make students confident that ability can be improved through effort and effort is important for ability.

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# IMPACT OF MULTIMEDIA APPROACH ON THE ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN SCIENCE

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**ABSTRACT:** Science and Technology have become a part of our daily lives. The integration of Science and Technology in education has become a trend. A lot of studies have been conducted for enhancing learning experiences and improving educational outcomes. The present study aims to explore the effectiveness of the Multimedia approach over the traditional approach in the learning of science among secondary school students. A randomly selected sample of 100 students from SVVET College, Mysore, Karnataka, India, was selected for the study. The study was conducted in two groups: the experimental group and the control group. The experimental group was provided the multimedia approach, while the control group was provided the traditional approach. The study was conducted over a period of 10 weeks. The results of the study indicate that the multimedia approach was more effective than the traditional approach in enhancing the learning of science among secondary school students. The study also indicates that the multimedia approach was more effective than the traditional approach in enhancing the learning of science among secondary school students. The study also indicates that the multimedia approach was more effective than the traditional approach in enhancing the learning of science among secondary school students.

**Keywords:** Multimedia, Achievement, Science, Secondary School Students

## 1. Introduction

In recent years, there has been a growing interest in the use of multimedia resources such as videos, animations, and simulations in educational institutions. In the field of science education, this trend has led to a range of benefits for students, including enhanced learning experiences, increased motivation, and improved understanding of complex concepts. However, despite the growing interest in multimedia, there is a need to assess the effectiveness of these resources in enhancing learning outcomes, particularly in the field of science. This study aims to explore the impact of multimedia resources on the achievement of science among secondary school students. The study will investigate the effectiveness of using multimedia resources in the classroom and whether they can lead to improved learning outcomes, such as increased knowledge retention and higher test scores, particularly in the field of science.

### Need and Importance of the Study

A multimedia approach is essential in creating science and technology education, and digital resources can make learning more engaging and interactive. These resources can capture students' attention and help them understand complex concepts in a fun and interesting way. Multimedia resources can also assist people that experience difficulties in learning and retention. For example, students who struggle to understand complex concepts can benefit from visual aids such as diagrams, animations, and simulations. These resources can help to improve learning outcomes and engagement. They can be accessed from various locations, making students with the flexibility to learn at their own pace and in their preferred environment. This can help to promote self-directed learning and independent learning. Multimedia resources can also be used to assess students' knowledge and understanding. This can help to identify areas where students need more support and to provide targeted feedback. The integration of multimedia resources in the classroom can lead to more effective learning outcomes and more engaging learning experiences. This can help to increase student participation and achievement, leading to better learning outcomes and more engaging learning experiences.

learning outcomes. It provides active learning by providing opportunities for students to interact with the material. It also allows them to explore at any time, providing flexibility for both students and teachers. It addresses and supports individual differences by providing a wide range of content to study at their own pace. It also provides learning resources that are directly linked to the content of the course, and actively engage students. This demands for a shift from a traditional method of learning to a modern approach of learning, that gives multi-learning perspective. In the present of current scenario, we have the use of various of methods, approaches and strategies that are associated with educational concept of variety of science based "Multimedia Approach of Teaching Science".

## II. REVIEW OF RELATED STUDIES

Review related literature on the study of impact of Multimedia Approach on the achievement of student among secondary school students in India.

There have been several studies examining the impact of multimedia approach on the achievement of science among secondary school students in India. Some of the studies are as follows:

A study by Singh and Agarwal (2014) investigated the impact of multimedia approach on the achievement of Science among secondary school students in India. They found that multimedia approach significantly improved students' understanding of science concepts and their ability to apply these concepts in real-world situations.

Another study by Chavali and Mishra (2014) examined the effect of multimedia approach on the achievement of science among secondary school students in India. They found that students who used multimedia had higher test scores and better understanding of science concepts compared to those who used traditional textbooks.

A study by Yadav and Yadav (2014) investigated the impact of multimedia approach on the achievement of science among secondary school students in India. They found that multimedia approach significantly improved students' scores in science tests and increased their interest in learning.

A study by Vagreja and Anil Kumar (2014) examined the impact of multimedia approach on the achievement of Biology among secondary school students in Rajasthan, India. They found that multimedia approach significantly improved students' test scores and increased their interest in learning.

Shah and Singh (2014) examined the effect of the effectiveness of multimedia approach on learning science in secondary school students in India. The study found that multimedia approach significantly improved students' achievement in science and helped develop a positive attitude towards science.

Kumar and Singh (2014) investigated the effectiveness of multimedia approach on the achievement of secondary school students in India. The study revealed that multimedia approach improved students' achievement in science, which in turn enhanced their achievement in other subjects.

Sharma and Jha (2017) conducted a study on the effectiveness of learning physics in secondary school students in India. The study showed that multimedia approach had a significant impact on the students' achievement in physics and helped develop a positive attitude towards the subject.

Kumar et al. (2016) investigated the effectiveness of multimedia approach in learning biology in secondary school students in India. The study found that multimedia approach significantly improved the students' achievement in biology and helped develop a positive attitude towards the subject.

Overall, these studies suggest that the use of multimedia approach in science education can improve student achievement and interest in science among secondary school students in India. However, it is important to note that the effectiveness of multimedia approach may depend on several factors, such as the quality of the materials used and the instructional design.

## III. METHODOLOGY

### Statement of the Problem

The title of the study is "Impact of Multimedia Approach on the Achievement of Secondary School Students in Science".

### Objectives of the Study

- To assess the achievement of Secondary students in Science, using CBSE and NCERT.
- To find out the impact of MAA on the achievement of Secondary students in Science, in India.

- To compare the achievement of Secondary Boys and Girls in Science, measurement using MCA.
- To compare the Achievement of Secondary Boys using MCA and NPM.
- To compare the achievement of Secondary Girls using MCA and NPM.

**Significance of the study**

The major hypothesis formulated for the study is Null form are

- 1. There is no significant difference in the achievement of Secondary students in Science using MCA and NPM.
- 2. There is no significant increase of girls in the achievement of Secondary students in Science.
- 3. There is no significant difference in the achievement of Boys and Girls using MCA.
- 4. There is no significant difference in the achievement of Secondary Boys using MCA and NPM.
- 5. There is no significant difference in the achievement of Secondary Girls using MCA and NPM.

**Variables**

The following variables are considered in the study

- 1. Independent variable- Methods of Teaching (MCA, NPM)
- 2. Dependent variable- Achievement in Science
- 3. Intervening variable- Gender (Boys and Girls)

**Operational Definition**

**MultiMedia approach**

MultiMedia approach is an approach of teaching in which different resources (computer) is used to make the teaching learning process more effective, enthusiastic, experiential, meaningful and interesting. It makes use of diversified multimedia packages and interactive devices of multimedia presentation, as well, involving students in interactive multimedia and facilitating some courses, LCD, smart class, CAI, Virtual class room, Dry cell and other media is considered the operational MCA include.

In the present study, the Multimedia approach (MCA) of teaching science included use of Projector screen, Projector, Power point, Diagrams, Animated Pictures, Videos and Digital camera, Audio or Video cassette, CD-ROM, internet access. Virtual included multimedia, Class and Group work, Peer-Media included Work sheets, Study book, reference, and Chat Media included Learning Management and Group Discussion on web browser.

NPM: Formally practiced method of presenting content in the classroom usually different methods of teaching learning, which actually involve exploring the content by the students, activities by questioning and discussion of alternative ideas based and ideas in students.

**Achievement in Science**

Achievement in Science refers to an increase in the Knowledge, Understanding, Application, attitude and Skills of students when they use taught Science. Generally achievement of students with respect to improvement in the field of achieving, attaining objectives in terms of scores gained. In Science Test, In the present study achievement of Secondary students in Science is measured in terms of scores gained by the students in pre and post test.

Gender: It refers to difference in students, as Boys and Girls based on sex.

Population, Sample and Sampling Procedure: Population for the present study consisted of two hundred (200) students studying in two selected Private Government Schools located in the city of Mysore with English as the medium of instruction. To select the sample "Stratified Proportional Random Sampling Technique" was employed.

**Experimental Design**

Two Group - Pre-Test and Post-Test design was employed

General Achievement Test in Science: In its beginning a general Achievement Test was administered to all 200 students in two sections of two schools, shortly after starting the work period, 200 students were selected for the study. The selected 100 from each school, 50 students of Science English-medium school were constituted experimental group and the remaining were MCA and



By other hand 100 students of Vidyapeeth English medium school. Control control group and were taught some science using their past and was administered to find out whether any significant difference exist.

3. General Science Achievement Test was administered in the beginning on 400 students of two schools ( NSS and VVSS) in order to select two equal groups of 100 students of each school. Further 100 students of Namany English Medium School were to select two equal groups of 100 students of each school. Further 100 students administered with pre-test, so as to know (Experimental Group) and 100 students of Vidyapeeth Public School (Control Group) were administered with pre-test, so as to know their existing levels of Knowledge, Understanding, Application, Attitude and Skills related to a few selected science concepts. This was followed by Experimental Group treatment given to Equal treated Group, by teaching the concepts using MMA and the control group using VSM.

#### Treatment

For the general study, Experimental Method of research was used by the researcher.

Two Groups –Pre Test and Post Test design was employed. Students of Experimental Group were exposed to teaching Physics, Chemistry and Biology of VI standard science using MMA, on the other hand students of Control Group were taught the same concepts only with the traditional teaching of science using traditional followed by monitoring and giving tests.

#### Tests used in the study

In order to obtain data on the variables mentioned in the study, the following will be used:

1. Achievement test in Science for making the pre-test.
2. Achievement Test in Science (Pre-Test)
3. Achievement test in Science (Post-Test)
4. MMA Package in selected concepts of Science
5. VSM Package in selected concepts of Science
6. Multiple Choice Test in Science were designed by the researcher.
7. Multiple Choice Test Package in Science were also designed by the researcher.

#### Procedure for Collecting Data

Achievement test in science for class VI students was developed and administered by the researcher on both control group and experimental group to assess their achievement in science. Both the groups were selected for a period of six months. Control group was taught selected science concepts using VSM and students of Experimental group were taught the same concepts using MMA. Further the achievement test in science administered by the researcher was administered on both the groups to know their achievement in science after treatment. Scores obtained from both the groups in pre-test and post-test were compared and also the difference of achievement in science between control and experimental groups were established using statistical techniques.

#### Statistical Techniques employed

Statistical Techniques such as Mean, SD, t-test and ANOVA were employed for Analysis and Interpretation of the Data.

#### III. Analysis and Interpretation of Data

In order to test the Objectives, Hypothesis were first formulated and tested for their significance level. Appropriate Statistical Techniques (i.e. Mean, Standard Deviation and t-test) were employed for the gain scores of Experimental and Control group to measuring achievement in science.

#### Analysis of Data in Achievement in Science

Comparison of Data Points of Experimental and Control group in Science.

Mean pre test scores in science achievement of experimental and control groups and results of independent sample t test

Table 1

Mean pre-test and post-test scores on science achievement of students of experimental and control groups

Groups	Test		Date		
	Pre-test		Post-test		
	Mean	S.D	Mean	S.D	
NMA	22.25	3.82	25.17	3.47	7.90
NMA	26.77	3.86	37.14	3.22	24.37
Total	24.51	3.84	31.16	3.37	16.46
T-test statistics	Control group - $F = 14.91, df = 1, p < .001$ Experimental - $F = 60.979, p < .001$				

In the case of science achievement scores, the scores of the groups, we find a significant increase in the achievement scores of the selected sample. The obtained T value of 14.91 was significant to be highly significant at .001 level. In the post-test, the mean achievement scores was 27.05, which has been increased to 41.16, within a course of 100 weeks, which was found to be significant. Further, group-wise comparison revealed that the experimental group has significantly increased its achievement scores ( $F = 106.276, p < .001$ ), where the gain is as much as 20.91 scores (pre-test 26.77) to post-test 47.68, whereas control group which has gained only 7.90 scores (pre-test 22.25; post-test 30.15). The study indicates the effectiveness of intervention in increasing the achievement in science.

Table 2

Mean pre-test and post-test scores on science achievement of students in the experimental group

Groups	Test		Date		
	Pre-test		Post-test		
	Mean	S.D	Mean	S.D	
NMA	26.77	3.86	37.14	3.32	20.37
T-test statistics	Paired samples t = -17.61, p < .001				

Paired samples t revealed a significant increase in the scores of students under experimental group. An increase of 20.37 scores from pre-test (mean 26.77) to post-test (mean 47.14) was found to be highly significant ( $t = -17.61, p < .001$ ).

Table 3

Mean pre-test and post-test scores on science achievement of boys and girls in the experimental group

Gender	Test		Date		
	Pre-test		Post-test		
	Mean	S.D	Mean	S.D	
Boys	27.20	3.87	47.50	3.42	20.30
Girls	26.24	3.84	36.78	3.21	10.54
Total	26.71	3.86	47.14	3.32	20.37
T-test statistics	Gain (gender) = $F = 8.140, p < .01$				

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Repeated measure ANOVA revealed a non-significant difference in the science achievement scores from pre- test to post- test in students. Both the groups gained equally after intervention ( $F=0.149$ ;  $p=261$ ). Boys have gained a mean score of 20.33, while girls gained a mean score of 20.33, which were statistically almost the same.

**Table 4: Mean pre-test and post-test scores in science achievement of boys in the experimental and control groups**

Groups	Pre-test		Post-test		Gain
	Mean	S.D	Mean	S.D	
EXPL	17.66	3.01	19.33	3.08	1.67
CTRL	17.66	3.24	19.33	3.24	1.67
Total	17.66	3.13	19.33	3.16	1.67
F test statistics	Gain (overall) = $F = 0.031$ ; $p=301$ Gain (groups) = $F = 0.003$ ; $p=301$				

In the case of science achievement scores of boys only considered, irrespective of the groups, we find a significant increase in the achievement scores of the selected sample. The obtained  $F$  value of 1116.23 was found to be highly significant at 001 level. In the pre- testing the mean achievement scores was 17.66, which has been increased to 19.33 with an increase of 1.67 scores, which was found to be significant. Further, group wise comparison revealed that boys in the experimental group had significantly increased their achievement scores ( $F=221.102$ ;  $p=001$ ), where the gain is as much as 20.16 scores (pre-test 17.3, post-test 47.3), as against control group which has gained only 1.77 scores (pre-test 23.64, post-test 25.41).

**Table 5**

**Mean pre-test and post-test scores in science achievement of girls in the experimental and control groups**

Groups	Pre-test		Post-test		Gain
	Mean	S.D	Mean	S.D	
EXPL	15.50	3.24	17.00	3.43	1.50
CTRL	15.50	3.24	17.00	3.43	1.50
Total	15.50	3.24	17.00	3.43	1.50
F test statistics	Gain (overall) = $F = 129.822$ ; $p=001$ Gain (groups) = $F = 270.219$ ; $p=001$				

In the case of science achievement scores of girls only considered, irrespective of the groups, we find a significant increase in the achievement scores of the selected sample. The obtained  $F$  value of 1414.723 was found to be highly significant at 001 level. In the pre- testing the mean achievement scores was 15.50, which has been increased to 17.00, with an increase of 1.50 scores, which was found to be significant. Further, group wise comparison revealed that girls in the experimental group had significantly increased their achievement scores ( $F=278.256$ ;  $p=001$ ), where the gain is as much as 20.58 scores (pre-test 20.34, post-test 40.92), as against control group which has gained only 1.58 scores (pre-test 20.92, post-test 22.50).

## Descriptive Statistics

	Group	Mean	Std. Deviation (s)	N
Pre science total	NPM	26.9200	3.61747	50
	MMA	26.3400	3.82451	50
	Total	26.6300	3.17890	100
Post science total	NPM	44.9800	3.42553	50
	MMA	44.0200	3.21248	50
	Total	44.5000	3.14957	100



## Graph

Mean pre test and post test scores on achievement in science of students in experimental and control groups



## IV. Major Findings of the Study

The major findings of the study were :

1. Comparison of Mean pre-test and post-test scores on science achievement of students in experimental and control groups, comparison of group revealed that the experimental group had significantly increased in achievement scores. This clearly indicates the effectiveness of intervention of MMA in increasing the achievement in science.
2. Comparison of Mean pre-test and post-test scores on science achievement of students in the experimental group revealed that there is a significant increase in the scores of students of experimental group. The result implies that the MMA approach is more effective on the achievement of science.

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1. The Mean pre-test and post-test scores of boys and girls of experimental group were significantly higher scores in comparison control group.
2. The Comparison of Mean pre-test and post-test scores on subject achievement of girls in the experimental and control group revealed that experimental group scored significantly higher on compared to control group.
3. The Comparison of Mean pre-test and post-test scores on subject achievement of girls in the experimental and control group revealed that girls in the experimental group had significantly improved in their achievement scores.

**Conclusion**

The present study concludes that, MHA of learning science proved to be better than the MHA in teaching of science. When the control group students were taught the same content of subject by the MHA and experimental group of students were taught by MHA, it was found that the achievement of experimental group was higher than in control group in control group, experimental group was better. Therefore, MHA of teaching science is more effective in learning science achievement. Moreover, teaching approach was very significant with respect of achievement in science among both boys and girls.

The impact of Multimedia on the achievement in science among secondary school students appeared to be positive. The use of multimedia tools in science, in classroom and outside, can improve students understanding of science concepts with an increase of their achievement scores compared to the control group.

Multimedia can provide students with visual and engaging representation of scientific processes that may be difficult to understand through conventional methods such as text books.

Multimedia, multimedia can allow for personalized learning experiences, where students can learn at their own pace and in their preferred learning style.

However, it is important to note that the effectiveness of multimedia in science education depends on the quality of the multimedia resources as well as how they are integrated into the classroom environment. Further, such tools require ongoing training and support to effectively enhance multimedia in their teaching practice.

Therefore, while multimedia can be a valuable and effective element of science education, it should be used as a supplement to traditional teaching methods, such as classroom instruction, textbooks, and hands-on activities. This integrated approach can provide students with a more comprehensive and personalized learning experience in science.

Overall, the use of multimedia in science education can have a positive impact on the achievement of secondary school students, but it should be used in conjunction with other teaching methods and implemented carefully and thoughtfully.

**EDUCATIONAL IMPLICATIONS**

They promote education implications of multimedia used in the experimental students to the achievement of science among secondary school students in both.

1. Integrate multimedia into science curriculum: Educators should integrate multimedia into science curricula, understanding of science concepts and increase their motivation and engagement in learning. Therefore, educators in India should incorporate multimedia, such as videos, and tables and simulations, into their science curriculum to support science learning.
2. Provide training to teachers: Teachers should receive training to use multimedia effectively in their teaching practice. This includes identifying appropriate multimedia resources and integrating them into the curriculum in a meaningful way. Teacher training programs can be designed to help address these challenges in using multimedia and to provide effective teaching practices.
3. Encourage hands-on, experiential learning: While multimedia can be a valuable tool, it should not replace hands-on experiential learning opportunities. Therefore, educators in India should encourage laboratory experiments and field trips, which can provide students with important skills such as critical thinking and problem solving.
4. Foster personalized learning experiences: Multimedia can allow for personalized learning experiences, where students can learn at their own pace and in their preferred learning style. Therefore, educators in India should design learning activities that enable students to personalize their learning experiences and get opportunities for self-directed learning.
5. Enhance accessibility: In India, access to technology and the Internet can be limited, so incorporating multimedia in education. Therefore, educators should consider accessibility issues and ensure that all students have access to multimedia resources, regardless of their socioeconomic background.

Overall, the study supports the hypothesis multimedia can enhance achievement in India and have a positive impact on students achievement. However, it is important to implement multimedia thoughtfully and carefully, while also providing opportunities for hands-on experiential learning.

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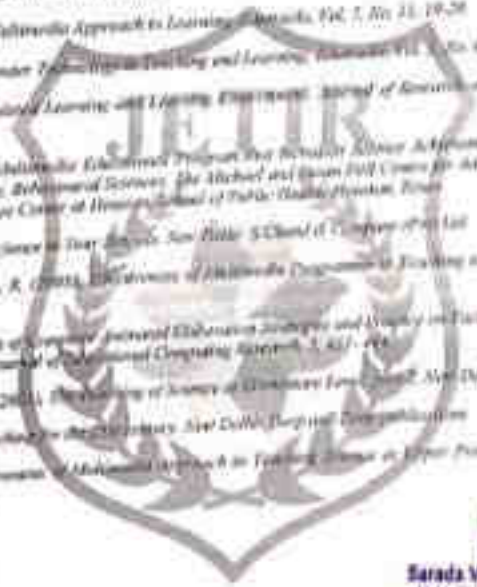
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## **IMPACT OF MULTIMEDIA APPROACH OF TEACHING SCIENCE ON THE DEVELOPMENT OF SCIENTIFIC ATTITUDE AMONG SECONDARY SCHOOL STUDENTS**

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**Abstract:** The process of teaching science can be made interesting when using multimedia-oriented educational media to make the process easier. Most science textbooks are more abstract. Study learning and learning approach, including the development of scientific attitude, is one of the pillars in learning science. The impact of multimedia approach in learning science on the development of secondary school students. This study aims to find out the effect of multimedia approach in learning science on the development of secondary school students. The research method used was quantitative research with a descriptive method. The sample used was 50 students of Muhammadiyah University of Banteng. The data collection technique used was questionnaires. The data analysis technique used was descriptive analysis. The results of the study show that the application of multimedia approach has a positive impact on the development of scientific attitude among secondary school students. The experimental group (multimedia approach) significantly outperformed the control group (conventional approach) in terms of students' scientific attitude. The experimental group (multimedia approach) significantly outperformed the control group (conventional approach) in terms of students' scientific attitude. The experimental group (multimedia approach) significantly outperformed the control group (conventional approach) in terms of students' scientific attitude. The experimental group (multimedia approach) significantly outperformed the control group (conventional approach) in terms of students' scientific attitude.

**KEYWORDS:** Multimedia, Secondary School Students, Scientific Attitude

1 February 2024

Science is an essential and integral part of a well-rounded education and plays a significant role in driving societal progress, pushing forward, and improving the lives of individuals. However, learning science can be a challenging task for many students, especially in developing countries. The use of multimedia in learning science can help to improve the understanding and appreciation of science. The purpose of this research is to investigate the impact of multimedia approach on the development of scientific attitude among secondary school students. The research objectives are to identify the effect of multimedia approach on the development of scientific attitude, to determine the impact of multimedia approach on the development of scientific attitude, and to evaluate the impact of multimedia approach on the development of scientific attitude. The research method used was quantitative research with a descriptive method. The sample used was 50 students of Muhammadiyah University of Banteng. The data collection technique used was questionnaires. The data analysis technique used was descriptive analysis. The results of the study show that the application of multimedia approach has a positive impact on the development of scientific attitude among secondary school students. The experimental group (multimedia approach) significantly outperformed the control group (conventional approach) in terms of students' scientific attitude. The experimental group (multimedia approach) significantly outperformed the control group (conventional approach) in terms of students' scientific attitude. The experimental group (multimedia approach) significantly outperformed the control group (conventional approach) in terms of students' scientific attitude.

### **NEED AND IMPORTANCE OF THE STUDY**

There are several reasons why studying the impact of multimedia approach on the development of scientific attitude among secondary school students is important. First, scientific attitude is essential for the progress and development of any society. A well-developed scientific attitude is crucial for understanding the world and solving complex problems. By examining the impact of multimedia approach on the development of scientific attitude, researchers can gain insights into how effectively such approach can be used to enhance the scientific attitude and how to design more effective multimedia approach. Secondly, multimedia is becoming an increasingly popular educational technology, and it is important to understand its impact on the development of scientific attitude among secondary school students. This study will contribute to the understanding of the effectiveness of multimedia approach in learning science. Thirdly, this study will provide valuable insights into the effectiveness of multimedia approach in learning science, which can be used to design more effective multimedia approach and to improve the quality of science education. The study will also provide valuable insights into the effectiveness of multimedia approach in learning science, which can be used to design more effective multimedia approach and to improve the quality of science education. The study will also provide valuable insights into the effectiveness of multimedia approach in learning science, which can be used to design more effective multimedia approach and to improve the quality of science education.

Principal

**Goal:** secondary school students in a third parent's school, but so they are developing their study and taking, which are not suitable for students. Therefore, understanding the impact of a multi-week approach on the development of students' study skills means secondary school students can have long-term implications for their future education with more steps for students' future career readiness to work.

**Finally, Study** is a study involving students. The first phase is a study period on the general education and technology. As well as, understanding the impact of multi-week approach on the development of students' study skills means secondary school students in India. Secondly, study skills means the ability to learn and understand to improve the quality of learning activities in the classroom. Overall, studying the impact of multi-week approach on the development of students' study skills means secondary school students in general, but primarily it is for the secondary school students, ensuring the impact of general education, and contributing to the progress and development of the country.

#### Review of Related Studies

Review related literature on study skills approach in the development of secondary school students in India.

#### Study Skills in India

There have been several studies concerning study skills in a few levels of school in the selected countries.

**Prasad and Gupta (2018)** conducted a study on the relationship between students' academic and academic achievement among secondary school students in India. The study found a positive correlation between students' academic and academic achievement, suggesting secondary school students' academic achievement can lead to better academic achievement.

**Joshi and Patil (2018)** conducted a study on the overall academic achievement of secondary school students in India. The study found that students had a generally positive attitude towards learning, but also identified areas of improvement, such as increasing student interest and engagement in learning.

**Singh and Sharma (2018)** conducted a study on the impact of study skills training on the development of students' study skills among secondary school students in India. The study found that the impact of study skills training on students' study skills was positive, suggesting secondary school students.

**Mishra and Mishra (2019)** conducted a study on the influence of general education on the academic attitude of secondary school students in India. The study found that general education positively influences students' academic attitude, suggesting secondary school students' academic attitude can lead to better academic achievement.

**Prasad and Gupta (2018)** conducted a study on the overall academic achievement of secondary school students in India. The study found that students had a generally positive attitude towards learning, but also identified areas of improvement, such as increasing student interest and engagement in learning. The study also found that students' academic achievement was positively influenced by students' learning skills, suggesting secondary school students' learning skills can lead to better academic achievement.

#### 1. RESEARCH OBJECTIVE

**Purpose of the Study:** "Impact of Multi-week Approach of Teaching Skills on the Development of Secondary School Students' Study Skills."

#### Objectives of the study

- To compare the Secondary School students' Study Skills in India, using study skills test (SSST).
- To measure the impact of SSST on the development of Secondary School students' Study Skills in India.
- To compare the development of Secondary School students' Study Skills in India, using study skills test (SSST).
- To compare the Secondary School students' Study Skills in India, using study skills test (SSST).
- To compare the Secondary School students' Study Skills in India, using study skills test (SSST).

#### Hypotheses of the study

The main Hypotheses formulated for the study is as follows:

- There is no significant difference in the Secondary School students' Study Skills in India, using study skills test (SSST) and SSST.
- There is no significant difference in the Secondary School students' Study Skills in India, using study skills test (SSST) and SSST.
- There is no significant difference in the Secondary School students' Study Skills in India, using study skills test (SSST) and SSST.
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- There is no significant difference in the Secondary School students' Study Skills in India, using study skills test (SSST) and SSST.

#### Operational Definition

**Multi-week Approach:** The multi-week approach is an approach of teaching in which different modules are incorporated to make the learning-teaching process more effective. This approach includes theoretical, practical, and interactive. It refers to the application and usage of various educational techniques and strategies to enhance students' learning experiences, as well as the development of their study skills. This approach includes various activities such as group projects, case studies, role-play, and group discussions. It also includes various learning activities such as reading materials, listening to audio, watching videos, and using various educational technologies. The multi-week approach is a flexible and dynamic approach to learning, which can be tailored to meet the needs of individual students. The multi-week approach is a flexible and dynamic approach to learning, which can be tailored to meet the needs of individual students.

**Study Skills:** Study Skills are the various skills and techniques used by students to learn effectively. These skills include reading, writing, listening, speaking, and thinking. Study Skills are the various skills and techniques used by students to learn effectively. These skills include reading, writing, listening, speaking, and thinking.

**Study Skills Test (SSST):** The Study Skills Test (SSST) is a standardized test used to measure students' study skills. It consists of various sections that assess students' reading, writing, listening, speaking, and thinking skills. The SSST is a standardized test used to measure students' study skills. It consists of various sections that assess students' reading, writing, listening, speaking, and thinking skills.

**Secondary School Students:** Secondary School Students are students who are in the secondary school level of education. They are typically between the ages of 11 and 18. Secondary School Students are students who are in the secondary school level of education. They are typically between the ages of 11 and 18.

Gender: It refers to differences in students, as boys and girls based on sex.

#### Variables

The following variables are considered in the study

1. Independent Variable: Methods of Teaching Science – 4d Multisensory Approach (MSMA)

2. DITM

3. Independent Variable: Scientific Attitude

4. Dependent Variable: Gender (Boys and Girls)

**PURPOSE AND SAMPLE:** The purpose for the present study consists of 1<sup>st</sup> standard students studying in private model school in the city of Mysore with English as the medium of instruction. The sample consists of 200 students of 1<sup>st</sup> standard studying in two private secondary schools with application of multisensory teaching. To draw this sample "Stratified Proportional Random Sampling Procedure" was employed.

**Experimental Design:** The study employs a "True Group Pre-Test design" for carrying research.

**Tools used in the Study**

In order to obtain data on the variables considered in the study, the following tools were used.

1) Pre-Scientific Attitude Test\*

2) DITM

3) Post-Scientific Attitude Test\*

\* Developed by Dr. Zoony Akramjee, BSC, Jaipurian

#### Procedure for collecting Data

Following steps were used in the data collection

Administration of the Scientific Attitude Pre-Test (SAT-1)

Teaching Science Concepts according to (DITM) by the Multisensory Teaching Method

Teaching Science Concepts to the Experimental group using Multisensory Approach with Multisensory Package

Administration of the post-test (SAT-II) to both the groups after Experimental Treatment.

Collected responses were recorded accurately and subjected to analyze the data by using Statistical analysis.

Statistical Technique employed

Statistical Techniques such as Mean, SD, t-test, and ANOVA, were employed for analysis and interpretation of the data.

#### Analysis and Interpretation of the Data

##### Analysis of Gain in Scientific Attitude

#### Analysis of Gain in Scientific Attitude

##### Comparison of Gain Scores of Experimental and Control group in science

Mean pre-test scores on Science Attitude of experimental and control groups and post-test of independent sample T-test

Table 1

Mean Pre-Test and Post-Test scores on Science Attitude of students in experimental and control groups.

Groups	Gain				Gain
	Pre-Test		Post-Test		
	Mean	S.D	Mean	S.D	
EXPER	21.62	2.80	29.00	2.90	7.37
CONTR	21.34	2.86	40.77	3.04	19.43
Total	21.48	2.87	35.88	3.11	14.39
T-test statistics	$\text{Gain (experi)} = 7 - 2(24.36) = -41.72$ $\text{Gain (contr)} = 9 - 4(21.34) = -44.02$				

In the case of attitude scores, irrespective of the groups, we find a significant increase in the attitude scores of the selected sample. The obtained T-value of 1214.588 was found to be highly significant at 0.01 level. In the pre-test the mean attitude scores was 21.48, which has been increased to 35.76, with an increase of 14.28 scores, which are found to be significant. Further group wise comparison revealed the experimental group had significantly increased its attitude scores ( $F=61.74$ ,  $p<0.01$ ), where the gain is as much as 15.43 scores (Pre-Test 21.34, Post-Test 40.77), in against control group which has gained only 2.77 scores (Pre-Test 21.43, Post-Test 24.20). This clearly indicates the effectiveness of intervention in increasing the attitude scores in group.

Mean Pre-Test and Post-Test scores on Science Attitude of students in the experimental group.

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Groups	Treat				Gain
	Pre test		Post test		
	Mean	S.D	Mean	S.D	
SHK	21.34	1.66	40.77	2.88	19.43
<b>Test statistics</b>	<b>F</b>				<b>Gain (groups) = F = 10.011 (p &lt; .05)</b>

Paired samples t-test revealed a significant increase in the attitude scores of students under experimental group. An increase of 19.43 scores from pre-Test (Mean 21.34) to post test (mean 40.77) was found to be highly significant ( $p = .017$ ,  $p < .001$ ).

Table 3

Mean Pre-Test and Post-Test scores on attitude towards of boys and girls in the experimental group

Gender	Treat				Gain
	Pretest		Post test		
	Mean	S.D	Mean	S.D	
Boys	21.36	1.33	40.72	2.86	19.35
Girls	21.32	1.54	40.82	2.92	19.50
<b>Total</b>	<b>21.34</b>	<b>1.46</b>	<b>40.77</b>	<b>2.89</b>	<b>19.43</b>
<b>Test statistics</b>	<b>GMS (groups) = F = 10.011 (p &lt; .05)</b>				

Expected outcome, ANOVA revealed a significant difference between scores before and after the science attitude scores. After pre-test to post-test situation. Both the gender gained equally after intervention (Total 19) ( $p < .05$ ). Girls more gained a score score of 19.43 whereas girls gained a score score of 19.44, which were statistically the same.

Table 4

Mean Pre-Test and Post-Test scores on science attitude of boys in the experimental and control groups

Groups	Treat				Gain
	Pre-Test		Post-Test		
	Mean	S.D	Mean	S.D	
NPM	21.46	2.41	31.37	2.86	9.92
BMBA	21.36	1.82	40.72	2.86	19.35
<b>Total</b>	<b>21.40</b>	<b>2.02</b>	<b>31.11</b>	<b>2.86</b>	<b>9.71</b>
<b>Test statistics</b>	<b>GMS (groups) = F = 100.000 (p &lt; .05)</b>				
	<b>GMS (groups) = F = 476.597 (p &lt; .001)</b>				

In the case of science Attitude scores of boys only treatment, irrespective of the groups, we had a significant increase in the attitude scores of the selected sample. The obtained  $F$  value of 2070.665 was found to be highly significant at .001 level. By the post-testing the mean Attitude score was 21.40, which has been increased to 31.11, with an increase of 9.71 scores, which was found to be significant. Further, group wise comparison revealed that boys in the experimental group had significantly increased their Attitude scores ( $F = 476.597$ ,  $p < .001$ ), whereas the post-test score is as much as 31.11 score (Pre-Test 21.36, Post-Test 40.72), as against control group which has gained only 9.92 scores (Pre-Test 21.46, Post-Test 31.38).



Table 7

Table 7: The Test and F-test. The above table shows the value of p-value & the upper and lower bound of p-value.

Group	F-test				p-value
	Pre-test		Post-test		
	Mean	S.D	Mean	S.D	
EFSD	20.92	1.04	21.96	1.41	0.06
EFSD	20.26	1.04	20.95	1.22	0.138
EFSD	21.44	1.14	22.05	1.39	0.11
Total average	Mean (pretest) = 21.2095, SD = 1.14				
	Mean (posttest) = 21.3144, SD = 1.29				

In the case of science attitude, pretest science scores of girls were measured. irrespective of the groups, we had a significant increase in the posttest scores of the control group. The obtained F value of 1.474, but was found to be highly significant at 0.05 level. In this case, using the same attitude score was 14.67, which has been increased to 49.75, with an increase of 33.12 scores, which was found to be significant. Further, group wise comparison revealed that girls in the experimental group had significantly increased their attitude scores (F=424.714, p<0.05), when the girls in control group were 18.74 scores (pretest) 38.74 post test (02), as control group score which has given into 1.05 scores (pretest) 20.92 post test (14.92).

#### FINDINGS OF THE STUDY

The study revealed that the use of multimedia approach in science teaching can be an effective way to facilitate students' overall learning experience, which includes. The study highlights the importance of incorporating multimedia in science education to create an engaging learning experience and address various learning styles, and its role in promoting the development of critical thinking skills. These findings have important implications for science educators, highlighting the need to explore the quality and effectiveness of science education and to focus on students' learning outcomes.

1. In the pretest, the mean attitude score was reported which was found to be significant. Further, group-wise comparison revealed that the experimental group had significantly increased attitude scores. These findings clearly indicate the effectiveness of the intervention in improving the students' attitude. The findings also suggest that multimedia approach can be used to enhance students' performance, and also to promote the development of students' attitude.

2. The findings suggest that the intervention was effective in decreasing the science attitude scores of the students under the experimental group.

3. The findings suggest that the intervention was equally effective in increasing the students' attitude scores for both boys and girls. This result is important as it suggests that multimedia can be used to improve the attitude scores of both boys and girls equally.

4. The findings suggest that the intervention was effective in improving the students' attitude scores of the participants, particularly among boys in the experimental group. This result is significant, as it indicates that multimedia can be used to improve students' performance and increase their interest in science, and that it can be used to promote the development of students' attitude.

#### CONCLUSIONS

Based on the present study, the use of a multimedia approach in science teaching can have a positive impact on the development of students' attitude among secondary school students.

Multimedia can enhance students' engagement and interest in learning, leading to a more positive attitude towards science and enhance students' skills.

Multimedia resources can improve students' understanding of scientific concepts by providing visual and interactive representations of complex ideas that is easy to use in Science lessons.

The use of multimedia in science education can help in developing students' critical thinking skills, as they are asked to analyze and evaluate scientific claims presented in multimedia resources.

The use of multimedia can increase students' motivation and interest in science education by providing students with interactive.

Students have shown that the use of multimedia can lead to improved students' performance in science and further increased students' interest.

However, it is important to note that the effectiveness of a multimedia approach may vary depending on the specific content and implementation. More research is needed to better understand how and under what conditions the effectiveness of using multimedia in science education can be maximized, and to explore the impact of multimedia on science education in other contexts.

#### EDUCATIONAL IMPLICATIONS

The use of multimedia approach in science education can have several educational implications for the development of students' attitude among secondary school students. They are given as the key point below:

**Increased engagement:** The use of multimedia, such as videos, animations, and interactive simulations, can help to increase students' engagement and interest in science. This can lead to a more positive attitude towards science and a greater desire to learn more about scientific concepts.

**Improved understanding:** The use of multimedia can also help to improve students' understanding of scientific concepts. Visual representations can help students to better understand and conceptualize complex ideas, while interactive simulations can provide hands-on experience with scientific phenomena in a more accessible way.

**Enhanced critical thinking:** The use of multimedia can also help to develop students' critical thinking skills. For example, students may be asked to analyze and interpret data presented in a video or simulation, or to evaluate the credibility of scientific claims made in multimedia resources.

**Increased accessibility:** the use of multimedia can also increase accessibility to science education for students who may struggle with traditional text-based resources. For example, students with visual or auditory impairments may find it easier to engage with science content presented in a multimedia format.

**Improved academic performance:** Finally, the use of a multimedia approach in science education can have a positive impact on students' academic performance. Studies have shown that the use of multimedia can improve students' retention of scientific concepts and lead to better performance on assessments.

In total, the use of multimedia in science education can provide several educational implications and educational implications for the development of scientific attitude among secondary school students, including increased engagement, improved understanding, enhanced critical thinking, increased accessibility, and improved academic performance.

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## **Role Of Social Media In Teaching-Learning Process**

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**Abstract:** The Role of social media in the teaching-learning process and how it has transformed the educational landscape. Social media has enabled collaboration, engagement, and access to information, making it easier for learners to connect with experts, peers, and resources. The paper discusses the advantages of using social media for collaboration, promoting active learning, and developing essential skills such as communication and critical thinking. It also highlights the importance of engagement in the teaching-learning process and how social media can be used to make the learning experience more interactive and participatory. However, the paper also discusses some challenges and limitations of social media in the teaching-learning process, such as information overload, security, and privacy concerns.

**Keywords:** Social Media, Teaching, Learning, Collaboration, Engagement, Access.

### **Introduction**

Social media has revolutionized the way in which people interact and share information. With the emergence of social media, there has been a paradigm shift in the teaching-learning process. The integration of social media in education has opened up new possibilities for enhancing the quality of education. In this paper, we will explore the role of social media in teaching-learning process and how it has transformed the educational landscape.

**Keywords:** Social Media, Teaching, Learning, Collaboration, Engagement, Access.

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## Role of Social Media in Teaching-Learning Process

Social media has brought about significant changes in the teaching-learning process. It has provided educators and learners with new opportunities for collaboration, engagement, and access to information. In this section, we will discuss how social media has transformed the teaching-learning process.

### Collaboration

Collaboration is a process of working together with one or more people to achieve a common goal or objective. It involves sharing ideas, knowledge, and expertise to create something that is greater than the sum of its parts. Collaboration is an essential component of the teaching-learning process, as it enables learners to work together on projects, assignments, and discussions, and share their ideas and perspectives with one another.

Social media has provided an excellent platform for collaboration in the teaching-learning process. It has enabled learners to work together on projects, share ideas, and provide feedback to one another. Social media tools such as Facebook, Twitter, LinkedIn, and Instagram can be used to share knowledge, discuss ideas, and collaborate on assignments. These platforms enable learners to work together, regardless of their location or time zone.

One of the main advantages of using social media for collaboration is that it promotes active learning. When learners collaborate with one another, they are more likely to be engaged with the material and to learn actively. Collaboration can also help to develop essential skills such as communication, problem-solving, and critical thinking, which are valuable for learners both in and out of the classroom.

Social media has also provided learners with the opportunity to connect with experts and mentors in their field of study. This can help learners to build relationships and networks that can be valuable throughout their career. Learners can use social media to follow industry leaders, participate in online discussions, and connect with peers and mentors who can provide guidance and support.

### Engagement

Engagement is a critical factor in the teaching-learning process. It is essential to keep learners motivated, interested, and focused on the learning goals. Social media has played a significant role in promoting engagement in the teaching-learning process. It has provided an opportunity for learners to interact with the content, instructors, and peers in a more interactive and participatory manner.

Social media platforms offer a variety of features that can be used to promote engagement in the teaching-learning process. For example, instructors can use social media to share multimedia content such as videos, images, and infographics that can make the learning

their own content, such as videos and podcasts, which can help to promote engagement and motivation.

Social media has also enabled instructors to provide personalized feedback and support to learners. Instructors can use social media platforms such as Twitter, Facebook, and Instagram to provide feedback on assignments, answer questions, and provide guidance to learners. This can help to promote engagement by providing learners with a sense of connection and support.

Another way social media can promote engagement is through gamification. Gamification involves the use of game design elements such as points, badges, and leader boards to make the learning experience more enjoyable and engaging. Social media platforms such as Facebook, Twitter, and Instagram offer a variety of gamification tools that can be used to make the learning experience more interactive and engaging.

Social media has also provided an opportunity for learners to collaborate and work together on projects. This can help to promote engagement by providing learners with a sense of community and shared responsibility. Learners can use social media platforms to collaborate on assignments, share ideas and feedback, and support one another.

## Access

Access is an essential component of the teaching-learning process. It is critical to ensure that all learners have equal opportunities to access educational resources, regardless of their location or background. Social media has played a significant role in promoting access to educational resources, making it easier for learners to access content, communicate with instructors, and collaborate with peers.

Social media platforms have provided a wide range of opportunities for learners to access educational resources. For example, instructors can use social media platforms such as Facebook, Twitter, and Instagram to share links to online resources, such as articles, videos, and podcasts. This makes it easier for learners to access relevant content, regardless of their location or time zone.

Social media has also made it easier for learners to communicate with instructors and peers. Learners can use social media platforms to ask questions, share ideas, and provide feedback on assignments. This can help to promote engagement and collaboration, as learners can connect with one another and with instructors in a more interactive and participatory manner.

Another way social media has promoted access in the teaching-learning process is through online courses and webinars. Many educational institutions and organizations offer online courses and webinars on social media platforms such as Facebook, Twitter, and Instagram.

makes it easier for learners to access educational resources, regardless of their location or schedule.

Social media has also provided an opportunity for learners to connect with experts and veterans in their field of study. This can help learners to access valuable insights and knowledge that can support their learning and career development. Learners can use social media to follow industry leaders, participate in online discussions, and connect with peers and mentors who can provide guidance and support.

### Challenges and Limitations

#### 1. Information Overload and Accuracy

One of the biggest challenges of social media in the teaching-learning process is information overload. With the vast amount of information available on social media, it can be difficult for learners to navigate and filter through the noise to find valuable and accurate information. Moreover, social media is also plagued with fake news and misinformation, which can mislead learners and hamper their learning outcomes.

To mitigate this challenge, instructors must guide learners on how to evaluate the reliability and accuracy of information on social media. Learners must be equipped with critical thinking skills to evaluate sources and distinguish between credible and unreliable information. Instructors must also provide clear guidelines on the type of sources that are acceptable for research and academic purposes.

#### Challenge 2: Distraction and Time Management

Social media can be a significant source of distraction for learners, especially when it is not used appropriately. Social media can hinder concentration, reduce attention span, and impede the learning process. Additionally, learners can also get sucked into the never-ending cycle of social media, leading to poor time management and procrastination.

To address this challenge, instructors must provide clear guidelines on the appropriate use of social media in the learning process. Learners must be encouraged to use social media for educational purposes only and avoid using it during class hours. Instructors must also incorporate time management strategies in their teaching methods to help learners manage their time effectively.

#### Challenge 3: Privacy and Security Concerns

Privacy and security concerns are also significant challenges of social media in the teaching-learning process. With the increasing reliance on social media, learners may unknowingly share personal information, which can be accessed by unauthorized parties. Additionally, learners may also become victims of cyber bullying, harassment, and identity theft.

To mitigate this challenge, instructors must educate learners on the importance of online privacy and security. Learners must be encouraged to use privacy settings and avoid sharing sensitive information on social media. Instructors must also create a safe and secure online environment that is free from harassment and cyber bullying.

### Challenge 4: Unequal Access to Technology

Another significant challenge of social media in the teaching-learning process is unequal access to technology. Learners from low-income backgrounds may not have access to the necessary technology and equipment to participate in online learning. This can create a digital divide and limit the learning opportunities for certain learners.

To address this challenge, instructors must ensure that all learners have equal access to technology and equipment. This can be achieved by providing technology and equipment to learners who do not have access to it. Instructors can also adopt a hybrid approach to teaching, which combines online and offline learning, to ensure that all learners have equal learning opportunities.

### Conclusion

Social media has had a significant impact on the teaching-learning process. It has provided a wide range of opportunities for learners to engage with educational content, collaborate with peers and experts, and access educational resources. One of the key benefits of social media in the teaching-learning process is collaboration. Social media platforms have enabled learners to work together on projects, share ideas, and provide feedback to one another. This has helped to promote engagement, creativity, and a sense of community among learners. Social media has also played a significant role in promoting engagement in the teaching-learning process. Social media platforms offer a variety of features that can be used to promote engagement, including multimedia content, personalized feedback, gamification, and collaboration tools. By harnessing the potential of social media for engagement, instructors can enhance the quality of education and improve learning outcomes. Access is another important aspect of the teaching-learning process, and social media has provided many opportunities for learners to access educational resources. Social media platforms have made it easier for learners to access relevant content, communicate with instructors and peers, and connect with experts and mentors in their field of study. However, social media also presents challenges and limitations in the teaching-learning process. These include issues such as privacy and security, information overload, and the potential for distraction. Instructors and learners must be mindful of these challenges and take steps to mitigate their impact.

Overall, social media has had a transformative impact on the teaching-learning process. By leveraging the potential of social media platforms for collaboration, engagement, and access, instructors can enhance the quality of education and improve learning outcomes. However, it is important to be mindful of the challenges and limitations of social media and take steps to mitigate their impact.

Volume - VI

# EDUCATIONAL DEVELOPMENT AND SOCIAL WELFARE

Editors

Dr. REKHA K JADHAV  
VENKATESHA J.N



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# **EDUCATIONAL DEVELOPMENT AND SOCIAL WELFARE**

VOLUME - VI

Editors

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## THE CHALLENGES AND ISSUES OF TEACHER EDUCATION IN INDIA

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### Abstract

Teachers play a vital role in helping people to develop their talents and develop their potential by personal growth. They need to acquire a complete package of knowledge of 4ARs needed by teachers and citizens of the world at large. The school teachers receive a lot of training and the students who should learn from them in progress. The outcome of student's curriculum depends entirely on quality of teacher. With the advent of quality oriented, the quality of teachers involves the convergence of policy makers, colleges and university levels ultimately to better education colleges. This article aims at raising an fruitful contribution to the on-going debate of challenges faced by teacher education.

### Teacher Education and Higher Education

Throughout the world, Higher Education (relative to India) is a dynamic environment. In India also, the institutions of higher education (Higher Teacher education (HTE)) are facing many challenges and are undergoing significant changes from time to time. There is a need to expand the system of higher education, the extent of technology in the educational delivery, the increasing student participation in higher education, and the extent of globalization. Such developments such as rapid changes in the Indian higher education scenario. These changes and the process will still in vogue should be taken into cognizance in order to enhance the standard of teacher education.

Higher Education (especially in connection with quality consciousness and enhancement), it is self evident from the available 'The legacy of the nation is stored in the classroom' that the primary concern of teacher education is quality. Industry education plays a significant role in the nation's development and the quality of teachers and trainers goes a long way towards not only ensuring quality of teacher education.

There has been a great emphasis of teacher education over the years. The teacher education plays a significant role in nation's development but the quality of education provided is greatly determined by the quality of teachers and teaching.

One of the biggest challenges faced by developing countries is the lack of preparedness of the teachers to implement an effective approach to teaching in schools. If teachers are to become effective practitioners of knowledge to understanding and meeting the needs of learners then they must be educated to that extent. Yet teacher education lacks an effective teaching in that teacher educators themselves are professionally unprepared and take the role of educating pre-service and in-service teachers about effective teaching practices. They need to update the teacher educators to offer an appropriate curriculum and to employ suitable pedagogies and to prepare them for confidence in teaching can be very challenging. A scenario where there are few students and few perspectives are limited in and lacking the necessary skills, knowledge and sentiments to undertake such a role. To overcome the problem of adjustment teacher education are required for effective teaching practices. Pre-service teacher education programs are in no exception to this problem. Teachers are crucial in determining what happens in classrooms and there are those who would argue that the development of more effective classrooms requires teachers to take a different student learning needs through the modification or differentiation of the curriculum. There is a perfect agreement of the need to reform teacher education so that all beginning teachers enter the profession better prepared to deal with diversity in their classrooms and also more aware that they will be working with adults as well as pupils. Most experienced teachers do not believe that they have the skills and knowledge to do this kind of work and that there is an army of 'quality' but there is and with these students as a one to one basis or in small more manageable groups. Factors involved in Effective teaching

Though teachers have concerns about effective teaching and many writings have found that teachers' attitudes towards effective teaching are not particularly positive. They express concerns about their lack of preparation for assessment and for teaching of learners. Teacher education emphasizes on teaching and training with reference to these aspects.

- Teaching strategies
- How children learn
- What children need to learn

- Continuously upgrading and re-upgrading
- Where to get help when necessary
- Identifying and reviewing attributes
- Learning and teaching stakeholders learning
- The legislative and policy context
- Creativity and special needs

It is important to note that the current knowledge is no doubt important, but it is insufficient to prepare practice to achieve better results. Teachers did not see skills for success when they returned to the classroom. It was clear that there was a big gap between what teachers knew as a result of being on a course and what they did in their classrooms. It is almost as though the 300 sessions have been directed to the individual and continuous development. In other words, PDPC has become an essential element of professional learning and institutional development. The paradigm shift of teacher education is having knowledge into useful ability.

Changing old ways is difficult, but there are many teachers whose professional identities are secure. The traditional way of thinking is being slow to develop into a habit and is slow to improve teachers' knowledge and skills, but it is clear a new work.

For this purpose, The National Policy on Education (NPE, 2000) and the subsequent Programme of Action (PoA, 2001) laid great stress on the quality of education at every level. If the latter has to live up to its mandate, the teacher education should be at a high standard and make a hefty investment in raising the quality of Higher Certificate Education any of education to be such as the best values using the younger generation and to live up to them.

Core values in teacher education

1. Contributing to National Development - One of the Teacher Education Institute has a responsible capacity to assist in change, and it, for some time, cannot guide and objectives that they have set for its beneficiaries. Contributing to national development has always been the ultimate proclaimed goal of education. The Teacher Education Institute has a special role in human resource development and capacity building of individuals, in order to fit needs of the economy, society and the country as a whole, thereby contributing to the development of the sector. Giving the course of such a course, having equity, and training centers to higher education are in the ways by which Teacher Education Institute can contribute to the national development.
2. Promoting Global Competencies among Students - The global developments at the global level are varied but still having some of common should be on par with that necessary to achieve. Why? Beneficial and globalization of economic activities, the need to develop skilled human resources of a high calibre, is imperative. Consequently, the demand for internationally – acceptable standards in higher education of teacher education is evident.
3. Instilling a Value System among Students - Through self development is related to the success of students in the job market, skills are in fact, when it is the stance of appropriate value systems. Teacher education institutes have to consider the responsibility of instilling the suitable value systems amongst the students. It is equally for male, who retain discipline and flexibility. It is essential that students inside the appropriate value systems include self-respect, respect, honesty, integrity and environmental balance, at the local, national and universal levels. Whatever to the guidelines and objectives that exist in the country, there is no doubt for focus about instilling the core of moral values like truth and righteousness apart from other values considered in the various policy documents of the country. The needs of values given in the early stages of education, create a sense of cooperation and mutual understanding, lead to be respected and recognition of the teacher education institutions, through appropriate learning experiences and opportunities.
4. Promoting Use of Technology - Most of the significant developments that are now taking place, can be attributed to the speed of Science and Technology. While the advantages of using modern tools and technological innovations in the day-to-day life are well recognized, the corresponding changes in the use of new technologies for learning – learning and construction of TQM have had to be studied. Technological advancement and innovation in educational transactions have to be supported by all TQM, to make a viable impact on systems development as well as administration.
5. Goals for Excellence - Although contributing to nation-building and skill development of students, institutions should also determine a drive of creating excellence from courses of excellence. Excellence is all that they do, will contribute to the overall development of

the system of teacher education of the country as a whole. This 'Quest for Excellence' could start with the assessment or even earlier, by the identification of the strengths and weaknesses in the teaching and learning processes as carried out by the institution. The institution may feel free to expand or modify the Core Values in conformity with the goals and mission of the institution.

Curricular Design helps in systematic organisation and delivery of lectures which paves the way for academic flexibility and enables teachers to cater to the diversified needs of students thus bringing flexibility in teaching-learning process thereby enhancing teacher quality.

Some of the other issues and challenges of teacher education are -Evaluation Processes and Reforms Promotion of Research, Research and Publication output, Consultancy and Extension Activities.

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# TEACHING AND LEARNING PROCESS IN THE GLOBAL COVID-19 PANDAMIC



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Department of Studies and Research in Education

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**&**

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## TEACHING AND LEARNING PROCESS IN THE GLOBAL COVID-19 PANDEMIC

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### ABSTRACT

The world is constantly changing and various domains are also influenced by the change. The pandemic has successfully forced global shutdown of several activities including educational activities and this has resulted in immediate changes in educational platform. Educational institutions in India are currently based only on traditional methods of learning, they follow the traditional set up of face-to-face lectures in a classroom. The evolution of the digital learning platforms has a huge impact in the educational institutions however there are demands for both technology and traditional learning. Due to this pandemic, the method of learning changed which improved the technology utilization. Digitalized education and easy access to the internet is transforming the approach to learning with the virtual classroom, advanced learning tools and free educational content. In relative times when digital schooling is required, it is essential that your institution or organization is prepared to rely completely on technology. Therefore, the alternative of no schooling online schooling has been an important tool to sustain skill development during pandemic times.

### 1. Introduction

Education is quintessentially the core of humanity and foundation of a prosperous society. The progression in digital methods for education was imminent even before the unpredictable onset of pandemic. However, the pandemic consequently redesigned the scenario of education rapidly and made realize the importance of education. Opportunities like blended learning in the educational sector have managed to ensure a much more practical and convenient learning experience.

Educators using modern interactive media is much better than the classical methods of education. The advantage of digital systems is the speed of information flow and the

ability to update them. With the help of various media, a diverse transfer of knowledge is enabled.

## 2. Benefits of digital learning:

- The use of a system codes and symbolized the multimedias action on multiple senses with the help of educational content enables the development of various cognitive styles, and students are more interested in learning compared to other activities.
- The presentation of the content is more interesting, pragmatic and contributes to the acquisition of knowledge in different situations.
- Interactive multimedia systems enable the transfer of knowledge by simultaneously acting on multiple senses, thus speeding up the process of acquiring material.
- The adoption of concepts encourages the student's activity, and solving the problems offered by the program motivates the student to learn.

## 3. Advantages of Online Learning:

### 1) Efficiency

Online learning offers teachers an efficient way to deliver lessons to students.

Online learning has a number of tools such as videos, PDFs, podcasts, and lessons. You can use all these tools as part of their lesson plans. By extending the lesson plan beyond traditional textbooks to include online resources, students are able to become more efficient educators.

### 2) Accessibility Of Time And Place

It allows students to attend classes from any location of their choice. It also allows schools to reach out to a more extensive network of students, instead of being restricted by geographical boundaries. Additionally, online lectures can be recorded, analyzed, and shared for future reference. This allows students to access the learning material at a time of their comfort.

### 3) Affordability

Another advantage of online learning is reduced financial costs. Online education is far more affordable as compared to physical learning. This is because online learning eliminates the cost points of student transportation, student meals, and more importantly, real estate. Additionally, all the courses or study materials are available online, thus creating a paperless learning environment which is more affordable, while also being beneficial to the environment.

#### 4) Improved Student Attendance

Since online classes can be taken from home or location of choice, there are fewer chances of students missing out on lessons.

#### 5) Suit A Variety Of Learning Styles

Every student has a different learning journey and a different learning style. Some students are visual learners, while some students prefer to learn through audio. Similarly, some students thrive in the classroom, and other students are solo learners who get distracted by large groups.

### 4. Disadvantages Of Online Learning:

#### 1) Inability To Focus On Screens:

For many students, one of the biggest challenges of online learning is the struggle with focusing on the screen for long periods of time. With online learning, there is also a greater chance for students to be easily distracted by social media or other sites. Therefore, it is imperative for the teachers to keep their online classes crisp, engaging, and interactive to help students stay focused on the lesson.

#### 2) Technology Issues:

Another key challenge of online classes is internet connectivity. While internet penetration has grown in leaps and bounds over the past few years, in smaller cities and towns, a consistent connection with decent speed is a problem. Without a consistent internet connection for students or teachers, there can be a lack of continuity in learning for the child. This is detrimental to the education process.

#### 3) Sense Of Isolation:

Students can learn a lot from being in the company of their peers. However, in an online class, there are minimal physical interactions between students and teachers. This often results in a sense of isolation for the students. In this situation, it is imperative that the schools allow for other forms of communication between the students, peers, and teachers. This can include online messenger, emails and video conferencing that will allow for face-to-face interaction and reduce the sense of isolation.

#### 4) Teacher Training:

Online learning requires teachers to have a basic understanding of using digital forms of learning. However, this is not the case always. Very often, teachers have a very basic understanding of technology. Sometimes, they don't even have the necessary resources and tools to conduct online classes.



To combat this, it is important for schools to invest in training teachers with the latest technology updates so that they can conduct their online classes seamlessly.

#### 5) Manage Screen Time:

Many parents are concerned about the health hazards of having their children spend so many hours staring at a screen. This increase in screen time is one of the biggest concerns and disadvantages of online learning. Sometimes students also develop bad posture and other physical problems due to staying hunched in front of a screen.

#### 5. Conclusion:

The online learning system, with its range of options and resources, can be personalized in many ways. It is the best way to create a perfect learning environment suited to the needs of each student.

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**CURRICULUM AND INSTRUCTIONAL  
DESIGNING FOR GLOBAL EDUCATION  
(GLIDE - 2018)**

**CONFERENCE  
MONOGRAPH**  
(Volume-II)



*Editors*  
**Dr.A.CATHERIN JAYANTHY  
Dr.G.KALAYARASAN**

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*Two Day International Conference  
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(GLIDE - 2018)**

26<sup>th</sup> & 27<sup>th</sup> March 2018

*Manjunath H. M.*

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## IMPACT OF MOBILE TECHNOLOGY ON THE STUDENTS LEARNING SKILLS AND PERFORMANCE

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### Introduction:

In the present digital world, Mobile technology is not helping the education system even if days important role in another sector. A few like in banking sector all the transaction can be done through mobile. Mobile Net banking machines are adopted. In case of educational institutions, the management uses the mobile technology for communication with parents to inform the student's attendance and performance. When it comes to the teaching and learning, mobile technology has greatly helped students and teachers by sharing the class room notes and accessing the online study materials. Over the past few years, there has been a large investment in information and communication technology in the teaching/learning process. In this context, mobile technologies, including smart phones and tablets emerge as an innovative tool associated with different methods and devices.

Most modern classrooms are now connected to the Internet via Wi-Fi or wireless broadband. PCs can be found in every corner of a modern primary or secondary school, from computers in classrooms, mobile laptops that are shared across classrooms, to computers in lab, libraries, and canteen, to the office machines used by support staff and administrators.

Wikipedia has shown increasing participation at the professional level as well. As revealed by Fabbro (2006) in research published for the E-Learning Guild, a collaboration of several different business organizations is underway. Practitioners are questioning to a group of companies now using mobile computing to educate their workforces and to determine that were considering the option to upgrade from traditional computer-assisted systems to mobile learning. He found that mobile devices were being used primarily for mobile and not content.

and for students' laptops were still the device of choice. However, the iPod and cell phone were popular as well.

### CONCEPTS OF MOBILE LEARNING - ANYTIME, ANYWHERE... ANYTHING

The evolution of mobile technology originated in the '80s decade, and consequently, the emergence of Mobile Learning (or Learning) has given rise to new forms of learning in different contexts. With the development of wireless networks, the m-Learning concepts that as a new paradigm is emerging, and allows access to any type of information (anytime), at any time (any time), and anywhere (anywhere).

### M-Learning: Do's and Don'ts

Mobile learning is about disseminating information and learning through a mobile device. However, with no distractions is mobile learning a compressed version of your classroom module on a mobile device. Here are 7 do's and don'ts of mobile learning you need to keep in mind.

#### 1. Do Develop Content

In mobile learning "content is king", so the first thing that needs to be done when developing a mobile learning program is to identify and understand the content.

#### 2. Do Keep The Navigation Simple: Follow the KISS (Keep It Simple Stupid)

Do keep technology when you want to develop a great mobile learning program, especially when it comes to the navigation. The user interface has to be simple and easy to navigate. The user should simply be able to navigate the learning material with one thumb or two fingers at the most. Instructional Designers have to bear in mind that as the screen size reduces navigation becomes harder as compared to a desktop, so creating proportional layouts and simple content play an



important role in creating a great mobile learning course. Additionally, learning providers also need to ensure that they keep the content easily accessible. This can be done by using simple titles and making sure the menu is simple to navigate.

3. **Do Not Overload:** Yes, there has to be a certain amount of scrolling in every e-learning course, but a great e-learning course will keep the scrolling to a minimum. Ensure that the content created for the module does not exceed these small lengths. In the case of a longer module, it makes sense to break up the content into different sections with an identifiable 'next' button. Learning providers also have to ensure that they minimize distractions on the screen. For this, they need to keep the low-visibility items such as legal information, copyright notices, or other info, but not on key to that module at the bottom of the screen.

4. **Don't Overuse Information Density:**  
With mobile, everything has to be crisp... even the information. Content for mobile learning has to be bite-sized and segmented keeping in mind memory limitations, battery life, and short attention spans. Having a clear content plan at the beginning of each module helps in making the objectives of the course clear. It also sets the expectation of the learner. Furthermore, you need to consider the overall file size of the course. This will help you ensure that data not compresses the storage capacity of the device, can be easily downloaded and can be used in both offline and online modes. Small, bite-sized nuggets of information become easier to view, consume, and process, which in turn contribute to the effectiveness of the learning program.

5. **Don't Get into The "Punk" Mode:**  
Mobile learning programs have to adopt the "punker" mode rather than the "punk" mode. In the course has to be designed such that it is personalized, the users can self-diagnose what they want to achieve at their learning pace, and get support when they need it. Instructional Designers creating mobile learning content that have to ensure that they create modules that fit learners "nicely" with. They also need to ensure that they provide the right back-end support to guide and help the learners. While creating these experiences, it is also essential now to include the social angle. Employing game-based learning strategies for assessments and tests, providing the learners the opportunity to share their results on social media, platforms, or enabling the use of social media platforms for discussions etc. also contribute to the success of a mobile learning module.

6. **Do Use Mobile-Native Technology:**  
This is an absolute no-brainer. When developing a course for mobile learning, making it responsive is just an option anymore. Also need to consider both landscape and portrait orientations when designing for mobile. Using technology such as HTML5 that is mobile-friendly also helps in making mobile learning modules versatile, secure, better, and responsive. As the learners continue to become increasingly mobile and the traditional generation takes center stage, learning providers need to create mobile learning programs that are engaging and interactive to facilitate better learning.

**New devices and software are tools that enable the redefinition of education!**

- Access to anywhere, anytime learning during and after school hours
- Intra-school and cross-school cooperation and collaboration between students, parents and teachers
- Intuitive and easy-to-use devices for stronger learner centers, lightweight devices with touch-screen user interfaces
- Educational applications and digital content such as digital textbooks
- Security solutions that create a safe and protected learning environment for students!

**Evolution of re-learning**

**Using Mobile Devices for Learning Learning**

As PDAs, cell phones, and MP3 players converged into more sophisticated mobile devices, the Youth emerged as a mobile device with learning-relevant capabilities. The first generation of

tasks was equipped to perform a number of tasks, many of which could be used to accomplish a number of educational objectives (Mariner 2010). Some of these tasks used programs such as YouTube for watching videos, iTunes for listening to music, Safari for browsing the Internet, and

#### Benefits and Demerits of M-Learning:

- **Multimedia Ability:** The ability to easily record and playback a student's voice and compare it to a native speaker's voice is a great learning tool for the language learner. Moreover, the ability to record and playback videos is another asset for learning a language. Listening to music and watching videos are very popular exercises for students as well. The ability to create and listen to content is another advantage for language learning.
- **Internet Access:** Access to the Internet gives students the ability to search for and receive information about any topic. Searching the BOLD provides answers about movies and cost-saving. YouTube allows students to watch and listen to music videos and movie clips. Online dictionaries and other information gathering tools are used widely by students in language classes.

#### Issues of M-Learning:

1. **Distraction:** While students can access dictionaries and other online information for learning during class time, the same use is inappropriate during a quiz. Also, watching videos that are not related to the lesson, playing online games, and using social networks for connecting with friends but not in the target language are inappropriate uses of the device during class and may lead to class disruption.
2. **Copying:** Looking at dictionaries or searching for answers during a quiz or a test is a serious academic offense and should be dealt with appropriately.

#### Conclusion:

The paper has reviewed and presented the impact of mobile technology on the students' writing skills and performance. It is clearly shown that the Mobile learning has a lot of merits to raise the performance and learning skills, in which immediate anytime, anywhere, anything (any situation) can be accessed. This technology enhances the self-confidence of students and enriches the knowledge level. The other side of the coin, the same technology has some demerits like causing any financial and technical problem leads to waste of time. Another major benefit of M-learning is that it helps learn language easily. Also presented some do's and don'ts of mobile learning.

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April 12<sup>th</sup> & 13<sup>th</sup>, 2019



# EMPOWERING INDIA THROUGH DIGITAL LITERACY

(ICSSR Sponsored National Seminar)

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## A Study On Digital Initiatives In India

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### Abstract

The purpose of this paper is to study digital initiatives taken place in Indian education system in order to enhance the quality and provision based education. The Secondary data shows that there are 33 new initiatives have been taken by the Government of India (GOI) in the last four years to strengthen the education system. These revolutionary changes provide affordable, accessible, accountability, equality and quality education for all. "Digital India" concept is an idea for the development of Indian education with digital technology, particularly for students, professionals, and the general public. Amongst them, one of the greatest changes can be seen in the field of education, which is a means of empowerment by becoming aware of one's rights. The use of digital mobile devices (tablets and smartphones) in the higher education field has improved the quality of education in India.

### Introduction

Digital India is a programme initiated by Prime Minister Mr. Narendra Modi. The motive behind the Digital India mission is to build participative, transparent and responsive governance in each and every citizen.

It aims to provide all services electronically and promote digital literacy in India with the help of digital technologies which includes the concept of cloud computing and mobile applications have changed as the catalysts for capacious economic growth and citizen empowerment. In this perspective, companies all over the world desire to invest in digital India mission. Remarkably, global investors like Google, Facebook, Skype, Netflix, Flipkart have supported Modi's Digital India initiative. It is a modest step to promote e-governance or e-governance [4].

The Digital India programme is a flagship programme of the Government of India with a vision to transform India into a digitally empowered society and knowledge economy. Digital India is a desire to ensure that government services are made available for all citizens electronically by improving online infrastructure and by increasing the effectiveness of internet connectivity with one mission and one target that is to take nation forward digitally and economically. This initiative was taken to ensure that the citizens are getting engaged in the innovation process which is necessary for the economic growth and sustainable development of the country. In order to realize the full potential of this programme, it is necessary to address certain challenges in the way of its successful implementation, like digital literacy, poor infrastructure, low internet speed, lack of coordination among various departments, issue pertaining to taxation etc. If implemented properly, it will open various new opportunities for the citizens of the country and therefore it requires a lot of efforts and dedication from all departments of government as well as private sector considering the current status of the programme [3].

### What is education?

Education is a lifelong learning process. In other words, learning begins from the birth and ends with the death of the person. Among other things, education entails the ability to read and write. Also, education inculcates desirable human traits like honesty, sincerity, hard-work, punctuality, productivity, innovation, patriotism, efficiency, etc. Furthermore, education empowers people by accumulating lifelong skills and know-how, thereby giving an individual the capacity to liberate oneself from poverty and want. Education, when well imparted and utilized, has the potency of promoting national security. This is because national security covers the



socioeconomic, political, military, cultural, financial, industrial, demographic, and artistic spheres of a nation [2].

### The Impact Of Digitalisation

**Indian Economy Impact:** The economy of India has grown by 7.3 per cent in 2015 as against 6.9 per cent in 2014. The initiatives taken by the government of India have yielded result as India's gross local product (GDP) at basic cost at constant (2011) 121 prices 2014-15 is Rs. 106.4 trillion (US\$ 1,595 trillion), as against Rs. 99.21 trillion (US\$ 1,448 trillion) in 2013-14, registering a growth rate of 7.3 per cent.

**Employment Opportunity:** The 'Digital India' initiative has contributed a great deal to this positive growth. It has the potential of creating employment opportunities for 17 million people directly or indirectly, which will assist in ensuring joblessness in India. The government is scheduled to give IT training to 100 million people in smaller towns and villages because employment opportunity in the IT sector is very high in India. In the next 5 years, India will emerge as a leader in using IT in sectors like health, defence, education, agriculture, and banking. Moreover, the service sector will be digitally empowered.

**Education:** In the field of education, the government aims to ensure broadband connectivity in all panchayats, schools, libraries, and other public places. Apart from broadband connectivity, every village is provided with universal phone connectivity across the country. Mobile and internet banking can improve the financial inclusion in the country and create a win-win situation for all parties in the value-chain through an interoperable ecosystem and revenue-sharing business model. Telecom operators get additional revenue streams, while the banks get much new customer groups, incurring lowest possible costs.

**Manufacturing Sector:** The digital inclusion in the country provides the removal of the manufacturing sector in India. With the coverage of 'Make in India' and 'Digital India,' the nation is planning to achieve net zero imports by 2025. This means that the exports will be equal to the imports, helping to the economic development of the nation. With the introduction of mobile connectivity in all villages, unique single portal can be maintained for all government related services. This can be done by ensuring that all databases and information are in electronic form and not manual. Now to crude oil, electronics hardware comprises from a major part of imports in India. Since India is a service-based country and till now it has focused only on software development, the stress of "Digital India" on making India a manufacturing hub is bound to change the trend [1].

**Global Information:** Digital India mission aims to host data online and engaging social media platforms for governance in the site of the government. It also aims to build cloud management for data security so that citizens can easily access and can keep data safe.

**Early harvest programs:** Government plans to set up Wi-Fi facilities in all cities, railways, colleges and universities across the country. GPS system in cars and cops are introduced in cities and metros. Biometric attendance system is being deployed in all government institutions of state and central government offices, where recording of attendance will be made online [4].

### Major Initiatives Taken By The Government

Digital India programme is focused on three key ideas:

1. Creation of Digital Infrastructure and Electronic Manufacturing in Native India.
2. Delivery of all Government Services electronically (E-Governance).
3. Digital Empowerment of Native Indian People [3].

The ambitious 'Digital India' project has always been in news for all the good reasons. The project having a total outlay of Rs 1 lakh crore aims to transform the India into a knowledge economy. It aims to ensure easy access to technology infrastructure and government services to citizens. Digital India is a dream project of the government for the citizens and industries of India which could help in connecting the various past and present projects to bring India to a global platform. Through this project government services are available for urban and rural citizens digitally or electronically. The idea is to achieve digital innovation and create positive impact for the people living in rural and urban areas. It will virtually stress investment in all product manufacturing industries. The Digital India project aims to transform the country into a digital economy with participation from rural, urban citizens and business organizations to ensure that all government services and information are available anywhere, anytime, in any device that is easy-to-use, highly available and secured. This program can certainly remove the digital gap between the rural and urban India [3].

#### Digital India: Major Challenges

Many people in rural areas have no internet connection, and slow the content in regional languages is not sufficient to keep the readers engaged. Only 15% of the households can access the internet, and few people can access mobile broadband. This scenario is despite the increasing affordability of ICT environment in the country.

According to World Economic Forum (WEF) 2016 report, nearly 57% of Indian population is functionally illiterate, one-third of youth do not attend secondary education. There are vast differences in urban centers such as metropolitan cities and remote rural areas, where an even basic service like electricity is unavailable to run the Digital India program. India's growing economy and digital push have caught the attention of hackers and an increasing wave of cyber-attacks could soon badly impact the country.

India and other South Asian countries are now on the radar of cyber attacks. The government and corporate world need to produce state-of-the-art, New Age security solutions to meet their plans. It is not only a technological question but also deals with the question of privacy and security. The biggest challenge faced by 'Digital India' is the slow and delayed infrastructure development. Spectrum availability in Indian metros is about a tenth of the same in cities in developed countries. Challenges are in every area right from policy making, changing the work flow up to changing the mentality of the government officers. It is technological change within the most diversified nation. Within the government there are various departments which should be integrated. There is no active involvement of various departments such as telecommunication, justice, finance and planning, health department etc. Without a smooth workflow between them, this mission would never be implemented to its full strength.

For digital technology to be accessible to every citizen, significant efforts are needed to customize apps and services to cater to local needs. Finding vendors who can provide such applications has become a challenge. Though there are resources with India but time is a huge capital cost which is to be minimal and the fruits of the investment will be reaped after few years. Net neutrality is must and it is important to understand that digital India.

The biggest challenge faced by Digital India programme is slow and delayed infrastructure development. India's digital infrastructure is comparatively inadequate to tackle growing increase in digital transactions. India needs over 80 lakh servers as against the availability of about 110000 server at present to reach global level (ASSOCBOM).

The poorer participation in government projects in India is poor because of long and complex regulatory processes. Many vibrant proposals issued by government are not picked up by competent private sector organizations since they are not commercially viable. There is a wide digital divide between urban and rural India. Till now funds have not been deployed effectively to meet the cost of infrastructure creation in rural areas.[4]

#### Latest Digital Initiatives Plans of GOI

The following digital initiatives are,

1. Universal Broadband
2. Universal Access Programme
3. Internet Access programme
4. Reforming Government Through IT
5. e-Era
6. Information for All
7. E-governance Manufacturing
8. Information Technology for Jobs
9. Early Harvest Programmes

#### Conclusion

From this study, it is clearly shown that the digital initiatives in India has enhanced the standard of living and IT knowledge of people. The digital India concept is grand. It is a huge step towards building a truly empowered nation. It transforms citizens access to multimedia information, content and services. India has started towards cashless economy, transparency of governance through e-governance, e-governance. This study has covered the Government of India (GOI) major digital initiatives in India, challenges and latest digital initiatives plans.

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MONOGRAPH

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## Impact of Social Media on Mental Health

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### Introduction

Generally, social media define as, "forms of electronic communication (as with social networking and video-blogging) through which users create online communities, information, ideas, personal messages, and other content (as content)." There has been a lot of concern over the past couple of decades regarding the link between social media use and health issues. Although research findings identify a connection between increased social media use in the young (and population and increased mental health problems in the same population. It is how social media use may be associated with these changes. The imbalance caused by the misuse of social media is a great concern for parents, researchers and society regarding the health of individuals. One of the most common activities of present generation is browsing social media web sites.

The relationship between social media use and mental health in the young adult population. Current research indicates that there is a connection between increased social media use and decreased mental health. Unfortunately, young adults, the most active social media users, are predominantly high risk for developing mental health issues, making this connection particularly concerning. Team sports seem to have particular associations with positive benefits for young people and it has been suggested that there is something about the social nature of the participation that makes the benefit, over and above physiological consequences. The benefits may be due to even a lone runner may feel a positive connection and shared purpose with other runners. Positive effects may come from socialising or from other connections with adults and peers associated with activity. There is a well-established literature on the general role of competitive recreational activities in promoting social capital and wellbeing. Virtual platforms of social media like Facebook, Twitter etc. significantly enhanced the virtual environment from past decade by facilitating users interchange their feelings, ideas, personal information, pictures and videos. Physical activity has been associated with a wide range of psychological benefits for young people. Associations between social and physical activity and mental health outcomes for our age group have been consistent with preventing problems arising, promoting positive youth development, and using activity to cope with existing mental health conditions.

### Theories – Effect of Social Media on Mental Health

#### The Impact of Sedentary Behaviors on Mental Health

Sedentary behaviors are activities that involve sitting or lying down and are characterized by low Metabolic Equivalent Task (MET) energy expenditure. Sedentary behaviors are performed at a slightly above the resting metabolic rate (1-1.5 METs) and encompass a range of activities such as television viewing, computer use, playing video games, and passive recreation. Social media use encompasses these areas of sedentary behaviors. Typically, a person uses social media on a computer or mobile device while passing the time during a sedentary activity: sitting on the couch, waiting in line, etc. However, more than that, social media often operates on its own terms – as in a person can sit down during leisure time specifically to check their social media feeds, creating sedentary behavior rather than simply taking advantage of it. Reducing sedentary behaviors might be an important intervention in treatment and prevention of depressive and anxiety disorders. There is a connection between sedentary behaviors and mental health risks. It is unclear which follows the other. It may be possible that people with mental health problems fall into sedentary behaviors as a result of their disorder. Conversely, it is possible that sedentary behaviors increase one's risk of developing mental health issues.

## Displaced Behavior Theory

One idea that may explain how the sedentary behaviors encouraged by social media affect mental health is that of displacement. People who spend more time in sedentary behaviors (like social media use) have less time for face-to-face social interaction and physical activity, both of which have been proven to be protective against mental disorders. According to displacement theory, it is not the social media use in and of itself that has deleterious effects on mental health, but rather the amount of other activities.

The displaced behavior theory suggests that sedentary behaviors such as social media use could be displacing face-to-face interactions and the benefits it offers. The social withdrawal hypothesis is one mechanism of explaining the association between increasing sedentary behaviors and increasing risk of depression.

## Sleep Interruption Due to Blue Light

The mobile devices and computer screens used to view social media sites all have one thing in common: hidden within their glass, they emit high levels of blue light. This artificial light disrupts healthy sleep cycles. Night-time exposure to artificial light disrupts the body's circadian rhythm or the 24-hour biological clock that controls our sleep cycle. Artificial light exposure after sunset signals 'daytime' to our brains, shifting the clock later. As a result, many people are still checking email, doing homework, or watching TV at midnight, with hardly a clue that it is the middle of the night. Technology has effectively deceived us from the 24-hour day to which our bodies adjust.

The blue light included in artificial light is the most harmful to humans. Blue light suppresses melatonin, or the brain's "sleep chemical," production more vigorously than other wavelengths. Blue light suppresses melatonin through one of the sensors in our eye: the intrinsically photosensitive. The body that blue light is a culprit in disrupting sleep is supported by several studies that see sleep improvement with reduced blue light exposure.

## Differences Between Social Network and Social Support

Social networks are the number of social contacts that one has and the frequency of interaction with them. As such, social networks are objective and quantifiable. It is through such contacts and the type of bonds that a person has with her/his friends or relatives that one receives the help that he/she needs in times of crises.

In contrast, social support is the perception that there is the network one is entitled for the welfare of the individual. As a result, social support is more subjective and slightly less quantifiable. Social support acts as a coping resource and also reflects certain aspects of social and personality development. Social support is based on one's social network and is conceptually related to it.

## Social Media Negatively Impacting Mental Health

1. Low or decreased self-esteem during or after using social media.
2. Negatively comparing yourself to others via face social media content.
3. Excessively focusing on your own shortcomings or distress while viewing others' social media feeds.
4. Frequently feeling envious of others while engaged with social media.
5. Using social media as your primary leisure activity.

6. Feeling disconnected from friends and family or not interacting with them in person as often as you normally would.
7. Decrease in ability to concentrate.
8. Increased or unusual social anxiety when interacting with people offline.
9. Feeling a need to share everything you're doing offline on social media.
10. Experiencing the negative emotional experience, "FOMO" (Fear of Missing Out) during or after viewing others' online activity.
11. Occasionally, consistently using social media as a distraction to avoid or suppress negative emotions.
12. Irregular or disordered sleeping patterns.
13. Increase in fatigue and/or stress during or after using social media.

### Healthy Use Of Social Media

- **Subscribe to and participate in communities that are supportive, educational and provide health info events or sites that interest you.** Use these virtual neighborhoods to help find resources and to look for articles, research and resources you might use to improve your life offline.
- **Enhance and enrich existing offline bonds and relationships through positive feedback, posts and comments.**
- **Become an active citizen.** Get involved in the causes you believe in or share, volunteer and start a movement of your own. Individuals and charities have raised millions of dollars and spread awareness using social media to get their messages out - you can be a part of that too.
- **Foster goodwill, empathy and support for others** by dropping positive, constructive and helpful comments.
- **Seek out information and insights from trusted sources** to learn more about yourself and the world around you.

### Conclusion

This study has highlighted impact of social media on mental health and given key points of common theories about effect of social media on mental health. Also it gives the difference between social network and social support. This paper has given the negative and positive impact of social media on mental health.

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(Study conducted under TE Plan of DSERT - 2019-20)

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CERTIFICATE

Certified that this is a research report of the study entitled, "A CRITICAL STUDY OF THE CO-CURRICULAR ACTIVITIES ORGANIZED IN SELECTED SECONDARY SCHOOLS OF MYSORE NORTH BLOCK IN MYSORE DISTRICT", submitted by Mrs. PUSHPALATHA M.R. under Teacher Education Plan of the Department of State Education Research and Training (DSERT), Bengaluru, during the year 2019-20.

This study has not previously formed the basis for the award of any degree, diploma, fellowship or other similar titles. This study was carried out under the guidance and supervision.

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# **A STUDY OF THE PROBLEMS OF TEACHERS, STUDENTS AND PARENTS RELATED TO VIRTUAL EDUCATION AND THEIR ATTITUDES DURING THE PANDEMIC CONTEXT**

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structural changes were about 50% in comparison with the 2000 level of resource consumption.

Our work has a limited carrying capacity with a fairly resource lean. Environment is subject of primary industry standards of living to consistency with resource level of resource consumption. Our work has a limited carrying capacity with a fairly resource lean. Environment is subject of primary industry standards of living to consistency with resource level of resource consumption. Our work has a limited carrying capacity with a fairly resource lean. Environment is subject of primary industry standards of living to consistency with resource level of resource consumption.

**Teacher Education for Sustainable Development (TESD)**

No structural changes were about 50% in comparison with the 2000 level of resource consumption. The quality of teachers is improved. The quality of TE is a direct consequence and indicator of the quality of teacher education and TE system. Ensuring sustainable development and success of the quality of teacher education and TE system. Ensuring sustainable development and success of the quality of teacher education and TE system.

Teachers in world are poor in the existing TE programmes. They teachers are not educated in ways which address the various economic and cultural of teaching, learning and evaluation practices. They are being educated in ways and subject to existing paradigmatic. They are being educated in ways and subject to existing paradigmatic. They are being educated in ways and subject to existing paradigmatic.

The United TE should be comprehensive, integrated, holistic, and address the various and diverse dimensions of the rapidly changing world. The current perspective is centered on environmental issues of the 21st century.

An analysis of a wide range of existing teacher education programmes and existing teacher education of the various TE centre to study Sustainable Development. They that the

current TE centre are not addressing the various dimensions of the rapidly changing world. The current perspective is centered on environmental issues of the 21st century.

TE should be more about the current and future patterns. As per Sustainable Development, TE should be more about the current and future patterns. As per Sustainable Development, TE should be more about the current and future patterns.

in case TE is not addressing the various dimensions of the rapidly changing world. The current perspective is centered on environmental issues of the 21st century.

**Strategy for Curriculum Development, Implementation and Evaluation of Teacher Education for Sustainable Development (TESD)**

The implementation of teacher education for Sustainable Development (TESD) aim to develop teachers' attitude and skill to act in an appropriate manner towards environment and also to increase an awareness and understanding of the environment, the nature of it, threat to environment, available facts and capacity necessary to protect the survival of the land to improve the quality of the living conditions.

Keeping this in view, suggested teacher education for the development, implementation and evaluation of Teacher Education for Sustainable Development (TESD) are. Following are suggested steps towards which the TESD program is designed to move. Given the objectives of TESD for the program is designed to promote following the features regarding methodology of learning, professional and pedagogical practices to be employed in TESD. Emphasizing the curriculum development for teacher education, development of a continuing assessment and evaluation strategy in line with goals of TESD. Developing strategies to overcome any possible environmental constraints, and Developing techniques and tools to analyze the effectiveness of the TESD program.

The main motto of TESD is that the joint-activities should be given more time and knowledge, attitude, skills and abilities, and products in making day-to-day professional matters. The suggested program to be integrated, for necessary and holistic nature. The program strategy in TESD, therefore, is not to introduce a new subject, but a new approach to teacher education which cuts across various subjects and disciplines. Focus is on regard three main approaches can be employed in teacher education for the purpose of TESD with other subject disciplines. In Creation of a separate course by treating TESD as a separate subject (Bhopal); and iii) Organizing in-depth programs related to environmental issues. "Kogutowe" is currently the dominant approach to getting Education for Sustainable Development (ESD) in teacher education traditions. Two methods are feasible approaches suggested in this regard.

i) Differentiated curriculum (Differentialisierungsverfahren). This concerned the curriculum with a clearly defined component of many disciplines are selected, presented and dealt upon in detail. It deals out courses in detail and is integrated curriculum (Multidisziplinäre Lernverfahren). This model requires the integration of established disciplines through separate subjects. The model also includes to apply ESD concepts and problem-solving skills in various situations. Here, the ESD content is mixed into other disciplines.

**Competence of Teacher Educator with regard to TESD**

The teacher teaching can be defined as a set of observable teacher behaviors that facilitate good learning and "teaching competence" means an effective performance of all the above-mentioned teacher behaviors that bring about desired learning outcomes among students. In the context of TESD teaching is the demonstration process of designing and providing such learning situations by which every student teacher obtains all the knowledge, attitude and skills related to environmental education.

Competence is an improved manner with respect to its present human value. It is "the best way of doing things, the right way to live and work, in cooperation and co-operation with others". In some terms it is a "Desired quality of job performance". In the context of education teaching, it refers to the criteria that determine teacher effectiveness.

Competence = "Teacher acquires full subject knowledge, attitude and skills and other become subject characteristics" (Gardner, 1981). "The ability of a teacher manifested through a set of best classroom teachers behaviors which is a result of interaction between the content and product of the process of teaching what is to be taught" (Parks, 1979). In the context of TESD, the teacher needs to be equipped to provide a wide range of "interrelated" competencies related to: (a) Research (literacy) of a subject in environmental issues (like, natural or social); (b) Teaching (classroom) of a subject in environmental issues; and (c) Extension (field) of a knowledge in solving the environmental issues. The main qualities required to my teacher educators at second level and above are: (a) High intellectual fluency, ability, readiness, capacity, personality and their (DIXIT, Kulkarni, 2008). (b) Competent teacher educators should be developing process to make experience for good teacher and should target himself to be the best Teacher Competence is a human attribute with certain functional benefits of any individual.

With respect to teacher education and their role in the community of ecology, by and large, there are hundreds of environmental education competencies. NTE experts, consultants have proposed several competencies like: Content competencies, Cognitive competencies, Content Competency, Pedagogical Competency, Pedagogical Competency, Content competencies related to environmental activities, competencies

aimed to involve providers. Evaluation competencies, Management competencies, Competencies related to dealing with parents, Competencies related to dealing with community & other social agencies related to dealing with parents. Competencies related to dealing with community & other social agencies.

Teacher education in TESE are expected to have knowledge of the Environmental issues. Planning of lessons and activities including teaching strategies for teaching environmental issues. Making learning games to learn and apply environmental knowledge, attitude and problem solving skills. Presentation and communication skills – lecturing, explaining, eliciting responses, questioning, discussing, debating, reading, demonstrating, using A/V aids, field based learning strategies, etc. Grading, Grading, reading, demonstrating, using A/V aids, field based learning strategies, etc. Evaluation – Formative & Summative as well continuous and comprehensive and Total classroom management during curricular transactions. In addition to these teaching competencies, various other environmental competencies are required for a functional teacher educator to bring about a desirable and constructive modification in pupil teachers are: Awareness building, Ensure participation and Resource mobilization & utilization. Added to these, the teacher educator should have Motivational competencies, Initiating trust of the institution, colleagues, students, parents, Management committee and community people and Value-based competencies. Fostering an ethical role model, and developing values among student teacher related to environment and allied issues.

All these competencies need to be taken together in an interactive manner so as to produce a complex whole professional competence among teachers. It is this integration of competencies that would lead to qualitative performance of professional teachers not only in the classroom but also in the whole of the community which would definitely ensure national development with sustainable development.

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# Constructivist Pedagogy for Nextgen Students to Empower them to Think beyond their Reach



*Constructivist pedagogy* is to empower the students with Empowerment. The Teaching-Learning process being the very heart of Educational System finds extensive applications in various building among students who consider the future human capital of our country. Capacity building is in terms of expanding and enhancing competencies through students to acquire knowledge, attitudes, aptitude and skills. The teacher provides optimal facilities for a plan and designs such effective pedagogical strategies which enable students to learn autonomously and construct their own knowledge in the class. Learning should be an experiential or observational application. The Teaching-Learning process lifts the dimensions, nature, dimensions and practices. The process dimensions being the process of discovery and construction by students who discover or invent with **Personal, Social and Single Objective Thinking** in the class and **Practical dimension** encompasses the different components of knowledge such as Concepts, Theories, Principles, Laws, Postulates, Rules, Assumptions etc.

In recent times pedagogical experts are strongly advocating the use of such called **Constructivist Approach** that is learner-centred and that is due to the very nature of experiential learning. This has been strongly recommended as the most effective and successful approach to the teaching of different subjects and especially Science in the documents National Curriculum Framework for School Education (2005) and National Curriculum Framework for Teacher Education (2009) (NCFTE) and the same has been contained in a NCF (2010). It is high time for us to think about how to enhance the effectiveness of teaching and learning, how to trigger the motivation and competencies among students towards learning, how to enable them to apply their skills in right directions and how to transfer them the values of scientific inquiry in the class as well as in the society to the benefit of the nation, fellow scientists of our country.

In this regard, it is necessary for every teacher/teacher education to know about what is Constructivism. **What Constructivism is a learning approach** and what is the educational significance. **What are the different types of Constructivism?** **What are the characteristics of constructivist learning environment** and how to create the same in classroom? **What are the roles and responsibilities of Constructivist Teacher in the classroom** and how to play his/her role. **The principles of Constructivism** in which student's own experiential learning explores and solve problems. **Assessment** needs about ideas recorded by them, extend the same to apply same to solve problems and how to evaluate at the end. Such other many more issues form the part of the present article.

There is a large **wide gap** between the **Normative Expectations of Constructivist learning** and **Existing Realities of Constructivist Learning**. This gap has to be filled at the earliest. In this regard the present article finds its relevance and usefulness.

## What is Constructivism?

It is a family of knowledge used to explain how we come to know things. It means that the only way to study is through our own

and it is only through them, when the mind processes internally, which is constructivist. What else, however, from the outside the mind should construct a picture of the world.

**Dr. G. N. Subramanian** is a  
Formerly a Professor,  
National Institute of Advanced  
Study, New Delhi  
India.



### Construals in a Learning Theory

**Learning Theory** is a process of constructing meaningful experiences through interactions.

- 1. Constructivism is based on the view that all knowledge is constructed based on previous experiences.
- 2. Knowledge is based on the view that all knowledge is constructed based on previous experiences.
- 3. Knowledge is based on the view that all knowledge is constructed based on previous experiences.
- 4. Knowledge is based on the view that all knowledge is constructed based on previous experiences.
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- 9. Knowledge is based on the view that all knowledge is constructed based on previous experiences.
- 10. Knowledge is based on the view that all knowledge is constructed based on previous experiences.

### Types of Constructivism

- 1. **Epistemic Constructivism** It is based on the work of Jean Piaget (1896-1980), a Swiss philosopher. Piaget's theory of cognitive development proposes that children cannot be given information that they immediately understand and can build their own knowledge. They build their own knowledge through experiences. Experiences with the world build schemas or mental working schemas are changed, enlarged, and made more

### ARTICLE

represented through the qualitative process rather than through quantitative measurement.

**Epistemic Constructivism** is an "individual" qualitative approach through an increased knowledge constructed by world individuals centered knowledge individuals based on past experiences and through multiple processes.

**Piaget's cognitive constructivism** states that knowledge is based on the individual's working schema in the acquisition of knowledge. Constructivism emphasizes learning and knowing from the perspective of the individual based on the process of learning.

**Socioculturalism** It is based on the work of Lev Vygotsky (1896-1934). According to Vygotsky, the construction of knowledge occurs through interaction in the social world. Some sociocultural processes are the development of cognitive tools, learning processes of the individual within the context of the individual and the social culture. Culture, reality, tools and others within the world process.

Vygotsky notes that learning processes are the basis for the emergence of the children's cognitive skills. He writes, "The social interaction that occurs through language and other tools is the primary one in the development of the individual."

Vygotsky's "The Zone of Proximal Development (ZPD)" is probably his influential concept. ZPD is Vygotsky's term for the range of tasks too difficult for children to master alone but which can be mastered with the guidance and assistance of skilled or more-skilled children. Thus, the level of ZPD is the level of problem solving reached by the child working independently. The upper limit of ZPD is the level of ultimate responsibility for the child's learning.

with the acquisition of an individual's experiences.

### Characteristics of Constructivist Learning Environments

- 1. Students are the primary supporters of themselves, rather than the teachers' judgments of their knowledge.
- 2. Students are "personally constructed" and not "socially constructed."
- 3. Students are "personally constructed" and not "socially constructed."
- 4. Students are "personally constructed" and not "socially constructed."
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- 10. Students are "personally constructed" and not "socially constructed."



**Role of Constructivist Teacher in the Classroom & Learning**

- 1. **Support the student's own personal and social learning, using the different sources of information.**
  - 2. **Engage students to construct their challenge personal conceptions of their learning knowledge.**
  - 3. **Allow students to construct their conceptions and seek constructive feedback and responses.**
  - 4. **Allow students to use their own learning strategies.**
  - 5. **Encourage the growth of questions by thoughtful, open-ended questions.**
  - 6. **Encourage thoughtful discussion among students.**
  - 7. **Encourage students to work on identity, analysis, and social class learning skills.**
  - 8. **Challenge and engage student autonomy and autonomy.**
  - 9. **Be willing to let go of ideas or content.**
  - 10. **Use own data and primary sources along with traditional sources in place of content.**
  - 11. **Focus on clear expression for students.**
  - 12. **Encourage students to construct their own understanding, then they have it all learned.**
  - 13. **Present students individual differentiation, location of information and timing information of the learning process.**
  - 14. **Encourage the use of various sources for information both from within materials and experts.**
  - 15. **Seek out student ideas before presenting teacher ideas.**
  - 16. **Encourage students to challenge with other conceptual difficulties, issues involved in solving real-life problems.**
  - 17. **Emphasize learning beyond classroom, classroom and the school.**
- Use of the constructivist approach also uses instructional models based

on constructivist theory in that the teacher creates a learning environment where students can construct their own knowledge using this model. For this reason can be distinguished as constructivist or to follow.



**Figure 1. The 5E Model - a Hand Model of Constructivist Learning**

**Step 1: Engage:** Facilitating learning environment, learning activities and objectives and sharing the related history of the topic and learning model to the subject area. The content should be presented in a manner that is meaningful to students. Learning can be engaged in different ways based on content using contextual resources, setting and a problem situation, supporting learning in a supported phenomenon, considering possible responses to phenomena, presenting situations, observations, experiences, etc.

**Step 2: Explore:** In this stage, learners are given an open and self-directed for the phenomenon presented during the engage stage. This can be in a structure and present learning resources which include resources to enable to investigate activities and provide opportunities for students to actively involved in the learning process and construction of knowledge.

Some of the engineering activities can be given the related resources, have their work to discuss, experience and practice, and then transfer to give the process, analyze problem

solving, structure, and the importance of activities of course. Constructivist provides resources.

Learning in constructivist approach of learning occurs in students' own process. It is a student's own learning in the above mentioned activities and resources activities. Constructivist approach degree is very useful for this purpose.

**Step 3: Elaborate:** Students engaged in the investigation and present in a structure. During this step, knowledge, concepts, data, models, generalizations, and generalizations. Experience and learning through communication, learning to the important of the learning.

Self-knowledge constructed by students in a learning environment can be as follows: representing the constructed ideas, constructing and reflecting a model, reviewing and reflecting, discussing, representing ideas through communication, generalizing, reviewing, understanding through synthesis, presenting a summary based on the data, reviewing the data through generalizing, reviewing and understanding.

**Step 4: Extend:** In this stage, the teacher provides opportunities and guides for students to use the constructed knowledge in new and different situations. The students also evaluate the newly constructed knowledge to allow them to build knowledge. This can be achieved by having them to use processes of new understanding.

The teacher that students can perform in this stage can use knowledge and skills in real life situations, transfer knowledge in skills, share information and also having performance and results can set a new condition.

**Step 5: Evaluate:** At this stage of teacher evaluate whether if students have constructed if







technology, and many countries have already developed successful technology-based learning environments. However, systematic research into technology-based learning is scarce.

The book offers a valuable first glimpse into research for technology-based learning and technology-based learning products, applications and assessment tools, instructional strategies, problem solving, professional performance, assessment, culture, teacher education.

#### Conclusion

There is a growing emphasis on this subject. The role of the teacher is to lead and the student to be the learner. Teachers have to be facilitators who create such learning situations which enable students to discover their own knowledge. They shall not be passive recipients of information; rather, they shall be active pursuers of new knowledge.

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ACHIEVEMENT OF CLASS IX STUDENTS**

**THESIS SUBMITTED TO BHARATHIAR UNIVERSITY IN PARTIAL  
FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF  
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**BY  
JOHNY K. P.**

**(Reg. No. Ph.D-CB-J/L/2014-0210)**

**UNDER THE GUIDANCE OF  
Dr. H. N. VISHWANATH  
PROFESSOR IN EDUCATION  
SARADA VILAS TEACHERS COLLEGE, MYSURU**



**CENTRE FOR RESEARCH AND EVALUATION  
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This is to certify that the thesis entitled, "Effectiveness of Teaching Social Science through Smart Class Method on the Achievement of Class IX Students" submitted to the Bharathiar University, in partial fulfillment of the requirements for the award of the Degree of Doctor of Philosophy in Education is a record of original research work done by Mr. JOHNY K P, Reg. No. Ph. D - CE: JULY 2014-0210, during the period 2014-2021 of his research in the Centre for Research and Evaluation, Bharathiar University, Coimbatore-641046, under my supervision and guidance and the thesis has not formed the basis for the award of any Degree/Diploma/Associateship/Fellowship or other similar title of any candidate of any University.

Date: 22.3.2021

  
Signature of the Guide

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No. 1033, Westcott Road, Royapettah, Chennai - 600 014.

Tamil Nadu



**NATIONAL SEMINAR  
on  
INSTRUCTIONAL EFFICIENCY TO PREPARE  
THE POST MILLENNIALS FOR 2025**

### **MONOGRAPH**

30<sup>th</sup> and 31<sup>st</sup> January, 2019

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SEMINAR PROCEEDINGS

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## SMART CLASS: A FUTURISTIC TECHNO BASED INSTRUCTIONAL STRATEGY FOR CONSTRUCTIVE LEARNING IN RELATION TO FIVE ES MODEL

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### Introduction

Teaching and learning are the prime and pivotal process' of education since time immemorial. As your passed, teaching and learning process' had undergone number of changes from time to time, culture to culture. With the advent of technology in education, techno based instructional strategy situation has become an inevitable part of the contemporary education system at various levels including learning process. Students who are vibrant and inquisitive in nature, live in the world of technology, prefer to enhance knowledge and skills using technology at their space and time. Dynamic aspect of learners and techno cultures of the society prompt teachers to adapt strategies which would boost massive learning among the students. Therefore, the present study proposes Smart Class Futuristic Techno Based Instructional Strategy for Constructive Learning in relation to Five Es Model proposed by Roger W. Bybee. By using Smart Class technology, teachers can create constructive learning environment for the pupils to generate conceptual knowledge through reflective learning.

## Meaning of Smart Class

Smart Class is an advanced technology implemented for schools which provides tools and other resources for teaching and learning using latest tools, presentation. It is a type of a class room method of teaching and learning. Learning through a technology-enhanced learning system capable of using social media with digital resources can be termed as a smart class learning system. Smart classroom is a range for comprehensive digital education in schools. Smart classroom management, Smart Learning Management, Smart Learning Materials, lessons, projects and other multimedia devices are the key parts of Smart Class. Smart Class environment enables students to access digital resources and learn with learning systems at any place and at any time. It is able actively providing the necessary learning materials, hints, and supportive tools for learning in the right place, at the right time and in the right form. The key to the strategy is that it is student-centric, recognizing the demand from both students and the system, has seamless effort between learning in school and at home.

Smart class is an information software package which bring quality of content and user-orientation, making and learning. It helps teachers and students to break the barriers of time and space. Smart class room is a concept that takes advantage of telepresence Technology providing virtual and non-time-bound support to students, teachers, school managements and parents with a focus on creativity and collaborative learning and teaching. Smart class is grounded in two perspectives of digitalisation in education. They are digital communication and digital instructional technologies. Digital communication technology includes digital lesson plans, email communication, homework and group activities through SMS. Instructional technologies like software programmes in various forms, multimedia presentation, video conferencing etc. Thus, Smart Class is used as an advanced instructional and learning strategy for various subject schools.

The important features of Smart Class are,

1. Smart class is student-centric classroom that focus on each student's needs, abilities and learning style.
2. The interactive nature of technology offers learners an opportunity to share and participate in meaningful process. Every learner has an opportunity to participate in activities to presentation and discussion.
3. Smart Class sets an environment for the enjoyable learning.

4. Online approaches to Smart Class help teachers to access the various related resources and particularly focus and collect the opinions of the experts on a topic.
5. It promotes Group learning activities including collaborative writing, group projects, joint problem solving, debates and more.
6. Smart class has the facility to upgrade constantly the resources of learning.

### Concept of Constructive Learning

Constructivism in education is basically a theory based on observation and scientific study on how people learn a concept or ideology. It is defined as a process of constructing meaning or representation of external reality through experiences. It is said that people construct their own understanding and knowledge through experiencing things and reflecting on those experiences. As we experience new things, we have to reconcile it with our previous ideas and experiences, may be to discard what we believe or discarding new information as irrelevant. In both ways we become creators of new knowledge through engaging, exploring, explaining, expanding, and evaluating the concepts.

Constructivism stresses that learning takes place through the dual factors of social interaction and simultaneous exposure to cognitive experiences. The sources of cognitive experiences are teachers, textbooks, and previous experiences. It promotes a shared responsibility among students and teachers. Teachers are given necessary structure, voice, time and space, to question and explore the meaning phenomena and concepts. Constructivism states that students are capable of accepting the responsibility change of their own learning. They're responsible to develop essential intrinsic motivation and confidence in learning. According to Broder, Arje and Jones (2021), constructivism can be defined as the idea that development of understanding requires the learner to actively engage in meaning-making. It is based on the belief that learning occurs as learners are actively involved in a process of meaning knowledge construction. It promotes critical thinking and create motivated and independent learners.

### Characteristics of Constructive Learning

1. In Constructive learning environment, students actively participate to generate new knowledge.
2. Students are not passive listeners but active producers of knowledge.
3. Provides multiple representation of realities.
4. Encourages thoughtful reflection and multisensory experiences.
5. Supports co-operative learning.

1. Encourages learner autonomy and initiative.
2. Emphasis on performance and understanding when assessing learners.
3. Class energy becomes dynamic, questions are raised by the students and explored and answered via the instructional dialogue of the classroom.
4. Constructivism gives students ownership of what they learn and abilities to express knowledge through a variety of ways.
5. Constructivism concentrates on learning how to think and understand.
6. Students in constructivist classrooms learn to question things and to apply their natural curiosity to the world.
7. Constructivism promotes social and communication skills by creating a classroom environment that emphasizes collaboration and exchange of ideas.
8. The teacher facilitates a process of learning in which students are encouraged to be responsible and autonomous. It becomes interactive and student-centered.

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#### **Smart Class – A Booster for Five E's Model in Constructive Learning**

Smart Class is a futuristic module based Instructional Strategy for Constructive Learning when it used as a digital communication and instructional strategy in class room. Constructive learning is a process of interaction between learning activity and learner. In Constructive learning environment students actively participate to generate new knowledge. The teacher facilitates the process of learning in which students are encouraged to be responsible and autonomous. There are many ways Smart Class used as an instructional strategy for constructive learning.

In a Constructive learning environment, students actively participate to generate new knowledge as Smart Class is Student-centric classroom that focuses on each student's needs, abilities and learning styles. It enhances them to generate new knowledge as they live with technology in daily life.

Students are not passive learners but active producers of knowledge in constructive learning. Smart Class offers learners an opportunity to share and participate in the instructional process. Every learner has an opportunity to participate or contribute to the presentation and discussion. Therefore, Smart Class helps them to construct knowledge with available resources.

Online application in Smart Class helps students to access the various related content of a particular course and collect the opinions of the experts on a topic with equality and exploring the various business strategy.

Smart Class (This process) Group learning activities including collaborative writing, group problem solving, problem solving, construction learning strategy such as Smart Class as a facilitating learning activities by education.

Constructivist gives students ownership of what they learn and abilities to acquire knowledge through a variety of ways. The digital environment of Smart Class is a platform to support students to be class room and outside the classroom.

Education needs not only a combination of thinking and understanding, more than all, the construction. Construction emphasizes on learning how to think and understand. The construction education is enhanced when smart technology is implemented at learning process.

Constructivist promotes social and communication skills by creating a classroom environment that emphasizes differentiation and exchange of ideas. Students learn how to articulate their ideas clearly as well as to collaborate effectively by sharing in group projects. Students exchange ideas and must learn to "negotiate" with others and to evaluate their contributions to a socially constructed reality. Through Smart Class they are open to the world of experts and virtual situations to improve their communication skills and proficiency to evaluate their contribution.

One of the most popularly used instructional models based on constructivism theory is Flavell's model developed by Roger Fisher. Flavell's represents five stages in learning, viz. Engage, Explore, Explain, Expand, Evaluate. All these stages in learning is made easy as we use Smart Class as platform for learning. The first stage Engage focus on facilitating learning environment and situation by learner. Therefore, learners can be engaged in different ways of reading questions, showing support even in problematic situations using Smart Class technology. In second stage students are guided to explore and find answer for the questions they raised in first stage. Teachers can facilitate these events in power point presentation and help them to experiment these issues using technology. Students can make the authenticity of the discussion using search engines in internet and alternative expert opinion on the raised issues. The third stage of constructivist learning is to explain the constructed ideas. Explanations can be presented through pictures, charts, graphs, symbols, and diagrams. These activities can be used

improved by using Smart Class and internet-based learning. Expanding stage of constructive learning is to apply the knowledge and skills in real life, share information and ideas in the world of knowledge. By using smart technology it becomes easy for the learners to share the findings with peer groups and the world outside. The final stage of constructive learning is evaluation. According to them evaluation should be diagnostic in nature, check list for observation, mind mapping, performance assessment can be carried out through Smart Class technology. Smart Class enables students to assess their performance and make improvements to it. In short Smart Class is a futuristic future based technological strategy for Constructive Learning in addition to Five E's Model.

### Conclusion

Education system is being transformed through the advancement of technology in contemporary society. Introduction of Smart Class technology has become a common institutional teaching and learning mode in most of the schools in our times. It promotes child centered and effective learning strategy in education system. This pupil-oriented teaching learning enhances constructive learning style in the contemporary era. In Constructive learning environment, students are actively participating to generate new knowledge and skills for the future life. By using Smart Class as technology, teachers facilitate the process of constructive learning and encourage students to be responsible and autonomous learners. The steps of constructive learning i.e. create, explore, explain, expand and evaluate are assisted by the use of Smart Class in teaching and learning process.

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*Mind the Gap:  
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## CONSTRUCTIVIST APPROACH: EMPOWERING PEDAGOGY TO ENABLE STUDENTS THINK BEYOND THEY REACH & REACH BEYOND THEY THINK

Dr. H.N. Vidwanath

### Introduction

Education is to empower the students with Competence and Competence is power. Teaching - Learning process being the very heart of Education System finds enormous significance in Capacity Building among students who constitute the future human wealth of our country India. Capacity building is in terms of improving and enhancing competence among students in terms of Knowledge, Attitude, Aptitude and Skills. Teacher heretofore termed facilitator has to plan and design such effective pedagogic strategies which enable students think rationally and construct their own knowledge in the class. Learning should be an enterprise of an open-ended exploration. Teaching-Learning process will have two dimensions, namely, Process and Product. The Process Dimension being the process of discovery and Inventions by student who is a discoverer or inventor with Rational Attitude and applying Objective Thinking in the class; and Product dimension encompasses the different components of knowledge such as, Concepts, Theories, Principles, Laws, Postulates, Rules, Assumptions etc.

**Constructivism:** It is a theory of knowledge used to explain how we know what we know. It asserts that the only tools available to a knower are the senses and it is only through these

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Dr. H.N. Vidwanath, Faculty of Education, Shriashw Vilas Teachers College, Mysore

view that an individual interacts with the environment. With these concepts, Piaget views the individual as an active participant in the world.

**Constructivism as a Learning Theory**

- Constructivism views learning as a process of continuously meaningful representations of the world.
- Constructivism views learning as a process of continuously meaningful representations of the world.
- Constructivism is an educational theory that places emphasis on the learner.
- Constructivism is based on the idea that all knowledge is constructed based on previous experiences.
- In constructivism, learning is a process of building conceptual structures through self-discovery and interaction (Van Glaserfeld, 1989).
- The focus is on concept development and deep understanding (Derry, 1993).
- Constructivist perspective focuses on the way the knowledge is constructed by the learner in the working memory (Kuhn, 2003). The process of knowledge construction by the learner can be being supported by the environment and prior knowledge. In long-term memory. Working memory's prior structure is necessary to construct a new structure. Working memory's prior structure is necessary to construct a new structure. Working memory's prior structure is necessary to construct a new structure.

**Types of Constructivism**

1. **Cognitive Constructivism:** It is based on the work of Jean Piaget (1896-1980), a Swiss philosopher. Piaget's theory of cognitive development proposes that children actively construct knowledge through their own experiences and interactions with the world. Piaget's theory of cognitive development proposes that children actively construct knowledge through their own experiences and interactions with the world. Piaget's theory of cognitive development proposes that children actively construct knowledge through their own experiences and interactions with the world.

2. **Social Constructivism:** It is based on the work of Russian psychologist, Lev Vygotsky (1896 - 1934). According to Vygotsky, the construction of knowledge occurs through social interaction. Vygotsky views that the social interaction between the individual and the environment is the source of the individual's learning and knowledge. Vygotsky views that the social interaction between the individual and the environment is the source of the individual's learning and knowledge.

Vygotsky's theory of cognitive development proposes that children actively construct knowledge through their own experiences and interactions with the world. Vygotsky's theory of cognitive development proposes that children actively construct knowledge through their own experiences and interactions with the world. Vygotsky's theory of cognitive development proposes that children actively construct knowledge through their own experiences and interactions with the world.

**Characteristics of Constructivist Learning Environment**

- Students are not passive recipients of information rather active "producers of new knowledge".
- Focuses on "knowledge construction" and not "knowledge reproduction".
- Provides "multiple representations" of reality.

- ✓ Emphasizes authentic tasks as a meaningful context rather than abstract instruction out of context
- ✓ Encourages thoughtful reflection on multi-sensory experiences
- ✓ Emphasizes context and context-dependent knowledge construction
- ✓ Emphasizes building and not teaching, that is, student-owned, top-down
- ✓ Encourages learner autonomy and initiative
- ✓ Thinks of learning as a process and not as a product (i.e., it's more a process than a product)
- ✓ Assumes learners' mental capacity or intelligence is unlimited
- ✓ Links the learner's mental model into account on the grounds of which the self-learning experiences are designed
- ✓ Involves learners in real world situations that may lead them to extend classroom learning to real life situations at any point in time
- ✓ Considers the beliefs and attitudes of the learner rather than that of teachers
- ✓ Supports co-operative learning as a conducive classroom atmosphere
- ✓ Emphasizes performance and understanding when assessing learners
- ✓ The natural interests of enthusiasm and improvement are connected with Self-Learning environment.

#### Role of Constructivist Teacher in the Constructivist Classroom:

- Because out of many resources that the student may learn from, the primary source of information
- Engage students in experiences that challenge previous conceptions of their existing knowledge
- Allow students opportunity to derive the lessons and seek elaborations of teachers' initial responses
- Allow students some thinking time for posing questions
- Encourage the spirit of questioning by thoughtful, open-ended questions
- Encourage thoughtful discussions among students
- Use linguistic terminology such as 'classify', 'analyze', and 'create' when forming tasks
- Encourage and accept student autonomy and initiative
- Be willing to be part of classroom conflict
- Use real-life and primary sources, along with manipulatives, interactive physical materials
- Respond to their responses from students
- When students can communicate their understanding, have they been truly learned
- Foster student leadership, collaboration, localized autonomy and living actions as a result informed process
- Encourage the use of alternate sources (documentation) both from written materials and objects
- Seek out student ideas before presenting their own
- Encourage students to challenge each other's conceptualizations involving students in writing and dialogues
- Extend learning beyond the classroom, classroom and the school.

#### The E's Model: A model based on Constructivist Approach:

One of the most popular and quite often used instructional model based on constructivist theory is

The E's model, which was developed by Roger Ryser. Several instructional strategies can be

realized using this model.

The E's model can be diagrammatically represented as follows

**Stage 1: Engage:** Facilitating learning environment, learning activities and situations and

Creating the mind's of learners on the higher-order learning tasks is the main purpose of

As a step, so far as possible, and the activities should be presented in a way that makes students or learning aids. Teachers can be engaged in different ways based on various learning styles and activities. Acting out a performance, visualization, a project, drawing, a learning event. Some are unexpected phenomena. Considered Project, activity, experiment. Presenting situations where student's participation is key.

**Step 2: Explore:** In this stage, learners are guided to explore and find answers for the question/lines raised during the concept stage. Teacher's role is to structure and provide learning environment which facilitates learners to arrive at investigative activities and provide opportunities for students to get directly involved with discovery process and construction of knowledge. Some of the exploring activities can be: Provide structured activities, Have them work in teams, Experiment with materials, Use their inquiry to drive the process, Engage problem solving strategies, Identify sequence or patterns of events, Promote problem discussion. According to constructivist approaches, it is not suitable to structure small groups (3 to 4 members) while working in the real world activities or any appropriate activity. Cooperative learning strategies are more suitable in this purpose.

**Step 3: Explain:** Analysis, who engaged in the learning activities and construct connections between their new knowledge (scientific facts, concepts, generalizations and principles) and organized well try to explain. Expressing this abstract knowledge through communicable form is the purpose of the third stage. New knowledge constructed by students can be expressed in different ways as follows: Explaining the constructed ideas, Constructing and explaining a model, Reversing and criticizing solutions, Representing ideas through pictures, charts, graphs, Representing information through symbols, Presenting a summary based on the data, Presenting the data through pictures, Presenting oral and written reports.

**Step 4: Expand:** In the fourth stage, the teacher provides opportunities and invites for students to apply the constructed knowledge in several real life situations. The students can also transfer the newly constructed knowledge to other related fields of knowledge. These new relationships can further lead to new discoveries or new understandings.

The tasks that students can perform at the stage are: Apply knowledge and skills in real life situations; Transfer knowledge and skills; Share information and ideas; Develop products and present ideas; Ask new questions.

**Step 5: Evaluate:** At this stage the teacher evaluates whether the students have constructed the knowledge completely and correctly and also have developed conceptual understandings. According to constructivist theory, evaluation should be as far as possible diagnostic in nature. The tasks that are suitable for this purpose are: Checklists for observation; Projects and problem based learning products; Achievement and attainment tests; Conceptual mappings; Portfolio assessments; Performance assessments; Rubrics; Student interviews.

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ON

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CHALLENGES, CONCERNS AND NEW DIRECTIONS**

held on 23<sup>rd</sup> October 2018

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CHALLENGES, CONCERNS AND NEW DIRECTIONS

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**Introduction**

Constructivism is a theory of knowledge in which it is an individual's experience, rather than the transmission, through direct or indirect teaching, that provides the primary source of knowledge. The individual's experience is shaped by the social and cultural context in which they live. This theory of knowledge is based on the idea that knowledge is constructed through the interaction of the individual with the environment. This theory of knowledge is based on the idea that knowledge is constructed through the interaction of the individual with the environment. This theory of knowledge is based on the idea that knowledge is constructed through the interaction of the individual with the environment.

In recent years, there has been a growing interest in the use of constructivism in education. This interest is based on the idea that constructivism is a more effective way of teaching than traditional methods. Constructivism is based on the idea that knowledge is constructed through the interaction of the individual with the environment. This theory of knowledge is based on the idea that knowledge is constructed through the interaction of the individual with the environment.

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**Constructivism as a Learning Theory**

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**Types of Constructivism**

**Cognitive constructivism:** It is based on the work of Jean Piaget (1918-1982), a Swiss psychologist. Piaget's theory of cognitive development proposes that children actively construct knowledge through their interactions with the environment. Piaget's theory of cognitive development is based on the idea that knowledge is constructed through the interaction of the individual with the environment. Piaget's theory of cognitive development is based on the idea that knowledge is constructed through the interaction of the individual with the environment.

**Social constructivism:** It is based on the work of Lev Vygotsky (1896-1934), a Russian psychologist. Vygotsky's theory of social development proposes that children actively construct knowledge through their interactions with others. Vygotsky's theory of social development is based on the idea that knowledge is constructed through the interaction of the individual with the environment. Vygotsky's theory of social development is based on the idea that knowledge is constructed through the interaction of the individual with the environment.

**Radical constructivism:** It is based on the work of Ernst von Glasersfeld (1917-2010), an Austrian philosopher. Von Glasersfeld's theory of radical constructivism proposes that knowledge is constructed through the interaction of the individual with the environment. Von Glasersfeld's theory of radical constructivism is based on the idea that knowledge is constructed through the interaction of the individual with the environment.

**Contextual constructivism:** It is based on the work of Jerome Bruner (1915-2016), an American psychologist. Bruner's theory of contextual constructivism proposes that knowledge is constructed through the interaction of the individual with the environment. Bruner's theory of contextual constructivism is based on the idea that knowledge is constructed through the interaction of the individual with the environment.

**Constructivism as a Learning Theory**

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- Emphasizes authentic tasks or meaningful learning tasks that should be used
- Encourage thoughtful reflection on individual experiences
- Teaching content and content dependent knowledge construction
- Emphasizes learning and not teaching, that is, teacher-constructed task sets
- Encourage learner autonomy and learning
- Think of learning as a process and not as a product, i.e., it's more a process than a product
- Knowledge learner inquiry that leads to autonomous learning
- Students learn's central activity or engagement
- Uses the learner's mental model as a basis on the grounds of which the all learning activities are designed
- Students learners in real world scenarios that may had been in actual classroom experience or required tasks
- Considers the beliefs and activities of the learner rather than that of teacher
- Supports an open-ended learning in a constructivist classroom atmosphere
- Emphasizes problem-solving and understanding when learning happens
- The typical sources of information and representation are natural with real-world scenarios

#### Role of Constructivist Teacher in the Constructivist Classroom

- Facilitate use of many resources that the student may have from the primary sources of learning
- Engage students in experiences that challenge previous conceptions of their learning
- Give students responses to give the lesson and task clarifications of student understanding
- Allow students some thinking time for solving questions
- Encourage the spirit of questioning by thoughtful open-ended questions
- Encourage thoughtful discussion among students
- Use sensitive terminology such as "think", "analyze", and "create" when having an
- Encourage and boost student autonomy and initiative
- Be willing to let go of classroom control
- Focus on their expectations from students. When students are uncomfortable learning, they have not been learned. Promote student leadership, collaboration, teamwork, communication and problem solving of learning process.

#### Five E's Model - A model based on Constructivist Approach

One of the most popular and quite often used instructional model based on constructivist approach is the Five E's model, which was developed by Roger Dykx. Five E's model can be described as follows:

- Stage 1: Engage:** Facilitating learning environment. Learning activities and resources are based on the nature of the key-order learning tasks in the main purpose of this stage. It is an essential element should be presented to engage student's attention on learning task.
- Stage 2: Explore:** In this stage, learners are guided to explore and find answers by the resources available during the engage stage. Teacher's role is to structure and present learning environment that allows learners to explore or investigate scenarios and provide opportunities for students to get their own discovery process and construction of knowledge.
- Stage 3: Explain:** Students, who engaged in the learning activities and receive resources, construct new knowledge (concrete facts, concepts, generalizations, and procedures) and construct alternative (explaining the abstract knowledge through communicative form in the purpose of the final step).
- Stage 4: Expand:** In the fourth stage, the teacher provides opportunities and guides to extend the constructed knowledge to several real-life situations. The students can also continue to explore and discover to solve related tasks of knowledge.
- Stage 5: Evaluate:** At this stage the teacher evaluates whether the students have mastered the concepts, understandings and also have developed conceptual understanding. Learning assessment evaluation should be as far as possible diagnostic in nature.



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# LEARNING THROUGH EMOTIONAL, SOCIAL, AND PHYSIOLOGICAL SUSTAINABILITY

Dr. H.S. Vishwanath

Assistant Professor, Faculty of Education, Mysore, [hs.vishwanath@mysoreuniversity.ac.in](mailto:hs.vishwanath@mysoreuniversity.ac.in)

## Introduction

Education is a complex social endeavor that involves personal, professional, intellectual, cognitive and behavioral. One is not here, a good teacher, but knowing one through their personal experiences. Good teaching is a continuous and holistic daily experience of the entire classroom. The teacher as an active teacher is measured by student learning. It is not a matter of what teacher does, but how they do it. Learning, thinking and understanding of students, self-awareness, and teacher's own and students' level of both students and teachers.

In the context of sustainability, it is commonly understood that the UN's 17 Sustainable Development Goals (SDGs) are a call to make sustainable development more prevalent in terms of both economy and society, ensuring that different forms of teaching being facilitated and students gain self-awareness of their knowledge.

The educational landscape includes many types of classrooms. In the context of this study, it is not concerned with regard to understanding the dynamics of classroom management and classroom control with existing or existing, exploring innovative teaching approaches. This is not like others on how well teacher brings about **Stimulus Connectedness** as classroom using technology. **Classroom Learning** consists of **Classroom Connections**, **Classroom Connections**, **Life and Learning** (social, personal, future). **Stimulus Connectedness** involves developing innovative solutions or learning learning through components (experience, social learning and learning) or teaching (or teaching) using various methods, both being the stakeholders - students with high learning outcomes and teachers with effective classroom management. An education, we need to see a spectrum of personal and professional for learning and adapt to an ever-changing educational landscape.

## Stimulus Connectedness

A stimulus is a stimulus from an organism that produces a response or vice versa. It is a physical or chemical signal or another system. It is the function between two systems. It is a functional connection between nerve cells and even other cells by communication. It is also a physiological continuity in the brain network.

## Connectivity as a Functional Strategy

A connectivity strategy is a plan for how your teaching is going to stay consistent throughout the day or consistent year with students.

Connectivity is the ability to make connections among the different stakeholders of education as a whole. Among many components and parameters of the dynamics of education, **Teacher, Subject, Student, and Community** constitute prime personal and social dimensions of education. In simple terms, connectivity needs to be established between **Self-Subject, Self-Student, Student-Student and Subject-Community-Life**. However, the most important connectivity is **Connecting Good Teaching to Student Learning**. "Bad teachers distance themselves from the subject they are teaching - not to the process from their students (Parker Palmer). 'The Courage to Teach' Good teachers connect Self and Subject and Students in the fabric of Education for Life." It is difficult to precisely prescribe what constitutes good teaching that results in increased learning, more work done, class, student and teacher is different. Good teaching includes intrinsic presence, accountability to students, learning spaces, relevant content, engaging pedagogies, efficient use of technology, appropriate assessments and transparent analysis.

4. *Teacher as Student*
5. *Teacher as Mentor*
6. *Teacher as Guide*
7. *Self-Student*

Teachers should be healthy and have the range of emotions, as well as the ability to experience a spectrum of emotions in the moment. The teacher has diverse, differentiated, and even contradictory experiences with each of students.

These experiences become another learning opportunity if these emotions, how students coping with the connecting happens, how learning and how students learning, healthy, even, the teacher being a model. It becomes another understanding and experience.

The components of a teacher as the subject is followed by:

*Content Knowledge, Knowledge, Skills and Attitude, content, content*

*Like and learning, towards the subject*

*The connections towards and of teaching the subject*

*Professional knowledge, content, as the subject of teaching*

*Learning content, skills, the knowledge and skills related to the subject, results*

*Creating content, skills, requirements, and learning, connections of teaching or learning the subject*

*Master, over the demands of students learning of the subject*

*Sound knowledge of content, subject to students, by*

*Facilitating students access, learning of the subject*

*Use of knowledge, approaches and Pedagogical strategies*

### 1. Self-Student

When teachers connect with their students, they build rapport as the connection and being social, enjoyment in the learning process. The relationship between a teacher and his students is a key element and one of the most influential factors in a learning environment. The teacher's impact on students' progress, learning engagement in school and academic achievement.

Positive teacher-student relationships lead to better teaching and learning. Positive teacher-student relationships help students meet their all types of needs – academic, social, emotional and psychological.

Teachers often give feedback to students to support their feelings of competence about the gaining of Knowledge, Skills and Attitude. Teachers who know their students, monitor and performance, and show regard and respect for their individual differences, foster an optimal learning of students.

Teachers shall create an environment that incorporates mutual respect. There is a lot to be gained through strong relationships between students and teachers. Students are motivated to work hard when they have positive relationships with their teachers because they feel that someone is paying attention to them.

Positive teacher-student relationships promote student academic achievement, such as better grades and lower test anxiety, but a new study at the University of Missouri found positive teacher-student relationships lead to better teaching as well. The findings prove the importance of teachers demonstrating "soft skills, or personal behaviors, in the classroom" – such as showing kindness, compassion and caring to others – and not the other way round where teaching students the conventional "hard" skills of reading, writing and arithmetic.

One reason for that is students tend to be more motivated to learn and be engaged in the classroom when their teacher likes and cares about them. Positive teacher-student relationships change student behaviors, and in this study, we found building these positive relationships actually leads to better teaching, too. It changes teacher behavior. High-impact teaching practices linked with student achievement are often difficult to execute as they consume lot of time and resources. One way to advance high-impact teaching practices is to promote caring teacher-student relationships.

It is possible to have a student think that the consequences of a course will be a direct reflection of what he or she does, including better grades and less stress. (Angelo, 1993, p. 100)

There are two ways to do this. One is to have a student think that the consequences of a course will be a direct reflection of what he or she does, including better grades and less stress. (Angelo, 1993, p. 100)

It is possible to have a student think that the consequences of a course will be a direct reflection of what he or she does, including better grades and less stress. (Angelo, 1993, p. 100)

### 3. Student - Subject

How do you connect students to the subject or topic? Every individual student is unique. A variety of ways to connect students to the subject or topic would increase individual learning progress. Many students have difficulty with specific attitude and interest towards certain disciplines, open to various, different areas or difficulty, perceptions etc. Usually a challenge for the teacher to understand the reasons of handling those perceptions, so as to enable students to get connected to the subject of learning. Some students may be having teachers' competences. However, it does not help to improve the student and connect to subject. Physiological with the system system, heavily designed keeping in mind the physical, psychological and social needs of students. Following are a few very important issues and ways of creating more interest, positive attitude and achievement towards student to learning of a subject.

1. Specifying the need and importance of learning the subject
2. Connecting the subject to students life and enabling how solve the problems pertaining the knowledge
3. Make sure that the subject pay and interesting
4. Reflect the expectations with regard to course, assignments and outcomes of students in learning a subject
5. Do it your best in making students feel the subject, not just mechanically work with passing knowledge, inside and outside of the subject
6. Make learning more enjoyable with interesting using thought provoking questions regularly (how and why questions)
7. Make learning more realistic, with multiple choice questions
8. Make it challenging and competitive, but ensure that there is a support system for the students cannot compete effectively
9. Present mindframes to students with regard to learning, analysis and interpretation of content and reflect
10. Help students cope with stress and setbacks through supportive ways
11. Collaborate with students for their interest and ensure success in the subject while learning in the class

### 4. Student - Life

"Without application in the world the value of knowledge is greatly diminished"

Why is it important to apply the gained knowledge?

- The application of knowledge is necessary to achieve desired results throughout various aspects of life.

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...the process of learning and teaching is often not linear and sequential. ...the process of teaching and learning is often not linear and sequential. ...the process of teaching and learning is often not linear and sequential.

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**4. How can Gamification be used in education?**

The development of an effective strategy for the implementation of gamification in a learning context is a high priority for many educators and researchers. The main aim of this article is to provide a framework for the implementation of gamification in education.

**ii. Determination of learners' characteristics**

When teachers implement new approaches in learning process it is essential to define learners' characteristics (identified in order to determine whether the new tools and techniques would be suitable). The key and decisive factors are the participation of the students to interact with the learning content and the persistence in learning context with completion rates.

It is essential to identify the characteristics of learners and determine their learning objectives. The objectives should be specific and clearly defined. The purpose of objectives is to achieve the objectives - structure the tasks and activities around specific skills to learners. It could be very easy or difficult, it provides diverse areas of interest and engagement.

Students' motivation to participate in learning depends on the content of learning process and their interest in their achievement (W. Han-Yun Hwang, D. Suman, 2011).

**D. Definition of learning objectives**

The learning objectives should be specific and clearly defined. The purpose of objectives is to achieve the learning objectives, because achievement of activities including performance assessment will meet the objectives. The objectives should be specific and clearly defined. The purpose of objectives is to achieve the learning objectives, because achievement of activities including performance assessment will meet the objectives.

**4. Creation of educational content and activities for gamification**

The educational system should be by itself, resulting from this is a multifaceted process. The learning activities should be structured subject to the learning objectives and also criteria. A 21<sup>st</sup> Century Education is described as follows (Siti H):

- 1. **Multiple performance** – the learning process need to be directed to the students, not being stuck to that of an educational program. It is more important to build confidence and motivation in solving the current goal. As a result of learning students will become self-reliance.
- 2. **Flexibility** – the learning process could be alternative. This form of learning can adapt to various conditions, possible and still better.
- 3. **Increasing difficulty level** – each assessment and evaluation to be more complex, requiring more effort from students and encouraging to help each other in solving learning and skills.
- 4. **Multiple paths** – in order to develop diverse skills. In learning, they need to be able to solve the objectives by various paths. This allows students to build their own knowledge, which is one of the key characteristics of the 21<sup>st</sup> century.

#### 4. Adding game elements and gamification

The key element of gamification is the inclusion of tasks that demand focus or willpower. The performance of tasks leads to accumulation of points, bonuses or higher levels, and winning awards. All these actions are aimed at achieving professional learning objectives. Which gamification will be included in learning depends on the desired learning target, knowledge and skills should be gained as a result of the tasks. Activities that require repetitive work for students being meaningful awards (such as Badges). Activities requiring motivation with other learners are the social element of learning. Gamification includes a part of a big learning community and these results are positive and results could be gamification (W. Hana Yana Hana, D. Susanto, 2013).

#### 5. Software Tools for Gamification

There are many tools for gamification. Some of them are web-based, browser based and they are require installation of special software and allow access at any time and from any location. Among the most popular gamification tools are: Notepad, Kahoot!, FlipQuiz, Quizigo, Whiteboard, Whiz, Quiz, Quiz and Good Luck, Badgy (MS™) and its add-on Badgy Stick is a free plugin to Word Press that automatically creates different achievement types and pages suitable to set up badging system.

Microsoft Open Badges Project is a project which goal is to enable the identification and recognition of acquired knowledge and skills of students outside the classroom – results of various learning. Via Microsoft's Open Badges project anyone can issue your own digital Badges through cloud-based virtual infrastructure (Microsoft Open Badges).

#### 5.1. Gamification and LMS

Educational institutions use LMS to manage the learning process and offer a variety of educational courses with learning resources and activities. LMS allow integration of Web 2.0 tools which improves their functionalities and responds to the new educational paradigms and the necessity for collaboration and cooperation between all participants in learning.

LMS are suitable environment for gamification because they have built-in automatic tracking of students' results and progress. It is possible to retrieve data about the time that students spent in viewing and interacting with content. Learners are encouraged to be active participants in discussions, forums and blogs, to take part in developing learning content by creating wiki pages.

Recently, most of LMS offer new functionalities related to gamification. One of them Gamification App which allows administrators to create badges or awards that learners can win for completing activities inside the LMS (Novatia Help & Support).

Several LMS offers more social features that foster cooperation and team building. Leaderboards and badges reward students' contributions and accomplishments (Accord LMS).

Instructional materials that are comprehensive, clear, and provide students with the opportunity to practice skills and concepts. Instructional materials that are comprehensive, clear, and provide students with the opportunity to practice skills and concepts.

**Availability of Materials**

Materials are available in the state of Florida. Instructional materials that are available in the state of Florida. Instructional materials that are available in the state of Florida.

**Teacher Performance:** User profiles indicate that the materials are available in the state of Florida. Instructional materials that are available in the state of Florida.

**Availability of the students' progress:** Progress reports are available in the state of Florida. Instructional materials that are available in the state of Florida.

**Depth of skill results:** The results of student progress are available in the state of Florida. Instructional materials that are available in the state of Florida.

**Levels:** The Level 1 and Level 2 materials are available in the state of Florida. Instructional materials that are available in the state of Florida.

**Feedback:** The instructional materials provide feedback in the state of Florida. Instructional materials that are available in the state of Florida.

**Badges:** Badges can be given to students upon completion of a number of activities in the state of Florida. Instructional materials that are available in the state of Florida.

**Leaderboard:** Ranking lists are available in the state of Florida. Instructional materials that are available in the state of Florida.

In addition, Moodle suggests Conditional access to content when in learning mode in a course. Teachers can set multiple activity completion and participation which must be met by the students in order to access the activity. Conditional access can be used to create prerequisites for using



learning objectives that must be met by the students to apply to positions at the next institution. In conclusion, there are different ways to implement certification in Moodle. The various learning outcomes data (processes) and tracking of students' progress along with consistent feedback and continuous interaction are the best possibilities.

**8. Conclusion:** Learning is suitable for any and all levels, adaptation of certification levels, objectives and mechanisms can be implemented in the learning process to achieve which progress is achieved various learning objectives, increase learners' motivation to complete. Here we explore students in a flexible, competitive environment with other learners. Certification is an effective approach to make positive change in students' behavior and attitude towards learning, to improve their motivation and engagement. The results of the course have indicated success in their own studies' results and understanding of the educational content and course completion by an effective learning process.

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*Editors*

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CHAPTER - 5

TECHNOPHOBIA AMONG TEACHERS: ISSUES AND CHALLENGES

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Introduction

The word Technophobia is derived from Greek, 'Techno' meaning "art, skill or craft" and 'phobos' meaning "fear or aversion". This term first appeared in the American psychiatrist Cong Brod's book "Technostress: The Human Cost of the Computer Revolution", which was published in 1984.

Technophobia is the constant and persistent fear of technology and, in greater depth, is defined as "the feeling of severe anxiety associated with using anything technologically advanced".

An irrational or disproportionate fear of technology especially advanced digital technology including computers, robots, and artificial intelligence. A dislike of or aversion to new or changing technology. Fear or dislike of advanced technology or complex devices and especially computers. It is quite often seen that some people though having good academic achievement do hesitate to use even commonly used android or smart phones. It would not be that easy for them and seldom have they enjoyed operating it. Some people feel it not their cup of tea in operating computers programmed with updated software. A number of people find it difficult to deal with technology and gadgets. Teachers and Teacher Educators are not exceptional to this. Some people are overtly seen with extreme fear of technology. Technical gadgets, technical environment and are called 'technophobic'. Technophobia is known to affect many people around the world. It is a highly studied phobia, since, it was determined that many teachers, including those in highly

developed countries, referred to use technological aids to teach their students owing to the several level of technology.

'Technophobia' is the opposite of 'Technophilia'. Technophobia is a condition where the person is so much so busy with technology that s/he might even want to change the world with it or use it for combating any kind of problems in the institution or society at large.

Technophobia is not necessarily a mental illness towards technology and its application in day to day life. But it is perceived as an extreme and irrational fear towards the same. In general usage, the term is concerned with an irrational fear of computers, robots, artificial intelligence, on-line or virtual transactions, techno-centric curriculum transaction and other such applications which seem advanced in scientific thought. The root cause for this would be, fear of science and technology, reflected in irrational resistance by teachers in in educational institutions especially in rural contexts.

Studies have revealed that even today most of the teachers in rural and semi-urban educational institutions are found to be technophobic to varied degrees. At the same time it's not considered an extreme avoidance of computers as people understand it. Technophobia is an outward hesitation or aversion of people towards new technologies, especially cloud technology, mobile applications, the use of Internet, coding and such related applications. Having more of technophobic teachers is indeed becoming a huge problem today in many of the upcoming schools and colleges as online / virtual education is gradually becoming popular, stretching and widening its scope and feasibility across different sectors of education and schools and teachers are not prepared for it. Added to this, many institutions in rural and semi-urban contexts seldom willing to bring about technological advancement as its quite expensive and not feasible due to technical error interventions. In some of the institutions it's seen that the head of the institution or academic director, are found to be techno-phobic and they refuse to adopt new technologies with

an attitude of resistance to technological changes. This has resulted in loss of academic growth of students as well the professional competence of teachers over a technology-based curriculum transaction. It only has led to techno-stagnation with a sense of lethargy that is simply left untreated and debilitated.

In this context it's indeed essential to understand what technophobia is, and how could it be overcome, so that newer technologies can be adopted in educational institutions without fearing them. Of course, this is not going to happen overnight and will take time, but this needs continued efforts of developing a positive attitude with a sense of elevated confidence among teachers and teacher educators.

### Causes of Technophobia

Technophobia can be caused due to general anxiety or fear about science or mathematical problems. People often feel intimidated by these subjects and are hence likelier to show computer anxiety.

### Symptoms of Technophobia

According to Larry Rosen, a pioneer researcher and a psychologist at the University of California, there seem to be three categories of technophobic people.

- **Uncomfortable technophobes:** are those people who do not master new technologies, use them but are not comfortable doing so.
- **Cognitive technophobes:** use them but with fear, as they feel they are not fully capable.
- **Anxious technophobes:** it is considered pathological and the person experiences an irrational fear towards the use of new technologies.

Technophobes believe that, when faced with complex computers, telephone systems, or even Automatic Teller Machines, they might have to deal with complex set of instructions. The average individual usually finds these sets of



instructions are to follow, but in case of Technophobia, the person simply freezes. S/he is so panic-stricken at the thought of using the device that they suffer a mild panic attack. Often they realize that their fears are without any basis, but they are completely powerless over it. Needless to say, this fear of technology is highly limiting and can affect the individual's day-to-day life.

Technophobia is different from most other specific phobias in that; the phobic is mainly ignorant and does not welcome change. They simply do not understand technology as a result of which they not only fear it but also shun it. Many tend to hate devices, computers and gadgets simply because they are not used to them.

There are different manifestations of Technophobia. Hence the intensity of the symptoms may vary from person to person. However the symptoms of technophobia are presented in relation to the use of technological devices or anything related to new technologies. The most common symptoms of fear of technology include

- Self-doubt and avoidance behavior.
- The phobic might constantly think about technology and about using it.
- The more sedate symptoms include reluctance or refusal to use computers or preferring to withdraw cash from the human cashier in banks rather than using the "hole-in-the-wall" ATM machine.
- Resisting any automatic processes
- Being unwilling to change to new computer/software systems
- Criticizing technological changes and implementations.
- Saying: "I have managed for so long without technology, I can get by" ...

- > The physical symptoms of Technophobia include feeling breathless, dizzy, having heart palpitations, becoming angry, losing control, feeling detached from reality, being unable to think or speak clearly etc.
- > Feelings of fear and, in extreme cases, panic.
- > Anxiety and anguish.
- > Palpitations.
- > Restlessness.
- > Sweating.
- > Shortness of breath and hot flushes.
- > Tremors.
- > Lack of concentration.
- > Avoidance of the feared stimulus.

#### Measures to overcome Technophobia:

Technophobic teachers shall know that it is neither a disease nor a reflection of their intelligence. They need not be afraid or embarrassed about it. It is obvious that technophobia is not a recognized mental illness but just an absurd aversion towards all things technological. This may vary from avoiding computers and smartphones to consuming medicines made out of genetic engineering. This may be a minor issue of self-limiting that may affect the person so much academically to the extent of becoming outdated and unfit to work in a techno-centric academic institutions. It's a serious issue that needs mental health treatment.

**The following measures can be of great help in this regard.**

**Ventilation:** Talk therapy with trained therapists or even through classrooms and forums can also help one give vent to feelings of self-doubt. Teachers suffering from this phobia shall share ideas, information and knowledge by first admitting to their phobia.

**Mentoring:** Younger generation teachers can provide sustained support and help the senior teachers with conventional attitude suffering from this phobia. They can act as guides and mentors to help the Technophobe teacher to overcome his/her fear of technology.

**Willing Exposure** Gradual, systematic and frequent exposure to technological gadgets and their application in day to day academic transactions can sure help teachers to overcome Technophobia.

**Self-help:** Self-help consists of self-advancing that there is nothing wrong with using technology and that the person can start increasing the frequency of technology usage in everyday life little by little. There are a lot of self-help techniques that can actually work. Teachers need to find out what is best for them. If they feel that their aversion towards technology is irrational and that it must be paid attention to, they have already reached a certain level of insight. This insight can gradually push them out of comfort zones and find ways of gaining techno-competence to a minimum required level that can be boosted up through continued efforts and regular application. They can visit a number of online sites that can provide them basic knowledge and ideas, they can do google search for free or paid, menu driven and user friendly versions of latest applications and even they can learn through a tube.

**Support groups / Peer groups:** When even counselling will not help, teachers may seek the help of support groups. Support groups can be colleagues and teachers of community in network who may also be suffering from the same issue or on the extreme side, may be hyper techno-centric. By identifying and choosing support groups, teachers can understand what others are doing to overcome technophobia and imitate the same techniques. It works on cooperative principle.

**Psychotherapy** is very effective as shown by many researches, and generally cognitive behavioral therapy is used, which employs different techniques.

**Counseling.** Counseling can be used as self-help techniques are of very meager impact. Counselors may not teach or train teachers with techno-centric applications. They only help them gain clarity about their state of mind and advise what could be the best thing to do to overcome techno-fear. Counselors may validate teachers' fear, attitude, and emotions, and assess their mind set as to why they are avoiding technology though it is obviously harming their academic and professional growth.

**Cognitive behavior therapy.** When simple counseling or support / peer groups do not have any significant effect, one may need professional help from a psychotherapist. Psychotherapists often use cognitive behavior therapy to change the thought pattern that might be causing the fear. They also gradually introduce the teachers to the causative stimulus and help them to reduce anxiety, fear and stress regarding learning and usage of technology in day today academic endeavors.

**Psychodynamic therapy.** Psychotherapists sometimes can directly treat the underlying cause, which usually is a past traumatic incident that would be the root cause of the form of technophobia in the person. Addressing the past trauma helps in treating anxiety or fear and help the client to overcome technophobia. This involves repeated discussions focusing on the past negative experiences that led to developing the phobia.

## Conclusions

New technologies have burst into all sectors of human life. Computers, tablets or smartphones, smart boards etc. allow us to be connected to the digital world all through the day. This has changed our way of relating to others and to the environment and, in many cases, this has had a positive influence on our quality of life, because they facilitate greater access to information and provide us with new professional and leisure opportunities. At the same time it is found to cause techno-physiological disorders with functional imbalances. Experts have been warning us for some time about the risks of their misuse.

Technophobia may cause loss of jobs, bad financial situations, stress, anxiety and a general sense of unpleasantness in the work place. Hence this condition has to be addressed at the earliest and better in the beginning of the teaching career.

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# Thoughts and Practices in Education

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ಪ್ರಕಾಶಕರು

 **ವಿಸ್ಮಯ**  
ಪ್ರಕಾಶನ

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## TEACHER COMPETENCE

What makes teachers competent to teach? What factors are involved?

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Competence is a fundamental and ethical principle in any profession, and especially in teaching. Nobody disputes the idea that professionals of any kind should be competent. Every code of ethics exhorts us to be competent, but they do not tell us what competence is. Think about your own college career: Which professors did you consider good (competent), and why? A teacher needs to possess various types of inter-related 'competencies', with respect to:

- Research (Discovery of knowledge)
- Teaching (Dissemination of knowledge) and
- Extension (Application of knowledge)

Then only he or she can fulfill the needs of the society and meet the expectations of large student community by being a functional teacher.

### Concept of Teacher Competence:

'Competence' is nothing more than an improved modern term applied to an ancient 'Human value'. It's the right way of doing things, the right way to live and work in association and co-operation with others. In other words it is a "Desired quality of job performance". In the context of education or teaching, it refers to the criteria that determine teacher effectiveness.

### Definitions of Competence:

- Teacher competence includes right attitude, knowledge, aptitude and skills, and other teacher related characteristics" (Haskew, 1956)
- "Teacher behaviors that produce intended effects" (Blade, 1964)
- "The ability of a teacher manifested through a set of well classroom teacher's behaviors which is a result of interaction between the process and product variables of teaching within a social setting" (Rama, 1979)

The main qualities required for a teacher to become functional and competent are:

- Enthusiasm, b) Fluency, c) Industry, d) Neatness, e) Originality, f) Adaptability, & g) Thrift.

(DPEP News letter, 1999)

Teaching can be defined as a set of observable teacher behaviours that facilitate pupil learning and 'teaching competence' means an effective performance of all the observable teacher behaviours that bring about desired pupil outcomes.

Applied to teachers, competency includes the right way of conveying units of knowledge, application and skills to the pupil-learners. The right way includes knowledge of content as well as the processes, methods and means of conveying them in an interesting way, involving the activities of pupil-learners. In short, a competent teacher-educator makes the teaching-learning process a joyous experience for pre-service teachers and also for herself/himself.

**Any kind of games will have three components:** (a) the subject matter or content of the game, (b) the mechanics (rules, etc.) and (c) the "dynamics," kind of what it feels like to play the game.

**Let's adapt this demarcation to teaching itself.**

The Content component means that professors should be up to the topics (e.g., neuropsychology) and skills (communication, etc.)

not thinking they're teaching. I see students every day that good teachers "know their stuff."

The Mechanics component means pedagogical skills (e.g., ability to communicate knowledge, use of technology). Students may say that a professor "has a way with words" or "put me in mind even when I'm tired."

Finally, dynamics refers to the atmosphere of the classroom, including the willingness of students to take risks and how students interact with each other. Students may say that good professors create a safe, fun, and inspirational climate.

There's no formula for how high teachers need to be on each of these dimensions, or whether being high on one means they can be low on another and still be competent. For example, we've all heard, "That teacher really knows his stuff—but no one can understand a thing he says!" Of course, some professors are better for some learners. I'm not a big fan of learning styles, because I think students should develop all their ways of learning. But it is the case that some students react better to some professors—at least for a while.

Traditionally, it was the first component—knowledge—that was the primary or only way competence was thought of in higher education. Professors had knowledge that students didn't. Now, however, it could be argued that knowledge is the least important component, because so much knowledge is available in so many formats. It could be that in the future the best (paid?) professors will be those who can teach thinking and interpersonal skills—because students can't look them up on the web!

Teachers should have a full package—amazing knowledge, a wonderful attitude, and an effective teaching style, very good classroom dynamics and excellent pedagogic skills associated with teacher proactive learning techniques.

### Classification of Teacher Competencies:

- 1). Classroom competencies
- 2). Competencies related to administration and management

- 3) Competencies related to institution, colleagues, students, parents and society
- 4) Competencies related to content and curriculum.
- 5) Motivational and value based competencies.

#### **Repertoire of teaching competencies:**

1. Knowledge of the subject matter
2. Planning of lessons including teaching strategies, learning aids and classroom organization.
3. Motivating learning groups: Presentation and communication skills-lecturing, explaining, eliciting responses, questioning, discussing, dramatizing, reading, demonstrating, using A/V aids etc.
4. Evaluation—Formative & Summative, diagnosis of learning difficulties, encouraging evaluative discussions etc.
5. Total classroom management and discipline.

In addition to the teaching competence, various other competencies required for a functional teacher educator to bring about a desirable and constructive modification in pre-service teachers and teaching community are:

#### **a) Institution-related competencies:**

- 1) Development of positive attitude towards college & the teacher.
- 2) Administration and management
- 3) Inter-school relationship
- 4) Image building and Morale building

#### **b) Pupil-related competencies:**

- 1) Identification of pupil talents and nurturing them.
- 2) Identifying the individual differences
- 3) Identifying their Needs and interests
- 4) Developing non-cognitive skills
- 5) Counseling & Guidance.

**c) Community-related competencies:**

- 1) Awareness building
- 2) Ensure people participation
- 3) Resource mobilization & utilisation

**d) Motivational competencies:**

Motivating the head of the institution, colleagues, pre-service teachers, parents, Management committee and community people.

**e) Value-based competencies:**

- 1) Playing an ethical role model
- 2) Developing values among students-teachers.

These competencies do not result from possession of great amount of knowledge. It must become functionally operative at the appropriate time for an appropriate cause. Both content knowledge and pedagogical skills must be integrated into a pattern of desirable teacher educator behaviours to serve a useful purpose i. e., to contribute highly competent and functional teachers to the society.



ಸಾರ್ವಜನಿಕ ಸಿಕ್ವಂ ಲಾಂಚ್,

# ಜಿಲ್ಲಾ ಶಿಕ್ಷಣ ಮತ್ತು ತರಬೇತಿ ಸಂಸ್ಥೆ ವಸಂತಮಹಲ್ ಮೈಸೂರು-10

“ಮೈಸೂರು ಜಿಲ್ಲೆಯ ಆದರ್ಶ ಶಾಲೆಗಳ  
ವಸ್ತುಸ್ಥಿತಿ- ಒಂದು ಅಧ್ಯಯನ”

ಮಾರ್ಗದರ್ಶಕರು:

ಶ್ರೀ ಯುತ ಮಹದೇವಪ್ಪ ಕೆ

ಉಪನಿರ್ದೇಶಕರು(ಅರಿವೃದ್ಧಿ) ಮತ್ತು ಪ್ರಾಂಶುಪಾಲರು  
ರಯಲ್, ಮೈಸೂರು, ಮೈಸೂರು ಜಿಲ್ಲೆ.

ಅಧ್ಯಯನಕಾರರು

ಶ್ರೀಮತಿ ಯಶೋದಾ ಆರ್

ಉಪನ್ಯಾಸಕರು,

ರಯಲ್, ಮೈಸೂರು, ಮೈಸೂರು ಜಿಲ್ಲೆ.







ಕುರಾಳ ಸಂಪಾದನೆ  
ಸಾಂಸ್ಕೃತಿಕ ವಿಭಾಗ ಅಭಿವೃದ್ಧಿ  
ವಿಭಾಗದ ವಿಭಾಗ ವರದಿ-2019-20  
ಸಂಪಾದನೆಯ ಅಧ್ಯಯನ ವರದಿ- 2019-20  
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ಪ್ರಾಚಾರ್ಯರು, ವಿಭಾಗದ ಅಧ್ಯಯನ ಮತ್ತು ಅಧ್ಯಯನ

ರಾಯ್, ಮೈಸೂರು-18

ವಿಭಾಗ

ಪ್ರೊ. ಎಚ್. ಎಚ್. ವಿಶ್ವನಾಥ

ಸಹ ಪ್ರಾಚಾರ್ಯರು

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ಮಾಹಿತಿ ಕಾರ್ಡ್ ಪ್ರಮಾಣ ಪತ್ರ

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ದಾ. ಎಚ್. ಎನ್. ವೆಂಕಟೇಶ್

ಸಹ ಪ್ರಾಧ್ಯಾಪಕರು

ಸಾರದಾ ವಿಲಾಸ ಹಿತ್ತಕರ ಕಾಲೇಜು

ಕೃಷ್ಣಮೂರ್ತಿಪುರಂ, ಮೈಸೂರು.

  
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# ಮನೋಜ್ಞ

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ಅಭಿನಂದನಾ ಸಮಿತಿ, ವಾವಣಗಿರಿ





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ಮಂಜುನಾಥ್

Dr. H.V. VAMADEVAPPA – An Illustration for  
**THINK BEYOND YOU REACH**  
**& REACH BEYOND YOU THINK**



Dr. H. N. VISHWANATH

University Grants Commission has prescribed three dimensions with respect to professional accountability of a teacher which is to be fulfilled with utmost intellectual contributions to become a Complete Teacher - Paripooerna Shikshaka. They are:

1. Creation of new knowledge (by way of Research)
2. Dissemination of Knowledge (by way of Effective teaching employing diversified methods / approaches / strategies)
3. Application of knowledge for the Community development (through Extension services)

In this context it is not an exaggeration to say that our Dr. H. V. Vamadevappa sir is a living legendary example for a complete teacher. He has been a professional teacher and teacher educator for more than three decades serving for a good cause in teacher education i.e. to build and contribute a strong, value-moulded and rational teacher community for the nation. We all know that a competent teacher will have three components, such as Knowledge, Skills and Attitude. Dr. Vamadevappa had all of them to the fullest extent and truly he was a functional teacher educator.

I still remember every moment of my association with Dr. Vamadevappa in our companionship era of more than two decades. His contribution as the chairperson or a member of any individual or group intellectual task or assignment is simply marvellous. Our association began with the preparation of content-cum-training modules titled Environmental Education for Pre-Service Teachers (EPT). When Environmental Education was introduced into the curriculum of teacher

education in different universities of the State of Karnataka and it is still continuing with a much wider scope for mutual growth and development as professional teacher educators. We worked together for various projects of DSERT, main being Adolescence Education and Life Skill Education. I cannot forget the time we spent preparing the question banks, NTSE question papers, teachers' hand books, Guides and workshop modules and even the Karnataka State Text books prepared and published by Karnataka State Text Book Committee. In fact we have spent most of our days in DSERT in one or the other projects and assignments.

He greatly fulfilled yet other three dimensions of a teacher being an excellent human being. I could even draw a pie chart in my mind on his involvement, dedication finally ending with constructive contributions. I would simply say that it is 33% + 33% + 34%. He took care of his family, gave a comfortable and highly respectful home and aims for wife and children, gave his invaluable time to all of them, catalysed a productive career in children with stability in society.



He contributed immensely for the overall development of the college as both teacher and administrator. College reached several milestones during his regime as the principal. Beyond his family and institutions. He also extended his contributions for the community development by being the executive member of many Governmental and Non-Governmental organisations.

Many of us know that he has a wider open window (He knows what he is and offers too) in his balanced personality. Whenever I saw Dr. Vamdeveppa, I had an evergreen question in my mind, as how is it possible to him to manage his multiple tasks and responsibilities either assigned or accepted? Everyone has only 24 hours in a day but how is that he has more than that? How is he able to manage his time in executing all that is shouldered without affecting the quality of the work or assignment?

I used to observe his participatory skills and interactive tendencies during many of the seminars, discussions, workshops and

even conferences either as a member or participant or chairperson. I could never find him with irrelevant propositions or statements. In no instance, there was any scrap conversation. He used to be very focussed on the issue on hand or thrust area of discussion. That's how he used to be always productive both in terms of initiating new ideas/ plans and execution of the same. One thing that drew my attention was, was there any stress for him and how he used to manage that being an invariable and integral part of any intellectual tasks or to say mending responsibilities both administrative and academic, again both in his college and outside.

Another thing which attracted me in Dr. Varnadevappa was his high level of confidence in accepting and shouldering any kind of responsibilities assigned to him. Change of work was his rest. He believed in one thing that he always think beyond what he could reach and consequently he use to reach beyond what he could think. That distinguished him from many of his contemporaries. Writing and publishing very useful books on various subjects, psychology being the most prominent, either by self or by the departments that too in series is not everybody's cup of tea, but, that was also a possibility for him. Including me there are a lot many teachers and teacher educators who studied and understood Psychology by referring books authored by Dr. Varnadevappa and enjoyed teaching the same at various levels.

Dr. Varnadevappa has been a brother to me, more than a senior colleague. As his younger brother I always wish him a great academic endeavour, never ending educational saga, much more vigour and spirit to serve the intellectual sector of the society. I wish him as well his family, a good health, wealth, peace of mind and what all they want in life. ☉

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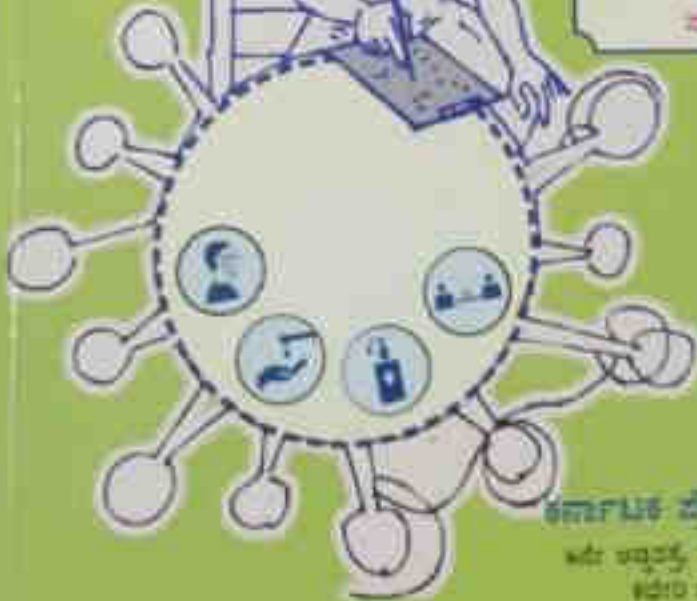
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# ಯಶೋಮಾರ್ಗ

ಸಾಧ್ಯವಿಲ್ಲದವರನ್ನು ಸಾಧ್ಯ ಮಾಡುತ್ತದೆ



ಕರ್ನಾಟಕ ಸರ್ಕಾರದ ಸಹಕಾರದೊಡನೆ  
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ಶಾಲೆಗಳಲ್ಲಿ ಪ್ರವೇಶ



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ಕರ್ನಾಟಕ ಸರ್ಕಾರ

# ಯಶೋಮಾರ್ಗ

ಸಂಸ್ಥೆ ಸಮಯದ ಯಶಸ್ಸಿನ ಮಾರ್ಗ



ಒಂದೇ-19ನೇ ಅಧ್ಯಾಯದಲ್ಲಿ ಸೇರಿ  
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ಪರೀಕ್ಷೆಯ ಯಶೋಮಾರ್ಗ

**ಯಶೋಮಾರ್ಗ ಸಂಸ್ಥೆ ಸಮಯದ ಯಶಸ್ಸಿನ ಮಾರ್ಗ**

ಈ ಪುಸ್ತಕದ ಮೂಲಕ, ಯಶೋಮಾರ್ಗ - 200 ರೂ.

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# ಶ್ರೀ ಮತಿ

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# ಕಾಲಾ

ವಿಂಶತಿಮಾನವೋಪನಿಷತ್ ಅಧ್ಯಯನ ಸಂಘ

ಮೈಸೂರು

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## Pull-out Scientist from student

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Dr. HN VISHWANATH

### *A Next Gen Reflective Strategy to Teaching of Science - Constructivism*

**SCIENCE** is an intellectual and practical activity encompassing a systematic study of the structure and behavior of the physical and natural world through observation and experiment. Science is Knowledge and Knowledge is Power. It is an open-ended exploration. It is indeed a fact that Science education plays a vital role in the overall development of a country. By and large a country depends largely on its progressive application of science and Technology in different sectors of society especially in Production and Service. This depends exclusively on the quality of teaching of science at all levels of education, especially at higher levels.

**Science has two dimensions - Process and Product.** In fact it is more a process than a product as the products and their quality depend on process. The Process Dimension being the endeavor of discovery or inventions by any person who applies scientific method; and Product dimension encompasses the different components of scientific knowledge such as, Concepts, Theories, Principles, Laws, Postulates, Rules,



Assumptions etc. which all constitute the body of Scientific knowledge.

*It shall not be forgotten that there is a scientist in every student.* It is through effective and meaningful science education that the hidden or suppressed scientific skills be nurtured and brought out. In this context, teaching of Science gains immense significance. Engaging young students with exciting materials and experiences motivates them to learn and pursue the sciences throughout school education. Teaching technological literacy, critical thinking and problem-solving through science education gives students the skills and knowledge they need to succeed in school and beyond. It is high time for everyone to think about how to enhance the effectiveness of teaching of Science, how to trigger the enthusiasm and inquisitiveness among students towards learning of science, how to instill in them the mindset of scientific inquiry in the class so as to enable them become future scientist of our country... such other questions are raised.

Science pedagogy experts in recent days opine and strongly advocate an approach that is learner centered and that is true to the very nature of Science – **Constructivist Approach**. This has been strongly recommended as the most effective and meaningful approach to the teaching of Science in the document **National Curriculum Framework 2005(NCF 2005)** as well **National Curriculum Framework for Teacher Education 2009(NCFTE 2009)**. In this context it is necessary for every teacher to know what is constructivism; Constructivism learning theory – its educational significance in the modern context; different types of constructivism; Characteristics of constructivist learning environment and how to create the same; Roles and responsibilities of Constructivist Teacher in the Constructivist Classroom and planning lessons on the principles of Constructivism by which students are engaged in Learning; Explore new ideas, Explain in their own words about ideas revealed by them; Extend the same to apply so as to solve problems and even how to evaluate at the end? Many more such issues form the foci of the present article.

**Constructivism** is by and large a theory of knowledge used to explain how we know what we know. It asserts that the only tools available to a knower are the senses and it is only through these senses that an individual interacts with the environment. Individual constructs a picture of the world with these messages from the senses. In a nutshell it is the exposure and experience that one will have leads to one's own knowledge construction.

**Constructivism as a learning theory reflects that,**

- Learning shall be a process of constructing meaningful representations of external reality through experiences.
- An extensive emphasis shall be on the learner who is the focus of the learning process
- All knowledge is constructed based on previous experiences.
- Learning is a process of building conceptual structures through reflection and abstraction (Van Glazerfeld, 1995)
- The focus is on concept development and deep understanding (Fornol, 1996)
- Constructivist perspective focuses on the way the knowledge is constructed by the learner in the working memory (Khader, 2005). In this process of knowledge construction, the learner uses both incoming information from the environment and prior knowledge from long-term memory. Working memory pays attention to incoming information or materials which includes both visual and auditory working memory. It is significant to note that in constructivist view knowledge construction takes place in working memory.

**The two types of constructivism are,**

1. **Cognitive constructivism (Jean Piaget)** - Piaget's theory of cognitive development proposes that children cannot be 'given' information that they immediately understand and use. Instead

children must "construct" their own knowledge through experiences. Experiences enable them to create schemas or **mental models**. Schemas are modified through **assimilation and accommodation**. This leads to **new knowledge construction**. It focuses on **individual cognitive development** through co-constructed learning environment in which individuals construct knowledge **individually** based on past experiences and through adaptive process.

**2. Social constructivism (Lev Vygotsky)** - Construction of knowledge occurs through interaction in the social world. The development of cognitive forms occurs by means of the dialectical relationship between the individual and the social context. Cultural symbols, tools and values surface in the social processes. These processes form the basis for the emergence of the children's cognitive forms. It is within the social interaction that cultural meanings are shared within the group and then internalized by the individuals. "**The Zone of Proximal Development (ZPD)**" of Vygotsky is probably his best-known concept. It is the range of tasks too difficult for children to master alone but which can be learned with the guidance and assistance of adults or more-skilled children. Thus the lower limit of ZPD is the level of problem solving reached by the child working independently. The upper limit of ZPD is the level of additional responsibility the child can accept with the assistance of an able instructor or more capable peer.

#### ***Constructivist learning environment features.***

- ✓ Students are not passive recipients of information but active "producers of new knowledge"
- ✓ Stresses on "knowledge construction" and not "knowledge reproduction"
- ✓ Provides "multiple representations" of reality
- ✓ Emphasizes authentic tasks in a meaningful context and not abstract instruction out of context.
- ✓ Encourages thoughtful reflection on multi-sensory experiences

- ✓ Enables context and content dependent knowledge construction
- ✓ Emphasizes learning and not teaching, that is student-centered (op the cent)
- ✓ Encourages learner autonomy and initiative
- ✓ Thinks of learning as a process and not as a product, i.e., it's more a process than a product
- ✓ Encourages learner inquiry that leads to autonomous learning
- ✓ Nurtures learners natural curiosity or inquisitiveness
- ✓ Takes the learner's mental model into account on the grounds of which the self-learning experiences are designed
- ✓ Involves learners in real world situations that may lead them to extend classroom learning to real life situations at required times.
- ✓ Considers the beliefs and attitudes of the learners rather than that of teachers
- ✓ Supports co-operative learning in a conducive classroom atmosphere
- ✓ Emphasises performance and understanding when assessing learners
- ✓ The natural instincts of Enthusiasm and Inquisitiveness are nurtured with Self-Learning environment.

#### ***Constructivist Teacher in the Constructivist Classroom***

- Become one of many resources that the student may learn from, the primary sources of information
- Engage students in experiences that challenge previous conceptions of their existing knowledge.
- Allow student responses to drive the lessons and seek elaborations of students' initial responses.

- Allow students some thinking time for posing questions.
- Encourage the spirit of questioning by thoughtful, open-ended questions.
- Encourage thoughtful discussions among students.
- Use cognitive terminology such as 'classify', 'analyze', and 'create' when framing tasks.
- Encourage and accept student autonomy and initiative.
- Be willing to let go of classroom control.
- Use raw data and primary sources, along with manipulative, interactive physical materials.
- Insist on clear expression from students.
- When students can communicate their understanding, then they have truly learned.
- Promote student leadership, collaboration, location of information and taking actions as a result of learning process.
- Encourage the use of alternate sources for information both from written materials and experts.
- Seek out student ideas before presenting teacher ideas.
- Encourage students to challenge each other's conceptualizations involve students in solving real-life problems.
- Extend learning beyond the class period, classroom and the school.

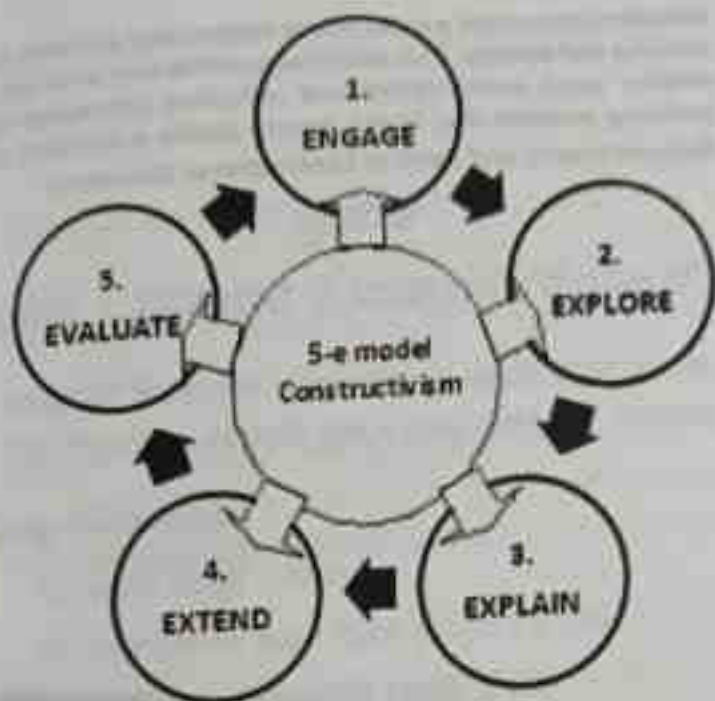
**A Reflective Five E's Model based on Constructivist Approach:** One of the most popular and quite often used instructional model based on constructivist theory is Five E's model by which several instructional strategies can be evolved. It can be diagrammatically represented as follows:

**Stage 1: Engage:** Facilitating learning environment, learning activities and situations and focusing the minds of learners on the higher order learning tasks is the main purpose of this stage. As far as possible real life situations should be presented to engage student's attention on learning tasks. Learners can be engaged in different ways based on context: Asking open ended questions; Adding out a problematic situation; Define a problem; Showing a surprising event; Noting an unexpected phenomena; Considering possible responses to questions; Presenting situations where student's perceptions vary.---

**Stage 2: Explore:** In this stage, learners are guided to explore and find answers for the questions/issues raised during the engage stage. Teacher's role is to structure and present learning environment which facilitates learners to involve in investigative activities and provide opportunities for students to get directly involved with discovery process and construction of knowledge. Some of the exploring activities can be: Provide structured activities; Have them work in teams; Experiment with materials; Use their inquiry to drive the process; Employ problem solving strategies; Identify sequence or patterns of events; Brainstorm possible alternatives.---

**Stage 3: Explain:** Students, who engaged in the learning activities and mutual interactions, discover their new knowledge (scientific facts, concepts, generalizations and procedures) and constructed will try to explain. Expressing this abstract knowledge through communicable form is the purpose of the third stage. New knowledge constructed by students can be expressed in different ways as follows: Explaining the constructed ideas; Constructing and explaining a model; Reviewing and criticizing solutions; Representing ideas through pictures/ graphs etc.

**Stage 4: Expand:** Teacher provides opportunities and guidance for students to apply the constructed knowledge (in situations). Students correlate the newly constructed knowledge to other related fields of knowledge which may further lead to new discoveries/new understandings. Students may apply new knowledge and skills in real life situations; transfer knowledge



and skills; share information and ideas; develop products and promote ideas; ask new questions etc.

**Stage 5: Evaluate:** At this stage the teacher evaluates students newly constructed knowledge as well developed conceptual understandings. Evaluation shall be diagnostic in nature. Teacher can use checklists for observation; projects and problem based learning products; achievement and attainment tests; concept mind mappings; portfolios assessments; performance assessments; rubrics; student interviews etc.

**Conclusions:** Its indeed essential that every teacher has to be scientific and especially the science teachers. They need to be reflective in their every walk of life and specially while dealing with students in classrooms. Their ethical duty is to popularize science in the Indian society that is under

transition and create a mass that is rational and scientific in thinking and actions. This would be possible only when they employ such constructive and reflective strategies of teaching science that instill among pupils a mindset of Rational Inquiry and Spirit of Exploration or Discovery.





ಆಫ್ ಡಿಪ್ಲೋಮಾ ಮತ್ತು ತರಬೇತಿ ಸಂಸ್ಥೆ, ದಸಂಕ ಮಹಲ್, ಮೈಸೂರು



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ಪಾಠ್ಯಪುಸ್ತಕ ಡಿಪ್ಲೋಮಾ ಇಲಾಖೆ  
ಡಿಪ್ಲೋಮಾ ಡಿಪ್ಲೋಮಾ ವರ್ಷ 2019-20

ಶಿಕ್ಷಣ 3 ಭಾಗಗಳು



एन सी ई आर टी  
NCERT

ಸಂವಿಧಾನ ಅಧ್ಯಯನ ವರು 2019-20

"ಮೈಸೂರು ಜಿಲ್ಲೆಯ ಪ್ರತಿಭಾ(ಪ್ರಾಥಮಿಕ) ಸಂಸ್ಥೆಗಳ ಶೈಕ್ಷಣಿಕ ವ್ಯವಸ್ಥೆಯ  
ನಿರೀಕ್ಷಣೆಯ ವಿಸ್ತೃತಿಯ ವಿವರಣಾತ್ಮಕ ಅಧ್ಯಯನ"

ಸಹ ಮತ್ತು ಸೇವಾಧಿಕಾರಿ

ಶ್ರೀ ಮಹದೇವಪ್ಪ ಕೆ.

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ಡಾ. ಹೆಚ್.ಎಸ್. ವಿಶ್ವನಾಥ್

ಅಧ್ಯಯನಾಧಿಕಾರಿ

ಶ್ರೀಮತಿ ಮಂಜುಳ ಸಿ.ಆರ್

ಉಪನಿರೀಕ್ಷಣಕರು, ಸಿ.ಎಸ್.ಇ.೨ ವಿಭಾಗ, ಕೆಯರ್ ಮೈಸೂರು

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ವಾತ್ಸಲ್ಯದ ಕಿರುಕೂಟ 2020



— ಡಾ. ಬಿ. ಕೆ. ಜಯರಾಜ್



April 30/2022  
(CP Puttanna)

ಸವ್ಯ ಮೋಢನೆಯಾಗಿ ಇತಿಹಾಸ

ಮತ್ತು

ನವ ಛಾರತ ನಿಮಾಣದಲ್ಲ

ರಾಷ್ಟ್ರೀಯ ವಿಕ್ಷಣ ನಿಲಿ-2020

ಡಾ. ಬಿ. ಕೃಷ್ಣ

ಶ್ರೀ ಅಧಿಷುಂಚನಗಿರಿ ವಿಕ್ಷಣ ಕಾಲೇಜು  
ಚನ್ನರಾಯಪಟ್ಟಣ, ಪಾಸನ ಜಿಲ್ಲೆ  
ಕರ್ನಾಟಕ

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ವ್ಯವಹಾರಗಳಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಮತ್ತು ಇತರ ಅನುಬಂಧಗಳನ್ನು ಒದಗಿಸುವ  
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ರಾಷ್ಟ್ರವ್ಯವಸ್ಥೆ ಮತ್ತು ಏಕೀಕರಣ	ಮೋಹನ್ ಮಜೂಮದಾರ
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ಇತಿಹಾಸ ಬೋಧನೆ	ಡಾ. ವೆಂಕಟೇಶ್, ಕೆ
ಇತಿಹಾಸ ಬೋಧನೆ ಒಂದು ಸತ್ಯ ದರ್ಶನವಾಗಿ	ಡಾ. ಚಿನ್ನಪ್ಪ
"ಇತಿಹಾಸ ಬೋಧನೆಯಲ್ಲಿ ವಿಷಯಗಳ ಅರ್ಥಗರ್ಭಿತ ಬೋಧನೆಗೆ ಅನುಕೂಲವಾಗಲು ಮತ್ತು ಮೋರೆತಿಗಳ ಒಳಕೊಡು ಮಹತ್ವ"	ಡಾ. ಕೆ. ಚನ್ನಕೃಷ್ಣಯ್ಯ
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Effective teaching competencies for teaching of social science

Dr. Manju H. D.

ଶିକ୍ଷା ନୀତି, ୨୦୨୦ - ପ୍ରଭାବ  
ଏବଂ ଉଚ୍ଚତମ ମାଧ୍ୟମିକ ଶିକ୍ଷାରେ  
ଅନୁସୂଚିତ ଶିକ୍ଷାର ଲକ୍ଷ୍ୟ -  
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# NATIONAL EDUCATION POLICY – SCHOOL EDUCATION

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The 2020 NEP comes 34 years after the last NEP. The new policy replaces the previous National Policy on Education, 1986. The National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system. The policy is a comprehensive framework for elementary education to higher education as well as vocational training, which rural and urban India. The policy aims to transform India's education system by 2040. NEP 2020 aims at 100% Gross Enrollment Ratio (GER) in school education by 2030. More than 2 crore out-of-school children will be brought back into the mainstream through an open schooling system. In other words, it is aimed at universalizing education from the pre-school to secondary level. Its vision is to enable India to become a "global knowledge superpower".

The Union Cabinet has approved NEP 2020 replaces the existing 10+2 School System with a new 5+3+3+4 School System. The NEP 2020 has reconfigured the curriculum and pedagogy of school education to 5-3-3-4 design with an aim to make them responsive and relevant to the developmental needs and interests of learners at different stages of their development. Besides this, the age group for the Right to Education (RTE) is now 3 to 18 years (earlier 14 years). The New Education Policy 2020 (NEP 2020) also emphasizes access, affordability, equity, quality, accountability & universalization of Early Childhood Care Education (ECCE). However, it will not be necessary to make any parallel changes to the physical infrastructure.

NEP 2020 deals with many aspects of school education that had already been addressed by the National Curriculum Framework of 2005. These include the need to move away from rote learning,



flexibility in examinations, discouraging an overdependence on rote learning and providing for overall development of children. However the objectives that are new in NEP 2020 include universal access to education and retention of all children in school until the secondary level, incorporation of pre-primary schools within the formal ambit of 'school education', a multi-lingual approach to teaching and the removal of rigid demarcation between subjects and streams. Most of these have been widely discussed by academicians and policy experts.

### **SALIENT FEATURES OF NEP 2020: SCHOOL EDUCATION** **New Pedagogical and Curricular Structure**

- ❖ The existing 10+2 structure in school education will be modified with a new pedagogical and curricular restructuring of 5+3+3+4 covering ages 3-18. Currently, children in the age group of 3-6 are not covered in the 10+2 structure as Class 1 begins at age 6. In the new 5+3+3+4 structure, a strong base of Early Childhood Care and Education (ECCE) from age 3 is also included.
- ❖ Universal provisioning of quality ECCE must thus be achieved as soon as possible, within 2030, to ensure that all students entering Grade 1 are school ready. The main goal is to ensure universal access to high-quality ECCE across the country in a phased manner.
- ❖ A coordinated/aligned national effort will be made to ensure universal access and afford opportunity to all children of the country to obtain quality holistic education-including vocational education from pre-school to Grade 12.
- ❖ The standard-setting/regulatory framework and the facilitating systems for school regulation, accreditation, and governance shall be reviewed to enable improvements on the basis of the learning and experiences gained in the last decade so as to ensure that all students, particularly students from underprivileged and disadvantaged sections, shall have universal, free and compulsory access to high-quality and equitable schooling from ECCE (age 3 onwards) through higher secondary education.

#### **ECCE- The foundation of Learning**

- ❖ Universal provisioning of quality early childhood development, care, and education must be achieved as soon as possible, and no later than 2030.

- The overall aim of ECCE will be to attain optimal outcomes in the domains of physical and motor development, cognitive development, socio-emotional-ethical development, cultural/arts development, and the development of communication and early language, literacy, and numeracy.
- A National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCFECE) for children up to the age of 8 will be developed by NCERT.
- The numerous rich local traditions of India developed over millennia in ECCE involving art, stories, poetry, games, songs, and more, will also be suitably incorporated.
- ECCE shall be delivered through a significantly expanded and strengthened system of early childhood education institutions consisting of the following:
  - ◊ Stand-alone Anganwadis
  - ◊ Anganwadis co-located with primary schools;
  - ◊ Pre-primary schools/sections covering at least age 5 to 6 years co-located with existing primary schools; and
  - ◊ Stand-alone Pre-schools

All aforesaid would have specially trained workers/teachers in the curriculum and pedagogy of ECCE. Anganwadi Centers will be strengthened for universal access to ECCE. Every child prior to the age of 5 will move to a "Preparatory Class" or "Balvatika" (that is, before Class 1), which has an ECCE-qualified/trained teacher.

Training of current Anganwadi workers/teachers: Those with qualifications of 10+2 and above shall be given a 6-month certificate programme in ECCE, and those with lower educational qualifications shall be given a one-year diploma programme. These programmes may run through digital/distance mode allowing teachers to acquire ECCE qualifications with minimal disruption to their career work.

ECCE curriculum: The planning and implementation of ECCE curriculum will be carried out jointly by the Ministries of HRD, Women and Child Development (WCD), Health and Family Welfare (HFW), and Tribal Affairs.

### **Foundational Literacy and Numeracy: An urgent & necessary prerequisite to learning**

- ❖ A National Mission on Foundational Literacy and Numeracy will be set up by the Ministry of Human Resource Development (MHRD) from 2019-20.
- ❖ All State/UT governments will prepare an implementation plan for ensuring universal foundational literacy and numeracy in all primary schools for all learners by grade 3 to be achieved by 2025.
- ❖ Teachers will be trained to impart foundational literacy and numeracy. To ensure that all students are school ready, an interim '3-month play-based school preparation module' for all Grade 1 students will be developed by NCERT and SCERTs.
- ❖ A national repository of high-quality resources on foundational literacy and numeracy will be made available on the Digital Infrastructure for Knowledge Sharing (DIKSHA).
- ❖ States to consider establishing innovative models to foster peer-teaching and volunteer activities, etc. for promoting foundational literacy and numeracy.
- ❖ Public and school libraries will be significantly expanded, and digital libraries will also be established.
- ❖ A National Book Promotion Policy will be formulated.
- ❖ The nutrition and health (including mental health) of children will be addressed, through healthy meals and regular health check-ups, and health cards will be issued to monitor the same.

### **Reducing Dropout rates and ensuring Universal access to education at all levels**

- ❖ Every school shall have adequate infrastructure support from pre-primary school to Grade 12; and Alternative and Innovative Education Centres to ensure that children of migrant laborers, and other children who are dropping-out of school due to various circumstances are brought back into mainstream education.
- ❖ Achieve universal participation in school by carefully tracking students, as well as their learning levels.
- ❖ Appointing counsellors or well-trained social workers connected in schools/school complexes.

- ◆ Scope of school education will be broadened to facilitate multiple pathways to learning involving both formal and non-formal education modes.
- ◆ NIOS and State Open Schools will also offer A, B and C levels that are equivalent to Grades 3, 5, and 8 of the formal school system; secondary education programs that are equivalent to Grades 10 and 12;
- ◆ States are encouraged to develop vocational education courses/programs and adult literacy and life-enrichment programs in regional languages by establishing new/strengthening the existing State Institutes of Open Schooling (SIOS).
- ◆ The focus will be to have less emphasis on input and greater emphasis on output potential concerning desired learning outcomes.
- ◆ Efforts to involve community, Databases of literate volunteers, retired school/college government/semi government employees, alumni, and educators will be generated for this purpose.

**Restructuring School Curriculum and Pedagogy in a new 5+3+3+4**

The curricular and pedagogical structure of school education guided by a 5+3+3+4 design corresponding to the age ranges of 3-8, 8-11, 11-14, and 14-18 years, respectively. However no parallel changes to physical infrastructure will be required. The design will have:

- ◆ **Foundational Stage** (in two parts, that is, 3 years of Angkorwadi/ pre-school + 2 years in primary school in Grades 1-2; both together covering ages 3-8); with flexible, multi-level, play/activity-based learning and the curriculum and pedagogy of ECCE.
- ◆ **Preparatory Stage** (Grades 3-5, covering ages 8-11); with the introduction of experiential learning across the sciences, mathematics, arts, social sciences, and humanities.
- ◆ **Middle Stage** (Grades 6-8, covering ages 11-14); with a subject-oriented pedagogical and curricular style.
- ◆ **Secondary Stage** (Grades 9-12 in two phases, i.e., 9 and 10 in the first and 11 and 12 in the second, covering ages 14-18); with greater depth, greater critical thinking, greater attention to life

aspirations, and greater flexibility and student choice of subjects, and option to exit at grade 10 and re-enter at a later stage in grade 11.

#### **Holistic Development of Learners**

- ❖ Ultimately curriculum and pedagogy reform is to move towards real understanding and learning how to learn and away from the culture of rote learning.
- ❖ Cognitive development shall not only be the aim of education, but also building character and creating holistic and well-rounded individuals equipped with the key 21st century skills such as Cooperation, Coordination, Creative thinking and Collaboration.
- ❖ Specific sets of skills and values across domains will be identified for integration and incorporation at each stage of learning, from pre-school to higher education.

#### **Reduction in Curriculum content to enhance essential learning and Critical Thinking**

- ❖ Curriculum content will be reduced in each subject to its core essentials, and make space for critical thinking and more holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning.
- ❖ The mandated content will focus on key concepts, ideas, applications, and problem-solving.
- ❖ Teaching and learning will be made more interactive.

#### **Experiential Learning**

- ❖ In all stages, experiential learning will be adopted that includes hands-on learning, art-integrated and sports-integrated education, story-telling based pedagogy etc.
- ❖ Classroom transactions will shift towards Competency-Based Learning and Education (CBLE)
- ❖ The assessment tools are aligned with the learning outcomes, abilities, and dispositions as specified for each subject of a given class.

#### **No hard Separation**

- ❖ Students will be given increased flexibility and choice of subjects to study, particularly in secondary school – including subjects in physical education, the arts and crafts, and vocational skills.

- ◆ There will be no hard separations among 'curricular', 'co-curricular', or 'extra-curricular', among 'arts', 'humanities', and 'sciences', or between 'vocational or 'academic' streams.
- ◆ Subjects such as physical education, the arts and crafts, and vocational skills, in addition to science, humanities, and mathematics, will be incorporated throughout the school curriculum.
- ◆ Each of the four stages of school education, may consider moving towards a semester or any other system that allows the inclusion of shorter modules.

### **Multilingualism and the Power of Language**

- ◆ Home language/mother tongue/local language/regional language will be the medium of instruction wherever possible, until at least Grade 5, but preferably till Grade 8 and beyond. Thereafter, the home/local language shall continue to be taught as a language wherever possible. This shall be followed by both public and private schools.
- ◆ High-quality textbooks, including in science, will be made available in home languages/mother tongue.
- ◆ All languages will be taught in an enjoyable and interactive style.
- ◆ States may enter into bilateral agreements to hire teachers from each other.
- ◆ The three-language learnt by children will be the choices of States, regions, and of the students, so long as at least two of the three languages are native to India.
- ◆ Efforts to prepare high-quality bilingual textbooks and teaching-learning materials for science and mathematics, so that students are enabled to think and speak about the two subjects both in their home language/mother tongue and in English.
- ◆ Indian Sign Language (ISL) will be standardized across the country, and National and State curriculum materials developed for use by students with hearing impairment.

### **Curricular integration of essential Subjects, Skills, and Capacities**

- ◆ Certain subjects, skills, and capacities will be emphasised in school, such as, scientific temper and evidence-based thinking; creativity and innovativeness; sense of aesthetics and art; oral and written

communications, health and nutrition; physical education, fitness, wellness, and sports; collaboration and teamwork; problem solving and logical reasoning; vocational exposure and skills; digital literacy, coding, and computational thinking; ethical and moral reasoning; etc.

- ◆ Introduction of contemporary subjects such as Artificial Intelligence, Design Thinking etc.
- ◆ Holistic Health, Organic Living, Environmental Education, Global Citizenship Education (GCED), etc. are introduced at relevant stages.
- ◆ Mathematics and Computational thinking will be given emphasis throughout school years. Activities involving coding will be introduced in middle stage.
- ◆ No-Bag days will be encouraged throughout the year for various types of enrichment activities involving arts, quizzes, sports, and vocational crafts.

#### **National Curriculum Framework for School Education (NCFSE)**

A new and comprehensive National Curricular Framework for School Education, NCFSE 2020-21, will be undertaken by the NCERT. The NCFSE document shall be revised and updated once in every 5-10 years, taking into account frontline curriculum.

#### **National Text Books with Local Content and Flavour**

- ◆ All textbooks will contain the essential core materials on a national level, but at the same time contain any desired nuances and supplementary material as per local contexts and needs.
- ◆ States will prepare their own curricula which may be based on the NCFSE prepared by NCERT to the extent possible and prepare textbooks (which may be based on the NCERT textbook materials to the extent possible), incorporating State flavour and material as needed.
- ◆ Coordinated efforts, through suitable changes in curriculum and pedagogy, will be made to significantly reduce the weight of school bags and textbooks.

#### **Knowledge of India**

- ◆ This includes knowledge from ancient India to modern India as

norms, standards, and guidelines for student assessment and evaluation for all recognised school boards.

- ◆ Boards will develop further viable societal Board Exams, such as – annual/semester/vocational board exams, offering all subjects, beginning with mathematics, at 10+2 levels; two parts exams of objective type and descriptive type. Guidelines will be prepared by NCERT, in consultation with SCERTs, Boards of Assessment (BOAs), and PARAKH.
- ◆ The progress card of all students for school-based assessment will be redesigned. It will be a holistic, 360-degree, multidimensional report that reflects in great detail the progress and the engagement of each learner in the cognitive, affective, and psychomotor domains. This will include self-assessment, peer assessment and teacher assessment.
- ◆ Teachers to be prepared for a transformation in the assessment system by the 2022-23 academic session.
- ◆ The National Testing Agency (NTA) will offer a high-quality common aptitude test, as well as specialised entrance subject exams in the sciences, humanities, languages, arts, and vocational subjects, at least twice every year for university entrance exams.

### Support for Gifted Students with Special Talents

- ◆ The NCERT and NCTE will develop guidelines for the education of gifted children.
- ◆ B.Ed. programmes may also allow a specialisation in the education of gifted children.
- ◆ Teachers will encourage students with singular interests and/or talents in the classroom by giving them supplementary enrichment materials and guidance.
- ◆ Olympiads and competitions in various subjects will be conducted across the country.
- ◆ Online apps with quizzes, competitions, assessments, enrichment materials, and online communities for shared interests will be developed as group activities.
- ◆ Schools will develop smart classrooms in a phased manner.



### **Efficient resourcing and effective governance through school complexes/clusters**

- By 2025, innovative mechanisms will be developed by State/UT governments to group or rationalize schools, such as, school complexes to ensure optimal utilisation and sharing of resources by adopting benefits of school complex. This include – improved support for children with disabilities, more topic-centered clubs and academic/sports/arts/crafts events across school complexes, sharing of teachers including use of ICT tools to conduct virtual classes, better student support, enrolment, attendance, and performance through the sharing of counsellors.
- To further enhance cooperation and positive synergy among schools, including between public and private schools, the twinning/ pairing of one public school with one private school will be adopted across the country.

### **Setting Standards and Accreditation for School Education**

- The Department of School Education will be responsible for overall monitoring and policymaking for continual improvement.
- The educational operations and service provision for the public schooling system of the whole State will be handled by the Directorate of School Education.
- An effective quality self-regulation or accreditation system will be instituted for all stages of education including pre-school education – private, public, and philanthropic to ensure compliance with essential quality standards.
- States/UTs will set up an independent, State-wide, body called the State School Standards Authority (SSSA) which will establish a minimal set of standards. This information shall be self-disclosed and will be made available on a public website maintained by the SSSA.
- Academic matters, including academic standards and curricula in the State will be led by the SCERT (with close consultation and collaboration with the NCERT).
- The SCERT will develop a School Quality Assessment and Accreditation Framework (SQAAF) through wide consultations with all stakeholders.

- ◆ Public and private schools (except the schools that are managed/aided/controlled by the Central government) will be assessed and accredited on the same criteria, benchmarks, and processes.

#### Re-imagining Vocational Education

- ◆ At least 50% of learners shall have exposure to vocational education through the school and higher education system by 2025. Beginning with vocational exposure at early ages in middle and secondary school, quality vocational education will be integrated smoothly into higher education. Every child to learn at least one vocation and exposed to several more.
- ▶ Sampling of important vocational crafts, such as carpentry, electric work, metal work, gardening, pottery making, etc., as decided by States and local communities during Grades 6-8. A 10-day holiday period sometime during Grades 6-8 to intern with local vocational experts such as carpenters, gardeners, potters, artists, etc. Similar internship opportunities are provided to learn vocational subjects to students throughout Grades 6-12, including holiday periods.

Vocational education will be integrated in the educational offerings of all secondary schools in a phased manner over the next decade. Towards this, secondary schools will also collaborate with IITs, polytechnics, local industry, etc. Skill labs will also be set up. Vocational courses through online mode will also be made available.



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

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**1.3.3 QLM DE**

**3. Unit Plan, Lesson Plan and  
Action Research**

# SARADA VILAS TEACHERS COLLEGE

Mysore - 570 004



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

## UNIT PLAN

ಘಟಕ ಯೋಜನೆ

Name of the Student	MISBA M.F
Register Number	U014Z21E0034
Pedagogy Subject	Physics
Title of the Unit	Force and laws of motion
Standard / School	9-A / Gopalaswamy high school.

Obtained Marks	4		
Max. Marks	6	Signature of the Student	Signature of the Staff with Date

Principal

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

## UNIT PLAN

There are 3 types of planning in the teaching-learning process

1) Yearly plan

2) Unit plan

3) Lesson plan

---

- Unit planning refers to such planning in which the work to be done in the session related to the syllabus is divided into small, meaningful units by the teacher.
- A unit represents a part of prescribed syllabus
- In this, all those methods & techniques for organizing teaching-learning are discussed, through which it is possible to fulfill the teaching-learning objectives related to the unit.

Principal

Sriada Vilas Teachers College,  
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Name :- MISBA M.F

Medium :- English

Subject :- PHYSICS

School :- Gopalaswami

Class :- 8 - A

High School

Topic :- Force And Laws of Motion

\* Instructional Objectives :- The pupils will be able to,

Recall / Remembering :-

- a) Define Force.
- b) Recall types of forces.
- c) Define Balanced force
- d) Define Unbalanced force.
- e) Recall the properties of balanced and Unbalanced forces.

### Comprehension :-

- a) To compare the effects of force.
- b) To understand that forces have different effects.
- c) To compare balanced & unbalanced force.
- d) Understand that force is a vector quantity.
- e) List the characteristics of Balanced & Unbalanced force.

### Application :-

- a) List the examples of forces from day to day life.
- b) To give examples of balanced force
- c) give examples for unbalanced force.
- d) Establish relationships between <sup>Velocity</sup> Balanced and Unbalanced force.

Skill :-

- a) To solve problems of the effects of force.
  - b) To perform experiments on balanced force.
  - c) To perform experiments on Unbalanced force.
  - d) To perform activities on force and its characteristics.
- 
- 

Teaching - Learning Material :-

Sub-unit - 1 :-

Sponge → force

Rubber Ball → applying force

Toy car and Ball → push

Spring, Ball → effects of force  
and paper

*Devi Jis*

Principal

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Sub-Unit-2 :-

Toy car  $\rightarrow$  Applying force

Rope & children pulling it  $\rightarrow$  balanced force.

Rope & children  $\rightarrow$  Unbalanced force.

Block and strings  $\rightarrow$  Demonstrate experiment of balanced & Unbalanced force.

Sub-Unit-3 :-

Spring balance & weights  $\rightarrow$  properties of balanced force

Water, container & toy boat  $\rightarrow$  Properties of Unbalanced force

video  $\rightarrow$  of cyclist (Numerical)

Chair & table  $\rightarrow$  problems based on balanced force

*Savitri*  
Principal

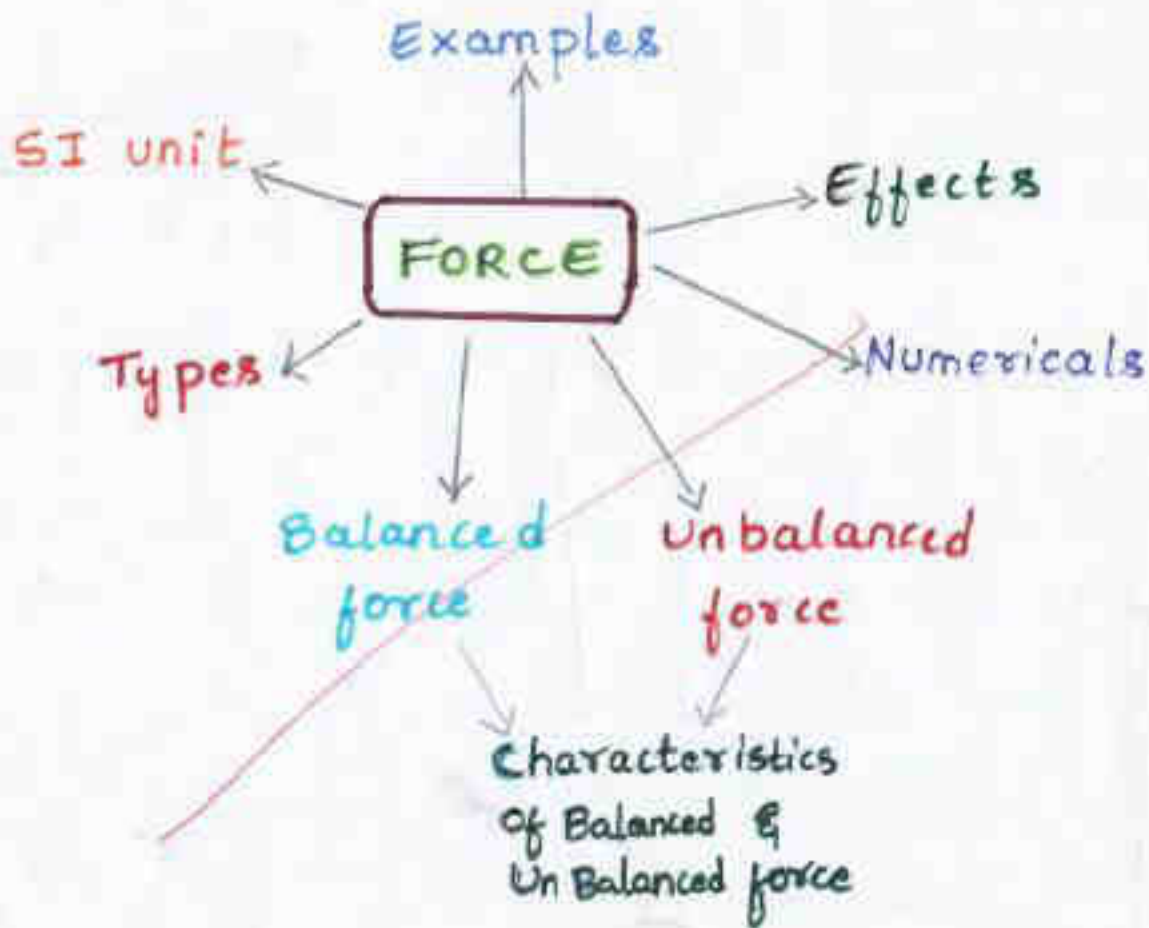
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## Resources :-

- i) NCERT TEXT BOOK - class 9
- ii) CBSE TEXT BOOK - Grade IX
- iii) [www.byjus.com](http://www.byjus.com)
- iv) [www.magnetbrains.com](http://www.magnetbrains.com)
- v) <https://collegedunia.com>
- vi) [www.geeksforgeeks.org](http://www.geeksforgeeks.org)
- vii) [ScienceNotes.com](http://ScienceNotes.com)
- viii) [www.vedantu.com](http://www.vedantu.com)
- ix) [wonderopolis.org](http://wonderopolis.org)

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Cognitive Mapping.



## INTRODUCTORY APPROACH

Expected previous knowledge

Teacher - Pupil Activity

Curiosity is created among the pupils.

St:- Bus, Auto, Bike / By walk.

St:- By applying energy.

St:- By lifting it.

St: we applied force on the Paddle

T: Good morning! dear students  
S: good morning ma'am.

T:- students we are going to learn about a very interesting topic of physics.

T:- How do you come to school?

T:- How do you get up from your bed?

T:- How did you remove your blanket?

T:- How does your cycle move?

Statement of Aim :- Dear students in this class we will learn

DEVELOPMENTAL STAGE

Sub unit No	Content Analysis	Teacher - pupil Activity	Evaluation:
Sub Unit - 1	<p>Force is an external agent or cause capable of changing the state of rest or motion of a particular body when applied on it.</p> <p>Examples of force</p> <p>Effects of force</p> <p style="text-align: center;"><b>Seda JS</b> Principal Sriada Vilas Teachers College, K.M. Puram, Mysore-573 004</p>	<p>Teacher will make students do some activities so that she illicites the definition of force from students.</p> <ul style="list-style-type: none"><li>→ Pushing a Block.</li><li>- Pulling a door.</li><li>lifting weights.</li><li>Kicking a Ball.</li><li>→ moves stationary objects</li><li>→ Stops moving objects</li><li>→ changes size &amp; direction</li></ul>	<p>Define Force</p> <p>List a few examples for force.</p> <p>write the effects of Force</p>

## Recaptulations:-

- 1) Define Force.
- 2) Give a few examples of force.
- 3) What are the effects of force?
- 4) Which are the 2 types of force?
- 5) Give a few examples of balanced and unbalanced force.
- 6) Differentiate between balanced and unbalanced force.
- 7) How do you determine whether a force is balanced or not?

27 Floating of objects is an example of balanced force Explain.

28 State Newton's first law of motion.

### Follow ups:-

- 1) Explain each effects of force in 5 sentences.
- 2) List a few examples for force from your day to day life.
- 3) make a chart on effects of forces
- 4) Give 5 examples of balanced forces
- 5) Two equal forces of magnitude  $50N$  each act on a body in opposite directions. Are the forces acting on the body balanced?

- 6) Write the characteristics of balanced force.
- 7) Write the characteristics of unbalanced force.
- 8) Two forces of magnitude  $10\text{ N}$  &  $8\text{ N}$  act on a body in opposite directions. What is the magnitude of net force? Are the forces acting on the body balanced?
- 9) Two equal forces of magnitude  $50\text{ N}$  each act on a body in opposite directions. Are the forces acting on the body balanced?

Veelug  
17/11/2022

Veelug  
Principal  
Grade VIII Teachers College  
K.M. Puram, Mysore-570 004



## SUGGESTED FORMAT OF A UNIT LESSON PLAN

- 1) Name of the teacher : MISBA M.F      3) Subject : Physics  
 2) Name of School : Gopalaswamy High School.      4) Standard : 9-A

Title of the Unit : Force and laws of motion

List of sub-units : 03.

- 1) Force and it's effects
- 2) Types of forces
- 3) Numericals on balanced and unbalanced force
- 4)
- 5)
- 6)
- 7)
- 8)

Each sub unit to be developed based on the following columns titles

Sub Unit No.	Content Analysis	Expected Learning Outcomes	Teaching Strategies	Evaluation

Sl.No.	Content	Page No.
1	Unit plan - Introduction	
2	Unit plan format	
3	Instructional objective.	
4	Cognitive mapping	
5	Resource.	
6	Introductory Approach	
7	Developmental Stage.	
8	Recapitulation	
9	follow up.	
10	Conclusion.	

N. S. S.

Principal

Sarada Vilas Teachers College,  
K.M. Poram, Mysore-570 024



# SARADA VILAS TEACHERS COLLEGE

K. M. Puram, Mysuru - 04

ಶಾರದಾವಿಲಾಸ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ಕೆ.ಎಂ. ಪುರಂ, ಮೈಸೂರು - 570 004

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

## LESSON PLAN : BLOCK LESSONS

Name of the student	MISBA M.F
Pedagogy Subject	Physics
Register Number	UO19ZQ1E0034
Name of the School	Gopala swamy high school

Maximum Marks	Marks Obtained
15	14.75 + 0.5

= 15

*A. Shobha*

Signature of the Staff-in-charge

*Coor. K.S.*  
Principal

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

*Misba*

Signature of the Student - Teacher

ಹೆಸರು/Name ..... MISBA M.F ..... ಹಾಜರಿ ಸಂಖ್ಯೆ /Reg. No. .... ಪಾಠ ಸಂಖ್ಯೆ /Lesson No. .... 01 ..... ದಿನಾಂಕ/Date 31/9/23  
 ಶಾಲೆ/School GOPALASWAMY HIGH SCHOOL ..... ವರ್ಗ /Class 9-A ..... ವಿಷಯ /Subject Science [physics]  
 ಘಟಕ/Unit Force And Laws of Motion ..... ಸಮಯ /Time 40 minutes  
 ಉಪ ಘಟಕ/Sub Unit Newton's First Law of motion.

ಕಲಿಕಾಬಿಂದು / Learning Points	ಬೋಧನಾ ಉದ್ದೇಶಗಳು / Instructional Objectives
1 Force and it's Effects.	The Student will be able to : ಪ್ರಯುಕ್ತಿಯು ಈ ಕೆಳಗಿನ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳುತ್ತದೆ.
2 S.I unit	1. Recall/Remembering : a) Recognise the effects of force. ಸ್ಮರಿಸುವಿಕೆ b) Define Newton's first Law of motion.
3 Examples	2. Comprehension ತಿಳಿವಳಿಕೆ a) Explain laws of motion in their own words. b) Understand the contribution of scientists.
Reference Books / ಪಠ್ಯಪುಸ್ತಕ NCERT TEXT BOOK - class 9	3. application ಅನ್ವಯಿಸಿ a) List out the examples of I law of motion. ಬ) motion
1 CBSE TEXT BOOK - Grade IX	4. Skill ಕೌಶಲ a) solve problems of Newton's I law of motion. ಬ)
2 Byjus.com magnetbrains.com	5. Appreciation (Languages Only) ಪ್ರಶಂಸೆ : a) b)

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 Principal  
 Sarada Vilas Teachers College,  
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ಹಂತ Stage '5' E.	ಶಿಕ್ಷಣದ Learning Components	ಶಿಕ್ಷಣದ, ಅಭ್ಯಾಸದ ಚಟುವಟಿಕೆಗಳು Supportive Learning Activities	ಶಿಕ್ಷಣದ ಸಹಾಯಕ Learning Aids	ಮೌಲ್ಯಮಾಪನ ತಂತ್ರ ಮತ್ತು ಸಾಧನ Evaluation Technique and Tool
		<div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; text-align: center;">Galileo's experiment of inertia</div> <div style="text-align: center;">↓</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; text-align: center;">Newton's first law of motion</div> <div style="text-align: center;">↓</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; text-align: center;">Demonstration of I law of motion</div> <div style="text-align: center;">↓</div> <div style="border: 1px solid black; padding: 5px; margin-bottom: 5px; text-align: center;">Examples of Newton's first law of motion</div>		

*Coorla K. S.*  
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Stages	Learning components	Facilitating Learning Activities	Learning aid	
				Evaluation.
				Tools Tech
E N G A G E	<p>The phenomena of an object continuing to be in a state of rest.</p> <p>Every object in rest or motion follows certain laws.</p>	<p>T:- Asks the students to imagine a situation where they are seated comfortably on a recliner watching T.V. and you forget to take your remote.</p> <p>Now ask the remote to come to you. will it come?</p> <p>T:- why didn't the remote come to you?</p> <p>Teacher shows a picture of Newton.</p>	<p>picture</p>	<p>Observation/ Activity.</p>
	<p><u>Statement of Aim:-</u></p>	<p>Dear st in this class we will learn about Newton's first law of motion.</p>		
		<p>Now Teacher shows a picture of Galileo.</p>	<p>picture</p>	<p>Leclairs Principal Sarada Vilas Teachers College, K.M. Puram, Mysore-570 004</p>

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By observing the motion of objects on an inclined plane, Galileo deduced that objects move with constant speed when no force acts on them.

Activity :- Shows a video of experiment of Galileo on inertia.

Video → on inertia experiment

observation/Activity

T: - What did you observe when the ball was rolling down the inclined plane?

Questioning/Questioning

T: - Based on Galileo's discovery Newton framed first law of motion.

We observed that a body continues to be in the state of motion.

Activity :- Ask a student to run and ask him to stop suddenly.

observation/Questioning

T: - Where you able to stop suddenly?

Activity :- A hard marble is placed in a bowl & revolved when stopped. The marble was moving.

Suggest of activities / ಸಲಹೆ : ಚಟುವಟಿಕೆಗಳು :

Approved  
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Principal

Sri Sri Vidya Teachers College  
K.M. Purani, Mysore

Signature of the teacher Educator

Marks Awarded

[Empty box for marks]

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<p>ಹಂತ Stage '5' E,</p>	<p>ಶಿಕ್ಷಣದ Learning Components</p>	<p>ಶಿಕ್ಷಣದ, ಅಭಿವೃದ್ಧಿ ಮತ್ತು ಸಹಾಯಕ ಚಟುವಟಿಕೆಗಳು Supportive Learning Activities</p>	<p>ಶಿಕ್ಷಣದ ಸಹಾಯಕ Learning Aids</p>	<p>Evaluation Technique and Tool ಪರೀಕ್ಷಾ ತಾಂತ್ರಿಕ ಮತ್ತು ಸಾಧನ</p>
	<p>The object continued to be at rest.</p> <p>Hence Newton's first law states that "an object continues in the state of rest or uniform motion unless an external force is applied on it."</p>	<p><u>Activity</u> :- Demonstration of first law of motion with coin, card and tumbler.</p> <p>T:- what happened to the coin did it move along the card?</p> <p>T:- give some examples like this</p> <p><del><u>Activity</u> :- A jar filled with water is placed on a table cloth &amp; a sudden jerk is applied on the cloth.</del></p> <p><del>T:- Now define Newton's first law of motion.</del></p> <p><u>Activity</u> :- Call a student &amp; asks to apply force on a knife which is stuck in a potato.</p>	<p>Coin, card &amp; tumbler</p> <p>Knife and a potato.</p>	<p>observation/illustration</p> <p>Questioning/Questionnaire</p> <p>observation/Activity</p>

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 K.M. Puram, Mysore-570 004  
 Principal



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- Examples for Newton's I law of motion are:-
- i) A book lying on a table.
  - ii) fit jet spinner
  - iii) swing.
  - iv) pendulum.

Conclusion:-

The teacher shows a video of a person standing in bus. when brake is applied the moves forward.

T:- Students please give more examples for Newton's first law of motion.

Dear students in this class we studied/learned about Newton's first law of motion & its application.

Questions/  
Questioning

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ASSESSMENT  
2011-12

- 1) Who discovered inertia?
- 2) Define Inertia.
- 3) State Newton's first law of motion.
- 4) Give a few examples for Newton's first law of motion.

Questioning/  
Questionnaire

\* Follow up:-

- i) List out a few examples of Newton's first law of motion.
- ii) Perform an activity of Newton's I law and note down the observations.

*S. Lakshmi*  
Principal

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

Suggest of activities / ಸೂಚನೆ ಸವಲತ್ತಿ/ಸವಲತ್ತಿ :

*Approved*  
*S. Lakshmi*

*Approved*  
*S. Lakshmi*

Signature of the teacher Educator

Marks Awarded

(S)  
4.75

ಹೆಸರು/Name ..... MISBA M.F ..... ತರಗತಿ ಸಂಖ್ಯೆ /Reg No ..... ಲೆಕ್ಕಾಚಾರ ಸಂಖ್ಯೆ /Lesson No ..... 02 ..... ದಿನಾಂಕ/Date ..... / / 23  
 ಶಾಲೆ/School ..... GOPALASWAMY HIGH SCHOOL ..... ತರಗತಿ /Class ..... 9-A ..... ವಿಷಯ /Subject ..... Science [Physics]  
 ಘಟಕ/Unit ..... Force and laws of motion ..... ಸಮಯ /Time ..... 40 minutes  
 ಉಪ ಘಟಕ/Sub Unit ..... Inertia And Mass.

ಕಲಿಕೆಯ ಬಿಂದುಗಳು / Learning Points	ಪಾಠ್ಯಕ್ರಮದ ಉದ್ದೇಶಗಳು / Instructional Objectives
1 Inertia & it's examples	The Student will be able to : ವಿದ್ಯಾರ್ಥಿಯು ಈ ಕೆಳಗಿನ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ವಿಸ್ತರಿಸಿಕೊಳ್ಳುತ್ತಾನೆ.
2 Types of Inertia	1. Recall/Remembering : a) Recall Newton's I Law ಸ್ಮರಿಸುವಿಕೆ b) Define Inertia
3 Applications of Inertia	2. Comprehension a) Understand the concept of Inertia ತಿಳುವಳಿಕೆ b) Explain types of Inertia.
Reference Books / ಪಠ್ಯಪುಸ್ತಕಗಳು * NCERT TEXT BOOK - class 9	3. application a) sites own examples / Applications of Inertia. ಅನ್ವಯಿಸುವಿಕೆ b)
1 CBSE TEXT BOOK - Grade IX	4. SKILL a) Solve problems based on Inertia ಕೌಶಲ b) Perform experiments on Inertia
2 www.Byjus.com Slide share.com	5. Appreciation (Languages Only) ಪ್ರಶಂಸೆ : a) b)

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 Principal  
 Sarada Vilas Teachers College,  
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<p>ಪದವಿ Stage '5' E<sub>2</sub></p>	<p>ಶಿಕ್ಷಣದ Learning Components</p>	<p>ಸಹಾಯಕ, ಅಭಿವೃದ್ಧಿಪಡಿಸುವ ಚಟುವಟಿಕೆಗಳು Supportive Learning Activities</p>	<p>ಶಿಕ್ಷಣದ ಸಹಾಯಕ Learning Aids</p>	<p>Evaluation Technique and Tool ಮಾತೃ, ಪಾಠ್ಯ ಪುಸ್ತಕ, ಪರೀಕ್ಷೆ, ಮಾತೃ</p>
	<p>Inertia of Rest</p>	<pre> graph TD     A((Inertia)) --&gt; B[Types of Inertia]     B -.-&gt; C[Inertia of Rest]     B -.-&gt; D[Inertia of Direction]     B -.-&gt; E[Inertia of motion]     E --&gt; F((Effects of mass on Inertia))     </pre>		<p>Deelant Principal Sarada Vilas Teachers College, K.M. Puram, Mysore-578 004</p>

Stages	Learning Components	Facilitating Learning Activity	Learning Aids	Evaluation Technique / Tool
<p>E N G A G E</p>	<p>The condition in which an object move or stay at rest is known as laws of motion.</p> <p>Newton framed laws of motion based on Galileo's experiment.</p>	<p>T:- Dear students we are going to learn about a very interesting topic of physics in this class.</p> <p>T:- why does an object move only in some conditions?</p> <p>T:- what are those conditions called.</p> <p>T:- Who discovered this laws of motion?</p> <p>T:- On what basis did he frame the law?</p>		<p>Questioning/ Questionnaire</p>
	<p><u>Statement of Aim:-</u></p>	<p>Dear students in this class we will learn about inertia</p>		<p><i>Deva K S</i> Principal Sarada Vilas Teachers College, K.M. Puram, Mysore-570 004</p>

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Inertia of rest:- It is the tendency of an object at rest to stay in rest.

Activity-1:- Take an apple and a knife. poke/immerse the knife in apple and now apply force only on apple knife.

T:- what did you observe?

T:- why didn't the apple fall?

T:- where do you see similar cases?

Suggest of activities / ಸಲಹೆಗಳನ್ನು ಕೊಡುವಿರಿ :

*Sarla K.S.*  
Principal

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

Marked Assessed

<p>ಹಂತಗಳು Stage '5' E<sub>5</sub></p>	<p>ಶಿಕ್ಷಣದ ಘಟಕಗಳು Learning Components</p>	<p>ಶಿಕ್ಷಣದ ಸಹಾಯಕ ಚಟುವಟಿಕೆಗಳು Supportive Learning Activities</p>	<p>ಶಿಕ್ಷಣದ ಸಹಾಯಕ Learning Aids</p>	<p>Evaluation Technique and Tool ಮಾನ್ಯತೆ, ಮಾನ್ಯತೆ, ಮಾನ್ಯತೆ, ಮಾನ್ಯತೆ</p>
<p>E X P L O R E  E X P  </p>	<p><u>Inertia of motion</u>:- The property of an object/body to continue to be in uniform motion, this tendency of an object to remain in motion is known as Inertia of motion.</p>	<p><u>Activity - 2</u>:- Take a spinner and apply force to it. Now stop applying force. The spinner continues to move.</p> <hr/> <p>T:- what did you see here? Teacher takes another example of seeing and pendulum. Teacher asks many examples. F:- shows a video of Inertia in a bus.</p>	<p>Spinner  Bowl and marble.  Video of inertia in bus.</p>	<p>observation/ Activity.  observation/ Questioning.  Deekshika Principal Sarada Vilas Teachers College, K.M. Puram, Mysore-570 004</p>

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Inertia of direction:-

The property of an object to continue in the same direction as it was in known as inertia of direction.

Activity - 3 :- Teacher shows a video where a dancer moves in opposite direction while taking a turn.

T:- Did you observe that the body moves in opposite direction

T:- Teacher asks a question about what will be the direction of a person standing in a bus if the bus takes a slight turn?

Video of inertia of direction.

observation / Activity.

Questioning / Questionnaire

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

Conclusion:- Dear students In this class we learnt about Inertia & its types.



E V A L U A T E		<p>1) Define Inertia.</p> <p>2) Who discovered Inertia.</p> <p>3) Which are the types of Inertia?</p> <p>4) Examples of Inertia at motion.</p>	
		<p>* <u>Follow up</u> :-</p> <p>① Give a few examples of</p> <p>a) Inertia of Rest.</p> <p>b) Inertia of motion</p> <p>c) Inertia of direction</p>	

Suggest of activities / ಸಲಹೆ ಸೂಚನೆಗಳು :

*Handwritten:* Demand all solns

*Teacher's Signature:* S. K. R. Purani

*Printed:* Sarada Nilakrishna College,  
K. K. R. Purani, Mysore-570004

ಹೆಸರು/Name ..... MISBA M.F ..... ಪಾಠ್ಯ ಸಂಖ್ಯೆ /Reg No. .... ಪಾಠ್ಯ ಸಂಖ್ಯೆ /Lesson No. 03 ..... ದಿನಾಂಕ/Date 4/8/23  
 ಶಾಲೆ/School GORALASWAMY HIGH SCHOOL ..... ತರಗತಿ /Class 9-A ..... ವಿಷಯ /Subject Science [Physics]  
 ಘಟಕ/Unit FORCE AND LAWS OF MOTION ..... ಸಮಯ /Time 40 minutes  
 ಉಪ ಘಟಕ/Sub Unit Momentum

ಕಲಿಕಾಬಿಂದು / Learning Points	ಮೂಲಭೂತ ಉದ್ದೇಶಗಳು / Instructional Objectives
1. Force & Momentum $F \propto a$ $F \propto m$	The Student will be able to : ವಿದ್ಯಾರ್ಥಿಯು ಈ ಕೆಳಗಿನ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ದರ್ಶಿಸಿಕೊಳ್ಳುತ್ತಾನೆ.
2. Formula for Momentum	1. Recall/Remembering : ಸ್ಮರಿಸುವಿಕೆ a) Recall <sup>concept of</sup> force. b) Define momentum.
3. Application of Momentum	2. Comprehension ತಿಳಿಪಡಿಸಿಕೊಳ್ಳುವಿಕೆ a) establish relationship between b) force and acceleration   Force & mass
Reference Books / ಪಠ್ಯಪುಸ್ತಕಗಳು * NCEPT TEXT BOOK - class 9	3. application ಅನ್ವಯಿಸುವಿಕೆ a) derive the formula of momentum b) give own examples of momentum.
1. CBSE TEXT BOOK - Grade IX	4. Skill ಕೌಶಲ a) solve problems on Momentum. b)
2. www.byjus.com www.magnetbrains.com	5. Appreciation (Languages Only) ಪ್ರಶಂಸಿಸುವಿಕೆ : a) b)

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 Principal  
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## Concept Map:-

ಹಂತಗಳು Stage '5' E <sub>s</sub>	ಕಲಿಕಾಘಟಕಗಳು Learning Components	ಕಲಿಕೆಯನ್ನು ಅನುಷ್ಠಾನಿಸುವ ಚಟುವಟಿಕೆಗಳು Supportive Learning Activities	ಕಲಿಕಾಸಾಧಕಗಳು Learning Aids	Evaluation Technique and Tool ಪರೀಕ್ಷೆ, ಮಾಹಿತಿ ಸಂಗ್ರಹಣೆ ಮತ್ತು ಸೂಚನೆ
		<pre>                     graph TD                         A((Force)) --&gt; B((Relationship between force and acceleration))                         B --&gt; C((Relationship between force and mass))                         C --&gt; D((F = ma))                         D --&gt; E((Momentum P = m x v))                     </pre>		

Stage	Learning Components	Supportive Learning Activities	Learning Aids		
			Evaluation Technique	Tool	
E N G A G I N G	<p>Statement of Aim :-</p>	<p>Teacher asks questions.</p> <p>T:- who framed laws of motion?</p> <p>T:- Define / state Newton's first law of motion.</p> <p>T:- what is inertia?</p> <p>T:- which are its types</p>		Questioning	Questions
		<p>Dear students in this class we will learn about Momentum and its Conservation.</p> <p>The larger the force we applied the greater is the momentum</p>			

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E

Force is an external agent which changes the state of motion or rest and also changes the dir<sup>n</sup> of an object when applied on it.

T:- Illustrates an example. puts forward a situation to the students.

T:- what is force?  
Define force.

T:- students let's think that you are standing in between two mountains and a bicycle is rolling down ~~on~~ the first mountain and a truck is rolling down another mountain. you can save yourself by moving ~~near~~ one mountain where will you go?

Observation  
Illustrations

Questioning /

Questionare.

<p>ഘട്ടം Stage '5' E.</p>	<p>ഘടകങ്ങൾ Learning Components</p>	<p>പുരോഗമന, സഹായകമായ പഠനപരിപാടികൾ Supportive Learning Activities</p>	<p>പഠനസഹായകങ്ങൾ Learning Aids</p>	<p>Evaluation Technique and Tool പരീക്ഷണ, നിരീക്ഷണ, പ്രവർത്തനം, മാതൃക</p>
<p>E X P L A I N</p>	<p>The acceleration of an object depends on the force applied to it and how we measure a force.</p> <p>If force increases acceleration also increases</p>	<p><u>Activity</u>: Teacher does an activity with a basket ball.</p>	<p>Basket Ball.</p> <p>Plastic Ball and tennis Ball.</p>	<p>Observation/Activity</p> <p>Observation/Activity</p> <p><i>Selva</i> Principal Sarda Vilas Teachers College</p>
		<p>In first case the teacher applied very little force to the ball.</p> <p>In second case the teacher applied more force.</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <math>F \propto a</math> </div>		
		<p><u>Activity</u> :- To demonstrate that force is directly proportional to mass of an object.</p>		

The applied force is directly proportional to acceleration

$F \propto m$

Activity: - A truck is given velocity / force is applied on a toy truck.

Toy Truck with stone (piece of) chalk

observation / Activity.

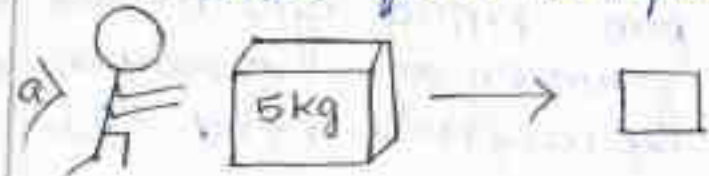
If the mass of <sup>object</sup> is more it requires greater force to move the object.

Then 15-20 pieces of chalk are loaded on the truck. The speed / velocity of truck reduces when loaded with mass.

$\therefore F = ma$

Activity: ~~less~~ force is required

Which of the following requires more force? put a tick in the box.



more force is required

Recall observation / Checklist.

E  
L  
A  
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E  
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V  
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$$F = m a$$
$$F = 50 \times 20$$
$$= 1000 \text{ kgm/s}^2$$

Conclusion:-

If an object <sup>(100)</sup> of 50kg is moved with an acceleration of  $20 \text{ m/s}^2$ . What is the force applied?

In this class we learnt about Momentum.

- i)  $F = ?$  (The formula for force is?)
- ii) What is momentum?
- iii) Is momentum a scalar quantity / vector quantity?

Follow up:-

- 1) List a few illustrations to explain momentum.
- 2) Find the S.I unit of momentum.

Suggest of activities / ಸಲಹೆ ಕೊಡಬೇಕಾದುದು :

2/10/23

Approved  
A. S. S.

Principal  
Canada Vilas Teachers College,  
10th Street, Mysore-570 004





ಪೆರಿಯೆ/Name MISBA M-F ಪಾಠ್ಯ ಪುಸ್ತಕ / Reg. No. ಪಾಠ್ಯ ಪುಸ್ತಕ / Lesson No. 04 ದಿನಾಂಕ/Date 7/5/23  
 ಶಾಲೆ/School GOPALASWAMY HIGH SCHOOL ತರಗತಿ /Class 9-A ವಿಷಯ /Subject Science [Physics]  
 ಘಟಕ/Unit Force And Laws of Motion ಸಮಯ /Time 40 minutes  
 ಉಪ ಘಟಕ/Sub Unit Newton's Second Law of motion

ಕಲಿಕಾಬಿಂದು / Learning Points ಮಾರ್ಗದರ್ಶನ ಉದ್ದೇಶಗಳು / Instructional Objectives

1 Newton's 2<sup>nd</sup> law of motion  
 The Student will be able to :  
 ವಿದ್ಯಾರ್ಥಿಯು ಈ ಕೆಳಗಿನ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಪಡೆದುಕೊಳ್ಳುತ್ತಾನೆ.

2 Applications of 2<sup>nd</sup> law of motion.  
 1. Recall/Remembering : a) Recall the Newton's laws of motion  
 ಸ್ಮರಿಸುವಿಕೆ -b) Recall the definition of Momentum

3 Numericals on 2<sup>nd</sup> law of motion.  
 2. Comprehension a) Explain Newton's 2<sup>nd</sup> law of motion \* find S.I unit of momentum  
 ತಿಳುವಳಿಕೆ b)

Reference Books / ಪಠ್ಯಪುಸ್ತಕಗಳು  
 \* NCERT TEXT BOOK - class 9  
 3. application a) solve problems based on second law of motion.  
 ಅನ್ವಯಿಸುವಿಕೆ b)

\* CBSE TEXT BOOK - Grade IX  
 4. Skill a) perform demonstrations based on 2<sup>nd</sup> law of motion.  
 ಕೌಶಲ b)

\* www.magnetbrains.com  
 5. Appreciation (Languages Only) ಪ್ರಶಂಸೆ :  
 a)  
 b)

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# Cognitive Mapping

ಪಾಠ್ಯಕ್ರಮ Stage '5' E.	ಕಲಿಕಾ ಘಟಕ Learning Components	ಕಲಿಕೆಯನ್ನು ಬೆಂಬಲಿಸುವ ಚಟುವಟಿಕೆಗಳು Supportive Learning Activities	ಕಲಿಕಾ ಸಾಧನಗಳು Learning Aids	ಮೌಲ್ಯಮಾಪನ ತಂತ್ರ ಮತ್ತು ಸಾಧನ Evaluation Technique and Tool

Leela K S  
 Principal  
 Sarada Vilas Teachers College.

Stages	Learning Components	Facilitating Learning activities	Learning Aid	Evaluation Technique Tool
E N G A G E	<p>Momentum is the quantity of motion possessed by an object.</p> $P = m \times V$ $* F = m \times a$ <p>An object continues to be in a state of rest or uniform motion unless an external force is applied.</p> <p><u>Statement of Aim :-</u></p>	<p>Teacher asks a few questions related to the previous class.</p> <p>T:- What is momentum?</p> <p>T:- What is the expression of momentum?</p> <p>T:- Force is equal to the product of _____ &amp; _____.</p> <p>T:- Is momentum a scalar quantity or a vector quantity.</p> <p>T:- State Newton's first law.</p> <p>Dear students in this class we will learn Newton's 2nd law of motion.</p>		<p>Questioning/ Questionnaire</p>

K. H. Puram  
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 K. H. Puram, Mysore-570 004

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The tennis ball has lesser mass when compared to the mass of cricket ball.

So the impact / injury caused by cricket ball is more.

T:- Illustrates a situation, during the game of table tennis if the ball hits a player it doesn't hurt him.

T:- In another situation when a fast moving cricket ball hits a spectator, it may hurt him.

T:- why did the ball not hurt him in the case of tennis?

Because the momentum of cricket ball is more.

Observation /  
Illustration

Questioning /  
Questionnaire

Suggest of activities / ತಿಳಿಸಿ ಕೊಡಿ :

Sarada Vilas  
Principal

Sarada Vilas Teachers College,  
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<p>ಹಂತಗಳು Stage '5' E<sub>1</sub></p>	<p>ಶಿಕ್ಷಣದ ಅಂಶಗಳು Learning Components</p>	<p>ಶಿಕ್ಷಣದ ಅಂಶಗಳನ್ನು ಬೆಂಬಲಿಸುವ ಚಟುವಟಿಕೆಗಳು Supportive Learning Activities</p>	<p>ಶಿಕ್ಷಣದ ಅಂಶಗಳನ್ನು ಬೆಂಬಲಿಸುವ ಸಾಧನಗಳು Learning Aids</p>	<p>ಮೌಲ್ಯಮಾಪನ ತಂತ್ರ ಮತ್ತು ಸಾಧನ Evaluation Technique and Tool</p>
<p>E X P L O R E</p>	<p>When force applied is more, momentum is also more.  <math>P \propto F</math></p>	<p>Activity:- Teacher demonstrates an activity with plastic ball and leather ball.</p>	<p>Plastic ball &amp; leather ball.</p>	<p>Observation/Activity</p>
		<p>T:- What did you observe?</p>		
		<p>Activity:- Teacher takes 8 coins of ₹ 1000. she applies force to the first coin and the last coin moves.</p>		<p>Observation/Activity</p>
		<p>when two coins were applied force equal no of coins moved from</p>	<p>coins</p>	

E  
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The state of change of momentum is directly proportional to the force applied in the same direction.

T:- Now define Newton's second law.

Teacher explains the formula for 2<sup>nd</sup> law of motion

$$\frac{dp}{dt} \propto F$$

Activity :- Teacher demonstrates an activity related to Newton's 2<sup>nd</sup> law of motion.

T:- Give a few examples for Newton's second law.

Questioning/  
Questionnaire

Observation/  
Activity

E  
X  
T  
E  
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D

E  
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D

E - A C T A R K	<u>Conclusion:</u>	Dear students In this class we learnt about Newton's 2nd law of motion.
		<p>→ state Newton's second law of motion.</p> <p>→ consider two forces of magnitude 30N and 20N that are exerted to the right &amp; left, respectively on the horse shown. What is the Net force acting on horse?</p>
	<u>Follow up:-</u>	
	* list 8 instances where you see the applications of Newton's 2nd law of motion.	

Suggest of activities / ಕೆಲಸ : \_\_\_\_\_

Arround A. Talis

Loela.K.S  
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ಹೆಸರು/Name MISBA M.F ಪಾಠ್ಯ ಪುಸ್ತಕ / (Reg. No. \_\_\_\_\_ ಪಾಠ್ಯ ಪುಸ್ತಕ / Lesson No. 05 ದಿನಾಂಕ/Date 9/3/23  
 ಶಾಲೆ/School GOPALASWAMY HIGH SCHOOL ತರಗತಿ /Class 9 - A ವಿಷಯ /Subject Science (physics)  
 ಘಟಕ/Unit Force and Laws of Motion ಸಮಯ /Time 12:05 - 12:50  
 ಉಪ ಘಟಕ/Sub-Unit Mathematical formulation of Newton's Second Law of motion.

ಲೇರ್ನಿಂಗ್ ಪಾಯಿಂಟ್ಸ್ / Learning Points	ವಿಜ್ಞಾನ ಉದ್ದೇಶಗಳು / Instructional Objectives
1. Mathematical formulation of Newton's 2 <sup>nd</sup> Law of motion	The Student will be able to : ವಿದ್ಯಾರ್ಥಿಯು ಈ ಕೆಳಕಂಡ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಪಡೆಯಬಲ್ಲಾಳು: 1. Recall/Remembering : a) Recall the concept of Newton's 2 <sup>nd</sup> Law of motion ಸ್ಮರಿಸುವಿಕೆ b) 2 <sup>nd</sup> Law of motion
2. solve Numericals based on this formula $F = ma$	2. Comprehension 3. application 4. Skill 5. Appreciation (Languages Only) : a) _____ b) _____
Reference Books / ಪಠ್ಯಪುಸ್ತಕಗಳು * NCERT TEXT BOOK - class 9 * CBSE TEXT BOOK - Grade IX * www.Byjus.com	a) deduce mathematical formulation of Newton's 2 <sup>nd</sup> Law of motion b) solve problems based on the formula of 2 <sup>nd</sup> Law of motion. a) perform experiments to prove Newton's 2 <sup>nd</sup> Law of motion.

*Principal*  
**Principal**  
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<p>ഘട്ടങ്ങൾ Stage '5' E,</p>	<p>ഘടകങ്ങൾ Learning Components</p>	<p>തർക്കോപന്മുഖ്യ ഘടകങ്ങൾ Supportive Learning Activities</p>	<p>ഘടകങ്ങൾ Learning Aids</p>	<p>Evaluation Technique and Tool മൂല്യനിർണ്ണയ രീതികൾ</p>
<p>E N G A G E</p>		<p>Teacher asks questions about previous class.</p> <p>T:- what is Newton's first law of motion? what is the expansion of force?</p> <p>T:- State Newton's second law of motion.</p>		<p>Questioning/Questions</p>
	<p><u>Statement of Aim :-</u></p>	<p>Dear students in this class we will learn about mathematical formulation of Newton's second law of motion.</p>		
<p>E X P</p>		<p><u>Activity :-</u> A student is asked to apply force on the wall.</p>	<p>Student's wall → force.</p>	<p>observation/Activity Principal Sroda Vilas Teachers College</p>



<p>ഘട്ടം Stage '5' E,</p>	<p>ഘടകങ്ങൾ Learning Components</p>	<p>പരിപാടി, പങ്കെടുക്കുന്ന സജ്ജീകരണങ്ങൾ Supportive Learning Activities</p>	<p>പഠനസഹായകങ്ങൾ Learning Aids</p>	<p>Evaluation Technique and Tool മൂല്യനിർണ്ണയ രീതികൾ</p>
<p>T X P L A I N</p>	<p>Unit of Force = <math>\text{kg} \times \text{m/s}^2</math> (1ms)</p> <p>The second law of motion gives us a method to measure the force acting on an object &amp; the acceleration of the object which is the change</p>	<p>Let us consider an object of mass <math>m</math>, moving along a straight line with an initial velocity of <math>u</math>. Let us say, after a certain 'time' with a constant accel<sup>n</sup>, the final velocity becomes <math>v</math>.</p> <p>Now we see that, the initial momentum is</p> <div style="border: 1px solid black; padding: 5px; display: inline-block;"> <math>P_i = m \times u</math> </div> <p>the final momentum is</p>	<p>writing board.</p>	<p>—</p> <p>observation/ Activity.</p> <p style="text-align: right;"> <i>Keele's</i> Principal Serada Vilas Teachers College.         </p>

E  
X  
T  
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N  
S

The rate of change of momentum with respect to time is proportional to the applied force.

$$F \propto m \times a$$

Formulations used in the formula,

$k \rightarrow$  constant of proportionality

$F \rightarrow$  force.

$a \rightarrow$  Acceleration

the change in momentum can be written as,

$$P_2 - P_1 = (m \times v) - (m \times u) = m \cdot a$$

The applied force,

$$F \propto \frac{m \times (v - u)}{t}$$

as  $a =$  rate of change of velocity with respect to  $t$ .

$$F = k \times m \times a$$

Above is the second law of motion formula

Chart  
 $\rightarrow$  formula of Newton's second law

Questioning/  
Questions

E V A L U A T I O N		<p>1) who gave the laws of motion?</p> <p>2) what is momentum?</p> <p>3) State second law of motion.</p> <p>4) formulate Newton's 2<sup>nd</sup> law of motion.</p>	-	Questioning/ Questionnaire
	<p><u>Follow ups:-</u></p> <p>* Note down 10 applications of Newton's 2<sup>nd</sup> law of motion.</p>			

Suggest of activities / roles / assignments :

Approved  
23/10/19

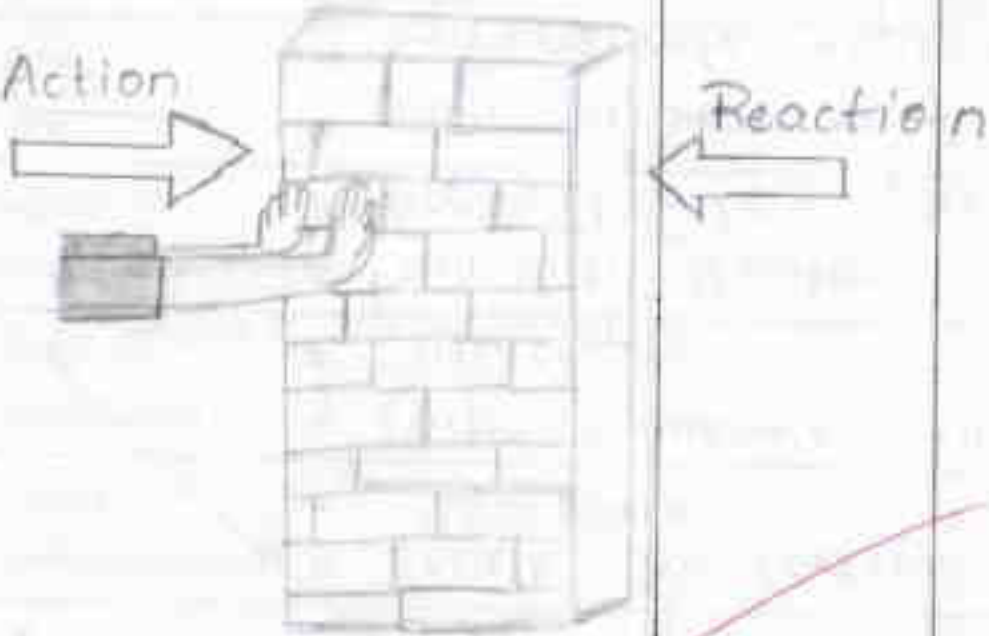
Devi's  
Principal  
Sarda Vilas Teachers College  
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ಹೆಸರು/Name ..... MISBA M.F ..... ವಿದ್ಯಾರ್ಥಿ ಸಂಖ್ಯೆ /Reg. No. .... ಪಾಠ ಸಂಖ್ಯೆ /Lesson No. 06 ..... ದಿನಾಂಕ/Date 10/8/23  
 ಶಾಲೆ/School ..... GOPALASWAMY HIGH SCHOOL ..... ತರಗತಿ /Class 9 - A ..... ವಿಷಯ /Subject Science [physics]  
 ಘಟಕ/Unit Force And Law of Motion ..... ಸಮಯ /Time 2:50 - 3:25  
 ಉಪ ಘಟಕ/Sub Unit Newton's Third Law of Motion

ಕಲಿಕೆಯ ಬಿಂದುಗಳು / Learning Points	ಶಿಕ್ಷಣದ ಉದ್ದೇಶಗಳು / Instructional Objectives
1 Newton's 3 <sup>rd</sup> law of motion.	The Student will be able to : ವಿದ್ಯಾರ್ಥಿಯು ಈ ಕೆಳಗಿನ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಪಡೆಯಬಲ್ಲಾನೆ.
2 Formula of 3 <sup>rd</sup> law of motion.	1. Recall/Remembering ಸ್ಮರಿಸುವಿಕೆ a) Recall the concept of effects of force b) of force
3 Examples of 3 <sup>rd</sup> law of motion.	2. Comprehension ವಿವರಣೆ a) state Newton's 3 <sup>rd</sup> law of motion b) motion
Reference Books / ಪಠ್ಯಪುಸ್ತಕಗಳು * NCERT TEXT BOOK - class 9	3. application ಅನ್ವಯಿಸುವಿಕೆ a) Formulate Newton's 3 <sup>rd</sup> law b) Applications/Examples of 3 <sup>rd</sup> law of motion
* CBSE TEXT BOOK - Grade IX	4. Skill ಕೌಶಲ a) solve problems on 3 <sup>rd</sup> law. b) Demonstrate expt on 3 <sup>rd</sup> law
* www.magnetbrains.com.	5. Appreciation (Languages Only) ಪ್ರಶಂಸೆ : a) b)

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# Cognitive mapping.

ഘട്ടം Stage '5' E <sub>s</sub>	പഠന ഘട്ടം Learning Components	പഠന സഹായക പ്രവർത്തനങ്ങൾ Supportive Learning Activities	പഠന സഹായക ഉപകരണങ്ങൾ Learning Aids	മൂല്യനിർണ്ണയ രീതികൾ Evaluation Technique and Tool
		 <p style="text-align: center;">Action → [Hand pushing wall] ← Reaction</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;">                 Newton's 3<sup>rd</sup> Law             </div> <p style="text-align: center;">↓</p> <div style="border: 1px solid black; padding: 5px; margin: 10px auto; width: fit-content;">                 Every action has an equal and opposite reaction             </div> <p style="text-align: center;">↓</p>		

Lecturer  
 Principal  
 Sarada Vilas Teachers College

Stage 'B'E <sub>3</sub>	Learning Components	Supporting Learning Activities	Learning aid	Evaluation Technique & Tool.
E N G A G E		<p>Teacher asks questions about previous class.</p> <p>T:- state Newton's first law of motion.</p> <p>T:- state Newton's second law of motion.</p>		<p>Evaluation Technique &amp; Tool.</p> <p>Questioning / Questionnaire</p>
E	<p><u>Statement of Aim :-</u></p>	<p>Dear students in this class we will learn about Newton's third law of motion.</p>		
		<p><u>Activity</u>:- A student is asked to apply force on the wall.</p> <p>T:- what did you feel? (asks the student)</p>	<p>student applying force on wall.</p>	



There is a pair of forces acting on ball and the wall.

When one object exerts force on another object, the second object exerts force on first object instantaneously.

Activity - 2 :- Teacher throws a ball on the wall. The ball bounces back.

T:- what did you observe?

Teacher shows an illustration of a student who is walking bare footed. The student is asked to walk slowly.

T:- who is applying force here?

T:- How many bodies are involved in this?

Tennis Ball.

student walking on ground.

observation / Activity

Questioning / Questioning

Suggest of activities / ಸಲಹೆಗಳನ್ನು ಸೂಚಿಸಿ :

<p>ಹಂತ</p> <p>Stage '5' E.</p>	<p>ಶಿಕ್ಷಣದ</p> <p>Learning Components</p>	<p>ಶಿಕ್ಷಣದ ಸಹಾಯಕ ಚಟುವಟಿಕೆ</p> <p>Supportive Learning Activities</p>	<p>ಶಿಕ್ಷಣದ ಸಹಾಯಕ</p> <p>Learning Aids</p>	<p>Evaluation Technique and Tool</p> <p>ಪರೀಕ್ಷಣಾ ತಂತ್ರ ಮತ್ತು ಸಾಧನ</p>
<p>E X P L A I N.</p>	<p>When we walk, → we push the ground (<u>ACTION</u>)  → Then the ground pushes us back (<u>REACTION</u>)</p>	<p>T:- when we are walking, we apply force to the ground and ground applies force on us in opposite direction.  T:- If one force is known as action T:- what is the other force known as?  ∴ Newton's third law states that "For every action there is equal</p>	<p>Laptop → to show illustration</p>	<p>Questioning/ Questionnaire</p> <p style="text-align: right;"> <i>Rudra.K.S</i>            Principal            Sareda Vilas Teachers College,            K.M. Puram, Mysore-570 004         </p>

→ Here the  $CO_2$  released when  $ene$  is mixed with water is Action.

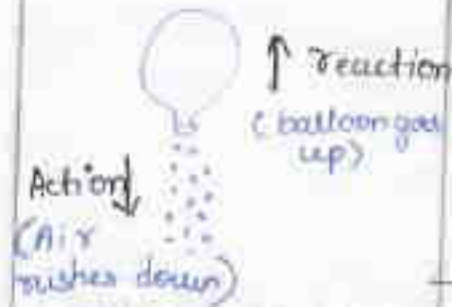
→ And the top of the bottle flying is known as Reaction.

Activity:- Teacher performs an experiment using  $ene$ , paper and a bottle of water.

The top of the bottle flies due to gas excreted inside the bottle.

$ene$ , paper & bottle  
→ 3<sup>rd</sup> law of motion

observation/  
Activity



Activity:- Teacher performs another activity using two balls or balloons.

Balls and Balloons.

observation/  
Activity

Activity:- using coins teacher can explain about equal & opposite force.

- Examples:
- When a boxer hits a punching bag.
  - When a cannon is used to fire a ball forward.

T:- give a few examples of Newton's third law.

E  
V  
A  
L  
U  
A  
T  
E

③ When a rocket takes off  
\* gas ejects out → Action  
\* Rocket lift up → reaction

CONCLUSION:-

i) > Bullet firing from a gun, the gun recoils backward.  
ii) > moving boat.

In this class we learnt about Newton's 3<sup>rd</sup> law of motion & its examples.

Laptop → to show examples.

i) > who discovered Newton's laws of motion?  
ii) > state 3<sup>rd</sup> law of motion.  
iii) > give examples of Newton's 3<sup>rd</sup> law.

\* Follow up:-

- ① perform an activity to demonstrate Newton's 3<sup>rd</sup> law of motion.
- ② List out a few examples for Newton's 3<sup>rd</sup> law.

Questioning/  
Question card

Suggest of activities / ಸಲಹೆಗಳ ಪಟ್ಟಿವಿರಿಸಿ:

Approved  
A. Anil

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

ಹೆಸರು/Name MISBA M.F ರಜಿಸ್ಟ್ರೇಷನ್ ನಂ./Reg. No. \_\_\_\_\_ ಲೆಷನ್ ನಂ./Lesson No. 07 ದಿನಾಂಕ/Date 23/8/23  
 ಶಾಲೆ/School GOPALASWAMY HIGH SCHOOL ತರಗತಿ/Class 9 ವಿಷಯ/Subject Science (Physics)  
 ಘಟಕ/Unit Force And laws of Motion ಸಮಯ/Time 40 minutes  
 ಉಪ-ಘಟಕ/Sub Unit Conservation of Momentum

ಕಲಿಕೆಯ ಬಿಂದುಗಳು / Learning Points	ವಿಜ್ಞಾನದ ಉದ್ದೇಶಗಳು / Instructional Objectives
1 Statement of law of conservation of momentum	The Student will be able to : ವಿದ್ಯಾರ್ಥಿಯು ಈ ಕೆಳಗೆ ಸೂಚಿಸಲಾಗಿರುವ ಬಿಂದುಗಳನ್ನು ಹೆಚ್ಚಿಸುತ್ತಾನೆ.
2 Formulation of conservation of law of momentum	1. Recall/Remembering : ಸ್ಮರಿಸುವಿಕೆ a) Recall definition of Momentum b) Recall Newton's laws of motion
3 Application/Examples of conservation of momentum	2. Comprehension ಅರ್ಥೈಸಿಕೆ a) Explain conservation of momentum b)
Reference Books / ಪಠ್ಯಪುಸ್ತಕಗಳು * NCERT TEXT BOOK CLASS 9	3. application ಅನ್ವಯಿಸುವಿಕೆ a) Formulation of law of conservation of momentum b) -ion of momentum
1 CBSE TEXT BOOK - CLASS IX	4. Skill ಕೌಶಲ್ಯ a) Solve Numericals of conservation of momentum b)
2 <a href="http://www.byjus.com">www. Byjus. com.</a>	5. Appreciation (Languages Only) ಅಂದಾಜು : a) b)

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

# Cognitive mapping.

ಪಟ್ಟಿ Stage '5' E <sub>1</sub>	ಕಲಿಕೆಯ Learning Components	ಕಲಿಕೆಯನ್ನು ಬೆಂಬಲಿಸುವ ಚಟುವಟಿಕೆಗಳು Supportive Learning Activities	ಕಲಿಕೆಯನ್ನು ಬೆಂಬಲಿಸುವ Learning Aids	ಮೌಲ್ಯಮಾಪನ ತಂತ್ರ ಮತ್ತು Evaluation Technique and Tool
	<div style="border: 1px solid black; padding: 5px; display: inline-block;">Numericals</div>	<div style="border: 1px solid black; padding: 5px; display: inline-block;">Statement</div> <div style="border: 1px solid black; padding: 5px; display: inline-block; border-radius: 50%; background-color: #e0f0ff;">                     Conservation of Momentum                 </div> <div style="border: 1px solid black; padding: 5px; display: inline-block;">Formulation/ Derivation</div>	<div style="border: 1px solid black; padding: 5px; display: inline-block;">examples</div>	

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

Page 5E<sub>5</sub>

Learning Components

Supportive Learning Activities

Learning aids

Evaluation Technique & Tool.

E  
N  
S  
A  
S  
E

A body continues to be in motion/ Rest until an external force is applied on it.

$$F = m \times a$$

$$F_{12} = -F_{21}$$

Teacher ask a few questions on previous class.

Q :- State Newton's first law.

R :- State Newton's second law.

Q :- What is the formula of 2<sup>nd</sup> law?

Q :- Give the formula for Newton's 3<sup>rd</sup> law.

Statement of Aim :-

Based on these laws we are going to learn about conservation of momentum.

Questioning/  
Questionnaire

<p>ಪಾಠ್ಯಕ್ರಮ Stage '5' E<sub>s</sub></p>	<p>ಶಿಕ್ಷಣದ ಅಂಶಗಳು Learning Components</p>	<p>ಸಹಾಯಕ, ಅನುಕೂಲಕರ ಚಟುವಟಿಕೆಗಳು Supportive Learning Activities</p>	<p>ಶಿಕ್ಷಣದ ಸಹಾಯಕ Learning Aids</p>	<p>Evaluation Technique and Tool ಮೌಖಿಕ ಪರೀಕ್ಷೆ, ಪ್ರಶ್ನೆ ಪತ್ರ, ಪ್ರಯೋಗ</p>
<p>E X P L O R E E</p>	<p>The conservation of momentum law principle tells us that the total momentum of a system is always conserved for an isolated system.</p>	<p>The law of conservation of momentum is one of the most prominent laws in physics.</p> <p><u>Activity:-</u> Teacher shows how when one ball/bob is moved it transfers its energy to the next bob and the last one moves.</p>	<p>Newton's cradle.</p>	<p>Observation/ Activity</p>
<p>E</p>		<p><u>Activity:-</u> When teacher removes 2 coins and gives all to them exactly 2 coins move to other side for</p>	<p>Coins → conserving the momentum</p>	<p>Observation/ Activity</p>

Devi's  
Principal



P  
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D  
A  
N  
D

of Coins.

The above experiments show that momentum is conserved.

(Taking A & B as 2 coins)

Cases

Questioning /  
Questionnaire

Consider 2 colliding particles A & B whose masses are  $m_1$  &  $m_2$  with initial & final velocities as  $u_1$  &  $v_1$  of A  $u_2$  &  $v_2$  of B.

The time of contact of 2 particles is given as,

$$A = m_1 (v_1 - u_1)$$

$$B = m_2 (v_2 - u_2)$$

$$F_{BA} = -F_{AB}$$

(from 3<sup>rd</sup> law)

$$F_{BA} = m_2 \times a_2 = \frac{m_2 (v_2 - u_2)}{t}$$

$$F_{AB} = m_1 \times a_1 = \frac{m_1 (v_1 - u_1)}{t}$$

$$m_1 u_1 + m_2 u_2 = m_1 v_1 + m_2 v_2$$

$$\therefore m_1 u_1 + m_2 u_2 = m_1 v_1 + m_2 v_2$$

<p style="writing-mode: vertical-rl; text-orientation: mixed;">E V A L U A T E</p>	<p><u>Conclusion:-</u></p> <p>Examples</p> <p>i) motion of rocket</p> <p>ii) Air-filled balloon</p> <p><math>m_1u_1 + m_2u_2 = m_1v_1 + m_2v_2</math></p> <p>True</p>	<p>Dear students in this class we learnt about law of conservation of momentum.</p> <p>1) List some examples of law of conservation of momentum.</p> <p>2) Give the formula for law of conservation of momentum</p> <p>3) As friction decreases momentum increases - T/F</p>	<p>-</p>	<p>Questioning/ Questionnaire</p>
	<p><u>Follow up:-</u></p> <p>* State law of conservation of momentum</p> <p>* Is momentum a scalar quantity or vector quantity?</p>			

Suggest of activities / ಸೂಚನೆ ಕಾರ್ಯಕ್ರಮಗಳು :

Approved  
A. J. Jolobas

Sobalatha  
Principal  
Sri Sri Vileas Teachers College,  
K.M. Puram, Mysore-570 004

ಹೆಸರು/Name ..... ಹಾಕರಿ ಸಂಖ್ಯೆ /Reg. No. .... ಪಾಠ ಸಂಖ್ಯೆ /Lesson No. .... ದಿನಾಂಕ/Date.....  
 ಶಾಲೆ/School..... ತರಗತಿ /Class ..... ವಿಷಯ /Subject .....  
 ಘಟಕ/Unit ..... ಸಮಯ /Time .....  
 ಉಪ ಘಟಕ/Sub Unit .....

ಕಲಿಕಾಂಶಗಳು / Learning Points	ಪೋಷಣಾ ಉದ್ದೇಶಗಳು / Instructional Objectives
	The Student will be able to : ವಿದ್ಯಾರ್ಥಿಯು ಈ ಕೆಳಗಿನ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳುತ್ತಾನೆ.
	1. Recall/Remembering : a) ಸ್ವರಿಸುವಿಕೆ b)
	2. Comprehension a) ತಿಳಿಪು b)
Reference Books / ಪಠ್ಯಪುಸ್ತಕಗಳು	3. application a) ಅನ್ವಯಿಸುವಿಕೆ b)
	4. Skill a) ಕೌಶಲ b)
	5. Appreciation (Languages Only) ಪ್ರಶಂಸಿಸುವಿಕೆ : a) b)

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

# SARADA VILAS TEACHERS COLLEGE

Mysore - 570 004



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

## UNIT PLAN

ಘಟಕ ಯೋಜನೆ

Name of the Student	MISBA M.F
Register Number	U019Z21000 34
Pedagogy Subject	Physics
Title of the Unit	Force and laws of motion
Standard / School	9-A / Annapalaxamy high school

Obtained

L.S.F

Signature

15/1/21

# SHARADA VILAS TEACHERS COLLEGE

K. M. Puzam, Mysuru - 04

ಶಾರದಾ ವಿಶ್ವವಿದ್ಯಾಲಯ, ಕೆ.ಎಂ. ಪುರಂ, ಮೈಸೂರು - 570 004

B.Ed. Course (CBCS & CAGP) / 4th semester - 2021-23

## LESSON PLAN : BLOCK LESSONS

The student	MISBA M.F
Subject	Physics
Number	U0192011-0034
The School	Giropale swamy high school

Maximum Marks	Marks Obtained
15	14 - 75 + 05

= 15

For Charge

*Sudha K.S.*  
Principal  
Sharada Vilas Teachers College,  
K.M. Puzam, Mysuru-570 004

*Misba*  
Signature of the Student - Teacher

# SARADA VILAS TEACHERS COLLEGE, MYSURU

133 (2)

## FORMAT OF THE ACTION RESEARCH PROPOSAL

*(Proposed Format – Subjected for suitable modifications as per the nature of the research problem.)  
(For Students-Teachers)*

### 1. Title Page

- a. College
- b. Title of the Document
- c. Title / Statement of the Action Research problem
- d. Name of the Research Guide / Supervisor
- e. Name of the Student / Year

### 2. Index Page

Sl No.	Contents	Page Number
--------	----------	-------------

### 3. Research in Education

- a. Meaning and Importance of Research in Education
- b. Classification of /Types of Research

### 4. Action Research

- a. Concept / Meaning
- b. Importance of Action Research for Classroom Teachers.
- c. Steps in Action Research

### 5. Research Proposal

1. Identification of the Problem
2. Defining the Problem
3. Need and Importance of solving the problem identified
4. Objectives of the Study
5. Probable causes of the problem (Hypotheses)
6. Testing the causes / hypotheses
7. Plan of Action / Remedial measure
8. Execution of the plan of action / Remedial measure
9. Testing the impact
10. Conclusions
11. Application of research findings

### 6. Appendices ( Any of these or such other related documents)

- a. Test
- b. Marks list
- c. Research Tool
- d. Any tables / graphs
- e. List of names of students

### 7. Bibliography / References

*Sarada Vilas*  
**Principal**  
Sarada Vilas Teachers College,  
H.M. Puram, Mysuru-570 004

**ACTION RESEARCH**  
**General Format of Proposal (Suggested)**

Sl. No.	Steps
1	Identification of the Problem
2	Defining the Problem
3	Need and Importance of solving the problem identified

  
**Principal**  
Sarda Vyas Teachers College,  
M.H. Road, Mysore-570 004

**4 Objectives of the Study**

- 1.
- 2.
- 3.
- 4.

**5 Probable causes of the problem (Hypotheses)**

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.

**6 Testing the Causes**

*Kochi K.S*  
**Principal**



7 Plan of Action / Remedial measure

8 Execution of the plan of action / Remedial measure

*K. S. S.*  
Principal

9 Testing the Impact

10 Drawing Conclusions

11 Application of Research Findings

Signature of the Student-Teacher: \_\_\_\_\_

*Handwritten signature*

*Kaetals*

Principal

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

# **5. Value Added Course (VAC)**

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

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**1.2.2 QNM DE**

**3. Brochure and Course  
content**

122 ①

# **Sarada Vilas Teachers College**

K M Puram Mysore -04

## **IQAC Initiatives**

### **Value Added Course (VAC) Social Media for Educational Purposes**

### **Course Module, Semester-II Year-2018-19**

**Dr. P S Suresh**  
Principal  
Sarada Vilas Teachers College  
Mysore

**Manjunath H M**  
Course Coordinator  
Sarada Vilas Teachers College  
Mysore

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

## **Introduction**

In the contemporary digital age, social media has revolutionized the way we communicate, breaking down barriers and connecting people across the globe. This transformation extends into the realm of education, where social media platforms provide unique opportunities for enhanced learning experiences. By leveraging these digital tools, educators can create dynamic, interactive, and collaborative learning environments that engage students in ways traditional methods often cannot.

Social media's integration into educational settings offers numerous benefits, including increased accessibility to information, the ability to connect with experts and peers worldwide, and the promotion of active learning through multimedia content. Platforms like Twitter, Facebook, LinkedIn, and YouTube enable educators to share resources, conduct live discussions, and create communities of practice where knowledge and experiences are exchanged freely.

However, the incorporation of social media in education also presents challenges, particularly regarding ethical considerations and best practices. Issues such as privacy, security, digital citizenship, and the management of digital footprints are critical to ensuring a safe and respectful online learning environment.

This course aims to explore these aspects comprehensively, equipping educators and students with the knowledge and skills to use social media effectively and ethically. Participants will learn how to harness the power of social media to enhance educational outcomes, foster collaborative learning, and promote critical thinking. Through a combination of theoretical frameworks and practical applications, this course will prepare individuals to navigate the complexities of social media in education, ensuring they can leverage its full potential while adhering to ethical standards and promoting a positive digital culture.

### **Understanding the Impact of Social Media in Education**

**Enhancing Engagement:** Social media platforms can increase student engagement by providing interactive and dynamic learning environments.

**Facilitating Collaboration:** Tools such as discussion forums, group chats, and social media networks foster collaboration among students and educators.

### **Ethical Considerations in Social Media Use**

**Privacy and Security:** Protecting student data and ensuring safe online interactions within educational contexts.

**Digital Footprint:** Understanding and managing the long-term impact of digital footprints created through social media activities.

### **Promoting Responsible Social Media Use**

**Digital Citizenship:** Educating students on responsible behavior, digital etiquette, and positive online interactions.

**Critical Evaluation:** Teaching students to critically evaluate information and sources encountered on social media.

### **Course Learning Objectives**

1. **Raise Awareness:** Educate students about the benefits and risks associated with social media use in education.
2. **Promote Critical Thinking:** Encourage students to analyze and evaluate the credibility of information on social media.
3. **Develop Digital Literacy:** Equip students with skills to use social media responsibly and effectively in educational contexts.
4. **Foster Digital Citizenship:** Teach students to engage respectfully and ethically in online communities.
5. **Address Privacy and Security:** Highlight the importance of protecting personal information and understanding privacy settings.
6. **Encourage Collaboration:** Promote the use of social media for collaborative learning and peer interaction.
7. **Support Professional Integrity:** Emphasize ethical practices in digital communications and content sharing.
8. **Empower Advocacy:** Inspire students to advocate for ethical use of social media and challenge inappropriate practices.

### **Benefits**

- **Promotes Digital Literacy:** Students gain skills to navigate social media responsibly, understanding privacy, security, and digital citizenship.
- **Enhances Engagement:** Interactive and collaborative tools increase student participation and interest in learning activities.
- **Prepares Students for the Future:** Knowledge of social media use in professional and educational contexts prepares students for future careers.
- **Supports Ethical Behavior:** Education on social media ethics fosters respectful and responsible online interactions.
- **Encourages Critical Thinking:** Students learn to assess the credibility and reliability of information on social media.

## **Curriculum: Social Media for Education Programs (30 Hours)**

### **Module 1: Introduction to Social Media in Education**

#### **Session 1: Understanding Social Media (2 hours)**

- Overview of social media platforms and their use in education.
- Importance and impact of social media in modern education.

#### **Session 2: Ethical Frameworks (2 hours)**

- Introduction to ethical frameworks relevant to social media use.
- Application of ethical principles in online interactions.

### **Module 2: Privacy, Security, and Digital Citizenship**

#### **Session 3: Privacy and Data Protection (3 hours)**

- Understanding privacy rights and issues on social media.
- Strategies for protecting personal data and digital identity.

#### **Session 4: Cybersecurity and Threats (3 hours)**

- Introduction to cybersecurity principles.
- Case studies on cybersecurity breaches involving social media.

#### **Session 5: Digital Citizenship (2 hours)**

- Roles and responsibilities of digital citizens.
- Ethical use of social media resources and respectful online behavior.

### **Module 3: Equity, Access, and Digital Divide**

#### **Session 6: Digital Divide and Equity (3 hours)**

- Understanding the digital divide and its impact on education.
- Initiatives for promoting equitable access to social media tools.

#### **Session 7: Inclusivity in Digital Learning (2 hours)**

- Strategies for creating inclusive digital learning environments.
- Case studies on bridging the digital divide with social media.



## **Module 4: Ethical Issues in Social Media Use**

### **Session 8: Ethical Considerations in Social Media (3 hours)**

- Ethical issues in social media use for education.
- Guidelines and best practices for ethical social media engagement.

## **Module 5: Academic Integrity and Content Creation**

### **Session 9: Academic Integrity (2 hours)**

- Understanding academic integrity and plagiarism in social media content.
- Ethical guidelines for creating and sharing digital content.

### **Session 10: Ethics in Research and Content Sharing (2 hours)**

- Ethical considerations in conducting research using social media.
- Best practices for sharing content ethically.

## **Module 6: Ethical Leadership and Advocacy**

### **Session 11: Ethical Leadership in Social Media (2 hours)**

- Role of ethical leadership in promoting responsible social media use.
- Ethical decision-making in social media strategies.

### **Session 12: Advocacy for Social Media Ethics (2 hours)**

- Strategies for advocating ethical use of social media.
- Developing a personal advocacy plan for social media ethics.

## **Method and Strategies**

- Discussion
- Lecture
- Seminar
- Online Teaching
- Brainstorming
- Question and Answer

## **Assessment and Evaluation**

1. Oral and Written tests
2. Objective Tests
3. Questionnaires

### Certification:

Students who attend a minimum of 80% of the total sessions will be eligible for final assessment and certification. An authenticated certificate indicating the obtained grade will be awarded.

The grades will be awarded as per the following criterion,

S/N	Range of % of marks	Grade
1	91%-100%	A++
2	81%-90%	A+
3	71%-80%	A
4	61%-70%	B+
5	51%-60%	B
6	40%-50%	C



Principal  
Sarada  
K.M. Purushotham No. 576/04

**Sarada Vilas Teachers College**

**K M Puram Mysore -04**

**IQAC Initiatives**

**Value Added Course (VAC )**

**Technology Ethics in Education**

**Course Module**

**III Semester**

**Year- 2019-20**

Dr PS Suresh  
Principal  
Sarada Vilas Teachers College  
Mysore

Shiva Swamy C  
Course Coordinator  
Sarada Vilas Teachers College  
Mysore



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

**Introduction:** In an era defined by rapid technological advancement, the integration of technology in education brings both opportunities and challenges. As educators, it is crucial to navigate this landscape with a keen awareness of ethical considerations to ensure that technology enhances learning without compromising values.

### **Understanding the Impact of Technology**

**Enhancing Accessibility:** Technology can bridge gaps in access to education, offering learning opportunities to diverse populations worldwide.

**Facilitating Collaboration:** Tools such as online platforms and virtual classrooms foster collaboration among students and educators beyond geographical boundaries.

### **Ethical Considerations in Educational Technology**

**Privacy Concerns:** Safeguarding student data and respecting privacy rights amidst digital learning environments.

**Digital Divide:** Addressing disparities in access to technology to ensure equitable educational opportunities for all students.

### **Promoting Responsible Technology Use**

**Digital Citizenship:** Educating students on responsible use of technology, including digital etiquette, online behavior, and critical thinking.

**Ethical Coding:** Teaching students about ethical considerations in software development and use of AI in educational tools.

## **Objectives**

**Raise Awareness:** Educate students about ethical considerations related to technology use, including privacy, security, digital rights, and responsibilities.

**Promote Critical Thinking:** Encourage students to critically analyze the ethical implications of technological advancements, digital tools, and online interactions.

**Develop Ethical Decision-Making Skills:** Equip students with the skills to make ethical decisions when using technology, considering the impact on themselves and others.

**Foster Digital Citizenship:** Teach students to be responsible digital citizens by respecting intellectual property, practicing digital etiquette, and engaging positively in online communities.

**Address Equity and Access:** Advocate for equitable access to technology and digital resources, and raise awareness about the digital divide.

**Encourage Ethical Coding Practices:** Introduce students to ethical considerations in software development, artificial intelligence (AI), and algorithmic decision-making.

**Support Professional and Academic Integrity:** Promote integrity in academic work, including proper citation, avoiding plagiarism, and ethical use of information and technology resources.

**Empower Advocacy and Social Responsibility:** Inspire students to advocate for ethical use of technology, challenge unethical practices, and contribute positively to digital and global communities.

**Enhance Collaboration and Communication:** Foster collaborative skills and effective communication in digital environments, emphasizing respectful and ethical interactions.

**Prepare for Future Careers:** Prepare students for future careers by equipping them with skills in ethical technology use and understanding the societal impact of technological innovations.

These objectives aim to empower students with the knowledge, skills, and attitudes needed to navigate the ethical complexities of the digital age responsibly and ethically.

# Benefits

- Promotes Responsible Digital Citizenship: Students learn to navigate digital platforms responsibly, understanding issues like digital footprint management, online privacy, and cybersecurity practices.
- Enhances Critical Thinking Skills: Students analyse ethical dilemmas arising from technology use, such as the implications of AI algorithms or social media influence, fostering critical evaluation of information sources and technological impacts.
- Prepares Students for Future Careers: Understanding technology ethics prepares students for careers in fields where ethical decision-making regarding data privacy, AI development, and digital innovation is crucial, enhancing employability and adaptability in rapidly evolving tech industries.
- Fosters Ethical Leadership: Education in technology ethics cultivates leaders who can guide ethical technology adoption and development in organizations, advocating for fairness, transparency, and accountability in technological implementations.
- Supports Academic Integrity: Students learn the ethical use of digital tools for research, ensuring proper citation, respecting intellectual property, and avoiding plagiarism in digital environments.
- Empowers Advocacy and Social Responsibility : Understanding technology ethics empowers students to advocate for digital rights, data privacy protections, and equitable access to technology resources, fostering a sense of social responsibility and engagement in digital communities.
- Encourages Innovation with Ethics in Mind: Integrating ethics into technology education inspires students to innovate responsibly, developing technologies that prioritize societal benefits, ethical considerations, and sustainable practices.
- Addresses Digital Divide and Promotes Equity: By discussing the digital divide, educators can advocate for equitable access to technology

resources and empower students to develop solutions that bridge technological disparities, promoting inclusivity and equal opportunities for all learners.

- **Builds Trust and Respect:** Teaching technology ethics fosters a culture of trust and respect in digital interactions, promoting ethical behavior, transparency, and accountability in online communications and collaborative projects.
- **Prevents Misuse of Technology:** Educating students about technology ethics helps prevent misuse of digital tools and platforms, such as cyberbullying, misinformation spreading, and unauthorized data access, promoting safe and responsible digital practices.

By integrating these technology aspects into the benefits of technology ethics education, schools can effectively prepare students to navigate ethical challenges in the digital age, fostering responsible citizenship, critical thinking, and ethical leadership essential for personal, academic, and professional success.

## **Curriculum : Technology Ethics in Education**

**30 Hours**

### Module 1: Introduction to Technology Ethics

#### Session 1: Understanding Technology Ethics (2 hours)

Introduction to ethics and its relevance in technological contexts  
Importance of ethical considerations in education and daily life

#### Session 2: Ethical Frameworks (2 hours)

Overview of major ethical frameworks (e.g., utilitarianism, deontology)  
Application of ethical frameworks to technology use

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### Module 2: Privacy, Security, and Digital Citizenship

#### Session 3: Privacy and Data Protection (3 hours)

Understanding privacy rights and issues in digital environments

Strategies for protecting personal data and digital identity

Session 4: Cybersecurity and Threats (3 hours)

Introduction to cybersecurity principles and threats

Case studies on cybersecurity breaches and their impact in education

Session 5: Digital Citizenship (2 hours)

Roles and responsibilities of digital citizens

Ethical use of digital resources, respectful online behavior

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Module 3: Equity, Access, and Digital Divide

Session 6: Digital Divide and Equity (3 hours)

Understanding the digital divide and its impact on education

Initiatives for promoting equitable access to technology

Session 7: Inclusivity in Digital Learning (2 hours)

Strategies for creating inclusive digital learning environments

Case studies on innovative solutions to bridge the digital divide

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Module 4: Ethical Issues in Technology Development

Session 8: Ethical Considerations in Software Development (3 hours)

Ethical issues in software design, development, and deployment

Ethical guidelines and best practices for software developers

Session 9: Ethics of Artificial Intelligence (AI) (3 hours)

Introduction to ethical concerns in AI and machine learning

Bias in algorithms, ethical AI design principles

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Module 5: Academic Integrity and Ethical Use of Information

Session 10: Academic Integrity (2 hours)

Understanding academic integrity, plagiarism, and citation practices

Ethical use of information and intellectual property rights

Session 11: Ethics in Research and Digital Content (2 hours)

Ethical considerations in conducting research online

Ethical guidelines for creating and sharing digital content

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Module 6: Ethical Leadership and Advocacy

Session 12: Ethical Leadership in Educational Technology (2 hours)

Role of ethical leadership in promoting responsible technology use



Ethical decision-making in educational technology leadership roles

Session 13: Advocacy for Technology Ethics (2 hours)

Strategies for advocating for ethical use of technology in educational settings

Developing a personal advocacy plan for technology ethics

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## Method and Strategies

Discussion

Lecture

Seminar

Online Teaching

Brainstorming

Question and Answer

Assessment and Evaluation

1. Oral and Written test
2. Objective Test
3. Questionnaires

### Certification:

Those student-teachers who participate or attend a minimum of 80% of the total number of sessions will be allowed for final assessment and certification. An authenticated certificate indicating the obtained grade shall be awarded.

The grades will be awarded as per the following criterion,

S/N	Range of % of marks	Grade
1	91%-100%	A++
2	81%-90%	A+
3	71%-80%	A
4	61%-70%	B+
5	51%-60%	B
6	40%-50%	C



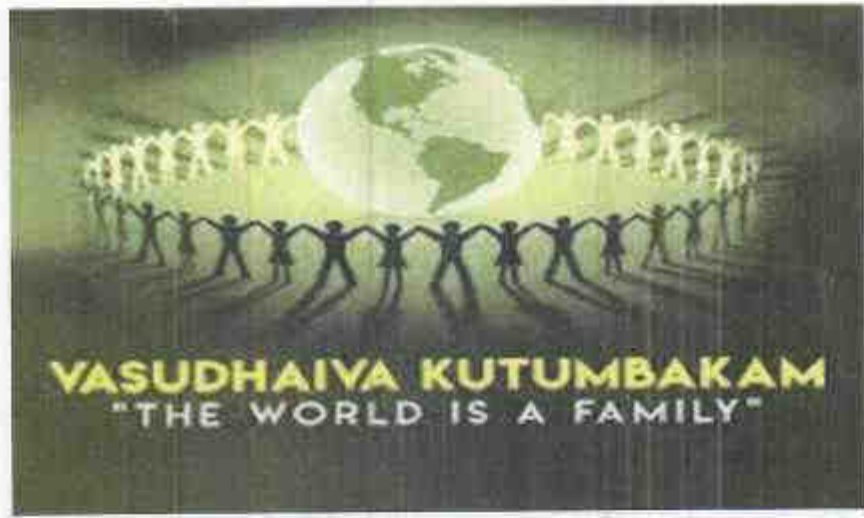
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SARADA VILAS TEACHERS COLLEGE, MYSURU

NAAC INITIATIVE

VALUE ADDED COURSE (VAC)

Education for Environmental Sustainability (EES)



COURSE MODULE

II Year students (2019-20)

Course Coordinator

Dr. H N VISHWANATH

Asst. Professor

Course Director

Dr. K S LEELA

Principal

*(Signature)*

Principal

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

SARADA VILAS TEACHERS COLLEGE, MYSURU

**SARADA VILAS TEACHERS COLEGE, MYSORE**  
**VALUE ADDED COURSE (VAC)**  
**EDUCATION FOR ENVIRONMENTAL SUSTAINABILITY (EES)**  
**I Year-2019**

Sl. No.	Description	Page no.
1.	Course Content Frame	
2.	Committee Formation	
3.	Entry-Level Meeting	
4.	List of Topics & Staff	
5.	Program Execution Schedule	
6.	List of students (2019-20)	
7.	Students Registration Form / Consent Form	
8.	Inauguration	
9.	Course Contents & Transaction Plan	
10.	Test-Question Papers	
11.	Students Response Card	
12.	Valedictory Program	
13.	Review Meeting	
14.	Report	
15.	Students Appraisal on Course Execution	Bal
16.	Students & Teachers Attendance Register	Bal
17.	Course Completion Certificates	Bal
18.	Pictures / Photos / Videos	Bal

## Course Content Frame

### **What is Environmental Sustainability?**

Sustainability can be defined as: "the ability of something to continue overtime for the benefit of humanity" [12]. In this connection, environmental sustainability is referred to: the quality of causing little or no damage to the environment and, therefore, able to continue for a long time. Environmental Sustainability is meeting the needs of the present without compromising the ability of future generations to meet their own needs. It involves making life choices that ensure an equal, if not better, way of life for future generations. It aims to improve the quality of human life without putting unnecessary strain on the earth's supporting ecosystems. It's about creating equilibrium between consumerist human culture and the living world. We can do this by living in a way that doesn't waste or unnecessarily deplete natural resources.

In simple terms, environmental sustainability is the practice of interacting with the planet responsibly. We do it to avoid depleting natural resources and compromising the future generation's ability to meet their daily needs. Environmental sustainability defines a boundary for us to satisfy our current needs without anyway compromising the quality of environment/ecosystem so that it remains equally capable of supporting the future generations too. Environmental sustainability focuses on the state of the planet. It encourages individuals to live in a way that creates minimal waste and even regenerates some of the resources we use every day.

Sustainable Development is the development that meets the needs of the present generation without compromising the ability of future generations to meet their own needs. Education for Sustainable Development (ESD) provides opportunities for learners to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future.

### **Why is Environmental Sustainability important?**

Environmental sustainability is important because of how much energy, food, and human-made resources we use every day. Rapid population growth has resulted in increased farming and manufacturing, leading to more greenhouse gas emissions, unsustainable energy use, and deforestation.

In other words, we need more energy and materials than ever before. Despite this, our planet can only provide so many resources before they begin to deplete. For this reason, businesses must step in and do their part. They have more power than any group of individuals, and they can help secure a livable future by investing in sustainable and responsible practices like reducing waste, using commercial clean energy, and paying fair wages.

"Education for Sustainable Development empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity." (UNESCO)

### **What is Sustainability Education? / Education for Environmental Sustainability?** (\*Sustainability Education is often referred to as Education for Sustainable Development (ESD))

"Sustainability Education," or Education for Sustainable Development, is an exciting new field that blends a range of pedagogical techniques to promote an understanding of the connections among the environment, the economy and society. A still-evolving field, sustainability education has the primary goal of harnessing the power of education to advance environmental literacy and civic engagement that prepares students for jobs that contribute to a more equitable and sustainable future.

Education for Sustainability is defined as a "combination of content, learning methods, and outcomes that helps students develop a knowledge base about the environment, the economy, and society, in addition to helping them learn skills, perspectives, and values that guide and motivate them to seek sustainable livelihoods, participate in a democratic society, and live in a sustainable manner."

Education for Sustainable Development means including key sustainable development issues into teaching and learning; for example, climate change, disaster risk reduction, biodiversity, poverty reduction, and sustainable consumption.

It also requires participatory teaching and learning methods that motivate and empower learners to change their behaviour and take action for sustainable development.

Education for Sustainable Development consequently promotes competencies like critical thinking, imagining future scenarios and making decisions in a collaborative way.

"ESD is about the learning needed to maintain and improve our quality of life and the quality of life of generations to come ... ESD enables people to develop the knowledge, values and skills to participate in decisions about the way we do things individually and collectively, both locally and globally, that will improve the quality of life now without damaging the planet for the future."

### **What is the Need & Importance of ESD?**

Education for sustainable development (ESD) gives learners of all ages the knowledge, skills, values and agency to address interconnected global challenges including climate change, loss of biodiversity, unsustainable use of resources, and inequality.

ESD empowers learners of all ages to make informed decisions and take individual and collective action to change society and care for the planet.

ESD is a lifelong learning process and an integral part of quality education. It enhances the cognitive, socio-emotional and behavioral dimensions of learning and encompasses learning content and outcomes, pedagogy and the learning environment itself.

### **What are the Objectives of ESD?**

Students must,

1. Understand and be able to apply the basic concepts and principles of sustainability.
2. Recognize sustainability as an interdependent condition of ecological, economic and social systems.
3. Develop a multidisciplinary approach to learning the knowledge, skills and attitudes necessary to continuously improve the health and well-being of present and future generations.

### **What are the different & feasible Pedagogical approaches in ESD?**

There is no 'most appropriate' pedagogy for sustainability education, but there is a broad consensus that it requires a shift towards active, participative, and experiential learning methods that engage the learner and make a real difference to their understanding, thinking and ability to act.

By and large, eight pedagogic elements that cover a host of pedagogical approaches or methods that teacher can employ to bring these elements into the learning environment.

1. **Critical reflection** – including the more traditional lecture, but also newer approaches such as reflexive accounts, learning journals, and discussion groups.
2. **Systemic thinking and analysis** – the use of real-world case studies and critical incidents, project-based learning, stimulus activities, and the use of the campus as a learning resource.
3. **Participatory learning** – with emphasis on group or peer learning, developing dialogue, experiential learning, action research/learning to act, and developing case studies with local community groups and business
4. **Thinking creatively for future scenarios** – by using role play, real-world inquiry, futures visioning, problem-based learning, and providing space for emergence.
5. **Collaborative learning** – including contributions from guest speakers, work-based learning, interdisciplinary/ multidisciplinary working, and collaborative learning and co-inquiry.
6. **Brain storming** – Many minds think on different dimensions of environmental issues to gain a comprehensive insight
7. **Group Discussion methods** – Groups of students collectively think, discuss and present their ideas on different dimensions of environmental issues

**8. Project based Learning** – Students take up projects or micro/macro research on selected environmental issues, studying then on field. (Field-based Learning)

**9. Role Play and Dramatization** – Enactment of Scenarios related to Environmental Issues and remedies.

**10. Case Study Analysis**- Analysis of cases of environmental problems, consequences and remedial measures

## **What are the Goals towards Environmental Sustainability? (Sustainable Development Goals -SDGs)**

### **Goal 1: No Poverty**

Economic growth must be inclusive to provide sustainable jobs and promote equality.

### **Goal 2: Zero Hunger**

The food and agriculture sector offers key solutions for development, and is central for hunger and poverty eradication.

### **Goal 3: Good Health and Well-Being**

Ensuring healthy lives and promoting the well-being for all at all ages is essential to sustainable development.

### **Goal 4: Quality Education**

Obtaining a quality education is the foundation to improving people's lives and sustainable development.

### **Goal 5: Gender Equality**

Gender equality is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world.

### **Goal 6: Clean Water and Sanitation**

Clean, accessible water for all is an essential part of the world we want to live in.

### **Goal 7: Affordable and Clean Energy**

Energy is central to nearly every major challenge and opportunity.

### **Goal 8: Decent Work and Economic Growth**

Sustainable economic growth will require societies to create the conditions that allow people to have quality jobs.

### **Goal 9: Industry, Innovation, and Infrastructure**

Investments in infrastructure are crucial to achieving sustainable development.

**Goal 10: Reduced Inequalities**

To reduce inequalities, policies should be universal in principle, paying attention to the needs of disadvantaged and marginalized populations.

**Goal 11: Sustainable Cities and Communities**

There needs to be a future in which cities provide opportunities for all, with access to basic services, energy, housing, transportation and more.

**Goal 12: Responsible Consumption and Production****Goal 13: Climate Action**

Climate change is a global challenge that affects everyone, everywhere.

**Goal 14: Life below Water**

Careful management of this essential global resource is a key feature of a sustainable future.

**Goal 15: Life on Land**

Sustainably manage forests, combat desertification, halt and reverse land degradation, halt biodiversity loss

**Goal 16: Peace, Justice and Strong Institutions**

Access to justice for all and building effective, accountable institutions at all levels

**Goal 17: Partnerships**

Revitalize the global partnership for sustainable development.

**Education for Environmental Sustainability – Course Contents**

1. Environment and sustainable development;
2. Air Pollution: Global Effects: Greenhouse effect- Acid rain-Ozone depletion;
3. Water pollution
4. Radioactive Pollution
5. Population & Pollution
6. Land pollution,
7. Natural Resource Management
8. Conservation of Biodiversity,
9. Environmental Legislation
10. Energy Resource Management
11. Climate Change and Disaster Management
12. Corporate Social Responsibility in Environmental Protection
13. Role of Teachers in Education for Sustainable Development
14. Waste Management and in the Corporate world
15. Research / Projects in Environmental Sustainability



**Course Duration:**

It's about five months, spread over programme. Each course component would be discussed with different aforesaid approaches and strategies in one session of 90 to 120 minutes.

**Assessment & Evaluation:**

A Terminal Comprehensive Objective Test (TCOT) will be administered at the completion of the transaction of the course module. The test will comprise of one hundred Multiple Choice Test Items drawn from all the fifteen content areas with a balanced share approach. Each test item carries one mark. The time limit is 120 minutes.

**Certification:**

Those student-teachers who participate or attend a minimum of 80% of the total number of sessions will be allowed for final assessment and certification. An authenticated certificate indicating the obtained grade shall be awarded.

The grades will be awarded as per the following criterion.

Sl. No.	Range of % of marks	Grade
1	90% - 100%	A+
2	80% - 89%	A
3	70% - 79%	B+
4	60% - 69%	B
5	50% - 59%	C+
6	40% - 49%	C

**Course Implementation Process**

1. Course Inauguration
2. Orientation to Students and Teachers
3. Course Execution
4. Evaluation - a. Test: 100 marks
5. Course & Teacher Evaluation / Appraisal by students
6. Review / Feedback / Declaration of Results
7. Certification

**Dr. H N VISHWANATH**  
VAC - Course Coordinator

*H. N. Vishwanath*  
**Principal**  
Sarada Vilas Teachers College,  
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# Sarada Vilas Teachers College

K M Puram Mysore -04

## IOAC Initiatives

Value Added Course (VAC)

Positive Behaviour Intervention and Support (PBIS)

Course Module

III Semester

Year-2020-21

**Dr. K S Leela**  
Principal  
Sarada Vilas Teachers College  
Mysore

**Kumaraswamy C**  
Course Coordinator  
Sarada Vilas Teachers College,  
Mysore

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

## Introduction

Positive Behaviour Intervention and Support (PBIS) is a proactive and systematic approach designed to establish the behavioural supports necessary for students to achieve social, emotional, and academic success. Rooted in the principles of positive reinforcement and preventive strategies, PBIS aims to create an inclusive and positive school climate where all students can thrive. This course is specifically tailored to equip future educators with the comprehensive knowledge and practical skills required to implement PBIS effectively within their classrooms.

PBIS operates on a multi-tiered system of support (MTSS), providing varying levels of intervention based on the individual needs of students. By defining clear behavioural expectations, consistently acknowledging positive behaviours, and addressing negative behaviours constructively, PBIS fosters an environment conducive to learning and personal growth. The approach emphasizes the importance of data-driven decision-making, ensuring that interventions are tailored and effective.

The ultimate goal of PBIS is to reduce behavioural issues, enhance academic engagement, and improve overall school safety and climate. This course will guide educators through the core components of PBIS, including the development of behavioural expectations, implementation of positive reinforcement strategies, and the use of data to monitor and adjust interventions. Additionally, it highlights the significance of family and community involvement and encourages professional collaboration among school staff to sustain PBIS practices.

By the end of this course, educators will be well-prepared to foster a supportive and positive learning environment, address behavioural challenges proactively, and contribute to the holistic development of their students. PBIS not only benefits students by promoting positive behaviours but also supports teachers in creating a more manageable and fulfilling classroom experience.

## Understanding PBIS

- **Preventive Approach:** PBIS focuses on proactive strategies for defining, teaching, and supporting appropriate student behaviours to create a positive school environment.
- **Multi-Tiered System:** PBIS employs a multi-tiered system of support (MTSS) to provide different levels of interventions based on student needs.

## Key Components of PBIS

- **Clear Expectations:** Defining and teaching clear behavioural expectations.
- **Consistent Responses:** Consistently acknowledging positive behaviours and addressing negative behaviours.
- **Data-Driven Decision Making:** Using data to guide decisions and monitor student progress.

## Objectives

1. **Promote Positive School Climate:** Foster a positive school climate by implementing PBIS strategies that encourage respectful and responsible behaviour among students.
2. **Enhance Student Behaviour:** Improve student behaviour through proactive interventions and consistent support.
3. **Support Academic Success:** Create an environment conducive to learning by minimizing behavioural disruptions.
4. **Data Utilization:** Utilize data to monitor progress, make informed decisions, and adjust interventions as needed.
5. **Family and Community Involvement:** Engage families and the community in supporting positive student behaviour.
6. **Professional Collaboration:** Encourage collaboration among educators, administrators, and support staff to ensure the effective implementation of PBIS.

## Benefits

- **Improved Student Behaviour:** Reduction in behavioural problems and increased engagement in the classroom.
- **Positive School Environment:** A safer and more positive school climate where students feel supported.
- **Academic Achievement:** Enhanced academic performance due to fewer disruptions and a focus on learning.
- **Teacher Satisfaction:** Increased teacher satisfaction and retention as a result of a more positive and manageable classroom environment.
- **Equity in Education:** Ensures all students receive the support they need to succeed, addressing behavioural issues fairly and effectively.

## **Curriculum: Positive Behaviour Intervention and Support (30 Hours)**

### **Module 1: Introduction to PBIS**

- **Session 1: Understanding PBIS (2 hours)**
  - Introduction to PBIS and its importance in education
  - Historical context and development of PBIS
- **Session 2: PBIS Framework (2 hours)**
  - Overview of the multi-tiered system of support (MTSS)
  - Key components and principles of PBIS

### **Module 2: Establishing Behavioural Expectations**

- **Session 3: Defining Expectations (3 hours)**
  - Developing and teaching clear behavioural expectations
  - Involving students in the process of setting expectations
- **Session 4: Classroom Management Strategies (3 hours)**
  - Effective classroom management techniques
  - Strategies for maintaining a positive classroom environment

### **Module 3: Positive Reinforcement and Consequences**

- **Session 5: Positive Reinforcement (3 hours)**
  - Techniques for acknowledging and rewarding positive behavior
  - Creating a reinforcement system that motivates students
- **Session 6: Consistent Consequences (3 hours)**
  - Addressing negative behaviours with consistent and fair consequences
  - Developing a continuum of consequences to support behaviour change

### **Module 4: Data-Driven Decision Making**

- **Session 7: Using Data in PBIS (3 hours)**
  - Collecting and analyzing behavioural data
  - Utilizing data to make informed decisions and adjust interventions
- **Session 8: Progress Monitoring (3 hours)**
  - Tools and methods for monitoring student progress
  - Strategies for effective data collection and analysis

## **Module 5: Family and Community Involvement**

- **Session 9: Engaging Families (3 hours)**
  - Strategies for involving families in PBIS initiatives
  - Communicating effectively with families about behaviour expectations and progress
- **Session 10: Community Partnerships (2 hours)**
  - Building partnerships with community organizations
  - Leveraging community resources to support positive behaviour

## **Module 6: Professional Collaboration and Support**

- **Session 11: Collaboration Among Educators (2 hours)**
  - Encouraging collaboration and teamwork among school staff
  - Professional development and on-going support for PBIS implementation
- **Session 12: Sustainability and Scaling Up (2 hours)**
  - Strategies for sustaining PBIS practices over time
  - Scaling up PBIS initiatives to the whole school or district level

## **Method and Strategies**

- Discussion
- Lecture
- Seminar
- Online Teaching
- Brainstorming
- Question and Answer

## **Assessment and Evaluation**

1. Oral and Written test
2. Objective Test
3. Questionnaires

**Certification:**

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The grades will be awarded as per the following criterion,  
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1	91%-100%	A++
2	81%-90%	A+
3	71%-80%	A
4	61%-70%	B+
5	51%-60%	B
6	40%-50%	C

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SARADA VILAS TEACHERS COLLEGE

K M PURAM, MYSORE-04

**IQAC INITIATIVE**

VALUE ADDED COURSE (VAC)

**HEALTH AND WELLNESS EDUCATION (HWE)**

**COURSE**

**MODULE**

**FOR**

**1 YEAR**

**II  
SEMESTER**

Dr. K S LEELA  
Principal  
Sarada Vilas Teachers  
College, Mysore -04

Dr. ZONIA ABRAHAM  
Course Coordinator  
Sarada Vilas Teachers  
College, Mysore-04



*K. S. Leela*  
**Principal**  
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**SARADA VILAS TEACHERS COLLEGE**  
**K M PURAM, MYSORE-04**

# IQAC INITIATIVE

**VALUE ADDED COURSE (VAC)**

**HEALTH AND WELLNESS EDUCATION**



*Leela K S*  
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Dr. K S LEELA  
PRINCIPAL  
SARADA VILAS TEACHERS COLLEGE  
K M PURAM, MYSORE

DR. ZONIA ABRAHAM  
COURSE COORDINATOR  
SARADA VILAS TEACHERS COLLEGE  
K M PURAM, MYSORE

## **Introduction**

Health and wellness education refers to a comprehensive approach to teaching and learning about Physical, Mental and Social well-being. Its primary goal is to provide individuals with the knowledge, Skills and attitudes necessary to make informed decisions about their health and lifestyle. The education promotes healthy behaviors, prevents disease and enhances the quality of Life.

## **The Key elements of Health and Wellness Education**

### **1. Knowledge acquisition:**

To provide factual information about health related topics such as nutrition, exercise, mental health and disease prevention. Understanding the human body and how lifestyle choices impact health.

### **2. Skill Development:**

Teaching practical skills such as healthy cooking, stress management techniques and effective communication. To encourage self-care practices and the ability to navigate health care systems.

### **3. Attitude Formation:**

Shaping positive attitudes towards health and well-being among the learner and encouraging a proactive approach to personal and community health.

### **4. Behavioral change:**

Promoting behavior modification strategies to adopt healthier habits and to reduce the risk behaviors related to substance abuse, unsafe sex and sedentary lifestyle.

### **5. Critical Thinking:**

To enhance the ability to critically evaluate health information and sources and empowering individuals to make informed decisions about health care and life style choices.

## **6. Community Engagement:**

Encourage students to have active participation in community health initiatives and to build a supportive environment for health promotion and disease prevention.

### **Objectives**

The objectives of health and wellness education are designed to promote a holistic understanding and approach to health aiming to improve individual and community well-being. It aims to enhance students overall health and the quality of life through various objectives, here are some key objectives:

#### **1. Increase Health Knowledge:**

To provide accurate information on a wide range of health topics including nutrition, physical activity, mental health, substance abuse, sexual health and chronic diseases.

#### **2. Promote Healthy behaviors:**

Encourage the adoption of healthy life style habits such as regular exercise, balanced eating, adequate sleep and stress management techniques.

#### **3. Develop critical thinking skills:**

Teach individuals to critically evaluate health information recognize credible sources and make informed decisions about their health.

#### **4. Enhance Self-Efficacy:**

Empower individuals to take control of their health by developing confidence and skills needed to implement and maintain healthy behaviors.

**5. Reduce Health risks:**

Educate about the risk factors and prevention strategies for common health issues including smoking, alcohol and drug use, unsafe sexual practices and sedentary life style.

**6. Encourage regular health screenings and check-ups:**

Promote the importance of preventive health care measures including regular medical check-ups, vaccinations and screenings.

**7. Foster Mental and Emotional Well-being:**

Address the importance of mental health teach coping strategies for managing stress and emotions and reduce the stigma associated with mental health issues.

**8. Improve Communication Skills:**

Teach effective communication skills for discussing health concerns with health care providers, family and peers.

**9. Build Community Awareness and Engagement:**

Encourage participation in community health initiatives and create a supportive environment that promotes health and well-being.

**10. Promote Environmental Health Awareness:**

Educate about the impact of the environment on health and encourage practices that contribute to a healthy and sustainable environment.

**11. Support Disease Management:**

Provide information and resources for managing chronic conditions and improving quality of life for individuals with ongoing health issues.

### **12. Cultivate Lifelong Learning:**

Instill the importance of continuous education and staying informed about health and wellness throughout one's life.

### **10. Promote Environmental Health Awareness:**

Educate about the impact of the environment on health and encourage practices that contribute to a healthy and sustainable environment.

### **11. Support Disease Management:**

Disease management is a proactive, multidisciplinary, systematic approach to health care delivery that includes all members with a chronic disease. It optimizes patient care through prevention and proactive interventions based on evidence based guidelines.

### **12. Physical Fitness:**

Improves physical health, strength, flexibility, endurance and overall fitness levels.

### **13. Motor Skill Development:**

Enhance coordination, balance and control through activities that develop motor skills.

### **14. Healthy Habits:**

Promote lifelong healthy behaviors, including regular physical activity and balanced nutrition.

### **15. Mental Health:**

Support mental and emotional well-being by reducing stress, anxiety and depression through physical activity and mindfulness practices.

**16. Social Skills:**

Foster teamwork, cooperation and communication skills through group activities and sports.

**17. Self- Esteem and confidence:**

Build self- confidence and a positive self-image through physical achievements and personal progress.

**18. Knowledge and Awareness:**

Educate students about the benefits of physical activity, proper nutrition and the importance of maintaining a healthy lifestyle.

**19. Safety and Prevention:**

Teach students about injury prevention, safe practices during physical activities and the importance of personal and community safety.

**20. Inclusivity and Accessibility:**

Ensure that health and wellbeing education is accessible to all students regardless of ability to promote inclusivity and equal opportunities for participation.

By achieving these objectives, health and wellness education aims to foster a culture of health empowering individuals to make informed choices adopt healthy behaviors and contribute to the overall health of the communities. This collectively aim to foster a holistic approach to health encouraging students to adopt a balanced and active lifestyle that benefits their physical, mental and social well-being.

## **Benefits of Health and Wellness Education**

### **1. Improves Quality of Life:**

Educated individuals are more likely to make healthier choices, leading to improved physical and mental health.

### **2. Prevents Disease:**

By understanding and implementing preventive measures, individuals can reduce the incidence of chronic diseases and infections.

### **3. Reduces Health care costs:**

Preventive health practices and early intervention can lower the need for medical treatments and reduce health care expenses.

### **4. Promotes Longevity:**

Healthy Lifestyle choices contribute to a longer, more active life.

### **5. Empowers Individuals:**

Knowledge and skills related to health and wellness empower people to take control of their health and well-being.

In essence health and wellness education is a vital component of public health that equips individuals with the tools they need to lead healthier, happier lives and contribute to the overall health of their communities.

## CURRICULUM: HEALTH AND WELLNESS EDUCATION (30 HRS)

### Module 1: Introduction to Health and Wellness (2Hours)

#### Session 1:

a) **Definition and Importance:** Overview of health and wellness, including physical, mental and social health.

#### Session 2:

b) **Holistic Health:** Understanding the interconnectedness of different aspects of health.

### Module 2: Nutrition and Healthy Eating (2 Hours)

#### Session 3

a) **Balanced Diet:** Components of a balanced diet and the role of macronutrients and micronutrients.

b) **Reading Food Labels:** How to understand and interpret food labels.

#### Session 4

c) **Meal Planning:** Tips for planning and preparing healthy meals.

d) **Special Diets:** Information on Vegetarian, Vegan, Gluten-free and other special diets.

### Module 3: Physical Activity and Fitness (3 Hours)

#### Session 5

a) **Benefits of exercise:** Physical, Mental and Emotional benefits of regular physical activity.

b) **Types of Exercise:** Aerobics, Strength training, flexibility and balance exercises.

#### Session 6

c) **Creating a Fitness Plan:** How to set realistic fitness goals and develop a personalized exercise routine.

d) **Overcoming Barriers:** Strategies to overcome common obstacles to regular exercise.



#### **Module 4: Mental Health and Emotional Well-Being(3 Hours)**

##### **Session 7**

- a) **Understanding Mental Health:** Basics of mental health and common mental health disorders.
- b) **Stress Management:** Techniques for managing stress such as mindfulness, meditation and relaxation exercises.

##### **Session 8**

- c) **Emotional Resilience:** Building emotional resilience and coping strategies.
- d) **Seeking Help:** When and how to seek professional help for mental health issues.

#### **Module 5: Substance Abuse Prevention(3 Hours)**

##### **Session 9**

- a) **Risks and Consequences:** Information on the risks and consequences of alcohol, tobacco and drug use.
- b) **Prevention Strategies:** Tips for avoiding substance abuse and peer pressure.
- c) **Resources for help:** Information on resources and support for substance abuse issues.

#### **Module 6: Sexual Health and Reproductive Education(3 Hours)**

##### **Session 10**

- a) **Anatomy and Physiology:** Basics of sexual and reproductive anatomy and physiology.
- b) **Safe Sex Practices:** Information on contraception, preventing sexually transmitted infections (STIs) and healthy relationships.
- c) **Consent and Communication:** Importance of consent and effective communication in sexual relationships.

## **Module 7: Chronic Disease Prevention Management(3 Hours)**

### **Session 11**

- a) **Common Chronic Diseases:** Information on common chronic diseases such as diabetes, hypertension and heart disease.
- b) **Risk Factors:** Understanding risk factors and how to reduce them.
- c) **Management Strategies:** Tips for managing chronic diseases and improving quality of life.

## **Module 8: Health Screenings and Preventive Care(2 Hours)**

### **Session 12**

- a) **Importance of screenings:** Recommend health screenings for different age groups.
- b) **Vaccinations:** Information on the importance of vaccinations and recommended vaccination schedules.
- c) **Preventive Health care:** Benefits of regular check-ups and preventive health care practices

## **Module 9: Environmental Health (2 Hours)**

### **Session 13**

- a) **Impact of Environment on Health:** How environmental factors affect health.
- b) **Reducing Exposure:** Strategies to reduce exposure to environmental pollutants.
- c) **Sustainable Practices:** Promoting environmental friendly practices to support health.

## **Module 10: Personal Safety and First Aid (2 Hours)**

### **Session 14**

- a) **Basic First Aid:** Basic First aid skills and emergency response.
- b) **Safety at home and work:** Tips for preventing injuries and accidents.
- c) **CPR Training:** Basic CPR techniques and when to use them.

## Module 11: Health Literacy and Advocacy (2 Hours)

### Session 15

- a) **Evaluating Health Information:** How to find and evaluate reliable health information.
- b) **Communication Skills:** Effective communication with health care providers.
- c) **Advocacy:** How to advocate for personal and community health.

## Module 12: Lifelong Health and Wellness (3 Hours)

### Session 16

- a) **Continuous Learning:** Importance of lifelong learning and staying informed about health and wellness.
- b) **Healthy aging:** Tips for maintaining health and wellness throughout life stages.
- c) **Community Resources:** Utilizing community resources for ongoing health and wellness support.

These modules provide a structured approach to health and wellness education covering essential topics to promote a well-rounded understanding of health and empower individuals to make informed choice.



### Assessment and Evaluation

The student who fulfills the minimum criteria of having 80% of attendance in Health and Wellness Education in Value Added Course shall be eligible in fulfilling the assessment criteria and evaluation through attending the Multiple Choice Based Questions and getting through it.

The MCQ has 100 questions which may take around 120 min in marking the right response in the OMR sheet. Each question carries one mark each. Those students who clear the assessment and the evaluation criteria is eligible for certification.

### Eligibility Criteria for Certification

Those students who participate or attend should have a minimum of 80% of attendance in Health & Wellness Education (HWE) will be eligible for attending final assessment and to obtain the certificate. An authenticated certificate indicating the grade shall be issued to all students who are eligible.

### The grades will be awarded as per the following criterion

Sl.No	Range in % of Marks	Grade Awarded
1	91%-100%	A++
2	81%-90%	A+
3	71%-80%	A
4	61%-70%	B+
5	51%-60%	B
6	40%-50%	C

**Principal**  
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### Assessment and Evaluation

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3	71%-80%	A
4	61%-70%	B+
5	51%-60%	B
6	40%-50%	C

**Principal**  
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**SARADA VILAS TEACHERS COLLEGE, MYSORE**  
IQAC/NAAC INITIATIVE

**VALUE ADDED COURSE (2021-22)**

**Mindfulness and Emotional Intelligence in  
Education (MEIE)**



**Course Director: Dr. K S LEELA. Principal SVTC**  
**Course Coordinator: Karthik P.S . Asst. Professor, SVTC**

**(March- July, 2022)**

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









SARADA VILAS TEACHERS COLLEGE K.M PURAM MYSORE-4  
IQAC Initiatives  
Value Added Course

Mindfulness and Emotional Intelligence in Education (MEIE)  
Course Module  
II Year, 3<sup>rd</sup> Semester

Committee for VAC-2021-22

Date of Committee Constitution: 10.03.2022

Committee:

Sl. No	Designation	Names	Signature
1.	Course Director	Dr. K S Leela, Principal	
2.	Course Coordinator	Karthik P.S	
3.	Asst. Coordinator	Smt Zonia Abraham	
4.	Student member (Female)	Spandana M	
5.	Student member (Female)	Namratha N	
6.	Student member (Female)	Divya S	
7.	Student member (Male)	Chikka swamy	
8.	Student member (Male)	Bharath	

Signature of the Course Coordinators:

1. Karthik P.S: 

2. Smt Zonia Abraham: 

  
Signature of the Principal

SARADA VILAS TEACHERS COLLEGE, MYSURU

**NAAC INITIATIVE**

VALUE ADDED COURSE (VAC)  
MINDFULNESS AND EMOTIONAL INTELLIGENCE  
IN EDUCATION  
(MEIE)

**COURSE MODULE**

II Year students / III Semester  
(2021-22)

Course Coordinator

KARTHIK P S

Assistant Professor

SARADA VILAS TEACHERS COLLEGE, MYSURU



**Dr. K. S Leela**  
Principal  
Saradavilas Teachers College,  
Mysore.

**Karthik P S**  
Course Coordinator  
Saradavilas Teachers College,  
Mysore

**Introduction:**

Mindfulness also involves acceptance, meaning that we pay attention to our thoughts and feelings without judging them—without believing, for instance, that there's a "right" or "wrong" way to think or feel in a given moment. When we practice mindfulness, our thoughts tune into what we're sensing in the present moment rather than rehashing the past or imagining the future.

Though it has its roots in Buddhist meditation, a secular practice of mindfulness has entered the American mainstream in recent years, in part through the work of Jon Kabat-Zinn and his Mindfulness-Based Stress Reduction (MBSR) program, which he launched at the University of Massachusetts Medical School in 1979. Since that time, thousands of studies have documented the physical and mental health benefits of mindfulness in general and MBSR in particular, inspiring countless programs to adapt the MBSR model for schools, prisons, hospitals, veteranscenters, and beyond.

Emotional intelligence is important for students because it helps them care for themselves and others. Through the strengthening of these skills, learners can better assess their own needs, care for others, and demonstrate respect for peers and elders, limiting conflict and miscommunication in the learning environment. Emotional Intelligence is the ability to acknowledge, understand, and control our emotions, and to acknowledge, understand, and interact with the emotions of other people. This is an essential skill at all stages of life, fostering success in both personal and professional contexts. The utilization and teaching of emotional intelligence in schools has gained traction in the public sphere, as

awareness has increased regarding the importance of emotional intelligence in promoting overall quality of life.

### Understanding MEIE.

- Emotion Vocabulary game: Play the alphabet game with emotions.
- As a class, come up with different emotions for each letter of the alphabet.
- Discuss the differences between emotions, their triggers, and appropriate responses.
  
- Modelling self awareness: During feedback sessions, teachers should be aware of the emotions they convey.
- Reflect on their performance levels and consider their impact on students.
- Demonstrating self-awareness helps students learn emotional regulation

### Key components of MEIE

Attention: The act or state of applying the mind to something.

Awareness: The ability to perceive, to feel, or to be conscious of events, objects, thoughts, emotions, or sensory patterns. In this level of consciousness, sense data can be confirmed by an observer without necessarily implying understanding. More broadly, it is the state or quality of being aware of something.

Attitude: a feeling or opinion about something or someone, or a way of behaving that is caused by this: It's often very difficult to change people's attitudes, take the attitude that She takes the attitude that children should be allowed to learn at their own pace. 5 days ago

- Self-awareness: Understanding your own emotions, strengths, weaknesses, and values, and how they affect others. This helps you regulate your emotions and respond to situations more calmly.
  - Self-awareness: Understanding your own emotions, strengths, weaknesses, and values, and how they affect others. This helps you regulate your emotions and respond to situations more calmly.

- **Self-regulation:** Controlling or redirecting disruptive impulses and moods, and thinking before acting. This helps you manage your emotions in the moment so they help you make decisions or complete tasks, rather than getting in the way.
- **Empathy:** Understanding other people's feelings and seeing things from their perspective. This allows you to understand what others are feeling and why, even if they have different backgrounds and experiences than you.
- **Motivation:** A component of EI.
- **Social skills:** Also known as effective communication

### **Objectives:**

The goal of mindfulness is to focus on the present moment without judgment. It's not about trying to quiet the mind or achieve a state of calm, but rather about being an impartial witness to your own experience.

Some say that mindfulness can help you feel more calm and secure, and can be a key element in reducing stress and increasing happiness. It can also help you develop better focus and self-awareness, and can be beneficial for children.

Here are some other objectives of mindfulness:

- **Improve cognitive ability**  
Mindfulness can help improve working memory and attention capacities, which can contribute to effective emotion-regulation strategies.
- **Slow brain aging**  
A 2019 study found that first-time meditators who practiced mindfulness meditation for 40 days had significant changes in brain structure, including increased gray matter volume and cortical thickness.
- **Reduce symptoms of depression, anxiety, and stress**  
Mindfulness can help decrease rumination and disengagement from cognitive activities that can lead to depression.
- **Increase a sense of well-being**  
Mindfulness can help you learn to stay centered and keep inner peace, which can benefit your emotional well-being and overall health.

Some other attitudes that are important for mindfulness include patience, a beginner's mind, trust, non-striving, acceptance, and letting go

1. To define emotions and Emotional Intelligence (EI)
2. To distinguish emotional intelligence from other forms of intelligences
3. To list the criticality of emotional intelligence in work, life and relationships
4. To raise personal awareness
5. To positively reframe our perspective of people and situations in order to operate and adapt more positively
6. To recover from negative experiences with people and situations quicker
7. To increase awareness of others and social situations
8. To enhance working and personal relationships with others
9. To build a mental mechanism of success in work, life and relationships for the future

**Benefits:**

- Helps Students to Move to the Next Level.
- Reduces Stress. ...
- Teaches Employees How to React to Constructive Criticism. ...
- Helps Students Conquer Their Fears, Doubts, and Insecurities. ...
- Improves Communication Skills.
- Enhances Social Skills. ...
- Creates a Positive Environment.

**Curriculum: Mindfulness and Emotional Intelligence in Education.(30 hours)**

**Module 1: Introduction to MEIE**

### **Session 1: Acquire knowledge and understanding MEIE (2hours)**

Important to know and understanding MEIE in schools and colleges and Studies suggest that mindfulness practices may help students to manage stress, cope better with serious illness and reduce anxiety and depression. Many students who practice mindfulness report an increased ability to relax, a greater enthusiasm for life and improved self-esteem.

### **Session 2: Understanding components MEIE (2hours)**

The role of mindfulness in education benefits the teachers and the students. In the classrooms, teachers can use mindfulness-based techniques to increase responsiveness to students' needs, support stress management, and enhance classroom climate. Emotional intelligence is important for students because it helps them care for themselves and others. Through the strengthening of these skills, learners can better assess their own needs, care for others, and demonstrate respect for peers and elders, limiting conflict and miscommunication in the learning environment. Emotional intelligence is important for students because it helps them care for themselves and others. Through the strengthening of these skills, learners can better assess their own needs, care for others, and demonstrate respect for peers and elders, limiting conflict and miscommunication in the learning environment.

### **Module 2: Why is emotional intelligence important for students?**

Emotional intelligence is important for students because it helps them care for themselves and others. Through the strengthening of these skills, learners can better assess their own needs, care for others, and demonstrate respect for peers and elders, limiting conflict and miscommunication in the learning environment.

**Session 1: The benefits of emotional intelligence Among students(2hours)** Emotional intelligence is important for students because it helps them care for themselves and others. Through the strengthening of these skills, learners can better assess their own needs, care for others, and demonstrate respect for peers and elders, limiting conflict and miscommunication in the learning environment.

### **Module 3: Components of Emotional Intelligence .**

**Session 1: Understanding self motivation to be specific(2hours)** - self-motivation is the internal drive that leads us to take action towards a goal. It keeps us moving forward, even when we don't want to. An example of this is when you're going for a run.

### **Module 4: Components of Emotional Intelligence .**

**Session 1: To understanding on Empathy(2hours):** The term "empathy" is used to describe a wide range of experiences. Emotion researchers generally define empathy as the ability to sense other people's emotions, coupled with the ability to imagine what someone else might be thinking or feeling.

### **Module 5 : Personality Awareness**

**Session 1 :To understanding self Awareness(2hours):** Self-awareness is your ability to perceive and understand the things that make you who you are as an individual, including your personality, actions, values, beliefs, emotions, and thoughts.

**Session 2 : Self regulation(2hours) -** Self-regulation is the ability to understand and manage your own behavior and reactions. It's a vital skill that can help people in many ways, including:

Social interactions

### **Module 6 : Important Component of Emotional Intelligence**

**Session 1(2hours) :**

Self-regulation can help people be good group members by allowing them to change or stop behaviors that could lead to exclusion. It can also help people get along with others, take turns, and express emotions appropriately. Self-regulation can help students learn more effectively by helping them set goals, monitor their progress, and plan how to reach their goals. It can also help students feel more in control of their performance and less negatively affected by exams.

### **Module: 7 How do we practice mindfulness and meditation**

**Session 1(2hours):** Mindfulness is available to us in every moment, whether through meditations and body scans, or mindful moment practices like taking time to pause and breathe when the phone rings instead of rushing to answer it.

Within that concept, there are three components of mindfulness:

- Intention - choosing to cultivate your awareness.
- Attention - to the present moment, sensations, and thoughts.
- Attitude - being kind, curious, and non-judgmental.

When these three characteristics of mindful behaviour intertwine, how we relate and respond to events is transformed, creating a more spacious way of being that is gentler and more peaceful.

### **Module 8 : Research on how mindfules changes the Brain**

**Session 1(2hours) :** Let's think about how mindfulness and meditation link, and explore how these practices build upon the three pillars to create meaningful lifestyle changes.

### **Module 9: Importance and Benefits of yoga andf Meditation**

**Session1(2hours):** yoga and meditation can both improve your mental and physical health in many ways. They can help you achieve balance and inner peace, and can be practiced together or separately:

## Yoga

Can improve your fitness, flexibility, and strength. Yoga poses can strengthen your core and lower back muscles, which can help you do daily tasks more easily. Yoga can also boost your metabolism, and breathing deeply during yoga increases circulation. According to the National Institutes of Health, yoga can also help with stress management, mindfulness, healthy eating, weight loss, and sleep.

## Meditation

Can help you improve your mental health, self-awareness, and concentration. Meditation can also help reduce stress and anxiety, improve your sleep, and reduce memory loss. Some types of meditation include mindfulness meditation, loving-kindness meditation, and transcendental meditation

## Method and Strategies:

- Discussion
- Interaction
- Tutorials
- Lecture method
- Role play
- Online
- Brain storming technique

## Assessment and evaluation

- a) Objective types of questions
- b) Oral and written exam
- c) Multiple choice

Certification: Those Student teachers who participated or attended 80% of the total numbers of sessions will be allowed for final assessment and certification. An authenticated certificate indicating the obtained grade shall be awarded.

S/N	Range of % of marks	Grade
1	91%-100%	A++
2	81%-90%	A+
3	71%-80%	B+
4	61%-71%	B
5	51%-60%	C+
6	40%-50%	C

**Principal**  
Sarada Vilas Teachers College,  
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# Sarada Vilas Teachers College

K M Puram Mysore -04

## IQAC Initiatives

### Value Added Course (VAC)

### Topic: Community-Based Learning

### Course Module

II Semester

Year -2021-22

Dr. K S Leela  
Principal  
Sarada Vilas Teachers College,  
Mysore

Dr K C Gayathri  
Course Coordinator  
Sarada Vilas Teachers College  
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*Leela K.S*  
Principal  
Sarada Vilas Teachers College,  
K.M. Puram, Mysore-570 004



## **Introduction**

In an educational landscape that increasingly values holistic development, community-based learning (CBL) emerges as a transformative approach, bridging academic knowledge with real-world experiences. CBL places students in direct contact with local communities, enabling them to apply theoretical concepts to practical scenarios. This method enriches traditional education by fostering hands-on learning, critical thinking, and problem-solving skills. Through CBL, students not only grasp academic subjects more deeply but also develop a keen sense of social responsibility and civic engagement.

By engaging with diverse communities, students encounter real-world challenges and opportunities, prompting them to think creatively and act ethically. This interaction cultivates empathy, cultural awareness, and a commitment to social justice. For instance, working on community projects such as environmental conservation, public health campaigns, or educational outreach programs allows students to witness the impact of their efforts firsthand. These experiences nurture a sense of purpose and motivation, as students see the tangible benefits of their contributions.

Moreover, CBL promotes mutual learning and respect between students and community members. This reciprocal relationship ensures that educational initiatives are relevant and beneficial to both parties, fostering sustainable community development. Students learn to navigate complex social dynamics, collaborate effectively, and lead initiatives that address local needs.

In summary, community-based learning is a powerful educational strategy that enhances academic learning while fostering social consciousness and responsibility. It prepares students to be informed, engaged, and ethical citizens, capable of contributing positively to society. By integrating classroom learning with community engagement, CBL offers a holistic approach to education that is both meaningful and impactful.

## **Understanding Community-Based Learning**

### **Enhancing Student Engagement**

- CBL actively involves students in meaningful service to their communities, enriching their educational experience and fostering a sense of civic responsibility.

### **Bridging Theory and Practice**

- CBL allows students to apply theoretical knowledge to real-life situations, enhancing their problem-solving skills and understanding of academic concepts.

## **Ethical Considerations in Community-Based Learning**

### **Respect for Community Partners**

- Ensuring mutual respect and understanding between students and community members, recognizing the value each brings to the learning experience.

### **Sustainable Engagement**

# Promoting Effective Community-Based Learning

## Collaborative Planning

- Involving community members in the planning process to ensure that projects meet local needs and are culturally sensitive.

## Reflective Practice

- Encouraging students to reflect on their experiences, helping them to connect academic learning with community engagement and personal growth.

## Objectives

### Raise Awareness

- Educate students about the importance of community involvement and the benefits of learning through service.

### Promote Critical Thinking

- Encourage students to analyze community issues critically and develop solutions through collaborative efforts.

### Develop Civic Responsibility

- Instill a sense of civic duty and responsibility, preparing students to become active and informed citizens.

### Foster Community Engagement

- Teach students to engage respectfully and effectively with diverse communities, promoting mutual learning and understanding.

### Address Social Equity

- Advocate for equitable solutions to community issues, raising awareness about social disparities and working towards inclusivity.

### Encourage Reflective Learning

- Promote reflective practices that help students integrate their community experiences with academic learning.

### Support Ethical Leadership

- Cultivate ethical leaders who can guide community-based initiatives with integrity and respect for all stakeholders.

# Benefits

## Promotes Active Citizenship

- Students learn to actively participate in their communities, understanding the importance of civic engagement and social responsibility.

## Enhances Critical Thinking Skills

- Students analyze real-world problems, developing critical thinking and problem-solving skills essential for their academic and professional lives.

## Prepares Students for Future Careers

- Practical experiences in community settings prepare students for careers in various fields, emphasizing the value of social responsibility and community engagement.

## Fosters Ethical Leadership

- Education in community-based learning cultivates leaders who can promote ethical and effective community initiatives, advocating for fairness and social justice.

## Supports Academic Integrity

- Students learn the importance of integrity in academic and community work, ensuring responsible and ethical behavior in all aspects of their lives.

## Empowers Social Advocacy

- Understanding community dynamics empowers students to advocate for social change, addressing issues such as inequality and injustice.

## Encourages Innovation with Social Impact

- Integrating community needs into educational projects inspires students to develop innovative solutions that benefit society.

## Builds Trust and Respect

- Teaching community engagement fosters a culture of trust and respect, promoting positive interactions and collaborations.

## Enhances Learning through Experience

- Students gain valuable insights and practical knowledge through direct engagement with communities, enhancing their overall educational experience.

# **Curriculum: Community-Based Learning (30 Hours)**

## **Module 1: Introduction to Community-Based Learning**

### **Session 1: Understanding Community-Based Learning (2 hours)**

Introduction to CBL and its significance in education  
Importance of community engagement in personal and academic growth

### **Session 2: Ethical Considerations in CBL (2 hours)**

Respect for community partners and sustainable engagement  
Ethical issues and best practices in community projects

## **Module 2: Planning and Implementation**

### **Session 3: Collaborative Planning (3 hours)**

Involving community members in project planning  
Developing culturally sensitive and relevant projects

### **Session 4: Project Implementation (3 hours)**

Steps for effective project implementation  
Case studies on successful community-based projects

## **Module 3: Reflection and Evaluation**

### **Session 5: Reflective Practice (2 hours)**

Techniques for reflective learning and connecting experiences with academic content  
Tools for self-assessment and continuous improvement

### **Session 6: Evaluation of Community Projects (2 hours)**

Methods for evaluating the impact of community projects  
Feedback mechanisms and continuous improvement

## **Module 4: Social Equity and Civic Responsibility**

### **Session 7: Addressing Social Equity (3 hours)**

Understanding social disparities and promoting inclusivity  
Strategies for equitable community engagement

### **Session 8: Civic Responsibility (3 hours)**

Developing a sense of civic duty and responsibility  
Encouraging active participation in community affairs

## **Module 5: Leadership and Advocacy**

### **Session 9: Ethical Leadership (2 hours)**

Role of ethical leadership in community-based initiatives  
Decision-making and problem-solving in community contexts

### **Session 10: Advocacy and Social Change (2 hours)**

Strategies for effective advocacy and promoting social change

## Module 6: Community Impact and Sustainability

### Session 11: Measuring Community Impact (3 hours)

Techniques for assessing the impact of community projects  
Ensuring long-term sustainability and positive outcomes

### Session 12: Case Studies and Best Practices (2 hours)

Review of successful community-based projects  
Learning from best practices and implementing successful strategies

## Method and Strategies

- Discussion
- Lecture
- Seminar
- Online Teaching
- Brainstorming
- Question and Answer

## Assessment and Evaluation

- Oral and Written Test
- Objective Test
- Questionnaires

## Certification

Students who attend a minimum of 80% of the sessions will be eligible for final assessment and certification. An authenticated certificate indicating the obtained grade will be awarded.

## Grading Criteria

S/N	Range of % of Marks	Grade
1	91%-100%	A++
2	81%-90%	A+
3	71%-80%	A
4	61%-70%	B+
5	51%-60%	B
6	40%-50%	C

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**Sarada Vilas Teachers College**  
KM Puram, Mysore - 04

**IQAC Initiatives**

**VALUE ADDED COURSE (VAC)**

**TOPIC : GIFTED EDUCATION AND ENRICHMENT  
STRATEGIES**

**Course Module**

III Semester  
Year- 2022-23

Dr. K S Leela  
Principal  
Sarada Vilas Teachers College,  
Mysore,

Anusha K M  
Course Coordinator  
Sarada Vilas Teachers College  
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*Leela.K.S*

Principal  
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## **Introduction:**

Education for gifted students necessitates tailored approaches to cultivate their exceptional abilities and talents. These students possess intellectual, creative, or artistic capabilities that set them apart from their peers, requiring educational strategies that go beyond the traditional classroom framework. Enrichment strategies play a pivotal role in this context by offering these students opportunities that are challenging, stimulating, and aligned with their advanced learning needs.

Gifted students often exhibit a deep curiosity and a rapid pace of learning, which standard educational practices may not always cater to adequately. Hence, enrichment strategies are designed to foster their intellectual growth and provide them with opportunities for exploration, creativity, and deeper understanding in areas where they excel. These strategies can include specialized courses, advanced placement programs, mentorship opportunities with experts, independent research projects, or participation in competitions and academic clubs.

Moreover, enrichment strategies aim not only to accelerate learning but also to nurture critical thinking, problem-solving skills, and creativity among gifted students. They are structured to encourage exploration beyond the confines of the regular curriculum, allowing students to delve into subjects of interest and passion. By engaging in these enriching experiences, gifted students can further develop their talents, gain confidence in their abilities, and potentially make significant contributions in their fields of expertise in the future.

## **Understanding Gifted Education**

- **Characteristics of Gifted Learners:** Identifying traits such as high intellectual ability, creativity, and task commitment.
- **Educational Needs:** Addressing the need for differentiated instruction and accelerated learning opportunities.

## **Enrichment Strategies**

- **Curriculum Compacting:** Adjusting the curriculum to accommodate faster learners, allowing them to skip mastered content.
- **Acceleration:** Advancing gifted students through grades or subjects at a faster pace to match their learning speed.
- **Depth and Complexity:** Providing in-depth study and exploration of topics to foster critical thinking and problem-solving skills.

## Differentiated Instruction

- **Flexible Grouping:** Forming groups based on readiness and interest to provide appropriate challenge levels.
- **Tiered Assignments:** Offering assignments with varying complexity levels based on students' readiness and abilities.
- **Independent Study:** Allowing gifted students to pursue topics of personal interest independently under guidance.

## Social and Emotional Needs

- **Peer Mentoring:** Pairing gifted students with peers for collaborative learning and social interaction.
- **Counseling Support:** Addressing social-emotional needs and challenges related to being gifted.

## Course Learning Objectives (CLOs)

- **Enhance Intellectual Growth:** Enrichment strategies aim to provide gifted students with intellectually stimulating experiences that go beyond the standard curriculum. By offering advanced coursework, research opportunities, and challenging projects, these strategies foster deep engagement and exploration in areas where students demonstrate exceptional aptitude. This objective ensures that gifted students are continually challenged and motivated to achieve their full academic potential.
- **Develop Critical Thinking Skills:** A core objective of enrichment strategies is to cultivate advanced problem-solving abilities and promote creative thinking among gifted students. Through activities such as debates, case studies, and interdisciplinary projects, students are encouraged to analyze complex issues, evaluate evidence, and propose innovative solutions. These experiences not only enhance their cognitive skills but also prepare them to tackle real-world challenges with confidence and creativity.
- **Support Social and Emotional Well-being:** Gifted students often face unique social and emotional challenges due to their heightened intellectual abilities. Enrichment strategies aim to address these needs by fostering a supportive learning environment that acknowledges their emotional sensitivity, perfectionism, and peer relationships. By providing opportunities for collaboration, peer mentorship, and emotional support, these strategies ensure holistic development and positive well-being among gifted students.
- **Promote Self-directed Learning:** Enrichment strategies empower gifted students to take ownership of their learning by encouraging independence, initiative, and self-motivation. Through personalized learning plans, research projects, and individualized study opportunities, students develop the skills and habits necessary for lifelong learning. This objective ensures that gifted students are equipped not only with academic knowledge but also with the



self-discipline and resilience needed to pursue their academic interests and goals effectively.

## **Benefits**

- **Academic Excellence:** Gifted education enhances academic performance and achievement.
- **Personalized Learning:** Tailored educational experiences cater to individual learning needs and preferences.
- **Career Readiness:** Preparation for future academic and professional challenges through advanced learning experiences.
- **Social and Emotional Growth:** Supportive environments that nurture both cognitive and emotional development.

## **Curriculum Outline: Enrichment Program for Gifted Students - 30 hours**

### **Module 1: Advanced Problem-Solving and Critical Thinking Skills**

- **Session 1:** Introduction to Advanced Problem-Solving (2 hours)
  - Overview of problem-solving strategies
  - Application exercises and group discussions
- **Session 2:** Critical Thinking Development (3 hours)
  - Understanding critical thinking concepts
  - Analyzing case studies and real-world scenarios
- **Session 3:** Creative Thinking Techniques (2 hours)
  - Techniques for fostering creativity
  - Brainstorming and ideation exercises

### **Module 2: In-Depth Exploration in STEM (Science, Technology, Engineering, Mathematics)**

- **Session 4:** Exploring Advanced Mathematics (3 hours)
  - Topics beyond the standard curriculum
  - Problem-solving challenges and mathematical proofs
- **Session 5:** Introduction to Engineering Principles (2 hours)
  - Hands-on activities in engineering design
  - Building prototypes and testing concepts
- **Session 6:** Introduction to Scientific Research (3 hours)
  - Basics of scientific inquiry and experimental design
  - Conducting controlled experiments and data analysis

### **Module 3: Humanities and Social Sciences Exploration**

- **Session 7:** Advanced Literature and Writing (2 hours)

- Analysis of complex literary texts
- Creative writing exercises and peer reviews
- **Session 8: Historical Analysis and Research (3 hours)**
  - Research methodologies in history
  - Examining primary and secondary sources
- **Session 9: Ethics and Philosophy Discussion (2 hours)**
  - Ethical dilemmas and philosophical debates
  - Application of ethical theories to contemporary issues

#### **Module 4: Arts and Creative Expression**

- **Session 10: Visual Arts Exploration (3 hours)**
  - Techniques in drawing, painting, and sculpture
  - Portfolio development and critique
- **Session 11: Performing Arts Workshop (2 hours)**
  - Introduction to theater and acting techniques
  - Improvisation exercises and performance critique
- **Session 12: Digital Media and Design (2 hours)**
  - Basics of digital storytelling and multimedia production
  - Hands-on projects in digital design and editing

#### **Module 5: Personal Development and Leadership**

- **Session 13: Personal Goal Setting (2 hours)**
  - Setting academic and personal goals
  - Action planning for achieving goals
- **Session 14: Leadership and Teamwork (2 hours)**
  - Leadership styles and qualities
  - Team-building activities and collaborative projects

#### **Module 6: Culminating Project and Presentation**

- **Session 15: Project Development (3 hours)**
  - Choosing a topic and project outline
  - Research methodology and data collection
- **Session 16: Project Presentation (2 hours)**
  - Presentation skills and effective communication
  - Peer evaluation and feedback

## Methodology and Assessment

- **Teaching Methods:** Lecture, hands-on activities, discussions and group projects
- **Assessment:** Continuous assessment through quizzes, project reports, presentations, and peer evaluations.
- **Certification:** Completion certificate based on attendance and successful completion of assessments.

### Certification:

Those student-teachers who participate or attend a minimum of 80% of the total number of sessions will be allowed for final assessment and certification. An authenticated certificate indicating the obtained grade shall be awarded.

The grades will be awarded as per the following criterion,

S/N	Range of % of marks	Grade
1	91%-100%	A++
2	81%-90%	A+
3	71%-80%	A
4	61%-70%	B+
5	51%-60%	B
6	40%-50%	C

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**Principal**  
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SARADA VILAS TEACHERS COLLEGE, MYSURU

**NAAC INITIATIVE**

**VALUE ADDED COURSE (VAC)  
LIFE SKILLS DEVELOPMENT  
(LSD)**

**COURSE MODULE**

**II Year students / III Semester  
(2022-23)**

Course Coordinator

**Dr. H N VISHWANATH**

**Asst. Professor**

**SARADA VILAS TEACHERS COLLEGE, MYSURU**

*Reela.K.S*

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## Life Skills

"Life skills" is a term used to describe a set of basic skills acquired through learning and/or direct life experience that enable individuals and groups to effectively handle issues and problems commonly encountered in daily life.

(WHO) defines Life skills as the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. Life skill has been classified into three broad categories:

- **Thinking Skills:** Thinking skills are the skill that enhances the logical faculty of the brain using an analytical ability, thinking creatively and critically, and developing problem-solving skills and improving decision-making abilities.
- **Social Skills:** Social skills include interpersonal skills, communication skills, leadership skills, management skills, advocacy skills, co-operation and team building skills, etc.
- **Emotional Skills:** Emotional skills, involves, knowing and being comfortable with oneself. Thus, self-management, including managing/coping with feelings, emotions, stress and resisting peer and family pressure.

However, in 1999, the World Health Organization identified six key areas of life skills:

- ✓ **Communication and interpersonal skills.** This broadly describes the skills needed to get on and work with other people, and particularly to transfer and receive messages either in writing or verbally.
- ✓ **Decision-making and problem-solving.** This describes the skills required to understand problems, find solutions to them, alone or with others, and then take action to address them.
- ✓ **Creative Thinking and Critical Thinking.** This describes the ability to think in different and unusual ways about problems, and find new solutions, or generate new ideas, coupled with the ability to access information carefully and understand its relevance.

- ✓ Self-awareness and Empathy, which are two key parts of Emotional Intelligence. They describe understanding yourself and being able to feel for other people as if their experiences were happening to you.
- ✓ Assertiveness and Equanimity, or Self-Control. These describe the skills needed to stand up for yourself and other people, and remain calm even in the face of considerable provocation.
- ✓ Resilience and Ability to Cope with Problems, which describes the ability to recover from setbacks, and treat them as opportunities to learn, or simply experiences.

## Life Skills Education

**LIFE SKILL EDUCATION** According to UNICEF, Life Skills Education is a behavior development approach designed to address balance of three areas: Knowledge, Attitude and Skills.

Life Skills-Based Education (LSBE) is a form of education that focuses on cultivating personal life skills such as self-reflection, critical thinking, problem solving and interpersonal skills. In 1986, the Ottawa Charter for Health Promotion recognized life skills in terms of making better health choices.

## Objectives of Life Skills Education

Life skills' training equips people with the social and interpersonal skills that enable them to cope with the demands of everyday life. The objectives of this training are to build self-confidence, encourage critical thinking, foster independence and help people to communicate more effectively.

### **Confidence**

A primary objective of life skills training that focus on personal development is to promote confidence and well-being in young people and adults. It helps participants become more assertive, communicate effectively with others by developing good listening skills and learn to handle stress and deal with disappointments and setbacks. Such classes help people to explore their beliefs and attitudes through group discussions and confidence building techniques such as

positive visualization. They encourage people to play to their strengths by engaging in creative activities and following a healthy lifestyle.

### **Independence**

Life skills enable people to be more independent. For example, someone who brushes up on math at an adult numeracy class doesn't have to depend on other people to help her manage household accounts or run a business. She might, for example, learn how to do her own spreadsheets and fill in tax returns. Someone who learns to read and write doesn't need to depend on others to perform basic tasks like writing letters or filling in forms.

### **Communication**

Life skills training helps people to communicate with the outside world and to enjoy a better relationship with family and friends. Computer literacy, for example, is viewed as a life skill because information technology is an important part of daily living. People use computers to shop online, communicate with friends and coworkers, search for jobs and complete work-related tasks using computer software like documents and spreadsheets. Parenting classes or classes to help people deal with caring for elderly relatives focus on communication skills.

### **Healthy Living**

People are less likely to be exploited by others if they are physically and emotionally self-reliant. Teenagers, for example, are less likely to be influenced by peer pressure to experiment with drugs. Someone who is assertive and confident is more likely to enjoy nurturing relationships by being able to express his feelings and negotiate successfully with others. He is better equipped to make rational decisions that will benefit him and others.

### **Importance of Life Skill Education**

In a constantly changing environment, having life skills is an essential part of being able to meet the challenges of everyday life. The dramatic changes in global economies over the past five years

have been matched with the transformation in technology and these are all impacting on education, the workplace and our home life. To cope with the increasing pace and change of modern life, students need new life skills such as the ability to deal with stress and frustration. Today's students will have many new jobs over the course of their lives, with associated pressures and the need for flexibility.

The nation needs active, informed and responsible citizens, who are willing and able to take responsibility for themselves and their communities and contribute to the nation building process. It needs youth who are'

- aware of their rights and responsibilities as citizens
- informed about social and political issues
- concerned about the welfare of others
- able to clearly articulate their opinions and arguments
- capable of having an influence on the world
- active in their communities
- responsible in how they act as citizens.

These capacities do not develop unaided; they have to be learnt and/or acquired. While certain life skills may be acquired through our everyday experience at home or at work, they are not sufficient to adequately equip citizens for the active role required of them in today's complex and diverse society.

### LSD- Benefits

#### a. For the Youth:

- Develop self-confidence and successfully deal with significant life changes and challenges.
- Voice at institution, in their community and in society at large.
- Make a positive contribution by developing the expertise and experience they need to assert their rights and understand their responsibilities, while preparing them for the challenges and opportunities of adult and working life.



**b. For the Individual**

- Find new ways of thinking and problem solving
- Recognise the impact of their actions and teaches them to take responsibility for what they do rather than blame others
- Build confidence both in spoken skills and for group collaboration and cooperation
- Analyze options, make decisions and understand why they make certain choices outside the classroom
- Develop a greater sense of self-awareness and appreciation for others

**c. For Employment**

- Develop ability to self-manage, solve problems and understand the business environment
- Work well as part of a team and develop potential to lead by influence
- Develop ability to manage Time and People
- Develop adaptability to different roles and varied working environments

**d. For the Society**

The more one develops life skills individually, the more these affect and benefit the world in which one lives:

- Recognizing cultural awareness and citizenship makes international cooperation easier
- Respecting diversity allows creativity and imagination to flourish developing a more tolerant society
- Developing negotiation skills, the ability to network and empathize can help to build resolutions rather than resentments.

**Curriculum:** The course includes twenty two interactive sessions with participatory approach on the following most often required and chosen twenty life skills.

1. Effective Communication
2. Study Skills
3. Self Awareness
4. Understanding Others
5. Interpersonal Relationship

6. Time Management
7. Critical Thinking
8. Creative Thinking
9. Impression Management
10. Negotiation Skills
11. Decision Making
12. Goal Setting
13. Problem Solving
14. Coping with Emotions
15. Stress Management
16. Assertiveness
17. Employability Skills
18. Leadership Skills
19. Event Management
20. 21<sup>st</sup> Century Skills(4Cs)
21. Managing Parents – Art of Parenting

### Methods and Strategies of life skill education

The following are suggested methods that could be used in Life Skills Development Course:

- Discussion.
- Debate.
- Role Play.
- Brainstorm.
- Story telling.
- Songs and dances.
- Case studies.
- Miming.
- Poetry and recitals
- Question and answer

**Course Duration:** Its about four months, spread over programme. Each individual life skill would be discussed with different aforesaid approaches and strategies in one session of 90 minutes.

**Assessment & Evaluation:**

The following techniques and tools are employed in the evaluation of the students' performance. Its both Continuous and Comprehensive with both Formative and Summative strategies.

- Oral and written tests
- Quiz
- Case study analysis
- Observation
- Objective tests
- Project Assignments
- Questionnaires

#### Certification:

Those student-teachers who participate or attend a minimum of 80% of the total number of sessions will be allowed for final assessment and certification. An authenticated certificate indicating the obtained grade shall be awarded.

The grades will be awarded as per the following criterion,

Sl. No.	Range of % of marks	Grade
1	91% - 100%	A++
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5	51% - 60%	B
6	40% - 50%	C

**Dr. H N VISHWANATH**

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*Lakshmi*

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# **6. Workshops and Seminars for Holistic Student-Teacher Development**

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

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## **2.3.6 QNM DE**

**1. Reports of activities  
conducted related to recent  
developments in education**



2-7-6

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**Activities Conducted for Exposure to Students about  
 Recent Developments in Education**

1. Special lectures by experts
2. 'Book reading' & discussion on it
3. Teacher presented seminars for
4. Discussion on recent policies & regulations benefit of  
 teachers & students
5. Media impact for various aspects of education
6. Discussions showcasing the linkages of various contexts of  
 education- from local to regional to national to global

*Kaala.K.S*  
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**Institution provides exposure to students about recent developments in the field of Education through:**

**Special Lecture 1:  
“Journal of Literacy Invention”**



**Dr. KalpanaMukundalyengar, Professor. College of Education and Human Development, University of Texas at San Antonio, USA. Delivered a special lecture on “Journal of Literacy Invention” on 21-07-2023.**

She shared information on “**Features of Indian and American Education System, Teaching methods, Educational activities**”.

Prof. Shanmuka, Academic Advisor, was the chairperson of the program. All staff members and teacher trainees were present.

*Keelank*  
**Principal**  
**Sarada Vilas Teachers College,**  
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## Special Lecture-2: “Theatre Skills in Teaching – New Vistas”



**Dr. Chidanand NK**, a renowned theatre artist, also the **Principal of National College of Education, Shivamogga** delivered a special lecture on the topic “**Theatre Skills in Teaching – New Vistas**” for the staff and students of both I and II year B.Ed. on **10<sup>th</sup> April 2023** in the college auditorium. He is also a writer, director, and television artist.

He focused on the need and importance of both verbal and non-verbal communication competencies of teachers in the context of corporate world and modern world. The training was done through interactive mode powered with scenario creation. He threw more light on components of non-verbal communication like, movements, gestures, change in speech pattern, focusing, change of interaction styles, pausing, oral-visual switching etc. **Dr. H N Vishwanath**, Asst. Professor, SVTC was the Chair Person and **Smt. Anusha**, Asst. Professor, SVTC was the event coordinator.

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### Special Lecture-3:

## “Responsibilities of Youths for a Value Based Society in the Modern Context”

Sister Chandrika B. K. a leading spiritualist and speaker, Prajapita Brahma kumari Eshwariya University, Mysuru delivered a special lecture on the topic, “Responsibilities of Youths for a Value Based Society in the modern context” on 01-08-2023.

She was drawing the attention of student-teachers on the issue, negative influence of Technology and Modernization, on Culture, Health, Scientific Attitude of the youth in the changed context of freedom in the society in general and families in particular. She was quoting a few cases of suicides committed as a consequence of this growing problem. In this context of modern world, what is the changed role of teachers in preventing this? Dr. K S Leela, Principal, Dr. Shanmukha, Academic Advisor, Staff and student-teachers were present.

*Leela K S*  
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## Special Lecture 4:



### “Theater Art and Education in Techno-based Classrooms”

Mr. Keerthiraj, a notable theater artist delivered a special interactive lecture on “Theater Art and Education in the Changed Classroom Context in 21<sup>st</sup> Century” on 11-09-2023. This was followed by a follow-up lecture on, “Need for Theater art and skill for classroom teachers in the changing scenario of the techno-based classroom”, delivered by Mahadev Talakadu, another versatile theater artist and researcher. All the staff members and student-teachers of II year B.Ed. were present.

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## Special Lecture 5:

“Self-Reliant India - Role of teachers in the Futuristic Context”  
'Don't Search for Employment - Create It'



Prof. M R Manjunath, Correspondent of SreeGopalaswamyShishuViharaVidyaSamsthe, Mysore, delivered a special interactive lecture on 'Don't Search for Employment - Create It' under the auspices of "Swavalambi Bharat Abhiyan(Self-reliant India) on 03-10-2023.

He emphasized on issues like 'Effect of globalization on Indian Industries and Agriculture', 'Importance of Self Employment', 'Role of teachers in making India Self-Reliant'. He gave many illustrations and suggestions on using indigenous materials in daily life.

Dr. Shanmukha, Academic advisor was the chairperson of the program and all the staff members and student teachers were present on the occasion.

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## BOOK READING & DISCUSSION ON IT



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**Teacher presented seminars for the benefit of teachers  
& students**



*Deelaks*

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Discussion on recent policies & regulations



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# **7. Personality Development Programs**

**Sarada Vilas Teachers College**  
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### **5.1.1 QNM DE**

**3. Report on each capability  
building and skill  
enhancement initiative**





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## CAREER AND PERSONAL COUNSELLING

### 1. Career Counseling

Career counseling is a process that helps individuals identify and explore career options, make informed decisions about their future, and develop strategies to achieve their goals. It can be helpful at any stage of life, but it is especially beneficial for young people who are just starting out in their careers.

In Sarada Vilas Teachers College, there is a functional Placement Cell under which Career Counseling is done for the students. Normally a session on Career options in the field of Education will be held during the Induction Program in the beginning of the academic year keeping in view the various professional competencies to be developed so as to get teachers job in front-line or high-profile schools or colleges. Again another orientation on Career options will be done during the IV semester, once before and once after the Internship program so as to prepare the students for employment.

The Session will have the following:

1. Clarifying the Vision of the Session
2. PPP on the relevant issues
3. Interactive Discussion on each topic
4. Review / Questioning-Responding
5. Evaluation
6. Reporting
7. Follow-Up

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The following issues will be discussed with students:

- What after B.Ed.? – Higher Education / Employment / Entrepreneurship (or) Self Employment
- Opportunities in Government School
- Opportunities in Private Grant-in-Aid Schools
- Opportunities in Private Non-Grant-in-Aid Schools
- Opportunities in Govt. Residential Schools – Morarji / Ekalavya etc
- Opportunities in Kendriya Vidyalaya National Sangathan schools (KVNS)
- Selection exams: CET / TET conducted by NTA
- Professional Competences required for teaching profession
- Stages of Selection in Private Schools (Written test-Demonstration-Interview-Counseling)
- How to prepare CV / Bio-data / Candidate profile

Our career counseling initiatives, including TET classes and mock tests, have been pivotal in preparing our students for successful teaching careers. These classes are meticulously designed to cover all aspects of the Teacher Eligibility Test (TET) syllabus, ensuring our students are well-prepared for the examination.

We conduct regular TET classes, where experienced faculty members provide in-depth knowledge and strategies to tackle the TET. These sessions include comprehensive coverage of pedagogy, subject-specific content, and educational psychology. To further enhance the learning experience, we integrate interactive teaching methods, including group discussions, quizzes, and practical teaching sessions.

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In addition to the classes, we organize periodic mock tests that simulate the actual TET environment. These tests help students gauge their preparation level, identify areas of improvement, and build confidence. Each mock test is followed by a detailed feedback session where faculty members provide constructive feedback and personalized guidance.

Our career counseling initiative has shown remarkable results, with a significant number of our students successfully clearing the TET and securing teaching positions in reputed schools. The initiative not only enhances their subject knowledge but also equips them with the necessary skills to excel in their teaching careers.

*Kavitha S*  
 Principal  
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### REPORT ON CAREER COUNSELING

Our college has an age old tradition, in conducting career counseling for its students by conducting career counseling sessions and the college plays a vital service aimed at assisting students in making informed career choices, understanding their strength and interests and aligning them with potential career paths. The role of career counseling has become more active than ever in providing essential service to our students which support them in navigating their career paths and making informed decisions and by addressing challenges and implementing effective strategies, thus enhancing the impact of career counseling and preparing its students for the better workplace. The TET-CET course in the third semester helps our students in career counseling initiatives. The session covers all aspects of the Teacher Eligibility Test (TET) and CET ensuring our students to prepare well for the examination. The sessions also include a comprehensive coverage of pedagogy, subject-specific content and educational psychology to enhance the learning experiences and to integrate the teaching methods and to have group discussions, quizzes. The students are assessed by mock test, an internal test in CET/TET and by assigning the assignment work for all the students of III semester, which creates zeal in cultivating the habit of involvement and to getting stimulated to the actual TET environment. These tests not only help students gauge their preparation level, identify their areas of improvement, and build confidence but also prepare them for life. Each mock test is followed by a detailed feedback-session where faculty members provide constructive feedback and personalized guidance. Our career counseling initiative has shown remarkable results, with a significant number of our students successfully clearing TET and CET by securing teaching positions.

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in reputed schools. These initiatives not only enhance their subject knowledge but also equip them with the necessary skills to excel in their teaching careers.

Career Counseling Session held on 21/08/2019 by Dr. Sumithramma



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



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Career Counseling session held on 17/09/2021 by Mr. Karthik P.S.



Career Counseling was held on 24/02/2022 by Smt. Anusha K.M



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Session on Career Counseling held on 5/04/2023 by Dr. Zonia Abraham



Career Counseling Session Conducted By Dr. H N Vishwanath on  
25/05/2023



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



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**Workshop on Competitive Exam —TET and CET dated February 3<sup>rd</sup>,  
2023, Dr. Zonia Abraham**



**Group Counseling session conducted by Mr. Shivswamy, dated 04/01/2020**



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





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**Mentoring Session conducted to the students by Dr. Zonia Abraham on 7<sup>th</sup> March 2023**



**Group Counseling session conducted by Mr. Kumaraswamy C/S, dated 04/09/2021**



ಶಿಕ್ಷಣಾಧಿಕಾರಿ  
 Principal  
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Group Counseling conducted to our students by Dr. Sumithramma to our students dated 16/03/2022



Group Counseling conducted to our students dated 3/03/2023 by Dr. K C Gaythari



*Sarada Vilas*  
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Personal Counseling held on 14/03/2019 by Dr. H M Manjunath



Personal Counseling held on 24/02/2020 by Mr. Kumarswamy C S



*Sreedhars*  
Principal  
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Personal Counseling held on 18/9/2021 by Dr. Zonia Abraham



Personal Counseling, held on July 13<sup>th</sup>, 2023 by Smt. Aishwarva.



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



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**Personal Counseling, held on 11/09/2023, by Smt. Aishwarya  
 counseling the student**



**Personal Counseling held on 11/09/2023, Dr. Shamukha, counseling  
 the student,**



*Sreela S.K.*  
 Principal  
 Sarada Vilas Teachers College,  
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## PLACEMENT CELL

### Placement Cell

The placement cell organizes various activities, including campus recruitment drives, job fairs, and networking events. We collaborate with reputed schools and educational institutions to provide our students with ample employment opportunities. Additionally, we conduct pre-placement training sessions, covering resume writing, interview preparation, and professional etiquette to enhance students' employability.

### Placement Cell at SVTC

Sarada Vilas Teachers College is committed to ensuring successful career placements for our students. Our placement cell works diligently to connect students with leading educational institutions and organizations, facilitating a smooth transition from academic life to professional teaching careers. Our dedicated placement team provides continuous support to students throughout the placement process. Personalized career counselling sessions are offered to help students identify their strengths and career goals. We also assist students in preparing for interviews by conducting mock interview sessions and providing constructive feedback.

The Placement Cell of our college plays a crucial role in guiding and providing complete assistance to all the passing out B.Ed. students for their teaching jobs in schools and colleges in both government and private sectors. The Placement Cell functions round the year to facilitate contacts between the students and the community educational institutions. Students are trained according to the professional and institutional needs before they participate in the campus recruitment or facing interviews in educational institutions. The Placement Cell conducts career guidance programmes for all the students and even for Alumni. In order to orient students on the expectation/requirements of the schools/colleges and to enlighten them regarding the dynamics of interview and selection process, the cell invites heads of a few institutions of Mysore.

*Srinivas*  
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### Activities under Training & Placement Cell

- Interaction with the best reputed schools and for Campus recruitment.
- Conducting one workshop on Resume Writing and Soft skills development.
- Coordinating all the activities related to Placement.
- To assist students to develop/clarify their academic and career interests, and their short and long-term goals through individual counseling and group sessions.
- Sharing information about recruitments through what's app or phone calls.
- Mock CET/TET exams and Interviews
- Preparing a sound and impact CV.
- Workshop on Communication Skills, Soft skills, interview skills etc.

The success of our placement initiatives is reflected in the high placement rate of our graduates. Many of our students secure positions in esteemed schools and educational organizations, contributing to their professional growth and the reputation of our institution. We take pride in our role in shaping the future educators of our society.

*Srida.K.S*  
Principal  
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### REPORT ON PLACEMENT CELL

The placement cell of Sarada Vilas Teachers College is active throughout the year in connecting the academia and the Educational institutions. The Placement cell provides needed information for its students in providing the placement services, securing internship programs, jobs opportunities and other career-related opportunities.

The placement cell provides career counseling, Job placements and organizes the internship program, it also increases employability, confidence building among the students by preparing them for interviews and recruitment processes through mock interview, group discussions, preparing resume and through networking opportunities. These programs conducted by the placement cell is an integral part of the institution's success and its student's future by ensuring that the students are ready to step into the professional world with the necessary skills and connections. Thus, the placement cell connects students directly with varied job opportunities.

The different educational institutions visit the college and conduct the interview allowing students to interact with recruits and to secure job offers. Thus, successful campus placement positively impacts on institutional reputation. When students secure lucrative positions in educational institutes it reflects well on the quality of education provided by our institution. Thus it can be concluded that most of our students are benefited by the placement cell of our college and the placement cell works hard for the betterment and the welfare of the students.

*Srinivas*  
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Mob No : 7019807294

**PHOTOS ON PLACEMENT CELL**  
Placement Cell - Dated 25/05/2023



Mysuru, Karnataka, India  
7.88V+62V, Krishnamurthy Puram, Mysuru, Karnataka 570008, India  
Lat 12.290911°  
Long 76.642504°  
12/05/23 11:53 AM GMT +05:30

*Sudhakar*  
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### Resume Preparation

Sarada Vilas Teachers College places a strong emphasis on resume preparation as an essential skill for our students' professional development. Our resume preparation workshops are designed to help students craft effective resumes that highlight their strengths, skills, and achievements, making them stand out to potential employers.

The workshops are conducted by experienced career counsellors and industry experts who provide insights into the latest trends and best practices in resume writing. Students are guided through the process of creating a professional resume, from choosing the right format to highlighting relevant experiences and skills. Emphasis is placed on the importance of tailoring resumes to specific job roles and including impactful action verbs and quantifiable achievements. During the sessions, students receive personalized feedback on their resumes and have the opportunity to participate in one-on-one consultations. These consultations allow students to refine their resumes further and ensure they effectively communicate their qualifications and potential to employers. The resume preparation initiative has been highly beneficial, with students reporting increased confidence in their job applications and improved success rates in securing interviews. By equipping our students with the skills to create compelling resumes, we enhance their employability and support their transition into successful teaching careers.

  
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### Report on Resume Preparation

A resume is a crucial document in the job application process, providing a summary of an individual's qualifications, skill and experiences to potential employers. Our college provides an opportunity for its students in preparing resume has a crucial document in the job application process. The goal is to equip students with the skill and knowledge required to create a professional and compelling resumes that enhance the employment prospects. A well crafted resume is needed for the job search process and the teachers have to strive hard in helping their students draft a comprehensive resume preparation program integrated into its career services. By providing personalized support and real world practice opportunities, the college ensures that its students are well prepared to present themselves effectively to potential employers further enhancing student success and career readiness.

### Resume Preparation dated 13/07/2021



*Sreedha K K*  
 Principal

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Resume Preparation dated 8/04/2022



Resume Preparation dated 22/09/2023



*Deekshika*  
Principal  
Sarada Vilas Teachers College,  
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## SKILL ENHANCEMENT IN ACADEMIC, TECHNICAL AND ORGANIZATIONAL ASPECTS

### COMMUNICATION SKILL WORKSHOP

**Communication skills** are vital in any aspect of life, but when it comes to teaching and learning, effective communication is paramount. Building a strong learning community requires teachers to be skilled communicators who can effectively convey their message to their students. **Effective communication** can help students better understand the subject matter, encourage participation, and foster a positive learning environment.

Communication is the foundation of strong relationships in the educational setting. By fostering open lines of communication, educators establish trust, respect, and rapport with their students. Students feel valued and understood when they have opportunities to express their thoughts, concerns, and ideas.

Good communication skills can help teachers to better understand their students and to build positive relationships with them. In addition, good communication skills can help teachers resolve conflicts and manage their classrooms effectively. Teachers need to be able to communicate with students and parents.

Sarada Vilas Teachers College recognizes the crucial role communication skills play in the professional success of educators. We conduct a comprehensive communication skill workshop before Micro-teaching workshop. This workshop is organized for the whole one or two days that encompass all different parameters of the process of communication with a special reference to communication in teaching-learning contexts. In this workshop both theoretical aspects and practical demonstrations are blended in such a way that every individual student gets exposed to all dimensions of the wonder world of communication.

The workshops cover various aspects of communication, including public speaking, active listening, body language, and interpersonal skills. Led by experienced trainers, these interactive sessions employ a range of activities such as role-playing, group discussions, and presentations to

*deelnits*  
 Principal  
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Foster a practical understanding of effective communication techniques. In specific, every individual student teacher will learn the following aspects with a theoretical understanding reinforced with practical demonstrations:

1. Concept of Communication
2. Communication Cycle
3. Types of Communication : Inter & Intra / Verbal & Non-Verbal
4. Three versions of Language: Sign / Action / Object
5. Different aspects of Verbal Communication: Reading-Writing-Speaking  
 (Pronunciation – Clarity – Conciseness – Completeness – Vocabulary – Confidence – Modulation – Tone – Style – Language – Interaction – Feedback)
6. Different aspects of Non Verbal Communication:
  - a. Proxemics – (Distancing)
  - b. Kinesics (Body language/ Facial Expression / Posture / Gesture / Eye Contact)
  - c. Chronemics (Timing)
  - d. Para-lingual (Vocal Quality)
  - e. Artifacts (Objects usage)

Students are encouraged to engage actively in the workshops, receiving real-time feedback and tips on improving their communication style. The training also focuses on overcoming common barriers to effective communication, such as anxiety and lack of confidence. By participating in these workshops, students develop the ability to convey their ideas clearly and persuasively, a critical skill for any teaching professional.

Our communication skill workshops have received positive feedback from students, who report significant improvements in their confidence and ability to interact with peers, colleagues, and students. This initiative is a cornerstone of our commitment to producing well-rounded educators who can effectively engage and inspire their students.

*Sarada K*  
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### REPORT ON COMMUNICATION SKILL WORKSHOP

A teacher is a nation builder, who builds a stronger community for this to happen our teacher's needs to be good communicators, who can effectively communicate and convey the information and understand others and who can foster a positive relationship in both personal and professional contexts. Certainly, effective communication skills for teachers impact various aspects of teaching.

Our Sarada Vilas Teachers College has always extended its hand in helping students to acquire the knowledge on how to speak, listen and understand others through the "Communication Skill Workshop" this workshop enables every student teacher to know the importance of using the language and communicating with others through the verbal and non verbal communication skills.

Usually, the workshop on communication skill extends for a period of two days where the Teacher Educator and the student teacher, enjoy the workshop in learning the skills together. Resource persons from Rangayana, and person from theatre gives a detailed instruction on use of communication skills and demonstrates on how language plays an important role in one's life.

The Communication skill workshop helps our student teachers to know different modems of communication, use of articulation, Voice variation and Pitch. Every student teacher tries to know the differences in these aspects of communication. The workshop also helps the students in having the practical knowledge by conducting different activities these activities usually are group based and sometimes involves students in non verbal communication through the use of sign, body language and the use gestures which literally helps students to know the noteworthiness of the Communication Skill Workshop.

Through the communication skill workshop one can be benefited in terms of paying full attention to the speaker, responding thoughtfully and to remember what was said this develops confidence in the student teacher, helps in for effective instruction, classroom management, engaging students, building relationships, resolving conflicts and in professional development.

*Vishal EC*  
 Principal

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





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Thus, it can be concluded by saying that a good communication helps in building a strong relationship creating a supportive and engaging learning environment thus prepares our students for the internship program. These skill developments are invaluable for personal and professional success.

**COMMUNICATION SKILL WORKSHOP**



**Communication Skill workshop dated 05/05/2021**



*Sree K. S.*  
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Communication Skill workshop dated 05/05/2021



**COMMUNICATION SKILL WORKSHOP**

Communication Workshop held for the students of I Year, dated: 3/05/2022

Resource Person Dr. Chidhananda Sorabha



*Sarada Vilas*  
**Principal**  
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### Report on Microteaching Skill Workshop

At Sarada Vilas Teachers College, we prioritize the development of practical teaching skills through our microteaching skill workshops. These workshops are designed to provide our students with hands-on teaching experience in a controlled and supportive environment.

Microteaching involves students delivering short teaching sessions to their peers, followed by constructive feedback from both peers and faculty. This process allows students to practice and refine their teaching techniques, experiment with new strategies, and build confidence in their teaching abilities.

The workshops cover various components of effective teaching, including lesson planning, classroom management, instructional strategies, and assessment methods. Students are encouraged to focus on specific skills during each session, such as questioning techniques, use of teaching aids, and time management.

Through repeated practice and feedback, students gain valuable insights into their teaching styles and areas for improvement. The microteaching workshops have proven to be an effective tool for skill enhancement, enabling our students to transition smoothly into real classroom settings with greater competence and confidence.

This initiative underscores our commitment to preparing our students for the practical challenges of the teaching profession, ensuring they are equipped with the necessary skills to provide high-quality education.

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



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**MICRO TEACHING SKILL PRACTICE**

**Micro Teaching dated 19/02/2019**



**Micro Teaching Lesson, date 12/01/2020**



*Lodak's*

Principal

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Micro Teaching dated 6/5/2021



Micro Teaching dated 5/05/2022



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Micro Teaching dated 26/03/2023



*Srinivas K.C.*  
Principal  
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BLACK MOVIE SHOW



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Principal  
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### FEEDBACK ON SPECIAL SCHOOL VISIT

1. Name of the school & Address:
2. Dist. Code :
3. Type of School: Blind/Deaf and Dum/ Others:
4. School Administration Type: Gov/ Aided/Private/NGO
5. School Income Source:
6. Name and Qualification of the Head of the School:
7. Details of Faculties working in the School:
8. Pre-service Training available for the in-service Teachers :
9. Gender wise classification of students studying in the school:
10. Facilities provided by the school and availed by students
11. Details of activities conducted in school (curricular and co-curricular activities).
12. Examinations conducted by college and evaluation.
13. Facilities provided by Government to the school.
14. Different methods and tools adopted in teaching by the special school adopted.
15. Is the school Residential or Non Residential.

*Sudha K*

Principal

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16. Special Programs conducted in the school (such as medical checkup, Tools and equipments if any given):
17. Achievements of students of the school:
18. Opinion of School headmaster/Headmistress on inclusion:
19. Opinion of Parents about the teaching and the teachers of the school.
20. Students opinion about school
21. Procedure of selection of students:
22. Result of previous 5 year batch of students who enrolled to SSLC.
23. Teacher Trainee shares your experience.

*Sreedhara*  
 - Principal  
 Sarada Vilas Teachers College,  
 K.M.Puram, Mysuru - 570 004

**8. Preparation for  
Competitive Exams  
SVTC E-Resource  
Web portal For  
Competitive Exam  
Preparation**

## 8. Preparation for Competitive Exams

### SVTC E-RESOURCE WEBPORTAL FOR COMPETITIVE EXAM PREPARATION

<https://svtcmysore.org/EResources.aspx#17>

COMPETITIVE EXAMS E-RESOURCES	
<b>Union Public Service Commission (UPSC)</b>	
• VisionIAS	• ClearIAS
• INSIGHTSIAS	• IAS Exam Portal
• IASBABA	• OnestopIAS.com
• MrunalIAS Notes(Free)	• IASForum
• Shankar IAS Academy	• UPSCDiscussion Forum
<b>Karnataka Public Services Commission (KPSC)</b>	
• ಸ್ವರ್ಣರೇಖೆ	• ಕೆಎಚ್
• ಸ್ವರ್ಣ ಸಂಪನ್ಮೂಲ	• ಸಿದ್ಧಿ ಕನ್ನಡವಾರ್ತೆ
• GKToday Current Affairs	
<b>Staff Selection Commission and Others</b>	
• Talent Sprint (18 Websites: Bank & SSC)	• SSC Coaching
• EduExcel	• SSC CGL coaching(YouTube videos)
• Vidyaguru	
<b>Railway Exams</b>	
• Cracku	• RRB Exam Portal
<b>Banking Exams</b>	
• Careerpower for Banking	• Urbanpro
• IBTIndia	• SuccessCDs
<b>TET and CTET Exams</b>	
• TET	• CTET
<b>Important Website</b>	
• NCERT	• Pratyogita Darpan
• The National Institute of Open Schooling (NIOS)	• PIB
• IGNOU	• Yojana
• Karnataka Textbook Society	• PDF Drive
• NET Exam: National Testing Agency	• SSC
• UPSC	• KEA
• KPSC	