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

6.5.3 QNM DE

1. Report of the work done by IQAC

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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

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Mob No : 7019807294

Date:

Office No: 0821-2332137

Ref. No.:

Report of the work done by IQAC

The Internal Quality Assurance Cell (IQAC) serves as a catalyst and a booster in enhancing the overall quality benchmarks of the institution, whether in elevating student learning standards, or enhancing teaching competencies, or nurturing students' competitive acumen. Most of the programs and activities are organised under the auspices of IQAC. Below, we delve into some of the structured practices implemented by the IQAC:

Teachers Orientation Programs (TOP) A Teachers Orientation Program is organised every year to update the teacher educators on new areas of development in education. Normally it will be done for two days. Academicians are invited as resource persons. Issues like NEP-2020, Innovative Pedagogy, ITEP etc. are discussed.

Student Induction Program(SIP) The academic year begins with a Student Induction Program (SIP). The basic purpose of a SIP is to introduce students to their new college, course, curriculum, academic & social environment and the faculties.

Engage with Community: Under IQAC initiatives, college offers plenty of opportunities to serve the community in terms of organising awareness programs, Community outreach activities and camps in rural areas (CLCs)

Promoting Research Environment: IQAC insists on research endeavours to be taken up all throughout the academic year. Teachers are encouraged to publish research papers, guide students on Action Research and even guiding for Doctoral research.

Value Added Course (VAC): VACs are organised in the college every year mainly with the vision of enhancing employability skills in students. Illustration: Value Added Course related to Teachers Personality Development under the title, Life Skills Development Program (LSDP) was conducted in our college in 2023. About 20 topics related to teachers' personality development with Life skills were transacted using different methods and approaches by all the staff members of the college.



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Date:

No.: Workshops and Seminars for Holistic Student-Teacher Development: With the objective of fostering comprehensive student and teacher development, the IQAC organizes workshops and seminars on Communication Skills, Life Skills, Theatre Skills, Micro Teaching, Innovative Strategies / Approaches / Methods and Techniques, Life Skill Development, Inclusive Education, Action Research, Evaluation Techniques and Tools etc. are conducted every year.

Personality Development Programs: IQAC conducts programs aimed at enhancing students' personalities and instilling essential life skills. Recognizing the essential life skills for contemporary world, these programs focus on cultivating a positive mind set, fostering the right attitudes toward learning, and nurturing crucial personality traits essential for navigating professional challenges.

Preparation for Competitive Exams: Special training sessions are conducted on preparing a sound CV, Cracking Interviews, Skills to counter interviews successfully for the sake of passing out students on Career related Skills, Career Guidance and Counselling, CET, TET or any other competitive exams.

Workshops on Teaching Pedagogy and Learning Materials Preparation: IQAC conducts workshops aimed at refining teaching methodologies and developing teaching-learning materials (TLM) such as Charts, Models, PPP slides, Specimens, Objects or any such Audio-visual aids;

In essence, the IQAC's initiatives epitomize a holistic approach to education, wherein academic excellence converges with practical skills, fostering well-rounded individuals primed for success in a dynamic and competitive global landscape.

> eela. X.S Sarada Vilas Teachers College, K.M. Puram, Mysore-570 004

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

6.5.3 QNM DE2. List of quality initiatives undertaken by IQAC



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List of IQAC Activities for Ensuring Quality Culture

1. Teachers Orientation Programs (TOP)

	Teachers Orientation	Dates	Activities
1	Teachers Orientation Programme (TOP) for the Academic Year 2018-19	04-12-2018	Presentation and Discussion
2	Teachers Orientation Programme (TOP) for the Academic Year 2019-20	27-11-2019	Presentation and Discussion
3	Teachers Orientation Programme (TOP) for the Academic Year 2020-21	25-02-2021	Presentation and Discussion
4	Teachers Orientation Programme (TOP) for the Academic Year 2021-22	01-02-2022	Presentation and Discussion
5	Teachers Orientation Programme (TOP) for the Academic Year 2022-23	04-01-2023	Presentation and Discussion



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2. Student Induction Program (SIP)

	Student Induction	Dates	Activities
1	Students Induction Programme (SIP) for the Academic Year 2018-19	06-12-2018 to 08-12-2018	Presentation and Demonstration
2	Students Induction Programme (SIP) for the Academic Year 2019-20	26-11-2019 to 27-11-2019	Presentation and Demonstration
3	Students Induction Programme (SIP) for the Academic Year 2020-21	24-02-2021 to 26-02-2021	Presentation and Demonstration
4	Students Induction Programme (SIP) for the Academic Year 2021-22	01-02-2022 to 03-02-2022	Presentation and Demonstration
5	Students Induction Programme (SIP) for the Academic Year 2022-23	02-02-2023 to 04-02-2023	Presentation and Demonstration



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3. Engage with Community

Year	Name of the activity	Nature of the activity	Date/s
2018-19	Awareness Programme on Importance of Education	Awareness Programme	18 th February 2019
2018-19	Jatha on Protection of Environment	Jatha	7th October, 2019
2019-20	Drama Performance on Sarva Dharma Samanvaya	Drama	25th January 2020 .
2020-21	Voluntarily Students' Participation in Covid Vaccination Time	Social Service	3rd July, 2021
2020-21	Voluntarily Students' Participation in Food Distribution in Covid Vaccination Time	Social Service	7rd July, 2021
2021-22	Street Play on importance of planting trees protecting the environment	Street Play	March 12, 2022
2021-22	Drama Performance on Black Magic	Drama	September 6, 2022
2022-23	Street Play on 'the light within'	Value Based Programme	26th April, 2023
2022-23	Donating Blood is JeevanDaan	Social Service	6th June, 2023



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4. Promoting Research Environment

Number of research papers / articles per teacher published in the Journals notified on UGC website during the last five years

Year	2018	2019	2020	2021	2022	Total
Number of research papers / articles published	0	0	1	4	9	14

Total number of books and / or chapters in edited books, papers in National / International conference proceedings published during the last five years

Year	2018-19	2019-20	2020-21	2021-22	2022-23	Total
Number of books and / or chapters in edited books, papers in National / International conference proceedings published	6	1	2	5	6	20



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5. Value Added Course (VAC)

Year	Total number of Value added courses	Names of the value added course (with 30 or more contact hours) offered during last five years	Course Code
20018-19	1	1. Social Media for Educational Purposes	VAC-1
2019-20	2	1. Technology Ethics in Education 2 .Sustainability Education	VAC-1 & VAC-02
2020-21	2	1.Positive Behavior Interventions and Supports 2.Health and Wellness Education	VAC-1 & VAC- 02
2021-22		Mindfulness and Emotional Intelligence in Education Community Based Learning	VAC-1 & VAC- 02
2022-23	2	1. Gifted Education and Enrichment Strategies 2.Life Skill Development	VAC-1 & VAC- 02



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6. Workshops and Seminars for Holistic Student-Teacher Development

Activities	Duration with Date/s	Name of expert/moderator/ teacher
	10/4/2023	Dr. Chidanand N K
	21-07-2023	Dr. Kalpana Mukundara Iyengar
Special lectures by experts	1/8/2023	Sister Chandrika B K
	11/9/2023	Dr. Keethiraj
	3/10/2023	Prof. M R Manjunath
Book reading' & discussion on it	15/03/2023	Shiva Swamy C
Discussion on recent policies & regulations	4/4/2023	Shiva Swamy C
Teacher presented seminars for	24/08/2023	Manjunath H M
benefit of teachers & students	3/7/2023	Kumaraswamy
Media impact for various aspects of education	27/10/2023	H M MANJUNATH
Discussions showcasing the linkages of various contexts of education- from local to regional to national to global	16/10/2023	H M MANJUNATH



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7. Personality Development Programs

Capability building and skill enhancement initiatives	Nature of activities	Duration with dates
1. Career and Personal Counselling	Career Counseling, Workshop on competative Exam. Mentoring session, Group Counseling, Personal Counseling, Placement Cell. Resume Preparation,	Career CounselingDuration: One Hour, 21/8/2019, 17/09/2021, 24/02/2022, 05/04/2023, 25/05/2023 Workshop on Competative Exam - two hour session-03/2/2023, Mentoring Session (One Hour) - 07/03/2023, Group Counseling - 4/02/2020, 04/09/2021, 16/03/2022, 03/03/2023. Personal Counseling - 14/03/2019, 24/02/2020, 18/09/2021, 13/07/2023/ 11/9/2023 (One HourSession). Placement Cell - 25/05/2023, 12/10/2023 (Interview) - 2 hours.Resume Preparation - (one Hour)13/07/2021, 08/04/2022, 22/9/2023.
2. Skill enhancement in academic, technical and organizational aspects	Academic - Communication skill, Micro Teaching, Technical Skill - ICT based Lessons, Organizational aspects - Making Batches and Preparing Time Table.	Communication skill- 5/5/2021, 3/5/2022, 21/3/2023, Micro Teaching - 19/02/2019, 12/01/ 2020, 06/05/2021, 05/05/2022, 26/03/2023 13//04/2023.technical Skill -ICT Based Lesson -4/10/2023 to 11/10/2023.Organizational aspect - Students are grouped into batches and presentation are conducted in batches.



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8. Preparation for Competitive Exams

SVTC E-RESOURCE WEBPORTAL FOR COMPETITVE EXAM PREPARATION

https://svtemysore.org/EResources.aspx#17

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

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)



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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.

ldeas 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 selfintroduction. 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 fecture 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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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 onal 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.

Principal
Sanda Vias Traches College
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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.

 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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- 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
 peactical 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:

L 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 imaggiral address that set the tone for the day's acasion.
- Introduction to Professional Ethics: Dr. 5athyanarayanintroduced 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:



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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 acenarios and discuss appropriate responses.
- Implementation Strategies: Dr. 5athyanarayandiscussed 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. Shivakamar 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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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 selfintroduction. 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 stuff members. In each session, there was an interactive fecture 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-1: 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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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. Stategies for addressing challenges in promoting Life Skills for Teachers.

Session 3: L. 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 tokenways

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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SARADA VILAS TEACHERS COLLEGE

Sacada Vilas Road, K.M Param, Myurra-570004, Karmataka Affiliated to University of Mysore, Mysoru, Karnataka State, Grant in Aid College NAAC Accredited in 2016, "B" Grade, CGPA-2,734

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

Office No: 6821-2332137 Mob No : 7019807294

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 Saruda Vilas Teachers College, Mysore, on the 4th of February, 2023. The session was fed 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 discursion on the key components of ITEP, including:
 - ✓ Curriculum Integration
 - Pecagogical 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:

OCcale K.f Principal Sarada Vilas Teachers College. K.M. Puram. Mysore-570 úna



SARADA VILAS TEACHERS COLLEGE

Affiliated to University of Mysore, Mysora, Karnatako State, Grant in Aid College NAAC Accredited in 2016, "11" Grade, CGPA-2 73/4

Email ID: wtemysore@gmail.com Website: www.sytemysore.org Office No. 0821-2332137 Mob No. : 7019807294

- Holistic Development
- ✓ Enhanced Teaching Skills
- ✓ Improved Classroom Management
- ✓ Better Understanding of Student Needs
- Lunch Break (1:00 PM 2:00 PM);

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

- Implementation Strategies: Mr. Shivakamar 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 showensing 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 practiculity 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.

Principal
Sarada Vilas Teachers College,
10.18. Parama Myanno-170 Line

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 Nd J
2	Dr.Leela.K.S	Redutes
3	Dr.S.Suresh	Sub
4	Dr.H.N.Vishwanath	-000
5	Sumithramma	1
6	H.M.Manjunath	margues
7	Zonia Abraham	A
8	C.Shivaswamy	Stimous
9	B.Sreekanthamurthy	Leckartomethy
10	C.Kumaraswamy	de For
11	Dr.Venkatesh.H.S	AFTA 45

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

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

ATTENDANCE

5/N	Name of the teacher	Signature
1	Dr.P.S.Suresh	W
2	Dr. Leela.K.S	Boela Jack
3	Dr.S. Suresh	South.
4	Dr.H.N. Vishwanath	- 22 More
5	Sumithramma	1
6	H.M.Manjunath	marky
7	Zonia Abraham	A
8	C.Shivaswamy	Shire Swey,
9	B.Sreekanthamurthy	Sectlerette mentings
10	C.Kumaraswamy	My 80%
11	Dr.Venkatesh.H.S	Diam. Hd
12	Dr.Rekha.M.P	- tresta plato.

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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	WL
2	Dr.Leela.K.S	(Cestalki S
3	Dr.S.Suresh	Snels
4	Dr.H.N.Vishwanath	- 1/400
5	Sumithramma	4
6	H.M.Manjunath	manits
7	Zonia Abraham	A
8	C.Shivaswamy	Shirakas
9	B.Sreekanthamurthy	Speckalomenty
1.0	C.Kumaraswamy	Xw Ex
1	Dr.Gayathri.K.C	Man.
2	Chandrashekhar.B	Clair. 1
3	Karthik.P.S	b to B

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

ATTENDANCE

5/N	Name of the teacher	Signature
1	Dr. Leela.K.S	Cocla K.S
2	Dr. S. Suresh	gruh
3	Dr. H.N. Vishwanath	2000
4 D	Sumithramma	Lucothina
5	H.M. Manjunath	magers.
6	Zonia Abraham	A
7	C. Shivaswamy	Sula Buse x.
8	C. Kumaraswamy	du Es.
9	Ramya M.R	Raga DR
10	Dr.Gayathri K.C	bo
11	Chandrashekhar B	dudra B
12	Karthik P.S	(b-b-d)
13	Anusha K	Ab



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.5	oCeelant &
2	Dr. S. Suresh	loubs
3	Dr. H.N. Vishwanath	LANN .
4 D	(Sumithramma	Rustine
5	H. M. Manjunath	mar July
6	Zonia Abraham	A V
7	C, Shivaswamy	Shinashon
8	C. Kumaraswamy	de For
9	Dr. Gayathri K.C	the same
10	Karthik P.S	BED
11	Anusha K	A.

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'

SI. 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	1				
3.	The TOP was organized systematically as planned		-			
-4,	The topics selected were need-based and essential for TE					
.50	Sessions conducted were very interesting	~				
6.	The sessions were interactive and participative		1			
7.	The resource persons had an impact presentation	~	8			
8.	The illustrations and experiences provided were relevant		~			
9.	The transaction strategies and approaches were effective	1				
10.	The objectives of the TOP were realized to expected extent	1				

Name of the Teacher Educator: Do How Mahman

Signature Signature

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

Date: 04-12-2018

FEED BACK

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SI. No.	Description	Strongly Agree	Agree 3	Undecided 2	Disagree 1	Strongly
1.	The objectives of the TOP were clearly stated	4				0
2.	IP was Systematically planned as per the objectives	6				
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	100				
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		1			
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	The objectives of the TOP were realized to expected extent					

Signature

Sarada Vilus Teachers College, K.M. Puram, Mysore-579 0*4

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

Date: 04-12-2018

FEED BACK

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1,	The objectives of the TOP were clearly stated	1				
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7.	The resource persons had an impact presentation		-			
8.	The illustrations and experiences provided were relevant	٠,				
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10.	The objectives of the TOP were realized to expected extent	-				

Name of the Teacher Educator:		- D_
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Principal
Strada Visa Touchers Callens
K.M. Puram. Mysora-676 pcs

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

Date: 27-11-2019 FEED BACK

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1.	The objectives of the TOP were clearly stated	- 11	-			
2.	IP was Systematically planned as per the objectives	1				
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5.	Sessions conducted were very interesting	700				
6.	The sessions were interactive and participative					
7.	The resource persons had an impact presentation	12				
8.	The illustrations and experiences provided were relevant	1				
9.	The transaction strategies and approaches were effective					
10.	The objectives of the TOP were realized to expected extent					

Name of t	he Teac	her Ed	ucator:
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(/Signature

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Principal

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

Date: 27-11-2019

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1.	The objectives of the TOP were clearly stated	V				
2.	IP was Systematically planned as per the objectives	1/				
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4,	The topics selected were need-based and essential for TE	1				
5.	Sessions conducted were very interesting	1/				
6.	The sessions were interactive and participative		1/			
7.	The resource persons had an impact presentation	10				
8.	The illustrations and experiences provided were relevant	V				
9.	The transaction strategies and approaches were effective		V			
10.	The objectives of the TOP were realized to expected extent	1				

Name of the Teacher Educator: _________ Umantication C

Signature

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

Date: 27-11-2019

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3.	The TOP was organized systematically as planned					
4,	The topics selected were need-based and essential for TE	2				
5.	Sessions conducted were very interesting					
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7.	The resource persons had an impact presentation		-			
8.	The illustrations and experiences provided were relevant	4				
9.	The transaction strategies and approaches were effective					
10.	The objectives of the TOP were realized to expected extent		-			

Name	of	the	Teacher	Educator:	Time to
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Signature

Principal
Surada Vilias Teachers College.
Surada Vilias Teachers College.

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"

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

Name of the Teacher Educator: WMANASOAMY

Principal Sarada Vilas Teachers College K.M. Puram, Mysore-579 00-

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

Date: 25-02-2021 FEED BACK

Dear Teacher Educators.

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SI. 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	1600				
4.	The topics selected were need-based and essential for TE	0.25				
5.	Sessions conducted were very interesting					
б.	The sessions were interactive and participative	~				
7.	The resource persons had an impact presentation		1			
8.	The illustrations and experiences provided were relevant	-				
9.	The transaction strategies and approaches were effective	1				
10.	The objectives of the TOP were realized to expected extent					

Name of the Teacher Educator: Do Har Mah Janelt

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Signature

Ceela Kl Principal Parada 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

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Read them and mark your option with 'V'

SI. No.	- Constitution	Strongly Agree 4	Agree 3	Undecided 2	Disagree 1	Strongly Disagree
1.	The objectives of the TOP were clearly stated					- 7
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:
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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 'V'

SI. No.	Description	Strongly Agree 4	Agree 3	Undecided 2	Disagree 1	Strongly Disagree 0
1.	The objectives of the TOP were clearly stated	U				
2.	IP was Systematically planned as per the objectives	1	U.E.			
3.	The TOP was organized systematically as planned	V				
4.	The topics selected were need-based and essential for TE	X	~			
5.	Sessions conducted were very interesting	V				
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	V.				
10.	The objectives of the TOP were realized to expected extent	V				_bylo

Name of the Teacher Educator: Cumary Garage

Signature

Principal Sarada Vilas Teachers College K.M. Puram, Mysora-570 C.

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

Date: 04-01-2023 FEED BACK

Dear Teacher Educators,

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Read them and mark your option with 'V'

SI. 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	2/				
3.	The TOP was organized systematically as planned		2000			
4.	The topics selected were need-based and essential for TE					
5.	Sessions conducted were very interesting					
6.	The sessions were interactive and participative	1-1-				
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	Name	of	the	Teacher	Educator
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Drincipal Drincipal Surada Vitas Teochers Golfens K.M. Purain, Mysoco-570 bil-4

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

Date: 04-01-2023 FEED BACK

Dear Teather Educators,

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Si. 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	1				
3.	The TOP was organized systematically as planned	4				
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		V			1
8.	The illustrations and experiences provided were relevant	~				
9.	The transaction strategies and approaches were effective	1				
10.	The objectives of the TOP were realized to expected extent		4			

Name of the Teacher Educator: Do-Am Vighwandt

Signature

Principal Egrada Wiles Teachers College K.M. Puran, Mysore-570 00

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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.

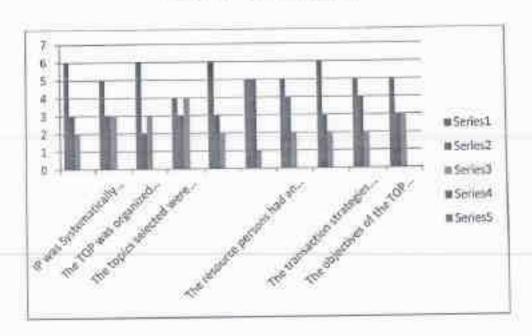
Read them and mark your option with "V"

SI. 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	Ð
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

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

Date: 04-12-2018 FEED BACK ANALYSIS



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Principal
Vist Trachers College
M. Pure Empare 370 804

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

Date: 27-11-2019

FEED BACK

Dear Teacher Educators,

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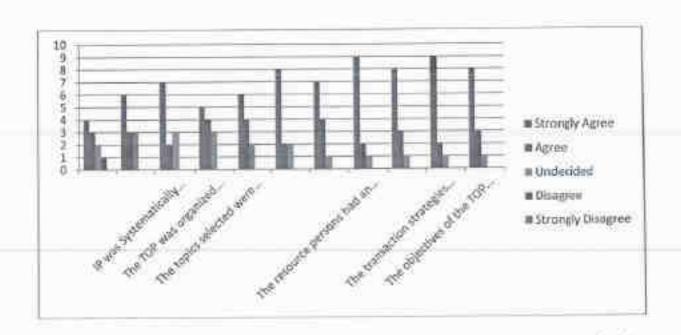
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Sl. No.	Description	Strongly Agree 4	Agree 3	Undecided 2	Disagree 1	Strongly Disagree 0
1.	The objectives of the TOP were clearly stated	6	3	3	0	0
2.	IP was Systematically planned as per the objectives	7	2	3	0	0
3,	The TOP was organized systematically 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

Patricipal
Farada 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
parate Vilas Teachers College,
K.M. Persm. Mysors-576 064

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

Date:25-02-2021

FEED BACK

Dear Teacher Educators,

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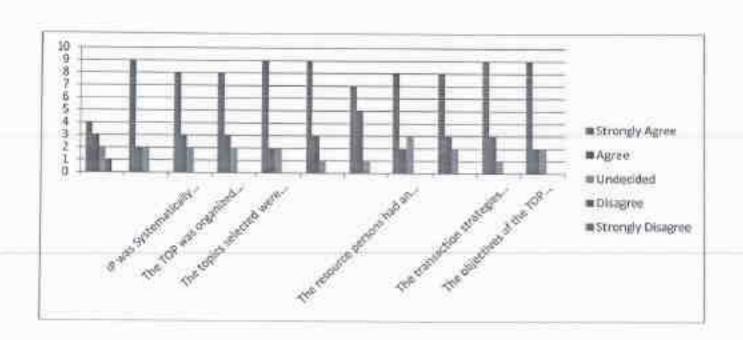
Read them and mark your option with 'V'

51. 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

Principal
Sarada Vilas Teachers College,
K.M. Puram, Mysore-570 304

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

Date:25-02-2021 FEED BACK



Principal
Sarata Vilas Teachera College
M.M. Param, Mysorn V.

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

Date: 01-02-2022

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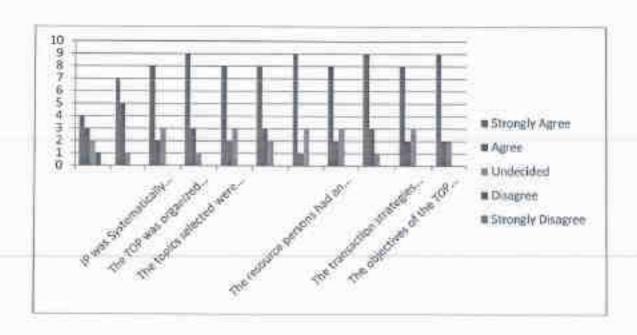
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51. No.	Description	Strongly Agree	Agree 3	Undecided 2	Disagree 1	Strongly Disagree 0
-	The objectives of the TOP were clearly stated	7	5	1	0	0
1.	IP was Systematically planned as per the objectives	8	2	3	0	0
2.	The TOP was organized systematically as planned	9	3	1	0	0
3.	The topics selected were need-based and essential for TE	8	2	3	0	0
4-	Sessions conducted were very interesting	8	3	2	0	0
S.	The sessions were interactive and participative	9	1	3	0	0
6.	The resource persons had an impact presentation	8	2	3	0	0
7.	The illustrations and experiences provided were relevant	9	3	1	0	0
8.	WATER AND THE COLOR OF THE COLO	8	2	3	0	0
9.	The transaction strategies and approaches were effective	9	2	2	0	0
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SARDA VILAS TEACHERS COLLEGE, MYSORE TEACHER ORIENTATION PROGRAM (TOP) (2021-22)

Date: 01-02-2022 FEED BACK ANALYSIS



Principal
Parada Vilas Teachers College,
K.M. Principal

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

Date: 04-01-2023

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

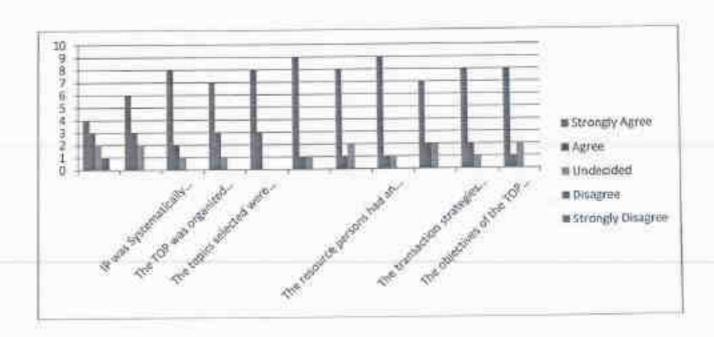
Read them and mark your option with 'V'

SI. 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	D	0
6.	The sessions were interactive and participative	8	1	2	Ð	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



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

Date: 04-01-2023 FEED BACK ANALYSIS





2. Student Induction Program (SIP)

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

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



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

SARADA VILAS TEACHERS COLLEGE

Sarada Vilus Road, K.M Puram, Mysuru-570004, Karaataka

Permanently Affiliated to University of Mysore, Mysuru, Karnataka State, Geant in Aid College NAAC Re-Accredited in 2016, "B" Grade, CGPA-2,73/4

Email ID: sytemysorest gmail.com Website: www.sytemysore.org Office No. 0821-2332137 Mob No. : 7019807294

Estd.1963

Date: 04/12/

No:

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 extracurricular 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. Puram, 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
06/13/2018	PPAYER:	Deaths) the Destiny Maker (Dr. HSV)	Essential Life (Kills) für a resomment Teneber: (ZA)	Composition on important skill for a Yunchut. (Dr.195)		Personality Development (NU)	Use of Dignal Recomments Sh Clearonni Management, (HMM)	Seakerragome (CRS) Fresh - 1
07/12/0918		Cleaners Mangement (Dr. P55)	Work Life Halmor (USS)	Memal Health Vis Physical Health for a Teacher (Dr. 8585)	LONGH	Satt-Care Re- Touchers in of annose Priority (RMM)	Liberry a place of study. (Divya, Liberrare)	De's and Den't's to be followed in f, ettings (CSS)
09/12/2018		Multiple relevat Tetahere (USS)	Career Opportunity &Camelling (Dr. 55)	SWCFESCOC. Analysis for Translato (105V)		Sody Skills (KSE)	Tencher friquette (ZA)	Studenthourns (CKS): Peak (1)

Coordinator:

Brincipal FTH Cipal Barada Visa Taschen College K.M. Parier, Mysors-570 064



Sarada Vilas Educational Institutions (R.) ಶಾರವಾ ವಿಲಾಸ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ಮೈಸೂರು–04

SARADA VILAS TEACHERS COLLEGE

Sarada Vibas Road, K.M Puram, Mysura-570004, Karnataka

Permanently Offiliated to University of Mysure, Mysura, Karnataka State, Grant in Aid College

NAAC Re-Accrefited in 2016, 7B° Grade, CGPA-2-73/4

Emnil ID: sytemysoce@gmail.com Website: www.sytemysore.org Office No: 0821-2332137 Mob No. : 2019807294

Date: Rr 11/2019

No:

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 teaches: 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 extracurricular 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, I YEAR, I SEMESTER, 2019-2020

DATE	10\15AM	10-30-11:30	11:30-12:30	13:30-1:30	1:36-2:15	2/15/3/15	3:15-1:15	4:15-5:00
26113010	PRAYER	Tracting shifts in 31" Contary (Do. line)	Montal Physicine is top privately to Places Estantian summin (\$11)	important will find	LUNCH BREAK	Changing Bob of Zonchar's so the present society (SK)	Car of Digital Resources in Classes or Management (FMM)	Chancest Shiragement (Or. ASL)
2591)/3dr0		History Dignove (CNB)	Work Life Between \$De 9.36.3	Marial House Vis Popular Hyalds for a Teacher (CUS)		Webourds diffreshie you thereon (88)	Library a plain of study, (Chrys, Edwarian)	Do's and Doe's's a be followed in College. (CSS)

Coordinator

Principal
Principal
Swats Vite Feethers College
K.M. Puram, Mysure-570 box



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

SARADA VILAS TEACHERS COLLEGE

Permanently Affillated to University of Mysure, Mysuru, Karnataka State, Geous in Aid College NAAC Re-Accredited in 2016, "B" Grade, CGPA-2,73/4

Email ID: sytemysore@gmail.com Website: www.sytemysore.org Office Not 0821-2332137 Mub No : 7019807294

Date: 5

2 00/00/21

No:

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 extracurricular 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. Poram, Mysons-570 004

SARADA VILAS TEACHERS COLLEGE

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

DATE.	10:15AM	10:30-11:30	11:30-12:30	12:30-1:30	1:30-2:15	2:15-3:15	3:154:15	4:15-5:00
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zMizdi		(CKS)	Wash Life Balance (Dic KSL)	Mount Hairt Vo. Hysical Hairh for a Teacher (Do KHz)	BREAK	Welconculi distancem stancem (EA)	Library is place of study. Oxygo. Librarium	Decrand Dack'ess to followed in College (CMO
26/02/21		Pleamen Call- N's Punits ing (Dc. 10NV)	Educate State Selfs (DANCG)	imperates of 7 con reflex lives matter (ZA)		SUCCESS. Andreador Tracher (HSV)	and the second s	Digital Olence W executed primits to Today's wacher (\$60,00)



Principal S
Principal
Paradi Vita Teachers College
E.S. Puran, Nance 570 bis



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

SARADA VILAS TEACHERS COLLEGE

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

Permanently Affiliated to University of Mysore, Mysuru, Karnataka State, Grant in Aid College NAAC Re-Accordited in 2016, "W" Grade, CGPA-2,73/4

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

No:

Office Not 0821-2332137 Mab No. : 7019807294

Date: 21-01-1012

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 extracurricular 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, I SEMESTER, 2021-21

DATE	10:15354	10:30-11:30	Th30-12:30	12:30-1:30	F200-21-FE	2:15-3:15	3:15-4:15	4:15-5:00
01/02/2022		Tracher the Desiry Maker (De 80(V)	14 a Lead to the control of the cont	Construction of Important still for a Teacher (65)		Personality Development (SCI)	Use of Digital Remurcol to Clauseon Management (HMM)	Swalers (CKS)
02/02/0025	PRAYER	Chrameo Micograwth (EPS)	Work Life Balance 604(24)	Mored Houris V/s (frequest Health for a Tourism (On KSL)	HEAK.	Schi-Care for Treachurs is of stimust Priority (Ce: SCO)	Library a place of sudy, (Chaya, Ethinian)	De sand Don't's to be followed in College. (CSS)
03/02/2023		Multiple rules of Trischers (CSS)	Curse Opportunity &Counted ing (AKM)	SWORMLON: Analysis for Tenders (105V)		Study skills (R5)	Tenrher Eriquitiu (ZA)	Studentiiquata (CKS)

Continuer

Principal

Barada Vitus Taachers Cullage
K.M. Passen, Styrone 470 664



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

SARADA VILAS TEACHERS COLLEGE

Sarnda Vilas Ruad, K.M Puram, Mysnen-570004, Karnutaka

Permanentic Affiliated to University of Mysarc, Mesuru, Karmataka State, Grant in Aid College. NAAC Re-Accredited in 2016, "B" Grade, CGPA-2, TV4

Email 1D: sytemywore@gmail.com Website: www.sytemssurv.org

Office No: 0821-2332137 Mob No.: 7019807294

Date: 2/-0/-2012

No:

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 extracurricular 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.



SARADA VICAS TEACHERS COLLEGE, MYSUAU UST OF TOPICS FOIL 3-DAY INDUCTION PROGRAM | SEMESTER (2022-24 SATCH) |2-2-27 - 4-2-2-3)

	Session-1770-17.00)	The state of the s	1.	Session 5 (2 - 3.30)	Seison #11.00 - 5.000
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i z zisz	Session Edit (1) 800 (c) Farmer Education (Diseases)	Session A LLC No E.D.S. Ship, Hemila Version Functional Committees in the	2	THE RESIDENCE OF THE PARTY OF T	BURE Commission of Charles
	Nature & Scoop Second # 198-113	College	Î	The Callege	Section (2) (1)
4.13W1 Selectory	Code of Conduct for students in Temper Education	II.Ed. Course Sharters 11 (Programs / Activities / Accounting Practices)	1	WTC - Utrastoctore & Waders Support System	Charles spage of the a Resident

Principal Barada Vilas Teachers College K.M. Puram, Nysore-370 504



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

SARADA VILAS TEACHERS COLLEGE

Saruda Vilas Road, K.M Puram, Mysuru-570004, Karmataka Affiliated to University of Mysory, Mysuru, Karmataka State, Grant in Aid College NAAC Accredited in 2016, "IF Grade, CGPA-2.734

Email ID: sytemysoresi gmail.com Website: www.sytemysore.org Office Not 0821-2332137 Mah No = 7019807294

6117

Eard, 1963

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 6th to 8th 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 semior 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 nims 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.) ಶಾರದಾ ವಿಲಾಸ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ಮೈಸೂರು–04

SARADA VILAS TEACHERS COLLEGE

Sarada Vilia Road, K.M Puram, Mysuru-570004, Karnafaka Affiliated in University of Mysure, Mysuru, Karnaraka State, Grant in Aid College NAAC Accredited in 2016, "Il" Grade, CGPA-2-334

Email ID: sytemysorn@gmail.com Website: www.sytemysore.org

Office No: 8821-2332137 Mob No : 7019807294

Extd. 1963.

- 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,
- Classroom Management, & 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-Land 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, Myssoc-570 004



Sarada Vitas Educational Institutions (R.) ಶಾರವಾ ವಿಲಾಸ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ಮೈಸೂರು-04

SARADA VILAS TEACHERS COLLEGE

Affiliated to University of Mysory, Mysory, Karnataka State, Grant in Aid College NAAC According in 2016, "B" Grant, CGPA-2-736

Email ID: sytemysoren/gmail.com Website: www.sytemysore.org Office Not 0821-2332137 Mob No. : 7019867294

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 1 semester of the academic year 2019-20 from on 26th and 27th of November 2019, so us 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. Lecla, 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 stuff 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

Estd, 1963



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

SARADA VILAS TEACHERS COLLEGE

Sarada Vilas Road, K.M Puram, Mysneu-570004, Karnataka Affiliated to University of Mysorx, Mysoru, Karnataka State, Grant in Aid College NAAC Agreement in 2016, "Il" Grada, CGPA-2:73-4

Email ID: extensysoresigmail.com Website: www.sytemysore.org Office No. 0821-2332137 Mob No. : 7019807294

 Teaching Skills in 21st 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. Purara, Mystra-570 504



Sacada Vilas Educational Institutions (R.) ಶಾರದಾ ವಿಲಾಸ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ಮೈಸೂರು–04

SARADA VILAS TEACHERS COLLEGE

Sarnda Vilas Road, K.M Puram, Mysoru-570004, Karnataka Affiliated to University of Mysoru, Mysoru, Karnataka State, Grant in Aid College NAAC Accredited in 2016, "Il" Grade, CGPA-2.734

Email ID: sytemysoreargmail.com Website: www.sytemysore.org Office No: 0821-2332137 Mob No : 2019807294

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 24th to 26th 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 atudents 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 fecture supported by audio-visuals followed by a 10 minutes' discussion and feedback. There was a break of 5 minutes between the sessions for reluxation.

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

Principal
Sprada Vilas Teachers College,
K.M. Putam, Mysore-570 004

Estd.1963



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

SARADA VILAS TEACHERS COLLEGE

Sarada Vilas Road, K.M Puram, Mysmru-570004, Karnataka
Affiliated to University of Mysory, Mysuru, Karnataka Stata, Grant in Aid College
NAAC Ascrutited in 2016, "B" Grade, CGPA-2,7314

Email ID: sytemyoren/gmail.com Website: www.sytemysore.org Office No: 0821-2332137 Mah No :: 7019807294

 Teaching Skills in 21st century, 2. Mental Hygiene, 3.Vrbal 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.

Principal
Sarada Vitas Teachers College
E.M. Purara, 10yapre-576 864



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

SARADA VILAS TEACHERS COLLEGE

Sarnda Vilas Road, K.M. Puram, Mysurn-570004, Karnataka Affiliated to University of Mysore, Mysore, Karnataka State, Grant in Aid College NAAC Accredited in 2016, "Il" Grade, CGPA-2.7314

Email ID: sytemysorvægmail.com Website: www.sytemysore.org Office No: 6821-2332137 Mob No : 7019867294

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. Sumithramma, 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 fecture 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 stuff 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, Mysoro-576 004

Estd. 1963



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

SARADA VILAS TEACHERS COLLEGE

Sarada Vilas Road, K.M. Purane, Mysuru-S70004, Karnataka Affiliated in University of Mysore, Mysore, Karnataka State, Grant in Aid College NAAC Accredited in 2016, "82 Grade, UGPA-2,7374

Email ID: sytentysorea/gmail.com Website: www.aytemysore.org Office No. 0821-2332137 Matt No. : 7019897294

- 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,
- 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 tole 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.

Principal
Sarada Willia Teachará Callaga
E. M. Futani, Nyson-176 ana



Sarada Vijas Educational Institutions (R.) ಶಾರವಾ ವಿಲಾಸ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ಮೈಸೂರು–04

SARADA VILAS TEACHERS COLLEGE

Sarada Vilas Rand, K.M Param, Mysuru-570004, Karnataka Affiliated to University of Mysory, Mysuru, Karnataka State, Grant in Aid College NAAC Accredited in 2016, "Il" Grade, CGPA-2.73/4

Email ID: sytemysore@gmail.com Website: www.sytemysore.org Office No: 6821-2332137 Mob No: 17019807294

Report on a Three-Day Students Induction Program (SIP) 1 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.

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

Principal
Sarada Vilas Teachars College,
K.M. Puram, Myzore-570 004

Estd. 1965



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

SARADA VILAS TEACHERS COLLEGE

Sarada Vilas Road, K.M Puram, Mysnru-570004, Karnataka Affiliated to University of Mysore, Mysoru, Karnataka State, Grant in Aid College NAAC Accredited in 2016, "B" Grade, CGPA-2.734

Email ID: sytemysore a gmail.com Website: www.sytemysore.org Office Not 0821-2352137 Mot No.: 7019807294

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.

Principal
Sarado Vilos Tenchers Cotlege,
K.M. Puram, Mysore-570 004

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.	(Roya, I	Cultife	Course
2	RAKSHITHA S M	84	Sal	feth
3	AKSHATHA B N	ch BN	A. BA	Du. Bir.
4	VEERESHA H	Veet	Verg	VIEW
5	ARCHANA B S	Archenary	Archorage	Archana B
6	PRIYANKA R	Donale . D	Januba P	Someth P
7	DHANUJA K C	ALL -	P) .	B)
8	SNEHASHREE V	\$	2	2
9	MANGALAMMA	100001100	Merre	Man
10	KENDAGANNASWAMYS S	_ Absent -	-Absord -	-Absad -
11	DEEPU M	Deepu. M	Despuirs.	Deepu-H
12	SUNEETHA C	Sult C	Sult.c	Sullies
13	NISHANTH K	Nishenth K	Mishaeth	Morlock
14	RAVI K	Raw K	Post L	Renth
15	KUMARI N	Kumane	Kuncul	Kurrel
16	BHAVANI Y M	D	Buni-y, 00	Blood Ba
17	SHRUTHI N	Shruth 3 N	Shouts N	1
18	PRIYANKA N	Doglew	Dorneters	Polype M.

Principal
Sarada Vilas Tacchers College
K.M. Puram, Mysora-570 994

S/N	Name	Date 6-12-2018	Date 7-12-2018	Date 8-12-2018
19	RAGHU 5	She S	Dd. 5	Polis, S.
20	SUMA T	Llime T	Luner	Lyman
21	NETHRAVATHI	Natu.	NAU	Nath
22	ASHA B N	AL B.N	Dh.EN	Del BN
23	SAMEENABANU H S	Sm. Om. 18	Sunkus	Some Bound
24	ASMATHA K H	Asnatha k #		+ Agnatha
25	SHEELAKUMARI S R	Elm	Sul	the
26	JEEVAN H N	Ţ	78	A
27	MANASA D N	Ave DN	Man Dal	Many D.N
28	RAMYA HEBBAR S	Absent -	-Normal -	Abect
29	MEGHA M N	pregha ma		
30	CHANDRA M	die	Car	Conti
31	ARCHANA S	ALL S	Arl.s	Aslis
32	MEGHANA M N	Meghina MA		
33	PRABHAVATHI G	Dr. G	Dyn. G	Politing
34	DHANASHREE K P		D	70
35	SUCHITHRA S B	Sich . S. B	Surs B	Such S.B
36	AMBARISH	Q	A_	A
37	RAVIKUMAR	Porce	Rut	Park
38	SHAMBHULINGESH		- Q	d
39	SUMITHRA M	Simithra M	Smithiam	Somethia

Sarada Vilas Tauchors College K.M. Param, Mysora Sta soc

/N	Name	Date 6-12-2018	Date 7-12-2018	Date 8-12-2018
40	KAVYASHREE K C	Kaye	Yang	You
41	SHAFIYA MAHEEN	Soly Man.	Softyn Oblan.	Soften Miles
42	DEVINDRA	Condia	Deutendra	Deundra
43	VIDYASHREE K G	R	- Qc	- D -
44	RANJITHA K S	Lagh ks	Lake	farmits.
45	VINUTHA K	Vinetha	Vinules	multa
46	BHAGYASHREE B	E 1	FI	By 7
47	PRIYANKA K	Book	000 /2	(2005, K.
48	SHILPA K	shalpa-le	she parts	Sholpa-K
49	BHEEMARAYA	8	R	20
50	AKSHATHA M L	Abolatia M	il Abblatha	ML Akshatlan
51	VANISHREE	Kuru	Kur	then
52	SINDHU N V	Lendhu	Brother	Lindhu
53	ZAIBA BANU K	Zota 11.	Zidoa .	Hale 10
54	PREETHI B	29ment li	pored	a govetly
55	MAMATHAMBIKE N	- Filbsend	Absol	Spring -
56	PAVAN KUMAR L	Dorember	- Pormsk	
57	SANGEETHA D P	South De	P South DO	- 7
58	MANIUMANI	Moti	Mary	Marjort
59	VINOD J	rined:	I somists	
60	RAMYA M B	Leg. M.	B Jerry m4	Lay , 50.B

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

S/N	Name	Date 6-12-2018	Date 7-12-2018	Date 8-12-2018
61	GEETHANIALI V	Cati	abo	Carri
62	CHAMPAKA P	Cha P.	OL P	ch P.
63	PALLAVI M	D be no	Pilmin	Valle 100
64	DEVANNA H S	Cart	1	1 20
65	ASHWINI D R	J. D. R	Chaipp.	A. 1. D.D
66	KANCHANA S K	File Sit	Jalmsk	lach-st
67	SHOВНА К М	R.	18h	80 m
68	RANI K	Roni &	Romi t	Ran! E.
69	KEERTHIVATHI S N	KAROLA	Kerly	Kerty
70	BI BI AYESHA	4 B D.	P. B. Bal	B. E. Bash
71	MAMATHA C S	Des.	an'	DA AR
72	PALLAVI K S	Park-s	Pillute	Yell FE
73	KHASIMBI		10	. 🕏
74	TASMIYA KHANAM	Ton klim	Jan. Kar.	The state of the s
75	ASHWINI M	A	(A)	AN
76	REVATHI M	Parathi	Revit	& Rosethi
77	SOWBHAGYA S	-1/65em) -	- Alesente -	-phsack-
78	RANJITHA M	1 180	-ABN	ADO
79	ANUSHREE K B	A	- And	AXL
80	AMULYA K S	April	AW	- ALDI
81	SHIVAKUMARA	SA.	Bru	5

Principal Sarada Vilas Teachers College, K.M. Peram, Mysore-570 204

S/N	Name	Date 6-12-2018	Date 7-12-2018	Date 8-12-2018
82	MONICA B	Mrs 5	Marca B.	Maria B
83	KAVITHA S	Kart	Vash	Woods
84	REVATHI S	8	RU	0
85	SAHANA C S	Solucis	Sha Co	Shucs.
86	PRAMILA N	(A)	A	Q
87	RACHANA ANAND	Did	Laboral	Pash And
88	JESSY V Y	J. Mar.	Telle	Tilly
89	NIKHILAPRIYA C	Nie C	Non C	Nhanc
90	MARIA NOEL SHWETHA	My	wh	MAL
91	VEENAKUMARI M S	1/80	May .	The state of the s
92	ROJA C	Rain 1	Rates	Rola
93	POOJA C	Peroja C	Pooles	PostaC
94	SRIVIDYA N S	Envie.	St. As	Bunks
95	NIKHILCHOWDAYYA	Kille P	MOULLE	KALLE
96	SAVITHA R	Sat	Sall	Booth
97	PREETHA JENNEFER P	Proft July	Poolto Why	Paulte Day
98	NISHA M V	Nella	Mille	Nilha
99	SANDHYA BABU	Of Bolin	Saly Balo	Chele

Coordinator:

(Dr. S. Suresh)

Principal
Sarada Vilas Teachers College,
ICM. Purum, 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	RAIMA	20	£D.
2	DHANALAKSHMI.N	Dans	Dha
3	RAGINI,M.N.	Rug mi M. M.	Rugeni - M.N
4	SATHYAMURTHY.R	Saltanelly	Saltyonwelly
5	SUSHMITHA.K.D	Sushmothake	Sustanthack
6	MOULANSAB	Mortansul	Modernsect
7	SAHANALK	die	di-
8	маматна.с	Namathatc	Manathae
9	POOJASHREE.B.V	Done 15	banjall
10	RASHMI.R.V	Rami	Pary
11	PRIYANKA	de	pour
12	YAMANAPPA MEGUR	2.	L.
13	CHANDINI.S.R.	Chandre S.R	clundinis.
14	S.G.SINCHANA	s. es sinchuno	S.G Smelen
15	PALLAVI.D.M	pallli	paleir
16	RAMYA.B.S	Rome B.S	Romya . B.s
17	POORNIMA.G	8	80
18	DARSHAN.G	Abrens 9	Prophylin
19	SHIVAKUMAR.H.N	22	14

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

5/N	Name	Date 26-11-2019	Date 27-11-2019
20	SHIVAKUMAR.D	2	A
21	DIVYA,K.P	8	
22	ROJA.V	Rejavy	· Roya. V
23	DHANYAKUMARI.H.N.	Danjani br (Dlay Kense Voll
24	KAVYASHREE.R	keiner	Ker un
25	RAMYASHREE.M.A	Day Show in it	Pay. Show mo
26	JYOTHI.T.G.	Juli	Tyothi
27	CHAITHRA.H.S	Absorb	agrici
28	MADHUSHREE.P.U	FO .	m
29	SHRUTHI N N	Shoutho NN	Shruthani
30	KAVYA S C	(A)	Ð
31	PALLAVI D	Paflore.D	Partiers D
32	SHRIRAKSHA J	Dunj.	- Quanti
33	THANUJA S	Thanya S	Thumpyas
34.	SUSHMITHA M	904	84
35	NATARAJA KA	X Carry LO	A (Joga-K-D
36	THEIASHWINI M	75	SI_
37	REVATHI C	Revathe c	Remathic
38	SUSHMITHA	Suth	Suth.
39	DIVYA K G	Daya K.E	Dinka-K-G
40	GIRIJA T B	Gran J. B	Chippe J. B.



Principal
Serada West Teachers College
R.M. Param, Mysoce-570 054

/N	Name	Date 26-11-2019	Date 27-11-2019
41	SHWETHA T D	_ Q	Ø
42	SHARANABASAVA	R	\\\\
43	ASHWINI	Ashpana	Ashyano,
44	SHRUTHI K S	Blothi	Short's
45	VIIAYAKUMARA D K	Vone O k	Noy D.K
46	SHARATH B K	Rica	due
47	ROOPA N	(B)	(A)
48	APPASABADUNDAPPA SONNADA	Physiul	
49	PREETHI M	Precthy M	preethi. M
50	внукезн н к	Bhyth	thypolh
51	GOVINDARAJU	Great.	Gur.
52	CHAITHRA C M	CL-	C
53	PAVITHRA K S	(R)	
54	HEMA K M	Hema-k-M	Hema K-M
55	SIDDARAJU S P	Siddorajus	p Stadongu
56	SABAYYA	Al	
57	PRAMODA 8	Donalle 0	pande B
58	YADHUNANDA D N	Yours	Youll.
59	ASHA K	Asha - K	Aska-Ic
60	SHIVAKUMAR	- S	8-
6	1 ROJA S	RA	B2

Principal
Perada Vilias Teachers Gottege.

5/N	Name	Date 26-11-2019	Date 27-11-2019
62	HEENAKAUSER R	10	19
63	HASENASAB	Hoon Buin	Joseph on
64	RUKSAR BANU M	Party Form	Pada Bene
65	SIDDAPPA	Siddipple	Strolouppa
66	ROOPA	Roopa	Roopa
67	DIVYA D	John	Auly
68	NISHANTH K S	- Dosen	ahsua —
69	TEJASHWINI H M	-5W	
70	AISHWARYA R	Ad	AN
71	KEERTHI SANJANA N	Dal San 9	Luck Sorac
72	POOJA S	Poora-5	Poerals
73	ASHWINI S	AD .	AQ
74	ANITHA B	A)	A
75.	KAVANA K N	Alexander	Absolut -
76	MAHESHWARI C	V412	Your
77	KAVYA N	Karya. N	Marya-M
78	PARINITHA K D	8	9
79	NAGESH H M	- NA	San -
80	SUSHMITHA C	The the C	Exhilto C
81	MANUKUMAR A B	MarylAnce - A.D	Wangkows A.B
82	SHILPA M	Black	Slupe

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

5/N	Name	Date 26-11-2019	Date 27-11-2019
83	MALINI D M	Molini D.M	Molini. D.M.
84	SPOORTHY D B	S)	70
85	MEGHASHREE H G	Metala Un	Mighela FG
86	VINUTHA H	Veryutha. H	Vanx tha. H
87	CHANDRASHEKARA B	SA.	Q),
88	KAVYAA R	Physical Phy	4-1-
89	AMBIKA BAI	Hara	Au
90	SAMANTHA KUMARI	Samuella Kons	Salta Roman
91	BHANUPRIYA	Bhanupriya	Bhanopnya
92	NANDHINI DK	Nanhi	Annal
93	RUKMINI	R	100
94	POOJA M P	Dage on P	Page m.P
95	SHASHIKALA R	430	20 20

Coordinator:

(Dr. K.S. Leela)

Sarada Vitas Teachers College, ICM. Puram, tayuora-570 08-4

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

ATTENDANCE

/N	Name	Date 24-02-2021	Date 25-02-2021	Date 26-02-2021
1	Amrutha D	Act	de	And
2	Amrutha D	A) _	All	AD V
3	Ankitha Suresh	Chierant :	Carpole.	Dato, jalo
4	Anushree G K	Amsherens	Armshree Com	Amobree &
5	Apporva G N	Chees G.N	CONS GN	
6	Archana A R	Archena	Archero AR	Arctona A
7	Arpitha M K	Arhon	A. Juma	A-bone
8	Arunkumar H	A) _	A	60
9	Ashwini B	Ani	Lyn	Alla
10	Ashwini M T	Achietra M	E Ashlumini	1 Ashutnim7
11	Bhagyalakshmi	Refereda	Righalhi	Bhojenlin
12	Bharath V	300	8-	45
13	Bhavana TP	P. 1.8	Bhen JP	Bleva To
14	Bhumika C	Bhuske . C	Phones C	Thento C
15	Bindu Y N	Brode YN	Bride YN	BondoyN
16	Cauvery C C	Consul ac	Cawry Cl	Covery
17	Chikkaswamy	Dellason	Sulading	diethony

Principal
Sarada Vilas Teachers College,
K.M. Puram, Mycoro-578 00-2

/N	Name	Date 24-02-2021	Date 25-02-2021	Date 26-02-2021
18	Dhinushree BR	(a	也	(D)
19	Divya V	Dimir	Dav	Dig V.
20	Ganesh Hegde	The state of	de-	D -
21	Gayathri A	Crayerten A	Croyathe A	Crayatha A
22	Harshitha TN	Hallanger	Howking. N	- A
23	Hemalatha	Hemeletto	How delte	Kanalallis
24	Jyothi P	deff he P	John!	Jephi. P
25	Kavya G	fang. 6	Larga Eg	Lay 6
26	Kavya N	Kawaan	Karyahi	Karya N.
27	Качуа 5	Voy S	Loys	Lay S
28	Kavya S P	Karyas P	Konyas.	p karya-s-p
29	Keerthana.M.S	₽D	And I	(2)
30	Kesaboina Ganabhavani	Lun	Ese.	Re
31	Kruthika C	Kendle	Kenthel	Kentur
37	2 Madhusudan	Malle.	Madle	· Nodhe-
3	Mahadeva.G	Meladerac	n Mehadere	E Hahoderick
3	4 Mangalamma KM	SHOW KIN	o dayyor kn	durgute Kon
3	5 Manjula DM	18 Lu	MANA	my
3	6 Manoj kumar J	Mosters.	Maj ros.	I Norther
3	7 Megha BG	700	W	4540

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

s/N	Name	Date 24-02-2021	Date 25-02-2021	Date 26-02-2021
38	Megha N	Poble	M	M
39	Mohana Kumari D	Miden from D	molan known	Walne Kneel D
40	Mohana Kumar 5	Monkings	Wohnley-S.	Mulmberg S
41	Mouna.M.P	Mountag Mup	Mounami	Moune MP
42	Nagarathna M A	Nogerth	Cognell	Xafalle
43	Nagashree V	300	May	age of
44	Namratha N	Hamelton N	faieth N	Magle H
45	Nandini HV	Nordbai	pometani	nandith
46	Nandini.K	-Bb-	_46-	-Ab-
47	P.Madhaveelatha	P. medlembelty	2 Popullandel	P madenetel
48	Pallavi.B	Pallani, B	Pallaw B	Pallouis
49	Pavana.H.D	R	D	ACO.
50	Phaneendra.G.R	Jumen trefit	I Samuela Go	R Janua-bolg of
51	Prajwal Kumar.J.M	Gazal Kand 3 1	Prografian St	of project lively
52	Prakasha	No h	824	Leg
53	Prathibha.T	poatling	Bernythith	poraltitude
54	Prathibharani AS	Pontiles 12	Prolling As	Prelition AS
55	Prathima M	1	1	(A)
56	Priyanka N	Preyarka N	Proventa N	Proyantal
57	Pushpalatha HE	Prestigal 1	E Thingul be	- hopel of

Principal
Sarada Vilas Teachers C
K.M. Puram, Mysone-570 C.

S/N	Name	Date 24-02-2021	Date 25-02-2021	Date 26-02-2021
58	Rachana Patel C	Rough	Parky	Rangent
59	Rangappa	lang	Rent	lang
60	Ranjitha CS	BD '	- KN _	. pa
61	Ranjitha n	- Regille . D	Logalia N	Paydo NI
62	Roopa BC	Roopa B-C	Propa BC	Roope B.C
63	Ruchitha BG	Pull BG	Quelity BG	Jacketti B.G.
64	Rukmini	Rutenini	Ruthin	Ruknow
65	Rubeeya Khanum	(SQ)	B	1 Pi
66	Sahana SD	Salme SD	Sofre 5 D	Sofres D.
67	Sahebgouda	B g	By	8 1
68	Sandhyashree KN	Ballyather 4+	Sallyselout	- Fordly Shute
69	Shabreen Taj	196-	-06-	-06-
70	Sharadambika L	Standards. L	Stales L	Sulle -
71	Sharanappa T	22	B	
72	Shilpa	Stelpa	Stelpa	Sulpa
73	Shilpa KM	Stalpa Kon	Sulpeton,	salgitm
74	Shilpa KP	Strapa le	shelpa Kt	Stillupa let
75	Shilpa.R	skelpe R	Steffer	slepef
76	Shivakumar SS	Las	800	81
77	Shreenivasa G	Sparies G	Shaming	Shires G.

Principal

Sarada Vilas Teachers Caller

K.M. Param, Mysore-570 004

5/N	Name	Date 24-02-2021	Date 25-02-2021	Date 26-02-2021
78	Shruthi M	Styulli-m	Shortly to	Shaltoro
79	Shweth E	Ral	g l	21
80	Shwetha M	Shoultie 117	Shoettie on	Shortham,
81	Simran Taj	Soman Tay	Sinsan Taj	Showan Tag
82	Sindhuja B	Sindlegas	Sindlyn B	Sindryak
83	Smitha.H.R	smitha HK	Smortha & R	Smiths H.D.
84	Sowbhagya H S	\$	12	2
85	sowmya.K.L	Sownie ke	Samo It	Somye-KL
86	Sowmya 5	Some	Sung	Sund.
87	Spandana M	Spulme M	Spulme 00	Spelm m
88	Subhasini.R.B	Stubleson Va		Swhen & B
89	Sumaiya Ghouse	-Ab-	-Ab-	-6b-
90	Sunitha M	Siminha M	Smitha 12	Sanstham
91	Suresh SM	Slant	SOF	8
92	Syeeda Afroz Mehdi	(kg	1	9
93	Tejaswini BV	Tejaswand By	Tiposwordby	Tejasionip
94	U. Shreenivasa	O. Showe	U. Shawes	O. Shering.
95	Vaddatti Karibasppa	Yall forge	Villet Komp.	Valldikay
96	Veena S	Very	Very	Very
97	Vindhya HS	Vereliga Hs	Verda HS	Voolin HS

Principal

Arada Vilas Teachers College

K.M. Pu am Mysore-570 664

S/N	Name	Date 24-02-2021	Date 25-02-2021	Date 26-02-2021
98	Vindhya	Mach	shooly	Mily
99	Yamuna BM	Yamina pops	Yamma BM-	Yemma BM

Coordinator:

(Dr. H N Vishwanath)

Principal
Sarada Viles Vischers Cott

K.M. Puram. Morore No.

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	Ost 1	28-1	22-
2	ANITHA.N	Am N	AIN	And W
3	SOWMYA.N.G	Sour la No	SourgeNe	Sourge All
4	SHANTHARAJU.B	Sullyyo B	Salingua	Siltin R
5	SOWMYA.S	(Pesmaya 5	Rosalmy	Sormya
6	NAGAMANI.C	Narni	Naux	Noemi
7	MEGHA.K.P	Mohrte	Mh.Ki	Meli FR
8	NIRMALA.C	Nesse	New	Mar
9	KAVYA.K	Meirock	Knight	b - Mark
10	VAJRAKUMARI	2	Legal _	12
11	RAJU.K	Royu &	Raju 10	Raju k
12	KUSUMA.N	ferme	Know	- Kurk
13	THIPPERUDRAPPA.K	Topon	Topen	TIME
14	AMBIKA.R	(9)	A	M
15	TEJASWINI.S	SA.		-D
16	AMRUTHA.S	Flugalt 5	Angello 5	Amel-S.
17	DIVYA.S	Dewy	Divary	parja-
18	SHEKHARA.T	CLa T	Ship	SPLAT

Principal
Sarada Vilas Teachers College,
K.M. Puram. Mysaro-Sarada

5/N	Name	Date 01-02-2022	Date 02-02-2022	Date 03-02-2022
19	KUMUDA.H.T	kumda MT	timbe it it	Kunda . H.J
20	SUPRIYA	B	9	0
21	THIPPANNA.1	Thipay	Thipay	They
22	LINGESHA U R	Lington	Line	Light
23	MADHUSHREE.G	Maldada	Mathiston G	Mellishon G
24	MAHADEVASWAMY H M	By	- DA	100
25	HARSHITHA M.N	Tuketh on	afetti on	Jasher on
26	PAVAN C.S	Palerne S	Poweros	poruscs
27	AISHWARYA S.V	1847. 5.V	Asely. Sr	Arely SN
28	MISBA M.F	Mistriania	Misberys	Musberry
29	VASUNDHARA.5	Variables.	Voulez	Vogadyers
30	MAHESHWARI M	ma	AN	Mari
31	ASHA.C	Allac	Afra-c	Alphone
32	BHAVANI.B	M	to-	8-
33	SPOORTHI	Spot	Spiele-	Spull.
34	SANDESH.B.J	12	J.	al
35	MAMATHA.A	Nomables	Mustan	Mustre
36	PRATHIMA.R	62 P	- Opinion	The F
37	ARPITHA	4	1/1	_(4)
38	NAMRATHA PATEL U.P	MA	Na	New
35	PUSHPALATHA.C	This hold a	Polyadac	Pash It C

Principal

arada Vilas Teachers College,

K.M. Param, Mysore-S70 064

s/N	Name	Date 01-02-2022	Date 02-02-2022	Date 03-02-2022
40	NISARGA.S.K	Mil.sx	Wid. 2.14	Wel SK
41	AFRIN TAJ	A -	a	A
42	BALAKRISHNA.V	D. Dalla V	P.H.V.	Dalata.
43	INDRAKUMAR	The de	Tide -	Tras
44	SANJAY.B.M	Berly	Berlo	Bury
45	SANGEETHA.B.C	\$	5	Q
46	SURYA.S,R	Lionia	Lucy	Liverya
47	THEJASWINLH.L	Tho	THE	The
48	RAVEENA.K.L	Downs. Kil	Lovano kl	Lorene Kil
49	NANDINI.5	D.	83	M
50	BHARATHI.K.N	Flood KH	Plaken	Blade, KH
51	VASANTHA.H.P	Varsunt to HP	VASCUHAP	Vantoff
52	G.HANUMANTAPPA	a Hamilton	Godonalte	Ca. famile
53	SHIVASHANKARA.A.5	Rund A.S	Short D-S	Shur. A-S
54	MANIKANTA.H.P	Maritant	Monteud	- Marken
55	DHAKSHAYINLR	(Ag	D	D
56	ANJAU.H.D	Angel AD	Augal 10	August A
57	SHIVAKUMARA.M.V	Southern M. V	Stelly my	Star MA
58	PRIYANKA.K.C	R_		, p
59	MANASA.R	M	All	ALL .
60	SHANMUKHASWAMY.B.P	S.	SB	88

5/N	Name	Date 01-02-2022	Date 02-02-2022	Date 03-02-2022
61	SINDHU.K,N	N.	0	0
62	SOWBHAGYA	Bar	2	Qh wil
63	MAHALAKSHMI.N	Walded 23	Mild of	Miland
64	BHAGYA.B.S	Mode Bs	BlowBS	Along &S
65	SHILPA.D	Philips	Shila	2000
66	JAGADEESHA.R	Stock	Aut	thu de
67	SHAHANA BANU	Some Bow.	Show Khe	du en
68	BI BI AYESHA.S	RIBI Dente	Pa B. Aunt	BIES Dowle
69	PAVANA.K.M	B.	D	EX.
70	BINDUSHREE.C	Ben Show C	Bendustner C	Birdshu.C
71	VANDITHA SHASHIKUMAR	Abset _	- Pb -	Bhee.A
72	LIKHITHA.N.S	12614-L	lablat	1614
73	SANIYA MOHAMMADI			
74	SHALINI,M	Shohu	Elli	Balleri
75	BINDUSHREE VISHWAKARMA.B.G	Box 10	Bulette	Pare Vhe
76	ASHWINI.5	Admin	Achies	Dehre
77	PRAVEEN NAIKA.H	- AR	R)	a)
78	PREETHI.H.M	Berthi	Detta	Dorthi
79	ANUSHA.A	1.00	TAN THE	B
80	OMKARA.O.N	Pen One	Comer ON	Cano ON

Principal
Sareda Vilas Teachers Coll
K.M. Peram, Mysore-57d

S/N	Name	Date 01-02-2022	Date 02-02-2022	Date 03-02-2022
81	HARSHITHA	Hortal	1/201/	Hotel
82	RANI.G	Ra	of)	8)
83	PRAKASHA.M	Parlie m	Project M	Product m
84	SWATHLK.M	Swatista	Sundleh	1 Jun = 61
85	VIDYASHREE,H.R	M	20	D.
86	APARNA GEORGE	2	A	GW
87	HARSHITHA.K.D	15-955 KB	To special	15488, 1-D
88	SUHANA	Silven	Sulan	61
89	NAVYA.K.A	Marya bA	Nousa ED	Marya Ki
90	PRIYANKA TG	R3	D	(A)
91	BHAVYASHREE	Plantou.	Donnstra	Kongaline
92	KAVYASHREE T	Yau	Kar	Meel
93	NIKITHA V G	about	About -	Abgest

Coordinator:

(Dr. Sumitramma)

Principal
Princi

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	RAIATHA.R.V	Santa Pr	Lagille RV	Laylo-PV
2	NEHA KHANUM.R	NES	MAC	Note
3	SUPRIVA.A.P	2	A	A _
4	GIRISH.K.R	No.	B	Ye.
5	CHANDRASHEKHARA.K	8 1	Ch. K	duk
6	SACHIN.G.D	Sulvers	Cululy	School
7	MANJUNATHA	Manjnatha	Many mate	Newyworth
8	NAYANA	- M	RN .	R
9	K.NAGARAJ	R- Napri	F. Nova	Lyton
10	SOWJANYA.B	5-4	Somet	8-1
11	PRAGATHI.B.S	1	a D	
12	TEIAS GOWDA.R	100	May	THE STATE OF THE S
13	NAMRATHA.M	Lowedte	Hopealte	Harelle
14	SOWMYA.S	derin	den	den
15	SAVITHA.C	Souliec	South C	Bonton
16	PREETHI.K.V	A	10	4
17	BI BI AYESHA	2	E	W31

Principal
Swada Vilas Teachers College,
K.M. Puram, Mysore-570 024

5/N	Name	Date 02-02-2023	Date 02-02-2023	Date 02-02-2023
18	NANDINI.R	Nander P	Nachs R	Node R
19	PRIYANKA	Potyeles	Designation	Jonales
20	NEELA	roela	Neela	recla
21	NAGARAJU.A	Kasaga A	Nagrupe. A	Mayer A
22	CHIKKANKANAYAKA	C 2	Cos	dix
23	SOWNDARYA.R	Swindowya P.	Soundage P	Sandays
24	LIKHITHA.R.L	0	A)_	2
25	MANASA.M.J.	Mars M. J	Klause M.J	Mario M.J
26	MONISHA.M	Moniston	growing .	Donoly
27	RAJESHWARI.K.N	John, KNS	Hazartyr Krt	Jagargo k
28	VINODRALJ.S	allman 1	Mound	Viginily
29	NALINI.B	_96-	_66-	_6b-
30	POOJA.P	R	R	R)
31	C.VUAYKUMAR	C. Vipy for	C. Yingles.	C. WILLE.
32	RAGHAVENDRA.S.K	Dentsh	Parysk	Roghy
33	RAMYA.P	a p	four p	Day P
34	GANAVI.C.L	Gap	Ger	Ecti.
35	MANUSHREE.C.R	Manfra.C.P	Marchanc. R	Konstruct.
36	JILAN.M	J	*	_\$
37	BHAGYA	W.	2	80

Principal
Sarada Vilas Teachers College.
K.M. Parans, Mystore-570 000

S/N	Name	Date 02-02-2023	Date 02-02-2023	Date 02-02-2023
38	CHANNAJAMMA.S	Comorphie S	dongeres S	Junegous S
39	POOJA.G	Dors G	Josep G	Dec 10 6
40	KEERTHIKUMAR.B.J	Huch	Knoty	Pluty 1
41	PRAKRUTHI.K	Frakruth K	Joseph !	fratrult +
42	DHANALAKSHMI,P	- Maulchish p	Mondeton P	Donald mil
43	BUDDA,R	Bydelief	Pruddo R	Rushedon R
44	DHANUSH.N	Doub N	Dhud N	Don N
45	SATHYA.D		D	2
46	KIRANAKUMAR	KP	Keek	Kient o
47	AMARESH SUBEDAR	Musel Suble	And Sille	And Saleck
48	RAKSHITHA.M.N		D _	_ D
49	ANITHA.B	A	AD .	A
50	NISARGA,H.R	Misuryatt	Nesanga	Nosoyall
51	PRIYANKA.A	Dolyake A	Douglia A	Dryake A
52	SOWMYA.B	2	0_	
53	NAYANA.K	To To	- CON	
54	HUSEN BASHA	thus	Hus	Husto
55	DHANUSH.H.R	Dorch Her	Thumb. H. F.	Dank 110
56	LATHA.B.S	Lathar	Lathe	a Lather
57	MAHADEVA.H.K	Walakan H.	Melalova HK	Milules Ht

Principal
Sarada Vilas Teachers ColleK.M. Puram, Mysore-570 oc.

/N	Name	Date 02-02-2023	Date 02-02-2023	Date 02-02-2023
58	HANAMANT	Haramort	Henrich	Hermod
59	SHIVARAJAKUMARA	Shaheman	Alyanda !	Shrolenosa
60	HULIGEMMA	Huld	HULDI	fully
61	SHASHIDHARA.B	Suchalluse 4.	Statistas &	Shalalane.
62	MADHUMITHA.N	Mattermelte	Mostuntie	Mathematic
63	SOWMYA.D.R	Sounga DIZ	Sourya DR	Scrwyor D
64	SHILPA.5	Xhilpes.	Thilps	Shila
65	KAVYA.H.S	Kay	Ant	Hunt
66	RAKSHITHA.S.M	Pakaldism	fathlu Sp	Albahindi S
67	SHIVARUDRA.V	Strandsov	Showadow v	Shageton 1
68	DODDAMMATHALS	- Also	30_	D
69	SUJANAKOTE S	Sugna Polis	Sugar cotes	Sugar
70	ANUSHREE.C	V Pho -	_40b-	-Nb -
71	BHOOMIKA.N	Bhoombal	Bloombok	Bloumb
72	PRATHIMA.H.S	poulling # 5	Prolling H.S	position # 5
73	KAVYA.G	1 10	2	· D
74	AMRUTHA.H.S	NA.	Views	17-124
75	MANASA.M.M	Marios mm		- I A
76	YADUNANDAN	Youtherdry	Yadhwada	Yalhunday
77	ARUNRALJ	1 B	(3)	4

Principal
Sarada Vilas Teachers Callanna
K.M. Param, Mysone-Signal

5/N	Name	Date 02-02-2023	Date 02-02-2023	Date 02-02-2023
78	BHUSHAN ALPANA ASHOK	80	D	JA)
79	SIDHARTH SOMAN	ST.	d	re)
80	AJITHKUMAR.M	Arthburn	Ajilkane m	Apthorner or
81	ANAMIKA.P.R	Azerya	Anton	Hory
82	ARCHANA.S	Dulue S	Andres S	Medmas
83	BHANUPRIYA.M	Blangolga.M.	Bharapiya m	Blompster m
84	KARTHIKA	Burd LAV	put V	Kethell
85	NIMMI MARIA THOMAS	Almi Mac Kin	Now Myste them	Klassifus try
86	SREELAKSHMI.R	Ŕ	Q)	D
87	K.V.JEENA	2. V/Tecns	L.V. Jeens	K. Vifeera
88	NAGMA	, 27 _	120	100
89	POOJA.S	Parofa	Party	Rayon
90	MAHESHWARLS	Malushuse	Malashar	Mehishusi
91	внооміка,к.я	Planka. KR	Bloombo-K.P.	Boardko Kl
92	TEJA5.A.S	71	\$70	M
93	SHIVAKUMARA.B.K	200	Bos	Sile
94	ABHIRAMI.C.V	Abhu EV	Alban, C.V	Februa GV
95	NANDINI.G.K	Wanderi G. K	Nordin Gik	Madage
96	RAVLS	Renis	Ronts	Rame
97	ANUSHA.B.S	A P. BS	Andre BS	Austo BS

Principal

Barada Vilas Teachers College
K.M. Puram, Mysora-576 Du.

5/N	Name	Name Date 02-02-2023 Date 03		
98	ANITHA B E	John	Auch	Auch
99	SUJATHA M H	L	Υ Ω	P

Coordinator

(Dr. H N Vishwanath)

Principal
Principal
Principal
K.M. Param. Nysora-578 664

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'

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

Name of the Student teacher: ________

Principal
Sarada Vilas Teachers Collors, K.M. Purein, Mysore-570 cc-3

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 'V'

Description	Strongly Agree 4	Agree 3	Undecided 2	Disagree 1	Strongly Disagree
The objectives of the SIP were clearly stated and communicated					
IP was Systematically planned as per the objectives	1				
The SIP was organized systematically as planned	1				
The topics selected were need-based and essential for TE.					
		7			
	-				
//					
		1			
	1	-			
	The objectives of the SIP were clearly stated and communicated IP was Systematically planned as per the objectives	The objectives of the SIP were clearly stated and communicated IP was Systematically planned as per the objectives The SIP was organized systematically as planned The topics selected were need-based and essential for TE Sessions conducted were very interesting The sessions were interactive and participative The resource persons had an impact presentation The illustrations and experiences provided were relevant The transaction strategies and approaches were effective	The objectives of the SIP were clearly stated and communicated IP was Systematically planned as per the objectives The SIP was organized systematically as planned The topics selected were need-based and essential for TE Sessions conducted were very interesting The sessions were interactive and participative The resource persons had an impact presentation The illustrations and experiences provided were relevant The transaction strategies and approaches were effective	The objectives of the SIP were clearly stated and communicated IP was Systematically planned as per the objectives The SIP was organized systematically as planned The topics selected were need-based and essential for TE Sessions conducted were very interesting The sessions were interactive and participative The resource persons had an impact presentation The illustrations and experiences provided were relevant The transaction strategies and approaches were effective	The objectives of the SIP were clearly stated and communicated IP was Systematically planned as per the objectives The SIP was organized systematically as planned The topics selected were need-based and essential for TE Sessions conducted were very interesting The sessions were interactive and participative The resource persons had an impact presentation The illustrations and experiences provided were relevant The transaction strategies and approaches were effective

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

Principal Sarada Villas Teachers College, K.M. Puram, Mysore-579 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 'V'

SI. No.	Description	Strangly 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	2				
8.	The illustrations and experiences provided were relevant	0				
9.	The transaction strategies and approaches were effective		0			
10.	The vision and objectives of the SIP were achieved					

Name of the Student teacher: _ ARC HANA- B-S

Sarada Vilna Teachers College, K.M. Puram, Mysore-570 551

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'

SI. No.	Description	Strongly Agree 4	Agree 3	Undecided 2	Disagree 1	Strongly Disagree
1.	The objectives of the SIP were clearly stated and communicated	V				0
2.	IP was Systematically planned as per the objectives		~			
3.	The SIP was organized systematically as planned	120	.0-			
4.	The topics selected were need-based and essential for TE	-				
5.	Sessions conducted were very interesting	- 2				
6.	The sessions were interactive and participative					
7.	The resource persons had an impact presentation	-		100		
8.	The illustrations and experiences provided were relevant	1				
9.	The transaction strategies and approaches were effective					
10.	The vision and objectives of the SIP were achieved			~		

Name of the Student teacher: Sahana

Signature

Principal
Sanda Vitas Teachers College,
K.M. Peram, Mysore-sco 200

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'

SI. 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	100				
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.13

Signature

Principal Sarada Vilas Yeschera College, K.M. Puram, Mysore-570 664

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'

SI. No.	Description	Strongly Agree 4	Agree 3	Undecided 2	Disagree 1	Strongly Disagree
1.	The objectives of the SIP were clearly stated and communicated	~				0
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	1/				
5,	Sessions conducted were very interesting	-				
6.	The sessions were interactive and participative	V				
7.	The resource persons had an impact presentation	~				
8,	The illustrations and experiences provided were relevant	-	/			
9,	The transaction strategies and approaches were effective	2:		~		
10.		1				
	The vision and objectives of the SIP were achieved	~				

Name of the Student teacher: RACINI - M. 74

Rogens M. N Signature

Sarada Viles 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 'V'

Sl. No.	Description	Strongly Agree 4	Agree 3	Undecided 2	Disagree 1	Strongly
1.	The objectives of the SIP were clearly stated and communicated	~				0
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	1	~			
5.	Sessions conducted were very interesting					
б.	The sessions were interactive and participative		4			
7.	The resource persons had an impact presentation					
8.	The illustrations and experiences provided were relevant	~				
9.	The transaction strategies and approaches were effective		~			
	The vision and objectives of the SIP were achieved			-		

Name of the Student teacher: Awwhitee. R. K.

Anusthner. E. K.

Signature

Sarada Vilas Teachers College. K.M. Puram. Mysore-570 001

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'

SI. No.	Description	Strongly Agree 4	Agree 3	Undecided 2	Disagree 1	Strongly Disagree
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		~			
5.	The sessions were interactive and participative	V				
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: Bhanh V

Signature

Principal Sarada Vilna Teachara College, K.M. Puram, Mysore-570 004

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'

SI. No.	Description	Strongly Agree	Agree 3	Undecided 2	Disagree 1	Strongly Disagree
1.	The objectives of the SIP were clearly stated and communicated	4				0
2.	IP was Systematically planned as per the objectives	~				
3.		V				
	The SIP was organized systematically as planned	~				
4.	The topics selected were need-based and essential for TE	1 2 2	1			
5.	Sessions conducted were very interesting	+	~			
6.	The sessions were interactive and participative			~		
7.	The resource persons had an impact presentation	V				
8.	The illustrations and	V				
7,53	The illustrations and experiences provided were relevant	1		~		
7827	The transaction strategies and approaches were effective		- 6	_		
10.	The vision and objectives of the SIP were achieved	1	~			
			~			

Name of the Student teacher: ANUSHREE CK.

Signature

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

Dear student-teachers;

Note to know from you about the Students Induction Program (SIP) conducted. You are given ten statements.

1	1. The objections of the	Strongly Agree	Agree 3	Undecided 2	Disagree 1	Strong! Disagre
1	The objectives of the SIP were clearly stated and communicated	4				0
3,	IP was Systematically planned as	~				
4.	- Balliaged Systomatically	1				
5.	Letetted Were pood t	V				
6.	THE WATER WATER TO A STATE OF THE PARTY OF T		~			
7.	were interactive and	V				
-	- Persons had an I	~				
	TOTAL STORY OF THE	Y				
			~			
	The vision and objectives of the SIP were achieved	~				
	f the Student teacher: _Sowmya S			~		

Sarada Vilos Teschers Cellerre. K.M. Puram, Mysoro-576 no.4

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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'

SI. 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		1			
4.	The topics selected were need-based and essential for TE	1				
5.	Sessions conducted were very interesting		/			
6.	The sessions were interactive and participative	~				
7.	The resource persons had an impact presentation	1				
8.	The illustrations and experiences provided were relevant	1				
9.	The transaction strategies and approaches were effective	1				-
10.	The vision and objectives of the SIP were achieved			1		

Name of the Student teacher: Nagamani, &

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

Signature

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'

SI, 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		1			
2.	IP was Systematically planned as per the objectives	~				
3.	The SIP was organized systematically as planned	1				
4.	The topics selected were need-based and essential for TE	1				
5.	Sessions conducted were very interesting		1			
6.	The sessions were interactive and participative	1				
7.	The resource persons had an impact presentation	1				
8.	The illustrations and experiences provided were relevant	1				
9.	The transaction strategies and approaches were effective			1		
10.	The vision and objectives of the SIP were achieved					

Vame	of the	Student	teacher:	KAYYA-K

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Signature

Sarada Vilas Teachers Colic-n, K.M. Puram, Mysore-570 00-1

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'

SI. 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		1			
2.	IP was Systematically planned as per the objectives	V				
3.	The SIP was organized systematically as planned	1				
4.	The topics selected were need-based and essential for TE	1				
5,	Sessions conducted were very interesting	V				
6,	The sessions were interactive and participative		1			
7.	The resource persons had an impact presentation	1				
8.	The illustrations and experiences provided were relevant	1				
9.	The transaction strategies and approaches were effective	~				
10.	The vision and objectives of the SIP were achieved			V		

Name of the Student teacher: Supring

coclarks

Principal
Sarada Vilas Teachers College,
K.M. Puram, Mysore-579 004

Signature

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"

	Description	Strongly Agree	Agree 3	Undecided 2	Disagree 1	Strongly
1.	The objectives of the SIP were clearly stated and communicated	4				0
2.	IP was Systematically planned as per the objectives	V				
3.	The SIP was organized systematically as planned	1				
4.	The topics selected were need-based and essential for TE	~				
5.	Sessions conducted were very interesting		4.			
6.	The sessions were interactive and participative	V				
7.	The resource persons had an impact presentation	V .				
8.	The illustrations and experiences provided were relevant	V	~			
3.	The transaction strategies and approaches were effective	4				
10.	The vision and objectives of the SIP were achieved					
	30 MANUS - 1, 14	Ti In	~			

Name of the Student teacher: Tealas Gounda .

Signature

Principal
Sarada Vilas Tenchers Collers,
K.M. Peram, Mysore-579 004

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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'

SI. No.	Description	Strongly Agree	Agree 3	Undecided 2	Disagree 1	Strongly Disagree
1.	The objectives of the SIP were clearly stated and communicated	~				0
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	-	4			
5.	Sessions conducted were very interesting	V				
6.	The sessions were interactive and participative	- V				
7.	The resource persons had an impact presentation		V			
8.	The illustrations and experiences provided were relevant			V		
9.		V				
	The transaction strategies and approaches were effective	V				
	The vision and objectives of the SIP were achieved					

			Cecla K.	Signature
lame	of the Student teacher:			Rus S
	were achieved	~		
10.	The vision and objectives of the SIP were achieved			

Sarada Vilas Teachera Collega, K.M. Puram, Mysors-570 004

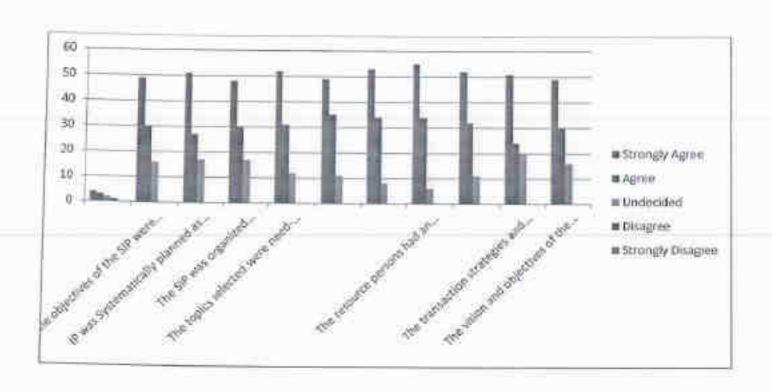
Dear student-teachers,

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'

51, No.	Description	Strongly Agree 4	Agree 3	Undecided 2	Disagre e	Strongly
1.	The objectives of the SIP were clearly stated and	49	30		1	0
	communicated	48	50	16	0	0
2.	DE MANGEMENTA					
3.	IP was Systematically planned as per the objectives	51	27	17	0	0
	The SIP was organized systematically as planned	48	30	17	0	0
4.	The topics selected were need-based and essential for TE	52				- 5
5.	Sessions conducted were very interesting	34	31	12	0	0
6.		49	35	11	0	0
2.57	The sessions were interactive and participative	53	34	08	0	0
7.	The resource persons had an impact presentation	55	5000	25/5/	7100	
8.			3.4	06	0	0
0	The Illustrations and experiences provided were relevant	52	32	-11	0	0
9.	The transaction strategies and approaches were effective	51	24	20	0	-
10.	The vision and objectives of the SIP were achieved	5.00	5 6601		0	0
		49	30	16	0	0

Name of the Student teacher: Kowy

Signature



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

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'

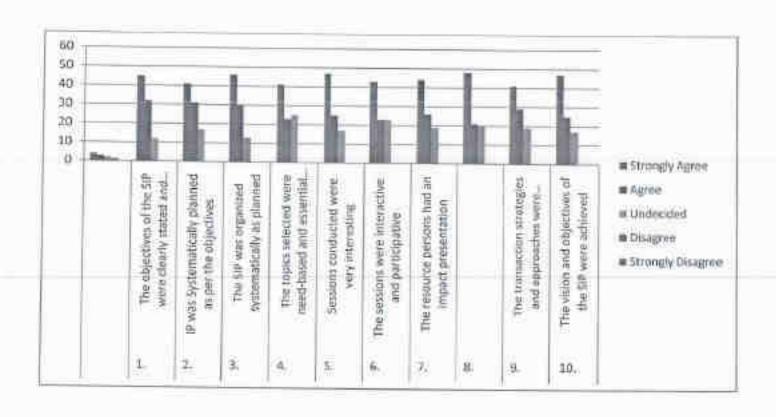
SI. No.	Description	Strongly Agree 4	Agree 3	Undecided 2	Disagre e 1	Strongly Disagree 0
1.	The objectives of the SIP were clearly stated and communicated	45	32	12	0	0
2.	IP was Systematically planned as per the objectives	41	31	17	0	0
3.	The SIP was organized systematically as planned	46	30	13	0	0
4.	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	Đ	0
10.	The vision and objectives of the SIP were achieved	47	25	17	0	0

Name of the Student	teacher:
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Signature

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



Principal
Sarada Vilas Teachers College,
K.M. Param, Mysere 270 004

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'

SI. No.	Description	Strongly Agree 4	Agree 3	Undecided 2	Disagre e 1	Strongly Disagree
1.	The objectives of the SIP were clearly stated and	46	30	30	(0)	.0
	communicated					
2.	1P 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: _

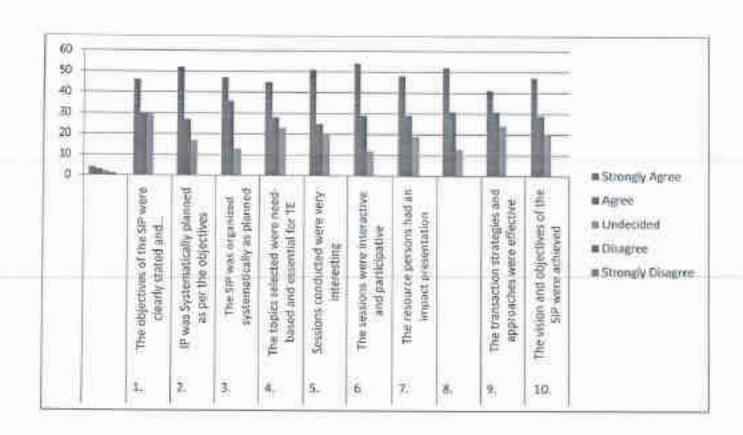
Nagao

Principal

A Vilas Teachers College.

Signature

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





Dear student-teachers,

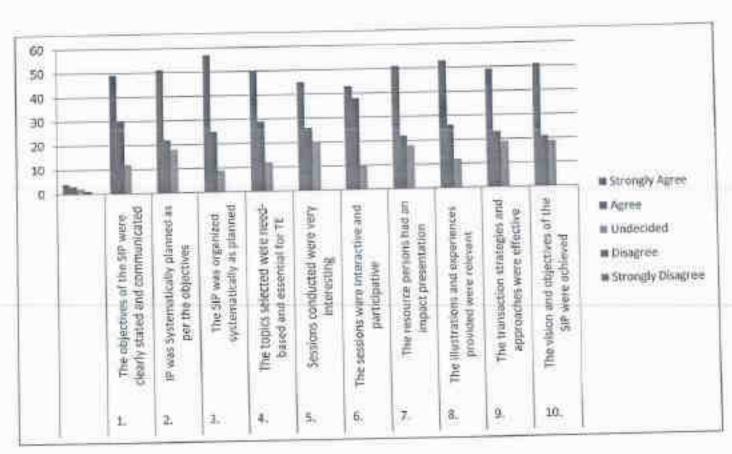
Here is what we want to know from you about the Students Induction Program (SIP) conducted. You are given ten statements.

Read them and mark your aption with "V"

Si, No.	Description	Strongly Agree 4	Agree 3	Undecided 2	Disagre e 1	Strongly Disagree O
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:	Malie	Ceelath	2	
· -		Principal	Signatur	

Sarada V 28



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

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'

51. No.	Description	Strongly Agree 4	Agree 3	Undecided 2	Disagre e 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	15	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	D	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	2.7	17	0	0
10.	The vision and objectives of the SIP were achieved	54	30	13	0	0

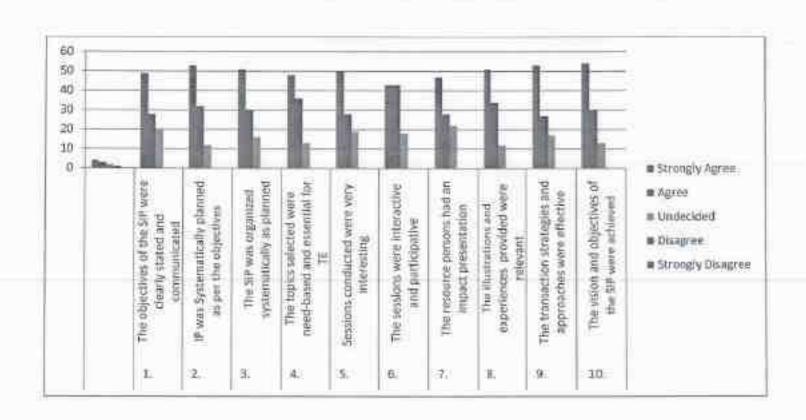
Name of the Student teacher:

____ Keel

Principal
Secular Villes Teachers College.

Signature

H.M. Partim, Myschi-575 004



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

3. Engage with Community

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

3.3.1 QNM DE 1. Report of each outreach activity





SARADA VILAS TEACHERS COLLEGE

A Sarada Vilas Road, K.M Puram, Mysuru-570004, Karnataka
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Email ID: svtcmysore@gmail.com Website: www.svtcmysore.org Office No: 0821-2332137 Mob No : 7019807294

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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 18th February 2019. The program was aimed at encouraging parents to send their children to schools and provide them opportunities to complete their children education.



Principal
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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.







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Drama Performance on Sarva Dharma Samanyaya

A drama was performed on 'Sarva Dharma Samanvaya in Nagavala Village, Mysore on 25th 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.



Principal
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Email ID: svtcmysore@gmail.com Website: www.svtcmysore.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 3rd July, 2021.



Voluntarily Students' Participation in Food Distribution in Covid Vaccination



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



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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.



Principal
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Drama Performance on Black Magic

On September 6, 2022, at 8:00 PM, a captivating drama performance was held at the campsite of TatiaiahnaGaddige, 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.



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Office No: 0821-2332137 Mob No : 7019807294

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 26th April, 2023 The event provided a unique blend of culture and entertainment for the attendees, set against the scenic backdrop of the campsite. 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 6th June, 2023, at 10:30 AM at Sarada Vilas Teachers College, was a resounding success. Led by Sumithramma 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.





4. Promoting Research Environment

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

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

	Title of paper	Name of authors	Name of journal	Year of nothing	ISBN/ISSN No.	Link
	Challenges & Issues of Teacher education in India	Dr. Locia. K.S.	6" International Multidisciplinary Conference on "Educational Development and social svelfare"	27th January 2018		×
71	Improving teacher student interaction in the English medium classmoom-An action teneurch report	Dr. Leela, K.S	URASET	Volume 9 Issue VIII August 2021	ISSN Ne.2321-9653	Paper ID DRASET3T20

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

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

Dr. G. Shooks' and Sussishermone!

Annual Profesion, Research Scholar

Oppurescut of Studies in Education, University of Mysons, Mysons, Kamataka, India.

Abstract: The Environmental Dehavtor is the count of which the individuals and adolescents are more and to get or behave in a describbs way. The Socianomical behavior is the specific and has a direction it to the what the individuals and addressmin intent to do in relation to the present environment and in saving it sid it is perfectively significant with continuement issues believed to be both made and leastment. Such as climate to replace any one time at change resulting from global seaming. The biology of ancicommond adaptive syreals a close respective between changing converse about the environment and its associated problems and the way in which preparent. Environmental quality strongly deposits on human behavior politican. In this section, the main purpose of the study was to examine the European and Behavior and General mental ability arming internitivy school students. The study also arread to final out the correlation between the wandles. The state has been myself on stateous of this standed in schools of Myson sity. The sample for the study possible of 60 insis and ferminmediants and data was cultisated by using tools, via RPS4 (Reven's membed pregentative managed and in moses the level of Control mental shilley of the student. Environmental Substitut Scale to measure the level of Environmental Believier aiming according school analogue. The must shown that, Migretty (48,53%) of Secretary school attained persons moderate level of Gioscoli mental utility. It is also seen that only 25% and 26,88% of the Seminary school students present low and high level of general would didliny respectively. majority (\$9%) of Secondary actual students present medican level of Terriconnected Behaviour, It is also seen that only 23,32% and 26,60% of the licensity school analogy process. low and high fewel of Decreemental Believes a respectively, there is a significant difference between the Euripeannessal Balantine of male and founds secondary school medicus, there is no significant difference between the general neutral ability of make and fermite secondary school student, a Positive algorithmic parentains in found between General Montal ability and Erromanomal Balancant

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Communicating soften: Dr.C. Sheda

1. Impdaction

The consequence that feature extension on the Kovimpones is, becausing owner important by become activistics are distriguing numerodings and sinks the lives of sord generations. At this point there is no decreeg the fact that flowerseness is changing. Few studies were shown that this is-Supposed and my effects on 3de around an Anglain cours may be account of the specific bloom. fine later lad to flow charges. Main present fundamental problems may conside admanufaction medicine charge, policies, and embouranted degradation, functionaries of Behaviour methodox adopting positive minution, and running to reclaim very requires effects on natural environment. Environmental afterages to a practice three afficial adolescents for analysis are a supersonal problems and sugage to analogy problems of anticognost and take responsible between treats he measured and show you Easternmental behaviour require to been the ground monet antity. Home II is related to made the Control Micros ability and in association with their conferences in behavior. Environmental neuro, are dangerous offices on homes activity on the himphysical emissions. Protection of explanations in a granter of periodics the Environment on the individual, in groups as greenman levels for the advantages of both the seminant and homeon. Environment problems we have hid of the pages satisfy on the physical environment. The species of the arctimentation is atmosphy. Argueda we the Neberman of the of the lateral pressure. However, should provide the contribution and present of environment procledage makestanding and induces the got minimum of Disherine. Homes beads their environment, will have no impact we the specify of the style of houses had these of houses. Maharana that effect on the conformers coming global economicals discussion. From accommond fichasing accommon children and people taker to change their Hemesians, in an effort to reduce the negative sector on the environment. "Environmental Education to a process that had an influence and invalid allower being the innocative problem actions within executive and model literacy, francial economic and economic in

for the editionship between business and the artification and economical to engage to requestible individual and co-operative actions. By those, actions are immensionally federates the cuttern will help to create an antisposity and a manufactly stable flucionments. The Wisconia Devicemental Education Board.

2. Need and Importance of the stude:

The way features total and stanger their assistentials will have an impact tax the quality of become hits bacif, back of hisman behavior that is not corns about the annicomment, coming global continuoustal damage. It assumpts people today charge their behavior is an affird to reduce the requires effects of servicemental delarge. Executional Behaviour is the senset of which the individuals are continued to not or behave to the desirable way. It is specific and time a direction. Environmental Deliavious are when the individual intend to do in whatese to the proved environment, and in unting it. The inflations incircummental inflations included life has been a glorally critical purbless industrialized countries deplets. The environment he instruble consumption of assesses and across production of garbage. Population provets is many developing countries puts theorying pronounces the places. Therefore, I.f. individual want to manage worth most moist continuous all a classical. Wideling accomment friendly Baltaching in any action of individual or group discord speach the consolistion reviewmental lines. Environmental - oficinis provider great apportunities for similate to because suggest in the real world problems that conversel characters within They can, see that relations of their electrons studies to complex professional forces confinency our planet and they can obtain the skills they will send to be commer problem softens and proverted advances -Att. Complett, and separateadapt of Sen Matte country witness.

Cresh the nature habe: Environmental advantage of the measures to the blocked in time of present generation, which is the partitionary to gow up indicate. Children who experience presenting the environment is the expensibility of everyone, forms arritemental phonons assess by configured to one group or society. Each individual many by ready for society for measurement. It must be a continuous and bistory process. Almost that applicational education is that teaching size be implemented directly. Presenting nature and resources will be much proceeding the hoperatures when target about decreasing of represents, pullation of prejudence, had always usually, lightless and religious or private and contain. The influence of furnishmental disconnection to problems.

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enhanciated countries depicts the continuous by institutive commentation of waste Greats of population in many developing parameter pass demaging pressure on the planet. Therefore of burner wants to assesses earth, homes must under people anvironmentally advanted to develop ten immersally foundly factories. Environmentally factories is any action of fraction descend towards the remainsters of Environmental problems. Environmental enhancion is a sort of investment that norm loss a valuable most over a period of time. Universities in India factor on tenting research and uniting in most than 20 universities different colleges and institutional countries in an experience engineering, occurrences and manage accomment, environmental facility and social socials and registering.

The element good of most studies on Encironmental Behaviour is no provided information that can be Helpful in development positive Environmental impact of human activities and development of Pro activities usual Behaviour like multirate advicaments to our law energy light bulbs, disc't sense mose, buy listed finite and supposition which are not transfer by June wheelers, while stropping one our loop instead of plants loop provided by supermarket.

To have an arrange of perjuments stone the security the cours for an immunish advantage (CEE) has been conditioned in August 1500 with the help of the Ministry of Environment and Forems, Government of India. One of the duty the CEE is to per effects to give the identification to the onle of environmental Education. The CEE was interpreted according programment at the regard. Buildests must be encouraged to underment from automotings and a forement for an according to the formulated. The environment is the send of the day, it must encourage notice participation. Hence in a contradical is a way opens to contrad make notice which makes significant.

The explosurement is one of the very significant components for individuals, increasing horses, because and processors that some nonlinearity would archive because holosope on the series amount. However, and believes will determine the good condition of an exposure the sery former more and protect their servicement will have an impact on the quality of houses like south for the lights of above, the renderator felt that is a second to a manifold or study on furnishmental Relativity and Orange Manual Ability among secondary which declares.

- 3. Operationed definition of the key serves wood in the study.
- 5.7 Environmental Believisus: N. to the motor and may be which readed a continue to different attentions and are intermentally planned to Soldinor with expect to Soldinors. It is

for some to which the students we imprind to act to believe as a security way. It is epochly and directoral, for command, believe in what the student menual in do no relative to conserve the maximum and to order representated losses. Exceptive Bestick off the light where are in use, examing the plants and whose a maning top one. It is the attent to which the studenty are more and to act or believe in a maning top one. It is appealle and has a direction, literature and flattered to that the excepting partial to do as relative to the process Parameters and it morning it.

3.2 For Environmental Behaviour, Pre-Environmental Behaviour in containers assertly to reflect the negative begans of one's remove or actions and build would, it is not office to reflect the augustive exceptantizated impacts cannot be human activities. It depries believely that aminores separate reactions of the analysis considered the societament to describe publishe execution towards the experiencent like plant regimes, classing the actions of the positive Relative Relative pulsation and actions and actions plants. The

3.3 Excitoramental Education: Environmental Salestation should be imminimiplicary and resemble mean functional products from local, received and intensitional proof of size. It is sent the extreme of early means to the extreme of early the process of early that process of education that intensitional contents and furthered experience. It is though the process of education that intensition are to describe that the observation of Environmental Education is that executly that good furnamental Education at entire and intensition of Education is not equalifications of information and intensitionally rest at a set about developing florest monetal executivity and intensition and followed by going not in nature and prograting existent Kernelodge with classical extremes. If this is the large state of Environmental Education than it as send to find and which is happening in pharmacous of our arbotic Environmental Education than it as presented which is improved the Education to expense that allow statems to expense Environmental publication engage in problem solving and take action to emprove the Educational Section is required that which is described and expense statems and also show that allow a problems are expense.

pro- Encironmental behaviour is behaviour that a smallest mindfully relacts in order to

reduce the regative influence on the Confemental.

3.4 Economic except ability Control current ability is a worst used to explain the degree or which on individual bottom inchesionals instructions, order profession. It is also called Control numbers in a mentions developed by psychotomic discoverable of enquires abilities, and because intelligence, It is a named in the corn up promine appellation; between different many. rests reflecting the first that we individual performance we may type of exercist such tend $s_{\rm b},s_{\rm e}$ conflictable in that person act or affice binds as cognitive tasks. The g finites began a specific companie of provid intelligence. The existence of the g fiction was neighboly proposed by the psychologist Charles Speamers in the nathy years of the 200s contary. He new that studiest's performer ratings across arrangely sentimed in school subjects, were positively executated and account that these numbering orbitals the reflector of an analytical process. ability that prove into show an all types of negatial most.

2.5 Streetman of Environmental Relation: The Schwing discussions of environmental behavior or received in the maly Cognition facility, synthes, extends, thicking, motivation, perception, examine, social boundedge, action eclared innovioles, Revisconamical countries, willingstone to not Emissionerally. If a student has at boards from the emissionerally estable because when amounts are author but bodies and action per are incommend behavior to reach to proset the property mappy ability, blocks it is referent to ready his personal control attribut and his assessment with their furnishes would be distribu-

Statement of the Problem:

The statement of the problem is "A study on Environmental Relations and Connect Manual shility steamy recordery admit strebuse." 9. Characters of the study.

The following warm the expensions of the mody.

- To entity the lated of Environmental Reference among neutrilary actions condense. 2)
- To study the level of Greenel control strikly second secondary network students 31
- To remine whether there is significent different between Environmental Schooling of Simula and male recording school students. 43
- To enacting whether there is significant deflacency incomes forward excelled studies of female and male secondary school stations. 51
- To expense whether there is a significant principal between Personnel Management and General mental ability of accoming school stations. ٤. Hypothesis of the mudge

The following hypotheses were formulated to personner of the eigenfree of the ex-

DGC Care-Roted J BSN: 0075-1386 J Peer systemed. Wesleyum Journal of Bourarch, Pol. 13 No. 61

- There is no eignificant difference between the Environmental Behaviour of male and timule specularly school students.
- There is no significant difference between the General montal ability of male and finade accordary school students.
- There is no significant eclationship between the finsinemental Balancius and Grantal auntal ability of secondary actual students.

7. Variables of the mody:

Following are the variables of the endy-

Major Fixelablese

Environmental Behaviour

General record ability

Mackground Farlable: Gendus.

8. Method of the study:

Discriptive flurwy method was adopted for the study.

Sample of the study.

Random sampling inclinique has been adopted for adopting the sample of encoudary achoose of city of Mysone. Further 60 ands and firmule students were selected through cluster energing technique.

10. Tools med for cultication of data:

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

SL No.	Variables	Typobs useral.	Standardized Constructed by
04.	General numel shilley (GMA)	Rason's standard progressive munices (RPM)	Rievon J C
102	Environmental Behavior	Environmental Debaying Scale	evenigous.

Table No. 1: Showing tools used for the study

II. Statistical techniques med for analysis of data:

The following statistical sociations have been used for undyes the hypothesis formulated in the study.

a) 1-test

The total was word to find our significant difference between variables.



b) Peneson product movement correlation:

The techniques was send to find out the relations hip between variables.

12. Analysis and interpretation of the duta:

Percentage analysis was used as a nomicical technique to analyse: the lievel of margini, with respect to their and second objective which have been presented below.

Objective 1: To seem the level of general month dollary of Secondary school students.

Table No. 1: Table showing the percentage of Secondary actions students possessing low, moderns and high level of general number shifter.

	Source	Semulary school students		
shility	Limit	Property.	Percentage	
Low	42.5	.0	25	
Moderate	43.32	29	46.33	
High.	55	16	26.66	
Total		60	100%	

Figure No.1 (Figure aboving the percentage of focusality school students processing low, machines and high terms of general mental studies.

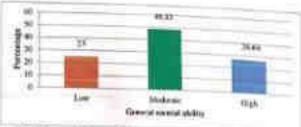


Table on 1 and Figure No. 1 reveals that suggests, (40.33%) of Secondary school students process moderate level of general model ability. It is also sum that only 23% and 36.66% of the Secondary school attribute possess law and high level of general owned ability respectively. Objective 2: To secondary inhead of faviencemental behaviour of Secondary school students.

Table No. 2: Table aboving the percentage of Secondary school contents processing loss; mechanic and high level of Europeanstel Beltzchen.

Environmental Behavious	Source	Secundary students	rehnd
Dres-wes	6.5mm	Prequency	Percentage
Line	664.5	14	23.33
Medicate	635-662	30	NR.
High:	904	76	26.66
Total		90	FORMS

Figure No.2 (Figure sheeing the precessage of Secondary school students presenting law, moderate and high Sevels of Daybournessed Behaviour.)



Table on I and Figure No.1 reveals that missiony (50%) of Secondary action attaches positive moderate level of Environmental Behaviour. It is also seen that only 23.33% and 20.60% of the Secondary solved attaches possess low and high level of Environmental Behaviour temporaryly.

Hypothesia-1: To marries whether them is significant difference between Environmental Behaviour of female and tests secondary exhaultents.

t-Test was used to find the best of significant difference between scale and finishe secondary school students with project to Environmental Deluctions and General manual Ability-

Table No. Jt Showing mean SD and treatise of mult and female accordary school students with respect to Environmental Behaviour.

	Greeps	N	Mean	SD	Die	*	Significants
Grader:	Male	35	945,40	56,42	-	170	
	Female	23	863.08	42.90	100	1.50	

**: regnificant at 0.01 level

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Table No. 5 classes that the obtained 5 value 3,295 is growner than the tabled 1 value 2.660 at 0.03 level. However, that sold Very columns that λ is rejected used the afternoon by production starting; that those λ_{i} a significant difference between the Decomposited Behaviour of male and female secondary. who of makeus is accumed. Some, the recon value of make (645.40) in greater than that of the were value of female (603.00), it is combated that mult secondary ashool students present tous. are immensed Freezing behaviour.

Hypotheses-2: To examine whether them is significant difference between General manual ability of fermic and many assumbly selected students.

Table No. 4: above on more. 5D and temptor of make and formin one substy solitonic students with

Gender	No.	187	Mean	50	Dif	T	liquificance
C.S. Company	Priant	32	44.97	(621)			SSE OFFI
	Fourier	27	46.20	7,63	58	11.405	TVS

Table him 4 almost that the minimal 1 yellow 0.405 to become than the table it value 2.000 at 0.05 level, Meson, the soil hypothesis the 2 is excepted and 8 is concluded that there is no experiment shifteeness between the general second ability of male and force mountary wheel students in

Hypotheses.3 To examine whether there is a equalisms relationship between Estimated at Subscious and General annual statity of emissions reflect andress.

Table-8: Showing the Number, Steam and 's' value between proceed results' ability of Societies. wheel students and their Exceptions and Indianated

7 mrtalities	N	by	Trime	Level of Highiteeney
Committee of the control of the cont	66	34	AUT	165

NS No Sections

Table on- 5 shows that obscious? 'V' value of 1(3600 to leave than table value of 0,200 or 0.00 boad. Herea, the nell hypothesis the J is accepted. It is concluded that there is a positive

Taken No. I shows that the obtained t value 3.296 is greater than the takind t value 2.000 at 0.05 here. Hence, the mill hypothesis His I is exjected and the abstracts hypothesis storing that there is a significant difference between the Environmental Reference of stake and famile associately school studeness is accepted. Notice, the mean value of male (645.60) is greater than that of the more value of female (663.08), it is concluded that male recondary school students possess new contramental Friendly behaviour.

Bypotherer-2: To examine whether there is significant difference between General mental ability of female and male secondary scientification.

Table No. 4: showing mean, NO and 5 value of mule and female recurdity schools makes with respect to peneral essential ability.

	Groups	-JA	Mess	5D	DH.	τ	Significance
Closer	Male	18	46.90	6.21	-	0.401	nds
8	Frankle	25	46.20	7.83	177	9.403	1245

NS: Nor Significant

Table No.4 shows that the elimined a value 0.405 is invest than the tabled a value 2.000 at 0.05 large, thence, the colf hypothesis bin.2 is occupied and it is concluded that there is no significant difference between the general mental ability of male and famile surveillary actual made to accepted.

Hypothesess2 To examine whether there is a significant relationship between Environmental Behavious and General mental shallby of secondary school stackers.

Table-5: Howing the Number, Mean and 'v' value between general montal ability of formulary attend students and their Environmental believes.

Variables	N	IM	eater 'a'	Level of significance
Environmental Indoor	00	144	ii ii z	NS
General mound ability	1	170	1000	194

NS: Not Significant

Table no. 5 shows that obtained 'r' value of 0.040 to leave than table value of 0.250 at 0.05 level. Hence, the stell hypothesis Do-3 is accepted. It is concluded that there is a positive



ENVIRONMENTAL ETHICS AND ENVIRONMENTAL BEHAVIOUR A CORELATIONAL STERRY AMONG SECONDARY SCHOOL STUDENTS

No. 65 Spheride

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transmission and the same of t when him more little and a program of raise due a new words and and a decide of the extra result following to proceed great or put money. As notice being a few many and other lays that you should be a final behavior on a and other char, the party actions appear may be the graph topy of most to the present the present of the may be the repair of the respect to be and because the same it is consecuted unit provide the control of the co material. For half, the state of the lot the second parties at material of the state. The bost for here should be makes you are nation in a make in what it became it. The weak to be way, compared it the age and these makes and day not colored ones and it of a support their size and decreased in bridge took ode is too been and it became the min of Company of Real and Emphasists Statute away recorder other manue. The most All the society (Ph.) I receive that much print, extend his of parts much date the law we the will We say 10 yet the formular party process has not been in the process than required; process The distriction of the production of the product to the country of the fundamental place, you and that he've of the community districtly proposed by they are a significant district from the Secreption Course of this on high an asset darker from a strong to an electrical between the Description of the local and the street streets of the streets and the streets and the streets and and the conference of the state of the state

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2.5. Benevium of Equipmental of the and Environment Schoolse considered in the engine

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Proposes of the Problem, The second of the public in Terror would believe and the command factor of the proposed Organities with their

The could be come and collective the following efficiency

- To easy the book of Experimental Pitters around no order wheel makes;
- In each defined of favorance of the control of the
- For company the European and Disposed make and health contrader values analysis.
- A. Communicate Sections and Relation of East-and Engineering and Institute of Section 1985.
- To assert which is that the appropriate remaining between Processed 2012 and Processed School county Hyperbraic of the south:

The Schooling Symphoses was Symphosic to provious of the objection of the space.

2. There is an experimental form a form of the contract of the Englanger St. 242 Lifetiers.

- (96C Carri Jumpost)
 - There is no significant difference between East-connected Reference of soft, and forade according a deal and as
 - 3. Then is an applicate correlation between Environmental Dilator and Desponsibility Dilators among consider wheal verding.

Variables of the energy

The following we fire temples of the made

Main variables:

- 1. Decremental Disco
- Environmental Volume

Black present variable: Giralin

Method of the stude: Document survey surbed his here alsored by the study.

Sample of the study. Bandon coupling technique has been allowed for soluting couply in Scountry Science, been the site of Mysers: Fueties 100 under and Limite students were selected through change complian relitation.

Tools must be do suffection of days:

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1.	To Description	Yearner Mer-	Personal Co.
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Restricted techniques sory! for the undiren of data:

The following statistical and engine have been post for analysis the temperature for making, by the most

- I must but been read to find out the apparent difference between the consider.
- Pearwa product incoment correlation but have used to find our Ground factor.
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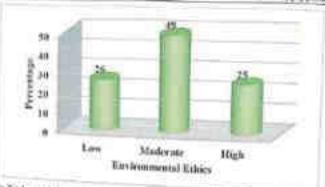
Objective 1: To some the level of Encouraged listers of Secondary wheel statem.

Table No. 2; Table classing the precentage of facustics wheel realists personne too, anchorar and high level of

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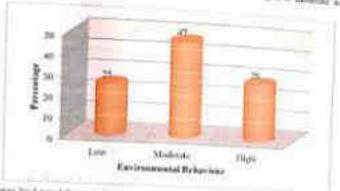
7.86c part and Figure No.1 special that respects safety of femalest section preserve attachment level of granted second sholes it is also seen that only 20% and 25% of the Secondary school shadows processing box and high head of the secondary

Objection 2: No amount the land of Decrease and Detectors of Successivy school evaluate.

Table No. 2: Eather channing the procurage of Soundary school matrices, procuraing law, mexicons and high level of Crylinessenii Balariese.

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1-		-	Seed or season.
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History	77.76		
20	10	-	
the d		69	3

Figure No.2: Figure, showing the previously of facustics which realism permutage has medium; and high heads of



Sable on 3 and Signer Per 2 record that seajoning \$42%) of Secondary, where real are present any local of \$100 secondary. Bellevines, R. J. where your thank cather 20% and 20% of the Normalist which shall shall be been been supply to the part of the second of

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tight for I show that the revenue of a come III for an amount the about a called it called in a little board them the sail. against No. 1 is reported out the attention beginners coming the flow in a speake of Allianian belowed the foremental Subsection of grain and french converting where displaces to company frame, the same value of saids (100 feet in grains from the of the prime tester of financia (177, 47), is in conclusion that indo systematics, which students have according to the primer relation

Repulsive 2. They is no equilibrary different beaution for Lamons and Educard state and book remaining wheels **Marketin**

Table No. 9. George many NO. 1 without make and district with regard to Democratical Client.

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ha	Territoria	1.5	THE REAL PROPERTY.	P.P.	A	
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		100		0.00		

Table No. 4 stores that the obtained it, sales with the best than the subtlet of the 2-best three best. Therefore, the stores was and regulation to accept a set a to provided the first to an equation of flower between the fore-extended black of make and formal committee without makes to accepted.

Ripothose-It. There is no equilibrar assertance between Engineeralal Object of Secondary wheel minimum and since Development behavior.

Table see St. Howard St. Namber, Blain 's write informat furthermed Price of Research subset contacts and their Decimental behaviors

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Discount wherever	luis.		264	Auto-
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Lake and done the absence of nature (1922) is proved the later only of 1921 live three, the net beginning by programs and the advanture fragerious states that there is a equilibrium indicates between the content of the c wheel makes and their Decimational Delicione. Therefore is a constraind the finite or a position and high constraint becomes the Empressed Effect of Namelog which contain out the forcemental below to

Findings of the wedge

- 1. Making 1870 of Sounday select makes power, motives body of presed mount of the 22 is not more than on-Now, and Now of the Secondary school realized, processing loss and high-level of the agreement little assessment.
- 2. Make a children of the color wife 27% and 28% of the horselest which riskers proved from and last have at 8 monopoles to become installed the ballion
- 2. There is a registrant difference between the former meaning list order of study and transit account of the contract of the
- A. There is no experience difference between the Continuous of State of Said and State of Said and Sai
- 3. This is a project and both combition between the Environmental Philos of Scientifics which continue and their Liver concerned behavior

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Special Scene on

CONTEMPORARY ISSUES DURING COVID-19 PANDEMIC: A MULTIDISCIPLINARY APPROACH

> Special Janus Childre Prof. D.S. MUNEENDRA KUMAR Dr. ASHOK KA



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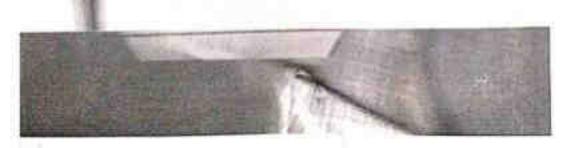
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ACHIEVEMENT OF HIGH SCHOOL STUDENTS IN COMPREHENSION AND SKILLS IN THE LEARNING OF MATHEMATICAL CONCEPTS - AN ANALYTICAL STUDY

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sufficient next time bired of tenefoling process to no highword.

is but that the insuling homeony persons even brief from spetent of the abild and their passe of precincal development, and featurest straid by obje to beinte fine maltermatics in their turnipodes to their life experiences. This incline he has of the medianization but and use of more and store sprices Sustration and activities in characterists of inectionsation, their contract programmed appearant substance, transfers and tracture enhancent values is let of effort to descript participate and general that would semploy be design to the tracining of mothermatics.

The period of the 1990s and many 2000s was also the puriod erion Ministers Learning Levels (MLL) flammed the book for the portunion and torqueles and SEC 2000 area extend the their proper legacomentation, the time of MLL erical front the trees for provide provides education to all different access below in ferrotred founding of language, manhamouting and acceptantional studies in the priviley statues are artist charles, computanting that all children. were expected to bettieve, decreament and evolution was also bound on these small chapter. he he emeterable these consistencies had to be in the form of observable behaviour demonstrated by the critic whose size excellent the requirits register. This formulation of MLL after paid to hard to the time and agong that abbien passed for commit halfing. These was a greet deal of superstant to this tier outless attenuative formulations were built. These becluised well by some organizations unless that government framework, come of these being expensions with public leaffullura. The follows in Modfres Process, many chaptes Portion for Schows Education in Meteriorism, Volya Etchesis Sacrety In Reportion, Sandaya to Ramocana. Sideal Wathersonia Program of the Custon for Schools Education and Economissioner of Custo Subsective, etc., These experientless, that werens thereby with currents approximated achieving and department these were numbershorn, digitalises and scottlesion in this process. The engagements and where of these organizations have burged to groteg stages to the Nothered Controllers Foreignment. 2000, in test, the paper primary testitories promount by the Telific diale in 2000 series along a manifestable between SCERT, the RF and Webs Minimum Stockery, Rospertyans,

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All this was part of the wholes that had him the envergence of the east furnished framework is 2000.

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The biggrout obstorings has us in to shange time attitude of boachers, specific and onharm to expression and why and how it should be lought, for most people "why multismotics education" attl switting around realth-matter ha extratorione. Harvesty, the beauties between that supportunities in alterst framelog probations for problems and seed placed being good to anderstand what the concept meson and about being gain to store of weps of outsing problems. The emphasis is no the 'excrest anneal' rather than on Miching of a valiety of ways. to apprough the polition. Teaching, recorders, gets enablished to sharing anticinen with whatents from either the treatmonia or goods bures, which after short note and memory distance to ubderen ned are used willely migratisty to the figure chance. Teachers boach at a migrater that in security the direct from the experiences of stations and purchaselves by existing in resident. There is aften ever configure becames 'demonstration brough emplote exemptor' and 'the point of statements". For the students, the concessors lengthy reveal recommenting the studaffines of communication ideas, polyma, probability and solutions to positions in the course Hair pearls. Mathematics Cleaveurs. Sharetime, March to Secure artists earling for stuttoris. For most tractors, require mathematics according and obtain is not possible bargate they themselves are after where of mathematics and sandas it is subject for the privileged few who are assetts and lendigers, falledy board molliomeras booting and wild cornered beautiful over the bury month, upon to multiple interpretations, and office got restricted to use of nametata angularitata fari in flew concepti, in princing crimmes, Nottennasion Christianess, in surfac of MEN and the report bulbonic of MERNY securit structs; and accommunication paradictions. algorithms, pudnottons and assuming to "official" printings."

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

Ramin Alication & Homesh Schools Regional beamer of Education

Myserp-371066 Prof Haman N.2

Former Prof. of Special Education and Disas of Instruction Regional Institute of Education Mynam-270000.

Abmuch

The article explains the delicent types of error communical and deflication architects by Children with Mathematical Disability (CodeCo). The mathew made are attempt to know attitional types of errors connected and deflication contributed by the participants white during the addition of Earthean. The entity siem in developing the remaind instructions of programme for CodeCo or functions infantly in (addition of functions). The effectiveness of the programme has been studied used remains ordered that the interrestions provided was affective in improving the performance of participants their prevent to post-lens. The study has ambined on to according multiplication of functions in inchesive subsects.

Key work: facustic Instructional Programme, Mathematical Discolley, Incharve

Introduction :

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Houses, 1995 reprintly which dealing with quantities is narrowner and democratified regardless where the provided and therefore a few mining or the provided supported by the provided supported the provided goes, Souther & Public 2015'D. Franciscos on well-degrees to produkter a securiting Mean Son proof; wheel oblines that it al., 1383. Mers, and Lory, 1393. Origins, and Morth, weres observed y amond no they pay backing to be emiliance the among one office approximation for parties employment to the best constitut. The forestings of fluctures is 'protein emby's difficult repre-1871 (Datables and Pickers (1971) Universal of Notice is being more to many ancions, (Characteristics & Proc. Parest, 500), talent or A., 1010, Palachty &

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exponent extractors, virtual virtual progression in Addition of Executes. To: Coldifform energing to the Goods 57 and 5th was different absolute amount of Cooler, V, VI and PSL

Methodology

The extensiving values in the problems, note and subseques article of actionists and sendown of data are discharach in this parties.

Participants

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[a solds to achieve the adjustion of the first, the first term of the fir then beyond City to applying a set of Undainment and Inchasterny Catache A last of 21 percepture with Cohici was combined as the sample for the study.

Pogioneaux of the participates in the arrientee personner partening to Franken manufactured by P. Lond 1931. Telebra

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- 5	IΕ	Æ
CHITIDION SELAN	Find the sense of the give	Against of Southern
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Namedal Instructional Programme for Teaching Addition of Fractions to Children with Machinestical Disability (CwMD) in Inchairse Schools

Table 402

requiring in while doing the task in Fractions related to Addition by Cubits

51.	Errets	Example	Probable Ressons
No.	Commented Since committed	To find the sum of the given function. Example 29 - 5/9 = 10/18	Does not know when there is a common denomicator is about the taken denomicator is about the taken denomicators. Does not know that when denomicators are some denomicators are some constant denomicator about the considered. Lack of Procedural Knowledge
	Chid out attempt	318 + 6/15 + 2/18 3 % + 6/15 + 2/3	Does not know here to do the enthermoleal operation i.e. addition. Confusion prevailed while adding the fractions when summers are different and denominator are name. Does not know to add the fractions when the descentisions are different.
	Complied from countitled Procedural Einst countitled	Selese 0	1. Adds the automator 2. Adds the desummone. 3. Does not know to take UCM when the desumination are not some. 4. Does not have the emorphisis autoristanting 5. Does not have the Procedural Knowledge.

Analysis was done to identify the types of error summitted and the difficulties experience by the participants and the probable reasons for the sementalities difficulties.

Planning and Preparing the Remodul Instructional Programme

Based on the errors normalized and difficulties exhibited by Cohiti, the general principles suggested by various resourchers a canadial instructional periposition to beach Addition of Fractions was developed.

Some of the general principles to learn Fractions on:

1. Readiness skill for Jeaning fractions to be emphasized.

Principal farada Was Tasahara Cuttago, KM. Puran, Nyson-570 (104

Zenin Abraham, Prof. Ramse 3.

- Yearhing the same concept in different ways or representations.
- Make use of sleight visubility while tracking.
- 4. To homer the cognitive development.
- Touching should have direct insput on child's proception in learning.
- a. Multiminury approach to be used while teaching.

Specific principles to track Addition of Fractions

- I. To compensure for short-term measury performance curs should be used to remember plant while doing Addition of Fractions.
- 2. The serves and the symbols of addition of Fractions to be micd frequently for batter tentition and better perfections.
- Activities should be drawn such that a shild finds increas in learning.

Mate features of the Remedial Progressime.

Keeping the above principles in road the remodial instructional programme to terch addition of fractions to OwMD, was developed. Some of the main features of the programme are

- The programme is designed in such a way that it enters the needs of the inspirity of children who have problem in inuming the carroops of addition of Fractions.
- 2. Facts former has specifically designed instructional objectives.
- 3. Activities see amanged to recognish unles-
- 4. The present learning activities were limited to the previous activities.
- 5. Authoriting the objection of the province class is a pro-committee shift to go to the rest lesson.
- 6. Currents were tought using the concepts paterials. Showly, it was shifted to consi-concepts and finally the abstract form of addition of Fractions with different demonstrators were used.
- Longon were short requiring 20 min covering a specific concept.

RAMPLE LESSON

The addition of fluction trackes us to add two as most fractions with some determination and to take LCM different dominimum are considered in addition of fractions. The addition of fractions depends on two major conditions.

- r) Serve Asseminator,
- b) Different Americanies.

Addition of Fraction:

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

- Specific Objectives: a) The pupil will be able to identify fractions having common denominator and fractions larving different descripation.
- b) The popil will be able to comprise increase with some denominators and thattions beeing

Barada Véce Twachers Cullege. M.M. Patrace, Riccord AVI DEA

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

Teaching-Learning sids used:

2. Charts related to addition of fractions with recurrence denominator and different denominator used

3. Writing board and color chalk used different denominators.

Addition of Fractions with same demoniturer

If the deministrators of two or more fractions are same then we can directly add the numerator keeping the dessentanter constron.

Example 1: General form of Addition of Praction when the decominator are same. a/b + c/b → (The denominators are some, consider occe, it is common denominator,

have b is common denominator, consider it once)

-> (Add the numeranor)

→ (Common dimoninstor)

Example 2:

Add the fractions 4% + 7%

4/6 + 7/h → [Look at the manufact, add there)

[Add the securitor]

Gook, at the dimensioner they are some, take the summen discoun-

Fullow the below steps to add the fractions with same decominator.

- Add the numerous together, knoping the dissuminator common.
- Weiting the simplified fraction.

Example 3: Addition of fractions with different denominators.

1(816) + (514)5

Mettod-01;

Step -41: Cross multiply the Jell memorator with the right descendance and right concernior with the left dominometer). (Crors multiplication flore representing through the account using cotton challe).

Step-02: Multiply the denominators, they are different. (There is no concesse describinator). [Asked endents whether the demonstrators considered are some or different]

Step -03: Take LCM of the denominator.

Step-64: Finally add the concentor and the denominator.

Add the given two fractions [(9%) + (3/4)].

Principal. ada Vilea Taachera Cullema K.M. Purses, Myserr-279 Dog

Zonia Abraham, Prof. Ramaa S.

6 6, 4 1, 4 1, 1

LCM 6x4=

24 24

= 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

6

Method: | 6, 4

(3/4)

[(9/6)

1,4

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

LCM 6x4=

24

a) 9 - x 24

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

6)24(4

24

644-24

Keelast S

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

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

m4-36 + (1)

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

enominator with LCM.	4x1-4
64.1-6	412-8
6x2=12	4x3-12
613-18	484-16
6x4-24	445-20
6x5~30	4x6=24
6s5=36	4x7~28
6x7-42	4x5-92
6x2-48	4x9~36
619454	4x10-40
6x10-60	The state of the s

b) --- x 24 --> (The denominator and the L C M has to be divided)

2 x 6~ 18 + (2)

432406 24

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

36+18 24 24

Tuble -3

Performance of the participants in the criterion measures pertaining to Fractions (Addition of fraction) of Grade-V, VI, and VII in Pry-Test and Pust-Test.

(Annillan a) j		uction) of Grade- F, F2, and F	- 1	re-Test		Post-Test		
SI. No	Grade	CRITERION MEASURE	м	PA.	NM	M	PK	SM
1	V	Find the sum of the given fractions	40.47	40.13	19,4	90.47	95)	
2	VI.	Addition of fractions (having same denominator)	-	-	100	47.61	47.63	4.76
3	VII	Addition of fruction	13.13	-00	66.67	100	-	-

Cesta the Principal Sacada Wiles Teachers Colic K.M. Parum, Mysorw-324 2

and should be trained in methods to much CwND and other children who face cales in learning mothermatics.

allies of fraction having same denominator was found to be most difficult in the geometr menty was more at 47.61% in the post-test and partial authories at 47.63%

and not of fraction; was seen to have 100% mastery in the peak-test from 100.56% of met petry is the pre-test of Grade VII.

- 3. Since the programme developed to teach Addition of Saction to CuMD, this programme par he used for any children who are having difficulty to understanding the addition of fractions due to various infair resours in appar primary schools.
- As factoms are found to be deficult for unist of the sectoral children shie. So, the termitial atralogies suggested hore can be made our to lamb it the repular absorptions or that it will be templed to the normal children.
- 3. Children with Mathematical disability (CwMD), and conscious their problem if the appealic deficits are identified and faulty creategies admired to the epitterion we recelled.
- L. Arness, L. Mestiers, F., and Microthary, H. (2017). Where, do Harrison executed their equivalents Can this convenient take place in elementary extract for J. Compac Allich, Louis, S. 167-118, doc.
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- A Bright, G., Bale, M., Pare, T., and Wacherson, L. (1988); Monthlying fractions on accesses little. J. Dalland Abstract | Dalmark But Tase | Chandled Dall Time
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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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Forest Professor of Special Education and Descript Instruction Regional Settings of Education Neuron (2000).

Abstract

The article explains the different type of errors constitute and difficulties orthinally Coldina with Mathematical Deadulty (Coldin). The authors made as articipa to know different type of errors constatted and difficulties exhibited by the pertuguests within deep the addition of fractions. The study alone is densitying the remodule mathematical programms for Coldina Numbers potent to tailoute of fractions). The effectiveness of the programms has been mainful and smalls indicated that the accordance provided was effective as improving the performance of pertugues these previous to positive. The study has applications for unacting positively and applications for unacting positive and or an appropriate for unacting positive provides on institutive adoption.

Key words., Mathematical Disability, Difficulties in Learning Fractions, Effectiveness of Remarkal Instructional Programmer in Mathematics for Co-MD.

Untradjection

Learning fractions in difficult for shiftens in general and especially difficult for children with Mathematical Discouling (CwMD), fractions are well known to be difficult to learn. Fraction sense 'softens to a person's general audionateding of fractions and operatures along with the artists and operatures along with the artists and operatures are use this understanding in families ways to make mathematical judgments and to develop world overtiges for handling fractions and operatures. (Moleton) of al. 1992, p. 31 However, children occupanter facilities in the mass complicated mathematical strength in primary and over an their

middle years in actual. Ministree, buckons play when note in mathematics. must they are received in probabilistic. proportional and algebraic renoming. Practions are protect compound of multierration inflicationing and a gasterio for non-many sought after recognitions Fractions say an executial financiament skill for future momentumes success (NAAP, 2000). Fractions are well-known to committee a enoughting block for greatery athens existing (Below at at 1480, Moor and Case, 1909 Congress and Moon, 2007, Churclasellous and Ditts Panters. 2007's Electronoming difficulties in froming floctors server absolutely eracial.

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or they can lead to entilements attempt, and affirst apprehension for farther engagement in Mathematics. The lowering of fractions is multiceredly a difficult topic for more students (Chandianhous & Pitta-Furmer, 2007; Merce et al., 2010; Potantity

A Husting, (1991) especially when feating with quantiles in securetain and featurements. Policitity and Husting (1992) posited that students were there is possible to be a separate entires of whete acceptant instead of particular autorphicalizations.

The importance arounds beyond the actions years. Fractions are expected foundational skill for future surflements success (RMAP, 2000). The importance of fractions studen it a more tages in elementary and mobile school currieurs. Ascerding to Commer Com-State Standard Invistore account, 2010). students stemid desclose suderespeling in Raction is Grade I operate. Children with traditionalities difficulties (MITS log behind in suprema seperts of Lucwiedge, including ampuling and serbring Bactiges, exceeding fraction on a number line, pulposing without calculation, and solving word. problems issuffice features (Staticy et al., 2015; Cridge, Person, Yan, & Miller, 1096; Heels & Vept, 2016; Manuscow & Herdin, 2008; Singler & Poles, 2013) Dealtime semicion is the United States had productionately select on teaching parts whole undestanting thichs, Steps, Parity, & Malone, 2016; N. A. Zhou, 2005, Thompson & Saldanha, 2003), Partwebsthanding. while sunseptializing fractions as representing was or many report purps of an absent or out of objects. More regat studies or and that sering whole-number knowledge supports

Sections becoming thing. Hambling at al-2014; Burnish et al., 2016; Rinne, Ye. di. Jordan, 2017). Stylinets with a strong frontation to whole-number progritude activativeling had were somethy fruition. sugainsk automording that from who the net Olerwick et al., Bullis, record, local is a sent to drycke Snawledge and remerkancies in Whole symbols believ strongsted to importe the steel in Programs. It is also expected to understand the require difficulties experienced by the Children with Mathematical Districts (Caddilly in Practices and also the type of errors appropried by them. Remodule programme chould be planted on the boosof the difficulties and errors he order to main the bombers in generaling fire-order finiteset to CleAff), there is a good to have ensience bound programmen. The studies Magnetial Instructional refuting to Displacement imministed to fedurate ColMD mainly feeded on White sanders thought reed for the worth

minthee

- To analyze the types of comes currentled as Provious by CoMD meeting in South and MI.
- E Do Find and the Effectiveness of a Neuroside International Programm in Admining Musery in Affirm enterior measure pertaining to Fourtiers attent Children with Mathematical Disability (CWMED).

Multiodelies

The mostly-defenty related to mothed of artisation and environs of time an electrical inglish of Physics (1990).

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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-Pantari, 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

Participant

to under to extrict the effectives of the study the participants, CoMD wave selected. State serves. Government and Private Asked schedule with Komala or Medium of Instruction from Myson City by applying a set of Eschainmany and Inclusionary Criteria.

Table -1
Dentily of the participants

Type of School	Grade	Number of children included in the study
Germant	VI.	1
Private Audest	YI	3
Givernment.	WII.	.9
Private Aidot	VOL	9
		31

Besel Description of the Tools

Through the justicipants were from Grades VI and VII the Diagnostic Term in Mathematics for the Grades I-IV, V, VI, and VII were administrate to the pertuguent in sector to emicrotant their specific difficulties in different emicros measures of all the 2 Grades. A brief second of the book used to the study in given below.

The Arithmetic Disputation Test (ADT) was developed by Jonus S (1994. 2015) to used so a special to identify the difficulties and to disapprove the agrees made by the abilities in mittentic. This test is not the doublity specific test. The test would be administrate to any children confring in the grades LTV. The test intends to diagnose the specific difficulties monutered by stillden of primary schools of grade 1-1V while shing the arithmetic vom. The test is developed in made a way that the itutes are appropriate to the different grades of the princip school mags, completive and verses from each other or the referent differences level

The Middlescopies Disagnesis Test assessment by Nair Prents Government, 2013, was used in the study. The was minute to exceed the preferences tend of abilities in successive modying in the Garde -V. The was assess to dispress specific difficulties ephilities and errors summered by the children of Goods V. The test occurs already all the array of sucheroptics of Goods V.

The Michenatics Diagnosis Units for the Grade -VI and VI were developed by the accordance is a losse the performance level of children is medicinated enalying in the grade VI and VI. The test intends to diagnosis the series accounted test specific difficulties accounted by children in mixing the medicinated operation. The test accountance of the period of the series of Architectus, Alactro and Garrenry in authorisation of the grates VI and VII of Exercisia sum bound limit book of Economic medicin.

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Collection of the Bate

The three relating to difficulties and compression of the participant by administrating the test to the participants at test proups of 2 to 3 children to two scenarios of chose of the action to two streets are eater to mend the future below. The infiliation were given sufficient time. The acting more done with relations to the actions to present of the test test. Therefore, in the action for that action to address of fractions is not).

is critic to wide it be use school in the effectiveness of a flavoritie instancias. Programme in attention tractery or flavores arrors (Children with Mademirical Distincts) the experiences arrospectiveness and the contract of the Pro-Total and

The dots was sentently the participant of the sum while level on the enterior receives on account of malyzing the specifical flushing in each of the interior receives to each of the interior receives the children were unappreciate in National Action and showing Partial Actionals (NA) and showing Partial Actionals (NA). The children of the children were unappreciate in National Alleron (NA) (Second III) and showing Partial Actionals (NA) (Second III).

In order to achieve the differences. If a Remotal Institutional Programme is Attacking Managery in difference continuous measures permitting to Fractions affects creation accounts permitting to Fractions affects (CWMII) an experiment was constanted with a single subject protest part and design. This phase treated of two regions.

- Emposition of the remodul instructive programme
- 2. Desiration of the committed instruction programme

Proposition of Benedial Instructional Programms

September 1 CDbb Amount that programme was planted and empared on the basis of the difficulties exhibited by the puriscipants and the errors committee with colonia measures on all the \$ disposite webs, he did programme, the suggested. by surrous principles: preestypopers; porti us-Mikkidomii Condition (1953), Recent and Keeps FIRES, CHIE & South CHIEFL. (2009) Doment and Klissen (2000) and Warranted 1200Mit. Stational Council of Tenders of Mathematics (2001), Lincoln Ches. Line, Chesp. We said York Chief-The samuels determination was programme nitrieff at measure in all the emanor movems personny to the comparants of the mathematics the grades 1970 Number concept. Antenne of whole remitters. Submittee of whole purchase. Multiplication of whole markets, Division of White touchers and Ryclams personally to grain LIV and to accretion the personage of children with nurhorsation disability is greate V exhibiting difficulties. in consider collection constraint, left enderentics named Norther concern subbline of whole quotien, fractions and decients, Schritzmen of whole monton, fractions and moneyle. Manufactors of white similers and burnish, divisite of whole numbers and finctions, precenting and generates performing to goods V and to properties the properties of children with mathematical disability in grade VI and VII exhibiting difficultion in emous eritotics recognism of marketonics sample Rismins concept, Addinso of white interfer MAGGINAN. deblete tookies. Buchoss and draweds, Subtraction of whole pushes, success, rational torollers,

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painting and distinute, Multiplication of whele medius, latigues, fractions and decimals, division of whole marches, pargets, natural numbers, theritam and Aberton. Summitted limit distincts. inground starts. engranishing. Alamentic Ratio and Properties. Exclining DOM. Percenture, Sumply Interest, Profit and Last and grametry pertaining to VI and XII. However, in this writin details regarding fractions only included.

An expension was conducted in 21 andrew with mathematical disording on most one of the abjectives of finding out the effectionness of the consider assurtance programmer with ringle adject province and post-out during to the difficulties and errors of the participants in difficulties and errors of the participants in

Analysis and Interpretation of the Dotte The data was analysed qualitatively. Analyzing the difficulties of the participants in carious colorina measures pertaining to fractions

The score obtained by the each: shills broad set the criticism magazines was numerical into percentage For the purpose. of oudgoing the sones accommod as such of the reterior measure estudies in Proctions the children ware categorized so Martery (M)Diamed 167% and elected Partial Ashievers (PA) (Second 79% and below) and as Non-Achievers (NA) (Scored 4) . The participates with partial schiester (PA) sometit været eine priming in addition of fractions, and errors assumitted by the participants are listed with the type of ease voncimited, probable counts for committing such ecours are discussed in the section below and followed by dusigning the Remolat Institutional Programme in Addition of Fraction for CwMD:

Table -1

Parentogy of Children with Multiconstitut Disabilition (CMR); who were considered as - Mantes, Parelal Achieves and Nan-Mantes in Officear existing manners pertaining to Francisco in Mathematics Diagnostic Text N= 21)

n.	Grade	N.		No. of Mane	Mas. Score	M	PA:	NN
***	-		Cetterion Measures		6	1	47	47.69
	UV	21	Reading Science (in Fraction)	-	-	T10.04	(4.3	\$6.76
-	LIV	21	Addition of Practice	-	-	1000	1	The same
	¥	21	Find the seen of the pres-	*	4		40.13	20.4
3	91	21	Addition of Stations (Sering	25	2	-	-	(00
	Vil	11	Addition of fraction, berring, different descriptions)	1	1	-	35,35	60.67

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Tuble No. I

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

CM-51: Reading the Fractions (Sentent to 16, 1/2/101) and mined flaunious investing them pactions. CM-CD relations of fraction CM-tO. First the sum of the given Fraction. CM-4: Addition of Praction Naving more description

Cyant			Grade V Grade VI		Status of performance			
NA.				CMA	Mastery	Partiel	Non	
	CNS-1	CM-I	CMO	CMH	150201900	achievement	Mastery	
			20.50	-	-	à.		
	300	20%	888	1100	1231		2	
i i	NW	38	501	NM	1	150	4	
	No	WM.	200	NM		1		
-	994	1104	300	396	0	1	1	
	-	-	PA.	nes.	14	1	1	
	308	SML.				1.	1	
	101	114	551	WM4		10	4	
	-	336	338	3M:		1111		
	304	1908	998	XME			2	
	100	nos.	7A	3406	16	11	14	

Table No 3

Engliculties of the participants of Grade VII in the retionion measures pertaining to Addition of Fractions (N+12)

CM-01: Reading the Frantism (limited to 34, 1/2/3/4) and mixed fluctions involving their fractions. CM-02 addition of hartion Chi-0). Find the sum of the given

25E) + 8EDB

Fraction CM-4: Addition of Fractions with same disservator CS6-5 Addition of Practice with different describator

Caar Na	Grade 1-1V	Grade IV	Cirade				performence	
	C36-1	CM-1	C36-1	CM-4	CM3	Mastery	Fartist achievement	Non Markey
149	FA	**	PA	NM.	es.	()	4	
	NM.	NH.	100	sor.	POME		4.	
	200	200	114	Nhe:	MM	e	ii	¥

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200		_					_	
	101	306	TVN	3534	PA		- 6	
_	24	304	NM:	NM	NM.			*
_	SM	38	304	884	NM.	3		4
	P/s	2M	66	559	met	0	1	3
	74	304	10	304	PA.			1
	PA.	301	501	581	NNE		1	
	TA	304	201	501	icht		2	0
	PA.	NM	PA.	761	1936		1	7
	YA.	304	F.A.	SM	538		2	. 5

From the Table No 2 and 3, it can be understood clearly that some of the porticipems had mastery in all the enterior 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 cause. Even if a few steps were correct in my item of each criterion measures the

porticipants given quarter or half marks, thus belonging to the outugery of Purtial achievers.

Analysis of the Errors

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

Table 5

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

SL No	Criterian Measure	Example	Explanation
I.	Reading the Fructions	Problem: Rest 51.2 Response = ajRead on five and two b) Band as five one two	Does not have the factors

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		-
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N1	553 - 8939	To write the given fraction in words Problem: 7 %	Knowledge about reading and writing fractions
*	Writing the Fractions	Response = Seven three Four Problem: %	
		Response - Writes it as three four (Instead of writing it as three fourth or three by four).	
3.	Addition of Fractions	To add the given Fractions Problem: 1 % + % Response = Writes the fraction at 1 only.	Does not have the conceptual understanding in adding the fractions.
4.		Problem: %+ % Response = Writes it as 4/8 (Adds the denominator)	b) Does not know to convert the mixed fraction to improper fraction. a) When the denominator is common should consider only more.
5.	Addition of the fractions with same denominator	To find the num of the given fraction. Problem: 7/9 + 3/0 Response = 10/18	Does not know when there is a common denominator only numerators have to be ackled and denominator to be retained as it is.

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Adds the monthline Adds the denominator.
Does not know to take LCM when the
demonstrators are

Remedial Effectiveness histractional programme in attaining mastery, by the participants in the permissing 10 criterian. **MINISTER** addition of Fruction

The personage of the participants who were matter(M. portial actioners(Pd) and Non masters(NM) in the extraction meanity), pertaining to Addition of fraction in Pre-Test and Post-Test were computed and the details are given in the Thiblir #

Tubbe-6

Percentage of the participants who were masters(M), partial achievers(PA) and Non musters(NM) in the criterion measures pertaining to Addition of fraction in Pre-Test and Post-Test

			Pro-Test				est	it.	
SI. No	Grade	CRITERION MEASURE	Max. Score	M	PA	NM	M	PA	SM
_		Reading/Writing the		-	42	47,61	95.5	5.5	-
Ť	1-17	Fracions	.6	19.04	14.3	66.00	95	5.0	
2	I-IV	Addition of Fractions	*	1	0.000		20.47	9.53	1_
3	v	Find the sum of the given fractions	4	T/	40.13	59.4	90,47	100	F
4	VI	Addition of fractions (With same denominance)	2	100	_	100	46.5	23.5	1=
5	VII	addition of fraction (with different denominator)	2:	=	33.33	66.62	100	-	-

CM-01: Reading the Fractions (limited to %, 1/2/3/4) and mixed fractions involving CM-82: Addition of these fractions.

fraction CM-03: Find the sum of the given CM-4: Addition of Fraction Emotion baying more denominator.

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Tutile No 7

Comparison of the performance of the previous of Greate FT in the criterion measures.

Con	Grade I-			ALD DESCRIPTION OF THE PARTY OF	Green V		Grade VI		
	C36-1		CM2		C963		656.4		
	Pratest	Trot Test.	Protest	Peut Terr	Pretest	Post Yest	Fremed	Post Test	
	100	36	NW.	100	100	M	-	198	
	444		ine	M	har	M	-	PA.	
	ini	34	me.	M	rm.	M	èsi	36	
	100	31	48	Int.	100	EA	100	96	
	No.	34	70	36	rs.	M	900	MA.	
	196	34	94	M	100	36	- 100	M	
7	100	36	100	1.96	0.6	FA	-	14 14	
	200	14		98		M.	100	M	
	966	198	746	14	100	M.	-	94	

Tuble No. 8

Comparison of the performance of the participants of Grade VI in the criterion measures participants to Addition of Practions (NoRV).

Eque No	Grade I-IV		Grade	TV	Grade 9		Grante VI		Grade VII	
			CMA		CM-3		CN-3		CM-4	
	Pre Test	Pust	Pro Test	Post	Per Test	Part Test	Test	Pest Test	For Test	Post Test
048	74	м	NMC.	м	Pa.	M	100	M	24	М.
	200	M.	PA.	M	200	M	-	M	7674	SL
-	-	M	500	54	ga.	34		38	100	24
-	200	M	NM.	M	900	М	099	Th.	14	M
	991	M	NM	38	101	DE	in	7.6	NM.	55.
	84	M.	Pa.	34	MM.	34	36	M	74	M
		M	586	M	76	54	7604	34	nate	M
	*4	M	NH	M	PA.	194	300	H	64	34
	14	M	100	M	hea	M	-	TA.	7.04	M
_	#4	M	total	36	7666	M	ANI.	74	76	5t
	ži.	M	MW	M	24	34	-	.90	MN	M
	.04	M	994	74	Fe.	54	794	31	100	M

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Of all Rending the Fractions (limited to %, 1/273-4) and moved fractions involving these partiess. CM-92: addition of fraction CM-92. Find the new of the given Praction. CM-9: Addition of Fractions with some dynamics on CM-9. Addition of Fraction with different descriptions.

Major Findings

From the analysis of the data the following observations were made:

- b was observed that majority of the participants of Goade VI and VII exhibited anti-maximy in topour than 10°0 i in all the antimize permitting in addition of Fractions to mading and setting the Fractions difficulty was exhibited by 40%, of the participants.
 - 2. Only one of the participants of Grade V) and two participants of Grade VII attained towards unity in Addition of Fractions of Grade (LIV). In all the oriented transverse all the participants had difficulty.
 - The sent unalysis relicion that expetity of the participants tacked the knowledge and procedure of addition of Francisca. A few percuspants had difficulty even in reading and acting the Francisca.
 - The Executed Intractional programms was I tested to be effective to enabling the participants to amin mastery in the actionism measures of Addition of Proclama.
 - S. Majority of the participants of the Grade VI and VII have shown mastery at 95.5% in the criterion measure pertaining in reading and writing of Fractions and addition of Fractions of grade L.W. This shows the affactiveness of the Remedial improposal Programms.
 - 6. Majority of the participants of the Grade VI and VII have shown memory it 92.47% to the effection consums partnering to Addition of Francisco of Grade V. This shows that the Faculated Instructional Programms was effective in

engineering that performance of the purilelphose in uncovery seasons;

- More than 60% of the participants of the Geode VI and VII have shown manney in the orderion measures pertaining to Addition of Fraction ofth name descriptions of George VI. This shows that the Remedial Instructional Programms are affective in improving the performance of participants from Nammanage to presently.
- b. All participants of Orole VII have shown 160% of mastery in the otherwomeasure pertaining to Addition of Practions was influent documents. This above that the Remarks Instituted Programme was affactive in improving the performance of participants in attorney mastery.

Discounion.

Practical base been seen as members that have unique projection assumption of whole numbers that student bare because being The imageness of the magnetic of the magnetic of the magnetic of the following bar was in a difficult to assist the difficult was a supplemental of the magnetic of the following of al., 2018).

Fractions have been one of the most difficult mathematical skills be meeter, for shildren with and widows difficulties (Bohr, Wardensorth, Two, & Lock, 1984; Highest, 1982; Makand & Acceptage, 1982; 84, 2001).

The observations made in the persons study supports the findings of the provious studies.

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mettor operation samely systematic street, resident errors, negligency circus and not knowing how to narrow fraction queriess (Brantinosite et al., 2018, Loc et al., 2017, Pursumo et al., 2019, Salbeb et al., 2018, Supervadi et al., 2017, Ton & Singlet, 2017). In the study it was abserved all the four types of circus were summitted by the paracquine, however negligence errors were been sampled to other types.

Students with M2) are also frequently reported to have difficulties solving word problems

(Zhang & Xin, 2012; Parsair, Frients, & Cawley, 1996), Here, in addition to the conceptual

unimentateling of simple arithmetic problems, specific competencies see required. Word problems

have to be immediated our matematical expressions. Observation: A. Application, 20200.

Procedure knowledge decides the homeledge of calculation strongen and procedures.

understaining have said when to use think, and the manuty of the skills model to apply them in a

flenikie musue (Anderson, 2010).

Statem with Mill are also frequently reported to have difficulties solving word published

(Chang & Xin, 2012; Farmer, Frants, & Cawley, 1996). Here, in addition to the succeptual

gate-mailing of simple architectus problems, specific comprehension are required World problems

here to be manifered into multicratical expensions (Montague & Appliques, 2009). Percentage of calculation mentages and procedures.

materizating how and when its use filent, and the manney of the skills needed to reply them in a

flexible messer (Andrews, 2019).

Larring the content of the start difficult skills to mater the alumentry school students (Gartiera, 2014, Shathari et al., 2018). Functions are also men to affect other mathematical homology such as algorita. This is turn will affect trailing admirectment to the study aims it was noticed that some participant parametered difficulty even to creating end writing the Proctions.

Students find flactions in their daily life, they are not able to relate it to the fractions they been in chargeons. Sevently. studion (Kapes, 2003) difficulty have the miduete substituting the meaning of the combols of fractions mathematical (Decoum & Soldentia, 2009). Thus, # 30 anderstandable than enables min up the fraction is usual number when they add nen Sections Catro & Nacamann. 2011; Inst. Tilena, & Tory-Pobler. 2008(3). The firefrence of the courty when support the shares observations or invitating of the periodyouts had difficulty in adding the fractions with consensus descriptions Smalastic with MD and also frequently reported to have difficulties enlying word problems

- (Zitang & Xin, 2012; Parmer, Franks, & Caroloy, 1990). Here, in addition to the emorphist
- understanding of single arithmetic problems, specific competencies on engagest. Word problems

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at to be materiormed som mathematical accusions (Montague & Applegate, 2000

esculus knowledge dentitue Over appropriate of calculation standards and secciones.

- and and arrivaling how and when to use them. and the mastery of the shifts oscillat to apply them in a
 - 4. Ornible manner (Amicroum, 2019)
 - 2. Students with MD are also frequently reported to have difficulties solving sord poddana
 - 9. (Pluing & Niv., 2012; Parmer, Femile, & Cawley, 1996). Here, in addition to the proceptual.
 - simple arthresic b. understreding uE problems, specific comprehenses are required, Word problems
 - 10, have to its maniformed into metaconical картемия (Мистеро & Аррагрис, 30091
 - Meterical 11. Penning! knowledge harryledge of exiculation strategies and position
 - \$2 reductioning here and when to me shore, sed the mattery of the shifts needed to agely then in a
 - 13. Resilies assistant (Andrewson, 2010).
 - 14 Underswiding and mastery of fractions is casculal pre-
 - 15 requisite knowledge the algebraic postuction (NMAP.
 - 18, 2008). Codersoning the importance of south knowledge.
 - 17 the CCSSM (NGAC & CCSSO, 2010) für Grudes 3
 - 18. through 2 expulsiv fraction conseque and skills to be
 - 19, bought. Them, it is about that if they are to second to school
 - 20, and beyond in the 21st unstury, fraction instruction is until

- 21 cal for all students, melalog statems attempting to loses.
- 22, mathematics

Disterstanding and morery of fractions. in committed per-

remaining knowledge for objections instruction (biblish).

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brough I stipulate fraction concepts and picific to be

rought. Thus, it is clear that if they are be successf in orthood

and heropy in the 21st century, fraction instruction is criti-

cal for all mahrms, including mahrees amigaling to bear.

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Understanding and marrier of finances to expectful pro-

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through 5 attention traction rescues wait which in the

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rel for all statems, beliefung students strugglibe to learn

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Understanding and mustary of fractions o constant per-

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on CXSSM (NGAC & CCSSO, 2010) by Grades 3

grouph 5 stipulate fraction extrapes and skills to be

sought. Thus, it is clear that if they see

and beyond in the 21st century, Purpless instruction is uniti-

cal for all students, metading students straigting to learn

eathematics Lindontanding and mastery of fractions

is assential prerequisite. Isoswindge for algebraic instruction OSMAP.

2006). Understoon the imperator of and knowledge,

the CCSSM (NOAC at CCSSO, 2010) for Grades 3

through I reputate fraction concepts and skills to be

tanglet. These, it is obear that if they see to exercise to achieve

and beyond in the 21st unstary, fraction implications is unti-

ral for all mudents, including contacts, struggling to locate mathematic

the of the agents that the improve studens' understooding is desirgly the new of affective tenching side the maching Practime Ololt, et al., 2016. 2000 Thornfeet. thought at al. mercian and transferration man be-Home though the development and contraction of maching side. The use of tending side is very important se that mentary can explain things more amountely and electly assurand to und egreefal. emplaintings only The inform ods moregony lancimum safety of learning experiences with appropriate washing sets. Thus proved effective to enabling the perceipters atoms mattery.

Further, Note at al. (2016).

Robator on el. (2020), positive that appropriate backing aids and common the delivery of backing and learning can be implemented mean effectively. The most to develop these tembers with a very agentical or described by Josep et al. (2011) and bichoid and Joseph (2007). The use of each one change the backing and learning englance of the most consistent and learning englances. In the learning englances to better used give internal medianess to students to learn according (Gastana), 2014).

Canciwoon

On the basis of the observations exacts to the study it can be understood that Children with Mathematical Disability (CwAID) is the opportunity schools for extens difficulties in addition of fractions and also control errors to bearing appraisant related to addition of fraction.

Through reserved Records institutional programmes similar to the one printed and arted out in the courty is inpossible to exolity the participants to units. mestry in the activities mostate of addition of Fractions is processed to at-The papers of the programme is the due to the official contains according provided to the participates to resume the studies as bounder returning hers departure northern prior to Ductions. So, with If difficulties in Fractions would be the portrigam with CwMD, their difficulties . is whole employ here to be disposed and testified. On the basis of the relative based progressors track out to the study possible is a register for the temperal.

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Specific Difficulties Exhibited by Children with Mathematical Disability (CWMD) in Arithmetic Learning Fractions at Elementary Level.

Zentle Abrahamit Emmed Scholer, Proposed Sentence of Education Manus Comm.

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Former Professor of Special Education and Dean of Instruction Regional Statistics of Education Money 27000s.

Metroit

Congenerar with fluctures in fearthfood to acquire more advanced mathematical skills. Dissecure, whicking comprehency with fluctures in challenging for many students, expecially for those with conformatics learning difflushing who after lack fluorisment skill with whole morbers. Difficulties exhibited in fractions proved the shill fluor exprying the world of mambers. Thus in the present study the authors by to know the personage of children with numbers. Disabilities of Genle VI and VII exhibiting difficulties at various extension measures pertoning to Fraction. These participants were considered as Massen, Partial Achievers and New-Masters beaut on the difficulties recovered to the origin.

Keywords: Specific Difficulties in Arithmetic and Mathematical Disability, Difficulties in Learning Practices.

Introduction

Although many children encounter difficulties with mathematics in shoromery school, much loss counters has been accounted in this area (Giochurg, 1977). These weaknesses in the area of mathematics can impude educational opportunities for students (Rivern-Bulle, 1992). Children with mathematics difficulties often have problems in several areas of mathematical cognition. These include the ability to notice estatively amplies story problems and extrared of

number facts (Surface & Harrists, 2000) Ressell & Gimburg, 1984). fractions have freeze over of the must difficult. muthamerical skills to waster, for obliders with and without difficulties (likely, Washmuth, Foot, & Lesh, 1964; Hubert, 1905; Michael & Attentione, 1962; No. 2001). Strangling features in mathematics (students with learning disabilities [1,23]. mathematics fearning disability (MLD), low-achievement in methematics, and atrisk for feiture is multiconities) are at an even greener disadvantage, as first perfumonos methomatics No.

> Principal Barada Vilas Teachers Callege K.W. Puram, Byson-570 054

materially legal at least two pints house below that passes (Wagner & Discioute, 1986).

The Statement Medicamaters Advisory Functional Parks, 2004 Statement have been over all the found difficult medicamaters shifted an motion. An elitable method and with our profession (Smith, Wastermann, Funct. & Lock, 2004; District, (1983; Mallaced & Admittoring, (1983; Millaced & Admittoring, 1983; Millaced & Admittoring, (1983; Millaced & Admittoring, 198

Recipies terriers in restoration transcers with bottomy destribute (LD), mathematica boarding chellifes (LD), mathematica boarding chellifes at mathematical entire the fallow at mathematical entire the prefirmance in mathematical boardinaries boardinaries boardinaries between the mathematical boardinaries their premi (Wagner & Blankerte, 1986).

The National Martinessics Advisory Parel, (NMAP, 2008 Suctions here been rise of the most difficult enthermone) shifts to manner. So children with and without difficulties (their, Warterstak, Port, & Lock, 1984, Highest, 1982; McLand & Accounting, (982; No. 2001).

Stranging tentions in majoration between with learning disabilities (LD), multicreation beroing disabilities (LD), low-enhancement in mathematics, and at-tisk for failure in mediumatical series of the property of the prope

The National Mathematics Affectory Point (SiddAF, 2008 Bactions have been one of the most difficult methomstical skills to most, for children with and without difficulties (Bule, Wartsmath, Fort. & Lesly, 1984, Highert, 1982, McLood & Amesting, 1982, N. 2001). Notegolius beneat in statematica (LDS), and an income describing (LDS), and an income describing (LDS), and an income describing (LDS), and an income described in mathematica and an income grown grown in mathematica (LDS), and an income described in the contraction of the professional and income grown income and income described in the contraction of the professional and income grown (Wagnes & Manhaday, 1994).

Accompleting the first big trained Assessment of Educational Property (NAIP) also private systems for studies of difficulties with Business According to the 2013 NAPP, only 1204 of booth greaters connectly identified which seatiness were general than, letter than, or equal to a benchmark fractions. No. in 2009 NAIP, only 27% of length generally absorblind a fraction classest to No.

Notice and Beyon (2012) and Single, Thompson and Schmide (2011) separal that human is very defined to head, more requireds shallenging and most recently for streams traditionals.

Supplies the Seen are distinctly with fractions has Seen are distincted to furthern and fractions. This can best to whole surplies and fractions. This can best to whole surplies has, which infers to students' averagementations of what are the further are distincted as whole surplies to fractions (Deltair & Vennados, 2012; Ni & Zhou, 2003; This linking contiless the observation of tackershory and Law (2013) this maching fraction officialized requires using correct happengy and satherical forms.

The present early arounds to identify the opening difficulties in fractions facinity of Carbillo, the absorber of employing the difficulties found by Carbillo in Mathematics Discussion test.

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Next and importants of the crosty

Math precepts such as fractions that embrate do not make as the entire grades care gor out to expellent flows later on and to come them a great dust of math Fractions are effect the first appoints. landle experienced by admit learners while burning emittenenties on it is one of the operation beyond been skills of attition, subsection, multiplication and diction (Chrospper 2005) The new research shows that students need to amazingly understand concepts rather than put to momente larguage or syndam, si such you mensaturion door set lead to long-term anderstanding. Many much teachers do not realise that the language of more can be earlissing to made to and that students must understand the concepts behind the language. They tend to bear addition and admiration of fractions rather and multiplication and especially division of fractions laws. Fractions Spres a building block for other methometical skills and it is imported that fraction first imblest. And. monthetable: understanding of fractions. Researchers argus that disident generally perform hadly in fractions and that the knowledge of fractions is emeral for recess (Boath, Twiss-Garrity Newton Competency with fractions is foundational to arguing more advanced mathematical skills. However, achieving competency with fluction is challenging for many molent, operally for these with mathematics learning difficulties who other lack foundational skill with whole numbers. Trucking fractions in also shallenging for many teachers as they often experience gape in their own

fractions horseledge Joseph Frankring Lyan Packs.

Objectives of the lively

- To surface the difficultion experienced by Children with Mathematical Emphility (CurbiD) of Grades VI, VII in various control measures of the following components of Arithmetic in Grades V. VII.
- a) Addition of Excelors
- hit Subtraction of freelions
- C Multiplination of Bacteria
- Division of fractions

Methodology

The methodology enlated to the pericoperos, tools and techniques resthict of collection and analysis of data are discussed in this section.

Partiripanta

In order to otherw the objectives of the study the paracipants, CwMD were substited from seven Government and Private Added actions with Keerada as Machine of Instruction from Mysers City by applying a set of Englassementy and Inchanges of Criteria. The database of the participants are given below in the Table-

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Table -1 Denile of the participants

Type of School	Total N and VII	in the se	dree in Grades VI dected school.	Number of a Identified at in Grades V	inildren CWMD Land VII	Number of children included in the study
	Grade	Grade Ne of Children			117	6
Commence	VI	134	234	6	-1	3
Private Aided	VI	1110	259	-	_	+
Geogrammen	Viii	147		*	18	6
Private Aided	VII	112		4	_	21
0,000	Total Strength		Total 35		7.	

It can be viewed from the phoen Table that an alarming 7% inclinate of CloMD in separaprimary school children.

Assessment Instruments and Method of Collection of Data

The data was collected by administrating Mathematics Diagnomic Test developed by the investigance.

field Description of the Took

Die Mathematics Diagnostics Test developed by Nair Frithi Girelroftan, 2015 was used in the maly. The unit introducts assess the performance level of children in mathematics studying in the Greak -V. The test intends to diagnose apartic difficulties exhibited and errors committed by the children of Geode V. The test covers almost all the areas of mathematics of Geode V.

The Mathematics Diagnostic Tests for the Geode -VI and VII were developed by the investigator to know the performance level of children in enchanging studying in the grade VI and VII. The test introducts to diagram the errors

exhibited and specific difficulties exhibited by children in solving the embassion specifies. The test covern should all the areas of Arithmetic, Algebra and Genmenty in mathematics of the grades VI and VII of Karuataka mate bound Test book of Kanuada resolvers.

Collection of the Date

The date was collected by substituting the tests to 21 children of Grains VI and VI) who were identified as children with Mathematical Doubility. The test tests were administered in small groups of 2 to 3 children in two southers of shout 60 unions notice to around the fininger factor. The children were given sufficient time.

The senting was some with reference to each of the enteriors reconstruct of the total total. However, in the article the data related to Exercions of all the 3 Geodes are charmed.

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the data was multient qualitatively. The ment drawed by the early chief board per the ordering measures was concerned autoposition for the propose of multipling the specific difficulties in such of the

contract measure relating to Francisco, the children were enterpresent in Man-CitySound 80% and strong Paris Authority (2003) Citizened 2006 and below: and as Non-Ashievers (NA) (Second th.)

Preventings of Children with Mathematical Disabilities (CMD) who were considered as -Masters, Partial Achieves and New-Masters in different ordinate increases pertaining (Mathematics Discussife Test of goods - V (9e-21).

51.	to Fraction of Mathematics Diagnosis 55 Critishas Manures	Max. Sente	M	PA:	NA.
769	thraite V	4	40.47	40.13	184
	First the sum of the given functions	-	200		
	Writing the ancient from of the fraction (With 10 and 100 as determinator)	-	40:47	40011	194
		4	36.52	31.2	114.28
<u> </u>	Sidering the country reproduct Sections	1	15.14	13.1e	(64.28
F	fashering like correct narratese fractions	-	28.26	111	71.42
5	Wells the mining flactions		10.00	10	
	Find the product of the giring	8	23.8	67,63	28.57
	Find the qualitate for the given fractions	2	21.42	19.34	13:54

Table 5:

Percentage of Children with Mathematical Monthillies (CMR) who were considered as Macrons, Partial Achievers and Fron Macrons in different extraction tonormes pertaining Abothematics Discounts Test of grade - VI (No.21)

II. Xe	Criterios Messeros Grade VI	Stat. Some	м	PA	NA
-	Writing the Prints Nutribet	1.	N.	Я	100
÷	Writing the position of Prime Number	1	16	07	100
-	Writing the missing fraction	1	7	41:	100
	March the following numbers with the screen Sector	4.	10.71	32.11	21.14
5	Finding the greatest common factors	2	8	007	3160
£"	Firsting the LCM and HCF by force outsid	2	14	0	1113
,	Witting the Improper fraction to Mixed Fraction	2	10	U	1,00
	Writing the second fraction to improper fraction	2	111	0	6191
	Believing the comed approximal fraction.	2	-11	0	3 1000
in l	Till in the tensoring fraction	2	4	8	1400

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ACT-DATE	3	8	6	100
Ching the > or < sign in fraction.	12	0		190
1 Countries of the gross fractions C Addition of fractions (herring same	1	0	0	100
disconnisted) 4 Subtraction of Stactions (Daving more	*	17.85	13,59	28.97
determinator) 75 Problem Selecting	1	0	0	100

Table 4

Percentage of Children with Mathematical Disabilities (CMD) who were amaidered at -Masters, Partial Achievers and New-Masters in different coherion measures pertaining to Fractions in Pre-Yest of Mathematics Diagnostic Test of grade (VII) (N=12).

SLNe	Celection Massure	Max. Score	Percentage of Mustons	Percentage of Portial Adhersors	Percentage of Non- Marters
1	Stating whether the given parents in Trace of Table	,	100	0	tt
1	Reducing the fractions to the	1	1335	0	66,67
	Addition of fraction	1	п	41,67	58.33
4	Writing the trimed fraction into	3	И	59	m
5	Identifying Postme and begation fractions	1	133	SH	10.33
5	Clearlying into proper, improper and mixed faction	3	11	0	100
7	Rathering the Stations, late breeze form	1	11	0	100
*	Converging the improper fraction to related fraction	7	0	0	106
9	Substitution of Switter	1	0	ŭ.	100
10	Fundamental operations related to fractions	4	0	0	100
11	Printers Subverg (Word Prattime)	2	9	ii .	100
12	Director the whole number by the fraction (Simplification)	2		n	100
ii.	Multiplying fraction by flaution	2	0	0	100
14	Dividing the Platfort by Station	2	0	9	100
15	Willing in inverse freetien		0	0	100

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Major Findings of the study

part the analysis of the date the following derenties were made

- is abused all the effection recovery of fusions semidentic processings of philes represent difference.
- pagesty of the perturbation were blend to acquiral advictors in attempting the items fam the citiesen measures pertaining to fruities of Grade V, the percentage of mentary and this creativey were loss.
- All performents showed difficulty in among all the entertion research partitions to Framew of Gride VI with 188% of Non-Martery, supply new of the principal married which showed \$7.14% of Sonblastery in mention the numbers with the meters the state of parties of parties achieves in unitenting the fractions heritig the same deserminator.
- 4. Puncipum relabiled difficulty is all med all the original natures parametry to Fractions of Citable VIII well, 190% of Nov. Modery, recept to these extenses measures of Aserona where 198% of memory is string wit reducts gainst state forms material, publing normany will. \$8,27% as addition of fundation and \$5,13%. of new seattery in kinetifying Positive and Departure Bresiens

Practions have been one of the not difficult multimation with in named, for addition with and without difficulties (Bete, Wardersich, Poel, & Last, 1984; History, 1985; McLand & Armenta, 1902, NJ, 2001).

The performance to conference. bea stuffieredly legant is just two pools. both below their price (Wagner & massione. 19965 The Hadon's. Matternation Advances Passi (2014A)*. 2098)

The admirestines made in the present study supports the findings of the environ makes

Conclusion

On the Section of the unsurrorisms made in the pody it can be understood children with Mathematical Disability is the opport. privary schools fact arrives deficulture. The Republic increational proposession base to be placened and treed and week. systematic remotion. On the basis of much origines hamil progratural bearing have to he professed.

Nonrence.

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K.M. Puram, Mysons-579 804

18 HIGH SCHOOL PUPILS PERCEPTION ON DRIPHCULTIES IN LEARNING OF MATHEMATICAL CONCEPTS AN ANALYTICAL STUDY	DE N. LAKSHMI	1883-1689
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Principal
Saizda Vilas Taachtra Cortega,
K.M. Purum, Mysore-570,002

HIGH SCHOOL PUPILS PERCEPTION ON DIFFICULTIES IN LEARNING OF MATHEMATICAL CONCEPTS AN ANALYTICAL STEED!

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Source, a country to the world be ballet continued in the cost continues. In both, world is expected, as a country subject for some competition. Elect (2013) observed that mathematics is not office a subject that Popula copic, and that may hapful above to direct as a long as they are presented. As ending to Ah (2011), it is evaluatedly unight to field a long to the present of the first or transfer to the first of the control of the contr

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- s. The promission between age and multimortion aptitude and field depositions.

Namerch Osculium

These questions were the finess of this becoming them.

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- h. What challenges do the shifteen being when himsing methods into
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Significance of the Study.

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Research Mediculs and Sumple:

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Benefity and discussion

This nation present the guard lengt that may be donor been the account data. Perceptions, actions, and challenges are addressed in the taples, which are displayed at percentages.

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Popils Difficulties in Learning in Stathematics

The information in Table 3 answers quaries about the students' struggles with arithmetic barning. Tables 3 and 4 list the therees related to seach chaffenges.

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(Source: Flidd survey)

Table 4 Gradulfith Popils difficulties in burning mathematics

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A simila's tengent	49	10	100	13
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(Source: Field survey)

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Abstract

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HIGH SCHOOL STUDENTS PERCEPTION ON DIFFICULTIES IN LIFARNING OF MATHEMATICAL CONCERNS NA SNALYTICAL STUDY

Karnataka State Open University, Multitu Gauguthri, Mysorr Research Scholar, Department of Education T. Manganiath JUST

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Marfemanico imida o referent and rarigat place in the critical marked on it is impetion for a better living of the indicatual. But, it is known that must of the makers are considering endiconature as difficult. The factors that make traditionality difficult for environs to home included difficulty in insurestivening that constant fearmed in the previous theory, would be guessia of the insured reserval land the difficulty to technology authoratics owiggs. Purhay analysis provided that stations what feet merkenance lighty difficult took to believe the they lacks to become energies. North students have lack of self efficacy and feel more difficulty in understanding conformation. Students who feel Matternation as books differed week in freque it favor. Covernelly students who had numberation as fairly oney reports their teachers wealing these well and understanding the concepts quickly. It was moral that the students who had Madissonian as highly difficult result to laws the task with little effect than those who find the neighb weep. According to bushow, and told "look of effort and processions. are the major reasons for mathematics being a difficult adjace for mainten. Refuctance to seak help from orbers, justicented by the educations and students' body of transversion years also perceived to contribute bassed difficulty in human methodology. Fundam reported also that, lack of extreme promptions, difficulty in specify grouping of the concepts and races musber of anchors in a choosing are causing difficulty in teaching mathematics. The findings indicine the need the resolute to making the imprehiese of insking action) mathematics interesting the public to take offer to boundary it. The made is discussed in relation to students' beliefs and study expression

Repeated Malemania Learning, Teaching, Self-Officers; Learning Strongy, Malemania Difficulty, Learning Selects, Tractor Selects.

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Vol. 76, No.21 (1) January 2022

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The ment refer not reason electrond by teachers for students' difficulties in housing mathematics a mak of sufficient effect by students, and they were not that much aware about the cole of students' activities by the learning multicination. From this point it is relevant to discuss the summer for two effect he analogue. Menovarional research finds lack of self-officecy and interest at major remote for not taking effort. Thus freeznest step for promoting students offert taking behavior is the enhancement of students' adfellioney and immed for learning trafferoutics.

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- Before starting a new jupic, the related previous content should be record and measured.
- Instruction absold by designed in a trumper that solution regulative tool by prior development of inferent scheme
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- Disidents should be given problems that permane average tition instead of blind drill work.
- Sinderts' self-efficacy, expectancy beliefs regarding mathematics to be fixely mand to—increase they other.
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Propositions for Collecting Data

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Table 6: Mean provided and past that amount an affects achievement of large in the experimental and another groups

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IV Major Findings of the blady-

The major findings of the study were :

- Comparison of Mean product and posterior sures on science achievement of stations in experimental and control groups comparison of group revealed that the experimental proop had significantly increment in achievement science. This clearly indicates the effectiveness of intervention of MMA is increasing the achievement in advance.
- Comparison of Mean pre-test and posts nor survey or extense achievement of students in the organizational group revealed that there is a significant increase in the survey of students of experimental group. The result implies that the previous is more effective on the substranges of belong.

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Role Of Social Media In Teaching-Learning Process

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Assistant Professor
Sanato Vilas Teachers College
EM Pistura, Mysoro-570016
Easterbila, India.

Abstract: The Role of cocial media in the training intraining process and has it has intradormed the observed budgeting. Social revolution or a triand collaboration, emphasizing it easier the learners to connect with experts, poers, and receives. The paper discusses the advantages of ining social limits for comparation, personality active learning, and developing excepts so the same as corresponding and entirely distributed it also highlights the topoctance of angiogenic or use tracking-forming process and have social needia can be used to make the learning experience of social media in the training-learning process, such as information overfood, accuracy, and process contains in the training-learning process, such as information overfood, accuracy, and process contains.

Keywords: Steral Michia, Teaching, Learning, Callaboration, Engagement, Access.

hereoduction

Social studio has revelutionized the way in which people interact and since information. With the emergence of social modes, there has been a paradigre shift in the teaching-fracting process. The integration of social needle in education has operated up new possibilities the 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 build-rape.

Keywords: Social Media, Teaching, Learning, Collaboration, Engagement, Access.

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Pat Social Modis in Tracking Learning Process

the all made her decopies since experience attacger, as the tracking-learning process. It has been high substances and learners with size opportunities for collaboration, angagement, and necess to intransition in this section, as will discuss how social made has reconfirmed the tracking discussing process.

Collishoration

Collaboration is a process of working seguitar with one or more propin in achieve a common goal or objective. It is notices sharing ideas, transledge, and expensive to ensure something that is project than the some of its ports. Collaboration is an expensive component of the teaching training process, as it studyles termines to work seguitar on projects, as apparent, and discontinues, and discontinues, and show their whose and purposentives with one areafter.

Social media has provided as expellent phallates for callaboration in the bracking braces. It has emblod learners to work augsther on property, show these, and provide confusion to our neighbor. Social territor uses such as furnished. Twitter, Linkellin, and homogram can be used to show knowledge, dispute black, and collaborate on assignments. These photogram contributes were knowledge, unpublished the location or their social provides.

One of the most advantages of using social media for collaboration is that the expensive service is arrang. When feathers with new mother, they are more filterly in the engaged with the maneral and to four actively. Collaborators our also help to the every assemble skills such as communication, problem solving, and artificial minimum, whigh any valuable for teamers both in and not of the chargeons.

Social media has also provided formers with the opportunity by downers with experts and moreover in their field of energy. This can help increase to build relationships and networks that can be valuable throughout their curver. Learners can see social modius to follow indicates because a participate in sealing discounters, and controls with poers and moreover who can provide guidance and support.

Engagement

Engagement is a critical factor in the seaching-learning process. U is observed as keep learners motivated, interested, and factored on the featuring grade. Social media has played a segminant ride in promoting suggestment in the bracking-brancing process. It has provided as appropriately for features to interest with the common, instruction, and peers of a major interestive and participatory transver.

Procept.

Social media gradioms offer a earliery of tentians that can be used to join the book of the teaching-fearing process. For exergine, sudjusture can use social media to chara-multimedia control such as videou, images, and integraphore that can recke the assumes

their own spettern, such as widow and podesata, which can help to promote engagement STREET, STREET,

Execut modes has also embbled materiation to provide personational treatment and suggest to termers, becomestore com user social media photomic such in Tenturi, Exerciseli, and language to provide leadback on unigraneuts, answer questions, and provide guidance to tornion. This can help to printed engagement by perceiting features with a sense of nurgest bit mitternia

Another way social media cast promote impropriesar is through quantification. Guidreston associates the new of greate design elements stack as points, buildes, and feaths) togeths in make the learning experience more enjoyable and ergaging. Social media plactions such as facebook, Twitter, and Instigrant offer a variety of genutication tools that can be used to make the learning expertence tumo interestive and organise.

Second media had also provided an opportunity for learnest to pollulatene and work sequinaron projects. This can help to promote suggestment by probabing bosones with a sense of commandly not cleared responsibility. Learners can any excist medic placticens in collaborate on assignments, share ideas and treshact; and support our market.

Atons

Access in not resemble companion of the tracking detroing process. It is gratery at some that all bermeis have equal apportunities to account educational recognitis, argundless of those occurs or background. Social spells has played a significant form if premiting access to educational resources, making a copier for learning to relate tection, advanturant with margacture; and collaborate with press.

Special tradits plantowing have provided a wide range of exportunities for learness to new as charational passures. For example, instruction are use social seeins philliene such as Encebook. Thereor, and institution to share links to deline resources, such as articles, videos. and produced. This moles is easier for learners to occurs relevant existing, regardless of their Societies in Hour Zone.

Social condit has also imple it cause for isomers to communicate with instructory and journ. Learners can use social media platforms to mik questions, aftern ideas, and provide feelback on assignments. This can help to promine engagement and collaboration, in learners can county with one another and with instructors as a more impractive and posteriorary mannec

Another way sucjet media has promoted access in the teaching-bearing process is through unline courses and webturn. Many odicational incomment and organizations, offer eating courses and welcomes un social media plactions such in Freebook, ToutPeloripalketsurrors.

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Challenges and Licemetions

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Our of the higgest abeliangue of social media to the teaching learning papers in information expland. With the vast assumer of informers a compute on social explin, it can be difficult for leasures to survigate and filter drough the most to find grantistic and acquisite influentation. blucover, surial media is also plaqued with lake sever and quantismustion, which meseral barrens and humper their leaving naturals.

In manigure this challenge, marriedness must golde beginning on here to evaluate the pullabelity and accoming of information are social modes. Lamners must be improposed units arranged making dellis to evalues treates and the agench between coubles and musticiple solutions. Indirector sour also provide clear guidelines on the types of pources that are sacceptable for recounts and academic purposes.

Challenge 2 Connection and Tana Management

yeard make can be a semilicant pource of distraction for fearing the security when it is not med appropriately Social media can another descrimation, feduce according ages, and topode the learning progess. Additionally, beautits our abouget anched into the sever-ending cards of social media, backing to poor time journagement and process aution.

In addiese this stadlenge, learnestors mast provide clear guidelines on the appropriate use of sucial media is the braming process. Learners must be encounteed to use most media for educational purposes only and avoid using it thating class being himselver must also acceptorate time management similegies in their tracking numbeds to help learners summing their time effectively.

Challenge J. Privacy and Security Concurrs

Privacy and amorny concerns are sion significant challenges of social media to the teachinglarming process. With the increasing refusers on social media, learners may auknow agily most personal information, which was be accessed by recombactered profiter tailforbuilty. leatners may also become earning of cyber hallying, howeverent, and up s. M. Purare, Myame-Kits on:

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gets this challenge, instructors must educate beamers an the importance of soring and accounty. Learners must be meaninged to use privacy sestings and avoid sharing and information use social media. Indirectors must also cousts a sufe and occurs online. environment that is free from incressorant and cylor bullying.

allege 4. Corquid Access to Technology

centur significant challenge of social motio in the senting-huming process is susqual gains to nutricology. Learners from low-moorne brekgingada may not have access as the amounty technology and equipment to participate in miles learning. This can exist a jegtal divide and four the learning opportunities for optain teamors.

To address this challengs, interaction must make that all become have signal access to sylhoology and equipment. This can be achieved by providing technology and equipment to learners who do not have access to it, histeramet can also adopt a hybrid approach in tracking, which continue unline and offline learning, to ensure that all learners have squal lawning opportunities.

Conclusion.

Social maters has lead a stignificant impact on the teaching teaming process. It has provided a wide image of opportunities in learners to among with orbitamonal centers, pullationare with perers and aspects, and access educational resources Obe of the any-baselike of formal mechato the teaching training process is collaboration. Spein, weeks playing have enabled learness to work together on property, there bless, rest provide for mark promise other. This has helped in printing engagement, creativity, and a region of Companying lancing learners. Social minits has also played a significant role in promuting underliness in the trushingterening inocess. Sicilal media platforms after a seriety of lifetom that can be used to posmore organizated, including authorobic country, posmatical feedback, positioning and collaboration tools. By hurratizing the potential of sucial standar for engagement, legination can enhance the quality of education and improve learning managers. Assume is onedize important suprot of the searching-learning process, and social media has provided many opportunities for housees to muses subscripted resources. Spoint media platforms have made it easier for horners to accous referant contest, accommutates with measurement and prees, and connect with experts and menture in their field of study. However, social media also presents challenger and lengtations in the maching-lenning process. These suchdeuppers such as privacy and security, information overload, and the potential for distriction. linguacions and femmers must be seindful of those challenger and take stops to sustigate their impact.

Overall, social magin has but a mandomotive impact on the touching-leaguing pagages. By leveraging the potential of stiend modic platforms for collaboration, organity relations. instructors are substice the shadoy of delection and improve transide standards before

Volume - VI

EDUCATIONAL DEVELOPMENT AND SOCIAL WELFARE

Editors Dr. REKHA K JADHAV VENKATESHA J.N





AND SOCIAL WELFARE

VOLUME - VI

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THE CHALLENGES AND IBSUES OF TEACHER EDUCATION IN INDIA

DOLLEGIA A.A. Assurant Professor: Serves Was Fauchets Delays, whilese

Avenuel

Treathers play a visid rate in Personal association in several than laborate and disputate their procession to personal parelly. They want to region a parelle popular is brookings of side resident to teliders and others if he word at ways. The action harries makes historia a list marries ments and the excessed which about home true page to property. The expense of plumps operations remode nation on pooling of easing. With the advers of pulling october, the mostly of transfers formers the grandgeness of policy repeats, and any met authority result appropries to bostom execution consigns. The price was at easing an furthe constants to the engine section of multinger hand by hearing salarages.

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mustic be improve the gradly of teacher enuralism.

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determined by the specify of controls and conting.

One of the regard challenges boost by decreasing societies in the use of preparations of Se tagging to business on effective appoint to healthing in ethods. If traplical less to become plants your known of transcript to address they and evening the recent at learners than they must be exposed in that extent. Yet product expectabl basis in effective washing in they tourned edications thereselves any problems are proposed and take the side of edicating one service and presents postero attac vitative inactory practice. They need to opining the market attackers to ofer an exemption outside hood is employ exhibit periodoles and it arresess than he exhibit on to bounding part the early of selectinging. A countries where these are few positionary, that was franciscious not bished in user tucking the recessory sixty, becomings and sentiments to underside south a rate. To comprome the produced of adjustment stadies extended, are indicate for effective sources, procedure. Proventive leader emission progress are bring argented for the purpose. Touchest are created in according what nations in Haterpools and there are firms will write when first the development of more effective dispersions recover teachers to cate to different risciant learning reads the court the machines or offered after of the contration. There is a perfect agreement of the recent to column foliag authoration on their art bopholomers beautions when the profession before any parties to dud with plustedy in their grantitures and after overs more that they will be eathery with adults as well an payore. Most makestrases breathers the red believe that that they have the wide and biconverien to do this stant of weak and the them is an acting of expents and those in dead with those students on a the to can bear to a county over coungerable grage. Parties review to Etheries receiving

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Black for Experience - Principle conditioning to realize-to-bidding and add development of startings, moderning which their determinant or driven to condition from their two carbons of securities. Conditions in all that they to set manufacts to the created directory and of the system of teacher education of the country as a whole. This "Quest tw Excellence" could start with the assessment or even earlier, by the identification of the strengths and washnesses in the teaching and learning processes as carried out by the institution. The institution may feel free to expand or modify the Cure Values in conformity with the guest and mission of the assessment.

Conform Design helps in systematic organization and delivery of lectures which paves the way for academic Sexbility and enables teachers to caler to the diversified needs of students thus bringing Sexbility in tracting-learning process thereby enhancing teacher quality.

Some of the other issues and challenges of teacher education are -Evaluation Processes and Referms Promotion of Research, Research and Publication odput, Consultancy and Extension activities.

Mafarances:

Development, New Cells

PROCESS IN THE GLOBAL COVID-19 PANDAMIC





Edited by Prof. N. Lakahmi And Dr. Ratan Chavan (Rabheed

Department of Studies and Research in Education

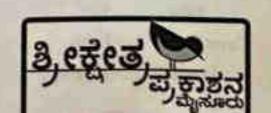
TEACHING AND LEARNING PROCESS IN THE GLOBAL COVID-19 PANDEMIC

Editors:

Prof. N. Lakshmi

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Dr. Ratan Chavan (Rabheecha)



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TEACHING AND LEARNING PROCESS IN THE GLOBAL COVID-19 PANDEMIC

MANJUNATH H M.

Applicant Professor. Secode Villas Templare College.

Abstract

The model is constraintly alwaying and consists alreading and surprise of armonal activities and the last resulted in armonal activities and the last resulted in armonalist change in administration of plants and the last resulted in armonalist change in administration of factors and of factors and or always are consistent in the manufactured armonal of factors of the deposit factors printering has a long-stand factors of the deposit factors printering has a long-stand facilities of armonal factors of the deposit factors of the back actually and facilities are always and factors of the factors of the deposit of factors of the printerior of the armonal factors of the interior in anytherized the interior of the control of the armonal actual actual actual actual and armonal actual actual actual actual actual and actual a

1. Introduction

Education to quantizative the zero of humanity and foundation of a prosperior society. The progression in digital methods for administrative was intuitions even before the reputationally amount of procedure. However, the procession accommonly redesigned the respect of administrative registly and result results the importance of education. Opportunities the Mendal Securing to the reformation occurs between the managed to assure a small corn.

Education using evodure pricease to make to make better than the plastical medicals of education. The advantage of digital systems is the upper of information floor and the

station to optime them. With the bein of excess matter, a devere number of learnings is tradited.

I Benefits of digital horsing:

- The use of a groom codes and exchanged the armidiances of the security with the help of educational content souther the development of versus organistic tolers, and distinct are note touristical to beauting compared to other activities.
- The presentation of the content is some interesting, pregnation and commission to the responding of knowledge in different stuncture.
- Interaction multimedia species and is discussed of knowledge by simultaneously acting on multiple series, does specifing up the museus of arquiring material
- The adequies of concepts enumerages the student's activity, and substing the present officed by the program months and the student to beet.

3. Advantages of Online Learning:

D Efficiency

Culties become office trackers as afficient way to deliver become or studies.

Online becoming has a number of once such as value, #17%, policien, and leaders and one all them, note as part of their become place. By extracting the become place become a such as all the place become place of the place of

21 Accessibility Of Time And Place

It allows undoes to stand closes from any bounds of their above. It also advoces achieve to reach out to a room recomplex acrossive of etudosis, bound of foreign terminal by geographical boundaries. Additionally, online foreign out by worship, arthropol, and charact for force reference. This allows machine to account the boundaries transcent at a time of their combin.

Ny Affordahility

Accept advantage of collect terring is reduced forested uses. Or like a become observing a far more effortable as compared to physical learning. This is become address become observed by sort period of another temperature, studied would be only periods of another temperature, studied would be a superstantial and a superstantial acceptable, which is creating a properties becoming acceptable, which is the being benefitied to the acceptance.

41 Improved Student Attendance

Since online elemes can be taken from home or bearing of choice, there are never charters of students arriving out on insuons

s) Saits A Variety Of Learning Styles

Every student has a different learning journey and a different learning style.

Some students are visual fearsers, white same students profer to learn decough audio,
signifiedly, assess students theire in the classrooms, and other students are aske dearners
who per districted by large groups.

Disadvantages Of Online Learnings

i) Instillty To Focus On Screens:

For many students, one of the buggest challenges of online learning is the struggle with focusing on the across for long persons of time. With online learning, there is also a greater challen for students to be easily distracted by social modils or other sizes. Therefore, it is imperative for the trackers to keep their online elements on the particle, and internative to help students stay between on the learning.

2) Technology Issum:

Another key challenge of milite chance is married conoccivity. While interest personalities grown in leaps and founds over the past few years, in smaller cities and towns, a consisters correction with docum speed as a problem. Without a minimum occurred comments of a students or teachers, there can be a tack of contentity in learning for the child. There is detrimented to the education process.

Ji Sense Of Instation:

bludents can learn a lot from being in the company of their geets. However, in we online class, there are minimal physical interactions between students and teachers. This offen results in a sense of inclution to the students, in this nitromion, it is importable that the school allow for other forms of communication between the material, piece, and teachers. This can include online messages, counts and video conferencing that will allow for face-to-face interaction and reduce the sense of includes.

4) Teacher Training

Online learning requires transact to have a basic understanding of using signal 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 secondary resources and tools to combern 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 beamfriely.

5) Manage Screen Time:

Many parents are concurred about the health hazards of bridge, their children append so many hours storing at a screen. This increase in acreen time is one of the biggest concerns and disadvantages of makes learning. Sometimes students also develop had posture and other physical problems due to strying hunched in front of a screen.

5. Canclesion:

The union tearning systems, with its range of options and ensuances, can be pursounlized in many ways. It is the best way to scenar a perfect learning any streamers suited to the needs of each student.

Bibliography:

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(Volume-II)

Dr.A.CATHERIN JAYANTHY Dr.G.KALAIYARASAN

DEPARTMENT OF EDUCATION



ALAGAPPA UNIVERSITY



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26th & 27th March 2018

Manjunath H. M..

Assar Prof. in Education

Sherada Vilas Teacher a College

MYSORE.

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MEACT OF MOBILE TECHNOLOGY ON THE STUDENTS LEARNING SKILLS AND PERFORMANCE

Manjawath II M Assistant Professor Sanada Vilay Tenadera College Absort

bear destrict.

In the present digital world, Models inclinating is test helping the obscation system great a part of its market suctor. A few thin in hardery sector of the proposition was been decay under Models Notice Notice Inclination inclination are adjoint. In case of educational surfaces, the appropriate some On Bodels technology for communication with partial to before the amplication of particular technology for communication with partial to before the distribution of particular technology for the particular particles of the market particular particular technology to the particles of the particles of

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choigs, to the office quantities would be pupped shall and advicements.

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and the security Representation with the decise of choice theory, the Post and sell phone were

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CONCEPTS OF MOBILE LEARNING - ANYTHME, ANYWERRE... ANYTHING

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McCoursian Date and Date to

Statis because in about depositioning information and learning through a mobile device. However, with no circumstance is mobile learning a deseptioned species of your elements module on a mobile device. Here are 7 few and don'ts of mobile learning you need to keep it.

In Develop Contact

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Do Keep The Services are Standar Building the Kittle (Keep in Sunnite BON)

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- 3. The Radius Sporting: Yes, there has to be a certain securit of scending in every self-month. tourns, but a give to Lauring course will keep the smalling to a minimum Embre that a continue creams for the modular does not exceed from small length. In the case of a house make it makes senue to break up the content ato full even screen with an identifiable "part" bear. Learning negotiers also keep to enough that they remarked distinctions on the screen For the they could be known the how-raisingnee them such as light information, companied nearlies, or melinks that are our key to that morker at the button of the satern.
- 4. Don't Durmus Information Dennis With mobile, comptions has to be coler ... even the unbecruation. Comben in mobile liberture but a be bites look and regreented torping in mind messey (influence, bothery life, and that a trial a hours. Paylor a clear cortest along the begunder of each module below to making the objection of the nearest four. It also note the expectation of the teatrer, Furthermore, you need to consider the everall the time of the course. This will help you make use it does not compressive the storm rapecity of the divice, one to easily described and one to mod in both office and only model. Small, blooders' suggest of information became outlier to view, enteres and process which or turn contribute to the effect sweets of the forming program.
- 5. Don't Go bre The 'Pinh" Marie Mobile teaming program have to adopt the "receiver" made rather than the "pure" poor, its the science has to be designed such that it is purposed said, the times can not dispress to be designed. want to achieve set their learning pers, and get support when they need it. Instructional Designation consisting mobile forming constant that have to see on that they create modeline that the horses-"bearage" with. They also need to cause that they provide the right back and support to gold and help the lumbers. While couring their interactions, it is also expected more to become the social angle. Employing game-based hunting consigles for mocuments and motor providing the bearing the opportunity to share they could no social made photomas, or coulding the too by special modils platformed for discussions att. also considere in the success of a rabilla learning aundahe.
 - Do Clar Middle Kriemille Yechnology
- This is an absolute so-brains: When developing a season he mobile learning, making a responsible in tax as option separate. Also need to needing tota landscape and postern reinstallant stars deriving for mobile. Using perfecting transmittellight fast to mobile friendly also have be making comile forming medicin remarks, space, famor, and responsive. As the tardshore continues to become naturally motific and the realisance generation takes emist stop. bounding providers used in moone mobile become programs that are suggested and incomme be facilitate better formerg'.
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- · began school and electronic comparison and collaboration between studiests, payment and
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negative and the Lancoine

there while tradem can access distributes and other volum information for learning from the time, the same use in impropriate during a gray. Also, weighing victors that are not and in the latter, playing online grows, and using racial interests for committee with founds we me in the target language any illumpropriets tisse of the device during class and may bend to ster distriction.

County Looking at dictionaries or searching for answers during a querye a test is a horizon. authorize officials and should be dealt with appropriately.

Conditions

this copy has reviewed and presented the impact of mobile schunkary on the modesta some stills and performance. It is elected shown that the Mobile Secretar has a lot of mores to unity parameters and learning skills, in which immediate envises, anywhere, anything time instantial can be accessed. This buildedge enlangers the self-confidence of challests and enriches and incomedige level. They other wide of the coint the same technology has some demortes this causes. = famintee and technical problem tools to make of time. Another again benefit of M. Santilne it up to been begroup easily. Also presented since do's unit don'ts of mobile learning. Secretary.

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EMPOWERING INDIA THROUGH DIGITAL LITERACY

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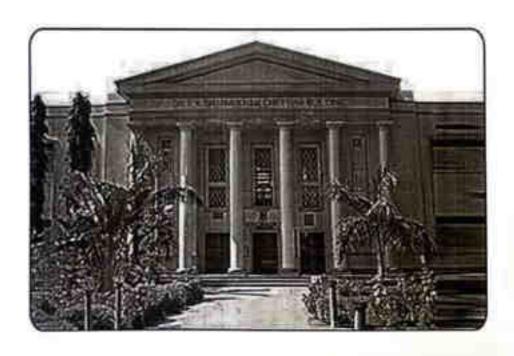
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April 12th & 13th, 2019



EMPOWERING INDIA THROUGH DIGITAL LITERACY

(ICSSR Sponsored National Seminar)

MONOGRAPH - Volume - II

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A Study On Digital Initiatives In India

Management HM Address Server Street Sile Income College Children Mysele States

Abelrace

The surpose of this paper is to entity signal parameter storm phose to fediral education system in order to enhance the quality and provided based education. The Secondary fasts showing there are 33 are institutives have been laken by the Government of backs (GCD) at the last four years or strengther the education system. These resolutionary changes provide after accombinity, accompability, equality and quality artesiation for all "Dugat broke" concept is an year for the distribution, accompatible, accompanies of bodies, education with slights tools singly, particularly, for students, professionals, and the general public. Among these, one of the greatest changes can be seen in the field of advances, which is a mean of empowerment by accoming aware of copys rights. The rate of digital autitio devices (unless and emanylances) in the higher education field has supposed the quality of education in batts.

Introduction

Digital India: is a programme initiated by Prime Markers Mr. Namedy, Mach. The motive behind the Digital halis felicies in to heald participative, transported and empositive governance in reach out the citizens.

It aims to provide all nervices electronically and premate digital iteracy in India with the help of digital technologies which includes the concept of cloud computing and mobile applications have entanged as the entalty as for express communic providing different anti-companion. In this perspection, comparison all over the world deare to invest in digital helia mostler. Hermatiably, global investors little funds. Fights, Steps Packets, then blook have supported Modile Digital India institutive. It is a modest step to promote opportunities or to government [4]

The Digital listia programme is a flogship programme of the Communicat of India with a state to the manifers halfs and a digitally exponently colorly and knowledge accounts. Digital ledis is a death to other that government environ are made available for all obtained accommendable by improving ordine influentations and by hidrarchy the effectivement of hydrocommendable by improving collect influentations and by hidrarchy the effectivement of hydrocommendable. This intensity was about to causer that the external are going compared to the constantly. In order to restrict the fall potential of the programme, it is recovering to address contain challenges in the way of its electrosist explementation, lies digital informacy, poor afracturates, now interest speed, lack of coordination stating various department, these portaining to transfer on the country and department of the country and therefore it experts a let of efforts and debiastice from all departments of government as well as proving tentor consistently the current effect programme [8].

What is education?

Education is a littling learning process. In other words, learning begins from the birth and cash with the death of the parison. Among other dulings, education establishes the ability to cond and write. Also, education decidates decidable harmon make also thousants, according to make the parental parental process. It is not to the parental parental process, and the parental process people by accurating infring skills and know-bow, thereby giving an individual the expects to librarie excessif from parents and with industrial, when well imported and inclined, him the parentsy of promoting national apparent. This is because mitigal according review the

stationcommunic political, military, stature, familied, industrial, diplomatic, and are the splicate of a nathern (2)

The Lispack Of Digitization

Indian Economy Impacts The stenooy of holes has green to 7.5 per cent in 2015 as against 6.9 per cuts to 2014. The incurrent taken by the poverances of india have visided receipan India's price least product (COP) at Option cout at constant (20)1-12) prices (20)4-15 to the 106-A milion (LSS.) 505 critico), do against Re 19-25 cillion (ASS.) dat willion in 2013-14. registering a great it hate of 7.3 per cent.

Employment Opportunity: The 'Ougot' tipla,' material has completed a great due to this positive growth. It has the judgical of country employment exportant on 17 uniform people directly or inflamely, which will assist at consuming policement in Iodia. The government is achedeled to give II building to 100 million possite in employ meta will villages because resplayment opportunity is the IT sector to very high in India. In the sect 5 years, India will energy as a lander to being it in sectors like houlth, definer, education, agriculture, and banking Moroever, the environ nature will be digitally empowered.

Education: In the field of observers, he government also sources broadward connectivate in all parchivets, schools, libraries, and other public places, Apart from impolland competitivity, every village is provided with quivered phone empositivity serves the imprey. Mobile and intenset benking out improve the fessetal inclusion to the courtry and must a win-ten situation for all parties in the rathe-chain through so tolermerable excession and review charing business model Felimint apprenture get arbitismit reserve cryanus, while the broke use weath new customer groups mercreting terwiet possible costs.

Manufacturing Sector. The rigital inclusion to the country processes the revised of the manufacturing ancies in India. With the companys of "Abdas at Sada" and "Digmit halis," the mallers to planning to achieve not some imports by 2022. This ensures that the angests will be expeto the imports, helping in the pronounce development of the melon. With the introduction of mobile escentistly in all vitteger, union single postal use be maintained for all georgement relater services. This can be done by executing that of developmental inflationism are in electronic form and not mareual. Soot to crede oil, atentronics turnivary companies focus a major part of imports it finds. Shee little is a service bood country and till new it has become only in software development, the street of "Digital India" on making datin a street formular trab is bound a change the trend [1]

Climbal Indocumetions Digital Indian equation upon to host data online and engaging social media philiforms for government is the arm of the government. It also sums to build close management for data sensitive at that officers can make ancies. and can keep data rath-

Early harvest programs: Covernment plans to set up Wi-Fi Tackbox in all cities railways, colleges and curversities arrain the manning GPS system at cars and copy are attroducing to either and meteor. Biomorn's amendence system to bring deployed in all government institution of state and control poverments offices where recording of attentions will be made online[4].

Major Jeriatives Taken By The Government Digital India programme is focused on three key ideast-

- 1. Creation of Digital Infrastructure and Electronic Musculatorizing or Native India-
- Z. Delivery of all Conversament Services electronically (F-Conversament).
- 3. Digital Empowerment of Mative Indian People 17

The entirious 'Digital lada' project has always been in more the self for good resoure. The project having a lotal coorday of Ra I light cross made to transferre the lada into a horselage exposery. It alone to demand on the transferre the lada into a horselage exposery. It alone to demand project of the government for the criticals and that stress of facts could let be a demand of the government for the critical and that stress of facts could let be a transferre to the project project to being finds to a please platform. Through this project government services are available for union and could discove depthily or electromically. The sides is to substice digital into other and are assumed affined the project letter people. Every in most made arises around the first project letter to the project letter and in product mental arises provided from most in the country into a digital occurry with participation from most, when extremely allowed organizations to constructed all government mental each and arises are assumed to the project letter and arises the first and other forth 30 country with project and authorities and annexed. This program may ceptainly consider the digital gap between the total other fields 30.

Digital India: Major Challenges

Many people in rocal areas have no internet accountry, and should constant in regional imaging to not sufficient to keep the resiliers imaging. Only 17% of the households can account the sentent, and five people can passes making authority of SCI environment in the receiver.

According to World Homeroc Forum (WID) 2016 report, entrly NPS of Indian population is functionally diluterate, executed of you'd do not stored according observiors. There are not differences to unless amount stored, as not reporting tries and remote renal cross, where on even have across the excepts electricity to according to our tier. Digital leafs progress, before in growing ecountry and digital posts have rought the amount of factors and as increasing wave of cyber-articles could not hardy unpart the country.

Infin and other South Asian southies are now on the return of cyber effective. The government and component world need to procure this of the en. New Age naturally infainted to ferent their plans. It is not only a technological question but also deals with the question of grinary and ascents. The beggen dealings found by Dagital locks' is the size and delayed infrastructure development. Specimen evaluability in Ballon metros is shown a tenth of the same in stress in development development. Coeffenges are in every area tight from policy unking changing the each flow up to changing the coemists of the government afficient it is not analysical change while the most diversified nation. Wallen the government flows are visious fugaritation stands have transpored. There is no notice involvement of various departments which described the frequency forces, fluxner and planning beath department of as full strength.

For digital inclinedays to be acceptable to every edition, algorificant efforts are accept to concernse apps and services to cater to local needs. Finding versions the cost provide took applications has become a staticups. Though there are reconstructed with both but there is a large superal cost, which is to be arrested and the fluids of the invalence will be received after the policy. No controlly in most and it is important to understand that digital ladar.

The biggest shallongs faced by Digital India programme is alread delegal infrastructure development. India's digital infrastructure is comprehensively inadequate to making moving movies on digital management, finds useds over 80 labb antispon as against the evaluation of about \$1000 hotspot or present to making their laws! (ASSOCISOM).

The percent participation in government projects in large st prior because of long and named for regulatory processor. Many topics proposeds named by government are not picket up by competent private sender requirements came they are not commutable viable. There is a wage digital divide between urban and rural lode. Till mos fands have not been deployed effects of the most the cost of influentructure consider to many aroun.[4]

Latest Digital beliteityes Plans of GOL:

The following dignal intractives are,

- 1. Universal Broadward
- 2. Universal Access Progression
- Interest Acress programme.
- 4. Katheming Conversion Through IT
- »-Ermit
- 6. Information for All
- t. Discourse Manufesturing
- 4. Information Technology for John
- 9. Early Haven Programmes

Conclusion

From this study, it is strong stores that the digital naturalism in India has expended the mandard of fiving and IT houseledge of puspic. The digital ladia removal is grand. It is a large star towards building a wally any recent patters. It transferred citizens not me to sin frimedic inflat medice, current and services. Indie has started towards earliess moreous, insuspectory of governance though agreement, regermance. This make her covered the Government of holis (US) major Gigital initiations in India, challenges and latest dignal initiation plans.

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- keper/hafridisemmi aces 2011/02/00/the organit of digital holis in orbitalismal operator and changes in (week) for compy
- 5. Dr. Shekhar Streamen, "Digital Rolls-Major Informers And Their Separt: A Critica Analysis" File Asia Pacific Normal Of Marketing And Rotall Management from 2149-231 (Chiline); Don. 10.16962/EngiremeTwo. 2149-2313/2013; Volume 6 Issue 3 (2017).
- s. Dr. Males Chindra flow? DESTAL DIDEA CONCEPTS AND IMPLICATIONS International Journal of Couries Research Thoughts (HCRT), Volume 3, hour 4 November 2017

ICSSR Sponsored National Seminar on

Strengthening Adolescents' Mental Health and their Suicide prevention

Volume - I



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NATIONAL SEMINAR

On

"STRENGTHENING ADOLESCENTS' MENTAL HEALTH AND THEIR SUICIDE PREVENTION"

MONOGRAPH

Editor in Chief

Dr. R. Babu

Produces and Place Department of Education Accounted University Accounted amage - ED PCS. Inches Seminar Director

Dr. S. Kulasekara Perumai Pillai

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Impact of Social Media on Mental Health

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success Producer, Service Film Learners College, KM Parent, Morrow,

Introduction:

Generally, social minits define as, "Sorms of electronic communication (as with a scole privations and mine-blogging) through which mers crosse entire community a information, about personal messages, and other content (as valent)." There has been up cuseum over the past couple of decades regarding the link between social made use as health meen. Although research findings identify a connection between instrained annul regime the young total population and regulated mental health problems in the same population, a iron new social media use may be associated with these changes. The includance counted by the man unuse of social media is a great corners for parents, researchers and society regarding the a health of individuals. One of the quest common activities of present generation is examine ascial media web sites.

The relationship between econd mustin use and miratil health in the young additional Christi research indicates that there is a connection between tocoused social main asdescripted useful health. Defortspetely, young adults, the most active social understanding profoundably high risk for developing mental health lanes, making this connection profits concerning. Team spects seem to have particular associations with positive benefits for young in and it that been suggested that there is something about the social nature of the paying often mention the benefit, over and above physiological areasopiouses. The become may be only even a lose russer may feel a positive connection and abreed purpose with other nations Pareffects may easter from exclabining or from other constructions with soluble and poem associated will activity. There is a well-calabilished blocoper on the general role of consensure connects to activities in promoting social capital and wellbeing Virtual platforms of social menia his business Twitter see significantly enhanced the surred coverences from past decade by decisions were marchange their feelings, ideas, personal information, pictures and videos, Physical and the last smoothed with a wife range of psychological benefits for young people. Association belows and physical activity and mental health susceners for our age group have been considered by its to preventing problems urining, processing positive worth development, and using salesty to use of exemply energy bench conditions.

Theories - Effort of Social Media on Mental bradth

The Impact of Securitary Behaviors up Mental Health

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pictured Schurber Theory

for the the cay explain how the redestry behaviors encouraged by social media select out over the control of deplacement. People who spend core time is noted to be deplaced in the first f such such have been time for face-to-face north principles and physical arrivaly, soft of and any best proven to be improving against married discrete. According to displacement, this time bear power results use in and of medical that has delections effects on thomas hash, her pain the amount of other epity lines.

The displaced behavior theory segmen that redening behaviors such as secret realist me could graduated first these to face interaction and the benefits a collect. The social action and important stational actions of explaining the association between termining melectary between and periodic tisk of deposition.

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The than light included in artificial lade is the most harmful to harmon. Who light suppresses maken, or the brain's "except chemical," production none represents than other wavelengths. Were and improves restricting through one of the amount in our exit the parameterly photocomies. The heavy that light is a couper in the upting along is expressed by several studies that new storp represent with related blackled exposure.

follower Hatteren Social Network and Social Support.

Social networks are the transfer of social contests that one has said the Basecsey of imputes with them. All such, social appropriate are objective and quantitative. It is through such counts and the time or founds that a person has with tractor must be relatives that our receives the buy that he'stot goods in times of crises.

It contrast, sected support is the perception that dates to the network are resormed for the where of the individual. As a result, noted support is more subjective and slightly have questioning bend support only as a copying resource and also reflects turning aspects of social and personally feeth-paints. Seeind support to besed on one's seeind astrock and it conceptually related to it."

held Stella Negatively Impacting Messal Health

- law or decremed self-course during or after using social needs.
- 1. Megatively comparing yourself to others was more action and a content.
- beginners forming in your own electronisms or discuss while viewing others' social Colla feeds.
- a. Property feeling envious of others while engaged with social marks
- L Core secon months as your prime become activity

- 6. Forling that reproted from friends and family or not interacting with spen in jenus, as you narroally would.
- 7. Decrease in shiftly to conceptute.
- B. Increased or amount social makety when intrracting with people offline,
- 9. Yorking a need to share everything you've doing offline on social martin.
- Experiencing the supplyer emotional experience, "FOMO? (Four of Minney Out) damps.
 after the ring others," online activity.
- Constraintly consistently oning annial modes as a distriction to avoid or suppress topology
- 12. Irregular or dispellered sleeping patterns.
- 13. Increase in littigge and/or stress during or after using social media.

Bleefthy Use Df Social Media

- Subscribe to and participate in necessarine that are supportive, educational and practic initialistic estates or areas that animod you. Use these variable necessities is help feel consent on the look for articles, research and research you inight our to improve you into adding.
- Coharce and earlich existing offline bonds and relationships through position and bus, you and comments.
- Become an article citizend (for provided in the crosses you before in its object absocure and can movement of your constraints and charities have record millions of dollars and group awareness using social media to get their remarges not - you can be a part of that the
- Foster goodwill, empathy and support for others by dropping positive, constructive and below constructs.
- Seek out information and leadples from transal sources to Jeans more about yourself and to world around you.

Conclusion

This gredy has inguispleed support of social media on mestial health unit green key point of common decreases shoul effects of cooled media on rounted health. After in green for debutted between social network and social neutron. This paper has given the negative and goalden report of social media or mental health.

References

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Department of Public Instruction

A CRITICAL STUDY OF THE CO-CURRICULAR
ACTIVITIES ORGANIZED IN SELECTED SECONDARY
SCHOOLS OF MYSORE NORTH BLOCK IN MYSORE
DISTRICT

(Study conducted under TE Plan of DSERT - 2019-20)

By
Mrs. PUSHPALATHA M B
Lecturer, THET, Mysuru

Under the guidance of

Dr. H.N. VISHWANATH.,

Assistant Professor,

Sharada Vilas College Teachers College, Mysuru



DISTRICT INSTITUTE OF EDUCATION AND TRAINING VASANTHA MAHAL, MYBORE - 570010 Covernment of Karnataka



Department of Public Instruction

ORGANIZED IN SELECTED SECONDARY SCHOOLS OF MYSORE NORTH BLOCK IN MYSORE DISTRICT

(Study conducted under TL Phot of DSER1 - 2019-201

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CERTIFICATE

Certified that thes 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.B., under Teacher Education Plan of the Department

of State Education Research and Training(DSERT), Bengaliera, during the year

2019-20.

This study has not previously formed the basis for the award of any elegran, diploma, followship or other similar titles. This mids was carried out under the guidance and supervision.

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(Dr. H.N. VISHWANATH)

(GUIDE / SUPERVISOR)

Dr. D. V. W. Samuth

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A report of the dissertation submitted to the Indies Gundhi National Open University (IGNOU, Bungalore Regional Centre) in partial fulfillment of the requirements for the degree of Master of Arts in Education in School of Education, Indies Gandhi Bational Open University (IGNOU), New Delhi

Researcher

Sajjan B H Earsbeent No: 2101779649

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Assistant Professor Seruda Vilas Transcra College Mysuru 570004 Karnataka

December 2022



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Dr. H.N. Vishwanath

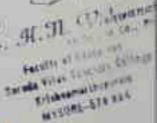
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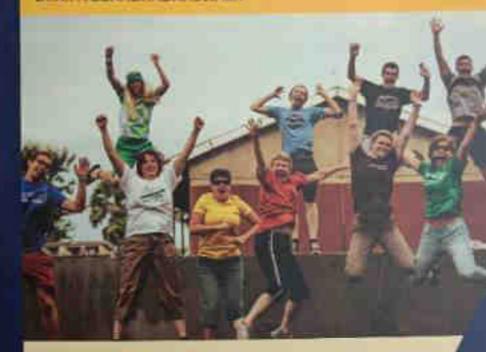


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EDUCATIONAL DEVELOPMENT AND SOCIAL WELFARE

Editors

Dr.M.S.NARASIMHAN Dr.H.P.VEERABHADRASWAMY





Dr. H. N. Wahmanakt

AND SOCIAL WELFARE

VOLUME - IV

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THROUGH SMART CLASS METHOD ON THE ACHIEVEMENT OF CLASS IX STUDENTS

THESIS SUBMITTED TO BHARATHIAR UNIVERSITY IN PARTIAL FULFILLMENT OF THE REQUIREMENTS FOR THE DEGREE OF DOCTOR OF PHILOSOPHY IN EDUCATION

BY JOHNY K. P. (Reg. No. Ph.D.-CB-JUL2014-0210)

UNDER THE GUIDANCE OF

Dr. H. N. VISHWANATH

PROFESSOR IN EDUCATION

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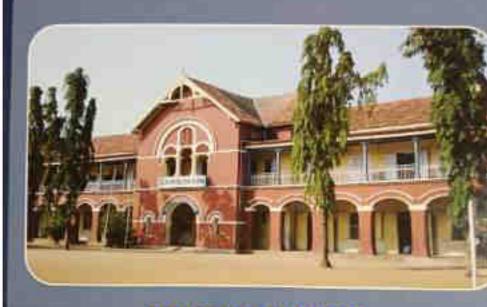
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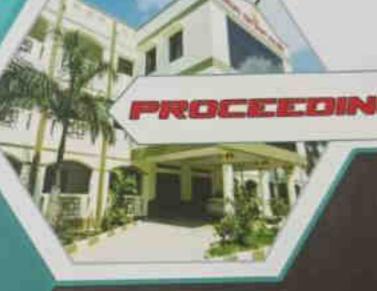
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TECHNOLOGY ENABLED EDUCATION

Dr. Premkumar. S Dr. Pradeep Kumar. T









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TECHNOPHOBIA AMONG TEACHERS ISSUES AND CHALLENGES

Dr. H. N. Vistreamilli Mysom Court Victoriosar Principles

Introduction

The word Technophobia is derived from Greek Feebra meaning art, skill or craft" and /pardies 'meaning traor american. This term first appeared in the American proud are Cong Brod's book Technostress The Human Cost of the Computer Revolution*, which was published in 1984

Technophobia is the constant and personent feer in sechnology and, in areater depth, is defined as "the feeling of severe anxiety associated with using anything technologicals advanced.

An irrational or disproportionate fear of technology especially advanced digital technology including companrobots; 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 offer seen that some people though having good academic achievement do liestime to use even commonly used android or smart photo-It would not be that easy for them and seldom have they emoved operating it. Some people feel it not their cup of tea in operating computers programmed with updated software. A minited of people find a difficult to deal with technology and gadgets Teachers and Teacher Educators are not exceptional to this. Some people are eventh seen with extreme from of technology. Technical gadgets, technical environment and are called beclinepholic. Technopholia is known to affect many people around the world. It is a highly studied phobia, since, it was dearmined that many trachers including those in highly developed enumers, terrinoid to one bedress and and to see a their students coming to the nevert first of automotors.

Technophobia' is the opposite of Technophilla'. La people in a condition where the person is to such in low math as hardings that a he sought even mint to change the model with a receiver it has combining any kind of proclimic in the

Technophobia is not necessarily a mental direct search accimology and its application in day to day life. (the it is secreted as an extreme and arminoual fear test and the more to general usage, the term is concerned with an irrational fear of computers, robots, amificial machigeness on-line in virtual manuscricons, techno-centric corrieulum trampetion and other see t. applications which seem advanced in scientific thought. The root course for this would be, fear of science and technology inflected in irrational resistance by teachers in in educational institutions especially in sural contexts.

Studies have revealed that even today must of the teachers in rural and semi-urban educational institutions are found to be technophobic to varied degrees. At the same time it's are considered an extreme avoidance of computers as pospie understand it. Technopholia is an outward heatation or average of people towards new technologies, especially closed technology. mobile applications, the use of Internet, coding and such related applications. Having more of technophobic trachers is indeed becoming a hoge problem today in many of the apcoming schools and colleges us online / virtual education is gradually becoming popular, strending and widening its scope and feasibility across different section of education and schools and teachurs are not proposed for it. Added to this, many institutions in rural and sente utban contexts seldom willing in bring about technological schungement is its quite expensive and not feasible due to become all error interventions. In some of the manuations it's seen that the head of the manifestors or academic director, are found to he technis-phobic and they refuse to adopt new technologies with Declarings control Discourse The S. Perromone & Lo. V. Brighter Married

as actuals of resistance to reclarate period changes. They have resulted in less of anademic growth of students as well the professional computers of teachers, set no beduse based carry also transaction. It only has led to techno-exagnation was a sense of fetheracy that is simply left untreated and described

In the context it's indeed essential to outderstand whitechnophebia is, and how could it be overcome, so that news, technophebia is, and how could it be overcome, so that news, technologies can be adopted in educational institutions without feating 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 source of clevated confidence arrows reachers and teacher educators.

Causes of Lechnophobia

Technophobia can be caused due to general anxiety or few about science or mathematical problems. People often feet intimatated by these subjects and are hence likelier to show computer anxiety.

Symptoms of Technophobia

According to Larry Resen, 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 no 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 at it considered pathological and the person experiences an irrational tear towards the use of new technologies

Technophobes believe that, when faced with comparcompairs, sclephone systems, or even Assomatic Teller Machines, they might have to deal with complex set of management. The average individual usually finds these sets of issurations away to follow, but in case of Technophobia, the person simply fraces Sche to so panie strickers at the theorem of using the device that their fears are without any basis, but they are completely possevices over it. Needless to say, this four of neclinology is highly limiting and can affect the individual's day as day life.

Technophobia is different from most other specific phobias in that; the phobic is mainly ignorant and does not occleome change. They simply do not understand technology as a result of which they not only fear it but also short 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 each from the human eachier in banks rather than using the "hole-in-thewall" 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 metade feeling breathless, shery, having heart polystations, becoming angry, losing control, feeling detached from reality, being unable to think or speak clearly etc.
- > Feelings of feat and, in extreme cases, punc-
- Anxiety and impurish
- > Palpitations
- Restlessness
- > Sweating
- > Shormess of breath and hot flushes.
- > Tremots
- > Lack of concentration.
- > Avoidance of the feared stimulus

Measures to overcome Technophobia:

Technophobic teachers shall know that it is neither a disease not 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 aversur towards all things technological. This may vary from avoiding computers and smartphones to consuming medicines made out if 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 technos-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.

Menturing: Younger programou numbers and provide and appears and help the sense senekers with convenience annual surfacing from this phoens. They can not as position and maximum to bely the Technophole insulation neverties to the feet of spelipment

Willing Exposure Gradual, systems and beautiful comments to technological gregors and their our limited in the tie day academic numbelions can sing help teachers to overcome Technopturhus

Self-help: Self-help common of self-advoing that there is actions wrong with them technology and that the person can start mercaning the frequency of technology urage in averyday life note by little. There are a lot of self-help techniques that can schally work. Teachers used to find out what to best for them. II they feel that their aversion towards technology is instituted and man it must be paid attention to, they have always reached a cortain level of mouth. This imaght can gradually push them on of smallest rooms and find ways of guinning techno-competence to a minimum required level that can be bounted up through contract efforts and regular opplication. They can visit a manner of online sites that can provide them basic knowledge and idenmey can de google south for free or paid, menu driven and over minish victions of latest applications and even they can leave menugh is tishe.

Support groups / Peer groups: When even cosmocling will not help teachers may meet the help of suppost groups Support groups can be colleagues and teachers of community in network who may also be suffering from the same usage or on the extreme side, may be hyper techno-centric By identifying and choosing support groups, teachers can understand what others are owing to overcome technophobia and imbibe the same techniques If works on cooperative principle

Psychotherapy is very affective as shown by many necessities, and generally cognitive behavious therapy is used. which employs different techniques

Connecting Commelling can be used a symptomy geometrics are of year meager servant. Counselors may an isante aschingues att. many gam clarety about their state of mand and arrang what could be the best shing to the to excluding techno-fear. Counselors than variable neithers feat, attitude, and emotions, and assess they wind act to us to anyear why they are avoiding technology though a is obviously harming their academic and protestional growth

Cognitive behavior therapy. When sumple councering or support peer groups do not have any significant effect, one may need professional help from a psychotherapist. Psychothera, o. offen use counitive believior therapy to change the thought partern this might be causing the fear. They also gradually introduce the seachers to the enoughee stimulus and bein them to reduce anxiety, feat and stress regarding learning and usage of nechnology in day today academic endeavors.

Psychodynamic therapy. Psychotherapists sometimes can directly from the underlying cause, which usually is a pear transmitte 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 technologie. This involves repeated discussions focusing on the past negative experiences that led to developing the phoma-

Conclusions

New technologies have burst into all sectors of human life Composers, tablets or smartphones, smart boards etc. allow as to he connected to the digital world all through the day. This has caused our way of religing to others and to the environment and in arrang cases, this has had a positive influence on our quarter of life bargase they facilitate greater access to attornsation and provide us with new professional and leisure opportunities. At the same time it is found to cause techno-physiological disorders with become and and alarges. Experts have been warning us for some three about the rocks of their nations.

Technophobia may cause loss of jobs, had financial anations 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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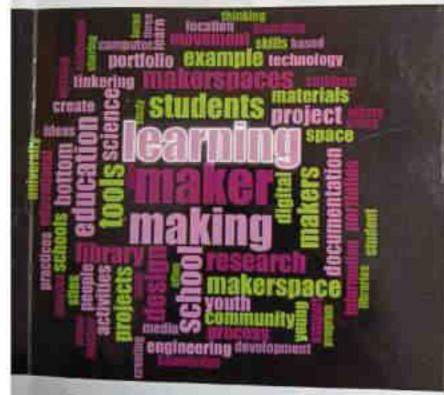
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Dr. H.N.Narasingappa



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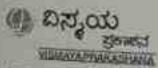
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TECHAER COMPETENCE

What makes teachers competent to teach? What factors are

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Competence is a fundamental and ethical principle in any professions, 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:

- a) Research (Discovery of knowledge)
- n) Teaching (Dissemination of knowledge) and
- c) Extension (Application of knowledge)

Then only be or she can fulfill the needs of the society and most the expectations of large student community by being a functional teacher.

Concept of Teacher Competence:

'Competence' is nothing more than an improved modern term spelled 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 crueria that determine teacher effectiveness.

- Definitions of Competence: Teaches competence metades right amusele rapo-
 - Teacher complete and other teacher related charges M. tica" (Hashew, 1956) Toward behaviors that produce intended official (B)
 - M 1064) "De ability of a few her manifested through a set of man
 - elastroom teacher's behaviors which is a result of combenders the process and product variables of the withing social setting (Rama, 1979)

The main qualities required for a teacher to become fang. tional and competent are:

a) finituations, b) Fluency, c) Industry, d) Neutrices, c) Onene (v.f) Adaputelity, & g) Thrift.

(DPEP News letter, 1999)

Tructure mit be defined as a net of observable traction behin. mir facilitate pupil learning and 'teaching competence' mean in effective performance of all the observable teacher behavious that hring about desired pupil outcomes.

Applied to teachers; competency includes the right way of cosveying ands of knowledge, application and slottly to the populacide ers. The right way includes knowledge of content as well as to processes, methods and means of conveying them in an interesting way, involving the activities of pupil-trachers. In short, a competiteacher-oducator makes the teaching-learning process a given expensese for me-service scathers and also for herself / himself

Any kind of games will have three components: (a) the acparamaner or content of the game. (b) the mochanics (rules, etc.) and is 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 upon the topics (e.g., netropsychology) and skills (communication, comand principles of the state of the part of the state of t

The Mochanics component mensus pedagramus scalleder a maare ascernamicate know lodge, our of scales dogs). Insidents may are that a preference Thus a way with words, or process measured of every often Fernand.

Provides declarated author to the atminiphens of the characters, in charling the willingness of students include tisks and how students increase with each other. Students may say that good professor protes a safe, for, and inspirational climate.

There's not formula for how high tota here most to be on each of mose dimensions, or whether being high on one means they can be lost on mother and still be competent. For example, we've all house. That teacher really knows his stul! — but no one can understand a magice says!" Of course, some profession are better for some learners. I'm nost a big fan a learning stylen, because I think students about directop all their ways of learning. But it is the case this some making most better to some professions—at least for a while

Traditionally, it was the first component—knowledge—that was the primary or only way componence was mought 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 forms. It could be that in the fatter the best (paid?) professors will be those who can seach thinking and interpersonal skills—because students can't look them up on the web!

Teachers should have a full package—arrange knowledge, a wonderful animale, and an effective teaching style, very good classes dynamics and excellent pedagogic skills associated with the processes learning sechniques.

Classification of Teacher Competencies:

- Classroom competencies
- 2) Competencies related to administration and mannes and

- Congetencies related to ansistution, colleagues, while parents and seciety Competencies toland to content and curriculum
- Motivational and vidoe based competencies.

Repertoire of teaching competencies; Knowledge of the subject matter

- Planning of lessons including teaching strategies, learning
- and classroom organization.
- Moreotting learning groups: Presentation and common Motivating explaining cliciting response que discussing dramatizing reading demonstrating using a mich etc.
- 4. Evaluation—Formative & Summative, diagnosis of caredifficulties, encouraging evaluative discussions en-
- 5. Total classroom management and discipline

In addition to the teaching competence, various other competencies required for a functional teacher educator to bring about describle and constructive modification in pre-service teachers and seaching countriesty are:

a) Institution-related competencies:

- 1) Development of positive attitude towards college & 25 festion.
- Administration and management
- Inter-school relationship
- Image building and Mocale building

b) Pupil-related competencies;

- Identification of pupil talents and nurturing them.
- Identifying the individual differences
- Identifying their Needs and interests.
- 4) Developing non-cognitive skills
- 5) Counciling & 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:

- Playing an ethical role model
- 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. c, to contribute highly competent and functional teachers to the society.





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ಜಿಲ್ಲಾ ಕಿಕ್ಷಣ ಮತ್ತು ತರಬೇತೆ ಸಂಸ್ಥ ವಸಂತಮಹಲ್ ಮೈಸೂರು–10

"ಮೈಸೂರು ಜಿಲ್ಲೆಯ ಆದರ್ಶ ಶಾಲೆಗಳ ವಸ್ತುಸ್ಥಿತಿ- ಒಂದು ಆಧ್ಯಯನ"

> ಮಾರ್ಗದರ್ಶಕರು: ಶ್ರೀ ಯುಡ ಮಹದೇವಪ್ಪ ಕೆ ಉಪನಿರ್ವಹಕರು(ಅವಿಶ್ವರಿ) ಮತ್ತು ಪ್ರಾಂತುಣಾಲರ ಶಯಲ್, ಮೃಸಂರು,ಮೈಸಂದು ಶಿಲ್ಲಿ.

> > ಅಧ್ಯಯನಕಾರರು ಕ್ರೀಮತಿ ಯಸೋದ,ಆರ್ ಉಪನ್ಯಾಸಕರು, ರಯಲ್, ಮೈಸೂರು,ಮೈಸೂರು ಕಲ್ಲೆ.





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DE H.V. VAMADEVAPPA - An illustration for THINK BEYOND YOU REACH & REACH BEYOND YOU THINK



O Dr. H. N. VISHWANATH

University Grants Commission has prescribed three dimensions was respect to professional accountability of a teacher which is to be fulfilled with utmost intellectual contributions to become a Complete Jeacher - Paripoorus Shikshaka. They are:

- 1. Creation of new knowledge (by way of Research).
- Dissemination of Knowledge (by may of Effective teaching employing diversified methods / approaches / arategies).
- 1. Application of knowledge for the Community development (through Extension services)

In this context is a not an exaggeration to say that our Dr. H. V. Varnadezages six is a living tenendary example for a complete teacher. He has been a professional teacher and teacher education (as 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. Varnadevappa had all of them to the fullest extent and truly be was a functional teacher situation.

I still remember every moment of my association with Dr. Vaniades appa in our compositionship era of more than two decades. His combution as the chairperion or a member of any individual or group intellectual task or assignment is simply marvellous. Our association began with the preparation of content-constraining modules taled fastronmental Education for Pre-Service Teachers (EEPT). When Introduced into the curriculum of teacher

should to different universities of the State of Karminia and it is not continuous with a much wider scope for number provide and development with a much wider scope for number provide and development as by obtaining We scorided together for a mining provide a performance between Adolescence Education and L. Schill Lebender of Dallier income before Adolescence Education and L. Schill Lebender of Dallier income we spent preparing the specifies beautiful Schill Lebender beautiful Schill Lebender beautiful Schill Lebender of Schiller and sent published by and even the Karminia Schill Text books funder property and published by Karminia flate Text Books (beautiful). In fact we have speed to our days in DSERT in time of the other projects and projects

the greatly fulfilled yet other three discounts of a teacher being in excellent human being. I could even draw a par chart in my mind on his involvement, dedication finally ending with constructive combination. I would simply say that it is 33% = 33% = 14%. He took care of his family, gave a comformable and highly respectful store and among for wife and children, gave his involubiletime his fall of discounts and a productive care in children with stability in mancey.

The controls and commencedy for the overall development of the college as both teacher and administrator. College renched several milestones during his regime as the principal. Beyond his family and institutions. He also extended his contributions for the communicative for the principal development by being the executive member of many Governmental and Non-Covernmental organisations.

Many of in know that he has a wider open window (He knows what he is and others too) in his balanced personality. Whenever I are the Variables appear I had an everyteen question in my mod, as how is that possible to him its manage his endtyple tanks and responsibilities assigned or accepted? Everyone has only 24 hours in a day but how in that he has more than that? How is he able to impage his time in conceining all that is shimblesail without affecting the quality of the work of the appear.

business during many of the automate, discounters, workshops and

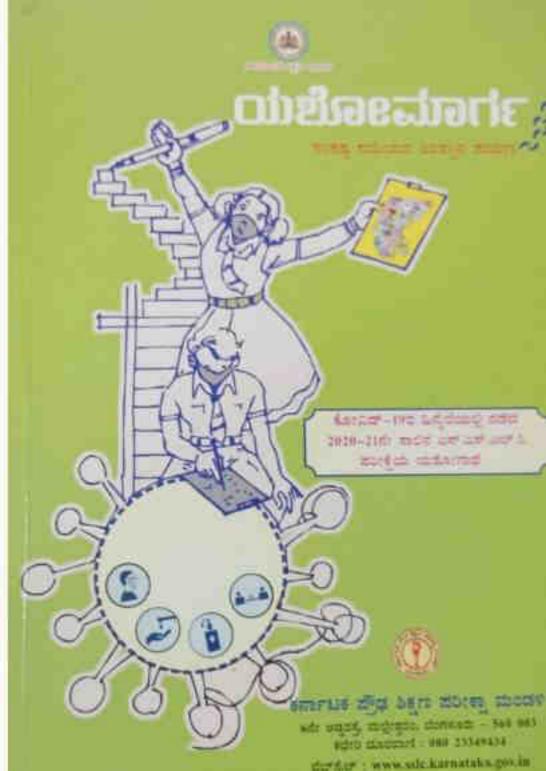
prompositives wither as a member or participant or manuperum, it and seem that him with irrefer an proposition. He must to be very focussed as the issue on band or threat area of discussion. That's how he used to be about productive both in terms of initiating new ideas' place and accidion of the same. One thing that drew my attention was, was there are not be in the him and how he mend to manage that being an increasive and integral part of any intellectual tasks or to say mending representatives both administrative and scalemic, again both in his alies and outside.

Another thing which attracted me in Dr Verrade appa was he had been of confidence in accepting and shouldering any land of exemplifities assigned to him. Change of work was her rest if a believed a are thing that he always think beyond what he could track and assequently be use to reach beyond what he could think. That its impainable him from many of his contemporaries. Writing and publishing very useful books on various subjects, psychology being the man promising, rimer by sall or by the departments that too in series is not exercisedly a cup of tea, but, that was also a possibility for him including me there are a lot many teachers and tracker enhanced who staked and undertised Psychology by referring books authored by Dr Verrade appa and anotypical tracting the same at various levels.

Dr. Varnadevappe has been a brother to me, more than a senior address. As his younger brother I always wish turn a great academic endorsomer, never ending eshacimonal sage, much more vigour and spirit to serve the intellectual sector of the society. I wish him as well his best, a good braith, wealth, peace of mord and what all they want in

DE H. N. VISHWANATH

Faculty, Sarada Vilas Tauchers Callege, KM Paras, MYSURU - 570 004 Mobile 9448433950





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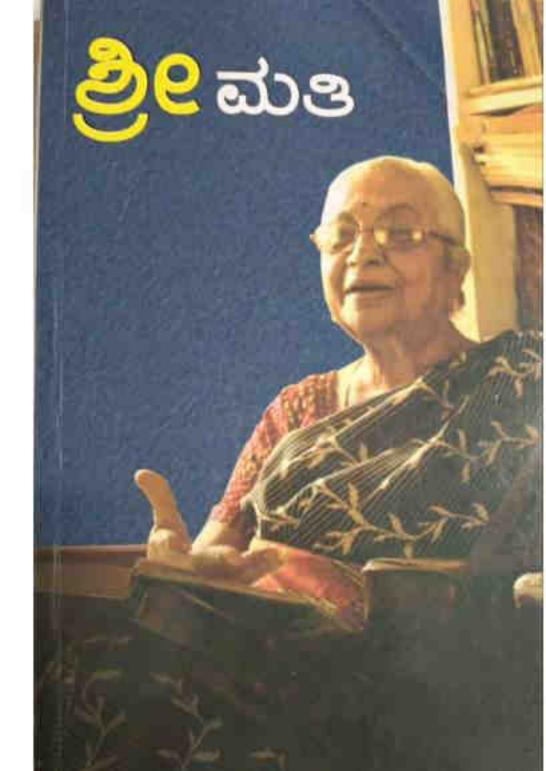
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Pull-out Scientist from student	Dr. HN VISHWANATH	4 250

Pull-out Scientist from student

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 atc. which all constitute the pody of Sciences

at shall not be forgother that there is a schools in every student. Als prough effective and maningful search election or septime these and maningful search elections are the hidden or septimes there are maningful search and the contest, functing of beseen game arrange supersons and search to form and pursue the sciences throughout stress efficient schools for the high schools for search contest through schools described and showledge they need to second a subject the enthusiastic and representativeness strong students towards for the enthusiastic and requisitiveness strong students towards forming of science for its entitle maning of science that is succeed to the country of the class or as to entitle them become that is scientific inquiry in the class or as to entitle them become that is scientific inquiry in the class or as to entitle them become that is scientific inquiry in the class or as to entitle them become that is scientific inquiry in the class or as to entitle them become that is scientific inquiry in the class or as to entitle them become that is scientific inquiry in the class or as to entitle them become that is scientific to our country.

Science pedagogy experts in recent days opine and strongly severate an approach that is learner curity red and that is true to the very nuture of Science Constructivist Approach. This has peen strongly recommended as the most effective and meaningt a approach to the teaching of Sidence in the discurrent National Curriculum Framework 2005(NCF 2005) as well National Curriculum Framework for Teacher Education 2009(NCFTE 2009). In this context it is reconstant for every teacher to arrow what is constructivizer. Constructivism learning many is oducational algorithments in the modern context; (litterest types of constructivism: Characteristics of constructivist learning environment and how to create the same; from and responsibilities of Constructions Teacher in the Constructions Classroom and planning lessons in the principles of Constructivism by which students are Legaged in Learning. Explore new ideas. Exploin in their own words about ideas revealed by them, fixtured the same to upply so as to solve processing and over bow to evaluate at the contribute years and leasure form the forci of the present article

Communication is by and large at though of knowledge used to expend how we know what we know. It asserts that the only though tools and tuble to a knowlet are the same and it is only though tools and tuble to a knowlet are the same and it is only though tools and tuble to a knowlet are the same and it is only though the same tools on the anti-construction of the same and the same transfer that one we have useds to one's own knowledge construction.

Constructivism as a learning theory reflects that,

- Learning shall be a process of constructing meaningful recrementations 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 (Von Glazerfeld, 1995)
- The focus is on concept development and deep understanding (Fornot, 1996).
- Constructivist perspective focuses on the way the knowledge is constructed by the learner in the working memory (Knader, 2015), in this process of knowledge construction, the learner uses both recoming information from the environment and pror knowledge from long-term memory. Working memory pays attention to incurring information or materials which includes both visual and auditory working memory. It is significant to note that in continuctivist slew knowledge construction takes place in working memory.

The two types of constructivism are,

 Cognitive constructivism (Jean Plager) - Plager's trainly of cognitive development proposes that children cannot be "given" information that they immediately understand and use, instead uninfren must construct their own allowable interpresentations. Experiences another their to make schemes or mental models. Schemes are mouthed money assimilation and accommodation. This heads to now transmit assimilation and tocures on individual cognitive development money accommend toward to what individual constructs individually based on past appearance and money adaptive process.

2. Social ourretructivism (Lev Vygotsky) - Combuctor of knowledge occurs through interaction in the societ world. The development of cognitive forms occurs by means of the management relationship between the individual and the social correct. 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)" at Vygotsky is probably his bast-known concept. It is the samps of tasks too difficult for children to master alone but which can be legated with the guidance and assistance of souts or more-exilled children. Thus the lower limit of ZPD is the level of problem solving reached by the child working independently. The upper limit of ZPD in the level of additional responsibility the child are accept with the assistance of an able instructor or more capable poor.

Constructivist learning environment features.

- ✓ Students are not passive recipients of information but a flow "producers of new knowledge"
- Stresses on "Answerige communities" and not "knowledge reproduction"
- Provides "multiple opposionations" of really
- Emghasizes authentic tasks in a meaningfal correct and not abstract instruction out of context.
- ✓ Encourages thoughtful settection on mall-sensory experiences

- Enables context and content dependent knowledge construction
- Ecophasizes fearing and not leaching, that is studies, gentlered top the core
- Encourages learner autonomy and initiative
- Tranks 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 attonomous tearning
- Nurtures tearners natural curiosity or inquisitiveness.
 - Takes the leatner'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 leathers 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 seck elaborations of students' initial responses.

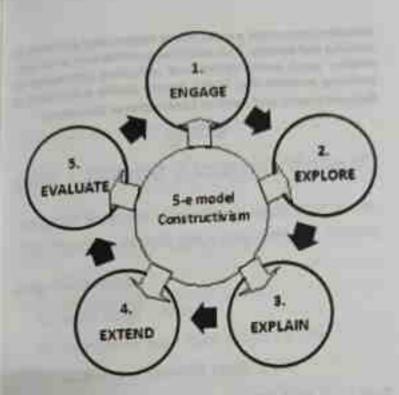
- Allow students some thinking time for posing questions
- Encourage the spirit of questioning by thoughtful, comended questions.
- Encourage thoughtful discussions among dudients.
- Use cognitive terminology such as 'classify', 'analyza' and 'create' when training tasks
- Encourage and accept student autonomy and initiative.
- Be willing to let go of classroom control.
- Use raw data and primary sources, along with municulative, interactive physical materials.
- Ineret 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 attempte 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 quet often used matructional 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: gaspe for Engage in accounting the months of statement on the statement and statement on the statement and statement on the statement and statement of the statement of the statement of the statement of the proposed to or point to a promotion and statement statement statement of the proposed to or point to a promotion on tenering statement can be engaged at affirm a structure of the statement of

Steps 2: Explorer in this stage, learners are quoted to explore and present for the queetions/escore raised during the engage stage. Teacher's role is to structure and present learning emirorement which taculates learners to involve in investigation activities and provide opportunities for students to get directly involved with encovery process and construction of knowledge. Some of the exploring constitues can be. Provide structured activities; Have them work or towns. Experiment with materials: Uso more impart to drive the access. Employ problem solving strategies, Identity sequence or patterns of events; Brainstorm possible attentives.

Stage 2 Explain Students who engaged in the learning administration and mutual interactions, discover their new knowledge (scientific facts, concepts, governizations and productions) and constructed will by to explain. Expressing this abstract knowledge through communicable form is the purpose of the trivial stage. New successory constructed by students can be expressed in different case to expressed in different case to expressed in different case as follows: Explaining the constructed cases. Constructing and explaining a model: Reviewing and criticizing solutions. Representing clean through pictures, graphs etc.

Stage 4: Expand: Teacher provides opportunities and guarantee to apply the constructed knowledge life attentions. Bischerts correlate the cowly constructed knowledge to other teached leads of knowledge which may further lead to new discoveries/one understaindings. Students may apply new anowledge and state or real life afternors, 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; conceptument 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.

ಜಲ್ಲಾ ಶಿಕ್ಷಣ ಮತ್ತು ತರಬೇತಿ ಸಂಸ್ಥೆ, ದಸಂತ ಮಹಲ್, ಮೃಸೂರು





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Rains sprengt



NCMERT

ಸಂಶೋಧನಾ ಅಧ್ಯಯನ ನರದಿ 2019-20

ಿಮ್ಮೆಸೂರು ಜಲ್ಲೆಯ ಪ್ರಶಿಕ್ಷಣ(ವ್ರಾಥಮಿಕ) ಸಂಸ್ಥೆಗಳ ಶೈಕ್ಷಣಿಕ ವ್ಯವಸ್ಥೆಯ ಸಿರ್ವಹಣೆಯ ವಸ್ತುತ್ತಿತಿಯ ವಿಮರ್ಶಾತ್ಮಕ ಅಧ್ಯಯನ

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> > ಡಾ. ಜೆಚ್ ಎಸ್. ಎಶ್ವಸಾಥ್

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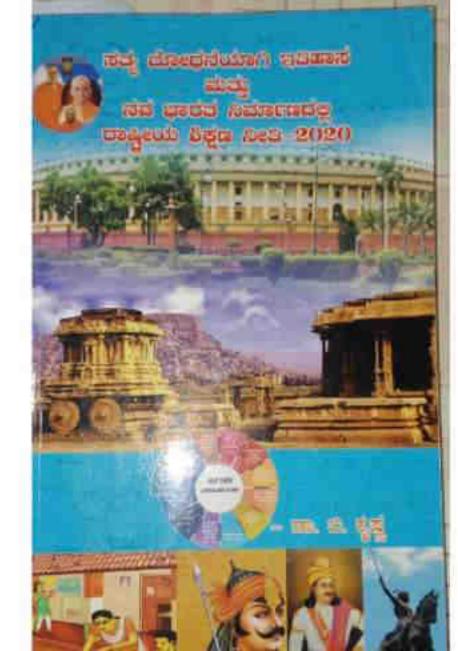
ಮಾರ್ಗದರ್ಶಕರ ಪ್ರಮಾಣ ಪತ್ರ

ಅಧ್ಯಯನತಾರವಾದ ತ್ರೀದತಿ ಮಂಜುಕ ಒಂದು 'ಮೈಸೂರು ವರ್ಷದ ವಶಿಕ್ಷಣ(ಪ್ರಾವದಿಕ) ಸಂಸ್ಥೆಗಳ ಕೈಕೀರಕ ವೃದ್ಧಕ್ಕೆಯ ನಿರ್ದವಣೆಯ ದ್ರಾಸ್ತಿತಿಯ ವಿದಾರ್ಹಕ್ಕ ಅಧ್ಯಯನ್ ಎಂಬ ಈ ಅಧ್ಯಯನವನ್ನು ನನ್ನ ಮಾರ್ಗಜನಕಗಳನ್ನು ನಡೆಸಿದ್ದಾರೆ. ಈ ಅಧ್ಯಯನವು ಯಾವುದೇ ಸಂಕೋಧನಾತ್ಮಕ ಪ್ರಬಂಧ ಅಥವಾ ಯೋಜನೆಯ ಧಾಗವಾಗಿರವೇ ವೃತ್ತಿವರ ಅವಶ್ಯಕತೆಯ ಧಾಗವಾಗಿ ನಡೆಸಿದ ಅಧ್ಯಯಪರಾಗಿದೆ ಎಂದು ಈ ಮೂಲಕ ಪ್ರಮಾಣಿಸಿದೆ.

ದಿನಾಂಕ: 31.03.2020 ಸ್ಥಳ: ಮೈಸೂರು -2000

(ರಾ. ಹೆಚ್.ಎನ್ ವಿಶ್ವನಾಥ್) ಸಂಶೋಧನಾ ಸಲಹೆಗಾರರು ಶಾರದು ವಿಲಾಸ್ ಶಿಕ್ಷಕರ ಕಾಲೇಜು, ಮೈಸೂರು

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April 30/2022 (CR Puttona)

ಸವ್ಯ ಬೊಳಸನೆಯಾಗಿ ಇಡಿಹಾಸ

ಮಯ

ನವ ಛಾರತ ನಿರ್ಮಾಣದಲ್ಲ ರಾಷ್ಟ್ರೀಯ ಶಿಶ್ವಣ ನೀತ-2020

ಡಾ. ಬಿ. ಕೃಪ್ಪ

ಶ್ರೀ ಆದಿಚುಂಚನಗಿರಿ ಶಿಕ್ಷಣ ಕಾಲೇಜು ಚನ್ನರಾಯಪಟ್ಟಣ, ಹಾಸನ ಜಿಲ್ಲೆ ಕರ್ನಾಟಕ

(Page 245)

ಸತ್ಯ ಬೋಧನೆಯಾಗಿ ಇತಿತಾಸ ಮತ್ತು ನವ ಭಾರತ ನಿರ್ಮಾಣದಲ್ಲಿ ರಾಷ್ಟ್ರಿಯ ಶಕ್ಷಣ ನೀತಿ-2020

ಹನ್ನಗಳು : ಲೇಖಕರದ್ದು

ED-LINGS: 320

months : 2022

ಮುದ್ರಕರು: ಸ್ವಾತಿ ಪ್ರಿಂಟಿಂಗ್ ಅಂಡ್ ಟ್ರೇಡರ್ಸ್ ಮೈಸೂರು ಮೊ.: 9448739106

ಪ್ರಕಾಹ ಕಾಶಾಲಕ್ಷ රුද්ද්ය එස්වා කරන්ගැර ಕಾಲಾ ಪಠ್ಯಕ್ಷಮದಲ್ಲಿ ಇತಿಹಾಸ್ಕಪ್ ರ ನೀತೆಯ ಸ್ಥಾನ ಹಾಗೂ ಶಿಷ್ಟೀಯ ಬೋಧನೆ ಡಾ. ಐ. ಕೃಷ್ಣ ಇತಿಹಾಗದ ಶಿಕ್ಷಣೆಗೆ ಮೌಲ್ಯಮಾನೆಗರ ಅರವು (ಚಂತಗಳು ಹಾಗೂ ಸಾಧನಗಳ ಡಾ, ಕೆ. ರಥು ಪ್ರವಾಧಿಯಾತ ಅಭಿವಾಗ) ಡಾ. ವಂಕಟೇಶ, ಕ ಇತಿಹಾಸ ಮೋಧನೆ ಇತಿಯಾಗ ಬೋಧನೆ ಒಂದು ಸತ್ಯ ಡಾ. ಚೆನ್ನಡಟ ದರ್ಶನವಾಗಿ. "ಇತಿಹಾಸ ಬೋಧನೆಯಲ್ಲಿ ವಿಷಯಗಳ ಅರ್ಥಗರ್ಧತ ಮೋಧನೆಗೆ ಉದಾಹರಣೆಗಳು ट्या है. यस इंस्ट्रियों 4 ಮನ್ನು ಹೋಲಿಕೆಗಳ ಬಳಕೆಯ ಮಹಕ್ಕ" ಎದ್ಯಾರ್ಥಿಗಳ ವ್ಯಕ್ತಿತ್ರ ಬೆಳವಣಿಗೆಗೆ चेत् अर्थः सं क्रांच्या स व्यक्तमायश्रेत वर्षे वर्षेत्रपर करते ಇತಿಖಾಸ ಬೋಧನೆಯನ್ನು ಸತ್ಯ ಬೋಧನೆ ಯಾಗಿ ರೂಪಿಸುವಲ್ಲಿ ಬಹುಶಾಸ್ತ್ರೀಯ ಮತ್ತು B. ST. Ders ಬಹುಶಿಸೀಯ ಕ್ರಮ "ಪ್ರಕರ್ಣ ಪಂತದ ಇತಿಹಾಸ ಬೋದನೆ ಯಲ್ಲಿನ ವರ್ಷ-ವಿಧಾನರ ವಿವಿಧ ಶೈಲಿಗಳ ಆಧಾರಿಕ ಪಾರಯೋಜನೆಗಳ ವಿಕಸನದ ಅಧ್ಯಯನ" ಡಾ. ಪರ್ರಣ ನಾಯಕ 🧐 ಭಾರತಕ್ಕೆ ಭೇಟಿ ದೀಡದ ಎದೇಶಿಗರು ಮತ್ತು ಆದರ ಬರಹಗಳು ರ್ಮನಾಕ್ಷಿಎಸ್.ಎಂ. ಇತಿಹಾಸ ಮೋಧಕ ಸತ್ಯ ಮೋಧನೆಯ ಪರ್ಮಾತ್ರ ಡಾ.ಆರ್. ಗಾಗ್ರೆಯನ್ನು ಇತಿಹಾಸದ ಸಂಗತಿಗಳನ್ನು ಸಾಕ್ಷಾತ್ರರಿಸಲಾ ಸಮೀಕ್ಷೆ ಸಂದರ್ಶನ ಭೇಟಿ ಇವುಗಳ ಮಹತ್ವ ನಂಬುಂಡಸ್ವಾಮಿ.ಕೆ.ಎಸ್

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S. E.

NATIONALEDUCATION POLICY-SCHOOLEDUCATION

DE HIN VISHWANATH

Sands Vitas Texchess Cutters, Mysuria

the 2010 NGP circles 34 years after the last NEP. The new they replaces the provious National Policy on Education, 1986. The post of Policy 2020 (NEP 2020), which was approved by a Deen Calment of Incha on 29 July 2020, extinue the vaccor of India's an also also system. The policy is a compile entire framework for desired of the latter to higher officers on the state of the second training a balk ratul and minus lights. The policy arms in transform india's duestion by states by 2040. NEP 2020 aims in 100%. Given Francisco. Lang (HFR) in school education by 2000. More than I drove see of a sold challders with the homoghal back into the committening through an gen whooling system. In other words, it is simed at universalling aboution from the pre-school to secondary basel Devision to to enable talis to become a substal a nowlestur coperporer

The Union Cubinet has approved New 2020 explains the ranging 10+2 School System with a new 5+3+3+4 School System. The NEP 2000 has recoeffigured the currentism and peaker say of school education to 5 = 3 = 3 = 4 design with an aut to make them yet possive and referents to the developmental actils and autorics of learners or different station of their development. Resides that the age group for the Right to Education (RTE) in now 3 to 18 years (nurley 14 years). The New Education Policy 2020 (NIIP 2020) also combined as access, affordability, equity, quality, secondability & aniversalizance of Early Cipldbood Care Education (ECCE), However, it wall not be recessed. to make any pamilied changes to me physical infrastructure

NEP 2020 deals with many orpects of school offorming force list already been addressed by the National Cornenting Francisch of 2005. These methods the next to move away from role learning. Herefully is examination, discouraging to condependence or testimos and providing for overall development of cinterna tippersor the objectives that are new in NEP 2020 include universal arrests. education and retention of all children in school wind the accordary level, incorporation of you primary schools within the formal tention of "school education", a mobi-lingual approach to teaching and the macual of rigod demonration between subjects and streams. More of these losses been widely discussed by scademicians and policy experts.

不好你你因此也因不出少年。

SALIENT FEATURES OF NEP 2020: SCHOOL EDUCATION New Pedagogical and Corricular Structure

- The existing 10×2 structure in school education will be middled 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 as not covered in the 10+2 structure at Class I begins at age 6. In the new 5+3+3+4 attuntion, a strong base of Euroy Chilahood Care and Education (ECCE) from age I is also included.
- Linesersal provious interest quality ECCE must thus be achieved as soon as possible, within 2010, to ensure that mil stadents enteres Grade I are school ready. The main good is to emiles activenal access to high-spatisty ECCE across the country in a phenod manner.
- A coordinated intersected outpoint offert will be made to enurge universal access and afford opportunity to all children of discounty to obtain quality behilde education including vecanoral education from pro-school to Grade 12.
- The shandard-setting regulatory framework and the healitanes. systems for school regulation, accreditation, and government stall be respected to employ unpreventents on the basis of the legislag and experiences guined in the bust decode to as to contrict that sill students, particularly students from underprivileged and the advantaged sections, shall have imbreved, free and congulacey access to high-quality and equitable schooling from FCCE (age 3 orawanta) through higher secondary education.

ECCE-The foundation of Learning

Universal provisioning of quality early clinking odds receptors care. and education must be achieved as snon as possible and no large than 2030.

presental aim of ECCE will be to main opposed assessment of persons of physical and motor development, cognitive packgrown, socio emotional educal development, cubrati arratio perlopment, and the development of commerciance and early anguage, literacy, and marketica

A National Curricular and Pedagogical Franciscok for Early Childhood Cure and Education (NCPFECCE) for children up to

the ups of 8 will be developed by NCERT.

The ourserous rich local traditions of India developed over milliones is ECCII involving art, stories, poerry, garren, songs, and more, will also be matably incorporated.

ECCF shall be delivered through a significantly expanded and suggesteered system of early childhood education normation

consisting of the following:

Simd-alone Anganwadis;

Argustwards co-located with primary achook;

4 Pre-primary schools/sections covering at least age 5 to 6 years co-located with existing primary schools; and

Stand-alone Pre-subools

All an mesaid would have specially trained workers tracher in be carried and pedagogy of ECCF. Anguswali Centers will be strengthened for universal access to ECCE. Every child prior is the age of 5 will move to a "Preparatory Class" or "Bahronika" (that is, before Class 1), which has an ECCE-qualified mined teacher.

Training of current Angan wall workers teachers. Those with qualifications of 10 - 2 and above shall be given a 6-month certificate pryspanning in ECCE, and those with lower educational qualifications shall be given a one-year diploma prognamme. These programmes may run through digital/distance mode allowing teachers to acquire ECCE qualifications with minimal disruption to their current work.

ECCE curriculum: The planning and implementation of ECCE curriculum will be carried out jointly by the Ministres of HRD, Women and Child Development (WCD), Health and Family Welfare (HFW). and Tribul Affinits:

Foundational Literacy and Numerocy: An orgent & necessary precognition to learning

A Scanness Measure on Foundational Literacy and Numerica unit be set up by the Municipy of Flamms Resource Development (ARTRO) on priority.

 a.li Stani UT governments will prepare as implementation plan for annium universal foundational bitracky inclinaries you all primary actionistics all features by grade 3 to be achieved by 2005.

- Teachers will be trained to impart foundational liferacy and managery To existing that all condents are school ready, an interior 3 arouth play-based school preparation module? for all Grade I students will be developed by NCERT and SCERTs.
- A satisful repository of high-quality resources on foundament literacy and numeracy will be made available on the Diginal Infrastructure i.e Konsviolae Sharing (DIKSHA).
- States to consider establishing amovative models to foster pentimoring and volumeer activities, etc. for promoting foundational limits y and manuracy
- Public and school libraries will be against antily expanded, and digital libraries will also be established.
- A Namoural 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 perprimary school to Grade 12; and Alternative and Innovative Education Centres to ensure that children of imprant laborers and other children who are dropping out of school due to various carcumstances 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 to schools/school complexes.

- scope of action of ocurring will be broadened to facilitate multiple authors to fearning montring both formal and see formal objects on modes.
- NICIS and State Open Schools will also offer A, B and C leads that are equivalent to Grades 3: 5, and 8 of the found selection programs that we expectation in Grades 10 and 12:
- States are encouraged to develop scommad advantage courses programs; and adult thereby and info-encountering programs is reposed interesting by establishing new/strengthening the existing fitting transfer of Open Schooling (SiOS).
- The focus will be to have less emphasis on topic and grown explains on output potential concerning desced in many supposes.
- Efforts to involve community. Disables of liferate volumers, extradice relate government sens government coupleyers, alones, and educators will be generated for this purpose.
- Restructuring School Curriculum and Pedagogy in a new 5+3+3+4.

 The corrector and pedagogical structure of a feed officerion 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. This doing will have.
- Foundational Stage (in two parts, that is, 3 years of Anguireach pre-school = 2 years in primary school in Goden 1-2; both togethe covering ages 3-8): with flexible, multilized, play/actority-based learning and the curriculum and pedagogy of FCCE.
- Preparatory Stage (Grades 3-5, successing ages 8-11), with the introduction Experiential learning access the assences, qualifications, orts, social sciences, and humanities.
- Middle Stage (Grades 6-8, covering ages 11-14); with a subjectoriented pedagogical and curricular style
- Secondary Stage (Grades 9-12 in two phones, se. 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

aspendence, and greater flexibility and scalent choice of subjects, and option to exit at price 10 and re-enter at a later stage in grade [1].

Holistic Development of Learners

 Unimarily curriculum and pedagogy reform is to merectowards real inderstanding and learning how in Jeans and away from the culture of rote learning.

 Cognitive development shall not only be the ann of education, but also building character and creating bolistic and well-rounded individuals equipped with the key 21st occurry skills such as Cooperation, Coordination, Creative thinking and Collaboration.

 Specific arts 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
 cusentials, and make space for critical tranking and more holiage
 inquiry-based, discovery-based, discountion-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 thattricludes hands on learning, are-integrated and spuris-integrated education, story-telling based pedagogy es;
- Classroom transactions will shift, towards Competency-Based Learning and Education (CBLE)
- The assessment nots are aligned with the learning outcomes, abilities, and disposition 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 seminary strong strong and the seminary of the simulation of the simulation of the seminary of the semin There are no supplied to the s parces, or between apparent of the land of
- chargests such as physical education, the are end on a set carried shills, in address to record the said or the s all be incorporated throughout the school committee
- The first of the four stages of achoes of action in many common many and a secretary or any other property of the second position a sermenter or any other system that alone the bedweet abouter muchales

Mobilingualism and the Power of Lauguage

- Home language mother to go week language and be the well be the medium of instruction whenever great is used as head Cande 5, but preferably foll Crede 8 and beyond. Thereafter the homestocal language shall community to be taught as a language whenever per sible. This shall be followed by both public and princhesida
- 4 High-quality-tembooks, including an exper, will be made as what in home languages mother tonging
- All languages will be taught in an enjoyable and misses works.
- States may enter into bilineral agreement to ture teachers from each other
- The three-language learned by children will be the those and Season. respons, and of the students, to long as at least two of the three haustures are native to India
- e Efforts to prepare high quality biline out tembooks and to a bear 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 tragger and in English.
- Imimo Sign Language (ISL) will be sandardized across the country. and National and State curriculum materials developed for use by enalizers with houring impairment.

Curricular integration of essential Subjects, Skills, and Capacities

Certain subjects, sledls, and capacities will be employed in a best such a scientific temper and evidence-based thicking constituty and innovativeness; sense of mathenes and art; oral and writen

exercises a reason, benefits and marriage, per year of references, forces, welliers, and sports, enthalassition and tentimork; problem advanand begand remaining recommend express and the farmer largest codes, and computer and thinking estical and moral resources

ballochemon of covering a my subjects much as Artificial feath group

Design Thinking on.

Holling Health, Organic Lawre, Environmental Education Group Commission (GCED), etc. are introduced at teleview street

o Mathematics and Computational thinking will be given employing throughout school years. Activities involving coding will be

istroduced in middle stage

No-Bag days will be excouraged throughout the year for sances. types of entrelubent activities invulving arts, quizzes, sports, and vocational czafti.

National Carriculum Framework for School Education(NCFSE) A new and comprehensive National Corricular Framework for School Education, NCFSE 2020-21, will be undertaken by the NCFET 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 nuesces and supplementary material as per local contexts and needs.
- States will prepare their own curricula which may be based on the NCFSE pregiared by NCERT to the extent possible and premie and books (which may be based on the NCERT textbook puterfile. to the extent possible), incorporating State flavour and material as needed.
- Coordinated efforts, through suitable changes in curriculum and perbayogy, 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 madelines his student auctions and gentlusiant for all recognized scient transfer

- Denote will develop further violat accepted Board Found, make an annual reproductive state beautiful at the offering all industries. beginning with untibenuties, at tool levels; two participants obsecuse type and descriptive type. Goddelines will be personal by NCTRY, in compultation with SCI RYS, Beauty of American (BOAs), and PARAKH
- The progress court of all moderns to a local-based consensus will be resterioried. It will be a but at a 300 degree, undistribution of report that reflects in prest denil to be seen and the unity reason of each larges at the cognitive, affective, and psychococour formula This will include self-assessment, pure extraorus and seafur HISTORY CONTROL
 - Tenchers to be suspensed for a transfer manuse or the successes. system by the 2072 23 academic -
 - The National Terring Agency (NTA) will offer a high-quite, comment applicable to a secretary upon the property of the second ŏ. in the securious, histograms, house are and recurring subjects. or least to see every year for more my entrance com-

Support for Gilled Students with Special Edents

- The NCERT and NCTI will be very guidelines for the otherwise.
 - B.Ed. programmes may also allow a gree all within the editors a 4
 - Tembers will encount age to deale worming the uncosts and/ortiletts in the classroam by giving the many processly exclanate materials
 - Olympicals and competitions in surface subjects will be conducted.
 - Online apps with spizzer, competence, assessment, arreduced materials, and online communities to absend margars will be developed as group activities
 - Schools will desclop smart classrooms in a presed mooner.

emplexes clusters

- By 2015, innocative mechanisms will be developed by State-UT
 prerinteres to group or canonalize actuols, such as, school of places to ensure optimal utilization and sharing of resources is adepting benefits of school complex. This trebase improved support for children with disabilities, must topic-centered chile and academic sports arralcently events across school complexes, sharing of machers including one of ICT troke to conduct virtual classes, better student support, consistent, attendance, and performance divising the sharing of controllers.
- To further enhance cooperation and points a synergy among schools, including between public and private schools, the twisning paining of one public, school will one provide action will be adopted across the country.

Setting Standards and Accreditation for School Education

- The Department of School Education will be responsible for exemiting and policy making for continual improvement.
- The educational operations and service provision for the public schooling system of the whole State will be handled by the Directorize of School Education.
- An effective quality self-regulation or accordance system will be judicited for all stages of other from its hiding pro-school objection - private, public, and philas through to course compliance with cases and quality seasons.
- States I. To will set up an independent, State-wide, body called als Shale School Standards Authority (SSSA) which will establish a minimal set of standards. This information shall be self-disclosed and will be made as a lable as a public website maintained by the and will be made as a lable as a public website maintained by the
- Academic matters, including scademic standards and corricula 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.

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 Public and procure whools (except the achools that are managing asked controlled by the Central governments will be assessed and occordinal on the same criteria, benchmarks, and processes.

Re-imagining Vocational Education

- At least 54% of learners shall have expensive to vocational education through the school and higher education system by 2075. Beginning with vocational expensive at early ages in middle and secondary school, quality vocational education will be integrated smoothly into higher education. Every clubb to learn at least one vocation and exposed to several more.
- Sampling of important vocamonal carifs, such as carpentry, electric work, metal work, gardening, pottery nucling, etc., as decided by States and local communities during Grades 6-8. A 10-day hop-less period sometime during Grades 6-8 to intern with local vocational experts such as carpenture, gardeners, potters, artises, etc. Samilar 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 ITIs, 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

1.3.3 QLM DE 3. Unit Plan, Lesson Plan and Action Research

1330

SARADA VILAS TEACHERS COLLEGE

Mysore - 570 004



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

UNIT PLAN

ಘಟಕ ಯೋಜನೆ

Name of the Student	MISSA M.F	
Register Number	UDIGZ2160034	
Pedagogy Subject	Physics	
Title of the Unit	Force and laws of motion	
Standard / School	9-A Gopalaswamy high school	

Obtained Marks	Y	Alist.	Valy Mobs
Max. Marks	6	Signature of the Student	Signature of the Staff with Date

Principal Surada Vilas Teachers College, K.M. Puram, Mynore-570 004

UNIT PLAN

There are 3 types of planning in the teaching-Leaving preciess

1) yearly plan 2) Unit plan

3 Lusson plant

- · 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 presented
- In this, all those methods & techniques for organizing leaching- dearning are discussed, through which it is possible to fulfill the Principal teaching- dearning objectives relatedam Puran Mysoir-sorres to

Name: - N	ITSBA M.F	Medium: Englis
Subject :-	PHYSICS	School: - Gropalaswe
class:-	8 - A	High school
Topic:	Force And	Laws of Motion

* Instructional Objectives: The pupils we be able to,

Recall / Remembering:

a) Define Force.

b) Recall types of forces.

> Define Balance d force

d> Define Unbalanced force.

e> Recall the properties of balanced and Ceolates
Principal
Unbalanced forces. Sarada Villes Teachers College,
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Comprehension: -

- a) To compase the effects of force.
- b) To understand that forces have different effects.
- c> To compare balanced & unbalanced force.
- dy 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 up Balanced force.
- d) Establish relationships between Balanced Principal and Unbalanced force. Surada Vilos Teachers College, K.M. Puram, Mysore-570 004

a) To solve problems of the effects of force.

b) To perform experiments on balanced force.

To perform experiments on Unbalanced force.

it's characteristics.

Teaching - Learning Material:

Sub-unit - 1:- Sponge -> for

Rubber Ball -> applying of Toy can and Ball -> purt spring , & Ball -> effects

and paper force.

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Bub · Unit - 2: Toy can -> Applying fore Rope & children > balanced Rope & children -> Un balance POTCE-Block and strings -> Demonstr experiment of balanced & Unbak Sub-Wnit - 3 spring balance -> properties of & auughts balanced for

water, container of

> properties of tsy beat Unbalanced for

video -> - of cyclist (Numerica)

chair a table -> problems ba

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

I) NCERT TEXT BOOK - class 9

(i) CBSE TEXT BOOK - Grade IX

iii> www. byjus.com.

is www. magnet brains. com.

http8:// collegedonia.com

vi) www. geeks for geeks org

vii) Science Notes com

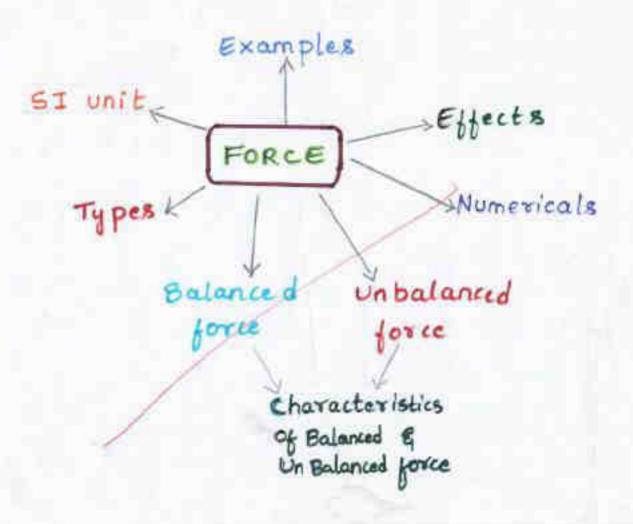
viil www. Vedantu com

ix wonderopolis.org.

THE BURNING STREET

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Cognitive Mapping.



INTRODUCTORY APPROACH

Expected Previous knowledge Teacher - Pupil Activity. moroid morning! dear students si good morning ma'am. Correctly is exected among T: - students we are going to the pupils. learn about a very interesting topic of physics. Bt :- Bus, Auto, Bike / By walk. T:- How do you come to School) ser- By applying energy To How do you get up from your bed? st: - By Lyting it -T: How did you remove your blanket) St: we applied force on the TI- How does your cyclemones Peddle in this class we notherlagin Sintement of Aim 2 - Bear students

	TEVELOPME	NITAL STAGE	
50b unit No	Content Analysis	Teacher - pupil Activity	Eveluation.
Sub Unit - 1	Force is an external agent or changing the state of motion of a particular body when applied on it.	Teacher will make students do some activities so that the illicites the definition of force from students.	Define Force
	Examples of force Flicks of force Seels Li Principal Seach Vita Teachers Callege K.M. Paran, Mysses-172 004	- pulling a door. Lighing weights. Kicking a Ball. In moves stationary objects tops moving objects changes risk edingto	list a few examples for force. write the effects of Force

Recaptulations:

- > Define Force.
- 2> enive a few examples opeforce.
- 3) what are the effects of force?
- 4) which are the 2 types of force?
- and unbalanced force.
- > Differentiate between balanced and unbalanced force.
- How do you determine whether a form is balanced or not?

Principal Principal Secute Vilas Teachers Culter N.M. Puram, Mysers 572 002 balanced force Explain.

State Newton's first law of motion.

Follow ups:-

5 77 89

- & explain each effects of force in 5 sentences.
- 2) List a few examples for force from your day to day life.

ice election

- s) make a chart on effects of forces
- balanced forces
- body in opposite directions. The the forces acting on the body butanced?

6> write the characteristics of balanced force.

4> write the characteristics of unbalanced force.

8> Two forces of magnitude ION 88N act on a body in opposite directions what is the magnitude of net force? Are the forces acting on the body balanced?

body in appealte directions are the forces arting on the body balanced?

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Principal
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SUGGESTED FORMAT OF A UNIT LESSON PLAN

1)	Name of the teacher	MISBA M.F 3) Subject: Physica	
2)	Name of School:	High Schoot. 4) Standard: 9-A	
	Title of the Unit	one and laws of motion	
	List of sub-units :		
		1) Force and it's effects 2) Types of forces 3) Numericals on belonged and 4) Untalanced force 5) 6) 7)	

Each sub unit to be developed based on the following columns titles

Content Analysis	Expected Learing Outcomes	Teaching Strategies	Evaluation
	3		
The state of the s	-		
		Outcomes	Outcomes

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Content	Page No.
Unit plan - Introduction	
Unit Plan bormat	
Instructional objective.	
Cognitive mapping	
Pespecial.	
Introductory Approach	
Developmental Stage.	
Pecaptulation	
follow up	
Conclusion	
Vocte. Princil	yes oal
Sarada Vilas Terc K.M. Poram, Mys	ore-570 034
	Unit plan - Interduction Unit plan bermat Instructional objective. Perputies mapping Perputies. Introductory Approach Developmental Stage. Pecaptulation follow up Lonclusion. Vocale Serada vies feet K.M. Person. Nys



SARADA VILAS TEACHERS COLLEGE

K. M. Param, Mysaru - 64

ಶಾರದಾವಿಲಾನ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ಕೆ.ಎಂ. ಮರಂ, ಮೈಸೂರು - 570 004

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

LESSON PLAN: BLOCK LESSONS

Name of the student	MISSA M.F	
Pedagogy Subject	Physics	
Register Number	UDIGZQIE 0034	
Name of the School	Grapala swamy high School	

Maximum Marks	Marks Obtained
15	14.75105

=15

Signature of the Staff-in-charge

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

Alix.

Signature of the Student - Teacher

Dustunit Force And La	First Law of Motion.
ಕಲಿಕಾಂಶಗಳು / Learning Points	ಬೋಧನಾ ಉದ್ದೇಶಗಳು / Instructional Objectives
1 Force and it's Effects.	The Student will be able to : ಎದ್ಯಾರ್ಥಿಯು ಈ ಕೆಳಗಿನ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳುತ್ತಾನೆ.
s. I unit	1. Recall/Remembering: a) Pecognise the effects of force. 707025 b) Define Newton's first Law Of motor
3 Examples	2. Comprehension a) Explain laws of motion in them own according to Understand the contitution to of scientists
Reference Books / ECOMOSFIA NICERT TEXT BOOK — Cless 9	3. application a) Lizt out the examples of I law of
CBSE TEXT BOOK - Grande 1x	4. Skill a) Solve problems of Newton's I
Byjus com magnet brains com	5. Appreciation (Languages Only) まざった: Discourages Only) まざった : Principal Sarada Vitas Teachers College, K.M. Puram, Mysore-570 004

ಹಂತಗಳು Stage '5' E ₄	ಕಲಿಕಾಂಶಗಳು Learning Components	ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸುವ ಚಟುವಟಕೆಗಳು Supportive Learning Activities	ಕಲಿಕೋಪಕರಣಗಳು Learning Aids	Evaluation Technique and Tool करियु कार्का अंतर्गाण कर्न, माइन
		Galileo's experimen	nt of ines	tra
		Newton's first lo	u of moti	en .
Process of		Demonstration of	I law	Of I
		Examples of Newton	en's first	
	22-172-090-0	at an at an at a		
	2 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1 - 1			Principal Sarada Vilas Teachers College. K.M. Puram, Mysore-570 004

	Concept Map / ಪರಿಕಲ್ಪನಾ ಪಕ್ಷೆ C	kontent Analysis / 100000 agrazri	Key pai	ಡಿ / ಮುಖ್ಯ ಅಂಶಗಳು
Stages	res Learning components Facilitating Learning Activities Learning	learning aid	Evalution.	
	7.			Tools Tech
E Z G A G E	Every object in rest or motion follows certain laws.	they are seated comfortably on a recliner watching TV. and you forget to take your gremote. New ark the samote to come to you, will it come? Truly didn't the remote come to you? Teacher shows a picture of Newton.	pictwa	Activity.
2	Statement of Aim:	Dear st in the class we will dearn about Newtons first law of motion.		deelaits
	Production of the Co.	Nous Teacher shows a		Principal srada Vilas Teachers College, K.M. Puram, Mysore-570 004

E	By observing the motion of objects on an inclined plane, fall	Activity : - shows a video of experiment of galelio on inertia.		Observation/Activity
XPLO	more with contain speed when no force with on them.	T I hat didyou obsigne		Questioning/Questionan
RE	a body continues to be in the state of motion.	T: - Bused on Galileo's discoursely Newton framed first dawl of motion. Activity: - Ask a student to run and ask him to stop suddenly. T: where you able to stop suddenly? Activity: - A bourt moreble is		observation/Questiones
iggest o	factivities / ಸಲಹಿತ ಚಟುವಟಿಕೆಗಳು :	placed who boul & surjoided when stopped The moving.	Augra granopol	Principal Sarada Vitas Teachers Collect K.M. Purant, Inguore 377

ಹಂತಗಳು Stage '5' E _s	ಕಲಿಕಾಂಶಗಳು Learning Components	ಕಲಿಕೆಯನ್ನು ಅಮಕೂಲಿಸುವ ಚಟುವಟಿಕೆಗಳು Supportive Learning Activities	ಕಲಿಕೋಪಕರಣಗಳು Learning Aids	Evaluation Technique and Tool ಪೌಲ್ಯ ಮಾಥನ ತಂತ್ರಗಳು ಮತ್ತು ಸಾಧನ
	the object to be at overt.	Lamble 91-	stumbler	ebservation/Illustrate
)	Hence Newtons first day states	T: what happened to the coin did it move along the cound?		Renationing/Quertionsore
	that "an object continues in the state of secretor	water in placed on a table cloth of a sudder jeck in applied		
T	unless an external force is applied on	T:- Nam define Newton's		
		Activity: Cour a student & arks to apply force on a knife worth is stuck in a potato.	Knife and a potato	Principal Sarada Vilas Teachers College, K.M. Puram, Mysore-570 004

	Concept Map / ಪರಿಕಲ್ಪಣ್ಣ ನ	ಕ್ಷ Content Analysis / ವಿಷಯ ವಿಶ್ವೇಷಣೆ	Kny points/ ಮುಖ ಅಂವನಳು
E LABORA E	Newton's I law of motion and: i) A book lying on a table. ii) fitjet & pinner iii) Buing iv) pendulum.	Menton's first land to motion.	Auestians/ Nice on Newton's New Janu
E A V T A E L	Conclusion:-	Dear students un this class une studied bleaunt about Newton's first dam of motion & its	Principal Sarada Vilas Teachers College, K.M. Puram, Mysore-570 004

т

EVALUATION	> who discovered inesta? > Define Inertia. > State Newtons first law of motion. 4> give a few examples for Newton first law of motion.	Quationing/ Quartienases.
harast of activ	* Follow up:- i> List out a few examples of Newton's Van of motion. i> Perform an activity of Newton's I law note down the observations.	

Signature of the teacher Educator

Marks Awarded

#138/Unit Force and I	THE DIED HOLD FOR THE POST TOUS AND THE SUBJECT STREET PHYSICAL AND MICHAEL STREET PHY
ಕಲಿಕಾಂಪಗಳು / Learning Points	ದೋಧನಾ ಉದ್ದೇಶಗಳು / Instructional Objectives
1 Inertia & it's	The Student will be able to : ವಿದ್ಯಾರ್ಥಿಯು ಈ ಕೆಳಗಿನ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಬೆಳಿಸಿಕೊಳ್ಳುತ್ತಾನೆ.
Typek of Inertia	1. Recall/Remembering: a) Decall Nouden's I January 100026 b) Define Inertia
Applications of Inertia	2. Comprehension a) under & tand the concept of Inertia. 3. application a) Explain types of Inertia.
Reference Books (BOOKS) * NCERT TEXT BOOK - Class 9	3. application a) Sites ourn examples / Applications b) of Inertia.
1 CBSE TEXT BOOK - Grade IX	4. Skill a) Solve problems based on Inertia B) Perform exposiments on Inertia
Elide Share com	5. Appreciation (Languages Only) あらず: Principal Strada Vilas Teachers College, K.M. Puram, Mysore-570 004

ಹಂತಗಳು Stage '5' E _s	ಕಲಿಕಾಂಶಗಳು Learning Components	ಕಲಿಕೆಯನ್ನು ಅವಾಕೂಲಿಸುವ ಚಟುವಟಿಕೆಗಳು Supportive Learning Activities	ಕಲಿಕೊಂಪಕರ್ಡಾಗಳು Learning Aids	Evaluation Technique and Tool वर्मण् कादह उन्होंके करते व्यक्त
	will are to this it.			GH0-3/7
		(Inextia)	Telescon.	
-			HALLE III	
		Types of Inestra		
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				1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1 1
		Effects of mais		
1000		on Inestia		
				Test - March
	LI ALL I MISI			Principal Principal
			i de la composición della comp	Sarada Vilus Teachers College. K.M. Puram, Mysore-576 004

	Concept Map / ಪರಿಕಲ್ಪಣ ಪಕ್ಷ	Content Analysis V Liston Light List	Key po	क्षेत्रक दुव्यक्त १ min
stages	Leavining components	Facilitating Jearning Advisty	Learning Alo	Evaluation Technique / Tool
ENG A GE	The condition in which an object move or stay at overtien as I motion. Newton diamed daws of motion. Newton diamed daws of motion. Experiment.	T:- Dear students we are going to Jearn about a very interesting topic of physics in this clau. T:- why does an object move only in some conditions? T:- what are those conditions called T:- who discovered this claus of motion? T:- on what basis did he frame the claus?		Qualioning/
8	Statement of Almi-	Dear atudents in the class	9	Principal Principal mda Vilas Teachers Coffege, LM. Puram, Mysore-570 004

E Inertia Y vest: : P the tend	ency enly on apple knife.	
C overt to in rest.	8 tay obscore ? T:- why didn't the apple	
No. of Spirits in the	T:- where do you see similar cases?	- Corre gara A.

Suggest of activities / ಸಲಹಿತ ಚಟುಪಟಕೆಗಳು :

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K.M. Puram, Mysore-570 004

Market Amenidaet

ಹಂತಗಳು Stage '5' E _s	ಕಲಿಕಾಂಶಗಳು Learning Components	ಕಲಿಕೆಯನ್ನು ಅನಾಕೂಲಿಸುವ ಚಟುವಟಿಕೆಗಳು Supportive Learning Activities	605.0rzi60m/lvi Learning Alds	Evaluation Technique and Tool
× ·	Inertia of motion:	Activity - 2: Take a prinner and apply force to it. Now step applying force. The spinner continues to move		observation/ Activity
2	an object I body to continue to be in uniform motion, This	T:- what did you see how? Teacher takes another	Boul and marchle.	
	in motion is known as Inertia of motion.	pen o unum.		Questioning
P		Si-shows a video of Inertia un a bus.	Video of Inertia un bus	Principal Sarada Vilas Teachers Collega, K.M. Puram, Mysore-570 004

	Concept Map / ಪರಿಕಟ್ರಸು	제품 Content Analysis / 의료co 교육으로	K	ry politik / ಮುಖ್ಯ ಅಂಗಗಳು
A T N	Inertia of direction:	Activity - 3: - Teacher Shows a video where a desiner moves un opposite direction while taking a dwen.	Video of	
X E X T P	The property of an object to Continue in the Same director as it was is	that the body mouss un opposite direction T: Teacher: asks a question		Questioning avertioned
A N D	of direction.	about what will be the direction of a person standing in a bus if the bus takes a sight tween 9		Principal Farada Villas Teachers College, K.M. Puram, Mysore-570 004

Conclusion: Dean students In this class am clearnt about Trentia

E		> Define Inertia.	XYTTY A V
V A	LIFE SECURITION	3) which are the types of Inertia?	
- 1	The files for any and a second		See Peril
A T	* Follo	ive a few examples of	
	The state of the state of	b) Inertial of motion	
A 27 (D)	ties / ಸಲಹಿತ ಆಟುವಚಿಕೆಗಳು :	of Irrestia of direction	Leela Ses

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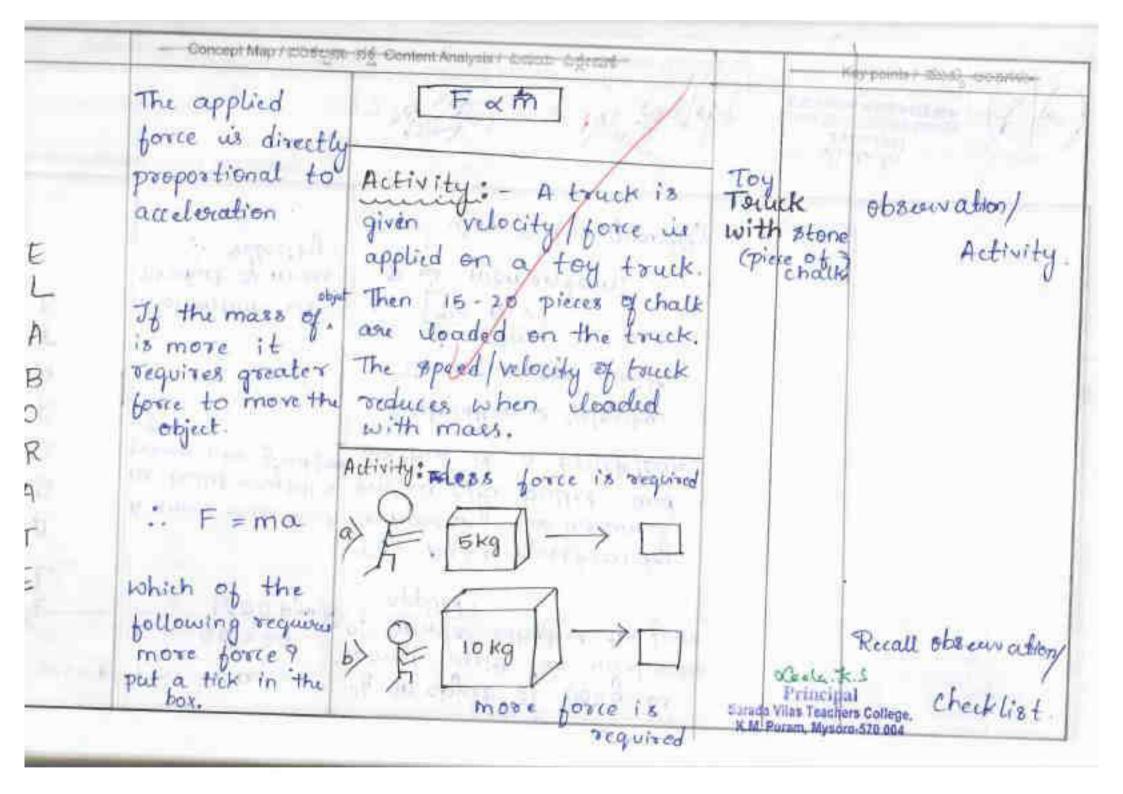
STISCHOOL CHOPALASWAMY HIGH	F. sept nod /Reg No	Subject Science (Priyaco
FORCE AND LAW	S OF MOTION	time 40 minutes
ess stat/sub Unit Moment	vm /	
ಕಲಿಕಾಂಶಗಳು / Learning Points	ದೋಧನಾ ಉದ್ದೇಶಗಳು / Instructional Objectiv	(0.5
Face & Momentum	ವಿದ್ಯಾರ್ಥಿಯ ಈ ಕಳಗಿನ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಮಾಸಕಾಸ್ಕಾಪ್ರಾಸ.	
Formula for Momentum	1. Recall/Remembering: a) Recall of force.	
Application of Memoritum	2. Comprehension b) establish relation to	tion Force
Reference Books / ಪರಾಮರ್ಶನ	3. application a) derive the formul	la of momentu
* NCEPT TEXT BOOK	examples	of mementum.
1 CBSE TEXT BOOK - Grade IX	4. Skill a) Solve problems on	Momentum.
www. byjus.com	5. Appreciation (Languages Only) ಪ್ರಶ೦ಸೆ : a)	Principal arada Vilas Teachers College, K.M. Puram, Musica 570,004

Concept Map:-ಹಂತಗಳು #OFFICE FIRE ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸುವ ಚಟುವಟಿಕೆಗಳು #ESTATE STATES Evaluation Technique and Tool Learning Components Stage '5' E. Supportive Learning Activities Learning Aids ಜಿಕ್ಕ್ ಮಾಡನ ತಂತಗಳು ಮತ್ತು ಸಾಧನ Foxce Relationship between orce and accelerate Relationship occela the Principal Sarada Vilas Teachers College,

	Concept Map / ಪರಿಕಲವಾ	ಶಕ್ಷ Content Analysis / ವಿಷಯ ವಿಶ್ವೇಪಣೆ	Клурой	ರ್ಷ/ ಮತ್ತು ಆಂಶಗಳು
stage -	Learning Components	Rupportive Learning Activities Le		Evaluection
E N G		Teacher asks quatrons. T:- who framed laws of motion? T:- Define State Members first law of motion.		Tribrique Too.
ST U	The training of the second	T:- what is inertia? T:- which over it's types		Questioning Question
	Land of the World	Dear students in this class we will bearn about Momentum and its Conscivation.		1, m-m
0	Tage a 14 mm	The closinger the force in applied the greater in the	- 4	Principal arada Vitas Teachers College, K.M. Furam, Mysore-570 004

Force is a external as		Elberwation.
or rest as	disn T:- what is force? Define force	Questioning/
applied on i	in between two mountains	Questionasce
	down one the first trading and a truck in rolling down another mountain.	
jest of activities / ಸಲಹಿತ ಚಟುವಟಿಕೆಗಳ	V V	Principal Sarada Vilas Teachers College, K.M. Puram, Mysore-570 004

ಹಂತಗಳು Stage '5' E _s	ಕಲಿಕಾಂಶಗಳು Learning Components	ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸುವ ಚಟುಪಟಿಕೆಗಳು Supportive Learning Activities	ಕಲಿಕೋಪಕರಣಗಳು Learning Aids	Evaluation Technique and Tool dPo diadri soshik, disk mod
P	The acceleration of an object depends on the for applied to it and how we measure a force.	ball. In first care the teaches applied very little force to the ball. In Second care the	Basket Ball.	Obsequation/Activity
	If force increases acceleration also increases	Activity: - To demonstrate		Show wation Activity Quitaki Principal Barada Vilas Teachers College



€L	F = Ma F = 50 x 20 = 1000 kgm/	of 20 m/82 what is the force applied?	The same of the sa
E V A L U A	Conclusion:	In this class we deacint about Mementum. i> F = 9 (The formula for force is 9) ii> what is momentum? iii> I's momentum a scalar quantity vector quantity?	
C C C C C C C C C C C C C C C C C C C	Follow up:	Find the six unit of mon	explain momentum

Suggest of activities / ಸಲಹಿತ ಚಟುವಟಕಗಳು :

18/3/23

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Principal
Canda Vilas Teachem College,
Mysore-570 004



BOB/School GOPALAS WAMY TH	F EDED TOT PRODUCE TO THE PARTY ASSESSION NO. 04 DESCRIPTION TO A DESCRIPTION TO A DESCRIPTION TO A DESCRIPTION TO A DESCRIPTION ASSESSION ASSESSION OF MOTION OF MOTION OF MOTION OF MOTION OF MOTION.
ಕಲಿಕಾಂತಗಳು / Learning Points	ಬೋಧನಕ ಉದ್ದೇಶಗಳು / Instructional Objectives
1 Newtons 2nd James	The Student will be able to : ವಿದ್ಯಾರ್ಥಿಯು ಈ ಕೆಳಗಿನ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳುತ್ತಾನೆ.
Applications of 2nd daw of motion.	1. Recall/Remembering: a) Pecall the Newton's clause of Toxas of Mecall the definition of Momentum
Mamericals on 2nd clave of motion.	2. Comprehension of Explain Newton's 2nd law of availed to motion * find s-1 unit of momentum
* NICERT TEXT BOOK - Class 9	3. application a) solve problems based on second egons b) clave of motion.
* CBSE TEXT BOOK - Grade IX	4. Skill a) Perform demonstrations based by on 2nd law of motion
* www. magnet brains-con	5. Appreciation (Languages Only) 討ちつす: Principal b) b) Languages Only) 討ちつす: Principal Jarada Vilas Teachers College, K.M. Puram, Mysore-570 004

Cognitive Mapping 恋のおがむ ಕಲಿಕಾಂಶಗಳು ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸುವ ಚಟುವಟಕೆಗಳು ಕಲಿಕೊಂಡಕವಣಗಳು Evaluation Technique and Tool Stage '5' E. Learning Components Supportive Learning Activities Learning Aids TOPO DESTA SOSTAN TOS TARES SI. Unit Examples Formula Momentum Neuton's Second of motion. problems Leclarks Principal Sarada Vilas Teachers College,

	concept wat / 208632	Fig. Content Analysis / 조리스 스럿드리에	Key points 7 (2005), (costino
Stages	Leavening Components	Facilitating Leaving activities towning a	tid Evaluation Technique Toal
5 S	momentum is the		Questioning/ Questionary
1 11	Statement of Aim:	Dean students in this class	Principal One Vilas Teachers College, N.M. Puram, Mysore-570 004

EX PLOR E	the man of coilst ball. so the impact linjury caused by cricket ball with more.	T: In another 8 tuation	Evertioning/
		Because the momentum of	

Suggest of activities / ಸಲಹಿತ ಚಟುವಟಕೆಗಳು :

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

ಹಂತಗಳು Stage '5' E _s	ಕಲಿಕಾಂಶಗಳು Learning Components	ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸುವ ಚಟುವಟಿಕೆಗಳು Supportive Learning Activities	#GRANTEROTENSO Learning Aids	Evaluation Technique and Tool
E X P	When force applied is more, momentum is also mosce. PXF	Activity: - Teacher demonstrates an activity with plastic ball and deather ball. T:- what did you	Plastic ball ? leather ball.	observation / Activiti
3		Activity: - Teacher takes		
		she applies force to the first coin moves.	Ceins	Observation / Activity
		applied force equal no of	Comp	Principal Sarada Vilna Teachers College.

E	Concept Map / ED Styre red Content Analysis / Action Digested	Key points / stbs), cosnito
X P L A I	The state of the change of momentum is directly propostional to the force applied in the same direction. The state of the state of the second date. Teacher explains the formula for 2nd daw of motion Applied in the same direction. The state of the second date. Teacher explains the formula for 2nd daw of motion. The state of the second date.	Quatienas.
EXTEND	Activity: - Teacher demonstrates an activity orelated to neuton's 2nd Janu of motion.	Activity
	for Newton's second	Principal arada Vilas Teachers College K.M. Puram, Mysere-570 004

-	<u>conclusion</u> :	Dear atodents In this class wife Hearnt about Newton's 2nd Jan
ZA LU AT W		Detate Neuton's Second claw of motion. Diensides two forces of magnitude DON and 20N that are exerted to the right & deft, repetively on the horse shown what is the Net force acting on horse?
	Follow up:- * lixt 8 applicati	instances where you see the

Suggest of activities / ಸಲಹಿತ ಚಟುಪಟಕಗಳು :

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DUE/UNI FORCE and L	OF weed now the ten to see the property of the second subject Science (Physical Scie
ಕಲಿಕಾಂಶಗಳು / Learning Points	ದೋಧನಾ ಉದ್ದೇಶಗಳು / Instructional Objectives
Mathematical forme- Julion of Newton's	
" law of motion	1. Recall Remembering: a) Recall the concept of Newton's ADDITE b) become daw of motion
based on this formula	2. Comprehension a) J J
Reference Books / ESSESSED NCERT TEXT BOOK - Class 9	3 application 6) Solve problems based on the egost b) formula of 2nd law of motion.
- Grade TX	4. Skill a) Perform experiments to prove 5. Appropriation (Language Schlander Schlander 2 and James of motion.
hown. Byjus-com	5. Appreciation (Languages Only) 歌歌の式: a) b) Principal arada Vitas Teachers College,

ळ०डतक Stage '5' E _s	ಕಲಿಕಾಂಶಗಳು Learning Components	ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸುವ ಚಟುವಟಿಕೆಗಳು Supportive Learning Activities	606acateorenios Learning Aids	Exercision Technique and Tool
E N G		Teaches asks questions about previous class. T:- what is Newton's fout daw of motion? What is the expansion of force? T: state Newton's second daw of motion.		Quationing/Question
	Statement of Aim:	Dear students in this class are untill dear near about Mathematical formulation of Neuton's Econd Law of motion.		
E X P	A THE REAL PROPERTY.	arked to apply force on the wealt.	wall	Observation Activity Principal Principal

	Concept Map / EOEOFE	전설 Content Anatysis / Dostob 고영(spre)	Ke	(points / stock), produkti
L O R E	Newton's 2nd Jan. F = ma. Where F = Force m = mass a = Acceleration	of motion can be formally stated as follows: "The acceleration of an object as produced by a net force will directly proportional to the magnitude of the net		Questioning /
		preportional to the mass of the object. Activity! Teacher gives con an example of a seacher acc	acket q	Activity. Activity. Activity. Principal Sarada Vilas Teschers College. KM. Puram. Mysors-570 004

Stage '5' E,	Edecorres Learning Components	ಕಲಿಕೆಯನ್ನು ಅಸುಕೂಲಿಸುವ ಚಟುವಟಕೆಗಳು Supportive Learning Activities	ಕರಿಕೊಂಡಕರಣಗಳು Learning Alda	Evaluation Technique and Tool office axists active acts to pre-
A I N	The second law of motion gives us a method to measure the	of mass m, moving along a straight think with an initial velocity of U. Letus say, after a certain timit with a constant accir, the final velocity becomes V. How we see that, The initial momentum is P1 = ph X 4. The final momentum is	writing	Descention/ Activity Serada Vilna Teachers College.

Concept Map / 2010 55	ಸಕ್ಷ Content Analysis / ವಿಷಯ ವಿಕ್ಷೇಪಣೆ	Key points / 550365 Hostryco
to time is prepartional to the applied forto. Formulations	The applied force, = 2 (m × (v-u)) t as a = rate of change of	Ruestioning/
vzed in the formula, K→ Configuration propostionality	Velocity with respect to it! F = K × m × a Above 18 the 8 econd law of motion formula	Principal Parada Vilas Teachero College K.M. Puram, Mysore-576 004

E VALU ATE		b who gave the Jaeus of motion? >> what is momentum? >> state second law of motion b) formulate Newton's 2nd Jave of motion.		Questioning/ Questionage
	* Note down	10 0 (1)	eud on 8	

Apprond to be

Leade Jos Permeipal Sareda Vilas Terchera College K.M. Puram, Mysors-570 004

EXECUTATE MISBA M.F. SEC/SCHOOL CHOPALASWAMY HIC SEC/SCHOOL CHOPALASWAMY HIC SEC/SCHOOL FORCE And La SEC SECONS UNIT NEW LON'S	TH SCHOOL SONS /Class 9 - A Signor /Subsect Science Physical
ಕಲಿಕಾಂಶಗಳು / Learning Points	ರೋಧನಾ ಉದ್ದೇಶಗಳು / Instructional Objectives
Neuton's 3rd January of motion.	The Student will be able to : ವಿದ್ಯಾರ್ಥಿಯು ಈ ಕೆಳಗಿನ ಸಂಮರ್ಥ್ಯಗಳನ್ನು ಬೆಳಸಿಕೊಳ್ಳುತ್ತಾನೆ.
Formula of 3rd	1. Recall/Remembering a) Recall the Concept of effects
Evamples of 3rd law of motion.	2 Comprehension a) state Newton's 3rd daw of
eference Books / 対のあざられ ド NCERT TEXT BOOK - /loss 9	3. application a) Formulate Newton's 3rd Law examples of 3rd Law examples of 3rd Law examples
CBSE TEXT BOOK - Grade IX	4. Skill a) solve probleme on 3rd claus. b) Demonstrate expt on 3rd claus.
www.magnet brains.	5. Appreciation (Languages Only) 2504: 8) Principal and Was Techner College, K.M. Puram, Mysore-570 004

Cognitive mapping. 悪のまればい ಕಲಿಕಾಂಶಗಳು ಕಲಿಕೆಯನ್ನು ಅಮಕೂಲಿಸುವ ಚಟುವಟಕೆಗಳು #Øšmezikidesrivio Evaluation Technique and Tool Stage '5' E. Learning Components Supportive Learning Activities Learning Aids करिए कार्या कार्यान कर्म प्रकृत Action Reaction Newton's au action has and opposite genition an equal Principal floreds Vilas Teatrors College.

	Concept Map / ಪರಕಲ್ಪನಾ	ಶಕ್ತ Content Analysis / ವಿಷಯ ವಿಶ್ವೇಷಣೆ		
stage '5'E,	Learning Component	s Supporting learning Activities	Learning aid	Evaluation
E N G A		Teacher asks quartions about powerious class. 7:- State Member's finite class of motion T:- State Newton's second dam of motion.		Questioning /
E	Statement of Aim:-	Dean students in this class we will learn about Newton's third want of motion.		
		Activity: - A student is asked to apply force on the wall. T:- What did you feel? (asks the student)	student applying force on wall.	Principal Parada Vilas Teachers College, K.M. Puram, Mysore-570 004

	There is a pair of forces acting on ball	throws a ball on the wall. The ball bounces back.	Tennis Ball.	observation / Activi
	and the wall	T: - what did you observe?		Activi
EXPL	exasts force on object, the second object exasts force	Teachers shows an illustra. -tion of a steedent who is walking base footed The steedent is asked to walk shouly. T:- who is applying force here? T:- How many bodies are involved in this 9	student und on	Questioning/Questione

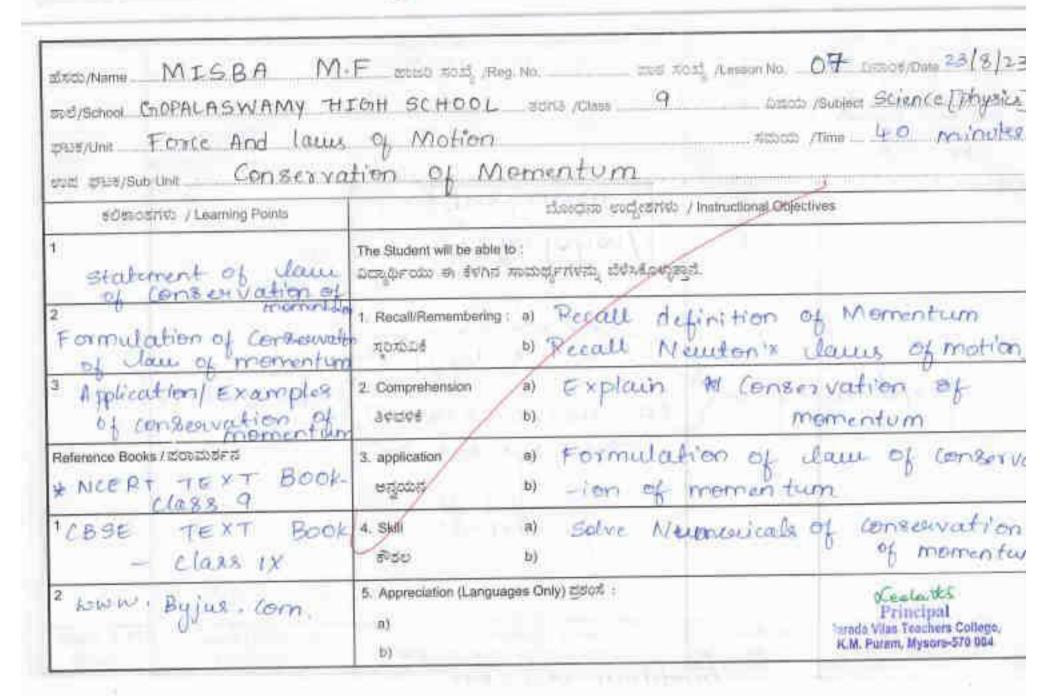
Principal
Serada Vilas Teachers College

Stage '5' E.	808500VVC		no Activities	
e X P L A	Then the grown pushes us back (REACTION)	to the ground and ground applies force for us an applies force idirection. T:-If one force is known as action to what is the other force known as?	Laptop > to	Stop state sound the required
		Newton's third law states that "For every action there is equal		Principal Barada Vilos Teachers College, K.M. Puram, Mysore-578 004

Treaction Activity: - Teacher perform The bottle filying another activity asing Activity: - Teacher perform The bottle filying another activity asing The bottle filling The top of the bottle Treaction Activity: - Teacher perform The bottle filling The top of the bottle Treaction The top of the bottle The top of the bot	Concept Map / කරන්නු	ನಕ್ಕೆ Content Analysis / ವಿಷಯ ವಿಶ್ವೇಷಣೆ	1 1 -	and the second s
the bottle flying the top of the bottle without as yliss due to gas exented Reaction. Treaction Activity: - Teacher Renforms controlled up two balls on balloons. Balls and Activity. Activity: -/using coins trock up and experience of exper	water is Action	ene, paper and a bottle	Eno, paper Shottle 37d Jan	obsesvation/
muhes down) Activity: -/using coins truth un ran explain about aqual i appecibe form. Examples: Owner a texer hite T: Give a fun examples a punching bag. Balloons. Activity: -/using coins truth appecibe form. Samples: A Punching bag. Balloons. Balloon	Reaction.	Activity: - Teacher performs		**
Principal Commencer of Commence	Examples:	Activity: - using coins truch um ran explain about agual & appealse force.	Ball pens	

モンALU	Butter a rocket i> Butter firing from a gun, takes off the gun recoils backwould. *gas ejecth out	axamples.	
ATE	* Follow up:- Dist out a few examples for 1 Elist out a few examples for 1 List out a few examples for 1 List out a few examples for 1 July 10 List out a few examples for 1 July 10 List out a few examples for 1	trate	Question cou

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



cognitive mapping. ಹಂತಗಳು ಕಲಿಕಾಂಶಗಳು ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸುವ ಚಟುವಟಕೆಗಳು Stage '5' E. Learning Components ebsecusticary. Evaluation Technique and Tool Supportive Learning Activities Learning Aids ಮೌಲ್ಯ ಮಾಡೆಗೆ ತಂತಗಳು ಮತ್ತು ಸಾಧ್ಯತ Statement Conservation Numericals amples Momentum Formulation/ Derivation. Carletts Principal Sorada Vilas Teachers College, K.M. Furam, Mysora-570 004

	Concept Map / ಪರಿಕಲ್ಪನಾ	ಸಕ್ಕೆ Content Analysis / ವಿಷಯ ವಿಶ್ವೇಪಾಕ		
age 5'Es	Learning Components	Supportive Learning Activities	Learning	Evaluation
e N	A body continues to be in motion/ Rest until an external force in applied on it. F= m x a F= -F21	questions on posserious	aids	Questioning/
	Aim 3- Q	bout conscription of		Principal Barada Vilas Teachers College, K.M. Puram, Mysore-570 004

Stage '5' E _s	ಕಲಿಕಾಂಶಗಳು Leaming Components	ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸುವ ಚಟುವಟಕೆಗಳು Supportive Learning Activities	රවිතියෙක්වරයා Learning Aims	Evaluation Technique and Tool
P L O R	poinciple tells us that the total momentum of a system is always consens of for an	The Law of Consesvation of momentum in one of	Newton's	Observation/
		When A . I	Coins → Conserving the momentum	Activity Observation/

	ಕಲ್ಪಡು ಪಕ್ಷ Content Analysis / ವಿಷಯ ವಿಶ್ವೇಪಣೆ	Key points / stock working
	of Coins.	
	The above experiments	
	Thou that momentum	17710000
200000000000000000000000000000000000000	us consumed.	State Control State
Consider 2		*5
A & B who	inc time often tact of	Questioning/
masses over m	The state of the s	Questi orasa
ma with initi	at $A = m_{\nu} (V_{\nu} - U_{\nu})$	10000
e final velociti	9	
03 0, 8 V, 06	2 (1 ())	
U1 2 V2 06 B	F BO BY FAB	
THE REPORT OF THE	A STATE OF THE STA	
District of the		
Por training	FBM = M2 × Q2 = M2(V2-V2)	to the formation
miu, + miu,	The Address of the Control of the Co	
m, v, + m, v,	FAB = m, x a, =m,(v,-u,)	aceda iki
	m, u, -+ m2 1/2 = m, v, +m, u	Principal Sarada Vilas Teachers College, K.M. Puram Marchers College,

E	Conclusion: Dear students in this class were dearn't about law of conservation of momentum.	1.151.2
A	is motion of rated > list some examples	Questioning/
L	ii) Air-filled of Law of conservation of momentum. miuitm> 4=mivimy >> Grive the formula for	Questionas
A	of mementum	
É	True 3> As brickion becreases - T/F	
	* state tour of consequation of momen	ntum
	* Ix mementum a scalar quantity or	Vector quarks

Suggest of activities / ಸಲಮಿತ ಚಟುಪಟಕೆಗಳು :

Approved sololos

Principal

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K.M. Puram, Mysore-570 004

Address Assentiated in

od/School		Reg. No. 200 XOX /Lesson	No Dratof/Date
ESB/Unit		WORLD /Class	ವಿಷಯ /Subject
変 幸ಟಕ/Sub Unit		**************************************	SDOSD /Time
ಕಲಿಕಾಂತಗಳು / Learning Points		ಬೋಧನಾ ಉದ್ದೇಶಗಳು / Instructional	
	The Student will be able ವಿದ್ಯಾರ್ಥಿಯು ಈ ಕೆಳಗಿನ		SOM DATATAS
	1. Recall/Remembering ಸ್ಥರಿಸುವಿಕೆ	; a)	
	2. Comprehension ತಿಳಿದಳಕೆ	a) b)	
erence Books / ಪರಾಮರ್ಶನ	3. application ಅನ್ವಯನ	a) b)	
	4. Skill ಕೌಶಲ	a) b)	
	5. Appreciation (Language m)	es Only) ಪ್ರಶಂಸೆ :	Leelentes
	b)		Principal Satada Vilas Teachers College, K.M. Puram, Mysore-570 004

SARADA VILAS TEACHERS COLLEGE

Mysore - 570 004



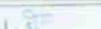
Two-year B.Ed. Course (CBCS & CAGP) / 4th Sem - 2021-23

UNIT PLAN

ಘಟಕ ಯೋಜನೆ

Name of the Student	MISSA MF
Register Number	U016201000 38
Pedagogy Subject	Physics
Title of the Unit	Force and Laws of motion
Standard / School	9- A Geopalaswamy high school

Obtained



Cale



ADA VILAS TEACHERS COLLEGE

K-M-Piran-Menari- 04

ುಲಾಸ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ಕೆ.ಎಂ ಪನಂ. ಪ್ರಸಂಪ - 570 004

r B.Ed. Course (CBCS & CAGP) / 4th semester - 2021-23

LESSON PLAN : BLOCK LESSONS

he student	MISSA MAF
Subject	Physics
tumber	volgzen cosa
he School	Giopala Kwamy high School

Maximum Marks	Marks Obtained
16	14-75408

=15

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Strade Vilos Teachers College,
K.M. Param, Wyson-578 054

familiary)

Signature of the Student-Bucker

A Par

SARADA VILAS TEACHERS COLLEGE, MYSURU



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

- Identification of the Problem.
- 2. Defining the Problem
- 3. Need and importance of solving the problem identified
- 4. Objectives of the Study
- Probable causes of the problem (Hypotheses)
- 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

Principal

Barata Villas Teachers College.

B.M. Farras Hyenre-570 004

ACTION RESEARCH

General Format of Proposal (Suggested)

SI. No.	Steps	
1	Identification of the Problem	
2	Defining the Problem	
3	Need and Importance of solving the problem identified	
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4	Objectives of the Study	
	1.	
	2.	
	3.	
	4.	
5	Probable causes of the problem (Hypotheses)	
	1.	
	2.	
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	6.	
	7	
6	Testing the Causes	
		E HERE
		Peinelpal

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7	Plan of Action / Remedial measure	
8	Execution of the plan of action / Remedial measure	

9	Testing the Impact	
10	Drawing Conclusions	
11	Application of Research Findings	

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5. Value Added Course (VAC)

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

1.2.2 QNM DE 3. Brochure and Course content

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

Sarada Vilas Teachers Colin K.M. Puram, Mysore-570 629

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

- Raise Awareness: Educate students about the benefits and risks associated with social media use in education.
- Promote Critical Thinking: Encourage students to analyze and evaluate the credibility of information on social media.
- Develop Digital Literacy: Equip students with skills to use social media responsibly and effectively in educational contexts.
- Foster Digital Citizenship: Teach students to engage respectfully and ethically in online communities.
- Address Privacy and Security: Highlight the importance of protecting personal information and understanding privacy settings.
- Encourage Collaboration: Promote the use of social media for collaborative learning and peer interaction.
- Support Professional Integrity: Emphasize ethical practices in digital communications and content sharing.
- 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
- 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%	
4	61%-70%	B+
5	51%-60%	B
6	40%-50%	C

Wh

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 Cadinar Temphing students about athiral considerations in coftware

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. Al 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

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

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

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

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

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

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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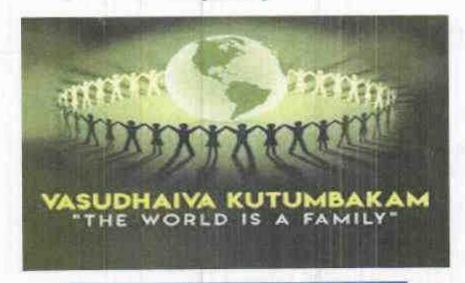
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Principal Sarada Vilas Teachers College, K.M. Puram, Mysore-570 001

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. KS LEELA

Principal

Principal rada Vilas Teachers College 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	Ba
16.	Students & Teachers Attendance Register	Ba
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.

- Understand and be able to apply the basic concepts and principles of sustainability.
- Recognize sustainability as an interdependent condition of ecological, economic and social systems.
- 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.

- Critical reflection including the more traditional lecture, but also newer approaches such as reflexive accounts, learning journals, and discussion groups.
- 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
- Thinking creatively for future scenarios by using role play, real-world inquiry, futures visioning, problem-based learning, and providing space for emergence.
- 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)
- 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

- Environment and sustainable development;
- 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.

SI. No.	Range of % of marks	Grade
1	90% - 100%	A+
2	80% -89%	A
3	70% - 79%	B+
4	60% - 69%	В
5	50% - 59%	C+
6	40% - 49%	C

Course Implementation Process

- Course inauguration
- 2. Orientation to Students and Teachers
- 3. Course Execution
- 4. Evaluation a. Test: 100 marks
- Course & Teacher Evaluation / Appraisal by students
- Review / Feedback / Declaration of Results
- 7. Certification

Dr. H N VISHWANATH VAC - Course Coordinator

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



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

Veels Jk 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

- Promote Positive School Climate: Foster a positive school climate by implementing PBIS strategies that encourage respectful and responsible behaviour among students.
- Enhance Student Behaviour: Improve student behaviour through proactive interventions and consistent support.
- Support Academic Success: Create an environment conducive to learning by minimizing behavioural disruptions.
- Data Utilization: Utilize data to monitor progress, make informed decisions, and adjust interventions as needed.
- Family and Community Involvement: Engage families and the community in supporting positive student behaviour.
- 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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SARADA VILAS TEACHERS COLLEGE K M PURAM, MYSORE-04

IQAG INITIATIVE

VALUE ADDED COURSE (VAC)

HEALTH AND WELLNESS EDUCATION (HWE)

COURSE

MODULE

FOR

IVIAR

II SEMESTER

Dr. K S LEFLA Principal Sarada Vilas Teachers College, Mysore -04 Dr. ZONIA ABRAHAM Course Coordinator Sarada Vilas Teachers College, Mysore-04



Principal
Sarada Vilas Teachers College,
K.M. Puram, Mysore-570 094

SARADA VILAS TEACHERS COLLEGE K M PURAM, MYSORE-04

IQAC INITIATIVE

VALUE ADDED COURSE (VAC)

HEALTH AND WELLNESS EDUCATION





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

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 enhancestudents 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 manging 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 balances 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

- e) 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 stratergies.
- 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

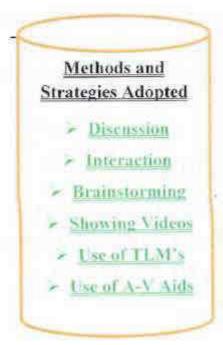
- a) Evaluating Health Information: How to find and evaluate reliable health information.
- b) Communication Skills: Effective communication with health care providers.
- e) Advocacy: How to advocate for personal and community health.

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 clears 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 (HWF) 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+F
2	81%-90%	A+
3	71%-80%	A
4	61%-70%	B+
5	51%-60%	В
6	40%-50%	C

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 clears 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%n-100%n	A++
2	81%-90%	Λ+
3	71%-80%	A
4	61%-70%	B+
5	51%-60%	В
6	40%-50%	c

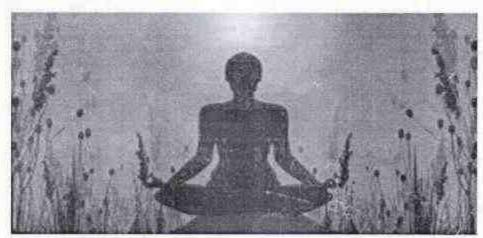


SARADA VILAS TEACHERS COLLEGE, MYSORE IQAC/NAAC INITIATIVE

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)

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, 3rd Semester

Committee for VAC-2021-22

Date of Committee Constitution: 10.03.2022

Committee:

si. No	Designation	Bec. wee	
1.	CPOACMARGIN C	Names	Signature
- 44	Course Director	Dr. K S Leela, Principal	
2.	Course Coordinator		沙兰
3.		Karthik P.S	10-60
٥.	Asst. Coordinator	Smt Zonia Abraham	
4.	Student member (Female)		#
5.		Spandana M	Balana M
39	Student member (Female)	Namratha N	Ballata
6.	Student member (Female)	L DAMON CANTERNA	gystatha
7.		Divya S	Dinia 0
32	Student member (Male)	Chikka swarny	1
8.	Student member (Male)	1224.4.96	Commy
-	(vidie)	Bharath	B

Signature of the Course Coordinators:

1.	Karthik P.S: 44 P	
2,	Smt Zonia Abraham :	

Signature of the Principal

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SARADA VILAS TEACHERS COLLEGE, MYSURU

NAAC INITIATIVE

VALUE ADDED COURSE (VAC)
MINDFULLNESS 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 EL.
- 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)
- 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
- 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
- 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 ME1E (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 elastrooms, teachers can use mindfulness-based techniques to increase responsiveness to students' needs, support stress management, and enhances 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.

Module2: 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

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, compled with the ability to imagine what someone

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(2bours) - 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 mindfulnes 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.

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	191%-100%	No. 657
2	281%-90%	A++ A+
3	71%-80%	B÷
	61%-71%	В
6	51%-60%	C+
)	40%-50%	C

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

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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 Mysore

> Xeela 太ら 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 problemsolving 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

200	t realise of 70 or min	
1	91%-100%	A++
2	81%-90%	A+
3	71%-80%	A
4	61%-70%	B+
5	51%-60%	В
6	40%-50%	C

Principal
Sarada Vilas Teachers College
K.M. Poram, Mysorc-570



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
Mysore

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

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+	
2 3	71%-80%	A	
4	61%-70%	B+	
5	51%-60%	B	
6	40%-50%	C	

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

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

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Principal Sarada Vilas Teachers College,

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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.

<u>Curriculum:</u> 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. 21st 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,

SI. No.	Range of % of marks	Grade
1	91% - 100%	A++
2	81% -90%	A+
3	71% - 80%	А
4	61% - 70%	B+
5	51% - 60%	В
6	40% - 50%	С

Dr. H N VISHWANATH

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6. Workshops and Seminars for Holistic Student-Teacher Development

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

2.3.6 QNM DE

1. Reports of activities conducted related to recent developments in education



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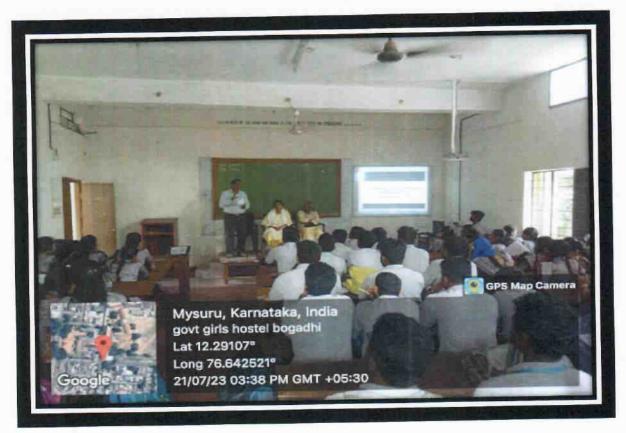
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Activities Conducted for Exposure to Students about Recent Developments in Education

- 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

Institution provides exposure to students about recent developments in the field of Education through:

Special Lecture 1: "Journal of Literacy Invention"



Dr. KalpanaMukundaIyengar,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.

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 10th 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.



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 kumariEshwariya University, Mysuru delivered a special lecture on the topic, "Responsibilities of Youths for a Value Based Societyin 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.

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 21st 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 MahadevTalakadu, another versatile theater artist and researcher. All the staff members and student-teachers of II year B.Ed. were present.

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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Date:

Ref. No.:

BOOK READING& DISCUSSION ON IT







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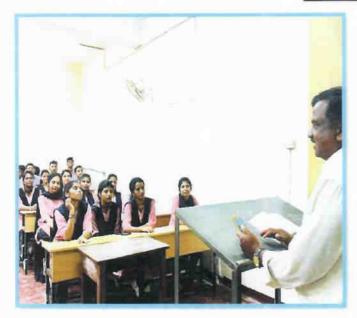
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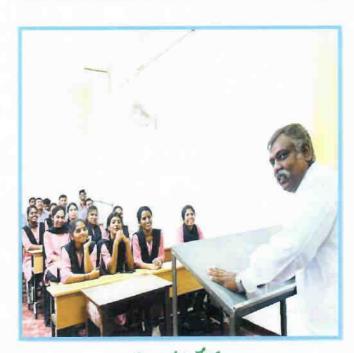
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Teacher presented seminars for the benefit of teachers & students











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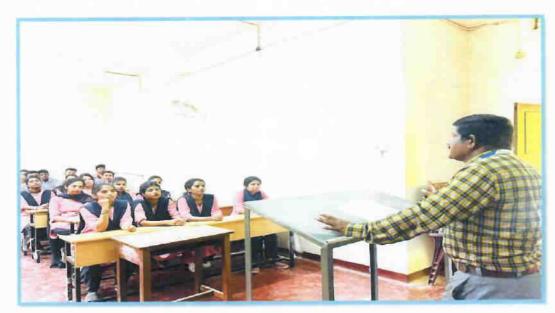
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Date:

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Discussion on recent policies & regulations





7. Personality Development Programs

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

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:

- 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

Principal

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



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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-Cirant-in-Aid Schools
- Opportunities in Govi. Residential Schools Morarji. Ekalavya etc.
- Opportunities in Kendriya Vidyalaya National Sanghatan 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 carrier 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 carrier 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.



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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 carrier 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 cureers.

Career Counseling Session held on 21/08/2019 by Dr. Sumithramma





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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



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Workshop on Competitive Exam —TET and CET dated February 3". 2023, Dr. Zonia Abraham



Group Counseling session conducted by Mr. Shivswamy, dated 04/01/2020





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Mentoring Session conducted to the students by Dr. Zonia Abraham on 7th March 2023



Group Counseling session conducted by Mr. Kumarswamy C S, dated 04/09/2021







SARADA VILAS TEACHERS COLLEGE

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Email 10: sytemysore@gmail.com Website: www.sytemysore.org Office Not 0821-2332137 Math No. : 7019807294

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





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Personal Connseling held on 14/03/2019 by Dr. H M Manjunath



Personal Counseling held on 24/02/2020 by Mr. Kumarswamy C S







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NAAL Be-According to 2016, "Il" Grade, UGP-8-2, 344

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Personal Counseling held on 18/9/2021 by Dr. Zonia Abraham



Personal Counseling, held on July 13th, 2023 by Smt. Aishwarva.





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NAAC Re-According in 2016, "Ill" Grade, USPA-2, 23-4

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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.





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 preplacement training sessions, covering resume writing, interview preparation, and professional efiguette to enhance students' employability.

Placement Cell at SVTC

Sarada Vitas 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 Pfacement 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 Pfacement 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 cumpus recruitment or facing interviews in educational institutions. The Pfacement Cell conducts career guidance programmes for all the students and even for Alumni. In order to orient students on the espectation/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.

Principal

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





SARADA VILAS TEACHERS COLLEGE

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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 ossist 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 examy 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.



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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 intuition'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.



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NAAC Re-According in 2016, "IF Grade, USPA-2754

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PHOTOS ON PLACEMENT CELL

Placement Cell - Dated 25/05/2023







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NAAC Re-According to 2016, "II" Grade, CGPA-L-334

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Principal
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SARADA VILAS TEACHERS COLLEGE

Suruda Vitas Raad, K.M Param, Mysnen-570004, Karmataka Permanentis Affilianed in University of Mysocc, Mysnen, Kormataka State, Grant in Aid College NAAC Re-According to 2016, 247 Grade, CAPA-2,73-4

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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 crafed 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





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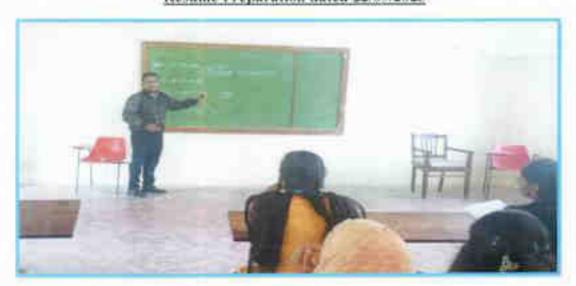
Sarada Vilas Road, K.M Param, Mysurn-570004, Karnataka
Permanenda Affiliated to University of Mesore, Mesore, Karnataka State, Generia And College
SAAC Re-According to 2006, 710 Grade, CGPA-2-7304

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Resume Preparation dated 8/04/2022



Resume Preparation dated 22/09/2023





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Permanentis Williand to University of Mysore, Mexarn. Karnatalia State, Grant in Aid College
NAAL Br-Assending in 2016, "Ill Grade, CGPs-2, 2018.

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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 benef 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 bener 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.

Strada Vitas Teachers College recognizes the erocial role communication skills play in the professional success of educators. We conduct a comprehensive communication skill workshop before Aliero-reaching 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

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foster a practical understanding of effective communication techniques, to specific, every individual student teacher will learn the following aspects with a theoretical understanding reinforced with practical demonstrations:

- 1. Concept of Communication
- 1. Communication Cycle
- 3. Types of Communication : Inter & Intra. Verbal & Non-Verbal
- 4. Three versions of Language: Sign / Action / Object
- 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. Proximics (Distancing)
- b. Kinesies (Body language: Facial Expression: Posture: Gesture: Eye Contact.)
- c. Chronemics (Timing)
- d. Para-tingual (Vocal Quality).
- c. Articraft (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 communication barriers to effective communication, such as moviety and lock 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 VILAS TEACHERS COLLEGE

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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.

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Mob No : 7019807294



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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





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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



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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.





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MICRO TEACHING SKILL PRACTICE

Micro Teaching dated 19/02/2019



Micro Teaching Lesson, date 12/01/2020



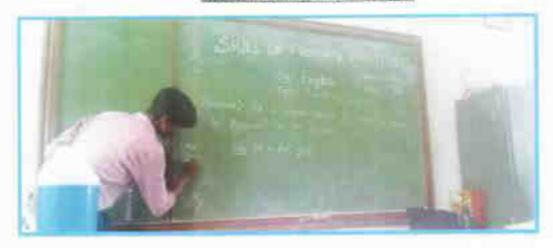


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Micro Teaching dated 6/5/2021



Micro Teaching dated 5/05/2022



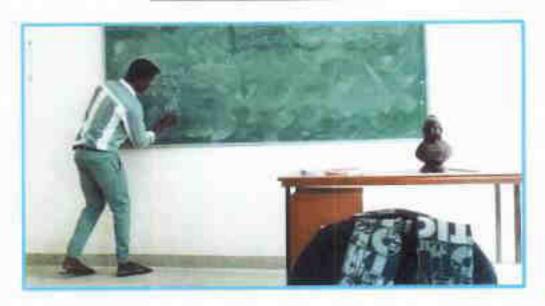


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SAAC He-According in 2016, 287 Grant, CGPA-1, 254

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Micro Teaching dated 26/03/2023







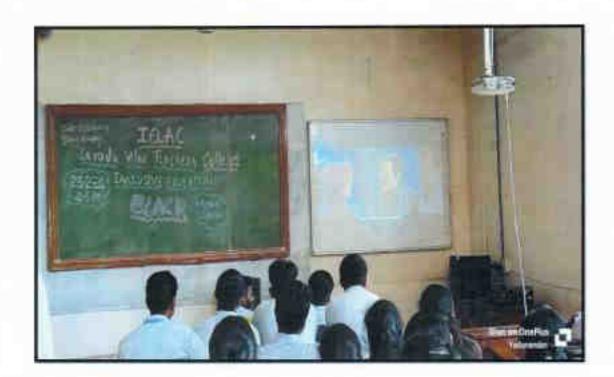
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BLACK MOVIE SHOW



Principal
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FEEDBACK ON SPECIAL SCHOOL VISIT

- 1. Name of the school & Address:
- 2. Dios Code :
- 3. Type of School: Blind/Deaf and Dum Others:
- 4. School Administration Type: Gov Aided Private NGO
- 5. School Income Source:
- Name and Qualification of the Head of the School:
- Details of Faculties working in the School:
- 8. Pre-service Training available for the in-service Teachers:
- Gender wise classification of students studying in the school;
- 10. Facilities provided by the school and availed by students
- Details of activities conducted in school (curricular and co-curricular activities).
- Examinations conducted by college and evaluation.
- Facilities provided by Government to the school.
- Different methods and tools adopted in teaching by the special school adopted.
- 15.1s the school Residential or Non Residential.



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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

8. Preparation for Competitive Exams SVTC E-Resource Web portal For Competitive Exam Preparation

8. Preparation for Competitive Exams

SVTC E-RESOURCE WEBPORTAL FOR COMPETITVE EXAM PREPARATION

https://svtcmysore.org/EResources.aspx#17

COMPETITIVE EXAMS E-RESOURCES Union Public Service Commission (UPSC)	
INSIGHTSIAS	IAS Exam Portal
IASBABA	OnestopIAS.com
MrunellAS Notes(Free)	IASForum
Shankar IAS Academy	UPSCDiscussion Forum
Karnataka Public Serv	vices Commission (KPSC)
 ಸ್ತರ್ದಾರ್ಕಿ 	• eng
• ಸ್ವರ್ಧಾನ್ಯೂರ್ತಿ	• ನಮ್ಮ ಕನ್ನರನಾಯ
GKToday Current Affairs	
Staff Selection Co	mmission and Others
Talent Sprint (18 Websites: Bank & SSC)	SSC Coaching
EduExcel	SSC CGL coaching(YouTube videos)
Vidyaguru	
Railwo	ay Exams
Cracku	RRB Exam Portal
Banking Exams	
Careerpower for Banking	Urbanpro
IBTIndia	SuccessCDs
TET and CTET Exams	
• TET	• CTET
Important Website	
NCERT	Pretiyogita Darpan
The National Institute of Open Schooling (NIOS)	• PIB
- IGNOU	- Yojana
Karnataka Textbook Society	PDF Drive
NET Exam: National Yesting Agency	• SSC
• UPSC	• KEA
• KPSC	