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K.M. Puram, Mysore-04

6.5.3 QNM DE

1. Report of the work done by IQAC

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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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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.

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2. 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	18th 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	2	1. Mindfulness and Emotional Intelligence in Education 2. 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
Special lectures by experts	10/4/2023	Dr. Chidanand N K
	21-07-2023	Dr. Kalpana Mukundara Iyengar
	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 benefit of teachers & students	24/08/2023	Manjunath H M
	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 Counseling --Duration : 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://svtcmysore.org/EResources.aspx#17

COMPETITIVE EXAMS E-RESOURCES	
Union Public Service Commission (UPSC)	
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•	•
Karnataka Public Service Commission (KPSC)	
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Staff Selection Commission and Others	
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Railways Exams	
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Banking Exams	
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TET and CTET Exams	
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Important Websites	
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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.

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

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

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

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

The following issues were discussed under the aforesaid topic.

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

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

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

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

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

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

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

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

Report

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

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

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

Program Details:

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

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

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

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

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

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

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

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

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

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

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

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Teachers Orientation Program (TOP) (2020-21)

'Professional Ethics and Code of Conduct for Teachers'

26.2.2021

Report

Event Details:

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

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

Event details:

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

- **Inaugural Address:** The program began with a welcome speech by the Principal of Sarada Vilas Teachers College, followed by an inaugural address that set the tone for the day's session.
- **Introduction to Professional Ethics:** Dr. Sathyanarayaniintroduced 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 scenarios and discuss appropriate responses.

➢ **Implementation Strategies:** Dr. Sathyanarayandiscussed strategies for implementing ethical principles and the code of conduct in daily teaching practices, highlighting the role of continuous professional development.

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

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

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, Mysuru-570004, Karnataka
Affiliated to University of Mysore, Mysuru, Karnataka State, Grant in Aid College
NAAC Accredited in 2016, "B" Grade, CGPA-2.73/4

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

Office No: 0821-2332137
Mob No : 7019867294

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

Report

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

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

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

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

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

Session-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.

Leela K S
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
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Affiliated to University of Mysore, Mysuru, Karnataka State, Grant in Aid College
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Email ID: svtcmysore@gmail.com
Website: www.svtcmysore.org

Office No: 0821-2332137
Mob No : 7019807294

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

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

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

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

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

Principal

Sarada Vilas Educational Institutions (R.)
ಶಾರದಾ ವಿಲಾಸ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ಮೈಸೂರು-04
SARADA VILAS TEACHERS COLLEGE
Sarada Vilas Road, K.M Puram, Mysuru-570004, Karnataka
Affiliated to University of Mysore, Mysuru, Karnataka State, Grant in Aid College
NAAC Accredited in 2016, "B" Grade, CGPA-2.73/4
Estd.1963
Email ID: svtcmysore@gmail.com
Website: www.svtcmysore.org
Office No: 0821-2332137
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 led by **Dr. Devika, Principal, Sarada Vilas College, Mysore.**

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

Session Overview:

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

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

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

- ✓ Holistic Development
- ✓ Enhanced Teaching Skills
- ✓ Improved Classroom Management
- ✓ Better Understanding of Student Needs

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

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

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

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

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

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

ATTENDANCE

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

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

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

ATTENDANCE

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

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

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

ATTENDANCE

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

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

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

ATTENDANCE

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

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

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

ATTENDANCE

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

Leela K.S
Principal
Sarada Vilas Teachers College.
K.M. Puram, Mysore-570 00..

SARDA VILAS TEACHERS COLLEGE, MYSORE
TEACHER ORIENTATION PROGRAM (TOP) (2018-19)
Date: 04-12-2018
FEED BACK

Dear Teacher Educators,

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

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

Name of the Teacher Educator: Dr H N Nagaraja

4.12.18

Signature

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

SARDA VILAS TEACHERS COLLEGE, MYSORE
TEACHER ORIENTATION PROGRAM (TOP) (2018-19)
Date: 04-12-2018
FEED BACK

Dear Teacher Educators,

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

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

Name of the Teacher Educator: Sarathkumar

Signature

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

SARDA VILAS TEACHERS COLLEGE, MYSORE
TEACHER ORIENTATION PROGRAM (TOP) (2018-19)
Date: 04-12-2018
FEED BACK

Dear Teacher Educators,

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

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

Name of the Teacher Educator: Rama

Signature

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

SARDA VILAS TEACHERS COLLEGE, MYSORE
TEACHER ORIENTATION PROGRAM (TOP) (2019-20)
Date: 27-11-2019
FEED BACK

Dear Teacher Educators,

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

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

Name of the Teacher Educator: _____ _____

Signature

Principal
Sarda Vilas Teachers College
Mysuru-570 009

SARDA VILAS TEACHERS COLLEGE, MYSORE
TEACHER ORIENTATION PROGRAM (TOP) (2019-20)
Date: 27-11-2019
FEED BACK

Dear Teacher Educators,

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

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

Name of the Teacher Educator: Kumara Swamy C

Signature

Principal
Sarada 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

Dear Teacher Educators,

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

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

Name of the Teacher Educator: Divya _____ _____

Signature

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

SARDA VILAS TEACHERS COLLEGE, MYSORE
TEACHER ORIENTATION PROGRAM (TOP) (2020-21)
Date: 25-02-2021
FEED BACK

Dear Teacher Educators,

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

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

Name of the Teacher Educator: KUMARASWAMY C.

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

Signature 28/2/2021

SARDA VILAS TEACHERS COLLEGE, MYSORE
TEACHER ORIENTATION PROGRAM (TOP) (2020-21)
Date: 25-02-2021
FEED BACK

Dear Teacher Educators,

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

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

Name of the Teacher Educator: Dr H.N. Mahananda

25.2.21

Signature

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

SARDA VILAS TEACHERS COLLEGE, MYSORE
TEACHER ORIENTATION PROGRAM (TOP) (2020-21)
Date: 25-02-2021
FEED BACK

Dear Teacher Educators,

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

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

Name of the Teacher Educator: Bhagya

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'

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

Name of the Teacher Educator: Kumarchinary.r

Principal
Sarada Vilas Teachers College
K.M. Puram, Mysore-570 00

04/01/2023

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'

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

Name of the Teacher Educator: _____

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

_____
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'

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

Name of the Teacher Educator: Dr. B.N. Nishwanth

Principal
Sarda Vilas Teachers College
K.M. Puram, Mysore-570 00

4.1.23

Signature

SARDA VILAS TEACHERS COLLEGE, MYSORE
TEACHER ORIENTATION PROGRAM (TOP) (2018-19)
Date: 04-12-2018
FEED BACK

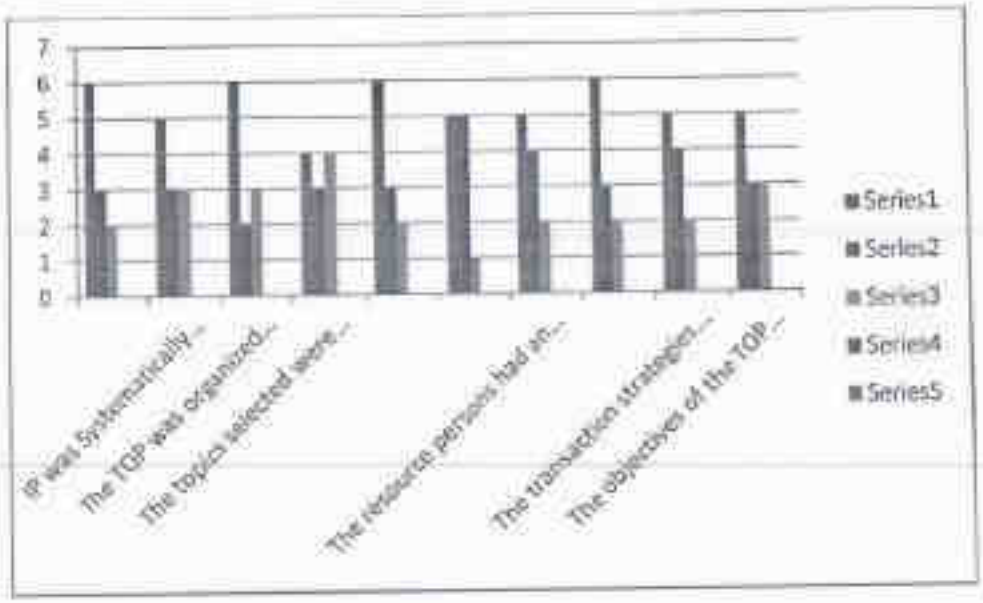
Dear Teacher Educators,

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

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

Principal
Sarda Vilas Teachers College,
[illegible] Puram, Mysore-570 004

SARDA VILAS TEACHERS COLLEGE, MYSORE
TEACHER ORIENTATION PROGRAM (TOP) (2018-19)
Date: 04-12-2018
FEED BACK ANALYSIS



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

SARDA VILAS TEACHERS COLLEGE, MYSORE
TEACHER ORIENTATION PROGRAM (TOP) (2019-20)
Date: 27-11-2019
FEED BACK

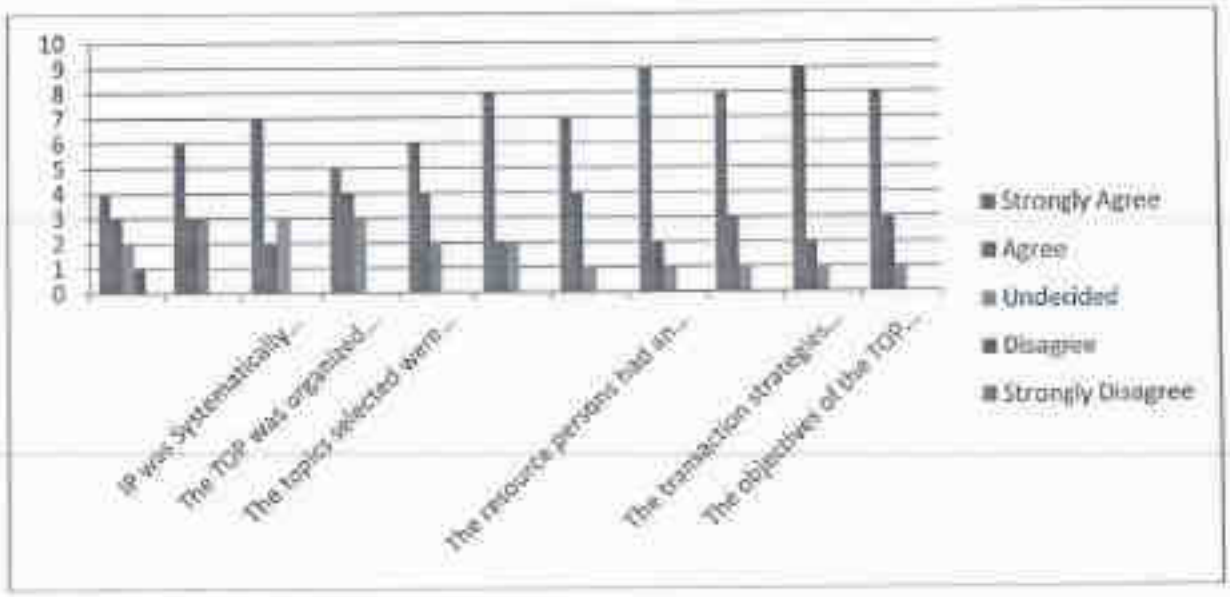
Dear Teacher Educators,

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

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

Principal
Sarada 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
Sarada Vilas Teachers College,
K.M. Puram, Mysore-576 002

SARDA VILAS TEACHERS COLLEGE, MYSORE
TEACHER ORIENTATION PROGRAM (TOP) (2020-21)
Date:25-02-2021
FEED BACK

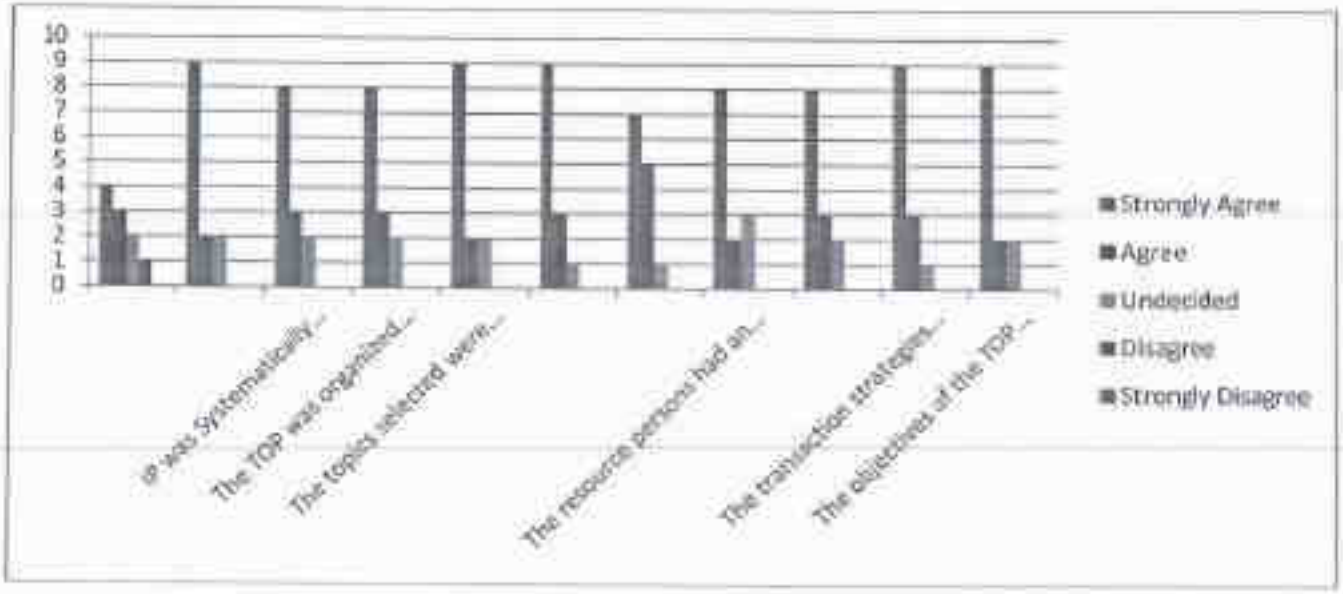
Dear Teacher Educators,

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

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

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

SARDA VILAS TEACHERS COLLEGE, MYSORE
TEACHER ORIENTATION PROGRAM (TOP) (2020-21)
Date:25-02-2021
FEED BACK



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

SARDA VILAS TEACHERS COLLEGE, MYSORE
TEACHER ORIENTATION PROGRAM (TOP) (2021-22)
Date: 01-02-2022
FEED BACK

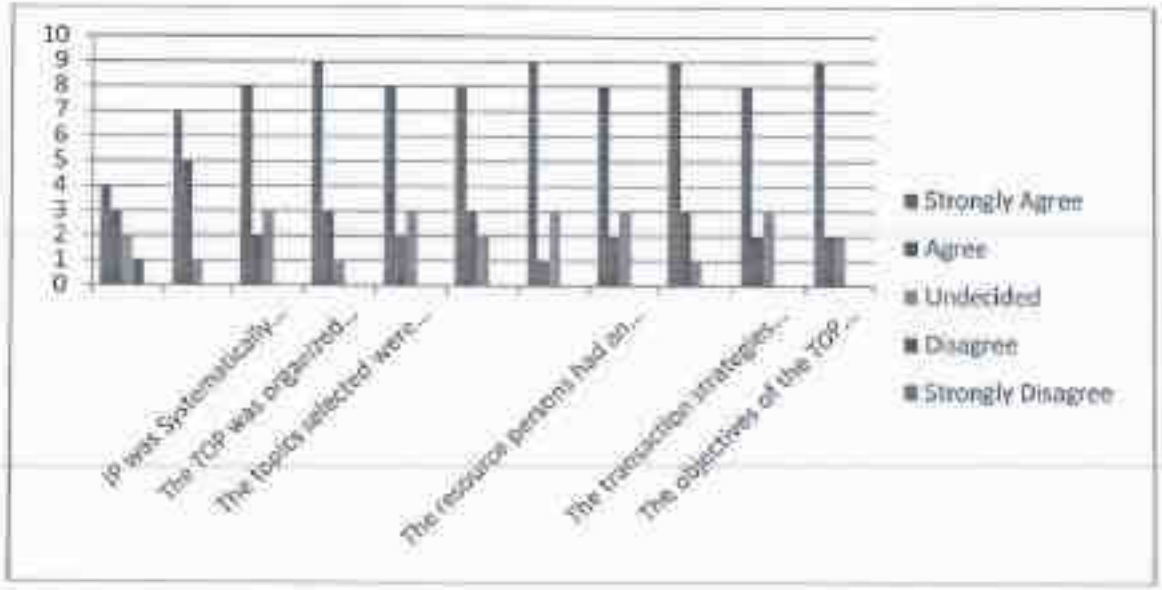
Dear Teacher Educators,

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

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

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

SARDA VILAS TEACHERS COLLEGE, MYSORE
TEACHER ORIENTATION PROGRAM (TOP) (2021-22)
Date: 01-02-2022
FEED BACK ANALYSIS



Principal
Sarada Vilas Teachers College.
K.R. [illegible]-570 004

SARDA VILAS TEACHERS COLLEGE, MYSORE
TEACHER ORIENTATION PROGRAM (TOP) (2022-23)
Date: 04-01-2023
FEED BACK

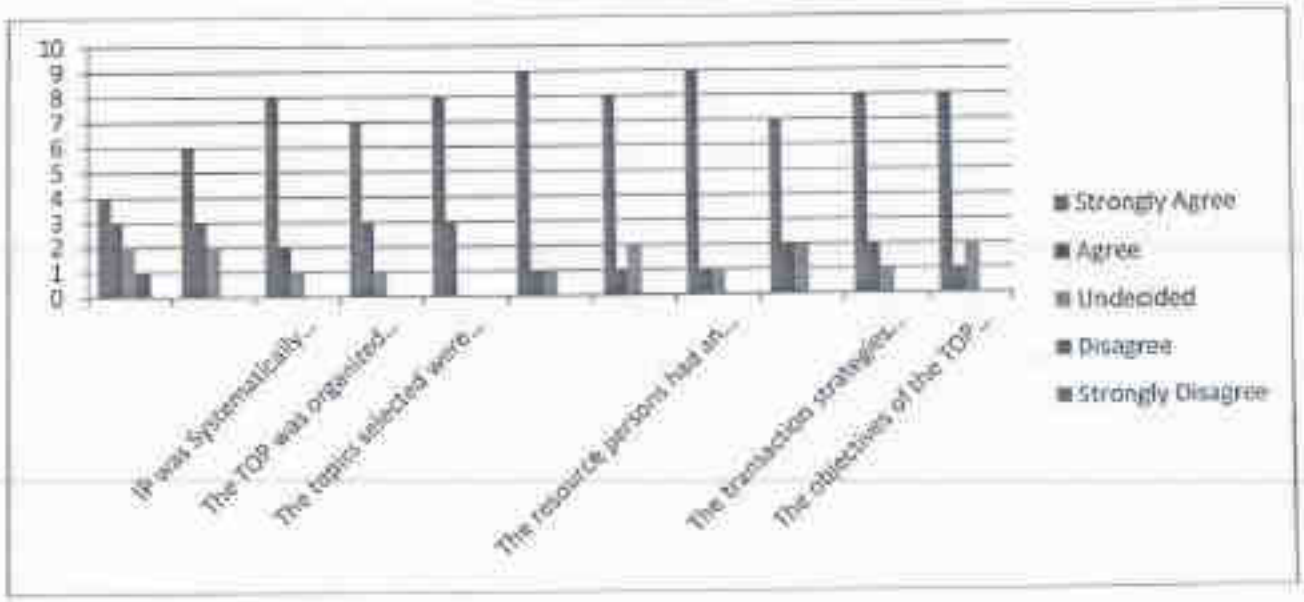
Dear Teacher Educators,

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

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

Principal
Sarada Vilas Teachers College,
K.M.

SARDA VILAS TEACHERS COLLEGE, MYSORE
TEACHER ORIENTATION PROGRAM (TOP) (2022-23)
Date: 04-01-2023
FEED BACK ANALYSIS



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

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 ಸಂಸ್ಥೆ
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

Estd.1963

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

Office No: 0821-2332137
Mob No. : 7019807294

No:

Date: 04/12/2018

Circular

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

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

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

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

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

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

Principal
Sarada Vilas Teachers College,
K.M. 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
06/12/2018	PRAYER TIME	Teacher the Destiny Maker (Dr. HSV)	Essential Life Skills for a committed Teacher. (ZA)	Communication an important skill for a Teacher. (Dr.RS)	LUNCH BREAK	Personality Development (SU)	Use of Digital Resources in Classroom Management. (HMM)	StudentEtiquette (CKS)
07/12/2018		Classroom Management (Dr. PSS)	Work Life Balance (CSS)	Mental Health V/s Physical Health for a Teacher. (Dr. KSL)		Self-Care for Teachers is of utmost Priority. (HMM)	Library a place of study (Divya, Librarian)	Do's and Don't's to be followed in College (CSS)
08/12/2018		Multiple roles of Teachers (CSS)	Career Opportunity &Counselling (Dr. SS)	SWOT/SLOC Analysis for Teachers (HSV)		Effective Study Skills (KSL)	Teacher Etiquette (ZA)	StudentEtiquette (CKS)

Coordinator

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

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

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

Office No: 0821-2552137
Mob No : 7019807294

No:

Date: 25/11/2019

Circular

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

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

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

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

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

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

SARADA VILAS TEACHERS COLLEGE

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

DATE	10:15AM	10:30-11:30	11:30-12:30	12:30-1:30	1:30-2:15	2:15-3:15	3:15-4:15	4:15-5:00
26/11/2019	PRAYER TIME	Teaching skills in 21st Century (Dr. RVV)	Mental hygiene is top priority in Physical Education scenario (SU)	Communication an important skill for a Teacher. (Dr.SS)	LUNCH BREAK	Changing Role of Teacher's in the present society (SK)	Use of Digital Resources in Classroom Management (DSM)	Classroom Management (Dr. ASL)
27/11/2019		StudentDiagnosis (CKS)	Work Life Balance (Dr. KSL)	Mental Health V/s Physical Health for a Teacher. (CSS)		Welcome of children into your classroom (ZA)	Library a place of study (Divya, Librarian)	Do's and Don'ts to be followed in College. (CSS)

Coordinator

Principal

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

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

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

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

Office No: 0821-2525137
Mob No : 7019807294

No:

Date: 23/02/2021

Circular

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

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

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

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

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

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

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, 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	3:15-4:15	4:15-5:00
24/02/21	PRAYER TIME	Teaching skills in 21st Century (Dr. DSV)	Mental Hygiene is top priority in Present Education scenario (SC)	Communication an important skill for a Teacher. (Dr.SS)	LUNCH BREAK	Changing Role of Teacher's in the present society (Dr. KCG)	Use of Digital Resources in Classroom Management. (DMM)	Classroom Management (SPS)
25/02/21		Student Relations (CKS)	Work Life Balance (Dr. KSL)	Mental Health Vs Physical Health for a Teacher. (Dr. KSL)		Welcome all children into your classroom (EA)	Library a place of study. (Divya, Librarian)	Do's and Don'ts to be followed in College (CSS)
26/02/21		Placement Cell- It's Functioning (Dr. RNV)	Effective Study Skills (DrJKCG)	Importance of 7 core values for a teacher (EA)		SWOT ANALYSIS Analysis for Teachers (DSV)	Communication an important skill for a Teacher. (Dr.SS)	Digital literacy an essential criteria for Today's teacher (RNSM)

Coordinator

Principal

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

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

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

Office No: 0821-2332137
Mob No. : 7019807294

No:

Date: 21-01-2022

Circular

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

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

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

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

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

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

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, 2021-22

DATE	10:15AM	10:30-11:30	11:30-12:30	12:30-1:30	1:30-2:15	2:15-3:15	3:15-4:15	4:15-5:00
01/02/2022	PRAYER TIME	Teacher the Destiny Maker (Dr. HNV)	Essential Life Skills for a committed Teacher (ZA)	Communication an important skill for a Teacher (BS)	LUNCH BREAK	Personality Development (SK)	Use of Digital Resources in Classroom Management (HMM)	StudentEtiquette (CKS)
02/02/2022		Classroom Management (KPS)	Work Life Balance (AKM)	Mental Health V/s Physical Health for a Teacher. (Dr. KSL)		Self-Care for Teachers is of utmost Priority. (Dr. KCG)	Library a place of study. (Divya, Librarian)	Do's and Don't's to be followed in College. (CSS)
03/02/2022		Multiple roles of Teachers (CSS)	Career Opportunity &Counselling (AKM)	SWOC/SLOC Analysis for Teachers (HNV)		Effective Study Skills (BS)	Teacher Etiquette (ZA)	StudentEtiquette (CKS)

Coordinator

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

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

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

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

Office No: 0821-2332137
Mob No : 7019807204

No:

Date: 31-01-2023

Circular

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

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

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

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

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

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

SARADA VILAS TEACHERS COLLEGE, MYSURU
LIST OF TOPICS FOR 3-DAY INDUCTION PROGRAM
I SEMESTER (2022-24 BATCH) (2.2.23 - 4.2.23)

2.2.2023 Thursday	Session-1 (10 - 11.30) Zone-Khushum Futuristic Challenges in Teaching Profession	Session-2 (11.30 - 1.00) Dr. Somshekhara How to complete B.Ed Course successfully?	L U N	Session-3 (2 - 3.30) Expectations of Educational Institutions in the changed context	Session-4 (3.30 - 5.00) Career Opportunities & Employability Skills in Education Sector
3.2.2023 Friday	Session-5 (10 - 11.30) Dr. Kavitha. P.S Teacher Education Vision Objectives- Nature & Scope	Session-6 (11.30 - 1.00) Miss Preethi Various Functional Committees in the College	L U N	Session-7 (2 - 3.30) Smt. Bhagya Various Functional Cells in the College	Session-8 (3.30 - 5.00) B.Ed. Course Structure - I (Subjects, Assessment & Evaluation)
4.2.2023 Saturday	Session-9 (10-11) Principal Code of Conduct for students in Teacher Education	Session-10 (11-12) Dr. Kumara Swamy B.Ed. Course Structure - II (Programs / Activities / Innovative Practices)		Session-11 (12-1) Dr. M.M.Manjunath LRTC - Infrastructure & Student Support System	Session-12 (1 - 2.30) Smt. Pooja Effective usage of Library Resources

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

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

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

Office No: 0821-2332137
Mob No : 7019807294

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 senior faculty was the program coordinator. A meeting was held to discuss about the planning and execution of the program on **4.12.2018** and a circular was sent to all the staff members regarding the same so that they prepare well in advance for an effective execution. A tentative program schedule was developed with the consent of all the staff members as per their choice of the topic and slot.

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

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

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

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

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

Estd.1963

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

Office No: 0821-2332137
Mob No : 7019807294

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

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

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

Estd.1963

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

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

Office No: 0821-2532137
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 I year I semester of the academic year **2019-20**from on **26th and 27th of November 2019**, so as to help student-teachers to adapt themselves with the new learning venue, environment, staff members, course subjects and infrastructure. The Principal, **Dr. P. S Suresh** was the program director and **Dr. K. S. Leela**, a senior faculty was the program coordinator. A meeting was held to discuss about the planning and execution of the program on **25.11.2019** and a circular was sent to all the staff members regarding the same so that they prepare well in advance for an effective execution. A tentative program schedule was developed with the consent of all the staff members as per their choice of the topic and slot.

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

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

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

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

Estd.1963

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

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

Office No: 0821-2332137
Mob No : 7019807294

1. 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. 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, Mysuru-570004, Karnataka
Affiliated to University of Mysore, Mysuru, Karnataka State, Grant in Aid College
NAAC Accredited in 2016, "B" Grade, CGPA-2.75/4

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

Office No: 0821-2332137
Mob No : 7019807294

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 students before they were exposed to the Induction Program. They were made aware of the aims and objectives of the program and their role in making use of the program to the fullest extent.

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

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

Leela K S
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, Mysuru-570004, Karnataka
Affiliated to University of Mysore, Mysuru, Karnataka State, Grant in Aid College
NAAC Accredited in 2016, "B" Grade, CGPA-2.73/4

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

Office No: 0821-2332137
Mob No : 7019807294

1. 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 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, Mysuru-570004, Karnataka
Affiliated to University of Mysore, Mysuru, Karnataka State, Grant in Aid College
NAAC Accredited in 2016, "B" Grade, CGPA-2.73/4

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

Office No: 0821-2332137
Mob No : 7019807294

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 wasPrincipal, **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 lecture supported by audio-visuals followed by a 10 minutes' discussion and feedback. There was a break of 5 minutes between the sessions for relaxation.

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

Leela K.S
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, Mysuru-570004, Karnataka
Affiliated to University of Mysore, Mysuru, Karnataka State, Grant in Aid College
NAAC Accredited in 2016, "B" Grade, CGPA-2.73/4

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

Office No: 0821-2332137
Mob No : 7019807294

1. Teacher- The Destiny maker, 2. Essential Life Skills for a Committed teacher, 3. Communication Skills, 4. Personality Development, 5. Use of Digital resources for Classroom management, 6. Students Etiquette, 7. Classroom Management, 8. Work-Life balance, 9. Mental Health and Hygiene for teachers, 10. Self-Care-Importance for teachers, 11. Library-Learners Paradise, 12. Do's and Don'ts in college, 13. Multiple role of teachers and 14. Career opportunities in Teaching 15. SWOT analysis for teachers, 16. Effective Study Skills, and 17. Teacher Etiquette 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 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, Mysuru-570004, Karnataka
Affiliated to University of Mysore, Mysuru, Karnataka State, Grant in Aid College
NAAC Accredited in 2016, "B" Grade, CGPA-2.73/4

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

Office No: 0821-2332137
Mob No : 7019807294

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

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

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

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

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

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

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

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

Office No: 0821-2552137
Mob 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
Sarada Vilas Teachers College,
K.M. Puram, Mysore-570 004

Sarada Vilas Teachers College, Mysore
Students Induction Program (SIP): 2018-19
(Date: 06-12-2018 to 08-12-2018)

ATTENDANCE 95

S/N	Name	Date 6-12-2018	Date 7-12-2018	Date 8-12-2018
1	GIRIJA.J.	Girija.J	Girija.J	Girija.J
2	RAKSHITHA S M			
3	AKSHATHA B N	Ak. BN	Ak. BN	Ak. BN.
4	VEERESHA H			
5	ARCHANA B S	ArchanaBS	ArchanaBS	ArchanaBS
6	PRIYANKA R	Priyanka.R	Priyanka.R	Priyanka R
7	DHANUJA K C			
8	SNEHASHREE V			
9	MANGALAMMA			
10	KENDAGANNASWAMYS S	— Absent —	— Absent —	— Absent —
11	DEEPU M	Deepu.M	Deepu.M.	Deepu.M
12	SUNEETHA C	Sunit.C	Sunit.C	Sunitha.
13	NISHANTH K	Nishanth K	Nishanth K	Nishanth K
14	RAVI K	Ravi. K	Ravi K	Ravi K
15	KUMARI N	Kumari N	Kumari N	Kumari N
16	BHAVANI Y M	Bh..Y.M	Bhavi.Y.M	Bhavi.Y.M
17	SHRUTHI N	Shruthi N	Shruthi N	Shruthi N
18	PRIYANKA N	Priyanka N	Priyanka N	Priyanka N

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

S/N	Name	Date 6-12-2018	Date 7-12-2018	Date 8-12-2018
19	RAGHU S			
20	SUMA T			
21	NETHRAVATHI			
22	ASHA B N			
23	SAMEENABANU H S			
24	ASMATHA K H			
25	SHEELAKUMARI S R			
26	JEEVAN H N			
27	MANASA D N			
28	RAMYA HEBBAR S	Absent	Absent	Absent
29	MEGHA M N			
30	CHANDRA M			
31	ARCHANA S			
32	MEGHANA M N			
33	PRABHAVATHI G			
34	DHANASHREE K P			
35	SUCHITHRA S B			
36	AMBARISH			
37	RAVIKUMAR			
38	SHAMBHULINGESH			
39	SUMITHRA M			

Principal
Sarada Vilas Teachers College
K.M. Puram, Mysore-570 005

S/N	Name	Date 6-12-2018	Date 7-12-2018	Date 8-12-2018
40	KAVYASHREE K C			
41	SHAFIYA MAHEEN			
42	DEVINDRA			
43	VIDYASHREE K G			
44	RANJITHA K S			
45	VINUTHA K			
46	BHAGYASHREE B			
47	PRIYANKA K			
48	SHILPA K			
49	BHEEMARAYA			
50	AKSHATHA M L			
51	VANISHREE			
52	SINDHU N V			
53	ZAIBA BANU K			
54	PREETHI B			
55	MAMATHAMBIKE N	Absent	Absent	Absent
56	PAVAN KUMAR L			
57	SANGEETHA D P			
58	MANJUMANI			
59	VINOD J			
60	RAMYA M B			

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

S/N	Name	Date 6-12-2018	Date 7-12-2018	Date 8-12-2018
61	GEETHANJALI V			
62	CHAMPAKA P			
63	PALLAVI M			
64	DEVANNA H S			
65	ASHWINI D R			
66	KANCHANA S K			
67	SHOBHA K M			
68	RANI K			
69	KEERTHIVATHI S N			
70	BI BI AYESHA			
71	MAMATHA C S			
72	PALLAVI K S			
73	KHASIMBI			
74	TASMIYA KHANAM			
75	ASHWINI M			
76	REVATHI M			
77	SOWBHAGYA S	Absent	Absent	Absent
78	RANJITHA M			
79	ANUSHREE K B			
80	AMULYA K S			
81	SHIVAKUMARA			

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

S/N	Name	Date 6-12-2018	Date 7-12-2018	Date 8-12-2018
82	MONICA B			
83	KAVITHA S			
84	REVATHI S			
85	SAHANA C S			
86	PRAMILA N			
87	RACHANA ANAND			
88	JESSY V Y			
89	NIKHILAPRIYA C			
90	MARIA NOEL SHWETHA			
91	VEENAKUMARI M S			
92	ROJA C			
93	POOJA C			
94	SRIVIDYA N S			
95	NIKHILCHOWDAYYA			
96	SAVITHA R			
97	PREETHA JENNEFER P			
98	NISHA M V			
99	SANDHYA BABU			

Coordinator:

(Dr. S. Suresh)

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

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

ATTENDANCE

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

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

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

Principal
Samata Vikas Teachers College
K.M. Puram, Mysore-570 004

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

Principal
Sarada Vilas Teachers College,

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

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

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

Coordinator:

(Dr. K.S. Leela)

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

1.1.3

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

ATTENDANCE

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

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

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

Code : 3.5
Principal
Sarada Vilas Teachers College
K.M. Puram, Mysuru-1

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

Leela.K.S
Principal
Sarada Vilas Teachers [illegible]
K.R. Puram, Mysore-570 [illegible]

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

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

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

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

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

Coordinator:

(Dr. H N Vishwanath)

Principal
Sarada Vilas Teachers Coll...
K.M. Puram, Mysore-5...

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			
2	ANITHA.N			
3	SOWMYA.N.G			
4	SHANTHARAJU.B			
5	SOWMYA.S			
6	NAGAMANI.C			
7	MEGHA.K.P			
8	NIRMALA.C			
9	KAVYA.K			
10	VAJRAKUMARI			
11	RAJU.K			
12	KUSUMA.N			
13	THIPPERUDRAPPA.K			
14	AMBIKA.R			
15	TEJASWINI.S			
16	AMRUTHA.S			
17	DIVYA.S			
18	SHEKHARA.T			

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

S/N	Name	Date 01-02-2022	Date 02-02-2022	Date 03-02-2022
19	KUMUDA.H.T			
20	SUPRIYA			
21	THIPPANNA.J			
22	LINGESHA U R			
23	MADHUSHREE.G			
24	MAHADEVASWAMY H M			
25	HARSHITHA M.N			
26	PAVAN C.S			
27	AISHWARYA S.V			
28	MISBA M.F			
29	VASUNDHARA.S			
30	MAHESHWARI M			
31	ASHA.C			
32	BHAVANI.B			
33	SPOORTHI			
34	SANDESH.B.J			
35	MAMATHA.A			
36	PRATHIMA.R			
37	ARPITHA			
38	NAMRATHA PATEL U.P			
39	PUSHPALATHA.C			

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

S/N	Name	Date 01-02-2022	Date 02-02-2022	Date 03-02-2022
40	NISARGA.S.K			
41	AFRIN TAJ			
42	BALAKRISHNA.V			
43	INDRAKUMAR			
44	SANJAY.B.M			
45	SANGEETHA.B.C			
46	SURYA.S.R			
47	THEJASWINI.H.L			
48	RAVEENA.K.L			
49	NANDINI.S			
50	BHARATHI.K.N			
51	VASANTHA.H.P			
52	G.HANUMANTAPPA			
53	SHIVASHANKARA.A.S			
54	MANIKANTA.H.P			
55	DHAKSHAYINI.R			
56	ANJALI.H.D			
57	SHIVAKUMARA.M.V			
58	PRIYANKA.K.C			
59	MANASA.R			
60	SHANMUKHASWAMY.B.P			

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

S/N	Name	Date 01-02-2022	Date 02-02-2022	Date 03-02-2022
61	SINDHU.K.N			
62	SOWBHAGYA			
63	MAHALAKSHMI.N			
64	BHAGYA.B.S			
65	SHILPA.D			
66	JAGADEESHA.R			
67	SHAHANA BANU			
68	BI BI AYESHA.S			
69	PAVANA.K.M			
70	BINDUSHREE.C			
71	VANDITHA SHASHIKUMAR	Absent	Ab	Absent
72	LIKHITHA.N.S			
73	SANIYA MOHAMMADI			
74	SHALINI.M			
75	BINDUSHREE VISHWAKARMA.B.G			
76	ASHWINI.S			
77	PRAVEEN NAIKA.H			
78	PREETHI.H.M			
79	ANUSHA.A			
80	OMKARA.O.N			

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

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

Coordinator:

(Dr. Sumitramma)

Principal
Principal's College,
Mysore-570 004

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

ATTENDANCE

S/N	Name	Date 02-02-2023	Date 02-02-2023	Date 02-02-2023
1	RAJATHA.R.V			
2	NEHA KHANUM.R			
3	SUPRIYA.A.P			
4	GIRISH.K.R			
5	CHANDRASHEKHARA.K			
6	SACHIN.G.D			
7	MANJUNATHA			
8	NAYANA			
9	K.NAGARAJ			
10	SOWJANYA.B			
11	PRAGATHI.B.S			
12	TEJAS GOWDA.R			
13	NAMRATHA.M			
14	SOWMYA.S			
15	SAVITHA.C			
16	PREETHI.K.V			
17	BI BI AYESHA			

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

S/N	Name	Date 02-02-2023	Date 02-02-2023	Date 02-02-2023
18	NANDINI.R			
19	PRIYANKA			
20	NEELA			
21	NAGARAJU.A			
22	CHIKKANKANAYAKA			
23	SOWNDARYA.R			
24	LIKHITHA.R.L			
25	MANASA.M.J.			
26	MONISHA.M			
27	RAJESHWARI.K.N			
28	VINODRAJ.J.S			
29	NALINI.B	Ab	Ab	Ab
30	POOJA.P			
31	C.VIJAYKUMAR			
32	RAGHAVENDRA.S.K			
33	RAMYA.P			
34	GANAVI.C.L			
35	MANUSHREE.C.R			
36	JILAN.M			
37	BHAGYA			

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

S/N	Name	Date 02-02-2023	Date 02-02-2023	Date 02-02-2023
38	CHANNAJAMMA.S			
39	POOJA.G			
40	KEERTHIKUMAR.B.J			
41	PRAKRUTHI.K			
42	DHANALAKSHMI.P			
43	BUDDA.R			
44	DHANUSH.N			
45	SATHYA.D			
46	KIRANAKUMAR			
47	AMARESH SUBEDAR			
48	RAKSHITHA.M.N			
49	ANITHA.B			
50	NISARGA.H.R			
51	PRIYANKA.A			
52	SOWMYA.B			
53	NAYANA.K			
54	HUSEN BASHA			
55	DHANUSH.H.R			
56	LATHA.B.S			
57	MAHADEVA.H.K			

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

S/N	Name	Date 02-02-2023	Date 02-02-2023	Date 02-02-2023
58	HANAMANT			
59	SHIVARAJAKUMARA			
60	HULIGEMMA			
61	SHASHIDHARA.B			
62	MADHUMITHA.N			
63	SOWMYA.D.R			
64	SHILPA.S			
65	KAVYA.H.S			
66	RAKSHITHA.S.M			
67	SHIVARUDRA.V			
68	DODDAMMATHAI.S			
69	SUJANAKOTE S			
70	ANUSHREE.C			
71	BHOOMIKA.N			
72	PRATHIMA.H.S			
73	KAVYA.G			
74	AMRUTHA.H.S			
75	MANASA.M.M			
76	YADUNANDAN			
77	ARUNRAJ.J			

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

S/N	Name	Date 02-02-2023	Date 02-02-2023	Date 02-02-2023
78	BHUSHAN ALPANA ASHOK			
79	SIDHARTH SOMAN			
80	AJITHKUMAR.M			
81	ANAMIKA.P.R			
82	ARCHANA.S			
83	BHANUPRIYA.M			
84	KARTHIK.V			
85	NIMMI MARIA THOMAS			
86	SREELAKSHMI.R			
87	K.V.JEENA			
88	NAGMA			
89	POOJA.S			
90	MAHESHWARI.S			
91	BHOOMIKA.K.R			
92	TEJAS.A.S			
93	SHIVAKUMARA.B.K			
94	ABHIRAMI.C.V			
95	NANDINI.G.K			
96	RAVI.S			
97	ANUSHA.B.S			

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

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

Coordinator:

(Dr. H N Vishwanath)

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

Principal

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

Dear student-teachers,

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

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

Name of the Student teacher: Girija. T

Girija. T.

Signature

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

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

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

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

Name of the Student teacher: Kavyashree. K.C

Principal
Sarada Vilas Teachers College,
K.M. Puram, Mysore-570 [illegible]

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'

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

Name of the Student teacher: ARCHANA. B.S

Archana. B.S

Signature

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

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

Dear student-teachers,

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

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

Name of the Student teacher: Sahana L

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

Signature

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

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

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

Name of the Student teacher: pallavi.B

pallavi
Signature

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

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

Dear student-teachers,

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

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

Name of the Student teacher: RAGINI . M . N

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

Ragini . M . N

Signature

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

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

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

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

Anushree. B. K.
Signature

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

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

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

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

Name of the Student teacher: Bharath. V

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

Signature

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

Dear student-teachers,

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

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

Name of the Student teacher: ANUSHREE G.K.

Anushree G.K.

Signature

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

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

Dear student-teachers,

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

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

Name of the Student teacher: Sowmya S

Sowmya. S
Signature

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

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

Dear student-teachers,

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

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

Name of the Student teacher: Nagamani. C

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

Signature

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

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

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

Name of the Student teacher: KAVYA · K

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

Signature

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

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

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

Name of the Student teacher: Supriya. A.P.

Signature

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

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

Dear student-teachers,

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

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

Name of the Student teacher: Tejas Gowda .

Tejas

Signature

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

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

Dear student-teachers,

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

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

Name of the Student teacher: RAVI - S

Ravi S

Signature

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

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

Dear student-teachers,

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

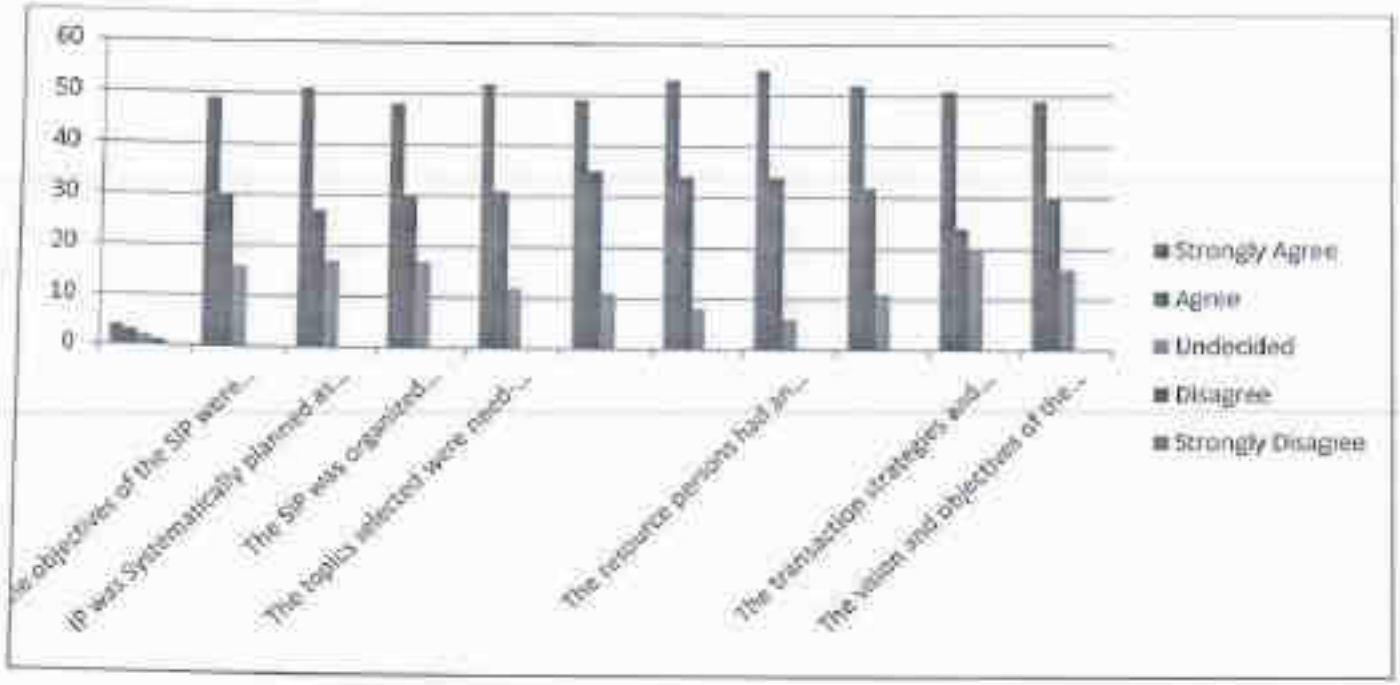
Sl. No.	Description	Strongly Agree 4	Agree 3	Undecided 2	Disagree 1	Strongly Disagree 0
1.	The objectives of the SIP were clearly stated and communicated	49	30	16	0	0
2.	IP was Systematically planned as per the objectives	51	27	17	0	0
3.	The SIP was organized systematically as planned	48	30	17	0	0
4.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

Name of the Student teacher: Kavya

Signature

Principal
Sarada Vilas Teachers College,

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



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

Dear student-teachers,

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

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

Name of the Student teacher: Sanjay

Signature

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

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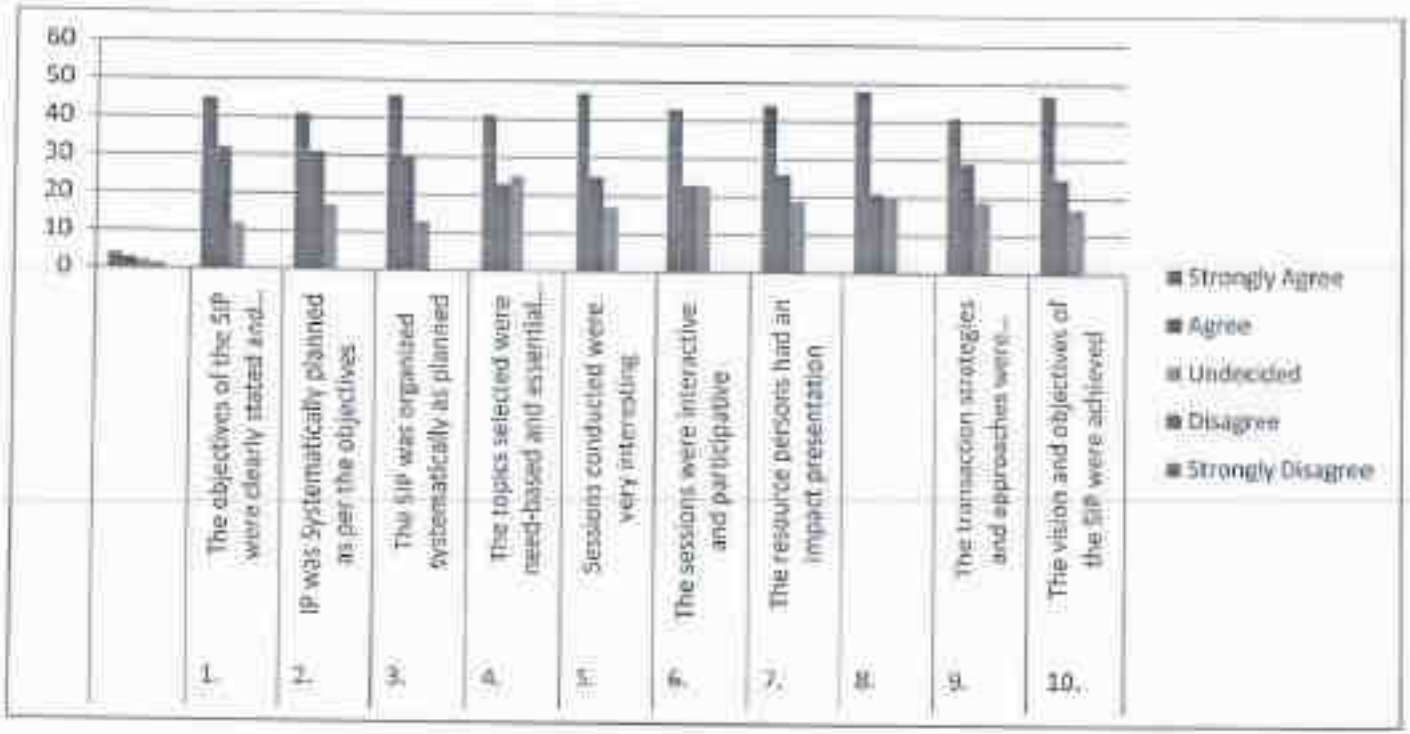

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K.M. Puram, Mysore-570 004

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 Disagree 0
1.	The objectives of the SIP were clearly stated and communicated	46	30	30	0	0
2.	IP was Systematically planned as per the objectives	52	27	17	0	0
3.	The SIP was organized systematically as planned	47	36	13	0	0
4.	The topics selected were need-based and essential for TE	45	28	23	0	0
5.	Sessions conducted were very interesting	51	25	20	0	0
6.	The sessions were interactive and participative	54	29	12	0	0
7.	The resource persons had an impact presentation	48	29	19	0	0
8.	The illustrations and experiences provided were relevant	52	31	13	0	0
9.	The transaction strategies and approaches were effective	41	31	24	0	0
10.	The vision and objectives of the SIP were achieved	47	29	20	0	0

Name of the Student teacher: Nagaa

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

Signature

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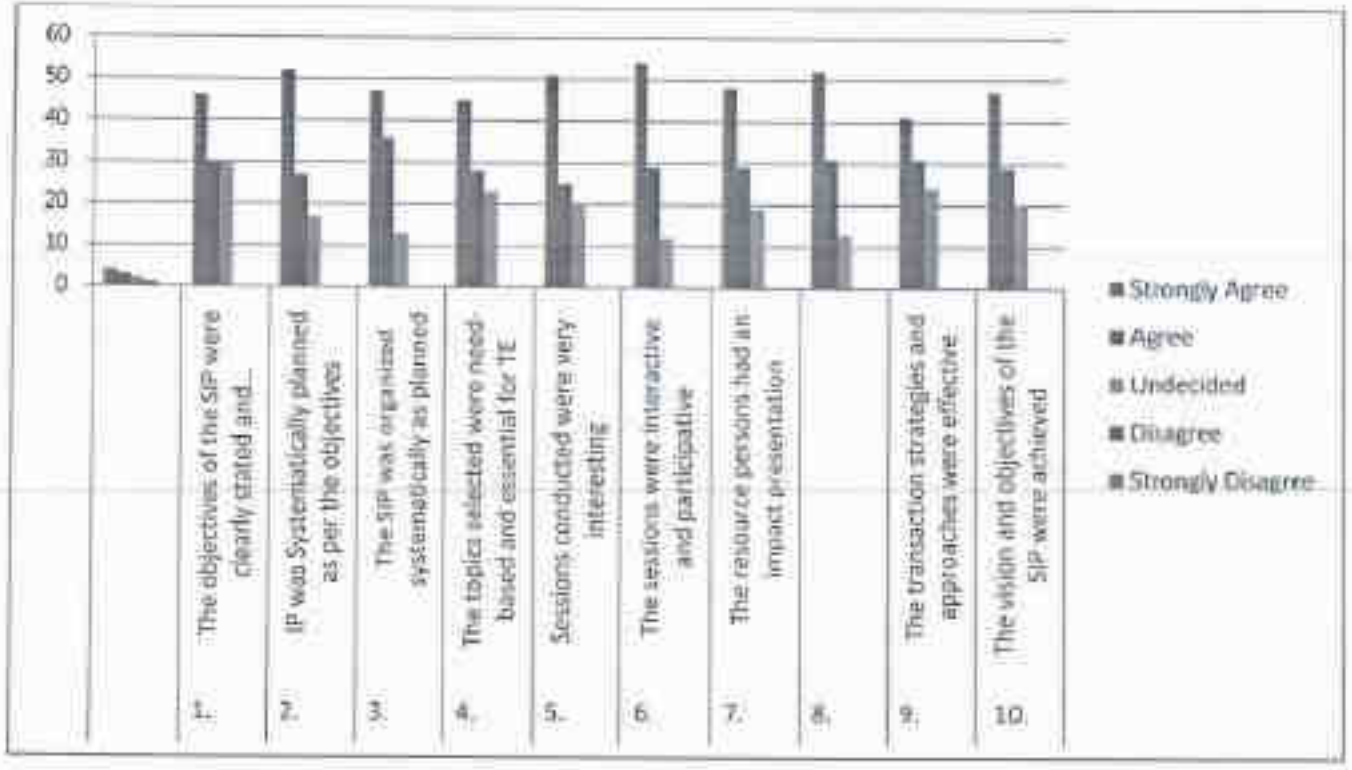

Principal
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K.M. Puram, Mysore-570 004

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

Dear student-teachers,

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

Sl. No.	Description	Strongly Agree 4	Agree 3	Undecided 2	Disagree 1	Strongly Disagree 0
1.	The objectives of the SIP were clearly stated and communicated	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: _____

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

_____ **Signature**

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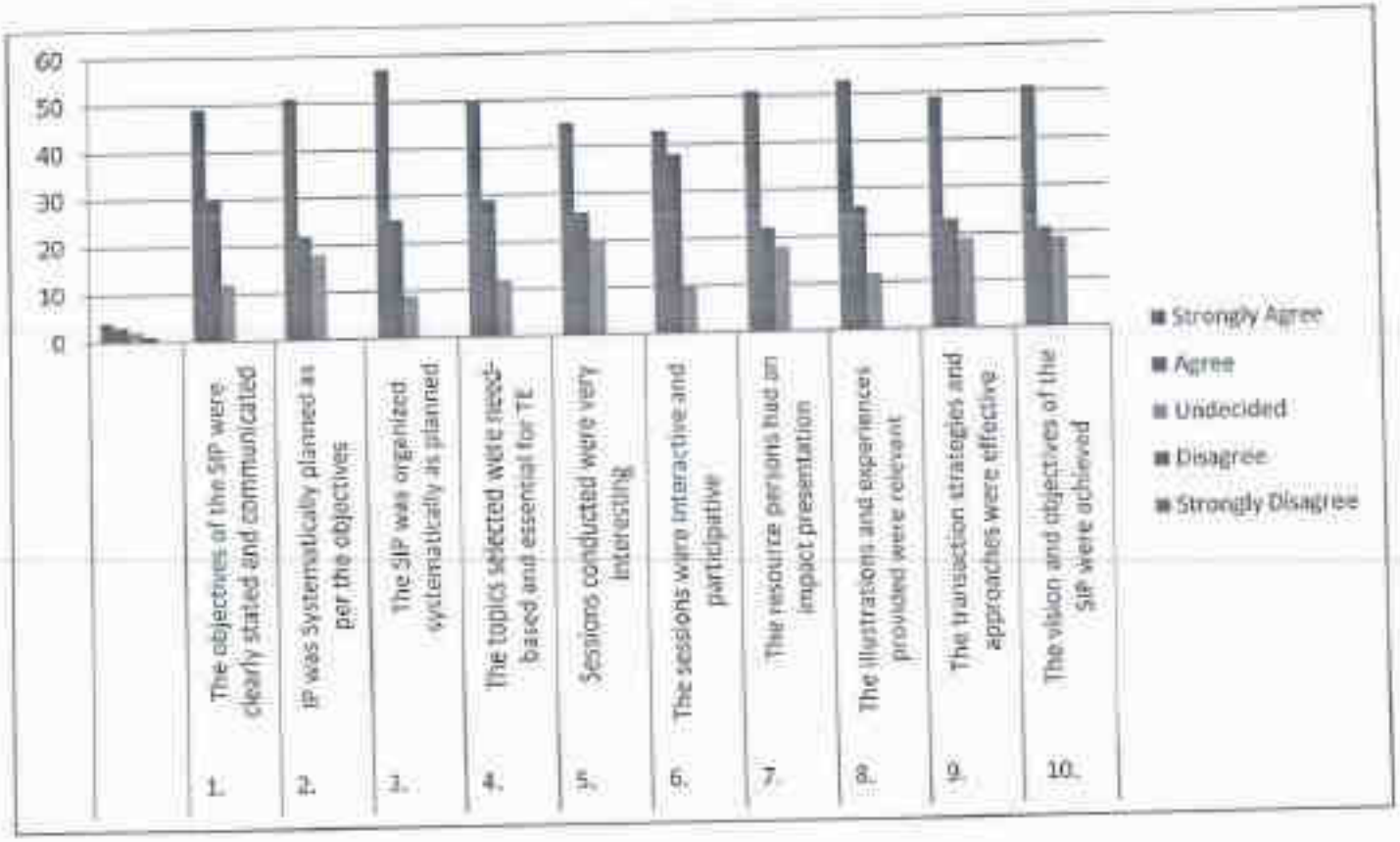

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Sarada Vilas Teachers College,
K.M. Puram, Mysore-570 004

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

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

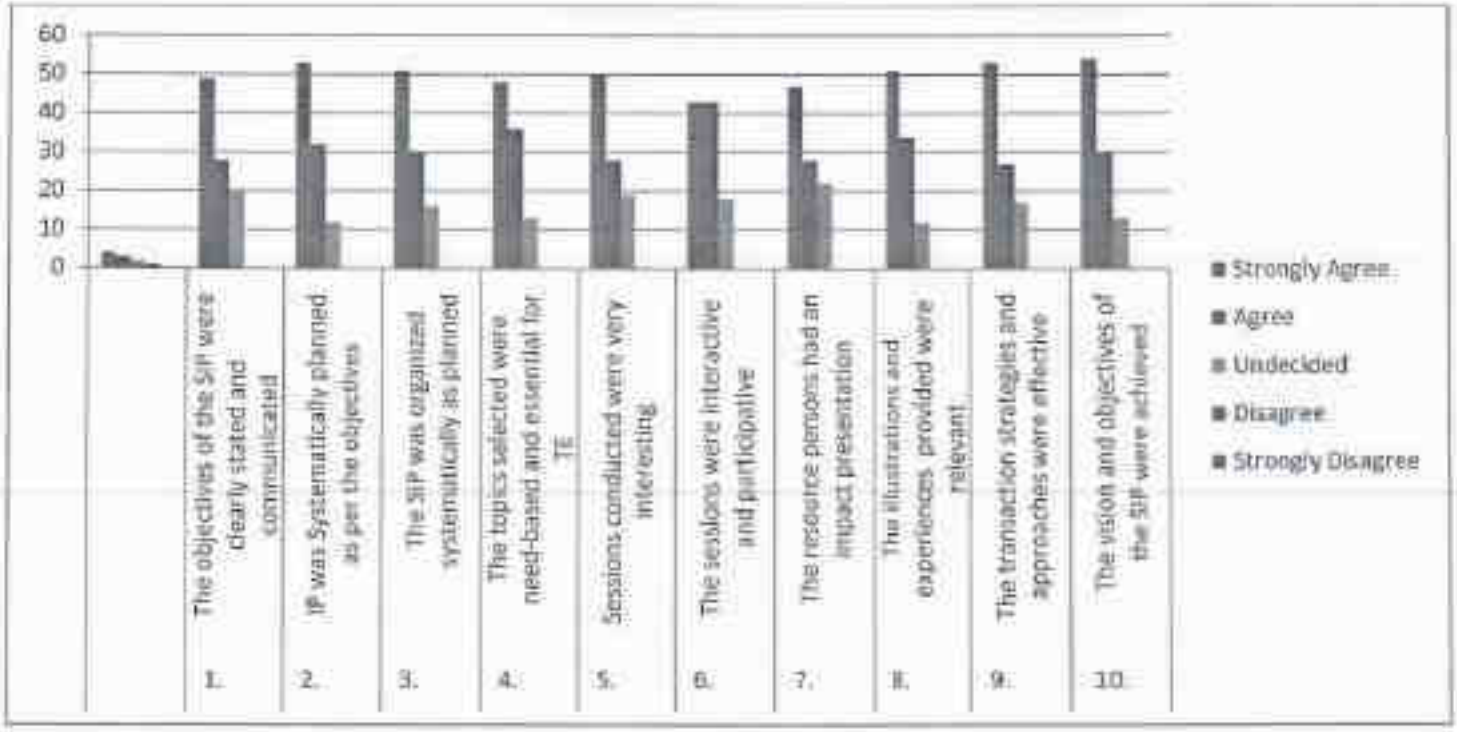
Sl. No.	Description	Strongly Agree 4	Agree 3	Undecided 2	Disagree 1	Strongly Disagree 0
1.	The objectives of the SIP were clearly stated and communicated	49	28	20	0	0
2.	IP was Systematically planned as per the objectives	53	32	12	0	0
3.	The SIP was organized systematically as planned	51	30	16	0	0
4.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

Name of the Student teacher: Sina

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

Signature

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



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

Estd.1963

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

Office No: 0821-2332137
Mob No : 7019807294

Awareness Programme on Importance of Education conducted in Tribal Area

An awareness program on 'Importance of Education was conducted in Tribal Area of Biligirangana Betta, Chamaraja District, Karnataka on 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
Sarada Vilas Teachers College,
K.M. Puram, Mysore-570 004

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Sarada Vilas Educational Institutions (R.)
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Email ID: svtcmysore@gmail.com
Website: www.svtcmysore.org

Office No: 0821-2332137
Mob No : 7019807294

Organized a Jatha on Protection of Environment

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

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

Estd.1963

Sarada Vilas Educational Institutions (R.)
ಶಾರದಾ ವಿಲಾಸ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ಮೈಸೂರು–04
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Website: www.svtcmysore.org

Office No: 0821-2332137
Mob No : 7019807294

Drama Performance on Sarva Dharma Samanvaya

A drama was performed on 'Sarva Dharma Samanvaya in Nagavala Village, Mysore on 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
Sarada Vilas Teachers College,
K.M. Puram, Mysore-570 004

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Sarada Vilas Educational Institutions (R.)
ಶಾರದಾ ವಿಲಾಸ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ಮೈಸೂರು–04
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Email ID: svtcmysore@gmail.com
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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 Vilas Teachers College,
K.M. Puram, Mysore-570 004

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Sarada Vilas Educational Institutions (R.)
ಶಾರದಾ ವಿಲಾಸ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ಮೈಸೂರು–04
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Website: www.svtcmysore.org

Office No: 0821-2332137
Mob No : 7019807294

Street Play on importance of planting trees protecting the environment

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

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

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Sarada Vilas Educational Institutions (R.)
ಶಾರದಾ ವಿಲಾಸ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ಮೈಸೂರು–04
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Email ID: svtcmysore@gmail.com
Website: www.svtcmysore.org

Office No: 0821-2332137
Mob No : 7019807294

Drama Performance on Black Magic

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

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

Sarada Vilas Educational Institutions (R.)
ಶಾರದಾ ವಿಲಾಸ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ಮೈಸೂರು–04
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Estd.1963
Email ID: svtcmysore@gmail.com
Website: www.svtcmysore.org
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.

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

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Sarada Vilas Educational Institutions (R.)
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Email ID: svtcmysore@gmail.com
Website: www.svtcmysore.org

Office No: 0821-2332137
Mob No : 7019807294

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.

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

4. Promoting Research Environment

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

3.2.1 QNM DE

2. First Page of the Articles

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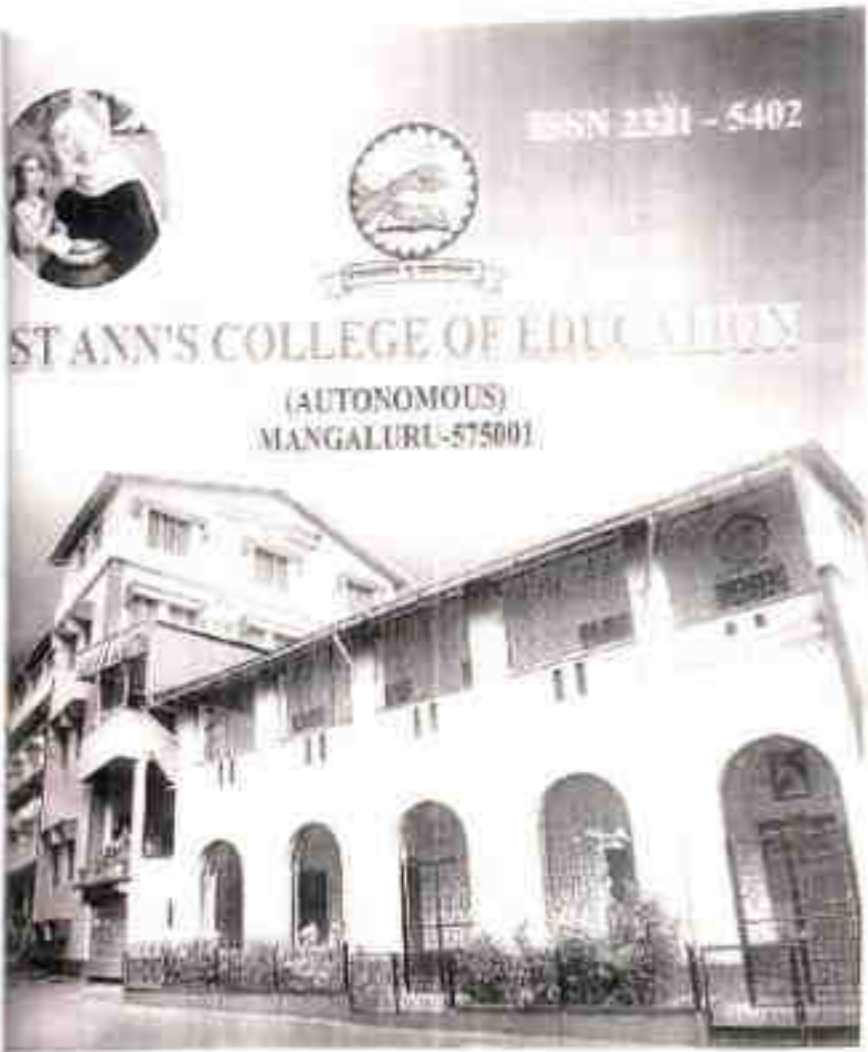

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Volume - 47 December 2020

ST ANN'S NATIONAL JOURNAL OF EDUCATION

CONTENTS

Principal
Sarada Vilas Teachers College,
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IMPORTANCE AND USES OF ICT IN THE TEACHING LEARNING SCENARIO

Abstract

[illegible]

Introduction

Education is a process of inviting truth and possibility, of encouraging and giving time to discovery. It is as John Dewey (1916) put it, a social process – "a process of living and not a preparation for future living". In the view educators look to act with people rather than them. Their task is to educate, to bring out or develop potential. Such education is:

- *Deliberate and hopeful.* It is learning we set out to make happen in the belief that people can 'harness'.
- *Informed, respectful and wise.* A process of inviting truth and possibility
- *Grounded in a desire that we all may flourish and share in life.* It is a cooperative and inclusive activity that looks to help people to live their lives as well as they can

Importance of education in India comes from the very roots of our history. India is a country that has had scholars in each field. The very culture of our country relies heavily upon a sound education system which has always helped in producing the best minds, which are today spread across the globe. As time passes by, changes take place and this is precisely the case study of even Indian way of education. Today, India is in a transition phase where education is no exception. In order to maintain a strong balance during the time of changes, it is imperative that institutions come out with innovations. Modern Teaching methodology Education system in our country is provided by the government as well as private bodies. And as we have stepped more towards globalized

* Research Scholar, Department of Studies in Education, University of Mysore
** Dr. G Ravikumar, Department of Studies in Education, University of Mysore

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environment, technology has started to play a crucial role towards simplifying the education system, where private institutions are gaining momentum. Going back a bit in time, we used to have blackboards and chalks for classrooms, whereas today, things have changed. White boards, markers, projectors, screens and presentations are the tools of the modern day education. The young ones today, begin learning right at the age of 2-3 by fiddling with their parents' smart phones and tablets. The findings observed make it clear that digital education is indeed a revolution both inside and outside the classroom. The internet has something for everyone, making every mindset of any age satisfactory and every solution to a problem clear.

The United Nations Educational, Scientific and Cultural Organization (UNESCO), a division of the United Nations, has made integrating ICT into education part of its efforts to ensure equity and access to education. The following, taken directly from a UNESCO publication on educational ICT, explains the organization's position on the initiative. Information and Communication Technology can contribute to universal access to education, equity in education, the delivery of quality learning and teaching, teachers' professional development and more efficient education management, governance and administration. UNESCO takes a holistic and comprehensive approach to promoting ICT in education. Access, inclusion and quality are among the main challenges they can address. The Organization's Intersectoral Platform for ICT in education focuses on these issues through the joint work of three of its sectors: Communication & Information; Education and Science; information and communication technology (ICT) can complement, enrich and transform education for the better. As the lead United Nations Organization for education, UNESCO guides international efforts to help countries understand the role such technology can play to accelerate progress toward sustainable Development Goal 4 (SDG4), a vision captured in the Qingdao Declaration.

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

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

Information and communication technology (ICT) is an extensional term for information technology (IT) that stresses the role of unified communications and the integration of telecommunications and computers, as well as necessary enterprise software, middleware, storage, and audio-visual systems, that enable users to access, store, transmit, and manipulate information.

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

ICT is a broad subject and the concepts are evolving. It covers any product that will store, retrieve, manipulate, transmit, or receive information electronically in a digital form. Therefore, differences between interpersonal communication technologies and mass-communication technologies have been identified by the philosopher Piyush Mathur.

Importance & Uses of ICT in the teaching learning

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

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

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

Classroom Learning: With the introduction of ICT in education, classroom learning is now methods that makes learning experiential and experimental to students. Students can listen to the instructor or teacher, receive visual cues through Powerpoint images, handouts or whiteboard lists and participate actively. This helps to stimulate interaction and students have opportunities to ask questions and participate in live discussions. The school communication software module further benefits in building and maintaining personal and professional relationships as classrooms offer greater personal contact with other students and teachers.

- **Interactive** White Boards or Smart **Boards:** Interactive white boards allow projected computer images to be displayed, manipulated, dragged, clicked, or copied. Simultaneously, handwritten notes can be taken on the board and saved for later use. Interactive white boards are associated with whole class instruction rather than student centered activities. Student engagement is generally higher when ICT is available for student use throughout the classroom.
- **E-readers:** E-readers are electronic devices that can hold hundreds of books in digital form, and they are increasingly utilized as developing material. Students that dislike reading and are not skilled readers. These have positive responses to the use of e-readers for independent reading. Parents of [illegible] can include their sensitivity and [illegible] battery life, response to text, and [illegible] ability to define unknown words. Additionally, many classic novels are available for free e-books from

- **Flipped Classroom:** The Flipped Classroom model, involving [illegible] and practice at home via computer-guided instruction and [illegible] learning activities in class, can allow for an expanded curriculum. Student perceptions about Flipped Classrooms are mixed, but generally positive, as they prefer the cooperative learning activities to the [illegible] lecture.

- **Internet:** Internet tools like Email, social networks, text messages and video conferences have completely changed the world and made it a global village. Students can now communicate using emails and social networking sites that provide knowledge based information. Distance learning, online learning is also evolved through the internet. Students can have online discussions, also talk to experts online. Study materials, materials, assignments can be received by students from teachers. The internet provides many information in text, audio, video and graphics which can be

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...accessed by the individuals. Online learning allows students to interact with subject and faculty to interact with students.

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

ICT in Educational Period

Realizing the importance of Information and Communication Technology (ICT) the Ministry of Human Resource Development as per the Union Government, ICT is the tool to education available to enhance the current enrolment rate in Higher Education, at present 15 percent to 30 percent by the end of the 12th Plan period.

The ministry also launched a web portal named "SAKSHAT" a One Stop Education Portal. The high quality e-content were developed will be uploaded on SAKSHAT in all disciplines and subjects. Several projects are in the completion stage and are expected to change the way teaching and learning is done in India. The case in point is the project, "Developing suitable pedagogical methods for various classes, multimedia courses and research in e-learning."

outlined by IIT Kharagpur. Faculties from all the IITs and several NITs are participating in this curriculum development project.

The National Mission on Education through Information and Communication Technology (ICT) has under its aegis, created Virtual Labs, Open Source and Access Tools, Virtual Conference Tools, Talk to Teacher programs, a Nano-lab given Blind Glucometer and also for simulated lab experiments, a IX Electric frequency shift keying device, development of resource for low cost institutions. The National Mission on Education through Information and Communication Technology (ICT) has been envisaged as a Centrally Sponsored Scheme to leverage the potential of ICT, in providing high quality personalized and interactive knowledge modules over the internet/ internet for all the learners in Higher Education institutions in any time any where mode. This is expected to be a major intervention in enhancing the Gross Enrolment Ratio (GER) in Higher Education by 5 percentage points during the XI Five Year Plan period and in ensuring access and equity in Higher Education.

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

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the digital revolution and have not been able to join the mainstream of the knowledge economy. It aims to focus on appropriate pedagogy for e-learning, providing facility of performing experiments through virtual laboratories, on-line testing and certification, on-line availability of teachers to guide and mentor learners, utilization of available Education Satellite (EduSAT) and Direct to Home (DTH) platforms, training and empowerment of teachers to effectively use the new method of teaching learning. On the one hand, the Mission would create high quality e-content for the target groups and on the other, it would simultaneously work to extend computer infrastructure and connectivity to over 18000 colleges in the country including each of the departments of nearly 400 universities/deemed universities and institutions of national importance. The peer group assisted course development would utilize the Wikipedia type of collaborative platform under the supervision of a content advisory committee responsible for vetting the content. Interactivity and problem solving approach would be addressed through "Talk to a Teacher" segment.

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

- variety of services can be accessed
- reliable and provides interactive learning experiences.
- Very flexible and provides comfortable learning.
- motivates and creates interest among students to learn.
- facilitates communication and promotes creativity.
- provides access to the digital library where information can be retrieved and stored by/sent to others.

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and create interest among students to learn, facilitates communication and promote creativity, provides access to the digital library where information can be retrieved and stored beyond textbooks. Realizing the importance of Information and Communication Technology (ICT) the ministry of Human Resource Development, as per the Mission Document, ICT is the tool in education available to enhance the current enrolment rate in Higher Education, at present 15 percent to 30 percent by the end of the 11th Plan period. The Ministry also launched a web portal named SAKSHAT, a "One Stop Education Portal". There are many interesting ways of teaching using ICT, if we make the best use of it, then the advantages dominate the disadvantages.

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

Sl. No	Title of paper	Name of authors	Name of journal	Year of publication	ISBN/ISSN No.	Link
1	Challenges & Issues of Teacher education in India	Dr. Leela. K.S	6th International Multidisciplinary Conference on "Educational Development and social welfare"	27th January 2018	-	-
2	"Improving teacher student interaction in the English medium classroom-An action research report"	Dr. Leela. K.S	IJRASET	Volume 9 Issue VIII August 2021	ISSN No.2321-9653	Paper ID IJRASET37206

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CERTIFICATE

6th IMC

2018

6th International Multidisciplinary Conference on
EDUCATIONAL DEVELOPMENT AND SOCIAL WELFARE

This is to certify that

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

has presented the paper on

The Challenges And Issues Of Teacher Education In India

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

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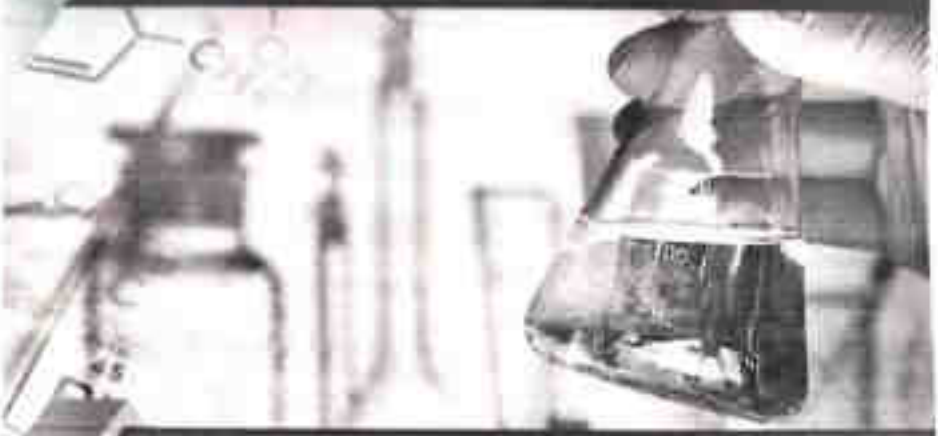

INTERNATIONAL JOURNAL FOR RESEARCH

IN APPLIED SCIENCE & ENGINEERING TECHNOLOGY

Volume: 9 Issue: VIII Month of publication: August 2021

DOI: https://doi.org/10.22214/ijraset.2021.37206

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International Journal for Research in Applied Science & Engineering Technology (IJRA...
ISSN: 2321-9653; IC Value: 45.98; SJ Impact Factor: ...
Volume 9 Issue VIII Aug 2021- Available at www.ijraset...

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

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Abstract: It is a common scene in many of the secondary school classrooms where a teacher does not encounter a participatory class. Especially in English classrooms students find it tough to converse fluently in English and this is a great inhibitory factor for the teacher to bring out her fullest efficiency. The present study aims to bridge this gap by making students feel comfortable and less inhibited inside classroom. This study tries to develop a congenial environment by instilling confidence by innovative methods and that making students respond more in classroom. The student teacher who taught carried this out efficiently and was patient enough to deal with various manner of learning. She was adept enough to cope with the learning variations of students and motivate them. This study establishes the fact that the manoeuvring ability of teacher makes a difference in the classroom. The amazing enthusiasm of pupil teacher was the key factor in successful interactive session.

I. INTRODUCTION

A common problem for English teachers in India is landing with a passive class, where students with regional language as their mother tongue are unresponsive and avoid interaction with the teacher. This is particularly obvious when an student looks for communication in an instructional class discourse, like giving response to the class oneself, requiring to ask from one student to other. This can be a disappointing information for those lively student and teacher. Clearly, there will be times when no student can respond to a teacher's inquiry, however regularly students don't answer regardless of whether they comprehend the inquiry. Assume the appropriate response and one delivers the appropriate response. Moreover, students may frequently be exceptionally hesitant to give correction or ask the teacher an inquiry before the class. An undesirable distance is kept up with by pupils in light of their failure to react unobtrusively. This action research project endeavored to investigate this issue and looked to make a more intuitive instructor class challenge in English students of eighth class.

II. ACTION RESEARCH DEFINED

Action research is worried about attempting to working on one explicit point in a teachers procedure in a specific classroom utilizing experimental intercession. Teacher-initiated classroom research looks forward to expand the teachers comprehension of classroom instruction and learning and to activate reflectiveness in study hall educators. Action research typically involves small scale investigative project in the teacher's own classroom. This normally incorporates having an observer gather information and with the teacher focusing on activity toward to address the issue change. Advice on on the arrangement, and afterward survey the impact of the arrangement in the study hall.

III. CLASS DESCRIPTION

The class nurture was a gathering of 21 sophomores at a private organization by name "Unpolished High School". The objective of this particular class is to show the understudies fundamental English structures, perusing, talking, tuning in and composing abilities. It is also to teach the students basic English conversation, reading, speaking, listening and writing skills. Their English ability level ranged from upper beginner to intermediate. During the observation period, the students appeared interested and attentive, and they seemed to be enjoying the class.

IV. PROBLEM IDENTIFICATION

The students, as a class, didn't react willingly to the educator's inquiries and didn't take part in class conversation. Students rarely move toward the instructor requesting individual one-on-one discussions. Subsequently the instructor got minimal real criticism. As per the educator, the majority of the students are placing drowsy about utilizing negligible looks, motions and verbal expressions. What also assisted was for the students to be more liberated, responsive and all the more obviously open to their dynamic collaboration. She needed the students to pose inquiries, offer remarks and to react with gestures and shakes of the head, with basic al arrangement in kinds of comprehension and furthermore, she needed them to be truly responsive and proactive and display great conduct which mean her showing more cognizant.

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V. PRELIMINARY INVESTIGATION

It was seen that the student teachers were facing the same issue like review of the lessons in mentoring, as the issue of memory, so they were thought a moderate level intervention participation. Students were subjected to talk. Here they communicated the class teacher's skills on the right selection of words. The communication can be used in with their books class, on the other hand with the books class. Here they did a correspondence analysis comprising of 25 most suspicious dependent on the discussion. The concept teacher class, at first point discussed the concept points and achieved interview points of the subject and presented to test for comprehension. At the point when students teacher posed inquiries to assess their understanding they chose to stay quiet and unhappy. This communicated a feeling to their fellow classmates and hesitated their own presentation.

The student teacher posed a couple of different inquiries which additionally drew no reaction or response from the students. The concentration class, at that point student to respond to certain inquiries regarding the discussion in their book. A large portion of the understudies appeared to communicate little difficulty doing this, and in case there were any inquiries, they promptly asked the understudy sitting close to them.

The second 50% of the class was committed to work with reviewing the explanations and inquiries from the discussion. The student appeared to partake in this, and generally communicate to make their own discussion. The educator studied about the notes keeping an eye on the advancement of each pair. The class correspondence was centered nearly not quite the same as the previous session of the class, with just over a moment checking done by us. The understudies addressed a large portion of the educator's inquiries with close full sentences, and some even posed their own discussion.

VI. HYPOTHESIS

Since the students appeared, by the most part to comprehend the educator's inquiries, it was felt that there was something different that held the understudies back from reacting wonderfully to the correspondence workpaper. There were understudies are reluctant to raise an end not to participate in volunteer in class, they have discuss as troublesome with 'incident' correspondence with the instructor. After addressing or responding or giving certificate. Understudies are generally educated on to provide any understudy any motivation or the student.

By observing the students that from correspondence with the English teacher isn't just worthy, yet ordinary. English and subcategories was accepted that the students would have not to be more participants with the pupil teacher's class collaboration.

VII. PLAN INTERVENTION

Following the speculation, two stages were taken to execute the arrangement.

First, on the accompanying class, the instructor clarified about 'rules' for posing inquiries in class in English. The instructor made an activity out of it and made students write the passage for all in turn in the class and clarified a couple of troublesome words and presented some energy developing the manner. The 'rules' were accomplished from a school point view to get the following.

The initials 'rules' about how students should act in the homeroom. In certain subjects, parents are required to take an end and the educator should talk in class. Be that as it may, in English class, it is acceptable and imperative to respond to the educator's inquiries and partake with inquiries of their own. It helped the two are energized and learning. In English, it is your obligation to pose inquiries to the extent that you don't comprehend.

The educator proceeded to say that in the event that they actually felt awkward posing and noting inquiries, they ensured to essentially gesture or shake their head as a reaction to the instructor's inquiries.

Secondly, the instructor helped the understudies to remember the 'rules' toward the start of each reading class and further urged them to turn out to be more dynamic in the class when the educator was talking.

Students were motivated in each stage with praises and oral rewards such that they felt a high level of energy and participation participate and interact with each other. Students who were actively encouraging the understand and more those who were not talented to also felt benefited. The points a moment may be a helpful encouraging atmosphere and majority of them felt encouraged that this reduced their hesitation level.

VIII. OUTCOME

In the fourth review day session of the training is commencing, the class was carried once more to a new manner. An extra to the the class are now established. Towards the start, the understudy educator helped the class to remember the 'rules.' He also also reminded displaying the discussion, making opinion, eye and understanding discuss, provoked with inquiries concerning the section and the student's clarifications. This mentioned the reward faculty educator and understand general expectancies which specialists for example, 'do you comprehend?' and 'are you OK?' are no explicit from this regarding the exchange.

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Concerning comprehension questions, the greater part of the students presented accordingly sent a couple of additional "yes" to their answers. Also, it was surprised that they did well in solid comprehend.

With the particular inquiries, notwithstanding, something sudden occurred. At the point when the educator posed an inquiry, for case, typically, understood with pilot-evaluated genre, or in the past. He did as it may, when he drew nearer, took a gander at one understudy, or pair of understudies, and rehashed the inquiry, the understudies normally attempted to reply. By and large, (notwithstanding the understudy determine was giving significantly more consideration to the understudies, drawing closer to them, and taking a gander at explicit understudies and attempting to make a superior association with them. Rather than posing inquiries with the sentence that they truly wouldn't have been addressed at any rate, as in the past, the instructor put forth a more noteworthy attempt to outwit the inquiries, and went about as though she expected to get responses.

Likewise, close to the further finish of the educator's discussion on the exchange, two understudies, without leaving from the instructor, posed inquiries before the class. Albeit the inquiries were not related straightforwardly to the discussion, the way that the inquiries were posed to how the whole class was viewed as a forward leap.

IX. CONCLUSION

There were a few regions where the consequences of the survey research were not as effective as trusted. For example, the students should have been provoked with eye to eye connection and a refreshed position from the instructor to address an inquiry, and when they didn't get recording, they actually didn't intrude on the educator with an inquiry.

But some advancements was unquestionably made, particularly when the contrast range between perceptions is thought of. The understudies associated with the educator in perceiving, some responded to the educator's inquiries, and two, on their own introduction, even posed inquiries before the class. The unexpected symptom of the educator turning out to be more worried about the perceptions was an unforeseen pleasure and added to the improvement. There appears to have been some achievement in observing and considering and afterward anticipating that the students should turn out to be more intelligent with the instructor.

X. REFLECTION

This action research project mentioned both the instructor and the circulation to enroll that English educators are showing a language additionally a culture, and for accompanies making the social exploratory.

An entire participation in the lessons in this case tended to have that the conclusion that this was a typical class. Therefore, desperately locations disappointed with an absence of satisfactory achievement in getting an inclination exchange with the class. This frequently stems from an inside an absence of knowledge of an absence of interest, and to connect inside the understudies' socially mediated connotation assumptions, rather than presenting the accomplishment normally found in intuitive study halls in English. While according to be train obliging to students, they are neglecting to give understudies a helpful consideration expertise, which understudies would create extremely need and determine advantage. Some may think improved log the utilization of less understudy instructor environment instead to local English talking districts in normal presumptuous. However, in case it is protracted in a touchy and sensible way, it really aids to a noticeably satisfying English class. All things considered, most students don't read English very for methodological skill. They will likewise need to boost methodologies capability for succeeding in various circumstances in English talking nations, and this incorporates the homeworks.

- *List of Dictionaries*
- *25 short sentences for Activities*
- *A story involving dialogues*
- *Crossing items.*

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

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Abstract: The Environmental Behavior is the extent of which the individuals and adolescents are motivated to act or behave in a favorable way. The Environmental behavior is the specific and has a direction it is the what the individuals and adolescents intend to do in relation to the present environment and in saving it and it is particularly significant with environmental issues believed to be both major and imminent. Such as climate to reduce any one time or change resulting from global warming. The history of environmental education reveals a close connection between changing concerns about the environment and its associated problems and the way in which environment. Environmental quality strongly depends on human behavior patterns. In this context, the main purpose of the study was to examine the Environmental Behavior and General mental ability among secondary school students. The study also aimed to find out the correlation between the variables. The study has been carried on students of 9th standard in schools of Mysore city. The sample for the study consisted of 60 male and female students and data was collected by using tools, viz, RPM (Raven's standard progressive matrices) used to measure the level of General mental ability of the students. Environmental Behavior Scale to measure the level of Environmental Behavior among secondary school students. The result shown that, Majority (48.33%) of Secondary school students possess moderate level of General mental ability. It is also seen that only 25% and 26.66% of the Secondary school students possess low and high level of general mental ability respectively, majority (50%) of Secondary school students possess moderate level of Environmental Behaviour. It is also seen that only 23.33% and 26.66% of the Secondary school students possess low and high level of Environmental Behaviour respectively, there is a significant difference between the Environmental Behaviors of male and female secondary school students, there is no significant difference between the general mental ability of male and female secondary school students, a Positive significant correlation is found between General Mental ability and Environmental Behaviour.

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

Article History

Received: 02/01/2021; Accepted: 03/01/2021

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1. Introduction:

The consequence that human activities on the Environment is, becoming more important. By human activities are damaging surroundings and risks the lives of next generations. At this point there is no denying the fact that Environment is changing. Few studies were shown that this is happened and its effects on My around us. Anyhow many may be unaware of the specific issues that have led to these changes. Main process Environmental problems may consists of atmosphere conditions change, pollution, and environmental degradation. Environmental Behaviour includes adopting positive attitudes and acting to reduce any negative effects on natural environment. Environmental education is a process that allow adolescents to analyze environmental problems and engage in solving problems of environment and take responsible decisions and develop positive Behaviour towards the environment and show pro Environmental behaviour requires to have the general mental ability. Hence it is related to study the General Mental ability and its association with their environmental behavior. Environmental issues are dangerous effects on human activity on the biophysical environment. Protection of environment is a practice of protecting the Environment on the individual, to groups or government levels for the advantages of both the environment and humans. Environmental problems are harmful effects of the human activity on the physical environment. The quality of the environment is strongly depends on the Behaviour of the of the human persons. Humans should overview the contribution and potential of environmental psychology for understanding and reduces the pro environmental Behaviour. Human beside their environment will have an impact on the quality of life style of human itself. Lows of human Behaviour that effect on the environment causing global environmental destruction. Pro environmental Behaviour encourages children and people today to change their Behaviour in an effort to reduce the negative action on the environment. "Environmental Education as a continuous learning process that leads to an informed and involved citizenry having the innovative problem solving skills, scientific and social literacy, Ethical awareness and sensitivity

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

2. Need and Importance of the study:

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

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

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

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

To increase awareness of environment across the country the centre for environmental education (CEE) has been established in August 1984 with the help of the Ministry of Environment and Forests, Government of India. One of the duty the CEE is to put efforts to give due identification to the role of environmental Education. The CEE runs many educational programmes in this regard. Students must be encouraged to understand their surroundings and a framework for an action plan must be formulated. The environment is the need of the day. It must encourage social participation. Hence in a curriculum is a wise option to connect students with nature right from their childhood.

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

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

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

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

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

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

3.4 General mental ability: General mental ability is a word used to explain the degree at which an individual learns, understands instructions, solves problems. It is also called General intelligence is a construct developed in psychometric discussion of cognitive abilities and

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

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

4. Methodology:

Statement of the Problem:

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

5. Objectives of the study:

The following were the objectives of the study

1) To study the level of Environmental Behaviour among secondary school students.

2) To study the level of General mental ability among secondary school students.

3) To examine whether there is significant difference between Environmental Behaviour of female and male secondary school students.

4) To examine whether there is significant difference between General mental ability of female and male secondary school students.

5) To examine whether there is a significant relationship between Environmental Behaviour and General mental ability of secondary school students.

6. Hypotheses of the study:

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

1) There is no significant difference between the Environmental Behaviour of male and female secondary school students.

2) There is no significant difference between the General mental ability of male and female secondary school students.

3) There is no significant relationship between the Environmental Behaviour and General mental ability of secondary school students.

7. Variables of the study:

Following are the variables of the study.

Main Variables:

Environmental Behaviour

General mental ability

Background Variable: Gender.

8. Method of the study:

Descriptive Survey method was adopted for the study.

9. Sample of the study:

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

10. Tools used for collection of data:

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

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

Table No.1: Showing tools used for the study

11. Statistical techniques used for analysis of data:

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

a) t -test

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

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b) Pearson product movement correlation:

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

12. Analysis and Interpretation of the data:

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

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

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

General mental ability	Score Limit	Secondary school students	
		Frequency	Percentage
Low	42.5	13	25
Moderate	43-52	29	48.33
High	53	16	26.66
Total		60	100%

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

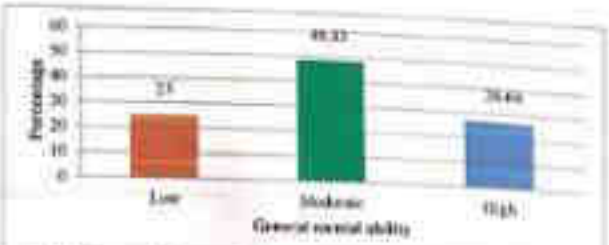

Table no.1 and Figure No.1 reveals that majority (48.33%) of Secondary school students possess moderate level of general mental ability. It is also seen that only 25% and 26.66% of the Secondary school students possess low and high level of general mental ability respectively.

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

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

Environmental Behaviour	Score Limit	Secondary school students	
		Frequency	Percentage
Low	614.5	14	23.33
Moderate	615-663	30	50
High	664	16	26.66
Total		60	100%

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

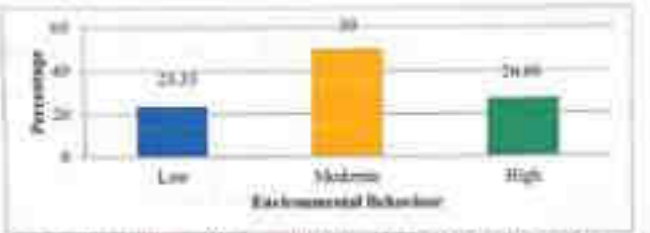

Table no.1 and Figure No.1 reveals that majority (50%) of Secondary school students possess moderate level of Environmental Behaviour. It is also seen that only 23.33% and 26.66% of the Secondary school students possess low and high level of Environmental Behaviour respectively.

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

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

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

	Groups	N	Mean	SD	Df	T	Significance
Gender	Male	35	645.40	56.42	58	3.296	**
	Female	25	603.08	42.90			

**: significant at 0.01 level

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Table No.3 shows that the obtained t value 3.295 is greater than the tabled t value 2.660 at 0.01 level. Hence, the null hypothesis Ho.1 is rejected and the alternate hypothesis stating that there is a significant difference between the Environmental Behaviour of male and female secondary school students is accepted. Since, the mean value of male (645.40) is greater than that of the mean value of female (603.88), it is concluded that male secondary school students possess more environmental Friendly behaviour.

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

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

	Groups	N	Mean	SD	Df	T	Significance
Gender	Male	33	48.97	6.71	58	0.405	NS
	Female	27	48.29	7.63			

NS: Not Significant

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

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

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

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

NS: Not Significant

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

Table No.3 shows that the obtained t value 3.296 is greater than the tabled t value 2.660 at 0.05 level. Hence, the null hypothesis Ho.1 is rejected and the alternate hypothesis stating that there is a significant difference between the Environmental Behaviour of male and female secondary school students is accepted. Since, the mean value of male (645.40) is greater than that of the mean value of female (603.08), it is concluded that male secondary school students possess more environmental Friendly behaviour.

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

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

	Groups	N	Mean	SD	Df	T	Significance
Gender	Male	35	46.97	6.71	58	0.405	NS
	Female	25	46.20	7.63			

NS: Not Significant

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

Hypotheses3 To examine whether there is a significant relationship between Environmental Behaviour and General mental ability of secondary school students.

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

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

NS: Not Significant

Table no- 5 shows that obtained 'r' value of 0.049 is lesser than table value of 0.250 at 0.05 level. Hence, the null hypothesis Ho.3 is accepted. It is concluded that there is a positive

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ENVIRONMENTAL ETHICS AND ENVIRONMENTAL BEHAVIOUR
A CORRELATIONAL STUDY AMONG SECONDARY SCHOOL STUDENTS

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ABSTRACT:

Environmental awareness is the basic step towards creating in the ability to carry on solutions. Ethics belongs to the realm of environmental ethics consists of principles and values that a man or an individual and as a member of the society should follow so as to protect global as well as the natural. Environmental ethics says that one should have good behaviour on a set of ethical values that guide environmental aspects of nature for the living beings in nature. In this context the purpose of the study was to investigate the Environmental Ethics and Environmental behaviour. It is a correlation study among secondary school students. The study was aimed to find out the co relation between the variables of the study. The tools that have been carried on students who were studying in 8th standard in school of Mysore city. The sample for the study consisted of 250 boys and 250 girls students and data was collected using tools. Environmental Ethics scale and Environmental behaviour scale which have been used to measure the level of Environmental Ethics and Environmental behaviour among secondary school students. The result about that secondary 60% of secondary school student possess moderate level of ground water ethics. It is also seen that only 30% and 10% of the secondary school students possessing low and high level of Environmental Ethics respectively. majority 65% of secondary school students possess moderate level of Environmental Behaviour. It is also seen that only 20% and 20% of the secondary school students possess low and high level of Environmental behaviour respectively. There is a significant difference between the Environmental Ethics of male and female secondary school students. a positive and high correlation between the Environmental Ethics of secondary school students and their Environmental behaviour.

Keywords: Environmental ethics, Environmental behaviour, Environmental Education

INTRODUCTION:

Environmental ethics is the sphere in the philosophy that studies the moral relationships of human beings to and their values and practices under of the environment and to non human creatures. Environmental ethics apply influence on a large range of disciplines including Environmental law, Environmental sociology, Ecology and Environmental geography. Environmental ethics seeks to the moral relationship between human beings and the natural environment. These present environmental problems such as climate change, pollution and environmental degradation, species depletion. The philosophical movement emerged for protection of endangered species and preservation of the environment valuable natural areas. Pollution is the release of chemicals or substances and other environmental disturbances into the natural environment that cause adverse change. The causes of pollution are varied but broadly into land, water and air pollution. There are many other types of pollution including chemical pollution as well the release of radioactive and environmental hazards. Industrial processes and agricultural activities and waste and light pollution produced by human and advancement as a result of growth of population. Ethics in Environmental philosophy Environmental ethics is an emerging field of practical philosophy which considers the manifold types of responsibilities that we as human beings have for protecting natural environment.

Need and importance of the study:

Environmental Ethics is an emerging field of political philosophy which studies the manifold types of responsibilities that we as human beings have for protecting environment and the sustainability. one of central concepts Environmental Ethics is the basic characteristic of Environmental science and a traditional idea distinguishing between human and the earth. Environmental Ethics based on scientific understanding for keeping human values intact while thinking the needs of global concerns. Environmental Sustainability, Culturally and moral subjects, to understanding and accepted problem solving. Environmental Education equips for the learners with the knowledge, skills, and understanding to address complex Environmental challenges in the 21st century. Environmental Education, values-promoting people livelihood, significant natural values and the environment to participate in a responsible manner. to people makes thinking a to know how Environmental Education knowledge. Population explosion and economic development must be the two topics to start with creating awareness. It is Essential for the well-fulfillment and moral development of the child and for different good, basic and the society's privileges of children to live in carefully handling the problems like pollution, misuse and exploitation of natural resources. Through knowledge of physical, chemical, biological and social process it provides the skills needed to get solutions to Environmental problems. It encourages the development and application of scientific principles to solve Environmental problems like small steps to address individual or collective ongoing basis daily research. Environmental protection a people issue, individual group can do Environmental problems like global climate change, toxic substances and waste disposal. It provides knowledge about development and utilization of energy resources and importance of Environmental

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...ordinary to the contemporary culture, Environmental Ethics has produced around Environmental Philosophy. Many scientists have taken up the belief of the power of Environmental hazards, this group was to Environmental Ethics. Presently, Environmental Ethics is becoming a major concern for mankind. The term Environmental awareness has a broad connotation. It not only implies knowledge about Environment but also promotes values and motivates people to solve Environmental related problems. Moreover Environmental awareness in the first case ultimately leading to the ability to create an behavior. Ethics belongs to the realm of values. Environmental Ethics includes the principles individuals that a man or an individual and as a member of the society should follow so as to protect, preserve and manage the Environment thus Ethics has a direct relationship with human behavior mediated through the value system developed by cultures or individuals. In the light of the above the investigator was felt that it is necessary to investigate the Environmental Ethics and Environmental Behavior of an educational study among secondary school students.

2. OPERATIONAL DEFINITIONS OF KEY TERMS USED IN STUDY

2.1 Environmental Education

Environmental education is a process to promote the awareness and understanding of the Environment and its relationships with cultures and their activities and it allow the students to explore Environmental Problems. Participate in problem solving and take action to upgrade the Environment.

2.2 Environmental Ethics

It is about including the rights of non-humans and vessels, in our Ethical and moral values and things like water pollution, the depletion of natural resources, loss of biodiversity, destruction of Ecosystem and global climate changes all are the part of the Environmental Ethics debate. Ethical delight impacts on students ability to solve Environmental issues because students have different viewpoints. Human values are the things that are important to students that they can use as Umbrella notions or Excuses.

2.3 Environmental Behaviour

Environmental Behavior is when the students intend to show reactions to the present Environment and in saving it. It is any action of the student or group of students towards the Environment or Environmental issues. It is the extent to which the students are inspired to act or believe in the favorable way.

Pro Environmental behavior

Pro Environmental Behavior that consciously seeks to minimize the negative impacts of one's actions on the natural and built world. It minimizes the negative influence of one's action carried by the individual operations. It reduces the negative action of the students towards the Environment and develops the positive attitudes in the students and motivates towards the Environment.

2.5. Dimensions of Environmental Ethics and Environmental Behavior considered in this study:

The dimensions of Environmental Ethics: Honesty, tolerance, Integrity, Responsibility, Truthfulness, Transparency, Cooperation, Punctuality, Patience, Justice, Loyalty, Determination right or wrong, Trustable, Brave, Courage, Fairness, Enthusiasm, Intelligence, Empathy.

The dimensions of Environmental Behavior: Action Feeling, Emotion, Attitude, Cognition, Motivation, Knowledge, Perception, Antecedent Consequences reaction, Skills, Courage. If a student has to benefit from the Environmental Education provided in school and gain and manifest pro environmental behavior, he must acknowledge acquired environmental ethics. Hence it is relevant to study the Environmental Ethics and Environmental Behavior a combined study among secondary school students.

METHODOLOGY:

Statement of the Problem: The statement of the problem is "Environmental Ethics and Environmental Behavior A co-relational study among secondary school students.

Objectives of the Study:

The study has been undertaken the following objectives:

1. To study the level of Environmental Ethics among secondary school students.
2. To study the level of Environmental behavior among secondary school students.
3. To compare the Environmental Ethics of male and female secondary school students.
4. To compare the Environmental Behaviour of male and female secondary school students.
5. To measure whether there is a significant co-relation between Environmental Ethics and Environmental Behavior among Secondary School Students.

Hypothesis of the study:

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

1. There is no significant difference between Environmental Ethics of Male and Female secondary school students.

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2. There is no significant difference between Environmental Behavior of male and female secondary school students.
3. There is no significant correlation between Environmental Ethics and Environmental Behavior among secondary school students.

Variables of the study:

The following are the variables of the study

Main variables:

1. Environmental Ethics
2. Environmental Behavior

Back ground variable: Gender

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

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

Tools used for the collection of data:

Sl.No	Variables	Tools used	Constructed By
1	Environmental Ethics	Environmental Ethics Scale	Investigator
2	Environmental Behavior	Environmental Behavior scale	Investigator

Statistical techniques used for the analysis of data:

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

1. T-test has been used to find out the significant difference between the variables.
2. Pearson product movement correlation has been used to find out the correlation
3. Between variables

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

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

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

Environmental Ethics	Sample Count	Secondary school students	
		Frequency	Percentage
Low	[illegible]	25	25
Moderate	[illegible]	49	49
High	0.17	26	26
Total		100	100%

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

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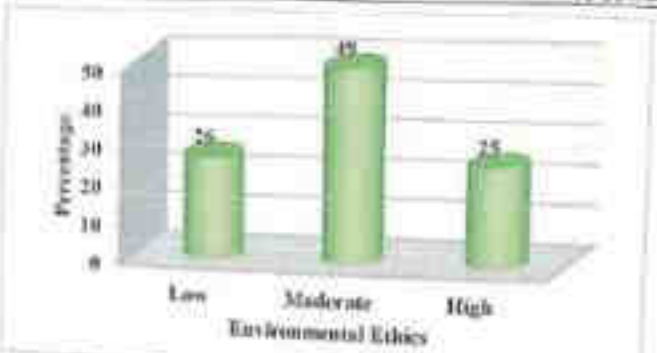

Table no.1 and Figure No.1 reveal that majority (49%) of Secondary school students possess moderate level of general mental ability. It is also seen that only 26% and 25% of the Secondary school students possessing low and high level of Environmental Ethics respectively.

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

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

Environmental Behaviour	Score Limit	Secondary school students	
		Frequency	Percentage
Low	170-75	54	27
Moderate	176-206	87	43
High	137	59	30
Total		200	100%

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

Table no.3 and Figure No.3 reveal that majority (43%) of Secondary school students possess moderate level of Environmental Behaviour. It is also seen that only 27% and 30% of the Secondary school students possess low and high level of Environmental Behaviour respectively.

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

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Table No. 3 showing mean, SD, t-value of male and female with respect to Environmental Behaviour

Variable	Groups	N	Mean	S.D	df	t	Significance
Environmental Behaviour	Male	75	161.96	11.xx	98	11.9xx	0.01
	Female	75	173.42	7.xx			

Table No.3 shows that the obtained 't' value 11.920 is greater than the tabled 't' value 2.626 at 0.01 level. Hence the null hypothesis No.1 is rejected and the alternate hypothesis stating that there is a significant difference between the Environmental Behaviour of male and female secondary school students is accepted. Since, the mean value of male (161.96) is greater than that of the mean value of female (173.42), it is concluded that male secondary school students have scored higher in Environmental Behaviour.

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

Table No. 4: showing mean, SD, t-value of male and female with respect to Environmental Ethics

Variable	Groups	N	Mean	S.D	df	t	Significance
Environmental Ethics	Male	75	173.93	8.xx	98	0.xxx	Accepted
	Female	75	173.84	7.xx			

Table No.4 shows that the obtained 't' value 0.255 is lower than the tabled 't' value 2.000 at 0.05 level. Therefore, the above stated null hypothesis is accepted and it is concluded that there is no significant difference between the Environmental Ethics of male and female secondary school students is accepted.

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

Table no- 5: Showing the Number, Mean, 't' value between Environmental Ethics of Secondary school students and their Environmental behaviour.

Variables	N	df	't' value	Level of significance
Environmental behaviour	150	98	0.25x	0.05
Environmental Ethics				

Table no-5 shows that obtained 't' value of 0.25x is greater than table value at 0.05 level. Hence, the null hypothesis Hypothesis-3 is rejected and the alternative hypothesis stating that there is a significant relationship between Environmental Ethics of Secondary school students and their Environmental behaviour. Therefore, it is concluded that there is a positive and high correlation between the Environmental Ethics of Secondary school students and their Environmental behavior.

Findings of the study:

1. Majority (40%) of Secondary school student possess moderate level of personal material ability. It is also seen that only 20% and 22% of the Secondary school students possessing low and high level of Environmental Ethics respectively.
2. Majority (47%) of Secondary school student possess moderate level of Environmental Behaviour. It is also seen that only 25% and 28% of the Secondary school students possess low and high level of Environmental Behaviour respectively.
3. There is a significant difference between the Environmental Behaviour of male and female secondary school students.
4. There is no significant difference between the Environmental Ethics of male and female secondary school students.
5. There is a positive and high correlation between the Environmental Ethics of Secondary school students and their Environmental behavior.

Educational implications of the study: Teachers need to develop Environmental Ethics and Environmental Behaviour by teaching concepts of Environmental Education using activities like role play, concept attainment models etc.

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ISSN : 2349 - 2015

Vol 8 | Special Issue 4 | November 2021

A Bi-Annual Peer Reviewed Refereed Research Journal

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NATIONAL RESEARCH JOURNAL OF BUSINESS ECONOMICS

A Bi-Annual Peer Reviewed Refereed Research Journal

Volume - 8 | Special Issue - 4 | November - 2021 | Impact Factor - 5.7

ISSN No : 2349 - 2015

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Special Issue Editors

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

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

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

Introduction

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

Universalization of education was set as an easy task for India at the time of independence. Large regions in the country did not have schools, schools that existed lacked infrastructure and the commonly held perception was that school education is not useful for all. Since then various initiatives of the government have led to a remarkable improvement in access to schooling and various studies show that demand for good schooling is not restricted to only certain groups of people today (PROBE Team, 1999). Significantly, the 86th constitutional amendment declared education a fundamental right of every Indian child in 2002, and the Right to Free and Compulsory Education Act (RtE) in 2009 gave further teeth to the idea of every child being educated up to the age of 14 (i.e. elementary school level) by making it justifiable. Today, primary schools exist within a kilometer of every child and elementary schools, every 10 km kilometers. Access to secondary schools however, may require children to travel up to ten kilometers. While considerable progress has been made in providing schooling facilities to all children, children's learning remains a tenuous area. Various studies undertaken by government and private agencies in primary and elementary classes are evidence of very poor learning levels among children in both Language and Mathematics (Education Initiatives, 2010; Pratham, 2009-2010; NCERT, 2006). Children have difficulty in reading texts with understanding and expressing their thoughts in writing. Understanding of

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mathematics in primary classes is largely limited to 'procedural or rote based learning' and in fact falling averages as we move from the primary to the elementary classes indicate an increase in the level of the misconceptions for children (Education Initiatives, 2015).

Organization of secondary education in India

Education is a part of the federal framework of governance in India and as both the centre and the state governments enjoy authority in this area. The National Council for Education, Research and Training (NCERT) is the apex body for advising the central and state governments on school education. NCERT along with its state level counterparts- the State Councils of Education, Research and Training(SCERTs) are involved in various tasks like educational research, curriculum renewal, textbook creation, creation of supplementary material for children and teachers, pre- and in-service training and participation for teachers and children.

The country also has two national level boards of secondary education- the Central Board of Secondary Education (CBSE) and National Institute of Open Schooling (NIOS), the former being popular. All states of the country also have their own official boards of secondary education. Apart from these, two private board of secondary education also exists- the Council for the Indian School Certificate Examination (CISCE). More recently some international boards of secondary education are also coming into India. The secondary boards in India are in many cases responsible for the development of curricular expectations, syllabus and teaching-learning materials at the secondary level as well as reforms in examination and evaluation practices. In a few instances they are also responsible for in-service teacher training.

In recent years, there has been an increase in the role of the NCERT and the SCERTs in processes of curriculum renewal and textbook development and boards are focusing on improving assessment processes and instruments.

It must be said in mind that while there are official agencies like NCERT, SCERT and boards of secondary education that produce textbooks of mathematics, there are no restrictions on private publishers bringing out materials for these classes. There are many national and international publishing houses that bring out books; however, the expectation is that these be in line with the national and state curricular documents. Private schools largely form the market for these books.

The rules for mathematics education

The vision with which mathematics has been placed in the school curriculum has evolved over the years. In the 1950s and the 1960s, India developed its mathematics education as a area towards industrialization and scientific research. The Kothari Commission was set up for charting comprehensive vision education in India during this period and produced its report in 1966. The report underlined the need for mathematics and science in school as well as in higher education. It emphasized the importance of children learning mathematics for the development of reason and reasoning) and the industrial growth. To quote from the report, "One of the outstanding characteristics of scientific culture is quantification. Mathematics, therefore, occupies a prominent position in modern education. Apart from its role as the crystal sciences it is now playing an increasingly important part in the development of the biological sciences" (Government of India - Ministry of Education, 1966, p.181). The 1968 and 1986 National Policy of Education spoke on the same lines as the Kothari Commission report and the 1986 policy notes that 'mathematics should be structured so the subject is kept a vital force, modern, evolving and amenable to activity. Apart from being an the subject to have a role to make, reason, analyze and articulate logically. Apart from being a specific subject, it should be treated as a commonwealth to see subject learning problem and reasoning' (Government of India - Ministry of Human Resource Development, 2005, p.20).

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The system of Nai Talim (New Education) that had emerged in the 1930s and 1940s from the thinking of various people like Dr. Zakir Hussain and Gandhi working towards building responsible, capable and educated Indians also realised the importance of mathematics. However, it viewed mathematics in terms of its use for the day-to-day requirements of people. The emphasis was on ensuring that calculations necessary for the survival of the child in the circumstances in which she was growing were learnt. The Zakir Hussain committee stated: "Knowledge of mathematics is an essential part of the curriculum. Every child is expected to work out the ordinary calculations required in the course of his craft work or his practical and community concerns and activities." In this sense, the Radhakrishnan Commission endorsed this very concrete, tangible and narrow purpose of teaching mathematics.

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

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

The period of the 1990s and early 2000s was also the period when Minimum Learning Levels (MLL) formed the basis for the curriculum and textbooks and NCF 2000 also called for their proper implementation. The idea of MLL arose from the need to provide equitable education to all children across India. It involved learning of languages, mathematics and environmental studies in the primary classes into small chunks/ competencies that all children were expected to achieve. Assessment and evaluation was also based on these small chunks. To be measurable these competencies had to be in the form of observable behaviour demonstrated by the child when she reached the requisite levels. The formulation of MLL also paid no heed to the time and space that children needed for concept building. There was a great deal of opposition to this and various alternative formulations were built. These included work by some organisations outside the government framework, some of them being partnerships with public institutions, like Eklavya in Madhya Pradesh, Homi Bhabha Centre for Science Education in Maharashtra, Vidya Bhawan Society in Rajasthan, Sandhya in Karnataka, School Mathematics Program of the Centre for Science Education and Communication of Delhi University, etc. These organisations had worked directly with various government schools and developed their own curriculum, syllabus and textbooks in this process. The experiences and ideas of these organisations have helped in giving shape to the National Curriculum Framework 2005. In fact, the upper primary textbooks produced by the Delhi state in 2000 were also a partnership between SCERT, Delhi and Vidya Bhawan Society, Rajasthan.

In the exercise undertaken by Delhi SCERT, many conceptual errors were re-segmented and terms made less flawed, complicated constructions eschewed and many verbs elaborated. Topics such as units, exceptional proofs, tricks and shares, abstract calculations, inverse and ratio rate were not included. The textbooks also attempted to use language and pictures to develop in schematic mathematics and were based on the agreement that a book for the student should be at the level of her comprehension. Another important change initiated was the creation of a complete mathematics book instead of a textbook divided into sections. This

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subsequently led to spiraling and developing interrelationships between various mathematics concepts. There was, however, no consensus on remaining relatively tedious algebraic expressions, fractional number calculations, theorems and definitions in geometry, etc. There was a fear that the state syllabus would lag behind that of other states across the country. It was difficult for many to accept that it was pointless to load the program with tricks and algorithms to solve particular problems or for the child to do tedious algorithmic manipulations with numbers, algebraic quantities or geometric figures.

All this was part of the wisdom that led into the emergence of the next National Curriculum Framework in 2005.

Challenges on the road ahead

The vision of mathematics education in NCF 2005 demands changes from the system and schools. It demands a change in the syllabi and textbooks and a change in classroom teaching and assessment. As we have discussed earlier, processes for the former have been initiated and stand at different levels of maturity in different states. However, the latter remains a formidable challenge. An appreciation of what NCF 2005 is saying requires extending the horizons of schools and linking them to the outside world and a different relationship between teachers and children including providing children with opportunities to explore, extend their mind and argue their stance. All these are very hard to achieve. There is little appreciation or acceptance of these principles in society, and among teachers and teacher educators, who see themselves struggling with their limitations in mathematical ability. Also there is little evolution that excludes planning is possible. The belief systems and prejudices about gender, caste, economic status and even cultural practices make mathematics teachers build classrooms differently from those expected in the NCF.

The biggest challenge for us is to change the attitude of teachers, parents and others to mathematics and why and how it should be taught. For most people 'why mathematics education' still revolves around mathematics for calculations. Generally, the teacher believes that mathematics is about knowing solutions to problems and not about being able to understand what the concept means and about being able to think of ways of solving problems. The emphasis is on the 'correct answer' rather than on thinking of a variety of ways to approach the solution. Teaching, therefore, gets restricted to sharing solutions with students from either the textbooks or guide books, which offer short cuts and memory devices to children and are used widely especially in the higher classes. Teachers teach in a manner that is entirely de-linked from the experiences of children and participation by children is minimal. There is often even confusion between 'demonstration through concrete examples' and 'the proof of statements'. For the students, the classrooms largely consist remembering the definitions of mathematical ideas, axioms, postulates and solutions to problems or theorems and their proofs. Mathematics classroom, therefore, tends to become uninteresting for students. For most teachers, making mathematics interesting and vibrant is not possible because they themselves are often afraid of mathematics and consider it a subject for the privileged few who are capable and intelligent. 'Activity based mathematics teaching' and 'child centered' teaching are the buzz words, open to multiple interpretations and often get restricted to use of concrete materials for a few concepts in primary classes. Mathematics classrooms, in spite of NCF and the recent textbooks of NCERT remain didactic and assessments test calculations, algorithms, definitions and answers to 'difficult questions'.

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

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

A number of studies and experiences show that many barriers to schooling girls exist. These include barriers for the girl child who is not allowed to go to the school after she has reached a certain age, generally the age of puberty. Many schools do not have boundary walls (53%) and separate toilets for girls (43%), and the latest schooling a step further away (NIEPA, 2009). The situation for the secondary classes is worse as the schools are further from their homes and concerns about the security of girls, forces them to give up schooling. Another factor preventing girls from coming to school is the absence of women teachers in the higher classes. Access is not the only problem for girls and the general societal belief (also shared by teachers) is that the study of abstract ideas does not benefit a girl, and also that a girl's life priorities do not require her to take an anything so hard as mathematics and science. Frequently heard statements could be that "S/he just like a boy, she is so good in mathematics". This attitude adds to the belief already explained in others that they cannot learn mathematics.

There are also very strong prejudices about poor children and children from deprived social backgrounds. Some time ago almost all children in school were from the so called upper castes. The situation has changed today but a majority of mathematics teachers are still from the higher castes. Their belief is that the poor and lower caste children are not inspired to learn mathematics and any sign of their disability is proof of their belief. It may not be hard to appreciate that such attitudes would also be present in children. Children from privileged backgrounds start with this advantage and that belief advantage is further strengthened by the belief of the system that only children from certain backgrounds can do abstract learning. This belief is in contrast to the commitment that India is bound to educate all its children and wants to teach mathematics to all children.

The NCF entails an expectation of a classroom that is interactive and inclusive and a teacher development program that not only builds the capability of the teachers for all this but also motivates them for this through mechanisms of sharing and reaffirming. At present various mechanisms for building the capabilities and interests of teachers are being explored and include restructuring of pre-service courses of teacher education, strengthening of in-service training as well as strengthening of decentralized (district and block level) structures, creating linkages between colleges of higher education and departments of education and teacher training colleges, etc. Attempts are also being made to reach more to the teachers through the use of ICT.

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Turkish Online Journal of Qualitative Inquiry (TOJQI)
Volume 12, Issue 1, January 2021: 1969-1978

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

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Abstract

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

Key words: Remedial Instructional Programme, Mathematical Disability, Inclusive Education.

Introduction

Learning fractions is difficult for children in general and especially difficult for children with Mathematical Disability (CwMD).]. Fractions are well known to be difficult to learn. Fraction sense "refers to a person's general understanding of fractions and operations along with the ability and inclination to use this understanding in flexible ways to make mathematical judgments and to develop useful strategies for handling fractions and operations" (Siebenaler et al., 1992, p. 1). However, children encounter fractions as the most complicated mathematical concepts in primary and even in their middle years in school. Moreover, fractions play a key role in mathematics, since they are involved in probabilistic, proportional and algebraic reasoning. Fractions are critical component of mathematics understanding and a gateway for late entry sought after occupations. Fractions are an essential foundational skill for future mathematics success (NMAP, 2008). Children with mathematics difficulties (MD) lag behind in numerous aspects of fraction knowledge, including comparing and ordering fractions, estimating fractions on a number line, performing fraction arithmetic calculations, and solving word problems involving fractions (Bailey et al., 2017; Cawley, Parmar, Yan, & Miller, 1998; Hecht & Vagi, 2010; Mazzocco & Devlin,

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2008; Naglar & Pyke, 2015). Fractions are well-known to constitute a stumbling block for primary school children (Behr et al., 1983; Moss and Case, 1999; Gelgecia and Marsh, 2008; Charalambous and Pitta-Pantazi, 2007). Understanding difficulties in learning fractions seem absolutely crucial as they can lead to mathematics anxiety, and affect opportunities for further engagement in Mathematics. The learning of fractions is traditionally a difficult topic for many students (Charalambous & Pitta-Pantazi, 2007; Khan et al., 2010; Pitkethly & Hunting, 1996) especially when dealing with quantities in numerator and denominator. Pitkethly and Hunting (1996) posited that students view these two quantities as two separate entities of whole numbers instead of part-whole conceptualizations.

The importance of fractions extends beyond the school years. Fractions are essential foundational skill for future mathematics success (NMAP, 2008). The importance of fractions makes it a major topic in elementary and middle school curricula. According to Common Core State Standard Initiatives (CCSSI, 2010), students should develop understanding of fraction in Grade 3 and Grade 4 , they should gain competence in fraction and word problems from Grade 4 to Grade 6and they should be able to apply fraction to problem solving terms and properties of Grade 6 and Grade 7.

Objectives

1. To analyse the type of errors committed by CwSEN in mathematics studying in Grade – VI and VII while attempting items relating to Addition of Fractions w.r.t different criterion measures of Grade V, VI and VII.
2. To plan out the remedial instructional Programme in Addition of Fractions for CwSEN studying in the Grade VI and VII w.r.t different criterion measures of Grade – V, VI and VII.

Methodology

The methodology related to the participants, tools and techniques applied of collection and analysis of data are discussed in this section.

Participants

In order to achieve the objectives of the study the participants, CwSEN were selected from seven Government and Private Aided schools with Kannada as Medium of instruction from Mysore City by applying a set of Inclusionary and Exclusionary Criteria. A total of 21 participants with CwSEN were considered as the sample for the study.

Table-1

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

Sl. No	Grade	CRITERION MEASURE	MI	PA	NM
1	V	Find the sum of the given fractions	40.47	40.13	19.4
2	VI	Addition of fractions (having same denominators)	—	—	100
3	VII	Addition of fraction	33.33	—	66.67

Grade-II-1
Principal

Table -02

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

Sl. No	Errors	Example	Probable Reasons
1	Conceptual error Procedural Error committed	To find the sum of the given fraction. Example 2/9 + 3/9 = 10/18	Does not know when there is a common denominator it should be taken directly and by not adding it. Does not know that when denominators are same common denominator should be considered. Lack of Procedural Knowledge
	Did not attempt	3/10 + 6/10 +7/10 2 ½ + 4/5 + 2/3	Does not know how to do the mathematical operation i.e. addition. Confusion prevailed while adding the fractions when numerators are different and denominator are same. Does not know to add the fractions when the denominators are different.
	Conceptual Error committed Procedural Error committed	5/6 +1/3 + 5/2 + 6/5 5+1+5+ 6 ———— = 17/14 6+3+2+3	1. Adds the numerator 2. Adds the denominator. 3. Does not know to take LCM when the denominators are not same. 4.Does not have the conceptual understanding 5.Does not have the Procedural Knowledge.

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

Planning and Preparing the Remedial Instructional Programme

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

Some of the general principles to learn Fractions are

1. Readiness skill for learning fractions to be emphasized.

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

Specific principles to teach Addition of Fractions

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

Main features of the Remedial Programme.

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

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

SAMPLE LESSON

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

a) Same denominator.
b) Different denominator.

Addition of Fraction:

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

Specific Objective:

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

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Teaching-Learning aids used:

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

Addition of Fractions with same denominator

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

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

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

= a+ c → (Add the numerator)

b → (Common denominator)

Example 2:

Add the fractions 4/6 + 7/6

4/6 + 7/6 → [Look at the numerator, add them]

= 4+7 → [Add the numerator]

6 → (Look, at the denominator they are same, take the common denom

Follow the below steps to add the fractions with same denominator

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

Example 3: Addition of fractions with different denominators.

[(9/6) + (3/4)]

Method-01:

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

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

Step -03: Take LCM of the denominator

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

1. Add the given two fractions [(9/6) + (3/4)].

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$$= \frac{[(9x4) + (3x6)]}{(6x4)}$$

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

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

6	6, 4
4	1, 4
	1, 1

L C M 6x4=

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

II

6

[(9/6)

4

+

Method:

6, 4
1, 4
1, 1

(3/4)]

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

LCM 6x4=

24

a) $\frac{9}{6} \times 24$ → (The denominator and the L C M has to be divided)

6x4=24

6|24|4
24

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6x4 = 36 → (1)

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

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

b) $\frac{3}{4}$ x 24 --→ (The denominator and the L C M has to be divided)

3 x 6= 18 → (2)

4|24(6
24

0

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

$$\frac{36+18}{24} = \frac{54}{24}$$

Table -3

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

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

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

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

Addition of fraction was seen to have 100% mastery in the post-test from 66.66% of non mastery in the pre-test of Grade VII.

Implications of the study

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

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

3. Children with Mathematical disability (CwMD), can overcome their problem if the specific deficits are identified and faulty strategies adopted to do the operations are rectified.

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PSYCHOLOGY AND EDUCATION (2021) 58(2): 708 - 722
ISSN 1553 - 6939

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

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Abstract

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

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

Introduction

Learning fractions is difficult for children in general and especially difficult for children with Mathematical Disability (CwMD). Fractions are well known to be difficult to learn. Fraction sense "refers to a person's general understanding of fractions and operations along with the ability and inclination to use this understanding in flexible ways to make mathematical judgments and to develop useful strategies for handling fractions and operations" (Mclntosh et al., 1992, p. 3). However, children encounter fractions as the most complicated mathematical concepts in primary and even in their middle years in school. Moreover, fractions play a key role in mathematics, since they are involved in probabilities, proportional and algebraic reasoning. Fractions are critical components of mathematics understanding and a gateway for too many people after occupations. Fractions are an essential foundational skill for future mathematics success (NMAP, 2008). Fractions are well-known to constitute a stumbling block for primary school children (Behr et al.,1983; Moss and Case, 1999; Gregory and Mercer, 2005; Charalambous and Pitta-Pantazi, 2007). Understanding difficulties in learning fractions seems absolutely crucial

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as they can lead to mathematics anxiety, and affect opportunities for further engagement in Mathematics. The learning of fractions is traditionally a difficult topic for many students (Charalambous & Pitta-Pantazi, 2007; Meert et al., 2010). Fuchs et al. (2013) & Hunting, (1999) especially when dealing with quantities in numerator and denominator. Pitkethly and Hunting (1996) posited that students view these two quantities as two separate entities of whole numbers instead of part-whole conceptualizations.

The importance of fractions extends beyond the school years. Fractions are essential foundational skill for future mathematics success (NMAP, 2008). The importance of fractions makes it a major topic in elementary and middle school curricula. According to Common Core State Standard Initiative (CCSSI, 2010), students should develop understanding in fraction in Grade 3 onwards. Children with mathematics difficulties (MD) lag behind in numerous aspects of fraction knowledge, including comparing and ordering fractions, estimating fraction on a number line, performing fraction arithmetic calculations, and solving word problems involving fractions (Bailey et al., 2012; Cradey, Powell, Yan, & Miller, 1999; Hecht & Vagi, 2010; Mazzocco & Devlin, 2008; Siegler & Pyke, 2013). Fractions instruction in the United States had predominately relied on teaching part-whole understanding (Fuchs, Malone, Fuchs, & Malone, 2016c; Ni & Zhou, 2005; Thompson & Saldanha, 2003). Part-whole understanding refers to conceptualizing fractions as representing one or more equal parts of an object or set of objects. More recent studies reveal that strong whole-number knowledge supports 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 did not (Resnick et al., 2016). Hence, there is a need to develop knowledge and competencies in Whole numbers before struggling to improve the same in Fractions. It is also essential to understand the specific difficulties experienced by the Children with Mathematical Disability (CwMD) in fractions and also the type of errors committed by them. Remedial programme should be planned on the basis of the difficulties and errors. In order to assist the teachers in providing remedial instruct to CwMD, there is a need to have evidence based programmes. The studies relating to Remedial Instructional Programmes conducted in India on CwMD mainly focused on Whole numbers. Hence, the need for the study.

Objectives

1. To analyse the types of errors committed in Fractions by CwMD studying in Grades -VI and VII.
2. To find out the Effectiveness of a Remedial Instructional Programme in Attaining Mastery in Different essential measure pertaining to Fractions among Children with Mathematical Disability (CWMD).

Methodology

The methodology adopted to conduct of collection and analyses of data are discussed in the following.

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

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

Participants

In order to achieve the objectives of the study the participants, CwMD were selected from seven Government and Private Aided schools with Kannada as Medium of Instruction from Mysore City by applying a set of Exclusionary and Inclusionary Criteria.

Table -1

Details of the participants

Type of School	Grade	Number of children included in the study
Government	VI	9
Private Aided	VI	3
Government	VII	9
Private Aided	VII	9
		31

Brief Description of the Tools

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

The Arithmetic Diagnostic Test (ADT) was developed by Rajma S (1998, 2015) is used as a means to identify the difficulties and to diagnose the errors made by the children in arithmetic. This test is not for disability specific test. The test could be administered to any children studying in the grades I-IV. The test intends to diagnose the specific difficulties encountered by children of primary schools of grade I-IV while doing the arithmetic sum. The test is developed in such a way that the items are appropriate to the different grades of the primary school stage, cumulative and varies from each other at the minimal difference level.

The Mathematics Diagnostic Test developed by Nai Prithi Gowardhan, 2013, was used in the study. The test intends to assess the performance level of children in mathematics studying in the Grade -V. The test intends to diagnose specific difficulties exhibited and errors committed by the children of Grade V. The test covers almost all the areas of mathematics of Grade V.

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

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Collection of the Data

The data relating to difficulties and errors were collected by administering the tests to the participants in small groups of 2 to 3 children in two sessions of about 60 min in order to avoid the fatigue factor. The children were given sufficient time.

The scoring was done with reference to each of the criterion measures of the total tests. However, in the article the data pertain to addition of Fractions is only presented.

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

The data was analysed qualitatively. The marks obtained by the each child based on the criterion measures was converted into percentage For the purpose of analysing the specific difficulties in each of the criterion measures relating to Fractions the children were categorised as Masters (M)(Scored 80% and above), Partial Achievers (PA) (Scored 79% and below) and as Non-Achievers (NA) (Scored 0)

In order to achieve the objective no.3 that is To find out the Effectiveness of a Remedial Instructional Programme in Attaining Mastery in different criterion measures pertaining to Fractions among Children with Mathematical Disability (CWMD) an experiment was conducted with a single subject pretest post test design. The phase involved two stages:

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

Preparation of Remedial Instructional Programme.

The remedial instructional programme was planned and prepared on the basis of the difficulties exhibited by the participants and the errors committed in the criterion measures on all the 4 diagnostic tests. In the programme, the principles suggested by various investigators such as Mykelbust in Goodman (1973), Reisen and Kapur (1992), Otto & Smith (1980), Wey (2003),Stewart and Klinein (2001) and Wamwood (2004)), National Council of Teachers of Mathematics (2007), Lin, Liu, Chen, Liou, Cheng, Wu and Yuan (2012) were incorporated. The remedial programme aimed at mastery in all the criterion measures pertaining to the components of the mathematics the grades (VI) Number concept, Addition of whole numbers, Subtraction of whole numbers, Multiplication of whole numbers, Division of whole numbers and fractions pertaining to grade I-IV and to ascertain the percentage of children with mathematical disability in grade V exhibiting difficulties in various criterion measures of mathematics namely Number concept, Addition of whole number, fractions and decimals, Subtraction of whole number, fractions and decimals, Multiplication of whole numbers and fractions, division of whole numbers and fractions, percentage and geometry pertaining to grade-V and to ascertain the percentage of children with mathematical disability in grade VI and VII exhibiting difficulties in various criterion measures of mathematics namely Number concept, Addition of whole number, integers, rational numbers, fractions and decimals, Subtraction of whole number, integers, rational numbers,

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

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

Analysis and Interpretation of the Data

The data was analysed qualitatively

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

The score obtained by the each child based on the criterion measures was converted into percentage For the purpose of analyzing the errors committed in each of the criterion measures relating to Fractions the children were categorized as Masters (M)(Scored 80% and above), Partial Achievers (PA) (Scored 79% and below) and as Non-Achievers (NA) (Scored 0) . The participants with partial achievers (PA) commit varied error patterns in addition of fractions, such errors committed by the participants are listed with the type of error committed, probable reasons for committing such errors are discussed in the section below and followed by designing the Remedial Instructional Programme in Addition of Fraction for CwMD.

Table -1

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

Sl. No	Grade	N	Criterion Measures	No. of Items	Max. Score	M	PA	NM
1	I-IV	21	Reading/Writing the Fractions	6	6	—	42	47.61
	I-IV	21	Addition of Fraction	2	2	19.04	14.3	66.66
2	V	21	Find the sum of the given fractions	4	4		80.15	19.4
3	VI	21	Addition of fractions (having same denominator)	2	2	—	—	100
4	VII	12	Addition of fractions having different denominator)	2	2	—	33.33	66.67

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Table No 2

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

CM-01: Reading the Fractions (limited to ½, 1/2/3/4) and mixed fractions involving these fractions. CM-02: addition of fraction CM-03: Find the sum of the given Fraction CM-4: Addition of Fraction having same denominator

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

Table No 3

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

CM-01: Reading the Fractions (limited to ½, 1/2/3/4) and mixed fractions involving these fractions. CM-02: addition of fraction CM-03: Find the sum of the given Fraction CM-4: Addition of Fractions with same denominator CM-5 Addition of Fraction with different denominator

Case No	Grade I-IV	Grade IV	Grade V	Grade VI	Grade VII	Status of performance		
	CM-1	CM-2	CM-3	CM-4	CM-5	Mastery	Partial achievement	Non Mastery
101	PA	M	PA	NM	PA	1	3	1
	NM	NM	NM	NM	NM	0	1	4
	NM	NM	PA	NM	NM	0	1	4

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	NM	NM	NM	NM	PA	0	1	4
	PA	NM	NM	NM	NM	0	1	4
	NM	M	NM	NM	NM	1	0	4
	PA	NM	PA	NM	NM	0	2	3
	PA	NM	PA	NM	PA	0	3	2
	PA	NM	NM	NM	NM	0	1	4
	PA	NM	NM	NM	NM	0	2	3
	PA	NM	PA	NM	NM	0	2	3
	PA	NM	PA	NM	NM	0	2	3

From the Table No 2 and 3, it can be understood clearly that none of the participants had mastery in all the criterion measures pertaining to addition of fraction measured in the study. The numbers of criterion measures partially achieved are also significantly less in most of the cases. Even if a few steps were correct in any item of each criterion measures the participants given quarter or half marks, thus belonging to the category of Partial achievers.

Analysis of the Errors

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

Table 5

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

Sl. No	Criterion Measure	Example	Explanation
1.	Reading the Fractions	**Problem:** Read 5/2 **Response** = a)Read as five and two b) Read as five one two	Does not have the factual

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2.	Writing the Fractions	To write the given fraction in words **Problem:** 7 ¾ **Response** – Seven three Four **Problem:** ½ **Response** – Writes it as three four (Instead of writing it as three fourth or three by four).	Knowledge about reading and writing fractions
3.	Addition of Fractions	To add the given Fractions **Problem:** 1 ½ + ½ **Response** – Writes the fraction as 1 only.	a) Does not have the conceptual understanding in adding the fractions.
4.		**Problem** : ¼+ ¼ **Response** – Writes it as 4/8 (Adds the denominator)	b) Does not know to convert the mixed fraction to improper fraction. c) When the denominator is common should consider only once.
5.	Addition of the fractions with same denominator	To find the sum of the given fraction. **Problem:** 7/9 + 3/9 **Response** – 10/18	Does not know when there is a common denominator only numerators have to be added and denominator to be retained as it is.

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6	Addition of the fractions with different denominator	**Problem:** 5/6 +1/3 + 5/2 + 6/3 **Response** 5+1+5+ 6 / 6+3+2+3 = 17/14	Adds the numerator Adds the denominator. Does not know to take LCM when the denominators are different.

Effectiveness of the Remedial Instructional programme in attaining mastery, by the participants in the criterion measures pertaining to addition of Fraction

The percentage of the participants who were masters(M), partial achievers(PA) and Non masters(NM) in the criterion measures pertaining to Addition of fraction in Pre-Test and Post-Test were computed and the details are given in the Table 4

Table -6

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

Sl. No	Grade	CRITERION MEASURE	Max. Score	Pre-Test			Post-Test		
				M	PA	NM	M	PA	NM
1	I-IV	Reading/Writing the Fractions	6	'—	42	47.61	95.5	5.5	-
2	I-IV	Addition of Fractions	2	19.04	14.3	66.66	95	5.0	
3	V	Find the sum of the given fractions	4	—	40.13	59.4	90.47	9.53	–
4	VI	Addition of fractions (With same denominator)	2	..	—	100	66.5	23.5	–
5	VII	addition of fraction (with different denominator)	2	—	33.33	66.67	100	–	–

CM-01: Reading the Fractions (limited to ½, 1/2/3/4) and mixed fractions involving these fractions. CM-02: Addition of fraction CM-03: Find the sum of the given Fraction CM-4: Addition of Fraction having same denominator.

Table No 7

Comparison of the performance of the participants of Grade VI in the criterion measure pertaining to Addition of Fractions (N=60)

Case No	Grade I-IV				Grade V		Grade VI	
	CM-1		CM-2		CM-3		CM-4	
	Pretest	Post Test	Pretest	Post Test	Pretest	Post Test	Pretest	Post Test
1	[illegible]	M	[illegible]	M	[illegible]	M	[illegible]	M
2	[illegible]	M	[illegible]	M	[illegible]	M	[illegible]	PA
3	[illegible]	M	[illegible]	M	[illegible]	M	[illegible]	M
4	[illegible]	M	[illegible]	M	[illegible]	PA	[illegible]	M
5	[illegible]	M	[illegible]	M	PA	M	[illegible]	PA
6	[illegible]	M	PA	M	[illegible]	M	[illegible]	M
7	[illegible]	M	[illegible]	M	[illegible]	PA	[illegible]	M
8	[illegible]	M	[illegible]	M	[illegible]	M	[illegible]	M
9	[illegible]	M	[illegible]	M	[illegible]	M	[illegible]	PA

Table No 8

Comparison of the performance of the participants of Grade VI in the criterion measure pertaining to Addition of Fractions (N=60)

Case No	Grade I-IV		Grade IV		Grade V		Grade VI		Grade VII	
	CM-1		CM-2		CM-3		CM-4		CM-5	
	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test	Pre Test	Post Test
01	PA	M	NM	M	PA	M	NM	M	PA	M
	NM	M	PA	M	NM	M	NM	M	NM	M
	NM	M	NM	M	PA	M	M	M	NM	M
	NM	M	NM	M	NM	M	NM	PA	PA	M
	PA	M	NM	M	NM	M	NM	M	NM	M
	PA	M	PA	M	NM	M	NM	M	PA	M
	PA	M	NM	M	PA	M	NM	M	NM	M
	PA	M	NM	M	PA	M	NM	M	PA	M
	PA	M	NM	M	NM	M	NM	PA	NM	M
	PA	M	NM	M	NM	M	NM	M	PA	M
	PA	M	NM	M	PA	M	NM	M	NM	M
	PA	M	NM	M	PA	M	NM	M	NM	M

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CM-01: Reading the Fractions (limited to ½, 1/2½) and mixed fractions involving these fractions. CM-02: addition of fraction CM-03: Find the sum of the given Fraction CM-4: Addition of Fractions with same denominator CM-5: Addition of Fraction with different denominator

Major Findings

From the analysis of the data the following observations were made

1. It was observed that majority of the participants of Grade VI and VII exhibited non-mastery in (more than 50%) in all the criterion pertaining to addition of Fractions. In reading and writing the Fractions difficulty was exhibited by 48% of the participants.

2. Only one of the participants of Grade VI and two participants of Grade VII attained mastery only in Addition of Fractions of Grade (I-IV). In all the criterion measures all the participants had difficulty.

3. The error analysis revealed that majority of the participants lacked the knowledge and procedure of addition of Fractions. A few participants had difficulty even in reading and writing the Fractions.

4. The Remedial Instructional programme was found to be effective in enabling the participants to attain mastery in the criterion measures of Addition of Fractions.

5. Majority of the participants of the Grade VI and VII have shown mastery at 95.5% in the criterion measures pertaining to reading and writing of Fractions and addition of Fractions of grade I-IV. This shows the effectiveness of the Remedial Instructional Programme .

6. Majority of the participants of the Grade VI and VII have shown mastery at 90.47% in the criterion measures pertaining to Addition of Fraction of Grade V. This shows that the Remedial Instructional Programme was effective in improving the performance of the participants in attaining mastery.

7. More than 80% of the participants of the Grade VI and VII have shown mastery in the criterion measures pertaining to Addition of Fraction with same denominator of Grade VI. This shows that the Remedial Instructional Programme was effective in improving the performance of participants from Non-mastery to mastery.

8. All participants of Grade VII have shown 100% of mastery in the criterion measure pertaining to Addition of Fractions with different denominator. This shows that the Remedial Instructional Programme was effective in improving the performance of participants in attaining mastery.

Discussion

Fractions have been seen as numbers that have unique properties compared to whole numbers that students have learned before. The uniqueness of its nature has made it difficult to understand (Bentivegna et al., 2018).

Fractions have been one of the most difficult mathematical skills to master, for children with and without difficulties (Behr, Wachsmuth, Post, & Lesh, 1984; Hiebert, 1992; McLeod & Armstrong, 1982; Ni, 2001).

The observations made in the present study supports the findings of the previous studies.

There are four things that students often do when answering addition of

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fraction operation namely systematic errors, random errors, negligence errors and not knowing how to answer fraction questions (Hamdhiwate et al., 2018; Lee et al., 2017; Purnama et al., 2019; Salleh et al., 2018; Saparwadi et al., 2017; Tran & Siegler, 2017). In the study it was observed all the four types of errors were committed by the participants, however negligence errors were less compared to other types.

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

(Zhang & Xin, 2012; Fuchs, Fuchs, & Cawley, 1998). Here, in addition to the conceptual

understanding of simple arithmetic problems, specific competencies are required. Word problems

have to be transformed into mathematical expressions (Montague & Applegate, 2000).

Procedural knowledge denotes the knowledge of calculation strategies and procedures,

understanding how and when to use them, and the mastery of the skills needed to apply them in a

flexible manner (Anderson, 2010).

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Learning the concept of fractions is one of the most difficult skills to master for elementary school students (Gunawan, 2014; Hasbiati et al., 2018). Fractions are also seen to affect other mathematical knowledge such as algebra. This in turn will affect mathematic achievement. In the study also it was noticed that some participants encountered difficulty even in reading and writing the fractions.

Students find fractions in their daily life, they are not able to relate it to the fractions they learn in classroom situation (Kaljoni, 2003). Secondly, students have the difficulty in understanding the meaning of the mathematical symbols of fractions (Thomson & Saldanha, 2003). Thus, it is understandable that students mix up the fractions as natural numbers when they add two fractions (Idris & Narayanan, 2011; Irwin, Tillema, & Tarig-Pehlan, 2008). The findings of the study also support the above observation as majority of the participants had difficulty in adding the fractions with common denominator.

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Understanding and mastery of fractions is essential pre-

requisite knowledge for algebraic instruction (NMAP,

2008). Underscoring the importance of such knowledge,

the CCSSM (NGAC & CCSSO, 2010) for Grades 3

through 5 stipulate fraction concepts and skills to be

taught. Thus, it is clear that if they are to succeed in school

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

cal for all students, including students struggling to learn

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Understanding and mastery of fractions is essential prerequisite knowledge for algebraic instruction (NMAP, 2008). Understanding the importance of such knowledge, the CCSSM (NGAC & CCSSO, 2010) for Grades 3 through 5 stipulate fraction concepts and skills to be taught. Thus, it is clear that if they are to succeed in school and beyond in the 21st century, fraction instruction is critical for all students, including students struggling to learn mathematics

One of the aspects that can improve students' understanding is through the use of effective teaching aids for teaching Fractions (Naik et al., 2016; Rahardi et al., 2020). Therefore, innovation and transformation must be done through the development and construction of teaching aids. The use of teaching aids is very important so that teachers can explain things more accurately and clearly compared to oral explanations only. The remedial instructional programme also involved variety of learning experiences with appropriate teaching aids. This proved effective in enabling the participants attain mastery.

Further, Naik et al.,(2016); Rahardi et al., (2020), justified that appropriate teaching aids can ensure the delivery of teaching and learning can be implemented more effectively. The need to develop these teaching aids is very significant as described by Jones et al. (2011) and McNeil and Jarvin (2007). The use of aids can change the teaching and learning methods of the teacher for the better and give internal motivation to students to learn something (Hasbani, 2016).

Conclusion

On the basis of the observations made in the study it can be understood that Children with Mathematical Disability (CwMD) in the upper primary schools face serious difficulties in addition of fractions and also commit errors in learning operations related to addition of fractions.

Through structured Remedial instructional programmes similar to the one planned and tried out in this study it is possible to enable the participants to attain mastery in the criterion measures of addition of Fractions at elementary level. The success of the programme is also due to the effective remedial instructions provided to the participants to master the concepts and procedures related to whole numbers prior to fractions. So, even if difficulties in Fractions noticed in the participants with CwMD, their difficulties in whole numbers have to be diagnosed and rectified. On the basis of the evidence based programmes tried out in the study teachers can be trained.

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PSYCHOLOGY AND EDUCATION (2022) 59(1): 669 - 677
ISSN 1553 - 6939

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

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Abstract

Competence with fractions is foundational to acquire more advanced mathematical skills. However, achieving competency with fractions is challenging for many students, especially for those with mathematics learning difficulties who often lack foundational skill with whole numbers. Difficulties exhibited in fractions prevent the child from enjoying the world of numbers. Thus in the present study the authors try to know the percentage of children with mathematical Disabilities of Grade VI and VII exhibiting difficulties in various criterion measures pertaining to Fraction. These participants were considered as Masters, Partial Achievers and Non-Masters based on the different criterion measures. The Major findings are discussed in the article.

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

Introduction

Although many children encounter difficulties with mathematics in elementary school, much less research has been conducted in this area (Ginsburg, 1997). Thus weaknesses in the area of mathematics can impede educational opportunities for students (Rivera-Batiz, 1992). Children with mathematics difficulties often have problems in several areas of mathematical cognition. These include the ability to solve relatively complex story problems and retrieval of number facts (Jordan & Hanich, 2000; Russell & Ginsburg, 1984). fractions have been one of the most difficult mathematical skills to master, for children with and without difficulties (Behr, Wachsmuth, Post, & Lesh, 1984; Hiebert, 1985; McLeod & Armstrong, 1982; Ni, 2001). Struggling learners in mathematics (students with learning disabilities [LD], mathematics learning disability (MLD), low-achievement in mathematics, and at-risk for failure in mathematics) are at an even greater disadvantage, as their performance in mathematics has

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traditionally lagged at least two grade levels below their peers (Wagner & Blackorby, 1996).

The National Mathematics Advisory Panel (NMAP, 2008) fractions have been one of the most difficult mathematical skills to master, for children with and without difficulties (Behr, Wachsmuth, Post, & Lesh, 1984; Hiebert, 1982; McLeod & Armstrong, 1982; Ni, 2001).

Struggling learners in mathematics (students with learning disabilities [LD], mathematics learning disability [MLD], low-achievement in mathematics, and at-risk for failure in mathematics) are at an even greater disadvantage, as their performance in mathematics has traditionally lagged at least two grade levels below their peers (Wagner & Blackorby, 1996).

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Accumulating data from the National Assessment of Educational Progress (NAEP) also provide evidence for students' difficulties with fractions. According to the 2017 NAEP, only 33% of fourth graders correctly identified which fractions were greater than, less than, or equal to a benchmark fraction, ½. In 2009 NAEP, only 25% of fourth graders correctly identified a fraction closest to ½.

Norton and Boyce (2013) and Siegler, Thompson and Schneider (2011) argued that fraction is very difficult to teach, most cognitively challenging and most essential for advanced mathematics.

Traditionally, difficulty with fractions has been attributed to fundamental differences between whole numbers and fractions. This can lead to whole-number bias, which refers to students' overgeneralizations of whole number knowledge to fractions (DeWolf & Vosniadou, 2015; Ni & Zhou, 2005). This finding confirms the observation of Hackenberg and Lee (2015) that teaching fraction effectively requires using correct language and technical terms.

The present study intends to identify the specific difficulties in fractions faced by CwMD, the objective of analysing the difficulties faced by CwMD in Mathematics Diagnostic test.

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Need and importance of the study

Math concepts such as fractions that students do not master in the early grades can go on to confuse them later on and to cause them a great deal of math anxiety. Fractions are often the first hurdle experienced by school learners while learning mathematics as it is one of the operations beyond basic skills of addition, subtraction, multiplication and division (Chinnappan 2006).The new research shows that students need to intuitively understand concepts rather than just to memorize language or symbols, as such rote memorization does not lead to long-term understanding. Many math teachers do not realize that the language of math can be confusing to students and that students must understand the concepts behind the language. They tend to learn addition and subtraction of fractions earlier and multiplication and especially division of fractions later. Fractions forms a building block for other mathematical skills and it is important that learners feel comfortable and confident in understanding of fractions. Researchers argue that children generally perform badly in fractions and that the knowledge of fractions is crucial for success (Booth, Newton & Twiss-Garrity 2014). Competence with fractions is foundational to acquiring more advanced mathematical skills. However, achieving competency with fractions is challenging for many students, especially for those with mathematics learning difficulties who often lack foundational skill with whole numbers. Teaching fractions is also challenging for many teachers as they often experience gaps in their own fractions knowledge. Jessica Tremblay Lynn Paulin

Objectives of the Study

1. To analyze the difficulties experienced by Children with Mathematical Disability (CwMD) of Grades -VI, VII in various criterial measures of the following components of Arithmetic in Grades V-VII:

a) Addition of fractions
b) Subtraction of fractions
c) Multiplication of fractions
d) Division of fractions

Methodology

The methodology related to the participants, tools and techniques method of collection and analysis of data are discussed in this section.

Participants

In order to achieve the objectives of the study the participants, CwMD were selected from seven Government and Private Aided schools with Kannada as Medium of Instruction from Mysore City by applying a set of Exclusionary and Inclusionary Criteria. The details of the participants are given below in the Table-1.

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Table -1
Details of the participants

Type of School	Total No of children in Grades VI and VII in the selected school.			Number of children identified as CwMD in Grades VI and VII		Number of children included in the study
	Grade	No of Children				
Government	VI	134	234	11	17	6
Private Aided	VI	100		6		3
Government	VII	147	259	9	18	9
Private Aided	VII	112		9		6
		Total Strength 493		Total 35		21

It can be viewed from the above Table that an alarming 7% incidence of CwMD in upper primary school children.

Assessment Instruments and Method of Collection of Data

The data was collected by administering Mathematics Diagnostic Test developed by the investigator.

Brief Description of the Tools

The Mathematics Diagnostics Test developed by Nair Prithi Govindhan, 2015 was used in the study. The test intends to assess the performance level of children in mathematics studying in the Grade –V. The test intends to diagnose specific difficulties exhibited and errors committed by the children of Grade V. The test covers almost all the areas of mathematics of Grade V.

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

Collection of the Data

The data was collected by administering the tests to 21 children of Grades VI and VII who were identified as children with Mathematical Disability. The total tests were administered in small groups of 2 to 3 children in two sessions of about 60 min in order to avoid the fatigue factor. The children were given sufficient time.

The scoring was done with reference to each of the criterion measures of the total tests. However, in the article the data related to Fractions of all the 3 Grades are discussed.

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Method of Analysis of Data

The data was analysed qualitatively. The errors obtained by the each child based on the criterion measures was converted into percentage for the purpose of analysing the specific difficulties in each of the criterion measures relating to Fractions the children were categorised as Masters (M)(Scored 80% and above), Partial Achievers (PA) (Scored 79% and below) and as Non-Achievers (NA) (Scored 0)

Table 2:

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

Sl. No	Criterion Measures Grade V	Max Score	M	PA	NA
1	Find the sum of the given fractions	4	40.47	40.13	19.4
2	Writing the decimal form of the fractions (With 10 and 100 as denominator)	7	40.47	40.13	19.4
3	Selecting the correct equivalent fractions	4	34.52	51.2	14.28
4	Selecting the correct equivalent fractions	4	32.14	53.58	14.28
5	Write the missing fractions	1	28.58	0	71.42
6	Find the product of the given expressions	2	23.8	47.63	28.57
7	Find the quotient for the given fractions	2	21.42	59.94	18.98

Table 3:

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

Sl. No	Criterion Measures Grade VI	Max. Score	M	PA	NA
1	Writing the Prime Number	2	0	0	100
2	Writing the product of Prime Number	2	0	0	100
3	Writing the missing fraction	2	0	0	100
4	Match the following numbers with the correct factor	4	10.71	32.13	57.14
5	Finding the greatest common factors	2	0	0	100
6	Finding the LCM and HCF by factor method	2	0	0	100
7	Writing the improper fraction to Mixed fraction	2	0	0	100
8	Writing the mixed fraction to improper fraction	2	0	0	100
9	Selecting the correct equivalent fraction	2	0	0	100
10	Fill in the missing fraction	2	0	0	100

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11	Using the > or < sign in fraction	2	0	0	100
12	Find the sum of the given fractions	2	0	0	100
13	Addition of fractions (having same denominator)	2	0	0	100
14	Subtraction of fractions (Having same denominator)	4	17.85	53.58	28.57
15	Problem-Solving	2	0	0	100

Table 4

Percentage of Children with Mathematical Disabilities (CMD) who were considered as - Masters, Partial Achievers and Non-Masters in different criterion measures pertaining to Fractions in Pre-Test of Mathematics Diagnostic Test of grade (VII) (N=12).

Sl.No	Criterion Measure	Max. Score	Percentage of Masters	Percentage of Partial Achievers	Percentage of Non-Masters
1	Stating whether the given statement is True or False	1	100	0	0
2	Reducing the fractions to the lowest form	2	33.33	0	66.67
3	Addition of fraction	2	0	41.67	58.33
4	Writing the mixed fraction into improper form	2	0	50	50
5	Identifying Positive and negative fractions	2	8.33	8.34	83.33
6	Classifying into proper, improper and mixed fraction	3	0	0	100
7	Reducing the fractions into lowest form	2	0	0	100
8	Converting the improper fraction to mixed fraction	2	0	0	100
9	Subtraction of fraction	2	0	0	100
10	Fundamental operations related to fractions	4	0	0	100
11	Problem Solving (Word Problems)	2	0	0	100
12	Dividing the whole number by the fraction (Simplification)	2	0	0	100
13	Multiplying fraction by fraction	2	0	0	100
14	Dividing the fraction by fraction	2	0	0	100
15	Writing in inverse fraction	2	0	0	100

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Major Findings of the study

From the analysis of the data the following observations were made

a. It shows all the criterion measures of fractions considerable percentage of children experienced difficulties.

b. Majority of the participants were found to be partial achievers in attempting the items form the criterion measures pertaining to fractions of Grade V, the percentage of mastery and non-mastery were less.

c. All participants showed difficulty in almost all the criterion measures pertaining to Fractions of Grade VI with 100% of Non-Mastery, except two of the criterion measures which showed 57.14% of Non-Mastery in matching the numbers with the correct factors and 53.58% of partial achievers in subtracting the fractions having the same denominator.

d. Participants exhibited difficulty in all most all the criterion measures pertaining to Fractions of Grade VII with 100% of Non-Mastery, except in three criterion measures of fractions where 100% of mastery is noticed while stating whether the given statements, exhibiting non-mastery with 58.33% in addition of fractions and 83.33% of non-mastery in identifying Proper and improper fractions.

Fractions have been one of the most difficult mathematical skills to master, for children with and without difficulties (Behr, Wachsmuth, Post, & Lesh, 1984; Hiebert, 1985; McLeod & Armstrong, 1982; Ni, 2001).

The performance in mathematics has traditionally lagged at least two grade levels below their peers (Wagner & Blackorby, 1996). The National Mathematics Advisory Panel (NMAP, 2008).

The observations made in the present study supports the findings of the previous studies.

Conclusion

On the basis of the observations made in the study it can be understood Children with Mathematical Disability in the upper primary schools face serious difficulties. The Remedial instructional programmes have to be planned and tried out with systematic research. On the basis of such evidence based programmes teachers have to be trained.

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Vol. IX - Issue I (January-2022)
ISSN - 2277-7067

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January 2022

Volume - IX Issue I
Research Journal
ISSN No. 2277-7067

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16	HIGH SCHOOL PUPILS PERCEPTION ON DIFFICULTIES IN LEARNING OF MATHEMATICAL CONCEPTS-AN ANALYTICAL STUDY	MANJUNATH .B.M Dr. N. LAKSHMI	1683-1689

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HIGH SCHOOL PUPILS PERCEPTION ON DIFFICULTIES IN LEARNING OF MATHEMATICAL CONCEPTS-AN ANALYTICAL STUDY

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Abstract

Most pupils find mathematics to be challenging and unfulfilling in their studies. Pupils often choose to discontinue their study of mathematics as soon as they can. However, mathematics is often regarded as vital and occupies a prominent position in the curricula in the majority of countries. Numerous facets of life and a wide range of professions utilize mathematical concepts. Therefore, Pupils' unfavourable attitudes may have a significant impact on their career decisions and ability to contribute to society at large. It has examined a group of Pupils (n = 347) from Karnataka, India, and compiled their opinions on their mathematics learning. Questionnaires were used as the study's primary data gathering instrument. The results reveal that Pupils in grades 9 and 10 in mathematics have a good attitude and a solid understanding of the material. It was observed that there were attitude disparities between what the Pupils expected and what really happened in the classroom while the Pupils were learning mathematics. This research offers suggestions for improving pupils' abilities to solve mathematical problems.

Keywords: Mathematics learning, challenges, perceptions, and field dependence.

Introduction

When examining mathematics education, Brown et al. (2008) discovered that many Pupils believe the subject to be challenging and avoid it whenever feasible. In contrast, mathematics is a very popular topic at all levels in schools and universities in the neighbouring nation of Scotland (Scottish Qualifications Authority, undated). This shows that while mathematics may be regarded as difficult and unappealing in some nations, this is not universally true. Sadly, there isn't enough study on mathematics learning to determine whether the causes of the discrepancies can be identified.

One of mathematics' issues covers from the subject matter itself. One objective of math instruction is for pupils to be able to follow steps to get the right answers. The Pupils are urged to put the steps into practice as they work toward achieving this objective. As a result, the methods are learned and afterwards automated in learners' minds (Allowati, 2008). While this may inspire confidence, it frequently overlooks the need for children to comprehend the why behind them actions. With limited chance to comprehend the meaning of the processes or how they may be used in real-world situations, mathematics can be reduced to a process of rehearsing methods until they are remembered. Almohair et al. (2012) conducted an intriguing study in which factor analysis was used to establish that numerous attributes were crucial for performance on exams in arithmetic, with this general conclusion holding true for all academic courses. In certain subject areas, information may be learned, but in mathematics, it was the techniques that were being memorized.

Mathematics places significant intellectual demands on pupils by its very nature. It entails

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...ems that could seem abstract and unconnected to life. It has often been demonstrated that ...ics exams successes depends on Pupils' limited working memory capacity (Baird, 2009). The ...learner's working memory aids in thinking, understanding, and problem-solving abilities in ...Pupils, it helps to prevent misunderstanding and has a limited capability for people.

The aim of this study is to investigate the degree of field dependence in high school Pupils' mathematical learning. According to Witkin and Goodenough (1981), a field dependent individual is one who is unable to separate an object from its environment. Field-Dependent people are able to accept the prevailing field and unconsciously believe an item from its context. An organized perceptual field may be readily "broken apart" by field-independent people, who can voluntarily isolate an object from its environment. Experienced math professors frequently hear Pupils comment that they are unsure of where to begin when presented with a mathematical issue. This is a typical indication of working memory issues caused by information overload, and it is at this point that knowledge of the learner task known as field reliance becomes crucial.

Nearly every country in the world includes mathematics in its core curriculum. In India, math is regarded as a crucial subject for many occupations. Khan (2013) observed that mathematics is not often a subject that Pupils enjoy and that many Pupils choose to drop out as long as they are permitted. According to Ali (2011), it is infrequently taught in India. Teachers, however, are limited in what is prescribed for them to teach. Teachers are frequently compelled to adhere to the procedures outlined in textbooks. Procedures are memorized, rehearsed, and then assessed in formal exams. Credit is awarded for following procedures correctly, which results in the right responses (Mohammad, 2002; Aarifah&Hafid, 2018).A research done in India clearly demonstrated the superiority of a demanding curriculum created by school instructors over one that was imposed from without and created by people outside the classroom (Ali & Rafi, 2012). Therefore, an improper curriculum might be a contributing factor to the issue in mathematics education.

Statement of the Problem

Although mathematics has numerous applications in life, because it is logical in nature and sometimes somewhat abstract, it can be difficult to make these applications practical and approachable to young learners. The current study's focus was "Attitude in Learning Mathematics: High School Pupils' Perceptions, Difficulties, and Field Dependency in their Mathematics Studies.

a. The views and attitudes of high school Pupils toward mathematics were the main goals of the study".
b. The hurdles and difficulties associated with pursuing mathematics.
c. The association between age and mathematical aptitude and field dependence.

Research Questions

These questions were the focus of this investigation:

a. How do high school pupils view their experiences learning mathematics in the classroom?
b. What challenges do the children have when learning mathematics?
c. What is the connection between Kids' field dependence and their math persona and age?

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Significance of the Study

It has hopes to provide light on the solutions to the concern math problems that Indian secondary school pupils typically encounter. Pupils will benefit from this study by developing their subject-matter mastery in mathematics at the secondary level. There appears to be a significant gap between what Pupils are expected to do and what really occurs in math classes. This study may make recommendations on the majority of secondary mathematics Pupils' lack of ability to solve mathematical problems. This project also plans to investigate why Indian Pupils' lack critical thinking and problem-solving skills, as well as why they are unable to apply their mathematical knowledge in unexpected contexts.

Research Methods and Sample

A quantitative study was conducted on high school Pupils' attitudes toward learning mathematics as well as their experiences in the classroom using a 45-item questionnaire. The questionnaire was created using topics from the literature to investigate the attitudes of high school Pupils about learning mathematics as well as their experiences in the classroom. Cronbach's Alpha, which was 0.94, assessed the internal consistency of 45 items. From Karnataka, India, 647 kids in the science group, ranging in age from 14 to 16, were chosen for the sample. There were 58 percent pupils in the ninth grade and 42 percent in the tenth grade. There were 43 percent males and 57 percent females; 65 percent urban and 35 percent rural, and 35 percent public and 65 percent private school children. The percentage and chi-square tests were employed to analyze the data, which was acquired during school hours.

Results and discussion

This section presents the general image that may be drawn from the answer data. Perceptions, attitudes, and challenges are addressed in the replies, which are displayed as percentages.

Pupils' perceptions of learning mathematics

The first portion of the questionnaire's Table 1 asks Pupils how they view their mathematical learning.

Table1 Pupils' perceptions of learning mathematics

Statements	SA	A	N	DA	SDA
My lessons are fully understood by me.	44	40	9	3	4
I appreciate my professors' instructional techniques.	51	36	7	4	2
I really do understand how things work in class.	33	38	11	7	11
I dislike having to complete a lot of homework every day.	38	36	11	11	12
I almost immediately choose when I need to take time on my own.	34	38	11	14	24
There is enough session in school for me to understand fully.	23	40	9	28	9
For me, taking classes is essential if you want to excel academically.	47	37	7	14	9
Over the years, I often become anxious.	29	27	28	16	12
I find it difficult to review the full year's curriculum for the yearly exams.	33	31	16	20	20
I dislike short questions since I can't fully communicate my knowledge with them.	16	16	12	32	28

...ath exams, I enjoy multiple-choice problems.	11	18	8	7	6
...am more than the allotted time for the math paper is inadequate.	38	13	12	29	7
...I'm having trouble comprehending something new, I am my teacher for ... assistance.	19	16	7	39	7
...When I have trouble understanding something new, I ask my tutor for ... assistance.	13	31	10	17	9
...Improved math grades are the result of their own diligence.	21	26	9	9	9
...I ought to comprehend a subject once I start using certain examples.	27	32	16	23	10
...comprehension is aided by teacher questions in class.	34	14	8	8	8
...time feedback displays that are crucial for passing the test are taught.	21	28	14	23	14

(Source: Field survey)

Inference

Table 1 demonstrates many favourable aspects, although in most situations, student mentality does not concur with the majority viewpoints. This is consistent with the research of Alhmali (2007), who discovered a clear polarization of viewpoints on mathematics. The majority of individuals presumed that they generally comprehend their arithmetic lectures. They are content with the mathematics instruction methods employed and are aware of how to approach arithmetic problems. The research also demonstrates that the majority of participants concur that they want multiple-choice questions to be included in math exams. However, some subjects cause pupils to feel uneasy. Inevitably, Pupils do not want to work too hard and have a tendency to feel concerned in exams three-year. They also do not love studying for math exams.

Attitudes of Pupils in Mathematics

We can see the students' attitudes regarding their learning in mathematics, according to Table 2 from the second half of the questionnaire.

Students' attitude toward mathematics

Statements	High	Moderate	Low
I enjoy mathematics.	29	21	22
I benefit from maths in my daily life.	14	23	29
Participation in a topic that I find intriguing.	24	22	22
I love maths and I want to study it.	32	23	15
I think it's simple to grasp maths.	24	22	24
Learning math will be beneficial in my profession.	32	28	10
I am generally thought highly in mathematics.	24	28	18
I'm excited to tackle a math problem.	24	27	22
Fear of mathematics cannot be diagnosed.	22	24	24

(Source: Field survey)

Pupils Difficulties in Learning in Mathematics

The information in Table 3 answers queries about the students' struggles with arithmetic learning. Tables 3 and 4 list the themes related to such challenges.

Table3 Grade9thPupils'difficultiesinlearningmathematics

Grade9, N =275	Easy	Moderate	Difficult	Not Taught
Determinants and matrices	30	30	35	35
Complex and real numbers	30	30	30	20
Logarithms	42	50	48	29
Using algebraic formulae and equations	39	58	75	28
Factorization	46	50	50	20
Completing algebra	36	38	35	35
Inequalities and linear equations	56	50	35	45
Applications of the linear graph	42	58	50	50
Basics of coordinate geometry	38	52	50	40
Symmetric triangles	58	50	35	32
Triangles and parallelograms	45	50	52	38
Bisectors of a line and an angle	56	55	50	45
Triangle's sides and angles	50	52	35	35
Average score	48	52	50	40

(Sources: Field survey)

Table 4 Grade10thPupils difficulties in learning mathematics

Grade 10,N =272	Easy	Moderate	Difficult	Not Taught
quadratic formulas	23	20	15	30
Quadratic equation theory	18	22	20	18
Variations	25	25	20	30
incomplete equations	35	25	20	20
Systems and operations	25	30	30	0
simple statistics	20	20	25	35
Trigonometry	25	20	17	38
projection of a triangle's side	30	20	20	30
Circle's chords	35	25	35	0
A circle's tangent	35	25	28	12
Area and chords	65	35	0	0
Angle in a circle's section	35	20	35	10
Applied geometry	30	35	35	20
average rating	35	25	30	30

(Sources: Field survey)

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According to the tables above, Pupils seem to think that the majority of topics are simple and not too challenging. However, a hypothesis is the most challenging for kids. Additionally, the replies indicated that parallelograms and triangles are challenging for children as well as the introduction to coordinate geometry. This is consistent with what Ali and Rajid discovered (2012). The percentages of Pupils choosing "tough" are substantially greater than in the easier grade. This pattern closely resembles that which Ali and Rajid found (2012). Male and female student data were compared through the use of the chi-square statistic in the evaluation of the results.

Table 5 presents the findings. The majority of participants, according to the data, felt that they understood their arithmetic lectures.They also mentioned that they dislike doing homework since they lack the skills necessary to complete it on their own. The result illustrates how there are little possibilities in India's educational culture to gain greater field freedom. Boys and those attending urban schools tended to have greater levels of confidence in their ability to study mathematics in the total data. The chi-square investigation test was used to examine this, and it was discovered that the differences were significant.

Table 6 Area of school differences in the school mathematics learning

Items	Area	SD	D	N	A	SA	χ^2	df	p
Mathematics is completely understood	Urban	9	14	20	114	233	10.5	4	p = 0.033*
	Rural	3	9	9	89	219			
I always prepare my questions before I ask them for the day	Urban	100	124	45	47	48	20.7	4	p = 0.000*
	Rural	61	87	13	44	19			
In class Teacher questions helps me understanding	Urban	10	17	24	122	183	12.5	4	p = 0.014*
	Rural	9	11	7	64	109			

The majority of students from urban regions had good attitudes, according to the findings of the Chi square test on mathematics learning school area differences. The majority of urban students said that they fully comprehend their mathematical sessions.

Conclusion

The purpose of this study was to investigate how Pupils perceived math learning and challenges. The results demonstrate that pupils from private schools and metropolitan locations have different viewpoints than those from public schools and rural places. India's educational system is modeled around this particularly in the public schools. The majority of pupils in India's public schools are from middle- or lower-class families who have fewer earnings. They are forced to learn using outdated, outdated, and outdated materials since they lack numerous contemporary facilities. There is a prescribed mathematics textbook for every class in Indian schools. This recommended textbook serves as the only foundation for the test.Instead of imparting to the Pupils a complete understanding of the fundamentals of mathematics, the present teaching style places a great deal of emphasis on getting the Pupils to solve these examples. As a result, children are currently taught mathematics via memorization of textbook material.

This survey demonstrates that the majority of respondents had favorable opinions on mathematics, with the majority saying that learning mathematics makes people happy. The kids had a positive perception of their mathematical learning. Pupils typically believe mathematics to be a tedious and challenging subject, which is somewhat in contrast to (Bowen et al. 2008). The majority of Pupils demonstrated that they did not place as much emphasis on solving problems in class as they should on employing student-centered

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approaches in mathematics education. Simply said, the kids' accomplishment in arithmetic is neither praised nor rewarded. Problems arise due to a lack of resources and development programmes for both Pupils and instructors (Mercer, 2007; Hakki, 1998). Pupils from remote schools in particular brought up the challenges: as their mathematics learning experiences because of its experienced staff and insufficient resources (Mercer, 2007; Anderson et al., 2005).

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IJCRT.ORG ISSN : 2320-2882

INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

PRESENT TRENDS OF ASSESSMENT

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Abstract

Consistent with 21st Century learning and the benefits brought on by better assessment tools, assessment is becoming more student-centric, offering educators the insights that will help them determine the best instructional next steps and how to make learning more personal for the individual student.

Trailing the positive elements of policies like No Child Left Behind for the growth mindset presented in the Every Student Succeeds Act (ESSA), states are now able and incentivized to take advantage of alternatives to the expensive, high-stakes, end-of-level tests that have provided the dominant diagnostic providing little benefit to the students.

Through a lot of hands this may be, the growing practice of deliberate formative assessment is here to stay. When educators embed frequent, in-class assessments into daily instruction they're gathering the data they need to identify student levels of understanding, target interventions, and evaluate their instructional practices with clarity and across their terms.

Formative assessments, whether graded or ungraded, can and should be carried out in a variety of modalities (i.e. paper and pencil or online quizzes, verbal exit, informal observations in the teacher, etc), with each providing nuanced insights into student understanding that drive instruction. Teachers and students begin to view assessments as informative rather than punitive. Differentiated, ongoing assessments should address the varied levels of understanding that make up every classroom.

Key Words: Evaluation, Assessment, Teachers, Students, Innovative Methods, Level of understanding

Introduction

Traditional grading approaches provide letter and/or number grades meant to show a student's overall academic standing, yet this offers students, teachers, and parents little to no insight into what the student has actually learned. When focused on what students actually know and don't know, teachers and stakeholders realize the need to identify deficiencies in a student's learning, using these insights to adjust instruction. Students can work to achieve mastery prior to moving on to more complicated skills and concepts. Progression is now based on understanding and readiness, rather than by some other subjective determinant from the student's result.

Among the shifting mindsets within K-12 education is the need for schools and districts to move from a culture of collecting data to one of using data. Formative and benchmark assessments provide data teachers can use, in the moment, to improve student outcomes. By upgrading the tech tools used in the assessment process, teachers can simplify and shorten the feedback loop, increasing increasingly accustomed to using data to drive their instruction.

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...ers, schools, and entire districts find themselves using common platforms for gathering and using ...ve and benchmark assessment data, all aligned to common standards, such stakeholders are better able ...more willing) to collaborate around assessment data to support resource sharing, instructional best ...tices, and larger learning trends.

...ll the unacceptable results of high-stakes testing persisting each year, ESSA offered states much-needed ...relief with the opportunity to replace end-of-level tests with alternative, "innovative assessments."

...among the alternatives being developed, breakthroughs in machine learning have allowed psychometric ...models (i.e. valid and reliable) that reduce assessment test times and improve the quality of actionable data. ...These models can do far more to improve student growth while requiring much less of the students, from a ...testing standpoint. It's a win across the board, but most importantly for the students and their academic ...growth.

For many, the word "assessment" translates into multiple-choice questions or writing for hours in a crowded exam hall – it is something very defined and has a certain place in our education or career. The huge advancements in computer-based testing are now redefining the possibilities of assessment, particularly in terms of what can be tested, how and when. These advancements mean that there are many more applications for both summative and formative testing, applications that even a couple of years ago would not have been possible.

Based on working with a wide and varied client base, here are the top five trends we've identified that are changing how assessment is delivered:

- 1. Movement away from traditional assessment delivery methods.
- 2. The end of the road for pen and paper.
- 3. Much more engaging and effective assessment.
- 4. Increasing levels of automation.
- 5. Assessments are much more candidate centric.

The use of professional remote invigilation, which increases the exam hall experience to an online environment, means there is a move away from the use of traditional assessment delivery methods, such as running exams in a test centre. Remote invigilation (also known as online proctoring) means that a secure exam can be run from any location as long as there is an internet connection. This gives a great deal of flexibility to candidates, who can sit their exam at a time and place that suits them, rather than spend time and incur costs associated with taking time off and travelling to a test centre.

Live remote invigilation happens in real-time. This means that for the duration of an exam, an invigilator watches the candidate using video, audio and screen recordings. The session is recorded and can be reviewed at a later stage if required. Any infringements can be raised as they happen e.g. if the candidate keeps looking away from the screen, the candidate will be advised to stop this behaviour. If infringements are severe e.g. the candidate takes a phone call or someone else comes into the room, the exam may be immediately stopped.

For organisations, the benefits of remote invigilation are numerous, such as a significantly reduced administration workload, greater security and the ability to cater for candidates in any country worldwide. Exams can also be offered with greater frequency, as instead of one long test available once or twice a year, there may be multiple shorter tests run closer to the period of tuition.

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...e the gathering of information in the form of data. Students' conceptual knowledge and skill ...ssessed and assigned a grade in the form of a number or letter. Concepts are what students ...w a topic, and skills are what students can do. An evaluation is then made as a way to judge ...achievement. Administrators who equate student assessment as a method of measuring teacher ...ability.

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...he benefits of using effective assessment for learning include:

- Improved relationships between teachers and students.
- Improved attainment and achievement.
- Improved confidence, resilience, and self-esteem amongst learners.
- Improved classroom culture and teaching and learning environments.

Disadvantages

Assessments may have a negative effect on student motivation, particularly for students performing below grade level. Careless implementation of assessments may have negative consequences, especially when the needs of special education students are not considered. Using only a written formal assessment does not provide an overall picture of student achievement. Students that perform better with oral and visual skills or who display superior creativity are at a disadvantage. Basing teacher effectiveness on standardized test scores may encourage teachers to narrow the curriculum to teach to the test. While it is unclear whether alternative assessments are effective, what is clear is that this debate will not be going away any time soon.

Conclusion

Assessments should be an integrated part of learning and development and demonstrate an individual's ability to apply knowledge – rather than just a measure of knowledge at a given time. Using online exam software opens up a suite of useful tools to simplify creation, delivery and marking of a range of assessment types. The trends towards flexible delivery, engaging assessments, automation and a candidate-centric focus are helping organisations move to a model where assessments are far more effective, and where the candidate experience is both positive and engaging.

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HIGH SCHOOL STUDENTS PERCEPTION ON DIFFICULTIES IN LEARNING OF MATHEMATICAL CONCEPTS – AN ANALYTICAL STUDY

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University Grants Commission

Published in Vol. 96, No.01 (I) January 2022
JOURNAL OF THE ASIATIC SOCIETY OF MUMBAI with ISSN : 0972-0766
UGC-CARE List Group I
Impact Factor: 3.947

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Journal of the Asiatic Society of Mumbai
ISSN : 0972-0766
UGC Care Group 1 Journal

HIGH SCHOOL STUDENTS PERCEPTION ON DIFFICULTIES IN LEARNING OF MATHEMATICAL CONCEPTS – AN ANALYTICAL STUDY

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Abstract

Mathematics holds a relevant and unique place in the school curriculum as it is important for a better living of the individual. But, it is known that most of the students are considering mathematics as difficult. The factors that make mathematics difficult for students to learn included difficulty in remembering the content learned in the previous classes, rapid forgetting of the learned material and the difficulty in understanding mathematics concepts. Further analysis revealed that students who find mathematics highly difficult tends to believe that they lacks in learning strategies. Such students have lack of self efficacy and find more difficulty in understanding mathematics. Students who find Mathematics as highly difficult tends to forget it faster. Conversely students who find mathematics as fairly easy reports their teachers teaching them well and understanding the concepts quickly. It was noted that the students who find Mathematics as highly difficult tends to leave the task with little effort than those who find the subject easy. According to teachers, students' lack of effort and prerequisites are the major reasons for mathematics being a difficult subject for students. Reluctance to seek help from others, inattention in the classroom and students' lack of motivation were also perceived to contribute toward difficulty in learning mathematics. Teachers reported also that, lack of relevant prerequisites, difficulty in speedy grasping of the concepts and more number of students in a classroom are causing difficulty in teaching mathematics. The findings indicate the need for teachers to realize the importance of making school mathematics interesting for students to take effort in learning it. The study is discussed in relation to students' beliefs and study strategies.

Keywords: Mathematics Learning, Teaching, Self-Efficacy, Learning Strategy, Mathematics Difficulty, Learner Beliefs, Teacher Beliefs.

Introduction

Mathematics emerged as a subject of study along with civilization. In the present scenario mathematics is absolutely necessary subject for living. This importance is evident in school curriculum and in the importance given to mathematics education.

Learning of mathematics results in both cognitive as well as affective outcomes. To learn anything both experience and practice are necessary. There are several types of learning like motor learning, verbal learning, concept learning, discrimination learning and problem solving. Most of the learning in mathematics belongs to the categories of concept learning, principle learning or problem solving. As these types of learning are higher order learning processes cognitive activity and effort from the part of learner is essential. Role of effort in the process of learning is pointed to the initial theories of learning itself. When we consider the cognitive part of mathematics learning, it goes through a higher

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cognitive processing because Mathematics learning requires higher cognitive processes especially because of intercultural and abstract nature of mathematics content and processes.

Factors affecting Mathematics Learning

Learning in particular mathematics learning is complex type of performance in human cognition. It is affected by many factors like short term memory, long term memory, ability to memorize mathematical facts, visual and spatial perceptual abilities. The degree of influence of these factors may be relative. Previous researches identified many reasons for students' difficulties in learning mathematics. There are cognitive, affective and environmental factors contributing to difficulties in students' learning of mathematics.

Educational psychologists had studied the domain of mathematics learning with certain cognitive factors. Mathematics is found affected by intelligence, working memory and processing speed. Moreover, Peloton, Lachenfield and von Stein (2015) found that intelligence is strongly related to achievement in starting stage but motivation and use of cognitive strategies predicted the growth of achievement. In determining a student's achievement, their attitude is rather important than inability to study. Students like and dislike towards mathematics as well as their belief about efficacy are influencing their learning as well.

Factors external to the learner also are known to influence learning mathematics. Mbugua, Kibet, Muthaa and Nkonke (2012) reported the findings of Chepchieng (2011) that achievement of secondary school students is strongly related to the availability of quality textbooks. And they found under staffing, inadequate teaching or learning materials, lacked motivation and poor attitudes by both teachers and students are some major factors contributing to poor performance in mathematics education. Parental involvement and help from other family members has shown significant improvement in students' achievement.

Significance of present study

A subject like mathematics having a considerable nature, can't be taught without relevant prior knowledge. It differs from other school subjects for many reasons like its abstract nature, demand of higher cognitive process and engagement and performance from the very first year. It is found that as the students move to higher grades, due to inability in holding their task of previous knowledge they are getting worse in mathematics.

Difficulty in learning mathematics is found as a common and significant problem throughout the school years. As per Annual Status of Education Report (ASER, 2014), 30% of standard fifth students are not achieved even the standards of grade two and 44% of eighth standard students are achieved even basic skills in the arithmetic. After they reported a worrying gap in basic count (for students' arithmetic skill) has been deepening since 2010. In 2012, percentage of eighth standard students who could do division of three digits by one digit was 49.1%, but by 2014 it fell down to 44.1%. This is close to half of population still not have basic skills and proved to be falling. From this point the authors felt a necessity to study the causes that make mathematics learning difficult for students. For taking further action to improve students' mathematics learning, it is necessary to analyze the causes. This study is analyzing students' affective beliefs and students' perception regarding students' difficulties in mathematics learning. Instead of analyzing the content mastery of relevant prior knowledge. Teachers were picked through some structured interview about possible reasons for students' difficulties in learning mathematics and then teacher cited reasons were used to probe into student perceptions.

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discussion

Students' report and teachers' perceptions indicate that the major cause for mathematics being difficult for students is lack of previous knowledge. Without relevant previous knowledge it is difficult and even impossible to learn mathematics in the higher classes. And, as per content and structure of existing curriculum, teachers have been requiring (have sufficient time) for assessing previous knowledge. However it is encouraging to teach seventy five percentages of students who lack the basics about newer contents. Teaching students without prior knowledge promotes mechanical or rote learning. Gradually students tend to believe that they are not fit to learn mathematics or they would not able to learn mathematics. Poor students positioning, failure or lacks confusion in mathematics as an internal, stable and uncontrollable cause, but actually it were an internal controllable reason. So teachers should spend some more time for making relevant perceptions and to make them aware that problem lies with their learning strategy. Otherwise difficulty becomes progressive and as they move on to higher class students' achievement in mathematics will go down.

Learning of mathematics is comparable to construction of a complex structure; knowledge of basics determines the students' meaningful understanding of mathematics, for whatever teachers may be there it is important to strengthen essential basics. Also as per cognitive load theory, during problem solving subject need to first identify the components of problem and the required moves. If the subject lacks in particular solution they would have transient difficulty in solving problem, and the cognitive load will be high, longer the supporting schema, better the learning would be.

Students find that reason for lack of previous knowledge is the rapid forgetting of learned material. Generally, cause for forgetting is the absence of deep processing of the material or incomplete coding. Deeper learning strengths memory through processing and hence long term memory. But majority of the students are following strategies like just memorizing experience or repeating the class notes. Students are approaching different problems out of focus, and not connecting the new with existing. Unstructured knowledge is susceptible to forgetting; to be successful in mathematics students need to create a rich, integrated knowledge structure.

May Michel (2008) reports that students' progress is highly influenced by teacher quality and effectiveness rather than other classroom, school and student factors. Present study found that teacher effectiveness can be a relevant factor in making mathematics easy for those who felt mathematics as an easy subject, but those who find mathematics as a difficult subject, did not attribute it to teaching. This finding resonates with that of Hatzinouris (1999) who observed that modification or inadequate instruction is not the cause of most failures in the school, but active resistance by the learner in a system. Hence teacher can only make mathematics learning easy to those students who felt mathematics as an easy subject, but not to those who felt mathematics as a difficult subject.

Affective variables are an integral part of cognitive development. Students' experiences about the difficulty of mathematics should be given serious concern, because experiencing of the difficulty is found associated to many negative beliefs and thoughts, which create expectancy and association with positive failures only. When considering students' motivational beliefs, many students lack self-efficacy for learning mathematics. Self-efficacy, person's belief about his own ability to accomplish or succeed in a task, has found to significantly affect cognitive processes, motivational processes, affective processes and selection processes. When a student perceives himself as incapable to learn mathematics, who tends to learn situation as threatening, often avoid activities and difficult problems.

Majority of students are following surface learning strategies like just repeating the class work and memorizing equations, most of the students are not trying to solve problems in textbook by

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practice. And teachers' report indicating that students possess less control over their learning is correct.

The most relevant reason observed by teachers for students' difficulties in learning mathematics is lack of sufficient effort by students, and they were not that much aware about the role of students' self-efficacy for learning mathematics.From this point it is relevant to discuss the reasons for less effort by students. Motivational research finds lack of self-efficacy and interest as major reasons for not taking effort. Thus foremost step for promoting students effort taking behavior is the enhancement of students' self efficacy and interest for learning mathematics.

Implications

- Before starting a new topic, the related previous content should be revised and mastered.
- Instruction should be designed in a manner that reduces cognitive load by prior development of relevant schema.
- Knowledge should be well structured and connected to previous content to promote meaningful understanding and memory.
- Students' should be instructed to follow deeper learning strategies so as to improve understanding and memorization.
- Students should be given problems that promote metacognition instead of blind drill work.
- Students' self-efficacy, expectancy beliefs regarding mathematics to be finely tuned to motivate their effort.
- Provide clear the curricular goals to students and help them to set their own goals.
- Make students confident that ability can be improved through effort and effort is important than ability.

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JOURNAL OF EMERGING TECHNOLOGIES AND INNOVATIVE RESEARCH (JETIR)
An International Scholarly Open Access, Peer-reviewed, Refereed Journal

IMPACT OF MULTIMEDIA APPROACH ON THE ACHIEVEMENT OF SECONDARY SCHOOL STUDENTS IN SCIENCE

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ABSTRACT : [illegible]

Keywords: [illegible]

I. Introduction

[illegible]

Need and Importance of the Study

[illegible]

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learning [illegible]. It promotes active learning by providing opportunities for students to interact with the [illegible] anywhere at any time, providing flexibility for both teachers and students. It enhances and supports [illegible] effectiveness by providing them with additional tools to teach difficult concepts in the learning process.

Teaching of science as the nature of science demands should have some scope for deeper and purposeful learning [illegible] ultimately leads to promotion of rationality and scientific attitude among students. This demands for a shift from rote memory method of learning to [illegible] experiential learning, that ignites multi-sensory perception. In the context of classroom [illegible] teacher may use variety of methods, approaches and strategies that are associated with [illegible] range of [illegible] termed "Multimedia Approach of Teaching Science".

II. REVIEW OF RELATED STUDIES

Review related literature on the study of Impact of Multimedia Approach on the achievement in science among secondary school students in India.

There have been several studies examining the impact of multimedia approach on the achievement in science among secondary school students in India. Below is a brief review of some of the relevant literature:

A study by Singh and Agarwal (2014) investigated the impact of multimedia approaches on the achievement of Science among secondary school students in India. They found that multimedia [illegible] significantly improved students' understanding of science concepts and their ability to apply these concepts to real world situations.

Another study by Chawla and [illegible] (2016) [illegible] based learning on the achievement of science among secondary school students [illegible] India. The [illegible] multimedia-based instruction had higher test scores and better understanding of [illegible] traditional instruction.

A study by Yadav and Yadav (2018) investigated the impact of multimedia approaches on the achievement of science among secondary school students in [illegible], India. They found that multimedia [illegible] significantly improved students' science test scores and increased their interest in science.

A study by Nagaraja and [illegible] (2019) [illegible] on the achievement of biology among secondary school students in Karnataka, India. They found that [illegible] significantly improved students' test scores and increased their interest in biology.

Singh and Gupta (2016) conducted a study on the effectiveness of multimedia [illegible] in teaching science to secondary school students in India. The study found that multimedia approach significantly improved [illegible] achievement in science and helped develop a positive scientific attitude.

Rana and Singh (2015) investigated the effect of multimedia approach on the [illegible] scientific attitude among secondary school students in India. The study revealed that multimedia approach [illegible] students' scientific attitude, which in turn enhanced their achievement in science.

Reddy and Jha (2017) conducted a study [illegible] in teaching physics to secondary school students in India. The study showed that multimedia approach had a significant impact on the students' achievement in physics and helped develop a positive attitude towards the subject.

Kumar et al. (2018) investigated the effectiveness of multimedia approach in teaching biology to secondary school students in India. The study found that multimedia approach significantly improved the students' achievement in biology and helped develop a positive attitude towards the subject.

Overall, these studies suggest that the use of multimedia approaches in science instruction can improve student achievement and interest in science among secondary school students in India. However, it is important to note that the effectiveness of multimedia approaches may depend on several factors, such as the quality of the materials used and the instructional design.

III. METHODOLOGY

Statement of the Problem

The title of the study is "**Impact of Multimedia Approach on the Achievement of Secondary School Students in Science**".

Objectives of the study

1. To compare the achievement of Secondary students in Science, taught using MMA and [illegible].

2. To find out the impact of MMA on the achievement of Secondary students in Science, in total.

To compare the achievement of Secondary Boys and Girls in Science , when taught using NMA

2. To compare the Achievement of Secondary Boys taught using MMA and NPM.

3. To compare the Achievement of Secondary Girls taught using MMA and NPM.

Hypotheses of the study

The major hypotheses formulated for the study in Null form are:

1. There is no significant difference in the achievement of Secondary students in Science taught using MMA and NPM.

2. There is no significant impact of MMA on the achievement of Secondary students in Science.

3.There is no significant difference in the achievement of Boys and Girls taught using MMA.

4.There is no significant difference in the achievement of Secondary Boys taught using MMA and NPM.

5.There is no significant difference in the achievement of Secondary Girls taught using MMA and NPM.

Variables

The following variables are considered in the study

1. Independent variable- Methods of teaching science (Multimedia Approach (MMA) &Normally Practiced Method (NPM).
2. Dependent variable- Achievement in Science
3. Moderating variable – Gender(Boys and Girls)

Operational Definitions

Multimedia approach

Multimedia approach is an approach of teaching in which instructional components are used to make the teaching learning process more effective, enthusiastic, inspirational, motivating and interesting. It refers to the application and usage of diversified instructional gadgets and electronic devices of multimedia in the classroom situation, as well, several modes of presentation, transmission and evaluation, using computer, LCD, smart class, CAI, Virtual class room, Dry lab and other media is referred to the procedures MMA includes.

In the present study, the Multimedia Approach (MMA) of teaching science included use of Animated presentations included Text as Screen, Titlepiece, Animated Pictures, Videos, Audio and Charts in Science. Activities (Physics - stationary, Biology - specimen of secondary science Visuals included Specimen, Models, Charts and Chalk board. Text Media included Work sheets, Books (text, reference), and Oral Media included Questioning and Group Discussion during the lessons in science.

NPM: Normally Practiced Method of teaching science in the present study refers to normally practiced methods of teaching (lecture, activity, initially teacher explaining the concept by the lecture method or by questioning and discussion of ideas using chalk board and charts to students.

Achievement in Science

Achievement in Science refers to an increase in the Knowledge, Understanding, Application, Attitude and Skills of students when they are taught Science. Normally achievement of students with respect to improvement in the levels of achieving attributed objectives in terms of scores gained in Science Test. In the present study achievement of Secondary students in science is measured in terms of scores gained by the students in pre and post test.

Gender: It refers to difference in students, as Boys and Girls found in Test.

Population , Sample and Sampling Procedure: Population for the present study consists of two standard 9th studied students studying in two selected Private Unaided Schools located in the city of Mysore with English as the medium of instruction . For these two schools **"Stratified Proportionate Random Sampling Procedure"** was employed.

Experimental Design

Two Group –Pre-Test and Post Test design was employed

General Achievement Test in Science: In the beginning a general achievement test was administered on all the 120 students in two sections of two schools. Shortly after scoring the scores gained, 200 students were selected for the study from which 100 from each school, 100 students of Sarada English medium school were considered as experimental group and they were taught using MMA as

the other hand 100 students of Vidya Vikas English medium school formed control group and were taught same lessons using [illegible]. Then post test was administered to find out whether any significant difference exist.

A General Science Achievement Test was administered at the beginning on all 200 students of two schools (NES and VVES) in order to select two equated groups of 100 students of each school. Further 100 students of Narayana English Medium School (Experimental Group) and 100 students of Vidya Vikas Public School (Control Group) were administered with pre-test, so as to know their existing levels of Knowledge, Understanding, Application, Attitude and Skills related to a few selected Science concepts. This was followed by Experimental Group treatment given to Experimental Group, by teaching the concepts using MMA and the control Group using NPM.

Treatment

For the present study, Experimental Method of research was used by the researcher.

Two Group –Pre Test and Post Test design was employed. Students of Experimental Group were exposed to teaching Physics, Chemistry and Biology of 9th standard science using MMA, on the other hand students of Control Group were taught the same concepts with NPM that included teaching of science using explanation followed by questioning and giving notes.

Tools used in the study

In order to obtain data on the variables proposed in the study, the following tools were used.

1.Achievement test in Science for selecting the groups

2.Achievement Test in Science (Pre-Test)

3. Achievement test in Science (Post-test)

4. MMA Package on selected concepts of science

5. All the achievement Tests in Science were developed by the researcher.
6. Multimedia Instructional Package in science (9th std) developed by the Researcher.

Procedure for Collecting Data

Achievement test in science for 9th standard was developed and administered by the researcher on both control group and experimental group to assess their achievement in science. Both the groups were taught for a period of six months. Controlled group was taught selected science concepts using NPM and students of Experimental group were taught the same concepts using MMA. Further the achievement test in science was administered by the researcher was administered on both the groups to know their achievement in science after treatment. Scores obtained from both the groups in pre-test and post-test were compared and also the difference of achievement in science between control and experimental group were estimated using suitable statistical techniques.

Statistical Technique employed

Statistical Techniques such as Mean, SD, t-test and ANCOVA were employed for Analysis and Interpretation of the Data.

III Analysis and Interpretation of Data

In order to test the Objectives, Hypotheses have been formulated and tested for their significance level, Appropriate Statistical Techniques i.e., Mean, Standard Deviation and t-test were employed for the gain scores of Experimental and Control group for assessing Achievement in Science.

Analysis of Gain in Achievement in Science

Comparison of Gain Scores of Experimental and Control group in Science.

Mean pre test scores on science achievement of experimental and control groups and results of Independent sample 't' test

Table 1

Mean pre-test and post-test scores on science achievement of students of experimental and control groups

Groups	Tests				Gain
	Pre-test		Post-test		
	Mean	S.D	Mean	S.D	
SPM	27.28	1.82	35.17	2.42	7.89
MMA	26.77	1.86	47.14	3.52	20.37
Total	27.03	1.84	41.16	6.53	14.13
Test statistics	Calculated t = 5.49; p=.001 Calculated t = 27.85; p=.001				

In the case of science achievement scores, comparison of the groups, we found a significant increase in the achievement scores of the selected sample. The obtained 't' value of 'p' 5.49, was found to be significant at 0.01 level. In the pre-test, the mean achievement scores was 27.03, which has been increased to 41.16, with an increase of 14.13 scores, which was found to be significant. Further, group wise comparison revealed that the experimental group has significantly increased the achievement scores ($t'=108.276$; $p=.001$), where the gain is as much as 20.37 scores (pre-test 26.77, post-test 47.14) as against control group which has gained only 7.89 scores (pre-test 27.28, post-test 35.17). Hence, it is evident that the effectiveness of approaches in increasing the achievement in science.

Table 2

Mean pre-test and post-test scores on science achievement of students in the experimental group

Groups	Tests				Gain
	Pre-test		Post-test		
	Mean	S.D	Mean	S.D	
MMA	26.77	1.86	47.14	3.52	20.37
Test statistics	Paired samples t = -27.85; p=.001				

Paired samples t revealed a significant increase in the scores of students under experimental group. An increase of 20.37 scores from pre-test (mean 26.77) to post-test (mean 47.14) was found to be highly significant ($t=-27.85$; $p=.001$).

Table 3

Mean pre-test and post-test scores on science achievement of boys and girls in the experimental group

Gender	Tests				Gain
	Pre-test		Post-test		
	Mean	S.D	Mean	S.D	
Boys	27.20	1.87	47.36	3.62	20.16
Girls	26.34	1.84	46.92	3.37	20.58
Total	26.77	1.86	47.14	3.52	20.37
Test statistics	Gain (gender) = F =0.140; p=.701				

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Repeated measure ANOVA revealed a non-significant difference in the science achievement scores from pre- test to post-test scores. Both the genders gained equally after intervention ($F=0.149$; $p=.701$). Boys have gained a mean score of 20.34 whereas girls gained a mean score of 20.38, which were statistically almost the same.

Table 6: Mean pre-test and post-test scores on science achievement of boys in the experimental and control groups

Groups	Tests				Gain
	Pre-test		Post-test		
	Mean	S.D	Mean	S.D	
NPM	27.66	3.91	33.56	3.06	5.90
NMA	27.98	3.87	47.36	2.82	20.38
Total	27.82	3.89	40.46	7.64	12.64
Test statistics	Gain (overall) = F =0.0 @ 0.05; p=0.001 Gain (groups) = F =.005; p=0.001				

In the case of science achievement scores of boys only considered, irrespective of the groups, we find a significant increase in the achievement scores of the selected sample. The obtained F value of 1116.23 was found to be highly significant at .001 level. In the pre testing the mean achievement scores was 27.82, which has been increased to 47.36, with an increase of 13.54 scores, which was found to be significant. Further, group wise comparison revealed that boys in the experimental group had significantly increased their achievement scores ($F=221.102$; $p=.001$), where the gain is as much as 20.38 scores (pre-test 27.3, post-test 47.36), as against control group which has gained only 5.32 scores (pre-test 27.64, post-test 33.36).

Table 7

Mean pre-test and post-test scores on science achievement of girls in the experimental and control groups

Groups	Tests				Gain
	Pre-test		Post-test		
	Mean	S.D	Mean	S.D	
NPM	26.92	3.94	34.94	3.42	8.02
NMA	26.34	3.8	46.98	3.05	20.64
Total	26.63	3.87	40.97	6.83	14.33
Test statistics	Gain (overall) = F =1414.723; p=.001 Gain (groups) = F =270.219; p=.001				

In the case of science achievement scores of girls only considered, irrespective of the groups, we find a significant increase in the achievement scores of the selected sample. The obtained F value of 1414.723 was found to be highly significant at .001 level. In the pre testing the mean achievement scores was 26.63, which has been increased to 40.95, with an increase of 14.32 scores, which was found to be significant. Further, group wise comparison revealed that Girls in the experimental group had significantly increased their achievement scores ($F=270.256$; $p=.001$), where the gain is as much as 20.38 scores (pre-test 26.34, post-test 46.98), as against control group which has gained only 8.06 scores (pre-test 26.92, post-test 34.98).

Descriptive Statistics

	Group	Mean	Std. Deviation (σ)	N
pre science total	NPM	26.9200	1.80747	50
	MMA	26.3400	1.82451	50
	Total	26.6300	1.87866	100
Post science total	NPM	34.9800	1.42552	50
	MMA	44.9200	1.21248	50
	Total	39.9500	6.84957	100

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Graph

Mean pre test and post test scores on achievement in science of students in experimental and control groups

IV Major Findings of the Study

The major findings of the study were :

1. Comparison of Mean pre-test and post-test scores on science achievement of students in experimental and control groups, comparison of group revealed that the experimental group had significantly increased in achievement scores. This clearly indicates the effectiveness of intervention of MMA in increasing the achievement in science.

2. Comparison of Mean pre-test and post- test scores on science achievement of students in the experimental group revealed that there is a significant increase in the scores of students of experimental group. The result implies that the multimedia approach is more effective on the achievement of science.

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2. The Mean pretest and posttest scores of Boys and Girls of experimental group have significantly higher scores as compared to control group.

3. The Comparison of Mean pre test and post test scores on science achievement of Boys in the experimental and control groups revealed that experimental group scored significantly higher as compared to control group.

4. The Comparison of Mean pretest and post test scores on science achievement of girls in the experimental and control group revealed that girls in the experimental group had significantly increased in their achievement scores.

Conclusion

The present study concludes that, MMA of teaching science proved to be better than the NPM in teaching of science. When the control group students were taught the same contents of science by the NPM and experimental group of students were taught by MMA. It was found that the achievement of experimental group was higher than in science compared to control group , experimental group was better. Therefore MMA of teaching science is more effective in fostering science achievement. Multimedia teaching approach was very significant with respect of achievement in science among both boys and girls.

The impact of Multimedia on the achievement in science among secondary school students appeared to be positive. The use of multimedia tools in science, as motivation and simulations, can support students understanding of science concepts with an increase in their knowledge and their engagement in science learning.

Multimedia can provide students with visual and interactive representations of scientific phenomenon that may be difficult to understand through conventional methods, such as lecture or textbook.

Additionally, multimedia can allow for personalized learning experiences, where students can learn at their own pace and in their preferred learning style.

However, it is important to note that the effectiveness of multimedia in science education depends on the quality of the multimedia materials as well as how they are integrated into the classroom environment. Teachers must have appropriate training and support to effectively incorporate multimedia into their teaching practices.

Furthermore, while multimedia can be a valuable tool for enhancing science education, it should not replace traditional learning methods, such as hands-on experiments and real-world observations. Instead, it should be used to supplement and enhance these experiences, providing students with a more comprehensive understanding of science concepts.

Overall, the use of multimedia in science education can have a positive impact on the development of achievements in science among secondary school students, but it should be used in conjunction with other teaching methods and implemented carefully and thoughtfully.

EDUCATIONAL IMPLICATIONS

There are several educational implications of the findings that the study has revealed. Multimedia in the achievements of science among secondary school students in India.

1.**Incorporate multimedia into science curriculum**: The results suggest that multimedia can enhance students understanding of science concepts and increase their motivation and engagement in science learning. Therefore, educators in India should incorporate multimedia, such as videos, animations and simulations, into their science curriculum to support student learning.

2.**Provide training to teachers**: Teachers should receive training on how to use multimedia effectively in their teaching practices. This includes selecting appropriate multimedia resources and integrating them into the curriculum in a meaningful way. Teacher training programs can be designed to help teachers become proficient in using multimedia and to promote effective teaching practices.

3.**Encourage hands on, experiential learning** : While multimedia can be a valuable tool, it should not replace hands on, experiential learning opportunities. Therefore, educators in India should encourage laboratory experiments and field work, which can provide students with important skills such as critical thinking and problem solving.

4.**Foster personalized learning experiences**: Multimedia can allow for personalized learning experiences, where students can learn at their own pace and in their preferred learning style. Therefore, educators in India should design learning activities that enable students to personalize their learning experiences and get opportunities for self directed learning.

5.**Consider accessibility** in India, access to multimedia and the internet can be limited in implementing multimedia in education. Therefore, educators should consider accessibility issues and ensure that all students have access to multimedia materials, regardless of their socioeconomic background.

Overall, the study suggests that incorporating multimedia into science education in India can have a positive impact on students achievement. However, it is important to implement multimedia thoughtfully and carefully. It can also providing opportunities for hands on experimental learning.

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ISSN: 2349-5162 | ESTD Year : 2014 | Monthly Issue
JOURNAL OF EMERGING TECHNOLOGIES AND INNOVATIVE RESEARCH (JETIR)
An International Scholarly Open Access, Peer-reviewed, Refereed Journal

IMPACT OF MULTIMEDIA APPROACH OF TEACHING SCIENCE ON THE DEVELOPMENT OF SCIENTIFIC ATTITUDE AMONG SECONDARY SCHOOL STUDENTS

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Abstract: The present era of technology encouraging to adopt innovative ways with the use of multimedia approach, which helps to teach in an interesting way. Most interesting scientific world, the main characteristic, blended learning and multimedia approach are helping to learn and understand in the subject. The aim of the present study was to investigate the impact of multimedia approach in enhancing scientific attitude among secondary school students. The experimental method of research was employed in the study. Investigator has framed the tool for measuring scientific attitude among secondary school students. The reliability of the tool was found out by split half method and the coefficient of correlation was found to be 0.87. Hence the tool was considered reliable. The validity of the tool was established by the experts in the field of education. The tool was finalized with 30 statements. 100 students of Pudur Thai High School and 100 students of Ambedkar Memorial English Medium School in the Nagapattinam District were selected for the study. Selected students were divided into two groups - one Experimental group and a Control group. The experimental group underwent instruction through Multimedia Approach (MMA) while the control group received the same through Normally Followed Method (NFM). Pre-test, Intervention, Post-test was administered to assess the development of scientific attitude between groups before and after the intervention.

KEYWORDS: MMA, NFM, Secondary Students, Scientific Attitude

I. INTRODUCTION

Science is one inevitable and integral part of our world and there is no denying to it. It is very much by allowing critical thinking, problem solving, and many personal skills. Developing scientific attitude is an essential part of the science learning process, as it helps students to develop a deeper understanding and appreciation of science. The aim of the present investigation was to enhance the development of scientific attitude among secondary school students. Developing an interactive classroom such as videos, animations, presentations, and interactive activities can create a more engaging and effective learning environment for students. This approach can help students to understand scientific concepts more easily, leading to improved achievement and retention of information. By stimulating curiosity and encouraging inquiry, multimedia approaches can help to promote a more active and effective approach to learning, which is essential for developing scientific attitudes.

Furthermore, the use of multimedia approaches can facilitate collaboration among students, allowing them to work together to explore scientific concepts and solve problems. This can help to develop a sense of teamwork and communication skills, which are essential for success in many scientific and workplace settings. Overall, the use of multimedia approaches in science education can create a more interactive and stimulating learning experience, which can foster the development of scientific attitudes among secondary school students. In conclusion, the use of multimedia approaches in science education can create a more engaging and effective learning experience, which can help to develop a sense of curiosity, critical thinking, and problem-solving skills. By promoting engagement, collaboration, and inquiry, multimedia approaches can help to create a more dynamic and effective learning environment.

NEED AND IMPORTANCE OF THE STUDY

There are several reasons why studying the impact of multimedia approach on the development of scientific attitude among secondary school students is important.

Firstly, scientific attitude is essential for the progress and thriving work of any country, as it can help to give a solution to many such issues. By examining the impact of multimedia approach on the development of scientific attitude, researchers can gain insights into how effectively such approach to students and promote a scientific mindset among them, leading to more sustainable outcomes.

Secondly, multimedia is becoming increasingly prevalent in education, particularly in science education, as it can enhance students' engagement and comprehension of abstract scientific concepts. However, it is important to assess the effectiveness of this approach in developing scientific attitude, which encompasses not only knowledge but also critical thinking, curiosity, motivation, and a willingness to keep with open minds to embracing new or previous ideas.

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Health: secondary school students is a critical period in students life as they are developing their identity and values. Today's
have attitudes towards science. Therefore, understanding the impact of a multimodal approach on the development of scientific
of study among secondary school students can have long-term implications for their future choices in the field and for the
challenges and opportunities in society.

Finally, India is a rapidly developing country that has placed a strong emphasis on science education and innovation. As such,
investigating the impact of multimodal approach on the development of scientific attitude among secondary school students in India
can provide valuable insights for policy makers and educators to improve the quality of science education in the country.
Overall, studying the impact of multimodal approach on the development of scientific attitude among secondary school students is
essential for promoting a scientifically literate society, improving the quality of science education, and contributing to the
progress and development of the country.

Review of Related Studies

Review related literature on study on impact of Multimodal Approach on the Development of Scientific Attitude Among Secondary
School Students in India.

There have been several studies examining, and below is a brief review of some of the selected literature.

Singh and Bajpai (2015) Conducted a study on the relationship between scientific attitude and academic achievement among
secondary school students in India. The study found a positive correlation between scientific attitude and academic achievement,
suggesting that fostering a positive attitude towards science can lead to better academic performance.

Joshi and Pathak (2016) Conducted a study on the scientific attitude of secondary school students in India. The study found that
students had a generally positive attitude towards science, but also identified areas of improvement, such as increasing students'
interest in experimentation.

Rana and Rastogi (2018) conducted a study on the impact of multimodal approach on the development of scientific attitude among secondary
school students in India. The study found that the use of multimodal approaches in science education can enhance students' attitudes towards science,
particularly among female students.

Mukherjee and Bhattacharjee (2020) conducted a study on the influence of parental involvement on the scientific attitude of
secondary school students in India. The study found that parental involvement, particularly in the form of discussions and activities
related to science, had a positive impact on students' attitudes towards science.

Overall, these studies suggest that adopting multimodal approaches in science education can have a positive impact on students'
academic achievement, interest and engagement in science, and attitude, and parental involvement. Further research is needed to
better understand and address the complexities in scientific attitude among secondary school students to develop effective strategies
for promoting a positive and scientific attitude among students.

1. OBJECTIVES OF THE STUDY:

Statement of the Problem:

The Title of the study is "Impact of Multimodal Approach of Teaching Science on the Development of Scientific Attitude
among Secondary School Students".

Objectives of the study:

1. To compare the Scientific Attitude of Secondary School students in Science, using Existing MMA and MPM.
2. To find out the impact of MMA and MPM on the development of Scientific Attitude of Secondary School students in science as whole.
3. To compare the development of Scientific Attitude of boys and girls who were taught Science using MMA.
4. To compare the Scientific attitude of boys and girls who were taught Science using MMA and MPM.
5. To compare the Scientific attitude of Secondary Grade who were taught Science using MMA and MPM.

Hypothesis of the study

The major Hypotheses formulated for the study in NCF terms are:

1. There is no significant difference in the Scientific attitude of Secondary school students who were taught using MMA and MPM.
2. There is no significant difference in the impact of MMA on the Scientific Attitude of Secondary students in science.
3. There is no significant difference in the Scientific attitude of boys and girls taught using MMA.
4. There is no significant difference in the Scientific attitude of Secondary School students of Class taught using MMA and MPM.
5. There is no significant difference in the Scientific attitude of Secondary School of Class taught using MMA and MPM.

Operational definitions

Multimodal Approach: Multimodal approach is an approach of teaching in which different media are incorporated to make the
teaching learning process more effective, enthusiastic, interactional, meaningful, and interesting. It refers to the application and
usage of diversified instruments, systems and electronic devices of multi-sensory stimulation as well, advanced modern classroom has
transformed and education using internet, LCD, smart class, CAI, Video conference, Digi tal and other media. In the present study,
media include Audio(AM) of teaching science includes using of projector, tape-recorder like that we screen, diagrams, animated
cartoons, video clips and graphics pictures. Related to Physics, Chemistry, Biology, Computer of secondary science Grade included
models, specimens, charts and chalk board, print media include textbooks, Notebook, reference i and real media included
experiments, experiencing and group discussions on topics related to science.

MPM: Normally, Traditional Method of teaching refers to the environment in which teachers' methods of teaching, which
normally involves explaining the contents by the teacher, followed by questioning and discussion of basics using chalk board and duster
in Marker.

Scientific Attitude: Scientific attitude is defined as a way of behaving and things that are governed by facts which can be known or
said as demonstrations. There are various attributes that should be considered to be a successful scientist. There are curiosity, creative
judgement, open-mindedness, critical mindedness, objectivity, humanity and intellectual honesty. Scientific Attitude refers to
willingness to change opinions, desire for completeness of knowledge and acceptance of consensual group opinion. It's a way of
look at world and scientifically and with a view to study and act.

Gender: It refers to difference in students, as Boys and Girls based on sex.

Variables

The following variables are considered in the study

1.Independent Variables: Methods of Teaching Science -a) Multimedia Approach (MMA)
b)SPM

2. Dependent Variable: Scientific Attitude

3. Intervening Variable-Gender (Boys and Girls)

POPULATION AND SAMPLE: Population for the present study consists of 9th standard students studying in private recognized schools in the city of Mysuru with English as the medium of instruction. The sample consists of 200 students of 9th standard studying in two private secondary schools with equivalents of each gender for matching. To draw this sample "Stratified Proportionate Random Sampling Procedure " was employed.

Experimental Design: The study employs a "Two Group Pre-Test design" for carrying research.

Tools used in the Study

In order to obtain data on the variables mentioned in the study, the following tools were used.

1) Pre-Scientific Attitude Test*

2) MMP

3) Post-Scientific Attitude Test*

* **Developed by Dr.Benny Alexander , HOD, Jnanadeep**

Procedure for collecting Data

Following steps were used in the data collection.

- Administration of the Scientific Attitude Pre-Test (SAT-I)
- Teaching Science Concepts to control group with the Normally Practiced Method
- Teaching Science Concepts to the Experimental group using Multimedia Approach with Multimedia Package
- Administration of the posttest (SAT-II) to both the groups after Experimental Treatment.
- Collected response were recorded accurately and subjected to analyse the data by using Statistical analysis.

Statistical Technique employed

Statistical Techniques such as Mean, SD, t-test, and ANCOVA were employed for analysis and interpretation of the data.

Analysis and Interpretation of the Data

Analysis of Gain in Scientific Attitude

Analysis of Gain in Attitude towards Science

Comparison of Gain Scores of Experimental and Control group in science [illegible]

More gain mean scores on Science Attitude of experimental and control groups and its table of Independent sample 't' test

Table 1

Mean Pre- Test and Post- Test scores on Gain Attitude of students in experimental and control groups.

Groups	Tests				Gain
	Pre- test		Post- test		
	Mean	S.D	Mean	S.D	
SPM	21.82	2.86	29.69	2.96	7.87
MMA	21.34	2.86	40.77	2.89	19.43
Total	21.40	2.87	35.23	6.38	13.76
Test statistics	Gain (pre-post) : $F = 3214.369$ ($p < .001$)				
	Gain (groups) : $F = 682.34$, $p < .001$				

In the case of attitude scores, irrespective of the groups, we find a significant increase in the attitude scores of the whole total sample. The obtained F ratio of 3214.369 was found to be highly significant at .001 level. As the pre-testing the mean attitude scores was 21.40, which has been increased to 35.20, with an increase of 13.76 scores, which was found to be significant. Further group wise comparison revealed that experimental group had significantly increased its attitude scores ($F = 682.34$, $p < .001$), where the gain is as much as 19.43 scores (Pre-Test 21.34, Post-Test 40.77), as against control group which has gained only 7.87 scores (Pre-Test 21.82, Post-Test 29.69). This clearly indicates the effectiveness of intervention in increasing the attitude towards science.

Table 2

Mean Pre-Test and Post- Test scores on science Attitude of students in the experimental group.

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Groups	Tests				Gain
	Pre-test		Post-test		
	Mean	S.D	Mean	S.D	
SHEA	21.34	3.86	40.77	2.89	19.43
Test statistics	Paired samples t = -51.77, p=.000				

Paired samples t-test result a significant increase in the attitude scores of students under experimental group. An increase of 19.43 scores from pre-Test (Mean 21.34) to post-test (mean 40.77) was found to be highly significant ($t = -51.77$, $p = .001$).

Table 5

Mean Pre-Test and Post-Test scores on science Attitude of boys and girls in the experimental group

Gender	Tests				Gain
	Pre-test		Post-test		
	Mean	S.D	Mean	S.D	
Boys	21.36	3.83	40.72	2.86	19.43
Girls	21.34	3.82	40.82	2.92	19.48
Total	21.34	3.81	40.77	2.89	19.43
Test statistics	Gain (girls) = -7.19 (df) p=.275				

Expected statistic ANOVA threshold a non-significant difference was recorded for the scores in the science attitude scores between the boys' and girls. Both the genders gained a mean score of 19.43, which were statistically the same, whereas girls gained a mean score of 19.43, which were statistically the same.

Table 6

Mean Pre-Test and Post- Test scores on science Attitude of boys in the experimental and control groups

Groups	Tests				Gain
	Pre-Test		Post-Test		
	Mean	S.D	Mean	S.D	
SPSS	21.46	3.83	29.48	2.86	7.02
SHEA	21.36	3.82	40.72	2.86	19.42
Total	21.41	3.82	35.14	6.59	13.67
Test statistics	Gain (control) = F =2083.665, p=.000				
	Gain (groups) = F =476.587, p=.001				

In the case of science Attitude scores of boys only considered, irrespective of the groups, we find a significant increase in the attitude scores of the selected sample. The obtained F value of 2093.665 was found to be highly significant at .001 level. In the pre-testing the mean Attitude scores was 21.46, which has been increased to 35.14, with an increase of 13.67 scores, which was found to be significant. Further, group wise comparison revealed that boys in the experimental group had significantly increased their Attitude scores ($F = 476.587$; $p = .001$), where the gain is as much as 19.42 scores (Pre-Test 21.36, Post- Test40.72), as against control group which has gained only 7.02 scores (Pre-Test21.46, Post-Test 29.58).

Table 1

Mean Pre Test and Post Test score on a scale consist of 50 in the experimental and control groups

Groups	Tests				t-test
	Pre-test		Post-test		
	Mean	S.D	Mean	S.D	
EPM	20.97	1.34	14.96	3.41	9.46
MMA	20.39	1.24	41.95	1.22	21.19
T-test	23.65	1.18	42.95	1.84	14.12
Test statistics	t-test (overall) = 3 = (2478, 345, p= .001 t-test (groups) = 0 = (18.134, n= 68)				

As the case of science attitude measure science scores of girls were considered, irrespective of the groups, we find a significant increase in the attitude scores of the selected sample. The obtained F value of 14.9, 345 was found to be highly significant at .001 level. In the pre-testing the mean attitude scores was 18.67, which has been increased to 40.95, with an increase of 13.32 scores, which was found to be significant. Further, group wise comparison revealed that girls in the experimental group had significantly increased their Attitude scores (F=428.714, p=.001), where the girls is to result as 20.39 scores (pre-test 20.14, post-test 41), as against control group where they gained only 0.26 scores (pre-test 20.80, post test 34.39).

FINDINGS OF THE STUDY

The study revealed that the use of multimedia approach in science teaching can be an effective way to develop scientific attitude among secondary school students. The study highlights the importance of understanding the challenges in science education in order to develop learning experiences and activities that are fun, engaging, and in turn promote the development of scientific attitudes. These results could have important implications for teachers, educators and curriculum developers as they seek to improve the quality and effectiveness of science education and increase students interest in science.

1. As the pre-testing, the mean attitude scores was depicted which was found to be significant. Further group wise comparison revealed that the experimental group had significantly increased attitude score. These findings clearly indicate the effectiveness of the intervention in increasing the scientific attitudes. The results are in agreement with positive attitude towards science is known to be linked to better academic performance, and aims to promote the development of positive attitudes.

2. The findings suggest that the intervention was effective in increasing the scientific attitude scores of the students under the experimental group.

3. The findings suggest that the intervention was equally effective in increasing the scientific attitude scores for both boys and girls. This result is important as it suggests that interventions aimed at improving scientific attitudes can benefit both genders equally.

4. The findings suggest that the intervention was effective in improving the scientific attitude scores of the participants, particularly among boys in the experimental group. The results are significant, as attitudes towards science have been linked to better academic performance and increased interest in science careers in the future. Thus, the intervention has the potential to promote the development of positive attitudes.

CONCLUSIONS

Based on the present study, the use of a multimedia approach in science teaching has a positive impact on the development of scientific attitude among secondary school students.

Multimedia can increase students engagement and interest in subject, leading to a more positive attitude towards science and enhance Scientific Attitude.

Multimedia resources can improve students understanding of scientific concepts by providing visual and interactive representations of complex ideas that in turn leads to Scientific Attitude.

The use of multimedia in science education can help to develop students critical thinking skills, as they are asked to analyze and evaluate scientific claims presented in multimedia resources.

The use of multimedia can increase accessibility to science education for students with disabilities.

Studies have shown that the use of multimedia can lead to improved academic performance in science and further increased Scientific Attitude.

However, it is important to note that the effectiveness of a multimedia approach may vary depending on the specific content and implementation. More research is needed to better understand how and could be can be effectively used in science education to promote a positive scientific attitude among secondary school students. Overall, the use of multimedia in science education holds promise as a way to engage students and promote a positive attitude towards science.

EDUCATIONAL IMPLICATIONS

The use of multimedia approach in science education can have several educational implications for the development of scientific attitude among secondary school students. Here are some of the key implications:

Increased engagement: The use of multimedia, such as videos, animations, and interactive simulations, can help to increase students engagement and interest in science. This can lead to a more positive attitude towards science and a greater desire to learn more about scientific concepts.

Improved understanding: The use of multimedia can also help to improve students understanding of complex scientific concepts. Visual representations can help students to better visualize and understand complex ideas, while interactive simulations can help students to explore scientific phenomena in a more hands-on way.

Enhanced critical thinking: The use of multimedia can also help to develop students critical thinking skills. For example, students may be asked to analyse and interpret data presented in a video or simulation, or to evaluate the credibility of scientific claims made in multimedia resources.

Increased accessibility: the use of multimedia can also increase accessibility to science education for students who may struggle with traditional text-based resources. For example, students with visual or auditory impairments may find it easier to engage with science content presented in a multimedia format.

Improved academic performance: Finally, the use of a multimedia approach in science education can have a positive impact on students academic performance. Studies have shown that the use of multimedia can improve students retention of scientific concepts and lead to better performance on assessments.

In total, the use of multimedia in science education can pose several educational implications can educational implications for the development of scientific attitude among secondary school students, including increased engagement, improved understanding, enhanced critical thinking, increased accessibility, and improved academic performance.

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IJCRT.ORG ISSN : 2320-2882

INTERNATIONAL JOURNAL OF CREATIVE RESEARCH THOUGHTS (IJCRT)

An International Open Access, Peer-reviewed, Refereed Journal

Role Of Social Media In Teaching-Learning Process

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Abstract: The Role of social media in the teaching-learning process and how it has transformed the educational landscape. Social media has enabled collaboration, engagement, and access to information, making it easier for learners to connect with experts, peers, and mentors. The paper discusses the advantages of using social media for collaboration, promoting active learning, and developing essential skills such as communication and critical thinking. It also highlights the importance of engagement in the teaching-learning process and how social media can be used to make the learning experience more interactive and participatory. However, the paper also discusses some challenges and limitations of social media in the teaching-learning process, such as information overload, security, and privacy concerns.

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

Introduction

Social media has revolutionized the way in which people interact and share information. With the emergence of social media, there has been a paradigm shift in the teaching-learning process. The integration of social media in education has opened up new possibilities for enhancing the quality of education. In this paper, we will explore the role of social media in teaching-learning process and how it has transformed the educational landscape.

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

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Social Media in Teaching-Learning Process

Social media has brought about significant changes in the teaching-learning process. It has provided educators and learners with new opportunities for collaboration, engagement, and access to information. In this section, we will discuss how social media has transformed the teaching-learning process.

Collaboration

Collaboration is a process of working together with one or more people to achieve a common goal or objective. It involves sharing ideas, knowledge, and expertise to create something that is greater than the sum of its parts. Collaboration is an essential component of the teaching-learning process, as it enables learners to work together on projects, assignments, and discussions, and share their ideas and perspectives with one another.

Social media has provided an excellent platform for collaboration in the teaching-learning process. It has enabled learners to work together on projects, share ideas, and provide feedback to one another. Social media tools such as Facebook, Twitter, LinkedIn, and Instagram can be used to share knowledge, discuss ideas, and collaborate on assignments. These platforms enable learners to work together, regardless of their location or time zone.

One of the main advantages of using social media for collaboration is that it promotes active learning. When learners collaborate with one another, they are more likely to be engaged with the material and to learn actively. Collaboration can also help to develop essential skills such as communication, problem-solving, and critical thinking, which are valuable for learners both in and out of the classroom.

Social media has also provided learners with the opportunity to connect with experts and mentors in their field of study. This can help learners to build relationships and networks that can be valuable throughout their career. Learners can use social media to follow industry leaders, participate in online discussions, and connect with peers and mentors who can provide guidance and support.

Engagement

Engagement is a critical factor in the teaching-learning process. It is essential to keep learners motivated, interested, and focused on the learning goals. Social media has played a significant role in promoting engagement in the teaching-learning process. It has provided an opportunity for learners to interact with the content, instructors, and peers in a more interactive and participatory manner.

Social media platforms offer a variety of features that can be used to promote engagement in the teaching-learning process. For example, instructors can use social media to share multimedia content such as videos, images, and infographics that can make the learning

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their own content, such as videos and podcasts, which can help to promote engagement and creativity.

Social media has also enabled instructors to provide personalized feedback and support to learners. Instructors can use social media platforms such as Twitter, Facebook, and Instagram to provide feedback on assignments, answer questions, and provide guidance to learners. This can help to promote engagement by providing learners with a sense of connection and support.

Another way social media can promote engagement is through gamification. Gamification involves the use of game design elements such as points, badges, and leader boards to make the learning experience more enjoyable and engaging. Social media platforms such as Facebook, Twitter, and Instagram offer a variety of gamification tools that can be used to make the learning experience more interactive and engaging.

Social media has also provided an opportunity for learners to collaborate and work together on projects. This can help to promote engagement by providing learners with a sense of community and shared responsibility. Learners can use social media platforms to collaborate on assignments, share ideas and feedback, and support one another.

Access

Access is an essential component of the teaching-learning process. It is critical to ensure that all learners have equal opportunities to access educational resources, regardless of their location or background. Social media has played a significant role in providing access to educational resources, making it easier for learners to access content, communicate with instructors, and collaborate with peers.

Social media platforms have provided a wide range of opportunities for learners to access educational resources. For example, instructors can use social media platforms such as Facebook, Twitter, and Instagram to share links to online resources, such as articles, videos, and podcasts. This makes it easier for learners to access relevant content, regardless of their location or time zone.

Social media has also made it easier for learners to communicate with instructors and peers. Learners can use social media platforms to ask questions, share ideas, and provide feedback on assignments. This can help to promote engagement and collaboration, as learners can connect with one another and with instructors in a more interactive and participatory manner.

Another way social media has promoted access in the teaching-learning process is through online courses and webinars. Many educational institutions and organizations offer online courses and webinars on social media platforms such as Facebook, Twitter, and Instagram.

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...makes it easier for learners to access educational resources, regardless of their location or schedule.

Social media has also provided an opportunity for learners to connect with experts and peers in their field of study. This can help learners to access valuable resources and knowledge that can support their learning and career development. Learners can use social media to follow industry leaders, participate in online discussions, and connect with peers and mentors who can provide guidance and support.

Challenges and Limitations

1. Information Overload and Accuracy

One of the biggest challenges of social media in the teaching-learning process is information overload. With the vast amount of information available on social media, it can be difficult for learners to navigate and filter through the noise to find credible and accurate information. Moreover, social media is also plagued with fake news and misinformation, which can mislead learners and hamper their learning outcomes.

To mitigate this challenge, instructors must guide learners on how to evaluate the reliability and accuracy of information on social media. Learners must be equipped with critical thinking skills to evaluate sources and distinguish between credible and unreliable information. Instructors must also provide clear guidelines on the types of sources that are acceptable for research and academic purposes.

Challenge 2: Distraction and Time Management

Social media can be a significant source of distraction for learners, especially when it is not used appropriately. Social media can hinder concentration, reduce attention span, and impede the learning process. Additionally, learners can also get sucked into the never-ending cycle of social media, leading to poor time management and procrastination.

To address this challenge, instructors must provide clear guidelines on the appropriate use of social media in the learning process. Learners must be encouraged to use social media for educational purposes only and avoid using it during class hours. Instructors must also incorporate time management strategies in their teaching methods to help learners manage their time effectively.

Challenge 3: Privacy and Security Concerns

Privacy and security concerns are also significant challenges of social media in the teaching-learning process. With the increasing reliance on social media, learners may unknowingly share personal information, which can be accessed by unauthorized parties. Additionally, learners may also become victims of cyber bullying, harassment, and online

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...ome this challenge, instructors must educate learners on the importance of online ...y and security. Learners must be encouraged to use privacy settings and avoid sharing ...nal information on social media. Instructors must also create a safe and secure online ...ning environment that is free from harassment and cyber bullying.

Challenge 4: Unequal Access to Technology

Another significant challenge of social media in the teaching-learning process is unequal access to technology. Learners from low-income backgrounds may not have access to the necessary technology and equipment to participate in online learning. This can create a digital divide and limit the learning opportunities for certain learners.

To address this challenge, instructors must ensure that all learners have equal access to technology and equipment. This can be achieved by providing technology and equipment to learners who do not have access to it. Instructors can also adopt a hybrid approach to teaching, which combines online and offline learning, to ensure that all learners have equal learning opportunities.

Conclusion

Social media has had a significant impact on the teaching-learning process. It has provided a wide range of opportunities for learners to engage with educational content, collaborate with peers and experts, and access educational resources. One of the key benefits of social media in the teaching-learning process is collaboration. Social media platforms have enabled learners to work together on projects, share ideas, and provide feedback to one another. This has helped to promote engagement, creativity, and a sense of community among learners. Social media has also played a significant role in promoting assessment in the teaching-learning process. Social media platforms offer a variety of features that can be used to promote engagement, including multimedia content, personalized feedback, gamification, and collaboration tools. By harnessing the potential of social media for engagement, instructors can enhance the quality of education and improve learning outcomes. Access is another important aspect of the teaching-learning process, and social media has provided many opportunities for learners to access educational resources. Social media platforms have made it easier for learners to access relevant content, communicate with instructors and peers, and connect with experts and mentors in their field of study. However, social media also presents challenges and limitations in the teaching-learning process. These include issues such as privacy and security, information overload, and the potential for distraction. Instructors and learners must be mindful of these challenges and take steps to mitigate their impact.

Overall, social media has had a transformative impact on the teaching-learning process. By leveraging the potential of social media platforms for collaboration, engagement, and access, instructors can enhance the quality of education and improve learning outcomes. Access is

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Volume - VI

EDUCATIONAL DEVELOPMENT AND SOCIAL WELFARE

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EDUCATIONAL DEVELOPMENT AND SOCIAL WELFARE

VOLUME - VI

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LULU ENTERPRISES UK Ltd.
Barking is Fortis House
160 London Road
Barking, IG11 8BB
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ISBN : 978-1-387-53003-8

Publicshed by :
LULU ENTERPRISES UK Ltd:
Barking is Fortis House
150 London Road
Barking, IG11 8BB
United Kingdom

Published on January 27, 2018

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Scanned with OKEN Scanner

ISBN : 978-1-5457-8203-8

Chapter – 65

THE CHALLENGES AND ISSUES OF TEACHER EDUCATION IN INDIA

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Abstract

Teachers play a vital role in helping people to develop their talents and develop their potential for personal growth. They need to acquire a complex platform of knowledge of skills needed for teachers and citizens of the world at large. The school teachers maintain balances a fast-evolving world and the students who should have their pace in progress. The success of student community depends entirely on quality of teacher. With the advent of quality reforms, the quality of teachers became the prerogative of policy makers, college and university heads especially in teacher education colleges. This article aims at making an humble contribution to the on-going debate of challenges faced by teacher education.

Teacher Education and Higher Education

Throughout the world, Higher Education institutions function in a dynamic environment. In India also, the institutions of higher education (HEIs) Teacher education (TEIs) are facing many challenges and are undergoing significant changes from time to time. There is a need to expand the system of higher education, the impact of technology on the educational delivery, the increasing private participation in higher education and the impact of globalization, have necessitated such planned changes in the Indian higher education scenario. These changes and the innovations and shift in values should be taken into cognizance in order to enhance the standard of teacher education.

Higher Education invariably is concerned with quality consciousness and enhancement. It is self evident from the quotation "The legacy of the nation is shaped in the classrooms" that the primary concern of teacher education is quality. Undoubtedly education plays a significant role in the nation's development and the quality of teachers and therefore great efforts were made and still are being made to improve the quality of teacher education.

There has been a great expansion of teacher education over the years. No doubt education plays a significant role in nations development but the quality of education imparted is greatly determined by the quality of teachers and teaching.

One of the biggest challenges faced by developing countries is the lack of preparedness of the teachers to implement an effective approach to teaching in schools. If teachers are to become effective practitioners of knowledge by understanding and meeting the needs of learners then they must be adjustable in their nature. The another important issue in effective teaching is that teacher educators themselves are professionally unprepared and take the role of educating pre-service and in-service teachers about effective teaching practices. They need to update the teacher educators to offer an appropriate curriculum and to employ suitable pedagogies and to prepare them for socialization by teaching can be very challenging. A countries where there are few academics that are themselves not trained in and lacking the necessary skills, knowledge and sentiments to undertake such a role. To overcome the problem of adjustment teacher educators are trained for effective teaching practices. Pre-service teacher education programs are to be organized for this purpose. Teachers are crucial in determining what happens in classrooms and there are those who would argue that the development of more effective classrooms requires teachers to cater to different student learning needs through the modification or differentiation of the curriculum. There is a perfect agreement of the need to reform initial education so that all sophomore teachers enter the profession better prepared to deal with diversity in their classrooms and also more aware that they will be working with adults as well as pupils. Most mainstream teachers do not believe that that they have the skills and knowledge to do this kind of work and that there is an army of 'experts' out there to deal with these students on a one to one basis or in small more manageable groups. Factors involved in Effective teaching

Though teachers have concerns about effective teaching and many surveys have found that teachers' attitudes towards effective teaching are not particularly positive,they express concerns about their lack of preparation for enrollments and for teaching all learners. Teacher education emphasizes on teaching and training with reference to three aspects.

- Teaching strategies
- How children learn
- What children need to learn

- Classroom organisation and management
- Where to get help when necessary
- Identifying and assessing difficulties
- Assessing and monitoring children's learning
- The legislative and policy context
- Disability and special needs

It is broadened by stating that the content knowledge is no doubt important, but it is insufficient to improve practice in schools because many teachers still do not see clearly the connection between what they received in the classroom. It was also that there was a big gap between what classroom knows as a result of being-on a course and what they do in their classrooms. In an attempt to bridge this gap, initiatives have been designed in the individual and institutional development. In other words "doing" has become an essential element of professional learning and institutional development. The penultimate aim of teacher education is turning knowledge into useful "doing".

Changing attitudes is difficult, part course we know teachers whose professional identities are secure. The traditional way of attempting to bring about developments or behaviour was to focus on improving teachers' knowledge and skills, but this is still not always work.

For this purpose, The National Policy on Education (NPE 1986) and the subsequent Programme of Action (PoA 1992) has given stress on the quality of education at every level. If the nation has to rise up to standards the teacher education should be at a high pedestal and make a lofty resolve to uplifting the quality of higher Education. Ultimate aim of education is to mark up the basic values among the younger generation and to believe in them.

Core values in teacher education

- Contributing to National Development : Most of the Teacher Education Institutes have a responsible capacity to adapt to changes, and at the same time pursue goals and objectives that they have set forth for themselves. Contributing to national development has always been the ultimate philosophical goal of education. The Teacher Education institutes have a significant role in human resource development and capacity building of individuals, to cater to the needs of the economy, society and the country as a whole, thereby contributing to the development of the nation. Striving for a system of social justice, ensuring equity, and increasing access to higher education are a few ways by which Teacher Education institutes can contribute to the national development.
- Promoting Global Competencies among Students : The spiraling developments at the global level and market that will intensify more of countries should be on par with their counterparts elsewhere. With liberalization and globalization of economic activities, the need to develop skilled human resources of a high calibre, is imperative. Consequently, the demand for internationally – acceptable standards in higher standard of teacher education is evident.
- Inculcating a Value System among Students : Through skill development is crucial to the success of students in the job market, skills are of less value in the absence of appropriate value systems. Teacher education institutes have to inculcate the responsibility of associating the individual value systems amongst the students. In a country like India, with cultural pluralities and diversities, it is essential that students develop the appropriate values commensurate with social, cultural, economic and environmental realities, at the local, national and universal levels. Whatever be the guidelines and directives that exist in the country, there is no codes for debate about inculcating the core universal values like truth and righteousness apart from other values emphasized in the various policy documents of the country. The roots of values sown in the early stages of education, notably ahead at cooperation and mutual understanding, have to be reinvoked and reemphasized at the teacher education institutions through appropriate learning experiences and opportunities.
- Promoting Use of Technology : Most of the significant developments that one can observe today, can be attributed to the impact of Science and Technology. While the advantages of using modern tools and technology are evidence to the day-to-day life are well recognized, the corresponding changes in the use of new technologies for teaching – learning and governance of TEIs, have much to be desired. Technological advancements and innovations in educational transactions have to be undertaken by all TEIs, to make a circle toward an academic development as well as administration.
- Quest for Excellence : Although contributing to nation-building and skill development of students, institutions should also demonstrate a drive to develop themselves into centres of excellence. Excellence in all that they do, will contribute to the overall development of

ISBN : 978-1-387-03003-8

the system of teacher education of the country as a whole. This 'Quest for Excellence' could start with the assessment or even earlier, by the identification of the strengths and weaknesses in the teaching and learning processes as carried out by the institution. The institution may feel free to expand or modify the Core Values in conformity with the goals and mission of the institution.

Curricular Design helps in systematic organisation and delivery of lectures which paves the way for academic flexibility and enables teachers to cater to the diversified needs of students thus bringing flexibility in teaching-learning process thereby enhancing teacher quality.

Some of the other issues and challenges of teacher education are -Evaluation Processes and Reforms Promotion of Research, Research and Publication output, Consultancy and Extension Activities.

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TEACHING AND LEARNING PROCESS IN THE GLOBAL COVID-19 PANDAMIC

Edited by
Prof. N. Lakshmi
And
Dr. Ratan Chavan (Rabhyeo

Department of Studies and Research in Education

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&

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ಶ್ರೀಕ್ಷೇತ್ರ ಪ್ರಕಾಶನ
ಮೈಸೂರು

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Published by :
SRIKSHETRA PRAKASHANA

Publisher address :
287/F-21, Ramanuja Road,
Fort Mohalla, Mysuru.

ISBN	:	**978-93-91937-38-6**
Printers	:	Tara Prints, Mysuru.
First Edition	:	2022
Pages	:	iv +viii + 172= 184
Copy Right	:	Author
Copies	:	300
Price	:	180/-
Cover Page	:	Latha
Layout	:	Asha M C

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TEACHING AND LEARNING PROCESS IN THE GLOBAL COVID-19 PANDEMIC

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Abstract

The world is constantly changing and various domains are also influenced by the change. The pandemic has successfully forced global shutdown of several activities including educational activities and this has resulted in tremendous changes in educational platform.Educational institutions in India are currently based only on traditional methods of learning, they follow the traditional set up of face-to-face lectures in a classroom. The evolution of the digital learning platforms has a huge impact on the educational institutions however there are demands for both technology and traditional learning. Due to this pandemic the method of learning changed which improved the technology utilization. Digitalized education and easy access to the internet is transforming the approach to learning with the virtual classroom, advanced learning tools and free educational content.In volatile times when digital schooling is required, it is essential that your institution or organization is prepared to rely completely on technology. Therefore the alternative of no schooling online schooling has been an important tool to sustain skill development during quarantine closures.

1. Introduction:

Education is quintessentially the core of humanity and foundation of a prosperous society. The progression in digital methods for education was imminent even before the unpredictable onset of pandemic. However the pervasive consequently redesigned the systems of education rapidly and made realize the importance of education. Opportunities like blended learning in the educational sector have arranged to ensure a much more practical and convenient learning experience.

Education using modern interactive media is much better than the classical methods of education. The advantage of digital systems is the speed of information flow and the

ability to update them. With the help of various media, a diverse transfer of knowledge is enabled.

2. **Benefits of digital learning:**
   - The use of a system under and synchronized the simultaneous action on multiple senses with the help of educational content enables the development of various cognitive styles, and students are more interested in learning compared to other activities.
   - The presentation of the content is more interesting, pragmatic and contributes to the acquisition of knowledge in different situations.
   - Interactive multimedia systems enable the transfer of knowledge by simultaneously acting on multiple senses, thus speeding up the process of acquiring material
   - The adoption of concepts encourages the student's activity, and solving the problems offered by the program motivates the student to learn.

3. **Advantages of Online Learning:**

   1) **Efficiency**

   Online learning offers teachers an efficient way to deliver lessons to students. Online learning has a number of tools such as videos, PDFs, podcasts, and teachers can use all these tools as part of their lesson plans. By extending the lesson plan beyond traditional textbooks to include online resources, teachers are able to become more efficient educators.

   2) **Accessibility Of Time And Place**

   It allows students to attend classes from any location of their choice. It also allows schools to reach out to a more extensive network of students, instead of being restricted by geographical boundaries. Additionally, online lectures can be recorded, archived, and stored for future reference. This allows students to access the learning material at a time of their comfort.

   3) **Affordability**

   Another advantage of online learning is reduced financial costs. Online education is far more affordable as compared to physical learning. This is because online learning eliminates the cost points of student transportation, student meals, and most importantly, rent costs. Additionally, all the courses or study materials are available online, thus creating a paperless learning environment which is more affordable, while also being beneficial to the environment.

4) **Improved Student Attendance**

Since online classes can be taken from home or location of choice, there are fewer chances of students missing out on lessons.

5) **Suits A Variety Of Learning Styles**

Every student has a different learning journey and a different learning style. Some students are visual learners, while some students prefer to learn through audio. Similarly, some students thrive in the classroom, and other students are solo learners who get distracted by large groups.

4. **Disadvantages Of Online Learning:**

1) **Inability To Focus On Screens:**

For many students, one of the biggest challenges of online learning is the struggle with focusing on the screen for long periods of time. With online learning, there is also a greater chance for students to be easily distracted by social media or other sites. Therefore, it is imperative for the teachers to keep their online classes crisp, engaging, and interactive to help students stay focused on the lesson.

2) **Technology Issues:**

Another key challenge of online classes is internet connectivity. While internet penetration has grown in leaps and bounds over the past few years, in smaller cities and towns, a consistent connection with decent speed is a problem. Without a consistent internet connection for students or teachers, there can be a lack of continuity in learning for the child. This is detrimental to the education process.

3) **Sense Of Isolation:**

Students can learn a lot from being in the company of their peers. However, in an online class, there are minimal physical interactions between students and teachers. This often results in a sense of isolation for the students. In this situation, it is imperative that the school allow for other forms of communication between the students, peers, and teachers. This can include online messages, emails and video conferencing that will allow for face-to-face interaction and reduce the sense of isolation.

4) **Teacher Training:**

Online learning requires teachers to have a basic understanding of using digital forms of learning. However, this is not the case always. Very often, teachers have a very basic understanding of technology. Sometimes, they don't even have the necessary resources and tools to conduct online classes.

To combat this, it is important for schools to invest in training teachers with the latest technology updates so that they can conduct their online classes seamlessly.

5) Manage Screen Time:

Many parents are concerned about the health hazards of having their children spend so many hours staring at a screen. This increase in screen time is one of the biggest concerns and disadvantages of online learning. Sometimes students also develop bad posture and other physical problems due to staying hunched in front of a screen.

5. Conclusion:

The online learning system, with its range of options and resources, can be personalized in many ways. It is the best way to create a perfect learning environment suited to the needs of each student.

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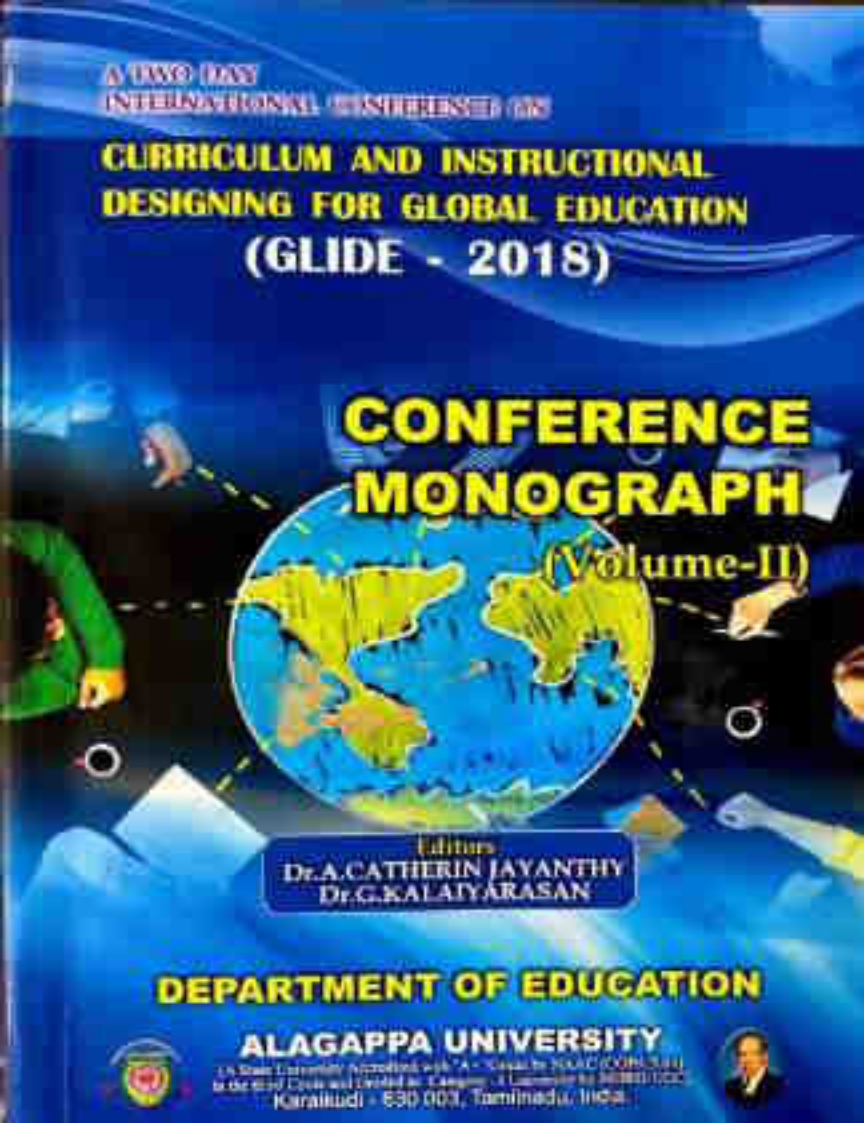
CURRICULUM AND INSTRUCTIONAL DESIGNING FOR GLOBAL EDUCATION (GLIDE - 2018)

CONFERENCE MONOGRAPH

(Volume-II)



Editors
Dr.A.CATHERIN JAYANTHY
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Two Day International Conference
on

CURRICULUM AND INSTRUCTIONAL DESIGNING FOR GLOBAL EDUCATION (GLIDE – 2018)

26th & 27th March 2018

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CONFERENCE MONOGRAPH

(VOLUME – II)

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CONFERENCE MONOGRAPH - Volume II

ISBN: 978-93-530044-9-0
Price: ₹ 1000/-

Published by
DEPARTMENT OF EDUCATION
ALAGAPPA UNIVERSITY
Karaikudi.
email: audepartmentofeducation@gmail.com
Ph: 04565-230 207

Printed in India at Sun Creations, Karaikudi

International Conference on Curriculum and Instructional Designing for Global Education (GLIDE – 2018), Karaikudi, edited by Dr.A.Catherin Jayanthy, Dr.G.Kalaiyarasan

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ISBN : 978-93-82004-6-0

IMPACT OF MOBILE TECHNOLOGY ON THE STUDENTS LEARNING SKILLS AND PERFORMANCE

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Introduction:

In the present digital world, Mobile technology is not helping the education system even it plays important role in another sector. A few days in banking sector all the transaction can be done through mobile. Mobile Net banking facilities are adopted. In case of educational institution, the management uses the mobile technology for communication with parents to inform the student's attendance and performance. While it comes to the teaching and learning, mobile technologies has greatly helped students and teachers by sharing the class room notes and accessing the online study materials. Over the past few years, there has been a surge investment in information and communication technology in the teaching/learning process. In this context, mobile technologies, including smart phones and tablets emerge as an innovative tool, more and with different methods and strategies.

Most modern classrooms are now connected to the Internet via Wi-Fi or wireless broadband. PCs can be found in every room of a modern primary or secondary school, from computers in classrooms, mobile laptops that are shared across classrooms, to computers in labs, libraries, and clinics, to the office machines used by support staff and administrators.

M-learning has shown increasing promotion in the professional level as well. As revealed by Fakhar (2006) in research published for the E-Learning Guild, a collaboration of several different learning organizations is underway. Pilotless one questionnaire to a group of companies now using mobile computing to educate their workforce and to companies that were considering the option to upgrade from traditional computer-assisted practices to mobile learning. He found that mobile devices were being used primarily for audio and text content.

and the students laptops were still the device of choice. However, the iPod and cell phone were popular as well.

CONCEPTS OF MOBILE LEARNING - ANYTIME, ANYWHERE... ANYTHING

The evolution of mobile technology originated in the last decade, and consequently, the emergence of Mobile Learning (m-Learning) has given rise to new forms of learning in different contexts. With the development of wireless networks, the m-Learning presents itself as a new extension to e-learning, and allows access to any type of information (anything), at any time (any time) and anywhere (anywhere).

M-learning- Do's and Don'ts

Mobile learning is about disseminating information and learning through a mobile device. However, under no circumstances is mobile learning a compressed version of your eLearning module on a mobile device. Here are 7 dos and don'ts of mobile learning you need to keep in Mind.

1. *Do Develop Content*
   In mobile learning "content is king", so the first thing that needs to be done when developing a mobile learning program is to identify and understand the content.
2. *Do Keep The Navigation Simple Follow the KISS (Keep It Simple Stupid)*
   methodology when you want to develop a great mobile learning program, especially when it comes to the navigation. The user interface has to be simple and easy to navigate. The user should be able to navigate the learning material with one thumb or two thumbs at the most. Ideally be able to navigate the learning material with one thumb or two thumbs at the most. Instructional Designers have to bear in mind that as the screen size reduces navigation becomes harder as compared to a desktop. So creating proportional layouts and usable buttons play an

important role in creating a great mobile learning course. Additionally, learning providers also need to ensure that they keep the content easily searchable. This can be done by using simple titles and making sure the menu is simple to navigate.

3. *Do Reduce Scrolling:* Yes, there has to be a certain amount of scrolling in every m-Learning course, but a great m-Learning course will keep the scrolling to a minimum. Ensure that the content created for the module does not exceed three scroll length. In the case of a longer module, it makes sense to break up the content into different screens with an identifiable "next" button. Learning providers also have to ensure that they minimize distractions on the screen. For this, they need to keep the low-relevance items such as legal information, copyright notices, or other links that are not key to that module at the bottom of the screen.
4. *Don't Increase Information Density:*
With mobile, everything has to be crisp… even the information. Content in mobile learning has to be bite-sized and segmented keeping in mind memory limitations, battery life, and short attention spans. Having a clear content plan at the beginning of each module helps in making the objectives of the course clear. It also sets the expectation of the learner. Furthermore, you need to consider the overall file size of the course. This will help you make sure it does not compromise the storage capacity of the device, can be easily downloaded, and can be used in both offline and online modes. Small, bite-sized nuggets of information become easier to view, consume, and process, which in turn contributes to the effectiveness of the learning program.
5. *Don't Go Into The "Push" Mode:*
Mobile learning programs have to adopt the "receive" mode rather than the "push" mode. So, the course has to be designed such that it is personalized, the users can self-diagnose what they want to achieve set their learning pace, and get support when they need it. Instructional Designers creating mobile learning courses that have to ensure that they create modules that the learners "interact" with. They also need to ensure that they provide the right back-end support to guide and help the learners. While creating their interventions, it is also essential now to include the social angle. Employing game-based learning strategies for assessments and tasks, providing the learners the opportunity to share their results on social media platforms, or enabling the use of social media platforms for discussions etc. also contribute to the success of a mobile learning module.
6. *Do Use Mobile Friendly Technology:*

This is an absolute no-brainer. When developing a course for mobile learning, making it responsive is not an option anymore. Also need to consider both landscape and portrait orientation when designing for mobile. Using technology such as HTML5 that is mobile friendly also helps in making mobile learning modules versatile, robust, basic, and responsive. As the workforce continues to become increasingly mobile and the millennial generation takes center stage, learning providers need to create mobile learning programs that are engaging and interactive to facilitate better learning[4].

New devices and software are tools that enable the collaboration in m-learning:

- Access to anywhere, anytime learning device and after school hours
- Intra-school and classroom connection and collaboration between students, parents and teachers
- Intuitive and easy-to-use devices for younger learners (mobile, lightweight devices with touch-screen user interface)
- Educational applications and digital content such as digital textbooks
- Security solutions that ensure a safe and protected learning environment for students[5]

Innovations in m-learning

Using Mobile Devices for Language Learning

As PDAs, cell phones, and M P3 players converged into more sophisticated mobile devices, the iPod Touch emerged as a mobile device with language learning possibilities. The first generation iPod

...tool with multiple applications to perform a number of tasks, many of which could be used to accomplish a multitude of educational objectives (Brenner 2010). Some of these tasks used programs such as YouTube for watching videos, iTunes for listening to music, Safari for browsing the Internet, and others.

Benefits and Demerits of M-learning:

- Multimedia Ability: The ability to easily record and playback a student's voice and compare it to a native speaker's voice is a great learning tool for the language learner. Moreover, the ability to record and playback videos is another asset for learning a language. Listening to music and watching videos are very popular exercises for students as well. The ability to create and listen to podcasts is another advantage for language learning.
- Internet Access: Access to the Internet gives students the ability to search for and receive information about any topic. Searching the IMDB provides answers about movies and cast members. YouTube allows students to watch and listen to music videos and movie clips. Online dictionaries and other information gathering tools are used widely by students in language classroom.

Demerits of M-Learning:

- Distractions: While students can access dictionaries and other online information for learning during class time, the same use is inappropriate during a quiz. Also, watching videos that are not related to the lesson, playing online games, and using social networks for connecting with friends but not in the target language are inappropriate uses of the device during class and may lead to class distractions.
- Cheating: Looking at dictionaries or searching for answers during a quiz or a test is a serious academic offense and should be dealt with appropriately.

Conclusion:

This paper has reviewed and presented the impact of mobile technology on the students learning skills and performance. It is clearly shown that the Mobile learning has a lot of merits to raise's performance and learning skills, in which immediate anytime, anywhere, anything (any information) can be accessed. This technology enhances the self confidence of students and enriches the knowledge level. The other side of the coin, the same technology has some demerits like causes the distraction and technical problem leads to waste of time. Another major benefit of M-learning it helps to learn language easily. Also presented some do's and don'ts of mobile learning.

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DEPARTMENT OF EDUCATION

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ICSSR Sponsored
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MONOGRAPH

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MONOGRAPH - Volume - II

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A Study On Digital Initiatives In India

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Abstract:
The purpose of this paper is to study digital initiatives taken places in Indian education system in order to enhance the quality and practical based education. The Secondary data shows that there are 33 new initiatives have been taken by the Government of India (GOI) in the last four years to strengthen the education system. These revolutionary changes provide affordable, accessibility, accountability, equality and quality education for all. "Digital India" concept is an plan for the development of Indian education with digital technology, particularly for students, professionals, and the general public. Among these, one of the greatest changes can be seen in the field of education, which is a means of empowerment by becoming aware of one's rights. The use of digital mobile devices (tablets and smartphones) in the higher education field has improved the quality of education in India.

Introduction

'Digital India' is a programme initiated by Prime Minister Mr. Narendra Modi. The motive behind the Digital India mission is to build participative, transparent and responsive governance to reach out the citizens.

It aims to provide all services electronically and promote digital literacy in India with the help of digital technologies which includes the concept of cloud computing and mobile applications have emerged as the catalysts for rapid economic growth and citizen empowerment. In this perspective, companies all over the world desire to invest in digital India mission. Remarkably, global investors like Sundar Pichai, Satya Nadella, Elon Musk have supported Modi's Digital India initiative. It is a modest step to promote egovernance or m-governance [4].

The Digital India programme is a flagship programme of the Government of India with a vision to transform India into a digitally empowered society and knowledge economy. Digital India is a dream to ensure that government services are made available for all citizens electronically by improving online infrastructure and by increasing the effectiveness of internet connectivity with one mission and one target that is to take nation forward digitally and economically. This initiative was taken to ensure that the citizens are getting engaged in the innovation process which is necessary for the economic growth and sustainable development of the country. In order to realize the full potential of this programme, it is necessary to address certain challenges in the way of its successful implementation, like digital illiteracy, poor infrastructure, low internet speed, lack of coordination among various departments, issue pertaining to taxation etc. If implemented properly, it will open various new opportunities for the citizens of the country and therefore it requires a lot of efforts and dedication from all departments of government as well as private sector considering the current status of the programme [3].

What is education?

Education is a lifelong learning process. In other words, learning begins from the birth and ends with the death of the person. Among other things, education entails the ability to read and write. Also, education inculcates desirable human traits like honesty, sincerity, hard-work, punctuality, productivity, innovation, patriotism, selflessness, etc. Furthermore, education empowers people by acquiring lifelong skills and know-how, thereby giving an individual the capacity to liberate oneself from poverty and want. Education, when well imparted and utilized, has the potency of promoting national security. This is because national security covers the

socioeconomic, political, military, cultural, familial, industrial, diplomatic, and artistic spheres of a nation.[2]

The Impact Of Digitization

Indian Economy Impact: The economy of India has grown to 7.3 per cent in 2015 as against 6.9 per cent in 2014. The reforms taken by the government of India have yielded results as India's gross local product (GDP) at factor cost at constant (2011-12) prices 2014-15 is Rs 106.4 million (US$ 1.596 trillion), as against Rs 99.21 million (US$ 1.488 trillion) in 2013-14, registering a growth rate of 7.3 per cent.

Employment Opportunity: The 'Digital India' initiative has contributed a great deal to this positive growth. It has the potential of creating employment opportunities for 17 million people directly or indirectly, which will assist in containing joblessness in India. The government is scheduled to give IT training to 100 million people in smaller towns and villages because employment opportunity in the IT sector is very high in India. In the next 5 years, India will emerge as a leader in using IT in sectors like health, defense, education, agriculture, and banking. Moreover, the services sectors will be digitally empowered.

Education: In the field of education, the government also ensures broadband connectivity in all panchayats, schools, libraries, and other public places. Apart from broadband connectivity, every village is provided with universal phone connectivity across the country. Mobile and internet banking can improve the financial inclusion in the country and create a win-win situation for all parties in the value-chain through an interoperable ecosystem and revenue-sharing business model. Telecom operators get additional revenue streams, while the banks can reach new customer groups securing lowest possible costs.

Manufacturing Sector: The digital inclusion in the country promotes the revival of the manufacturing sector in India. With the concepts of "Make in India" and "Digital India," the nation is planning to achieve net zero imports by 2020. This ensures that the exports will be equal to the imports, helping in the economic development of the nation. With the introduction of mobile connectivity in all villages, unique single portal can be maintained for all government related services. This can be done by ensuring that all databases and information are in electronic form and not manual. Now to create all electronics hardware components from a major part of imports in India. Since India is a service-based country and till now it has focused only on software development, the thrust of "Digital India" on making India a manufacturing hub is bound to change the trend.[1]

Global Information: Digital Indian mission aims to host data online and engaging social media platforms for governance in the aim of the government. It also aims to build close management for data security so that citizens can easily access and can keep data safe.

Early internet programs: Government plans to set up Wi-Fi facilities in all cities, railways, colleges and universities across the country. GPS system in cars and cops are introduced in cities and metros. Biometric attendance system is being deployed in all government institutions of state and central governments offices where recording of attendance will be made online[4].

Major Initiatives Taken By The Government

Digital India programme is focused on three key ideas:-

1. Creation of Digital Infrastructure and Electronic Manufacturing in Native India.
2. Delivery of all Government Services electronically (E-Governance).
3. Digital Empowerment of Native Indian People[3]

The ambitious 'Digital India' project has always been in news for all the good reasons. The project having a total overlay of Rs 1 lakh crore aims to transform the India into a knowledge economy. It aims to ensure easy access to technology infrastructure and government services to citizens. Digital India is a dream project of the government for the citizens and industries of India which could help in connecting the various past and present projects to bring India to a global platform. Through this project government services are available for urban and rural citizens digitally or electronically. The idea is to achieve digital innovation and create positive impact for the people living in rural and urban areas. It will certainly attract investment in all product manufacturing industries. The Digital India project aims to transform the country into a digital economy with participation from rural , urban citizens and business organizations to ensure that all government services and information are available anywhere, anytime, on any device that is easy-to-use, highly available and secured. This program can certainly remove the digital gap between the rural and urban India [3].

Digital India: Major Challenges

Many people in rural areas have no Internet connection, and also the content in regional languages is not sufficient to keep the readers engaged. Only 15% of the households can access the Internet, and few people can access mobile broadband. This scenario is despite the increasing affordability of ICT environment in the country.

According to World Economic Forum (WEF) 2016 report, nearly 37% of Indian population is functionally illiterate, one-third of youth do not attend secondary education. There are vast differences in urban centers such as metropolitan cities and remote rural areas, where an even basic service for example electricity is unavailable to run the Digital India program. India's growing economy and digital push have caught the attention of hackers and an increasing wave of cyber-attacks could soon badly impact the country.

India and other South Asian countries are now on the radar of cyber attackers. The government and corporate world need to procure state-of-the-art, New Age security solutions to thwart their plans. It is not only a technological question, but also deals with the question of privacy and security. The biggest challenge faced by 'Digital India' is the slow and delayed infrastructure development. Spectrum availability in Indian metros is about a tenth of the same in cities in developed countries. Challenges are in every area right from policy making, changing the work flow up to changing the mentality of the government officials. It is technological change within the most diversified nation. Within the government there are various departments which should be integrated. There is an active involvement of various departments such as telecommunication, justice, finance and planning, health department etc. Without a smooth teamwork between them, this mission would never be implemented to its full strength.

For digital technology to be accessible to every citizen, significant efforts are needed to customise apps and services to cater to local needs. Finding vendors who can provide such applications has become a challenge. Though there are resources with India but there is a huge capital cost which is to be invested and the fruits of the investment will be received after few years. Not centrality is most and it is important to understand that digital India

The biggest challenge faced by Digital India programme is slow and delayed infrastructure development. India's digital infrastructure is comprehensively inadequate to tackle growing increase in digital transactions. India needs over 80 lakh hotspots as against the availability of about 31000 hotspot at present to reach global level (ASSOCHAM).

The private participation in government projects in India is poor because of long and complex regulatory processes. Many request proposals issued by government are not picked up by competent private sector organizations since they are not commercially viable. There is a wide digital divide between urban and rural India. Till now funds have not been deployed effectively to meet the cost of infrastructure creation in rural areas.[4]

Latest Digital Initiatives Plans of GOI

The following digital initiatives are.

1. Universal Broadband
2. Universal Access Programme
3. Internet Access programme
4. Reforming Government Through IT
5. e-Kranti
6. Information for All
7. Electronics Manufacturing
8. Information Technology for Jobs
9. Early Harvest Programmes

Conclusion

From this study, it is clearly shows that the digital initiatives in India has enhanced the standard of living and IT knowledge of people. The digital India concept is grand. It is a huge step towards building a truly empowered nation. It transforms citizen access to multimedia information, content and services. India has started towards cashless economy, transparency of governance through e-governance, m-governance. This study has covered the Government of India (GOI) major digital initiatives in India, challenges and latest digital initiatives plans.

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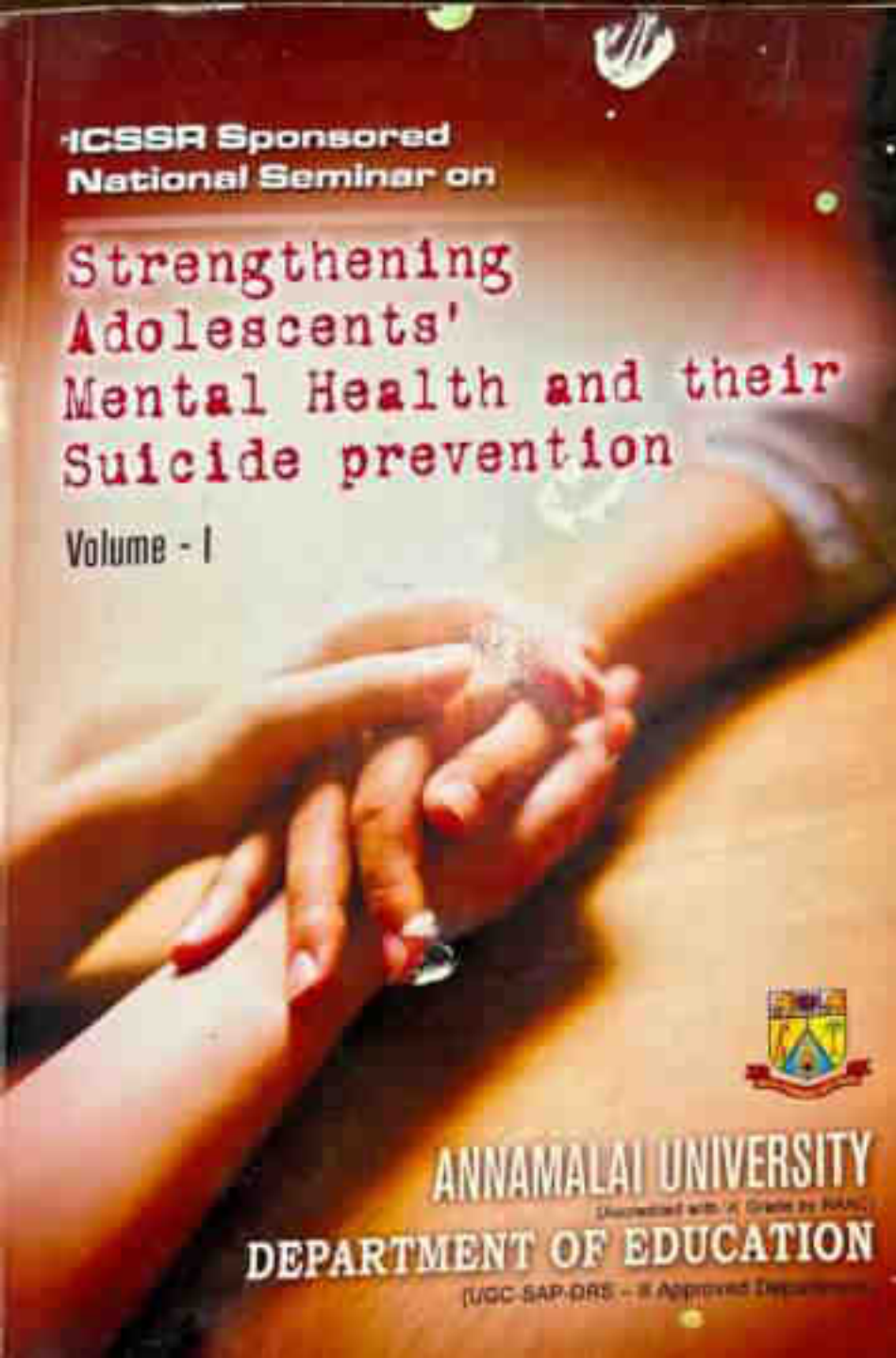

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ISBN: 81-903674-5-5

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ANNAMALAINAGAR - 608 002.
TAMILNADU - INDIA.
www.autaceteducation.org
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Published by Om Sakthi Pathippagam, Chidambaram - 608 001.
For Department of Education, Annamalai University, Annamalainagar - 608 002.
& Printed at Vel Printers, 158/96, East Car Street, Chidambaram - 608 001

CONTENT

Impact of Social Media on Mental Health

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Introduction

Generally, social media define as, "forms of electronic communication (as Web ... social networking and micro-blogging) through which users create online communities ... information, ideas, personal messages, and other content (as videos)." There has been ... concern over the past couple of decades regarding the link between social media use and ... health issues. Although research findings identify a connection between increased social media ... the young adult population and increased mental health problems in the same population, it is ... how social media use may be associated with these changes. The imbalance caused by the ... usage of social media is a great concern for parents, researchers and society regarding the ... health of individuals. One of the most common activities of present generation is excessive ... social media web sites.

The relationship between social media use and mental health in the young adult ... Current research indicates that there is a connection between increased social media ... deteriorated mental health. Unfortunately, young adults, the most active social media users, ... predominantly high risk for developing mental health issues, making this connection parti... concerning. Team sports seem to have particular associations with positive benefits for young ... and it has been suggested that there is something about the social nature of the participation ... carries the benefit, over and above physiological consequences. The benefits may be quite ... even a loose manner may feel a positive connection and shared purpose with other runners. ... effects may come from socialising or from other connections with adults and peers associated ... activity. There is a well-established literature on the general role of constructive community ... activities in promoting social capital and wellbeing. Virtual platforms of social media like ... Twitter etc. significantly enhanced the virtual environment from past decade by facilitating ... interchange their feelings, ideas, personal information, pictures and videos. Physical activity has ... associated with a wide range of psychological benefits for young people. Association between ... and physical activity and mental health outcomes for our age group have been considered to ... to preventing problems arising, promoting positive youth development, and using activity ... existing mental health conditions.

Theories – Effect of Social Media on Mental health

The Impact of Sedentary Behaviors on Mental Health

Sedentary behaviors are activities that involve sitting or lying down and are characterized ... low Metabolic Equivalent Total (MET) energy expenditure. Sedentary behaviors are performed ... slightly above the resting metabolic rate (1–1.5 METS) and encompass a range of activities ... television viewing, computer use, playing video games, and passive recreation. Social media ... encourages these sorts of sedentary behaviors. Typically, a person uses social media on ... computer or mobile device while passing the time during a sedentary activity- sitting on the ... bus, waiting in line, etc. However, more than this, social media often operates as an activity in ... itself – as in a person can sit down during leisure time specifically to check their social media ... creating sedentary behaviour rather than simply taking advantage of it. Reducing sedentary ... might be an important intervention in treatment and prevention of depressive and anxiety ... There is a connection between sedentary behaviors and mental health risks, it is unclear which ... follows the other. It may be possible that people with mental health problems fall into ... behaviors as a result of their disorders. Conversely, it is possible that sedentary behaviors ... one's risk of developing mental health issues.

Displaced Behavior Theory

One idea that may explain how the sedentary behaviors encouraged by social media affect mental health is that of displacement. People who spend more time in sedentary behaviors (like social media use) have less time for face-to-face social interaction and physical activity, both of which have been proven to be protective against mental disorders. According to displacement theory, it is not the social media use in and of itself that has deleterious effects on mental health, but rather the absence of other activities.

The displaced behavior theory argues that sedentary behaviors such as social media use could be displacing this face-to-face interaction and the benefits it offers. The social withdrawal hypothesis is one mechanism of explaining the association between increasing sedentary behaviors and increasing risk of depression.

Sleep Interruption Due to Blue Light

The mobile devices and computer screens used to view social media sites all have one thing in common: hidden within their glow, they emit high levels of blue light. This artificial light disrupts healthy sleep cycles. Night-time exposure to artificial light disrupts the body's circadian rhythm, or the 24-hour biological clock that controls our sleep cycle. Artificial light exposure after sunset signals 'daytime' to our [brain], shifting the clock later. As a result, many people are still checking email, doing homework, or watching TV at midnight, with hardly a clue that it is the middle of the solar night. Technology has effectively decoupled us from the 24-hour day to which our bodies evolved.

The blue light included in artificial light is the most harmful to humans. Blue light suppresses melatonin, or the brain's "sleepy chemical," production more vigorously than other wavelengths. Blue light suppresses melatonin through one of the sensors in our eye: the intrinsically photosensitive. The theory that blue light is a culprit in disrupting sleep is supported by several studies that now sleep improvement with reduced blue light exposure.

Difference Between Social Network and Social Support

"Social networks are the number of social contacts that one has and the frequency of interaction with them. As such, social networks are objective and quantifiable. It is through such contacts and the ties or bonds that a person has with his/her friends or relatives that one receives the help that he/she needs in times of crisis.

In contrast, social support is the perception that those in the network are concerned for the welfare of the individual. As a result, social support is more subjective and slightly less quantifiable. Social support acts as a coping resource and also reflects certain aspects of social and personality development. Social support is based on one's social network and is conceptually related to it"

Social Media Negatively Impacting Mental Health

1. Low or decreased self-esteem during or after using social media.
2. Negatively comparing yourself to others via their social media content.
3. Repetitively focusing on your own shortcomings or distress while viewing others' social media feeds.
4. Frequently feeling envious of others while engaged with social media.
5. Using social media as your primary leisure activity.

6. Feeling disconnected from friends and family or not interacting with them in person as [illegible] as you normally would.
7. Decrease in ability to concentrate.
8. Increased or unusual social anxiety when interacting with people offline.
9. Feeling a need to share everything you're doing offline on social media.
10. Experiencing the negative emotional experience, "FOMO" (Fear of Missing Out) during [illegible] after viewing others' online activity.
11. Consciously, consistently using social media as a distraction to avoid or suppress negative emotions.
12. Irregular or disordered sleeping patterns.
13. Increase in fatigue and/or stress during or after using social media.

Healthy Use Of Social Media

- **Subscribe to and participate** in communities that are supportive, educational and provide insight into events or areas that interest you. Use these virtual neighborhoods to help find [illegible] to look for articles, research and resources you might use to improve your life offline.
- **Enhance and enrich** existing offline bonds and relationships through positive feedback, [illegible] and comments.
- **Become an active citizen!** Get involved in the causes you believe in or share, advocate and start a movement of your own. Individuals and charities have raised millions of dollars and spread awareness using social media to get their messages out – you can be a part of that too.
- **Foster goodwill, empathy and support** for others by dropping positive, constructive and helpful comments.
- **Seek out information and insights** from trusted sources to learn more about yourself and the world around you.

Conclusion

This study has highlighted impact of social media on mental health and given key points of common theories about effect of social media on mental health. Also it gives the difference between social network and social support. This paper has given the negative and positive impact of social media on mental health.

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

By

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Lecturer, DIET, Mysuru

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Certified that this is a research report of the study entitled, ***"A CRITICAL STUDY OF THE CO-CURRICULAR ACTIVITIES ORGANIZED IN SELECTED SECONDARY SCHOOLS OF MYSORE NORTH BLOCK IN MYSORE DISTRICT"****, submitted by* ***Mrs. PUSHPALATHA M.B.*** *under Teacher Education Plan of the Department of State Education Research and Training(DSERT), Bengaluru, during the year 2019-20.*

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

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

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ISBN: 978-1-387-53000-7

Published by:
LULU ENTERPRISES UK Ltd:
Barking is Fortis House
160 London Road
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Published on January 27, 2018

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COMPETENCY BASED TEACHER EDUCATION WITH A SPECIAL FOCUS ON ENVIRONMENTAL KNOWLEDGE, ATTITUDE AND PROBLEM SOLVING SKILLS FOR SUSTAINABLE DEVELOPMENT (CBTESD)

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Abstract

"21st Century" is the "Era" have today with a dynamic vision of transforming and developing society and a committed developed country with vast experience, leader to it's the present era is environmentally friendly and sustainable. Education, Experience, Commitment and Enthusiasm. One existing knowledge is all areas of life and practice of society efficiency an increased usage the skill based environment or improvement. In fact this whole could existing in balance and sensitive natural resources. The last two need to avoid, control and modify environmental process responsible for loss of particular of the environmental quality which was further fact to pose a serious threat to sustainable development. In this regard Teacher Education for Sustainable Development (TESD) plays a vital important role in development of environmental attitude, awareness and problem solving skills among students and teachers which are very much essential for the betterment of the environment. In this regard teachers at all levels of education are expected to play the role of environmentalists and not only but through out's activities which gradually in a sense of responsibility in every individual student.

Teachers have to become active environmentalists with a vision on Sustainable development. They have to organize a wide range of cooperative and collaborative learning experiences in their institutions. To suit the young learners, teacher educator working in colleges of Teacher Education (TE) should have a wide of environmental considerations needed in curriculum development, transaction and evaluation applied for Sustainable Development.

The present article in this regard, would throw light on how can Teacher Education for Sustainable Development (TESD) be offered in teacher education institutions, what competencies are to be provided in teacher educators in this regard, how can a functional curriculum for Sustainable Development be developed in TE and what other issues constitute the foci of the present article.

Competency Based Teacher Education with a Special Focus on Environmental Knowledge, Attitude and Problem Solving Skills for Sustainable Development (CBTESD)

Need for Teacher Education for Sustainable Development (TESD)

The modern society is the product of scientific and technological revolution. Due to over-population, pollution and poverty, modern society has become a crisis prone society. Unlimited human intervention in the natural process, particularly in the last few decades has created environmental problems and ecological destabilization of serious magnitude. Developing country like India is facing severe environmental problems since the onset of 20th century due to large number of environmental projects which ultimately turned out to be destructive on natural environment and human habitat. The growing world population, rapid urbanization, increased manufacturing activities, rapid depletion of natural resources, desertification, deforestation are some of the major factors leading environmental degradation. Hence, the problems of the reciprocal between economic development and environmental effects have to remove concern. A blended approach i.e. 'Development with Conservation' is the only competitive of human concern. A blended approach i.e. 'Development with Conservation' is the only competitive means of sustainable environment for quality living can surmount food, water, shelter and sanitation.

The increasing competition among the countries to achieve higher rate of economic growth is one of another dimension of the crisis. Most of the developing countries need to achieve higher GNP in order to satisfy the basic needs of an individual such as food, housing, clothing, education, employment, health services, etc. These developing countries, however, have been suffering from persistent resistance giving rise to a number of consequential problems. Ongoing consumption has led accelerated the resources particularly non-renewable resources. In the light of world environmental concerns and for multiple drawbacks, most of the developed and developing countries began carrying new

The main objectives of Teacher Education for Sustainable Development (TESD) are to develop [illegible] attitude and a will to act in all [illegible] towards environment and also to [illegible] awareness and understanding of the environment, [illegible] skills and capacity necessary to [illegible] the survival of [illegible] quality of the [illegible].

Keeping this in view, suggested [illegible] strategies for the development, implementation and evaluation of Teacher Education for Sustainable Development (TESD) are: Formulating environmental goals towards which the TESD program is directed [illegible] TESD program, Development of a [illegible] environment [illegible] TESD. Designing strategies to [illegible] and Developing techniques and tools to evaluate the effectiveness of the TESD program.

The main vision of TESD is that the [illegible] should be integrated, interdisciplinary and holistic in nature. The important challenge in TESD [illegible] three basic approaches can be adopted in teacher education viz., (a) Integration of TESD within other subject disciplines, (b) Creation of a separate course by treating TESD as a separate subject [illegible] and (c) Organising [illegible] related to environmental issues. "Integration" is currently the dominant approach to getting Education for Sustainable Development (ESD) in teacher education institutions. Two common and feasible approaches are suggested in this regard:

a) Differentiated curriculum (Interdisciplinary/single subject): This represents the curriculum [illegible] in which relevant components of many disciplines are selected, [illegible] and dwelt upon to create a [illegible] b) Integrated curriculum (Multidisciplinary / many subjects): This [illegible] the integration of established disciplines [illegible] ESD concepts and problem solving skills in various situations. Here the ESD content is infused into other disciplines.

Competence of Teacher Education with regard to TESD

The process Teaching can be defined as a set of observable teacher behaviours that facilitate pupil learning and "teaching competence" means an effective performance of all the observable teacher behaviours that bring about desired learning outcomes among students. In the context of TESD teaching is [illegible] process of designing and providing such learning situations by which every student [illegible] manifestations of the knowledge, attitude and skills related to environmental conservation.

"Competence" is an important concept when applied to any person. [illegible] it is "the most [illegible] way of doing things, the right way to live and work, in association and co-operation with others". In simple words it is a "Desired quality of job performance". In the context of education or teaching, it refers to the criteria that determines teacher effectiveness.

"Competence" is "Teacher behaviour that includes knowledge, attitude and skills, and other [illegible]" [illegible]. "The ability of a teacher manifested through a set of [illegible] classroom teachers behaviour which is [illegible] interaction between the [illegible]" [illegible], 1976). In the context of TESD, any teacher educator [illegible] is expected to possess a broad range of [illegible] competencies related to: (a) Research [illegible] (b) Teaching (Dissemination of knowledge [illegible]) and (c) Extension [illegible] in solving the environmental issues. The main qualities required for any teacher [illegible] Fluency, Flexibility, [illegible] Teacher Competence is a [illegible] harmonious personality of any [illegible]

With respect to teacher educators and their role in the [illegible] of society [illegible] have proposed [illegible] competencies, i.e., [illegible] Content competencies, [illegible] competencies, i.e., Contextual competencies, Conceptual competencies, [illegible] Transactional / Pedagogic competencies, Competencies related to [illegible]

related to material production. Evaluation competencies. Management competencies. Competencies related to dealing with parents. Competencies related to dealing with community & other social agencies.

Teacher educators in TEIDI are expected to have, knowledge of the Environmental issues. Planning of lessons and activities including teaching strategies for teaching environmental issues. Motivating learning groups to learn and apply environmental knowledge, attitude and problem solving skills. Presentation and communication skills – lecturing, explaining, eliciting responses, questioning, demonstrating, reading, administrating, using AVI aids, field based learning strategies, etc. Evaluation – Formative & Summative as well continuous and comprehensive and Total classroom management during curricular transactions. In addition to these teaching competencies, various other environmental competencies are required for a functional teacher educator to bring about a desirable and constructive modifications in pupil teachers are: Awareness building, Ensure participation and Resource mobilization & utilization. Added to these, the teacher educator should have Motivational competencies, motivating head of the institution, colleagues, students, parents, Management committee and community people and Value based competencies. Playing an ethical role model and developing values among student teachers related to environment and allied issues.

All these competencies need to be taken together in an interactive manner so as to produce a complex whole professional competence among teachers. It is this integration of competencies that would lead to qualitative performance of professional teachers not only in the classroom but also in the whole of the community which would definitely ensure national development with sustainable development.

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B.K. Satyanarayana

Constructivist Pedagogy for Nexgen Students to Empower them to Think beyond their Reach

Competence to practice: Education is to encounter the challenges with Competence. The Teaching-Learning process before the new wave of Rebranding System made enormous advancements in capacity building among students in the creation the future human beings of our country. Capacity building is in terms of imparting and enhancing competence among students in areas of Knowledge, Attitude, Approach and Skills. The teacher as the facilitator has to plan and design such effective pedagogical strategies which enable students to define, understand and construct their own knowledge in the Class Learning situation to an extension of an above stated competencies. The Teaching-Learning process like Data Administration, Analysis, Interpretation and Projects. The Process dimension using the principle of discovery and Constructivism to students who discover or invent with Rational Strands and apply Objective Thinking in the class, and Practical dimension encompasses the judgement components of knowledge such as Concepts, Theories, Principles, Laws, Postulates, Rules, Assumptions etc.

In recent times pedagogical experts are strongly advocating on one such skilled, Constructivist Approach that is learner-centered and that is true to the very nature of constructive learning. This has been strongly recommended as the most effective and memorable approach to the teaching of different subjects and especially Science in the Secondary National Curriculum Framework 2005 (NCF, 2005) and National Curriculum Framework in Teacher Education 2009 (NCFTE) and the same has been reiterated even in NEP 2020. It is high time for everyone to think about how to enhance the effectiveness of our class and learning, how to engage the students there and improve their academic learning, how to enable them to apply their minds in right directions and how to transform them the assets of progress and nation in the years to come to make the name of our beloved Motherland of our country.

In this context, it is necessary for every teacher/teacher educator to know about what is Constructivism, How Constructivism is a learning approach and what is the educational significance. What are the different types of Constructivism? What are the characteristics of constructivist learning environment and how to create the same in classroom? What are the roles and responsibilities of Constructivist Teacher in the classroom and how to plan lessons on the principles of Constructivism by which students are engaged in learning, explore new ideas, explain to themselves, ask questions about ideas recorded for them, attend to their thoughts as well as other problems and come here to conclusions at the end. Much other many more issues form the foci of the present article.

There is always a wide gap between the Normative Expectations of Constructivist teachers and Realistic Evolution of Constructivist Learning. This gap has to be filled at the earliest. In this context the present article finds its relevance and significance.

What is Constructivism?

It is a theory of knowledge used to explain how we learn what we know. It assumes that the only tools available to a learner are his senses and it is only through these senses that an individual interacts with his environment. With these, moreover, from the sensory data, one should construct a personal view of world.

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Constructivism as a Learning Theory

- Constructivism theory, learning as a process of constructing meaningful representations of external reality through experiences.
- Constructivism is an educational theory that places emphasis on the learner.
- Constructivism is based on the idea that all knowledge is constructed based on previous experiences.
- In constructivism, learning is a process of building conceptual structures through reflection and abstraction [illegible].
- The theory is an ongoing development and "deep understanding" [illegible].
- Constructivism stresses the focus on the way the knowledge is constructed by the learner in the working memory (Kalyuga, 2009). In this process of knowledge construction, the learner uses both incoming information from the environment and prior knowledge from long-term memory. Working memory plays important role in the [illegible] of materials which include both visual and auditory working memory. It is significant to note that in the constructivist view knowledge construction takes place in working memory.

Types of Constructivism

1. **Cognitive constructivism:** It is based on the work of Jean Piaget (1896-1980), a Swiss philosopher. Piaget's theory of cognitive development proposes that children cannot be "given" information that they immediately understand and use. Instead children must "construct" their own knowledge. They build their own knowledge through experience. Experiences enable them to create schemas (mental models), schemas are changed, enlarged and made more sophisticated through two complementary processes called assimilation and accommodation.

   Cognitive constructivism focuses on individual cognitive development through an interactive learning environment in which individuals construct knowledge individually based on their experiences and through adaptive process.

   Piaget's cognitive [illegible] in terms of the individual [illegible] the individual's [illegible] cognition. [illegible] learning and [illegible] the production of the individual [illegible] in the process of learning.

2. **Social constructivism:** It is based on the work of Russian psychologist Lev Vygotsky (1896-1934). According to Vygotsky, the construction of knowledge occurs through interaction in the social world. Social constructivism proposes that the development of cognitive processes occurs by means of the dialectical relationship between the individual and the shared culture (cultural symbols, tools and others [illegible]) in the world [illegible].

   Vygotsky argues that "social processes lay the basis for the emergence of the children's cognitive forms. It is within the social interaction that mental meanings are shared within the group and then internalised by the individuals."

   Vygotsky's "The Zone of Proximal Development (ZPD)" is probably his [illegible] concept. ZPD is Vygotsky's term for the range of tasks too difficult for children to master alone but which can be learned with the guidance and assistance of adults or more skilled children. The lower limit of ZPD is the level of problem solving reached by the child working independently. The upper limit of ZPD is the level of additional responsibility the child can accept with the assistance of an able instructor [illegible].

Characteristics of a Constructivist Learning Environment

- ✓ Students are not [illegible] of information [illegible] knowledge.
- ✓ [illegible] "knowledge construction" and not "knowledge reproduction".
- ✓ [illegible] representations of reality.
- ✓ Emphasises authentic tasks in a meaningful context rather than abstract instruction out of context.
- ✓ [illegible] real-world [illegible] experiences.
- ✓ [illegible] context- and content-dependent knowledge construction.
- ✓ Emphasises learning and not teaching [illegible].
- ✓ Encourages critical reasoning and reflection.
- ✓ Views of learning as a process and not as a product, i.e. [illegible].
- ✓ Encourages [illegible] leads to collaborative learning.
- ✓ [illegible] between [illegible].
- ✓ From the learner's [illegible] is [illegible] experience [illegible].
- ✓ [illegible] in real world [illegible] learning [illegible].
- ✓ [illegible] of the learners rather than [illegible] of teachers.
- ✓ Supports cooperative learning [illegible].
- ✓ [illegible] understanding [illegible].
- ✓ The [illegible] are [illegible] with [illegible] environment.

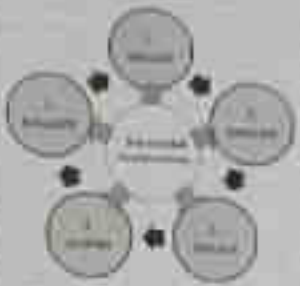

Figure: The 5 E's Model – a Good Start to Constructivist Approach

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EFFECTIVENESS OF TEACHING SOCIAL SCIENCE 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-CE-JUL2014-0210)

UNDER THE GUIDANCE OF

Dr. H. N. VISHWANATH

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This is to certify that the thesis entitled, **"Effectiveness of Teaching Social Science through Smart Class Method on the Achievement of Class IX Students"** submitted to the Bharathiar University, in partial fulfillment of the requirements for the award of the Degree of Doctor of Philosophy in Education is a record of original research work done by **Mr. JOHNY K P**, Reg. No: Ph. D – CE. JULY 2014-0210, during the period 2014-2021 of his research in the Centre for Research and Evaluation, Bharathiar University, Coimbatore 641046, under my supervision and guidance and the thesis has not formed the basis for the award of any Degree/Diploma/Associateship/Fellowship or other similar title of any candidate of any University.

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Signature of the Guide

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ISBN: 978-81-928689-3-6

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SMART CLASS: A FUTURISTIC TECHNO BASED INSTRUCTIONAL STRATEGY FOR CONSTRUCTIVE LEARNING IN RELATION TO FIVE ES MODEL

JOHNY K.P., Bharathiar University, Coimbatore
Dr. M. P. Vishnunath, Bharathiar University, Coimbatore

Introduction

Teaching and learning are the prime and pivotal process of education since time immemorial. As years passed, teaching and learning process had undergone number of changes from time to time, culture to culture. With the advent of technology in education, techno based instructional strategies in education has become an inevitable part of the contemporary education system at various levels of teaching learning process. Students who are vibrant and inquisitive in nature, live in the world of technology, prefer to enhance knowledge and skills using technology at their space and time. The dynamic aspect of learners and techno culture of the society prompt teachers to adapt strategies which would boost interactive learning among the students. Therefore, the present study proposes Smart Class: A Futuristic Techno Based Instructional Strategy for Constructive Learning in relation to Five Es Model proposed by Roger W Bybee. By using Smart Class technology, teachers can create constructive learning environment for the pupils to generate conceptual knowledge through reflective learning.

Meaning of Smart Class

Smart Class is an advanced technology implemented for schools which provides tools and other [illegible] teaching and learning, using latest media presentations. It is a type of e- class room method [illegible] school society with digital resources can be termed as a smart class learning system. Smart classroom is [illegible] system for comprehensive digital education in schools. Smart classroom management, Smart Learning [illegible] parts of Smart Class. Smart Class environment enables students to access digital resources and interact [illegible] with learning systems at any place and at any time. It is also actively providing the necessary learning [illegible] pattern, hints, and supportive tools for learning in the right place, at the right time and in the right [illegible] The key to the strategy is that it is student-centric, recognizing the demand, from both students and the [illegible] experts, for seamless offset between learning in school and at home.

Smart class is an information software package which bring quality of content and methodology [illegible] teaching and learning. It helps teachers and students to break the barriers of time and space. Smart class [illegible] room is a concept that takes advantage of Information Technology providing instant and non-linear [illegible] support to students, teachers, school management and parents with a focus on creativity and collaborative [illegible] learning and teaching. Smart class is presented in two perspectives of digitalization in education. They are [illegible] digital communication and digital instructional technologies. Digital communication technology includes [illegible] digital lesson plans, email communication, homework and group activities through SMS. Instructional [illegible] technologies like software programmes on various themes, multimedia presentations, video conferences and [illegible] films. Smart Class is used as an advanced instructional and learning strategy for various subjects in [illegible] schools.

The important features of Smart Class are:

1. Smart class is Student-centric classroom that focus on each student's needs, abilities and learning [illegible] styles.
2. The interactive nature of technology offers learners an opportunity to share and participate in [illegible] instructional process. Every learner has an opportunity to participate or contribute to [illegible] presentations and discussions.
3. Smart Class acts as an environment for the enjoyable learning.

4. Online approaches in Smart Class help teachers to assess the various related sources of particular issues and collect the opinions of the experts on a topic.
5. It promotes Group learning activities including collaborative writing, group research, team problem solving, debates and cases.
6. Smart class has the facility to upgrade constantly the resources of learning.

Concept of Constructive Learning

Constructivism in education is basically a theory based on observation and scientific study about how people learn a concept or ideology. It is defined as a process of constructing knowledge representation of external reality through experiences. It is said that people construct their own understanding and knowledge through experiencing things and reflecting on those experiences. To encounter new things, we have to reconcile it with our previous ideas and experiences, may be change what we believe or discarding new information as irrelevant. In both ways we become creators of our new knowledge through engaging, exploring, explaining, expanding, and evaluating the concept.

Constructivism assumes that learning takes place through the dual factors of social interaction and simultaneous exposure to cognitive experiences. The sources of cognitive experiences are both the textbooks and previous experiences. It promotes a shared responsibility among students and teachers. Students are given necessary structure, voice, time and space, to question and explore the meaning of phenomena and concepts. Constructivism states that students are capable of accepting the responsibility to take charge of their own learning. They're responsible to develop essential intrinsic motivation and confidence in learning. According to Brader- Araje and James(2002), constructivism can be defined as The idea that development of understanding requires the learner to actively engage in meaning-making. It is based on the belief that learning occurs as learners are actively involved in a process of meaning and knowledge construction. It promotes critical thinking and create motivated and independent learners.

Characteristics of Constructive Learning

1. In Constructive learning environment, students actively participate to generate new knowledge.
2. Students are not passive listeners but active producers of knowledge.
3. Provides multiple representation of realities.
4. Encourages thoughtful reflection and multisensory experiences.
5. Supports co-operative learning.

9. Encourages learner autonomy and initiative.
10. Emphasis on performance and understanding when assessing learners.
11. Class starts become dynamic questions are raised by the students and explored and integrated into the instructional dialogue of the classroom.
12. Constructivism gives students ownership of what they learn and abilities to express knowledge through a variety of ways.
13. Constructivism concentrates on learning how to think and understand.
14. Students in constructivist classrooms learn to question things and to apply their natural curiosity to the world.
15. Constructivism promotes social and communication skills by creating a classroom environment that emphasizes collaboration and exchange of ideas.
16. The teacher facilitates a process of learning in which students are encouraged to be responsible and autonomous. It becomes interactive and student-centred.

17.

Smart Class – A Booster for Five E's Model in Constructive Learning:

Smart Class is a futuristic technic based interactional Strategy for Constructive Learning where it is used as a digital communication and instructional strategy in class room. Constructive learning is a process of interaction between learning activity and learner. In Constructive learning environment students actively participate to generate new knowledge. The teacher facilitates the process of learning in which students are encouraged to be responsible and autonomous. There are many ways Smart Class is used as an instructional strategy for constructive learning.

In a Constructive learning environment, students actively participate to generate new knowledge and Smart Class is Student-centric classroom that focuses on each student's needs, abilities and learning styles. It enhances them to generate new knowledge as they live with technology in daily life.

Students are not passive listeners but active producers of knowledge in constructive learning. Smart Class offers learners an opportunity to share and participate in the instructional process. Every learner has an opportunity to participate or contribute to the presentation and discussion. Therefore, Smart Class helps them to construct knowledge with available resources.

Online approaches in Smart Class help students to access the various related resources of a [illegible] theme and collect the opinions of the experts on a topic while engaging and exploring the [illegible] instructor training.

Extra Smart Class promotes Group learning activities including collaborative writing, group [illegible] peer problem solving, constructive learning strategy role plays. Smart Class as a fundamental [illegible] achieve its objectives.

Constructivism gives students ownership of what they learn and abilities to express knowledge through a variety of ways. The digital communicating nature of Smart Class is a platform to [illegible] views in the class room and outside the classroom.

Education today has come a conversation on thinking and understanding, rather than as a memorization. Constructivism concentrates on learning how to think and understand. The [illegible] techniques to enhanced when smart technology is implemented in learning process.

Constructivism promotes social and communication skills by creating a classroom environment that emphasizes collaboration and exchange of ideas. Students learn how to articulate their views clearly as well as to collaborate on tasks effectively by sharing in group projects. Students exchange ideas and [illegible] must learn to "negotiate" with others and to evaluate their contributions in a socially acceptable manner. Through Smart Class they are open to the world of experts and virtual classroom to improve their communications skills and gain way to evaluate their contributions.

One of the most popularly used instructional models based on constructivist theory is Five E's Model developed by Roger Bybee. Five E's represents five stages in learning, viz. Engage, Explore, Explain, Expand, Evaluate. All these stages in learning is made easy as we use Smart Class as platform for learning. The first stage Engage focus on facilitating learning environment and awareness to learners. Therefore, learners can be engaged in different ways of asking questions, showing curious events or problematic situations using Smart Class technology. In second stage students are guided to explore and find answer for the questions they raised in first stage. Teachers can facilitate these events in panel [illegible] presentation and help them to experiment these issues using technology. Students can search for [illegible] authenticity of the statements using search options on internet and screenshots capture options on the raised issues. The third stage of constructive learning is to explain the constructed ideas. Explanations can be presented through pictures, charts, graphs, symbols, and descriptions. These activities can be [illegible]

proceed by using Smart Class and internet based learning. Expanding stage of constructive learning is to apply the knowledge and skills in real life, share information and ideas in the world of knowledge. By using smart technology it becomes easy for the learners to share the findings with peer groups and the world outside. The final stage of constructive learning is evaluation. According to them evaluation should be diagnostic in nature, check list for observation, mind mapping, performance assessment can be carried out through Smart Class technology. Smart Class enables students to assess their performances and make improvements in it. In short Smart Class is a futuristic techno based instructional strategy for Constructive Learning in relation to Five E's Model.

Conclusion

Education system is being transformed through the advancement of technology in contemporary society. Introduction of Smart Class technology has become a common instructional teaching and learning frame in most of the schools in our times. It promotes child centred and effective learning strategy in education system. This pupil-oriented teaching learning enhances constructive learning style in the contemporary era. In Constructive learning environment, students are actively participating to generate new knowledge and skills for the future life. By using Smart Class as technology, teachers facilitate the process of constructive learning and encourage students to be responsible and autonomous learners. The steps of constructive learning viz. engage, explore, explain, expand and evaluate are enriched by the use of Smart Class in teaching and learning process.

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MIND THE GAP: RELEVANCY OF TEACHER EDUCATION

THEME 1 INCLUSIVE EDUCATION

CONSTRUCTIVIST APPROACH: EMPOWERING PEDAGOGY TO ENABLE STUDENTS THINK BEYOND THEY REACH & REACH BEYOND THEY THINK

Dr. H.N. Vishwanath*

Introduction

Education is to empower the students with Competence and Competence is power. Teaching – Learning process being the very heart of Education System finds enormous significance in Capacity Building among students who constitute the future human wealth of our country India. Capacity building is in terms of improving and enhancing competence among students in terms of Knowledge, Attitude, Aptitude and Skills. Teacher hereafter termed facilitator has to plan and design such effective pedagogic strategies which enable students think rationally and construct their own knowledge in the class. Learning should be an enterprise of an open-ended exploration. Teaching-Learning process will have two dimensions, namely, Process and Product. The Process Dimension being the process of discovery and Inventions by student who is a discover or inventor with Rational Attitude and applying Objective Thinking in the class; and Product dimension encompasses the different components of knowledge such as, Concepts, Theories, Principles, Laws, Postulates, Rules, Assumptions etc.

Constructivism: It is a theory of knowledge used to explain how we know what we know. It asserts that the only tools available to a knower are the senses and it is only through these

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...means that an individual interacts with the environment. With these interactions he...
...relates the individual construct to portions of the world.

Constructivism as a Learning Theory

- Constructivism views learning as a process of constructing meaningful representations of personal reality through experiences.
- Constructivism is an educational theory that places emphasis on the learner.
- Constructivism is based on the idea that all knowledge is constructed based on previous experiences.
- In constructivism, knowing is a process of building constructs over time through adaptation and abstraction (Von Glasersfeld, 1995).
- The focus is on concept development and deep understanding (Brooks, 1999).
- Constructivist perspective focuses on the way the knowledge is constructed by the learner in the working memory (Khalid, 2010). In the process of knowledge construction, learners may build incoming information from the environment and prior knowledge from long-term memory. Working memory gives attention to incoming information or makes...
...which includes both visual and auditory working memory. It is significant to note that...
...construction may knowledge construction takes place in working memory.

Types of Constructivists

1. Cognitive constructivism: It is based on the work of **Jean Piaget** (1896-1980), a Swiss philosopher. Piaget's theory of cognitive development proposes that children construct their 'great' information that were somebody unlearned and use. Instead children use 'structure' their own knowledge. They build their own knowledge through experience. Experiences enable them to create, enhance or revise mental models wherein we interpret and make more sophisticated through our complimentary processes called **assimilation and accommodation.**

Cognitive constructivism focuses on **individual cognitive development** through an environment learning environment in which individuals construct knowledge individually based on past experiences and through adaptive process. Piaget's cognitive constructivism mainly describes mind in terms of the **individual**, restricting its domain to an individual's head. Cognitive constructivism approaches learning and knowledge from the perspective of the individual involved in the process of learning.

2. Social Constructivism: It is based on the work of Russian psychologist, **Lev Vygotsky (1896 – 1934).** According to Vygotsky, the construction of knowledge occurs through interaction in the social world. Social constructivism proposes that the development of cognitive functions is results of the dialectical relationship between the individual and the social context/Cultural symbols, tools and values outlets in the social processes.Vygotsky notes that these processes form the basis for the emergence of the children's cognitive tasks. It is within the social interaction that cultural meanings are shared within the group and then internalized by the individuals. Vygotsky's **"The Zone of Proximal Development (ZPD)"**, is probably his best-known concept. ZPD is Vygotsky's term for the range of tasks too difficult for children to master alone but which can be learned with the guidance and assistance of adults or more-skilled children. Thus the lower limit of ZPD is the level of problem solving reached by the child working independently. The upper limit of ZPD is the level of additional responsibility the child can accept with the assistance of an able instructor or more capable peer.

Characteristics of Constructivist Learning Environment

- ✓ Students are not passive recipients of information rather active "producers of new knowledge".
- ✓ Stresses on "knowledge construction" and not "knowledge reproduction".
- ✓ Provides "multiple representations" of reality.

- ✓ Emphasizes authentic tasks in a meaningful context rather than abstract instruction out of context
- ✓ Encourages thoughtful reflection on both learning experiences
- ✓ Enables context and symbol dependent knowledge construction
- ✓ Emphasizes learning and not teaching, that is, student-centered not the core
- ✓ Encourages learner autonomy and initiative
- ✓ Thinks of learning as a process and not as a product, i.e., it's about a process than a product
- ✓ Encourages learner inquiry that leads to autonomous learning
- ✓ Nurtures learners natural curiosity or inquisitiveness
- ✓ Takes the learner's mental model into account on the grounds of which the new learning experiences are designed
- ✓ Involves learners in real world situations that may lead them to solving classroom learning to real life situations as improved tests
- ✓ Considers the beliefs and attitudes of the learners rather than that of teachers
- ✓ Supports co-operative learning in a conducive classroom atmosphere
- ✓ Emphasizes performance and understanding when assessing learners
- ✓ The salient moments of Enthusiasm and Impressiveness are matched with Self-Learning environment.

Role of Constructivist Teacher in the Constructivist Classroom

- ➢ Become one of many resources that the student may learn from, the primary source of information
- ➢ Engage students in experiences that challenge previous conceptions of their existing knowledge
- ➢ Allow student responses to drive the lessons and seek elaborations of students' initial responses
- ➢ Allow students wider thinking time for probing questions
- ➢ Encourage the spirit of questioning by thoughtful, open-ended questions
- ➢ Encourage thoughtful discussions among students
- ➢ Use cognitive terminology such as 'classify', 'analyze', and 'create' when planning tasks
- ➢ Encourage and accept student autonomy and initiative
- ➢ Be willing to let go of classroom control
- ➢ Use raw data and primary sources, along with manipulative, interactive physical materials
- ➢ Based on their responses from students
- ➢ When students can demonstrate their understanding, then they have truly learned
- ➢ Promote student leadership, collaboration, facilitated exhibitions and taking actions as a result of learning process
- ➢ Encourage the use of alternative sources for information both from written materials and experts
- ➢ Seek out student ideas before presenting his/her ideas
- ➢ Encourage students to challenge each other's conceptualizations, involve students in solving real life problems
- ➢ Extend learning beyond the classroom, classroom and the school.

Five E's Model: A model based on Constructivist Approach:

One of the most popular and quite clear and instructional model based on constructivist theory is

Five E's model, which was developed by **Roger Bybee**. Several instructional strategies can be

evolved using this model.

Five E's model can be diagrammatically represented as follows

Stage 1: Engage: Facilitating learning environment, learning activities and scenarios and exposing the mind's of learners on the higher order learning tasks is the main purpose of

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CERTIFICATE

This is to certify that Smt. R K Lavanya, student of M A (Education) from Indira Gandhi National Open University (IGNOU), New Delhi has worked under my supervision and guidance for her dissertation for the course MESP-001. Her Dissertation entitled **"PROBLEMS RELATED TO ON-LINE TEACHING - LEARNING OF TEACHERS & STUDENTS AND THEIR ATTITUDE TOWARDS VIRTUAL EDUCATION IN COVID-19 CONTEXT"** which she is submitting, is her genuine and original work.

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Proceedings of the One Day Multi Disciplinary National Level Seminar on "**Reformation in Higher Education: Challenges, Concerns And New Directions**" organized by **Lal Bahadur Shastri Government First Grade College**, Dinnur Main Road, R.T. Nagar, Bangalore - 560 032

Year of Publication : 1st Edition 2018

Volume : I

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Size : A4
Paper : 75 GSM
Binding : Paper Back
No. of Pages : 510
No. of Copies : 200
ISBN : 978-81-933447-4-3

Published by:
The Principal
Lal Bahadur Shastri Government First Grade College
Dinnur Main Road, R.T. Nagar, Bangalore - 560 032

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Printed at:
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Contents

- Emphasizes authentic tasks in a meaningful context rather than abstract [illegible]
- Encourages thoughtful reflection on [illegible]
- Enables context and content dependent knowledge construction
- Emphasizes learning and not teaching, that is student centered not the [illegible]
- Encourages learner autonomy and initiative
- Thinks of learning as a process and not as a product i.e., it's more a process than a product
- Encourages learner inquiry that leads to autonomous learning
- Nurtures learner's natural curiosity or inquisitiveness
- Takes the learner's mental model into account on the grounds of which the [illegible] are designed
- Involves learners in real world situations that may lead them to [illegible] situations or expected tasks
- Considers the beliefs and attitudes of the learners rather than that of teacher
- Supports co-operative learning in a productive classroom atmosphere
- Emphasizes performance and understanding when assessing learners
- The natural process of Collaboration and Improvement are [illegible]

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- Engage students in experiences that challenge previous conceptions of their existing knowledge
- Allow student responses to drive the lessons and seek elaborations of students' initial responses
- Allow students some thinking time after posing questions
- Encourage the spirit of questioning by thoughtful, open-ended questions
- Encourage thoughtful discussions among students
- Use cognitive terminology such as "classify", "analyze", and "create" when framing tasks
- Encourage and accept student autonomy and initiative
- Be willing to let go of classroom control
- Insist on clear expression from students. When students can communicate their understanding, they have truly learned. Promote student leadership, collaboration, [illegible] as a result of learning process.

Five E's Model: A model based on Constructivist Approach

One of the most popular and quite often used instructional model based on [illegible] model which was developed by Roger Bybee. Five E's model can be diagrammatically represented [illegible]

Stage 1: Engage: Facilitating learning environment, learning activities and [illegible] needs of learners so the higher order learning tasks is the main purpose of this stage. [illegible] situations should be presented to engage student's attention on learning tasks.

Stage 2: Explore: In this stage, learners are guided to explore and find answers for the [illegible] raised during the engage stage. Teacher's role is to structure and present learning environment [illegible] learners as families or investigators [illegible] and provide opportunities for students to go through [illegible] discovery process and construction of knowledge.

Stage 3: Explain: Students, who engaged in the learning activities and [illegible] new knowledge (scientific facts, concepts, generalizations and procedures) and construct [illegible]. Explaining this abstract knowledge through communicable form is the purpose of the third stage.

Stage 4: Expand: In the fourth stage, the teacher provides opportunities and guidance to [illegible] the constructed knowledge in several real-life situations. The students can also correlate the [illegible] knowledge to other related fields of knowledge.

Stage 5: Evaluate: At this stage the teacher evaluates whether the student have [illegible] completely, achievements and also have developed conceptual understanding. According [illegible] evaluation should be as far as possible diagnostic in nature.

SRIHS

Online ISSN 2278-8808
Print ISSN 2319-4766

An International Peer Reviewed

Refereed Quarterly

SCHOLARLY RESEARCH JOURNAL FOR INTERDISCIPLINARY STUDIES

OCT-DEC , 2023, VOL. 11, ISSUE 65

EDITOR IN CHIEF : SHIVAKUMAR G. S., Ph. D.

ONLINE ISSN 2278-8808

PRINTED ISSN 2319-4766

Special Issue of Emerging Trends and Approaches in Education

Kumadavthi College of Education, Shikaripura

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SCHOLARLY RESEARCH JOURNAL FOR INTERDISCIPLINARY STUDIES

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Website: www.srjis.com **Email:** srjisarticles16@gmail.com

ONLINE ISSN 2278-4888 PRINT ISSN 2319-4766

An International, Peer Reviewed, & Refereed Quarterly

Scholarly Research Journal for Interdisciplinary Studies

OCT-DEC, 2023, VOL-11, ISSUE-65

[illegible] LINKAGE INSTRUCTIONAL MODEL LEARNING THROUGH PHYSIOLOGICAL [illegible]

Dr. [illegible]

[illegible]

Introduction

Teaching is a complex [illegible] scholarship. [illegible] teaching [illegible] learning, [illegible] of both students and teachers.

In the context of [illegible] need to make [illegible] knowledge.

The educational landscape includes many types of connections. [illegible] with regard to understanding the dynamics of classroom interactions and developing linkages with meaningful learning, employing innovative teaching approaches. [illegible] on how well teacher brings about **Synaptic Connectivity** in classroom among Teacher-Subject-Content-Learner-Learning [illegible] Classroom environment-Community [illegible] Life and [illegible] Synaptic connectivity involves designing connectivity strategies of learning [illegible] teaching and learning [illegible] students and teachers [illegible] with high learning standards and [illegible] effective classroom management. As educators, we need to use a spectrum of approaches and methodologies for learning and adapt to an ever-changing educational landscape.

Synaptic Connectivity

A Synapse is a structural form of communication that permits a neuron (or nerve cell) to pass an electrical or chemical signal to another neuron. It is the junction between two neurons. It is a functional connection between nerve cells and even other cells for communication. It is also a physiological continuity in the neural network.

Connectivity as a Functional Strategy

A connection strategy is a plan for how your teaching is going to stay connected throughout the class or academic year with students.

Connectivity is the ability to make connections among the different stake holders of education as a whole. Among many components and parameters of the domains of education, Teacher, Subject, Student and Community constitute prime pivotal and integral dimensions of education. In simple terms, connectivity needs to be established between Self-Subject, Self-Student, Student-Subject and Subject-Community-Life. However, the most important Connectivity is **Connecting Good Teaching to Student Learning**. "Bad teachers distance themselves from the subject they are teaching - and in the process from their students. (Parker Palmer, The Courage to Teach.) Good teachers connect Self and Subject and Students in the fabric of Education for Life." It is difficult to precisely prescribe what constitutes good teaching that results in increased learning, since each context, class, student and teacher is different. Good teaching includes [illegible] accessibility to students, learning spaces, relevant content, engaging pedagogies, effective use of technology, appropriate assessments and transparent standards.

1. Teacher to Subject

2. Teacher - Student
3. Student - Subject
4. Subject - Subject

2. Self - Student

[illegible] students and the classroom, including [illegible] grades [illegible] [illegible] in school [illegible]

Create students' interest. Ask students questions about their [illegible] [illegible] A healthy and positive relationship between students and teachers can be [illegible] impact of an educational institution inside the classroom and across the whole school [illegible] promotes academic [illegible] helps to develop self-esteem [illegible] To build a positive relationship with students, teachers shall provide [illegible] Teachers who [illegible] positive relationships with their students create [illegible] environments more conducive to learning and meet students' developmental, emotional and academic needs.

3. Student - Subject

How to connect students to the subject or vice versa? Every individual student is unique in terms of [illegible] personality [illegible] differential learning [illegible] with regard to attitude and interest towards [illegible] or difficulty [illegible] It's really a challenge for the teacher to understand the dynamics of handling these [illegible] so as to enable students to get connected to the subject of learning [illegible] [illegible] However it shall not be forgotten that students shall [illegible] physical, psychological and social needs of students. Following are a few very important means and ways of creating more interest, positive attitude and [illegible] attached to learning of a subject:

1. Specifying the need and importance of learning the subject
2. Connecting the Subject to students' life and enabling how solve the problems applying the knowledge
3. Make sure that the subject easy and interesting
4. Reflect the expectations with regard to interests, requirements and enthusiasm of students in learning a subject
5. Be at your best in making students find the subject [illegible] with positive [illegible] skills and attitude of the teacher
6. Make learning more enjoyable with interaction using thought provoking questions especially how and why questions
7. Make learning more realistic with multiple sensory perception
8. Make it challenging and competitive, but ensure that there is a support system for the kids who cannot compete effectively
9. Practice mindfulness in students with regard to listening, analysis and integration of content and subject
10. Help students cope with stress and setbacks through empathetic ways
11. Celebrate with students for their success and [illegible] in the subject
    While learning in the class

4. Student - Life

"Without application in the world the value of knowledge is greatly diminished"

Why it is important to apply the gained knowledge?

- The application of knowledge is necessary to achieve desired results throughout various aspects of life.

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Website: www.srjis.com **Email:** srjisarticles16@gmail.com

ONLINE ISSN 2278-8808

PRINTED ISSN 2319-4766

An International, Peer Reviewed, & Refereed Quarterly

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OCT-DEC, 2023, VOL-11, ISSUE-65

Theme – 3

GAMIFICATION: A STATE-BASED INNOVATIVE PEDAGOGY FOR ENGAGING 21ST CENTURY

Dr. H.N Vishwanath,

Abstract

Gamification is the use of game thinking, approaches and elements in a context different from the games. Using game mechanics improves motivation and learning in formal and informal situations. Various definitions overlap and can be summarized as follows. **Gamification is the integration of game elements and game thinking in activities that are not normally games.**

Games have some distinctive features which play a key role in gamification:

- **Users** who are participants – students (for educational institutions), employees (for firms that implement).
- **Challenges/tasks** that users perform and progress towards defined objectives.
- **Points** that are accumulated as a result of completing tasks.
- **Levels** which users pass (depending on the points).
- **Badges** which serve as rewards for completing actions.
- **Ranking of users** according to their achievements.

Difference between Gamification and Serious Games

There are some terms and concepts that have similarities - gamification, game inspired design, serious games, simulations and games. The boundaries between them are not clearly defined.

Game inspired design is the use of ideas and ways of thinking that are inherent in games. Game inspired design does not require to adding game elements, but rather to using of playful design.

Gamification is the use of game principles, game elements and ideas in a context different from that of the games in order to increase motivation and commitment, and to influence user behavior (Marczewski, 2013). **Serious games** are games designed for a specific purpose related to training, not just for fun. They possess all game elements, they look like games, but their objective is to achieve something that is predetermined.

Simulations are similar to serious games, but they simulate real world things and their purpose is user training in an environment resembling real life.

Games include everything mentioned above and they are designed for entertainment.

All the above-mentioned concepts have one thing in common – they use elements that are inherent in games and their purpose is to support learning and to improve users' engagement.

Rationale in using Gamification in education

According to Gabe Zichermann, cited by (Chang, 2013), the use of game mechanics to motivate the students to learn new skills by 48%. Game approaches lead to higher level of commitment and

[illegible]

[illegible] Gamification of Moodle

Moodle is one of the [illegible] [illegible]

- [illegible]
- **Visibility of the students' progress.** [illegible] (The Beginner's Guide to Gamification). [illegible] Moodle [illegible] completion tracking.
- **Display of quiz results.** [illegible] Quiz results. Quiz results block [illegible]
- **Levels.** The Level up! block [illegible] Level up! is a Moodle plug-in [illegible] Moodle.
- **Feedback.** [illegible]
- **Badges.** Badges can be given to learners upon [illegible] (The Beginner's Guide to Gamification). [illegible] Moodle Badges [illegible] Moodle [illegible] Mozilla Open Badges [illegible] iPhone [illegible]
- **Leaderboard.** Ranking Block is a plug-in for Moodle [illegible] Leaderboards [illegible]

In addition Moodle supports Conditional activities [illegible] Teachers can set multiple activity completion [illegible] Conditional activities [illegible]

[illegible]

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Resource: [illegible]

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TECHNOLOGY ENABLED EDUCATION

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Krishna Publication House
Gujarat

First Edition : 2022
Price : Rs.850.00

Published By

Krishna Publication House
No.303, Yash Kunj Apartment, Devbaug,
Anantwadi, Bhavnagar, Gujarat-364002

Printers : Krishna Printing Press, Gujarat

ISBN : 978-93-90627-79-0

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Chapter – 5

TECHNOPHOBIA AMONG TEACHERS: ISSUES AND CHALLENGES

Dr. H. N. Vishwanath
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Introduction

The word Technophobia is derived from Greek *'Techne'* meaning "art, skill or craft" and *'phobos'* meaning "fear or aversion". This term first appeared in the American psychiatrist Craig Brod's book "Technostress: The Human Cost of the Computer Revolution", which was published in 1984.

Technophobia is the constant and persistent fear of technology and, in greater depth, is defined as "the feeling of severe anxiety associated with using anything technologically advanced".

An irrational or disproportionate fear of technology especially advanced digital technology including computers, robots, and artificial intelligence. A dislike of or aversion to new or changing technology. Fear or dislike of advanced technology or complex devices and especially computers. It is quite often seen that some people though having good academic achievement do hesitate to use even commonly used android or smart phones. It would not be that easy for them and seldom have they enjoyed operating it. Some people feel it not their cup of tea in operating computers programmed with updated software. A number of people find it difficult to deal with technology and gadgets. Teachers and Teacher Educators are not exceptional to this. Some people are overtly seen with extreme fear of technology. Technical gadgets, technical environment and are called "technophobic". Technophobia is known to affect many people around the world. It is a highly studied phobia, since, it was determined that many teachers, including those in highly

developed countries, inflicted by one technological side to watch their students owing to the severe fear of technology.

'Technophilia' is the opposite of 'Technophobia'. Technophilia is a condition where the person is so much in love with technology that s/he might even want to change the world with it or use it for combating any kind of problems in the institution or society at large.

Technophobia is not necessarily a mental illness towards technology and its application in day to day life. But it is perceived as an extreme and irrational fear towards the same. In general usage, the term is concerned with an irrational fear of computers, robots, artificial intelligence, on-line or virtual transactions, techno-centric curriculum transaction and other such applications which seem advanced in scientific thought. The root cause for this would be, fear of science and technology reflected in irrational resistance by teachers in in educational institutions especially in rural contexts.

Studies have revealed that even today most of the teachers in rural and semi-urban educational institutions are found to be technophobic to varied degrees. At the same time it's not considered an extreme avoidance of computers as people understand it. Technophobia is an outward hesitation or aversion of people towards new technologies, especially cloud technology, mobile applications, the use of Internet, coding and such related applications. Having more of technophobic teachers is indeed becoming a huge problem today in many of the upcoming schools and colleges as online / virtual education is gradually becoming popular, stretching and widening its scope and feasibility across different sectors of education and schools and teachers are not prepared for it. Added to this, many institutions in rural and semi urban contexts seldom willing to bring about technological advancement as its quite expensive and not feasible due to technical error interventions. In some of the institutions it's seen that the head of the institution or academic director, are found to be techno-phobic and they refuse to adopt new technologies with

an attitude of resistance to technological changes. This has resulted in loss of academic growth of students as well the professional competence of teachers not to techno-based curriculum transaction. It only has led to techno-stagnation with a sense of lethargy that is simply left untreated and debriefed.

In this context it's indeed essential to understand what technophobia is, and how could it be overcome, so that newer technologies can be adopted in educational institutions without fearing them. Of course, this is not going to happen overnight and will take time, but this needs continued efforts of developing a positive attitude with a sense of elevated confidence among teachers and teacher educators.

Causes of Technophobia

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

Symptoms of Technophobia

According to Larry Rosen, a pioneer researcher and a psychologist at the University of California, there seem to be three categories of technophobic people.

- **Uncomfortable technophobes**: are those people who do not master new technologies, use them but are not comfortable doing so.
- **Cognitive technophobes**: use them but with fear, as they feel they are not fully capable.
- **Anxious technophobes**: it is considered pathological and the person experiences an irrational fear towards the use of new technologies.

Technophobes believe that, when faced with complex computers, telephone systems, or even Automatic Teller Machines, they might have to deal with complex set of instructions. The average individual usually finds these sets of

ISBN: 978-93-86027-76-0

instructions easy to follow, but in case of Technophobia, the person simply freezes. S/he is so panic-stricken at the thought of using the device that they suffer a mild panic attack. Often they realize that their fears are without any basis, but they are completely powerless over it. Needless to say, this fear of technology is highly limiting and can affect the individual's day-to-day life.

Technophobia is different from most other specific phobias in that; the phobic is mainly ignorant and does not welcome change. They simply do not understand technology as a result of which they not only fear it but also shun it. Many tend to hate devices, computers and gadgets simply because they are not used to them.

There are different manifestations of Technophobia. Hence the intensity of the symptoms may vary from person to person. However the symptoms of technophobia are presented in relation to the use of technological devices or anything related to new technologies. The most common symptoms of fear of technology include

- Self-doubt and avoidance behavior.
- The phobic might constantly think about technology and about using it.
- The more sedate symptoms include reluctance or refusal to use computers or preferring to withdraw cash from the human cashier in banks rather than using the "hole-in-the-wall" ATM machine.
- Resisting any automatic processes
- Being unwilling to change to new computer software systems
- Criticizing technological changes and implementations
- Saying: "I have managed for so long without technology, I can get by"...

ISBN: 978-93-90627-79-0

- The physical symptoms of Technophobia include feeling breathless, dizzy, having heart palpitations, becoming angry, losing control, feeling detached from reality, being unable to think or speak clearly etc.
- Feelings of fear and, in extreme cases, panic
- Anxiety and anguish
- Palpitations
- Restlessness
- Sweating
- Shortness of breath and hot flushes
- Tremors
- Lack of concentration
- Avoidance of the feared stimulus

Measures to overcome Technophobia:

Technophobic teachers shall know that it is neither a disease nor a reflection of their intelligence. They need not be afraid or embarrassed about it. It is obvious that technophobia is not a recognized mental illness but just an absurd aversion towards all things technological. This may vary from avoiding computers and smartphones to consuming medicines made out of genetic engineering. This may be a minor issue of self-limiting that may affect the person so much academically to the extent of becoming outdated and unfit to work in a techno-centric academic institutions. It's a serious issue that needs mental health treatment.

The following measures can be of great help in this regard.

Ventilation: Talk therapy with trained therapists or even through classrooms and forums can also help one give vent to feelings of self-doubt. Teachers suffering from this phobia shall share ideas, information and knowledge by first admitting to their phobia.

Mentoring: Younger generation teachers can provide structured support and help the senior teachers with conventional attitude suffering from this phobia. They can act as guides and mentors to help the Technophobe teacher to overcome his/her fear of technology.

Willing Exposure: Gradual, systematic and focused exposure to technological gadgets and their application in day to day academic transactions can also help teachers to overcome Technophobia.

Self-help: Self-help consists of self-advising that there is nothing wrong with using technology and that the person can start increasing the frequency of technology usage in everyday life little by little. There are a lot of self-help techniques that can actually work. Teachers need to find out what is best for them. If they feel that their aversion towards technology is irrational and that it must be paid attention to, they have already reached a certain level of insight. This insight can gradually push them out of comfort zones and find ways of gaining techno-competence to a minimum required level that can be boosted up through continued efforts and regular application. They can visit a number of online sites that can provide them basic knowledge and ideas, they can do google search for free or paid, menu driven and user friendly versions of latest applications and even they can learn through u tube.

Support groups / Peer groups: When even counselling will not help, teachers may seek the help of support groups. Support groups can be colleagues and teachers of community in network who may also be suffering from the same issue or on the extreme side, may be hyper techno-centric. By identifying and shooting support groups, teachers can understand what others are doing to overcome technophobia and imbibe the same techniques. It works on cooperative principle.

Psychotherapy is very effective as shown by many researches, and generally cognitive behavioural therapy is used, which employs different techniques.

ISBN: 978-93-86627-79-0

Counseling: Counseling can be used if self-help techniques are of very meager support. Counselors may not teach or train teachers with techno-centric applications. They only help them gain clarity about their state of mind and advise what could be the best thing to do to overcome techno-fear. Counselors may validate teachers fear, attitude, and emotions, and assess their mind set so as to unveil why they are avoiding technology though it is obviously harming their academic and professional growth.

Cognitive behavior therapy: When simple counseling or support / peer groups do not have any significant effect, one may need professional help from a psychotherapist. Psychotherapists often use cognitive behavior therapy to change the thought pattern that might be causing the fear. They also gradually introduce the teachers to the causative stimulus and help them to reduce anxiety, fear and stress regarding learning and usage of technology in day today academic endeavors.

Psychodynamic therapy: Psychotherapists sometimes can directly treat the underlying cause, which usually is a past traumatic incident that would be the root cause of the form of technophobia in the person. Addressing the past trauma helps in treating anxiety or fear and help the client to overcome technophobia. This involves repeated discussions focusing on the past negative experiences that led to developing the phobia.

Conclusions

New technologies have burst into all sectors of human life. Computers, tablets or smartphones, smart boards etc. allow us to be connected to the digital world all through the day. This has altered our way of relating to others and to the environment and, in many cases, this has had a positive influence on our quality of life, because they facilitate greater access to information and provide us with new professional and leisure opportunities. At the same time it is found to cause techno-physiological disorders with hormonal imbalances. Experts have been warning us for some time about the risks of their misuse.

Technophobia may cause loss of jobs, bad financial situations, stress, anxiety and a general sense of unpleasantness in the work place. Hence this condition has to be addressed at the earliest and better in the beginning of the teaching career.

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Thoughts and Practices in Education

Editor: H.N.Narasingappa

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VISMAYA PRAKASHANA
MYSORE

Thoughts and Practices in Education

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Published by
VISMAYA PRAKASHANA
366, Navilu Road, Kuvempunagar
Mysore-570023. Mob: 9008798406
E-mail: vismayaprakashana@gmail.com

First Impression	:	2017
Pages	:	332
Paper	:	70 GSM. Maplitho
Price	:	**300-00**
Copy Right	:	Author
Copies	:	1000
DTP&Cover design	:	Halathi Lokesh
I S B N	:	9 7 8 9 3 8 2 8 7 7 8 4 4

ಪ್ರಕಾಶಕರು
ವಿಸ್ಮಯ
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VISMAYAPRAKASHANA

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TECHAER COMPETENCE

What makes teachers competent to teach? What factors are involved?

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Competence is a fundamental and ethical principle in any profession, and especially in teaching. Nobody disputes the idea that professionals of any kind should be competent. Every code of ethics exhorts us to be competent, but they do not tell us what competence is. Think about your own college career: Which professors did you consider good (competent), and why? A teacher needs to possess various types of inter-related "competencies" with respect to:

a) Research (Discovery of knowledge)

b) Teaching (Dissemination of knowledge) and

c) Extension (Application of knowledge)

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

Concept of Teacher Competence:

'Competence' is nothing more than an improved modern term applied to an ancient 'Human value'. It's the right way of doing things, the right way to live and work in association and co-operation with others. In other words it is a, "Desired quality of job performance". In the context of education or teaching, it refers to the criteria that determine teacher effectiveness.

Definitions of Competence:

a) "Teacher competence includes right attitude, knowledge, aptitude and skills, and other teacher related characteristics" (Hawkins, 1956)

b) "Teacher behaviors that produce intended effects" (Biddle, 1964)

c) "The ability of a teacher manifested through a set of interclassroom teacher's behaviors which is a result of interaction between the process and product variables of teaching within a social setting" (Rama, 1979)

The main qualities required for a teacher to become functional and competent are:

a) Enthusiasm, b) Fluency, c) Industry, d) Neatness, e) Originality, f) Adaptability, & g) Thrift.

(DPEP News letter, 1999)

Teaching can be defined as a set of observable teacher behaviours that facilitate pupil learning and "teaching competence" means an effective performance of all the observable teacher behaviours that bring about desired pupil outcomes.

Applied to teachers; competency includes the right way of conveying units of knowledge, application and skills to the pupil-teachers. The right way includes knowledge of content as well as the processes, methods and means of conveying them in an interesting way, involving the activities of pupil-teachers. In short, a competent teacher-educator makes the teaching-learning process a joyous experience for pre-service teachers and also for herself / himself.

Any kind of games will have three components: (a) the subject matter or content of the game, (b) the mechanics (rules, etc.) and (c) the "dynamics," kind of what it feels like to play the game.

Let's adapt this demarcation to teaching itself.

The Content component means that professors should be upto the topics (e.g., neuropsychology) and skills (communication, com-

and thinking) they're teaching. Here students may say true good teachers "know their stuff."

The Mechanics component means pedagogical skills (e.g., ways to communicate knowledge, use of technology). Students may say that a professor "has a way with words," or "gets me involved even when I'm tired."

Finally, dynamics refers to the atmosphere of the classroom, including the willingness of students to take risks and how students interact with each other. Students may say that good professors create a safe, fun, and inspirational climate.

There's no formula for how high teachers need to be on each of these dimensions, or whether being high on one means they can be low on another and still be competent. For example, we've all heard, "That teacher really knows his stuff—but no one can understand a thing he says!" Of course, some professors are better for some learners. I'm not a big fan a learning styles, because I think students should develop all their ways of learning. But it is the case that some students react better to some professors—at least for a while.

Traditionally, it was the first component—knowledge—that was the primary or only way competence was thought of in higher education. Professors had knowledge that students didn't. Now, however, it could be argued that knowledge is the least important component, because so much knowledge is available in so many formats. It could be that in the future the best (paid?) professors will be those who can teach thinking and interpersonal skills—because students can't look them up on the web!

Teachers should have a full package—attaining knowledge, a wonderful attitude, and an effective teaching style, very good classroom dynamics and excellent pedagogic skills associated with teacher proactive learning techniques.

Classification of Teacher Competencies:

1) . Classroom competencies

2) . Competencies related to administration and management

3) Competencies related to institution, colleagues, students, parents and society
4) Competencies related to content and curriculum
5) Motivational and value based competencies.

Repertoire of teaching competencies:

1. Knowledge of the subject matter
2. Planning of lessons including teaching strategies, learning aids and classroom organization.
3. Motivating learning groups. Presentation and communication skills- lecturing, explaining, eliciting responses, questioning, discussing, dramatizing, reading, demonstrating, using AV aids etc.
4. Evaluation—Formative & Summative, diagnosis of learning difficulties, encouraging evaluative discussions etc.
5. Total classroom management and discipline.

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

a) Institution-related competencies:

1) Development of positive attitude towards college & Profession.
2) Administration and management
3) Inter-school relationship
4) Image building and Morale building

b) Pupil-related competencies:

1) Identification of pupil talents and nurturing them.
2) Identifying the individual differences
3) Identifying their Needs and interests
4) Developing non-cognitive skills
5) Counseling & Guidance

c) Community-related competencies:

1) Awareness building
2) Ensure people participation
3) Resource mobilization & utilisation

d) Motivational competencies:

Motivating the head of the institution, colleagues, pre-service teachers, parents, Management committee and community people.

e) Value-based competencies:

1) Playing an ethical role model
2) Developing values among students-teachers.

These competencies do not result from possession of great amount of knowledge. It must become functionally operative at the appropriate time for an appropriate cause. Both content knowledge and pedagogical skills must be integrated into a pattern of desirable teacher educator behaviours to serve a useful purpose i. e, to contribute highly competent and functional teachers to the society.

MHRD

ಸಾರ್ವತ್ರಿಕ ಶಿಕ್ಷಣ ಅಭಿಯಾನ

ಜಿಲ್ಲಾ ಶಿಕ್ಷಣ ಮತ್ತು ತರಬೇತಿ ಸಂಸ್ಥೆ
ವಸಂತಮಹಲ್ ಮೈಸೂರು-10

"ಮೈಸೂರು ಜಿಲ್ಲೆಯ ಆದರ್ಶ ಶಾಲೆಗಳ ವಸ್ತುಸ್ಥಿತಿ- ಒಂದು ಅಧ್ಯಯನ"

ಮಾರ್ಗದರ್ಶಕರು:

ಶ್ರೀ ಯುತ ಮಹದೇವಪ್ಪ ಕೆ

ಉಪನಿರ್ದೇಶಕರು(ಅಭಿವೃದ್ಧಿ) ಮತ್ತು ಪ್ರಾಂಶುಪಾಲರು

ಡಯಟ್, ಮೈಸೂರು,ಮೈಸೂರು ಜಿಲ್ಲೆ.

ಅಧ್ಯಯನಕಾರರು

ಶ್ರೀಮತಿ ಯಶೋದ.ಆರ್

ಉಪನ್ಯಾಸಕರು,

ಡಯಟ್, ಮೈಸೂರು,ಮೈಸೂರು ಜಿಲ್ಲೆ.



ಕರ್ನಾಟಕ ಸರ್ಕಾರ

ಪ್ರಾಥಮಿಕ ಶಿಕ್ಷಣ ಇಲಾಖೆ

ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣ ಯೋಜನೆ-2019-20

ಸಂಶೋಧನ ಅಧ್ಯಯನ ವರದಿ- 2019-20

ಮೈಸೂರು ಜಿಲ್ಲೆಯ ಆದರ್ಶ ಶಾಲೆಗಳ ವಸ್ತುಸ್ಥಿತಿ – ಒಂದುಅಧ್ಯಯನ"

ಇವರ ನಿರ್ದೇಶನದಲ್ಲಿ

ಶ್ರೀ ಯುತ ವಾಸುದೇವಮೂರ್ತಿ

ಪ್ರಾಂಶುಪಾಲರು ಹಾಗೂ ಉಪನಿರ್ದೇಶಕರು(ಅರಿವೃದ್ಧಿ)

ಡಯಟ್,ಮೈಸೂರು-11

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ಕಾರದಾ ವಿಲಾಸ ಶಿಕ್ಷಕರ ಕಾಲೇಜು

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ಶ್ರೀಮತಿ ಮಹೇಶ್ವರಿ

ಉಪನ್ಯಾಸಕರು,ಮೂಲವಿಜ್ಞಾನ ವಿಭಾಗ

ಡಯಟ್ ,ಮೈಸೂರು

ಮಾರ್ಗದರ್ಶಕರ ಪ್ರಮಾಣ ಪತ್ರ

2019-20 ನೇ ಸಾಲಿನಲ್ಲಿ ಶ್ರೀಮತಿ ಯಶೋದ ಆರ್.ಉಪಾಧ್ಯಾಯರವರು ಕೆಲ್ಲಾ ಶಿಕ್ಷಣ ಮತ್ತು ತರಬೇತಿ ಸಂಸ್ಥೆ, ವಸಂತಮಹಲ್ ಮೈಸೂರು ಇವರು - ಮೈಸೂರು ಜಿಲ್ಲೆಯ ಆದರ್ಶ ಶಾಲೆಗಳ ಪಠ್ಯಕ್ರಮ – ಒಂದುಅಧ್ಯಯನ" ಎಂಬ ವಿಷಯದ ಬಗ್ಗೆ ಅಧ್ಯಯನವನ್ನು ನನ್ನ ಮಾರ್ಗದರ್ಶನದಲ್ಲಿ ನಡೆಸಿರುತ್ತಾರೆ. ಈ ಸಂಶೋಧನಾತ್ಮಕ ಪ್ರಬಂಧ ಯೋಜನೆಯ ಭಾಗವಾಗಿರದೇ ವೃತ್ತಿಪರ ಅರ್ಹತೆಯ ಭಾಗವಾಗಿ ನಡೆಸಿದ ಅಧ್ಯಯನವಾಗಿದೆ ಎಂದು ಪ್ರಮಾಣಿಸಿದೆ.

ಡಾ. ಎಚ್. ಎನ್. ವಿಶ್ವನಾಥ

ಸಹ ಪ್ರಾಧ್ಯಾಪಕರು

ಶಾರದಾ ವಿಲಾಸ ಶಿಕ್ಷಕರ ಕಾಲೇಜು

ಕೃಷ್ಣಮೂರ್ತಿಪುರಂ, ಮೈಸೂರು

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ವಿಕ್ಷಣ ಕ್ಷೇತ್ರದಲ್ಲಿ ಅನನ್ಯ ಸೇವೆ ಸಲ್ಲಿಸಿದ
ಡಾ. ಜೆ.ಸಿ. ರಾಮದೇವಪ್ಪನವರ
ಅಭಿನಂದನಾ ಗ್ರಂಥ

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ಡಾ. ಜಿ.ಎಂ. ಗಣೇಶ್

ಮನೋಜ್ಞ

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ಡಾ. ಹೆಚ್. ವಿ. ವಾಮದೇವಪ್ಪನವರ

ಅಭಿನಂದನಾ ಗ್ರಂಥ

ಪ್ರಧಾನ ಸಂಪಾದಕರು

ಡಾ. ಜಿ. ಎಂ. ಗಣೇಶ್

ಡಾ. ಹೆಚ್. ವಿ. ವಾಮದೇವಪ್ಪನವರ
ಅಭಿನಂದನಾ ಸಮಿತಿ, ದಾವಣಗೆರೆ

MANOGNA
A Felicitation volume in kannada in honour of
Dr. H.V. Vamadevappa Principal (Rtd.)
M.M.College of Education, Amblihavanahalli, Davanagere.

Chief Editor
Dr Ganesh G.M.
Asst., Professor
MLMN College Of Education
Jyothinagara, Chikkamagaluru-577102
Mobile: 9448530519 URL: www.drganeshgm.wordpress.com

Publisher
Dr. H.V. Vamadevappa Felicitation Committee
Davanagere

First impression: June 2017
Copies: 1000
Pages: 24 + 300 = 324
Price: **300/-**

ಮನೋಜ್ಞ
ಶಿಕ್ಷಣ ಕ್ಷೇತ್ರದಲ್ಲಿ ಅಪಾರ ಸೇವೆ ಸಲ್ಲಿಸಿದ
ಡಾ. ಹೆಚ್.ವಿ. ವಾಮದೇವಪ್ಪನವರ ಅಭಿನಂದನಾ ಗ್ರಂಥ.

ಪ್ರಧಾನ ಸಂಪಾದಕರು
ಡಾ. ಗಣೇಶ್ ಜಿ.ಎಂ.
ಸಹಾಯಕ ಪ್ರಾಧ್ಯಾಪಕರು
ಎಂ.ಎಲ್.ಎಂ.ಎನ್. ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ
ಜ್ಯೋತಿನಗರ, ಚಿಕ್ಕಮಗಳೂರು, ಚಿಕ್ಕಮಗಳೂರು-577102
ಮೊಬೈಲ್: 9448530519 URL: www.drganeshgm.wordpress.com

ಪ್ರಥಮ ಮುದ್ರಣ : ಜೂನ್ 2017
ಬಳಸಿದ ಕಾಗದ ಮತ್ತು ಅಳತೆ : 1/8 ಡೆಮಿ – 70 ಜಿಎಸ್‌ಎಂ.
ಪುಟಗಳು: 24 + 300 = 324
ಬೆಲೆ : **300/–** (ಮುನ್ನೂರು ರೂಪಾಯಿಗಳು ಮಾತ್ರ)

ಮುಖಪುಟ: ಮಂಜುನಾಥ್ ಎಸ್.
ಪಟ್ಟಗಳು: ಅಯ್ಯಾ ರೇಖಿಕರವ್ಸ್

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Dr. H.V. VAMADEVAPPA – An Illustration for THINK BEYOND YOU REACH & REACH BEYOND YOU THINK

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

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

In this context it is not an exaggeration to say that our Dr. H. V. Vamadevappa sir is a living legendary example for a complete teacher. He has been a professional teacher and teacher educator for more than three decades serving for a good cause in teacher education i.e. to build and contribute a strong, value-moulded and rational teacher community for the nation. We all know that a competent teacher will have three components, such as Knowledge, Skills and Attitude. Dr. Vamadevappa had all of them to the fullest extent and truly he was a functional teacher educator.

I still remember every moment of my association with Dr. Vamadevappa in our companionship era of more than two decades. His contribution as the chairperson or a member of any individual or group intellectual task or assignment is simply marvellous. Our association began with the preparation of content-cum-training modules titled Environmental Education for Pre-Service Teachers (EEPT). When Environmental Education was introduced into the curriculum of teacher

education to different universities of the State of Karnataka and it is still continuing with a much wider scope for mutual growth and development as professional teacher educators. We worked together for various projects of DSERT such as Adolescence Education and Life Skill Education. I cannot forget the time we spent preparing the question banks, NTSE question papers, teachers hand books, Guides and workshop modules and even the Karnataka State Text books prepared and published by Karnataka State Text Book Committee. In fact we have spent most of our days in DSERT in one or the other projects and assignments.

He greatly fulfilled yet other three dimensions of a teacher being an excellent human being. I could even draw a pie chart in my mind on his involvement, dedication finally ending with constructive contributions. I would simply say that it is 33% + 33% + 34%. He took care of his family, gave a comfortable and highly respectful state and status for wife and children, gave his invaluable time to all of them, catalysed a productive career to children with stability in society.

He contributed immensely for the overall development of the college as both teacher and administrator. College reached several milestones during his regime as the principal. Beyond his family and institutions, He also extended his contributions for the community development by being the executive member of many Governmental and Non-Governmental organisations.

Many of us know that he has a wider open window (He knows what he is and others too) in his balanced personality. Whenever I see Dr. Vasudevappa, I had an evergreen question in my mind, as how is that possible to him to manage his multiple tasks and responsibilities either assigned or accepted? Everyone has only 24 hours in a day but how is that he has more than that? How is he able to manage his time in executing all that is shouldered without affecting the quality of the work or assignment?

I used to observe his participatory skills and innovative tendencies during many of the seminars, discussions, workshops and

ever conferences either as a member or participant or chairperson. I could never find him with irrelevant propositions or statements. In no moment, there was any scrap conversation. He used to be very focussed on the issue on hand or thrust area of discussion. That's how he used to be always productive both in terms of initiating new ideas/ plans and execution of the same. One thing that drew my attention was, was there any stress for him and how he used to manage that being an inevitable and integral part of any intellectual tasks or to say mounting responsibilities both administrative and academic, again both in his college and outside.

Another thing which attracted me in Dr Vamadevappa was his high level of confidence in accepting and shouldering any kind of responsibilities assigned to him. Change of work was his rest. He believed in one thing that he always think beyond what he could reach and consequently he use to reach beyond what he could think. That distinguished him from many of his contemporaries. Writing and publishing very useful books on various subjects, psychology being the most prominent, either by self or by the departments that too in series is not everybody's cup of tea, but, that was also a possibility for him. Including me there are a lot many teachers and teacher educators who studied and understood Psychology by referring books authored by Dr. Vamadevappa and enjoyed teaching the same at various levels.

Dr. Vamadevappa has been a brother to me, more than a senior colleague. As his younger brother I always wish him a great academic endeavour, never ending educational saga, much more vigour and spirit to serve the intellectual sector of the society. I wish him as well his family, a good health, wealth, peace of mind and what all they want in life. ○

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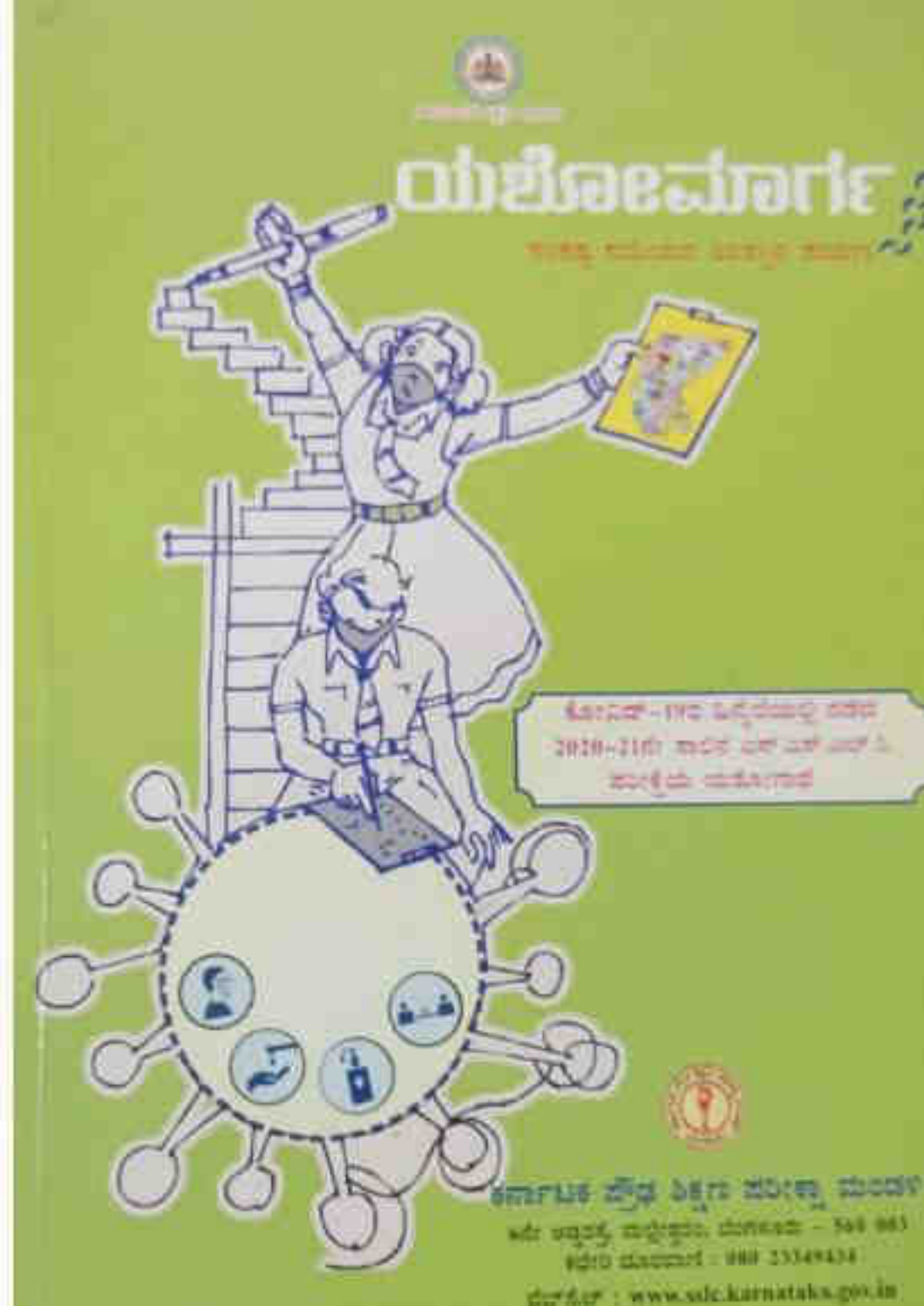

ಸಾರಾಯಿ ಪಿಡುಗು ನಿಯಂತ್ರಣ ಘಟಕ

ಯಶೋಮಾರ್ಗ

ಸಂಕಷ್ಟ ಸಮುದಾಯ ಯಶಸ್ಸಿನ ಹಾದಿಗೆ

ಕೋವಿಡ್-19ರ ಹಿನ್ನೆಲೆಯಲ್ಲಿ ನಡೆದ
2020-21ನೇ ಸಾಲಿನ ಎಸ್.ಎಲ್.ಎಲ್.ಬಿ.
ಪದಾಧಿಕಾರಿಗಳ ಪದಗ್ರಹಣ

ಸಾರಾಯಿ ಪಿಡುಗು ನಿಯಂತ್ರಣ ಘಟಕ
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ರಜಾ ಪಟ್ಟಿ

ಕ್ರ. ಸಂ.	ಕಾರಣ ಮತ್ತು ಅವಧಿ ಎಷ್ಟು ದಿನ	ಸಹಿ ಮುಖ್ಯ ಶಿಕ್ಷಕರು
1.	ಮಾ. ಹಬ್ಬ ಎಳ್ಳು ಅಮಾವಾಸ್ಯೆ ಎಳ್ಳು ಕಾಳು ಹಾಗೂ ಬೆಲ್ಲ ಸೇವಿಸುವುದು. ಎಂ.ಇ.ಎಸ್ ಬಾಲಕಿಯರ ಶಾಲೆಗೆ, ರಾಮದುರ್ಗ. ದೊಂಗಲದು	ಸಮ್ಮತ
2.	ಮಾ. ಹಬ್ಬ ಎಳ್ಳು ಪೌರ್ಣಿಮೆ ಸಹಪಂಕ್ತಿ ಭೋಜನಕ್ಕಾಗಿ. ಶಾಲೆಗೆ ಎರಡು ದಿನಕ್ಕೆ ಶಿಕ್ಷಕರ ಕಾರಣ, ಮೈಸೂರು	ಸಮ್ಮತ
3.	ಸಂಕ್ರಾಂತಿ ಹಬ್ಬದಾಚರಣೆ ಸಹಪಂಕ್ತಿ ಭೋಜನಕ್ಕಾಗಿ. ಸಮಗ್ರ ಶಿಕ್ಷಣ ಕರ್ನಾಟಕ, ದೊಂಗಲದು	ಸಮ್ಮತ
4.	ಪುಣ್ಯತಿಥಿ ಬಂಧುಗಳಿಗಾಗಿ, ಪಲ್ಯ ಶಿಕ್ಷಣ ಮಾಸ್ತಿ ಕಡಲೇ ಕಾಳು ವಿಜಯಪುರಕ್ಕೆ ಪಲ್ಲೆ	ಸಮ್ಮತ
5.	ಮಾಘಮಾಸ ಎಳ್ ಅಮ್ಮ ಸಹಪಂಕ್ತಿ ಭೋಜನಕ್ಕಾಗಿ. ಕರ್ನಾಟಕ ಪ್ರೌಢ ಶಿಕ್ಷಣ ಪರೀಕ್ಷಾ ಮಂಡಳಿ, ದೊಂಗಲದು	ಸಮ್ಮತ
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7.	ಚಂದ್ರಶೇಖರ ಬಂಧುಗಳಿಗಾಗಿ, ಪಲ್ಯ ಶಿಕ್ಷಣ ಮಾಸ್ತಿ ಕಡಲೇ ಕಾಳು ಮಾಲ್ಕಿ ಪಲ್ಲೆ	ಸಮ್ಮತ
8.	ದೇವಾಲಯದಲ್ಲಿ ಪೂಜೆ ಸಂಸ್ಕೃತ ಉಪಾಧ್ಯಾಯರು. ಶಾಲೆಯ ವಿಲಾಸ ಮಾಲಿಕ ಪ್ರೌಢ ಶಾಲೆ, ಕೃಷ್ಣಮೂರ್ತಿಪುರಂ, ಮೈಸೂರು ಪಲ್ಲೆ.	ಸಮ್ಮತ
9.	ವೀರಭದ್ರ ಹುಟ್ಟಿದ ಸರ್ಕಾರಿ ಮಾಡಲು ಅಂಗ್ಲ ಮಾಧ್ಯಮ ಹಿರಿಯ ಪ್ರಾಥಮಿಕ ಶಾಲೆ, ರಾಯಗಾರು, ವಿಜಯಪುರ ಪಲ್ಲೆ	ಸಮ್ಮತ

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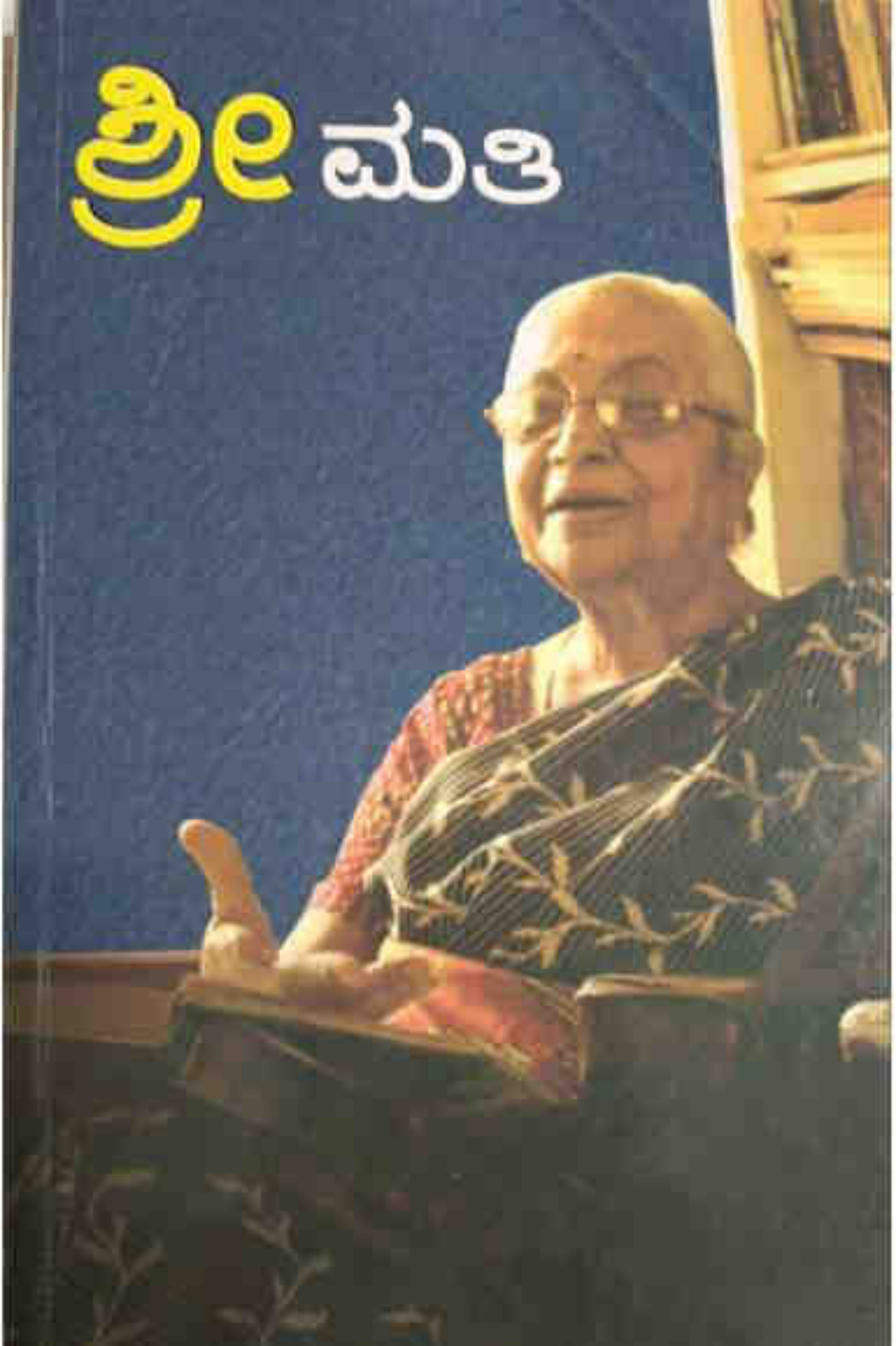

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ಮೈಸೂರು

'SRI MATHI' - Collection of Articles

Edited by :

N. Dhananjaya

Published by :

Tara Printing Press and Publishing House

#285 / F-6, 5th West Cross,

uttaradhimutt Road, Mysuru - 04

Pages : iv + xvi + 264 = 284

First Edition : 2019

Copy Right : Author

Copies : 1000

Price : 260/-

ಪುಟಗಳು : iv + xvi + 264 = 284

ಮೊದಲ ಮುದ್ರಣ : 2019

© : ಲೇಖಕರದ್ದು

ಪ್ರತಿಗಳು : 1000

ಬೆಲೆ : ರೂ.260/-

ಮುಖಪುಟ ಮತ್ತು ರಚನೆ : ಪಿ. ಆರ್. ರಮೇಶ್

ಮುಖಪುಟ ಛಾಯಾಚಿತ್ರ : ಅಸ್ಕೋಲೆ ರಾಮಾನುಜಂ

ಮುದ್ರಣ : ತಾರಾ ಪ್ರಿಂಟ್ಸ್, ಮೈಸೂರು

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 etc. which all constitute the body of Scientific knowledge.

It shall not be forgotten that there is a scientist in every student. It is through effective and meaningful science education that the hidden or suppressed scientific could be nurtured and brought out. In this context, teaching of Science gains immense significance. Engaging young students with exciting materials and experiences motivates them to learn and pursue the **sciences** throughout school education. Teaching technological literacy, critical thinking and problem-solving through science education gives students the skills and knowledge they need to succeed in school and beyond. It is high time for everyone to think about how to enhance the effectiveness of teaching of Science, how to trigger the enthusiasm and inquisitiveness among students towards learning of science, how to instill in them the mindset of scientific inquiry in the class so as to enable them become future scientist of our country... such other questions are raised.

Science pedagogy experts in recent days opine and strongly advocate an approach that is learner centered and that is true to the very nature of Science - **Constructivist Approach**. This has been strongly recommended as the most effective and meaningful approach to the teaching of Science in the document **National Curriculum Framework 2005(NCF 2005) as well National Curriculum Framework for Teacher Education 2009(NCFTE 2009).** In this context it is necessary for every teacher to know what is constructivism; Constructivism learning theory its educational significance in the modern context; different types of constructivism; Characteristics of constructivist learning environment and how to create the same; Roles and responsibilities of Constructivist Teacher in the Constructivist Classroom and planning lessons on the principles of Constructivism by which students are Engaged in Learning: Explore new ideas; Explain in their own words about ideas revealed by them; Extend the same to apply so as to solve problems and even how to evaluate at the end? Many more such issues form the foci of the present article.

Constructivism is by and large a theory of knowledge used to explain how we know what we know. It asserts that the only tools available to a knower are the senses and it is only through these senses that an individual interacts with the environment. Individual constructs a picture of the world with these messages from the senses. In a nutshell it is the exposure and experience that one will have leads to one's own knowledge construction.

Constructivism as a learning theory reflects that,

- Learning shall be a process of constructing meaningful representations of external reality through experiences.
- An extensive emphasis shall be on the learner who is the focus of the learning process
- All knowledge is constructed based on previous experiences.
- Learning is a process of building conceptual structures through reflection and abstraction (Von Glasersfeld, 1995).
- The focus is on concept development and deep understanding (Fosnot, 1996).
- Constructivist perspective focuses on the way the knowledge is constructed by the learner in the working memory (Khader, 2005). In this process of knowledge construction, the learner uses both incoming information from the environment and prior knowledge from long-term memory. Working memory pays attention to incoming information or materials which includes both visual and auditory working memory. It is significant to note that in constructivist view knowledge construction takes place in working memory.

The two types of constructivism are,

1. Cognitive constructivism (*Jean Piaget*) - Piaget's theory of cognitive development proposes that children cannot be '**given**' information that they immediately understand and use. Instead

children must "**construct**" their own knowledge through experiences. Experiences enable them to create **schemas** or **mental models**. Schemas are modified through **assimilation** and **accommodation**. This leads to new knowledge construction. It focuses on **individual cognitive development** through co-constructed learning environment in which individuals construct knowledge **individually** based on past experiences and through adaptive process.

2. Social constructivism (Lev Vygotsky) - Construction of knowledge occurs through interaction in the social world. The development of cognitive forms occurs by means of the dialectical relationship between the individual and the social context. Cultural symbols, tools and values surface in the social processes. These processes form the basis for the emergence of the children's cognitive forms. It is within the social interaction that cultural meanings are shared within the group and then internalized by the individuals. "**The Zone of Proximal Development (ZPD)**" of Vygotsky is probably his best-known concept. It is the range of tasks too difficult for children to master alone but which can be learned with the guidance and assistance of adults or more-skilled children. Thus the lower limit of ZPD is the level of problem solving reached by the child working independently. The upper limit of ZPD is the level of additional responsibility the child can accept with the assistance of an able instructor or more capable peer.

Constructivist learning environment features.

- ✓ Students are not passive recipients of information but active "*producers of new knowledge*"
- ✓ Stresses on "*knowledge construction*" and not "knowledge reproduction"
- ✓ Provides "*multiple representations*" of reality
- ✓ Emphasizes authentic tasks in a meaningful context and not abstract instruction out of context.
- ✓ Encourages thoughtful reflection on multi-sensory experiences

$$\frac{dy}{dx} = x^{(2+1)}$$

- ✓ Enables context and content dependent knowledge construction
- ✓ Emphasizes learning and not teaching, that is student-centered top the core
- ✓ Encourages learner autonomy and initiative
- ✓ Thinks of learning as a process and not as a product, i.e., it's more a process than a product
- ✓ Encourages learner inquiry that leads to autonomous learning
- ✓ Nurtures learners natural curiosity or inquisitiveness
- ✓ Takes the learner's mental model into account on the grounds of which the self-learning experiences are designed
- ✓ Involves learners in real world situations that may lead them to extend classroom learning to real life situations at required times.
- ✓ Considers the beliefs and attitudes of the learners rather than that of teachers
- ✓ Supports co-operative learning in a conducive classroom atmosphere
- ✓ Emphasises performance and understanding when assessing learners
- ✓ The natural instincts of Enthusiasm and Inquisitiveness are nurtured with Self-Learning environment.

Constructivist Teacher in the Constructivist Classroom

- ➢ Become one of many resources that the student may learn from, the primary sources of information
- ➢ Engage students in experiences that challenge previous conceptions of their existing knowledge.
- ➢ Allow student responses to drive the lessons and seek elaborations of students' initial responses.

- Allow students some thinking time for posing questions.
- Encourage the spirit of questioning by thoughtful, open-ended questions.
- Encourage thoughtful discussions among students.
- Use cognitive terminology such as 'classify', 'analyze', and 'create' when framing tasks.
- Encourage and accept student autonomy and initiative.
- Be willing to let go of classroom control.
- Use raw data and primary sources, along with manipulative, interactive physical materials.
- Insist on clear expression from students.
- When students can communicate their understanding, then they have truly learned.
- Promote student leadership, collaboration, location of information and taking actions as a result of learning process.
- Encourage the use of alternate sources for information both from written materials and experts.
- Seek out student ideas before presenting teacher ideas.
- Encourage students to challenge each other's conceptualizations involve students in solving real-life problems.
- Extend learning beyond the class period, classroom and the school.

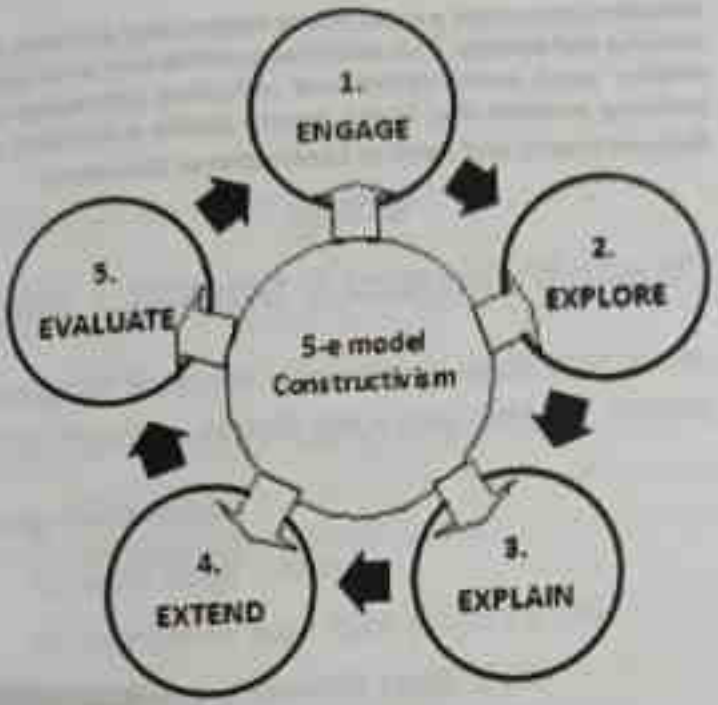
A Reflective Five E's Model based on Constructivist Approach: One of the most popular and quiet often used instructional model based on constructivist theory is Five E's model by which several instructional strategies can be evolved. It can be diagrammatically represented as follows:

Stage 1: Engage: Facilitating learning environment, learning activities and situations and focusing the minds of learners on the higher order learning tasks is the main purpose of this stage. As far as possible real life situations should be presented to engage student's attention on learning tasks. Learners can be engaged in different ways based on context: Asking open ended questions; Acting out a problematic situation; outline a problem; Showing a surprising event; Noting an unexpected phenomena; Considering possible responses to questions; Presenting situations where student's perceptions vary....

Stage 2: Explore: In this stage, learners are guided to explore and find answers for the questions/issues raised during the engage stage. Teacher's role is to structure and present learning environment which facilitates learners to involve in investigative activities and provide opportunities for students to get directly involved with discovery process and construction of knowledge. Some of the exploring activities can be: Provide structured activities; Have them work in teams; Experiment with materials; Use their inquiry to drive the process; Employ problem solving strategies; Identify sequence or patterns of events; Brainstorm possible alternatives....

Stage 3: Explain: Students, who engaged in the learning activities and mutual interactions, discover their new knowledge (scientific facts, concepts, generalizations and procedures) and constructed will try to explain. Expressing this abstract knowledge through communicable form is the purpose of the third stage. New knowledge constructed by students can be expressed in different ways as follows: Explaining the constructed ideas; Constructing and explaining a model; Reviewing and criticizing solutions; Representing ideas through pictures/ graphs etc.

Stage 4: Expand: Teacher provides opportunities and guidelines for students to apply the constructed knowledge in real situations. Students correlate the newly constructed knowledge to other related fields of knowledge which may further lead to new discoveries/new understandings. Students may apply new knowledge and skills in real life situations; transfer knowledge



and skills; share information and ideas; develop products and promote ideas; ask new questions etc.

Stage 5: Evaluate: At this stage the teacher evaluates students newly constructed knowledge as well developed conceptual understandings. Evaluation shall be diagnostic in nature. Teacher can use checklists for observation; projects and problem based learning products; achievement and attainment tests; concept/ mind mappings; portfolios assessments; performance assessments; rubrics; student interviews etc.

Conclusions: Its indeed essential that every teacher has to be scientific and especially the science teachers. They need to be reflective in their every walk of life and specially while dealing with students in classrooms. Their ethical duty is to popularize science in the Indian society that is under

transition and create a mass that is rational and scientific in thinking and actions. This would be possible only when they employ such constructive and reflective strategies of teaching science that instill among pupils a mindset of Rational Inquiry and Spirit of Exploration or Discovery.

ಅಧ್ಯಾಪಕ ಶಿಕ್ಷಣ ಮತ್ತು ತರಬೇತಿ ಸಂಸ್ಥೆ, ವಸಂತ ಮಹಲ್, ಮೈಸೂರು

ಗುರುವಾರ ಪರೀಕ್ಷೆ
ಸಾಮಾನ್ಯಶಿಕ್ಷಣ ಪದವಿ
ಶಿಕ್ಷಕರ ಶಿಕ್ಷಣ ಯೋಜನೆ 2019-20

ವಿಷಯ : ಪ್ರಾಥಮಿಕ

ಎನ್ ಸಿ ಇ ಆರ್ ಟಿ
NCERT

ಪಠ್ಯಪುಸ್ತಕ ಅಧ್ಯಯನ ವರದಿ 2019-20

"ಮೈಸೂರು ಜಿಲ್ಲೆಯ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳ ಶೈಕ್ಷಣಿಕ ವ್ಯವಸ್ಥೆಯ ನಿರ್ವಹಣೆಯ ಪರಿಸ್ಥಿತಿಯ ವಿಮರ್ಶಾತ್ಮಕ ಅಧ್ಯಯನ"

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ಅಧ್ಯಯನಕಾರರು
ಶ್ರೀಮತಿ ಮಂಜುಳ ಸಿ.ಆರ್
ಉಪನ್ಯಾಸಕರು, ಪಿ.ಎಸ್.ಟಿ.ಇ ವಿಭಾಗ, ಡಯಟ್ ಮೈಸೂರು

ಮಾರ್ಗದರ್ಶಕರ ಪ್ರಮಾಣ ಪತ್ರ

ಅಧ್ಯಯನಕಾರರಾದ ಶ್ರೀಮತಿ. ಮಂಜುಳ.ಸಿ.ಆರ್. ಇವರು "ಮೈಸೂರು ಜಿಲ್ಲೆಯ ಪ್ರಾಥಮಿಕ(ಪ್ರಾಥಮಿಕ) ಸಂಸ್ಥೆಗಳ ಶಿಕ್ಷಣೇತರ ಸಿಬ್ಬಂದಿಯ ನಿರೀಕ್ಷೆಗಳು ಮತ್ತು ತೃಪ್ತಿಯ ವಿಮರ್ಶಾತ್ಮಕ ಅಧ್ಯಯನ" ಎಂಬ ಈ ಅಧ್ಯಯನವನ್ನು ನನ್ನ ಮಾರ್ಗದರ್ಶನದಲ್ಲಿ ನಡೆಸಿದ್ದಾರೆ. ಈ ಅಧ್ಯಯನವು ಯಾವುದೇ ಸಂಶೋಧನಾತ್ಮಕ ಪ್ರಬಂಧ ಅಥವಾ ಪೇಪರ್‌ನೆಯ ಭಾಗವಾಗಿರದೇ ವ್ಯಕ್ತಿಯ ಅವಶ್ಯಕತೆಯ ಭಾಗವಾಗಿ ನಡೆಸಿದ ಅಧ್ಯಯನವಾಗಿದೆ ಎಂದು ಈ ಮೂಲಕ ಪ್ರಮಾಣೀಕರಿಸಿದೆ.

ದಿನಾಂಕ: 31.03.2020

ಸ್ಥಳ: ಮೈಸೂರು

(ಡಾ. ಹೆಚ್.ಎನ್. ವಿಶ್ವನಾಥ್)
ಸಂಶೋಧನಾ ಸಲಹೆಗಾರರು
ಬರದಾ ವಿಲಾಸ್ ಶಿಕ್ಷಕರ ಕಾಲೇಜು, ಮೈಸೂರು

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ನಮ್ಮ ಮೊಬೈಲ್‌ಆಯಪ್‌ಗೆ ಸುಸ್ವಾಗತ

ಮುಖ್ಯ

ನಮ್ಮ ಭಾರತ ಸಮವಸ್ತ್ರದಲ್ಲಿ

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ 2020

April 30/2022
(Retrieved)

ನವ ಮೋಧನೆಯಾಗಿ ಐತಿಹಾಸ

ಮತ್ತು

ನವ ಭಾರತ ನಿರ್ಮಾಣದಲ್ಲಿ

ರಾಷ್ಟ್ರೀಯ ಶಿಕ್ಷಣ ನೀತಿ-2020

ಡಾ. ವಿ. ಕೃಷ್ಣ

ಶ್ರೀ ಆದಿಚುಂಚನಗಿರಿ ಶಿಕ್ಷಣ ಕಾಲೇಜು
ಚನ್ನರಾಯಪಟ್ಟಣ, ಹಾಸನ ಜಿಲ್ಲೆ
ಕರ್ನಾಟಕ

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ಕೃತಿ ಸಂ: 2020

ಪಠ್ಯಗಳು : ಬೇರೆಬರದ್ದು

ಪುಟಗಳು : 320

ಮುದ್ರಣ : 2022

ಮುದ್ರಕರು :
ಸ್ವಾತಿ ಪ್ರಿಂಟಿಂಗ್ ಅಂಡ್ ಪ್ಯಾಕರ್ಸ್
ಮೈಸೂರು
ದೂ. : 9448739106

ಪರಿವಿಡಿ

NATIONAL EDUCATION POLICY – SCHOOL EDUCATION

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The 2020 NEP comes 34 years after the last NEP. The new policy replaces the previous National Policy on Education, 1986. The National Education Policy 2020 (NEP 2020), which was approved by the Union Cabinet of India on 29 July 2020, outlines the vision of India's new education system. The policy is a comprehensive framework for elementary education to higher education as well as vocational training in both rural and urban India. The policy aims to transform India's education system by 2040. NEP 2020 aims at 100% Gross Enrolment Ratio (GER) in school education by 2030. More than 2 crores out-of-school children will be brought back into the mainstream through an open schooling system. In other words, it is aimed at universalizing education from the pre-school to secondary level. Its vision is to enable India to become a "global knowledge superpower".

The Union Cabinet has approved NEP 2020 replaces the existing 10+2 School System with a new 5+3+3+4 School System. The NEP 2020 has reconfigured the curriculum and pedagogy of school education to 5 + 3 + 3 + 4 design with an aim to make them responsive and relevant to the developmental needs and interests of learners at different stages of their development. Besides this, the age group for the Right to Education (RTE) is now 3 to 18 years (earlier 14 years). The New Education Policy 2020 (NEP 2020) also emphasizes access, affordability, equity, quality, accountability & universalization of Early Childhood Care Education (ECCE). However, it will not be necessary to make any parallel changes to the physical infrastructure.

NEP 2020 deals with many aspects of school education that had already been addressed by the National Curriculum Framework of 2005. These include the need to move away from rote learning-

flexibility in examinations, discouraging an overdependence on textbooks and providing for overall development of children. However the objectives that are new in NEP 2020 include universal access to education and retention of all children in school until the secondary level, incorporation of pre-primary schools within the formal ambit of "school education", a multi-lingual approach to teaching and the removal of rigid demarcation between subjects and streams. Most of these have been widely discussed by academicians and policy experts.

SALIENT FEATURES OF NEP 2020: SCHOOL EDUCATION

New Pedagogical and Curricular Structure

- The existing 10+2 structure in school education will be modified with a new pedagogical and curricular restructuring of 5+3+3+4 covering ages 3-18. Currently, children in the age group of 3-6 are not covered in the 10+2 structure as Class 1 begins at age 6. In the new 5+3+3+4 structure, a strong base of Early Childhood Care and Education (ECCE) from age 3 is also included.
- Universal provisioning of quality ECCE must thus be achieved as soon as possible, within 2030, to ensure that all students entering Grade 1 are school ready. The main goal is to ensure universal access to high-quality ECCE across the country in a phased manner.
- A coordinated 'augmented national effort will be made to ensure universal access and afford opportunity to all children of the country to obtain quality holistic education-including vocational education from pre-school to Grade 12.
- The standard-setting regulatory framework and the facilitating systems for school regulation, accreditation, and governance shall be reviewed to enable improvements on the basis of the learning and experiences gained in the last decade so as to ensure that all students, particularly students from underprivileged and disadvantaged sections, shall have universal, free and compulsory access to high-quality and equitable schooling from ECCE (age 3 onwards) through higher secondary education.

ECCE- The foundation of Learning

- Universal provisioning of quality early childhood development, care, and education must be achieved as soon as possible, and no later than 2030.

- The overall aim of ECCE will be to attain optimal outcomes in the domains of physical and motor development, cognitive development, socio-emotional-ethical development, cultural-artistic development, and the development of communication and early language, literacy, and numeracy.
- A National Curricular and Pedagogical Framework for Early Childhood Care and Education (NCPFECCE) for children up to the age of 8 will be developed by NCERT.
- The numerous rich local traditions of India developed over millennia in ECCE involving art, stories, poetry, games, songs, and more, will also be suitably incorporated.
- ECCE shall be delivered through a significantly expanded and strengthened system of early childhood education institutions consisting of the following:
  - Stand-alone Anganwadis;
  - Anganwadis co-located with primary schools;
  - Pre-primary schools/sections covering at least age 5 to 6 years co-located with existing primary schools; and
  - Stand-alone Pre-schools.

All aforesaid would have specially trained workers/teachers in the curriculum and pedagogy of ECCE. Anganwadi Centers will be strengthened for universal access to ECCE. Every child prior to the age of 5 will move to a "Preparatory Class" or "Balavatika" (that is, before Class 1), which has an ECCE-qualified trained teacher.

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

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

Foundational Literacy and Numeracy: An urgent & necessary prerequisite to learning

- A National Mission on Foundational Literacy and Numeracy will be set up by the Ministry of Human Resource Development (MHRD) on priority.
- All State/UT governments will prepare an implementation plan for ensuring universal foundational literacy and numeracy in all primary schools for all learners by grade 3 to be achieved by 2025.
- Teachers will be trained to impart foundational literacy and numeracy. To ensure that all students are school ready, an interim 3 month play-based school preparation module[1] for all Grade 1 students will be developed by NCERT and SCERTs.
- A national repository of high-quality resources on foundational literacy and numeracy will be made available on the Digital Infrastructure for Knowledge Sharing (DIKSHA).
- States to consider establishing innovative models to foster peer-tutoring and volunteer activities, etc. for promoting foundational literacy and numeracy.
- Public and school libraries will be significantly expanded, and digital libraries will also be established.
- A National Book Promotion Policy will be formulated.
- The nutrition and health (including mental health) of children will be addressed, through healthy meals and regular health check-ups, and health cards will be issued to monitor the same.

Reducing Dropout rates and ensuring Universal access to education at all levels

- Every school shall have adequate infrastructure support from pre-primary school to Grade 12; and Alternative and Innovative Education Centres to ensure that children of migrant laborers, and other children who are dropping out of school due to various circumstances are brought back into mainstream education.
- Achieve universal participation in school by carefully tracking students, as well as their learning levels.
- Appointing counsellors or well-trained social workers connected to schools/school complexes.

- Scope of school education will be broadened to facilitate multiple pathways to learning involving both formal and non-formal education modes.
- NIOS and State Open Schools will also offer A, B and C levels that are equivalent to Grades 3, 5, and 8 of the formal school system; secondary education programs that are equivalent to Grades 10 and 12;
- States are encouraged to develop vocational education courses/programs and adult literacy and life-enrichment programs in regional languages by establishing new/strengthening the existing State Institutes of Open Schooling (SIOS).
- The focus will be to have less emphasis on input and greater emphasis on output/potential concerning desired learning outcomes.
- Efforts to involve community. Databases of literate volunteers, retired/serving teachers/government/semi government employees, alumni, and educators will be generated for this purpose.

Restructuring School Curriculum and Pedagogy in a new 5+3+3+4

The curricular and pedagogical structure of school education: guided by a 5+3+3+4 design corresponding to the age ranges of 3-8, 8-11, 11-14, and 14-18 years, respectively. However no parallel changes to physical infrastructure will be required. This design will have.

- **Foundational Stage** (in two parts, that is, 3 years of Anganwadi/pre-school + 2 years in primary school in Grades 1-2; both together covering ages 3-8): with flexible, multi-level, play/activity-based learning and the curriculum and pedagogy of ECCE.
- **Preparatory Stage** (Grades 3-5, covering ages 8-11): with the introduction Experiential learning across the sciences, mathematics, arts, social sciences, and humanities.
- **Middle Stage** (Grades 6-8, covering ages 11-14): with a subject-oriented pedagogical and curricular style.
- **Secondary Stage** (Grades 9-12 in two phases, i.e., 9 and 10 in the first and 11 and 12 in the second, covering ages 14-18) : with greater depth, greater critical thinking, greater attention to life

aspirations, and greater flexibility and student choice of subjects, and option to exit at grade 10 and re-enter at a later stage in grade 11.

Holistic Development of Learners

- Ultimately curriculum and pedagogy reform is to move towards real understanding and learning how to learn and away from the culture of rote learning.
- Cognitive development shall not only be the aim of education, but also building character and creating holistic and well-rounded individuals equipped with the key 21st century skills such as Cooperation, Coordination, Creative thinking and Collaboration.
- Specific sets of skills and values across domains will be identified for integration and incorporation at each stage of learning, from pre-school to higher education.

Reduction in Curriculum content to enhance essential learning and Critical Thinking

- Curriculum content will be reduced in each subject to its core essentials, and make space for critical thinking and more holistic, inquiry-based, discovery-based, discussion-based, and analysis-based learning.
- The mandated content will focus on key concepts, ideas, applications, and problem-solving.
- Teaching and learning will be made more interactive.

Experiential Learning

- In all stages, experiential learning will be adopted that includes hands-on learning, arts-integrated and sports-integrated education, story-telling based pedagogy etc.
- Classroom transactions will shift towards Competency-Based Learning and Education (CBLE).
- The assessment tools are aligned with the learning outcomes, abilities, and dispositions as specified for each subject of a given class.

No hard Separation

- Students will be given increased flexibility and choice of subjects to study, particularly in secondary school – including subjects in physical education, the arts and crafts, and vocational skills.

- There will be no hard separation among 'curricular', 'extracurricular', or 'co-curricular', among 'arts', 'humanities', and 'sciences', or between 'vocational' or 'academic' streams.
- Subjects such as physical education, the arts and crafts, and vocational skills, in addition to science, humanities, and mathematics, will be incorporated throughout the school curriculum.
- Each of the four stages of school education may consider moving towards a semester or any other system that allows the inclusion of shorter modules.

Multilingualism and the Power of Language

- Home language/mother tongue/local language/regional language will be the will be the medium of instruction wherever possible, until at least Grade 5, but preferably till Grade 8 and beyond. Thereafter, the home/local language shall continue to be taught as a language wherever possible. This shall be followed by both public and private schools.
- High-quality textbooks, including in science, will be made available in home languages/mother tongue.
- All languages will be taught in an enjoyable and interactive style.
- States may enter into bilateral agreements to hire teachers from each other.
- The three-language learned by children will be the choices of States, regions, and of the students, so long as at least two of the three languages are native to India.
- Efforts to prepare high-quality bilingual textbooks and teaching-learning materials for science and mathematics, so that students are enabled to think and speak about the two subjects both in their home language/mother tongue and in English.
- Indian Sign Language (ISL) will be standardized across the country, and National and State curriculum materials developed for use by students with hearing impairment.

Curricular integration of essential Subjects, Skills, and Capacities

- Certain subjects, skills, and capacities will be emphasized in school, such as, scientific temper and evidence-based thinking; creativity and innovativeness; sense of aesthetics and art; oral and written

communications, health and nutrition; physical education, fitness, wellness, and sports; collaboration and teamwork; problem solving and logical reasoning; vocational exposure and skills; digital literacy, coding, and computational thinking; ethical and moral reasoning; etc.

- Introduction of contemporary subjects such as Artificial Intelligence, Design Thinking etc.
- Holistic Health, Organic Living, Environmental Education, Global Citizenship Education (GCED), etc. are introduced at relevant stages
- Mathematics and Computational thinking will be given emphasis throughout school years. Activities involving coding will be introduced in middle stage.
- No-Bag days will be encouraged throughout the year for various types of enrichment activities involving arts, quizzes, sports, and vocational crafts.

National Curriculum Framework for School Education(NCFSE)

A new and comprehensive National Curricular Framework for School Education, NCFSE 2020-21, will be undertaken by the NCERT. The NCFSE document shall be revised and updated once in every 5-10 years, taking into account frontline curriculum.

National Text Books with Local Content and Flavour

- All textbooks will contain the essential core materials on a national level, but at the same time contain any desired nuances and supplementary material as per local contexts and needs.
- States will prepare their own curricula which may be based on the NCFSE prepared by NCERT to the extent possible and prepare textbooks (which may be based on the NCERT textbook materials to the extent possible), incorporating State flavour and material as needed.
- Coordinated efforts, through suitable changes in curriculum and pedagogy, will be made to significantly reduce the weight of school bags and textbooks.

Knowledge of India

- This includes knowledge from ancient India to modern India as

norms, standards, and guidelines for student assessment and evaluation for all recognized school boards.

- Boards will develop further viable models of Board Exams, such as – annual/semester/modular board exams, offering all subjects, beginning with mathematics, at most levels; two part exams or objective type and descriptive type. Guidelines will be prepared by NCERT, in consultation with SCERTS, Boards of Assessment (BOAs), and PARAKH.
- The progress card of all students for school-based assessment will be redesigned. It will be a holistic, 360-degree, multidimensional report that reflects in great detail the progress and the uniqueness of each learner in the cognitive, affective, and psychomotor domains. This will include self-assessment, peer assessment and teacher assessment.
- Teachers to be prepared for a transformation in the assessment system by the 2022-23 academic session.
- The National Testing Agency (NTA) will offer a high-quality common aptitude test, as well as specialized common subject exams in the sciences, humanities, languages, arts, and vocational subjects, at least twice every year for university entrance exams.

Support for Gifted Students with Special Talents

- The NCERT and NCTE will develop guidelines for the education of gifted children.
- B.Ed. programmes may also allow a specialization in the education of gifted children.
- Teachers will encourage students with unique interests and/or talents in the classroom by giving them appropriate enrichment materials and guidance.
- Olympiads and competitions in various subjects will be conducted across the country.
- Online apps with quizzes, competitions, assessments, enrichment materials, and online communities for shared interests will be developed as group activities.
- Schools will develop smart classrooms in a phased manner.

Efficient resourcing and effective governance through school complexes/clusters

- By 2025, innovative mechanisms will be developed by State/UT governments to group or rationalize schools, such as, school complexes to ensure optimal utilization and sharing of resources by adopting benefits of school complex. This include – improved support for children with disabilities, more topic-centered clubs and academic/sports/arts/crafts events across school complexes, sharing of teachers including use of ICT tools to conduct virtual classes, better student support, enrolment, attendance, and performance through the sharing of counsellors.
- To further enhance cooperation and positive synergy among schools, including between public and private schools, the twinning/ pairing of one public school with one private school will be adopted across the country.

Setting Standards and Accreditation for School Education

- The Department of School Education will be responsible for overall monitoring and policymaking for continual improvement.
- The educational operations and service provision for the public schooling system of the whole State will be handled by the Directorate of School Education.
- An effective quality self-regulation or accreditation system will be instituted for all stages of education including pre-school education – private, public, and philanthropic to ensure compliance with essential quality standards.
- States/UTs will set up an independent, State-wide, body called the State School Standards Authority (SSSA) which will establish a minimal set of standards. This information shall be self- disclosed and will be made available on a public website maintained by the SSSA.
- Academic matters, including academic standards and curricula in the State will be led by the SCERT (with close consultation and collaboration with the NCERT).
- The SCERT will develop a School Quality Assessment and Accreditation Framework (SQAAF) through wide consultations with all stakeholders.

- *Public and private schools (except the schools that are managed/aided/controlled by the Central government) will be assessed and accredited on the same criteria, benchmarks, and processes.*

Re-imagining Vocational Education

- At least 50%-of learners shall have exposure to vocational education through the school and higher education system by 2025. Beginning with vocational exposure at early ages in middle and secondary school, quality vocational education will be integrated smoothly into higher education. Every child to learn at least one vocation and exposed to several more.
- Sampling of important vocational crafts, such as carpentry, electric work, metal work, gardening, pottery making, etc., as decided by States and local communities during Grades 6-8. A 10-day bag-less period sometime during Grades 6-8 to intern with local vocational experts such as carpenters, gardeners, potters, artists, etc. Similar internship opportunities are provided to learn vocational subjects to students throughout Grades 6-12, including holiday periods.

Vocational education will be integrated in the educational offerings of all secondary schools in a phased manner over the next decade. Towards this, secondary schools will also collaborate with ITIs, polytechnics, local industry, etc. Skill labs will also be set up. Vocational courses through online mode will also be made available.

❖❖❖

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1.3.3 QLM DE

3. Unit Plan, Lesson Plan and Action Research

SARADA VILAS TEACHERS COLLEGE

Mysore - 570 004

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

UNIT PLAN
ಘಟಕ ಯೋಜನೆ

Name of the Student	MIGBA M.F
Register Number	U01GZ21E0034
Pedagogy Subject	Physics
Title of the Unit	Force and laws of motion
Standard / School	9-A / Gopalaswamy high school.

Obtained Marks	8		
Max. Marks	8	Signature of the Student	Signature of the Staff with Date

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UNIT PLAN

There are 3 types of planning in the teaching-learning process

1) Yearly plan
2) Unit plan
3) Lesson 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 prescribed syllabus
- In this, all those methods & techniques for organizing teaching-learning are discussed, through which it is possible to fulfill the teaching-learning objectives relate

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Name :- MISBA M.F Medium :- Englis

Subject :- PHYSICS School :- Gopalaswc

Class :- 8 - A High school

Topic :- Force And Laws Of Motion

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* Instructional Objectives :- The pupils w be able to,

Recall / Remembering :-

a) Define Force.

b) Recall types of forces.

c) Define Balanced force

d) Define Unbalanced force.

e) Recall the properties of balanced and Unbalanced forces.

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Comprehension :-

a) To compare the effects of force.

b) To understand that forces have different effects.

c) To compare balanced & unbalanced force.

d) Understand that force is a vector quantity.

e) List the characteristics of Balanced & Unbalanced force.

Application :-

a) List the examples of forces from day to day life.

b) To give examples of balanced force

c) give examples for unbalanced force.

d) Establish relationships between Balanced and Unbalanced force.

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Skill :-

a) To solve problems of the effects of force.

b) To perform experiments on balanced force.

c) To perform experiments on Unbalanced force.

d) To perform activities on force and it's characteristics.

Teaching - learning Material :-

Sub-unit - 1 :-

Sponge → force

Rubber Ball → applying f

Toy car and Ball → pust

Spring, & Ball → effects and paper force

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Sub · Unit - 2 :- Toy car → Applying force

Rope & children pulling it → balanced force.

Rope & children → Unbalanced force.

Block and strings → Demonstr experiment of balanced & Unbal force.

Sub - Unit - 3 :-

Spring balance & weights → properties of balanced for

water, container & toy boat → Properties of Unbalanced for

Video → of cyclist (Numerica

Chair & table → problems ba on balanced forc

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Resources :-

i) NCERT TEXT BOOK - Class 9.

ii) CBSE TEXT BOOK - Grade IX

iii) www.byjus.com

iv) www.magnetbrains.com

v) https://collegedunia.com

vi) www.geeksforgeeks.org

vii) Science Notes.com

viii) www.Vedantu.com

ix) Wonderopolis.org.

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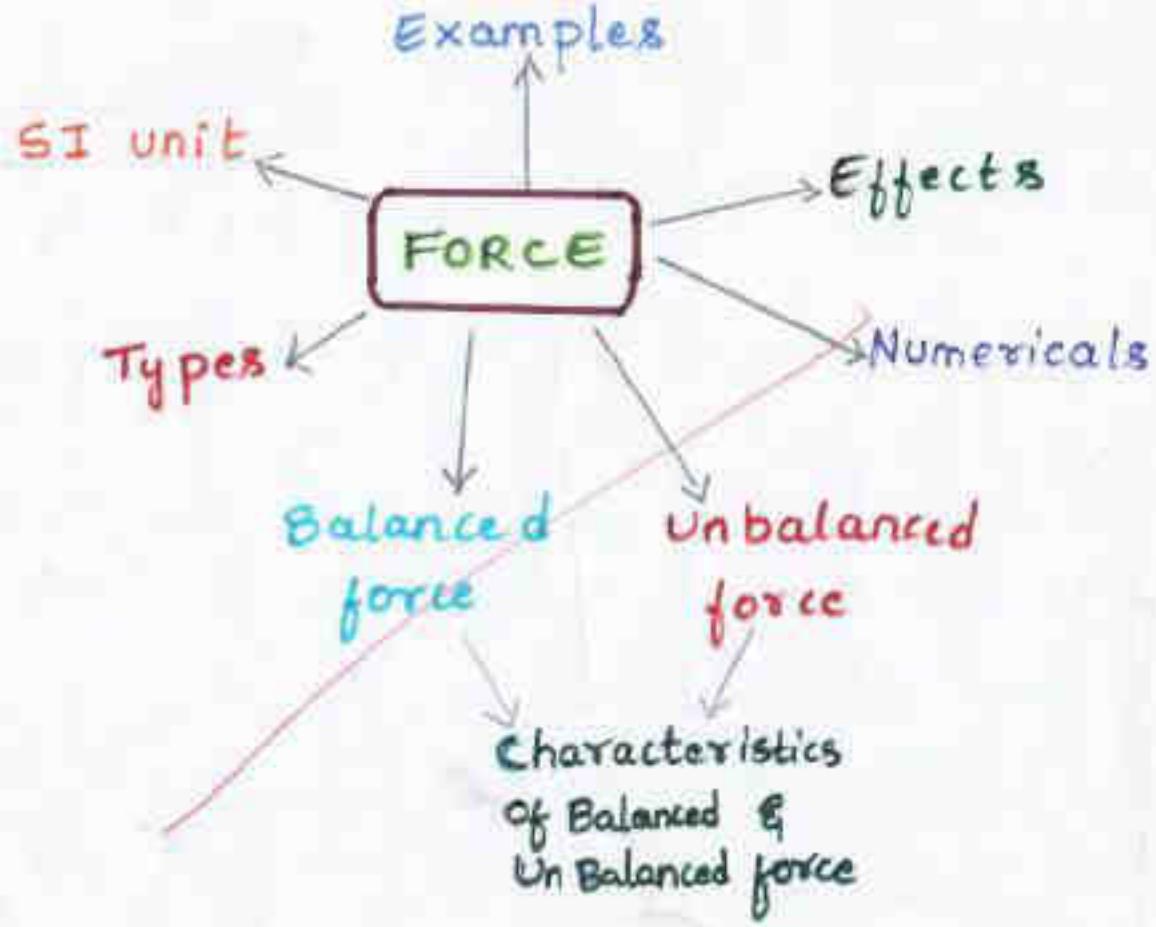
Cognitive Mapping.



INTRODUCTORY APPROACH

Expected previous knowledge	Teacher - Pupil Activity.
	T:- Good morning! dear students
	S:- good morning ma'am.
Curiosity is created among the pupils.	T:- students we are going to learn about a very interesting topic of physics.
St:- Bus, Auto, Bike / By walk.	T:- How do you come to School?
St:- By applying energy.	T:- How do you get up from your bed?
St:- By lifting it.	T:- How did you remove your Blanket?
St:- we applied force on the Peddle.	T:- How does your cycle move?

Statement of Aim :- Dear students in this class we will learn

DEVELOPMENTAL STAGE

Sub unit No	Content Analysis	Teacher - Pupil Activity	Evaluation
Sub Unit - 1	Force is an external agent or cause capable of changing the state of rest or motion of a particular body when applied on it. Examples of force Effects of force	Teacher will make students do some activities so that she illicites the definition of force from students. → Pushing a Block. - Pulling a door. Lifting weights Kicking a Ball. ⇒ moves stationary objects ⇒ Stops moving objects → changes Size & direction	Define Force List a few examples for force. write the effects of Force

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Recaptulation:-

1) Define Force.

2) Give a few examples of force.

3) What are the effects of force?

4) Which are the 2 types of force?

5) Give a few examples of balanced and unbalanced force.

6) Differentiate between balanced and unbalanced force.

7) How do you determine whether a force is balanced or not?

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3) Floating of objects is an example of balanced force Explain.

4) State Newton's first law of motion.

Follow ups :-

1) Explain each effects of force in 5 sentences.

2) List a few examples for force from your day to day life.

3) make a chart on effects of forces

4) Give 5 examples of balanced forces

5) Two equal forces of magnitude 50N each act on a body in opposite directions. Are the forces acting on the body balanced?

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6) Write the characteristics of balanced force.

7) Write the characteristics of unbalanced force.

8) Two forces of magnitude 10N & 8N act on a body in opposite directions what is the magnitude of net force? Are the forces acting on the body balanced?

9) Two equal forces of magnitude 50N each act on a body in opposite directions. Are the forces acting on the body balanced?

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SUGGESTED FORMAT OF A UNIT LESSON PLAN

1) Name of the teacher : MISBA M.F 3) Subject : Physics

2) Name of School : Gopalaswamy High School 4) Standard : 9-A

Title of the Unit : Force and laws of motion

List of sub-units : 03

1) Force and it's effects
2) Types of forces
3) Numericals on balanced and Unbalanced force
4)
5)
6)
7)
8)

Each sub unit to be developed based on the following columns titles

Sub Unit No.	Content Analysis	Expected Learing Outcomes	Teaching Strategies	Evaluation

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Sl.No.	Content	Page No.
1	Unit plan - Introduction	
2	Unit plan format	
3.	Instructional objective.	
4.	Cognitive mapping	
5	Resources.	
6.	Introductory Approach	
7.	Development Stage.	
8.	Recapitulation	
9	follow up	
10.	Conclusion	

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SARADA VILAS TEACHERS COLLEGE

K. M. Puram, Mysuru - 04

ಶಾರದಾವಿಲಾಸ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, ಕೆ.ಎಂ. ಪುರಂ, ಮೈಸೂರು - 570 004

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

LESSON PLAN : BLOCK LESSONS

Name of the student	MISBA M.F
Pedagogy Subject	Physics
Register Number	U01GZ21E0034
Name of the School	Gopalaswamy high School

Maximum Marks	Marks Obtained
15	14.75+0.25

=15

Signature of the Staff-in-charge

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Signature of the Student - Teacher

ಹೆಸರು/Name MISBA M.F ಹಾಜರಿ ಸಂಖ್ಯೆ /Reg. No. ಪಾಠ ಸಂಖ್ಯೆ /Lesson No. 01 ದಿನಾಂಕ/Date 31/7/23

ಶಾಲೆ/School GOPALASWAMY HIGH SCHOOL ತರಗತಿ /Class 9-A ವಿಷಯ /Subject Science [Physics]

ಘಟಕ/Unit Force And Laws of Motion ಸಮಯ /Time 40 minutes

ಉಪ ಘಟಕ/Sub Unit Newton's First law of motion.

ಕಲಿಕಾಂಶಗಳು / Learning Points	ಬೋಧನಾ ಉದ್ದೇಶಗಳು / Instructional Objectives
1 Force and it's Effects.	The Student will be able to : ವಿದ್ಯಾರ್ಥಿಯು ಈ ಕೆಳಗಿನ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಪಡೆಸಿಕೊಳ್ಳುತ್ತಾನೆ.
2 S.I unit	1. Recall/Remembering : a) Recognise the effects of force. ಸ್ಮರಿಸುವಿಕೆ b) Define Newton's first law of motion
3 Examples	2. Comprehension a) Explain laws of motion in their own words ತಿಳಿವಳಿಕೆ b) Understand the contibution's of scientists
Reference Books / ಪರಾಮರ್ಶನ NCERT TEXT BOOK - class 9	3. application a) List out the examples of I law of motion ಅನ್ವಯನ b)
1 CBSE TEXT BOOK - Grade IX	4. Skill a) Solve problems of Newton's I law of motion. ಕೌಶಲ b)
2 Byjus.com magnetbrains.com	5. Appreciation (Languages Only) ಪ್ರಶಂಸೆ : a) b)

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ಹಂತಗಳು Stage '5' E_4	ಕಲಿಕಾಂಶಗಳು Learning Components	ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸುವ ಚಟುವಟಿಕೆಗಳು Supportive Learning Activities	ಕಲಿಕೋಪಕರಣಗಳು Learning Aids	Evaluation Technique and Tool ಮೌಲ್ಯ ಮಾಪನ ತಂತ್ರಗಳು ಮತ್ತು ಸಾಧನ

Galileo's experiment of inertia

↓

Newton's first law of motion

↓

Demonstration of I law of motion

↓

Examples of Newton's first law of motion

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Concept Map / ಪರಿಕಲ್ಪನಾ ನಕ್ಷೆ Content Analysis / ವಿಷಯ ವಿಶ್ಲೇಷಣೆ			Key points / ಮುಖ್ಯ ಅಂಶಗಳು	
Stages	Learning components	Facilitating learning Activities	Learning aid	Evalution. Tools Tech
E N G A G E	The phenomena of an object continuing to be in a state of rest. Every object in rest or motion follows certain laws.	T:- Asks the students to imagine a situation where they are seated comfortably on a recliner watching T.V. and you forget to take your remote. Now ask the remote to come to you. will it come? T:- Why didn't the remote come to you? Teacher shows a picture of Newton.	picture	Observation/ Activity.
	Statement of Aim:-	Dear st in this class we will learn about Newtons first law of motion.		
		Now Teacher shows a picture of Galileo.	picture	

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EXPLORE	By observing the motion of objects on an inclined plane, Galileo deduced that objects move with constant speed when no force acts on them. We observed that a body continues to be in the state of motion.	**Activity :-** Shows a video of experiment of galelio on inertia. T :- What did you observe when the ball was rolling down the inclined plane? T :- Based on Galileo's discovery Newton framed first laud of motion. **Activity :-** Ask a student to run and ask him to stop suddenly. T :- Where you able to stop suddenly? **Activity :-** A small marble is placed in a bowl & swirled when stopped. The marble keep moving.	Video → on inertia experiment	observation/Activity Questioning/Questionnaire observation/Questionnaire

uggest of activities / ಸಲಹೆ ಚಟುವಟಿಕೆಗಳು :

Approved

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Signature of the Supervisor

Signature of the Teacher Educator

Marks Awarded

ಹಂತಗಳು Stage '5' E_s	ಕಲಿಕಾಂಶಗಳು Learning Components	ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸುವ ಚಟುವಟಿಕೆಗಳು Supportive Learning Activities	ಕಲಿಕೋಪಕರಣಗಳು Learning Aids	Evaluation Technique and Tool ಮೌಲ್ಯ ಮಾಪನ ತಂತ್ರಗಳು ಮತ್ತು ಸಾಧನ
E - A B O R A T E	The object continued to be at rest. Hence Newtons first law states that "an object continues in the state of rest or uniform motion unless an external force is applied on it.	Activity :- Demonstration of first law of motion with coin, card and tumbler. T:- what happened to the coin did it move along the card? T:- give some examples like this Activity :- A jar filled with water is placed on a table cloth & a sudden jerk is applied on the cloth. T:- Now define Newton's first law of motion. Activity :- Calls a student & asks to apply force on a knife which is stuck in a potato.	Coin, card & tumbler Knife and a potato.	observation / Illustration Questioning / Questionnaire observation / Activity

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Concept Map / ಪರಿಕಲ್ಪನಾ ನಕ್ಷೆ Content Analysis / ವಿಷಯ ವಿಶ್ಲೇಷಣೆ			Key points / ಮುಖ್ಯ ಅಂಶಗಳು
E L A B O R A T E	Examples for Newton's I law of motion are:- i) A book lying on a table. ii) fitjet spinner iii) Swing iv) pendulum.	The teacher shows a video of a person standing in bus. when bocak is applied he moves forwards. T :- Students please give more examples for Newton's first law of motion.	Video on Newton's first law
E N A L U A T E	Conclusion :-	Dear students in this class we studied/learnt about Newton's first law of motion & its application.	Questions/ Questioning

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EVALUATION		1) Who discovered inertia? 2) Define Inertia. 3) State Newtons first law of motion. 4) give a few examples for Newton first law of motion.		Questioning/ Questionare.
	* Follow up:- i) List out a few examples of Newton's first law of motion. ii) Perform an activity of Newton's I law and note down the observations.			

Suggest of activities / ಸೂಚಿತ ಚಟುವಟಿಕೆಗಳು :

Checked
31/8/15

Signature of the teacher Educator

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Marks Awarded 47.75

ಹೆಸರು/Name MISBA M.F ಪಾಠದ ಸಂಖ್ಯೆ /Reg. No ಪಾಠ ಸಂಖ್ಯೆ /Lesson No 02 ದಿನಾಂಕ/Date / /23

ಶಾಲೆ/School GOPALASWAMY HIGH SCHOOL ತರಗತಿ /Class 9-A ವಿಷಯ /Subject Science [Physics]

ಘಟಕ/Unit Force and laws of motion ಸಮಯ /Time 40 minutes

ಉಪ ಘಟಕ/Sub Unit Inertia And Mass.

ಕಲಿಕಾಂಶಗಳು / Learning Points	ಬೋಧನಾ ಉದ್ದೇಶಗಳು / Instructional Objectives
1 Inertia & it's examples	The Student will be able to : ವಿದ್ಯಾರ್ಥಿಯು ಈ ಕೆಳಗಿನ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಪಡೆಸಿಕೊಳ್ಳುತ್ತಾನೆ.
2 Types of Inertia	1. Recall/Remembering : a) Recall Neuton's I law ಸ್ಮರಣೆ b) Define Inertia
3 Applications of Inertia	2. Comprehension a) Understand the concept of Inertia ಪರಿಜ್ಞಾನ b) Explain types of Inertia.
Reference Books / ಪಠ್ಯಪುಸ್ತಕಗಳು * NCERT TEXT BOOK - class 9	3. application a) Sites own examples / Applications of Inertia ಅನ್ವಯಿಸು b)
1 CBSE TEXT BOOK - Grade IX	4. Skill a) Solve problems based on Inertia ಕೌಶಲ b) Perform experiments on Inertia
2 www.Byjus.com Slideshare.com	5. Appreciation (Languages Only) ಪ್ರಶಂಸೆ : a) b)

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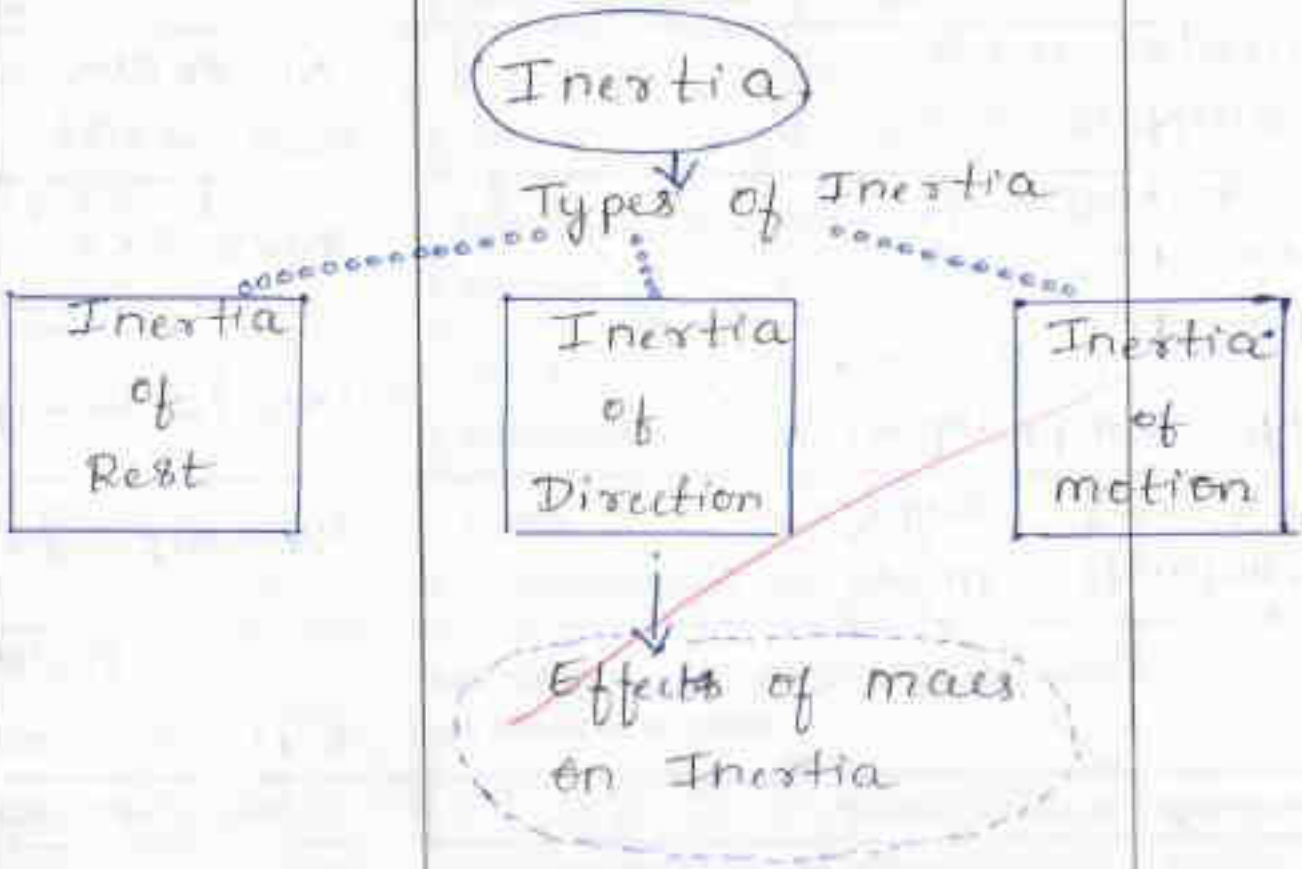
ಪಂತಗಳು Stage '5' E_5	ಕಲಿಕಾಂಶಗಳು Learning Components	ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸುವ ಚಟುವಟಿಕೆಗಳು Supportive Learning Activities	ಕಲಿಕೋಪಕರಣಗಳು Learning Aids	Evaluation Technique and Tool ಮೌಲ್ಯ ಮಾಪನ ತಂತ್ರಗಳು ಮತ್ತು ಸಾಧನ



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Concept Map / ಪರಿಕಲ್ಪನಾ ನಕ್ಷೆ Content Analysis / ವಿಷಯ ವಿಶ್ಲೇಷಣೆ			Key points / ಮುಖ್ಯ ಅಂಶಗಳು	
Stages	Learning Components	Facilitating Learning Activity	Learning Aid	Evaluation Technique / Tool
E N G A G E	The condition in which an object move or stay at rest is known as laws of motion. Newton framed laws of motion based on galileo's experiment.	T:- Dear students we are going to learn about a very interesting topic of physics in this class. T:- why does an object move only in some conditions ? T:- what are those conditions called T:- who discovered this laws of motion ? T:- On what basis did he frame the laws?		Questioning / Questionnaire
	Statement of Aim:-	Dear students in this class we will learn about inertia		

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EXPLORE	Inertia of rest:- It is the tendency of an object at rest to stay in rest.	Activity-1:- Take an apple and a knife. poke/ immerse the knife in apple and now apply force only on apple knife. T:- what did you observe? T:- Why didn't the apple fall? T:- where do you see similar cases?		

Suggest of activities / ಸಲಹಾ ಚಟುವಟಿಕೆಗಳು :

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Marks Awarded

ಹಂತಗಳು Stage '5' E_s	ಕಲಿಕಾಂಶಗಳು Learning Components	ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸುವ ಚಟುವಟಿಕೆಗಳು Supportive Learning Activities	ಕಲಿಕೋಪಕರಣಗಳು Learning Aids	Evaluation Technique and Tool ಮೌಲ್ಯ ಮಾಪನ ತಂತ್ರಗಳು ಮತ್ತು ಸಾಧನ
E X P L O R E	Inertia of motion:- The property of an object / body to continue to be in uniform motion, This tendency of an object to remain in motion is known as Inertia of motion.	Activity - 2:- Take a spinner and apply force to it. Now stop applying force. The spinner continues to move T:- what did you see here? Teacher takes another example of swing and pendulum. Teacher asks many examples. T:- shows a video of Inertia in a bus.	Spinner Bowl and marble. Video of Inertia in bus.	observation / Activity. observation / Questioning.
E X P L				

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Concept Map / ಪರಿಕಲ್ಪನಾ ನಕ್ಷೆ Content Analysis / ವಿಷಯ ವಿಶ್ಲೇಷಣೆ				Key points / ಮುಖ್ಯ ಅಂಶಗಳು
MAIN EXTENDED EXPANDED	Inertia of direction :- The property of an object to continue in the same direction as it was is known as inertia of direction.	Activity - 3 :- Teacher shows a video where a diviner moves in opposite direction while taking a turn. T :- Did you observe that the body moves in opposite direction T : Teacher: asks a question about what will be the direction of a person standing in a bus if the bus takes a right turn ?	Video of inertia of direction.	observation / Activity. Questioning / Questionnaire

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Conclusion :- Dear students In this class we learnt about Inertia & its Types.

EVALUATE

1) Define Inertia.
2) Who discovered Inertia.
3) Which are the types of Inertia?
4) Examples of Inertia at motion.

* Follow up :-

① give a few examples of
a) Inertia of Rest.
b) Inertia of motion
c) Inertia of direction

Suggest of activities / ಸಲಹೆಯ ಚಟುವಟಿಕೆಗಳು :

Approved
Solaks

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ಹೆಸರು/Name MISBA M.F ನೋಂದಣಿ ಸಂಖ್ಯೆ /Reg. No. ಪಾಠ ಸಂಖ್ಯೆ /Lesson No. 03 ದಿನಾಂಕ/Date 4/8/23

ಶಾಲೆ/School GOPALASWAMY HIGH SCHOOL ತರಗತಿ /Class 9-A ವಿಷಯ /Subject Science [Physics]

ಘಟಕ/Unit FORCE AND LAWS OF MOTION. ಸಮಯ /Time 40 minutes

ಉಪ ಘಟಕ/Sub Unit Momentum

ಕಲಿಕಾಂಶಗಳು / Learning Points	ಬೋಧನಾ ಉದ್ದೇಶಗಳು / Instructional Objectives
1 Force & Momentum F ∝ a F ∝ m	The Student will be able to : ವಿದ್ಯಾರ್ಥಿಯು ಈ ಕೆಳಗಿನ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಪಡೆಸಿಕೊಳ್ಳುತ್ತಾನೆ.
2 Formula for Momentum	1. Recall/Remembering : a) Recall the concept of force ಸ್ಮರಣಿಕೆ b) Define momentum.
3 Application of Momentum	2. Comprehension a) establish relationship between ವಿವರಣೆ force and acceleration / Force & mass
Reference Books / ಪರಾಮರ್ಶನ * NCERT TEXT BOOK – class 9	3. application a) derive the formula of momentum ಅನ್ವಯನ b) give own examples of momentum.
1 CBSE TEXT BOOK – Grade IX	4. Skill a) solve problems on Momentum. ಕೌಶಲ b)
2 www.byjus.com www.magnetbrains.com	5. Appreciation (Languages Only) ಪ್ರಶಂಸೆ : a) b)

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Concept Map:-

ಹಂತಗಳು Stage '5' E_s	ಕಲಿಕಾಂಶಗಳು Learning Components	ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸುವ ಚಟುವಟಿಕೆಗಳು Supportive Learning Activities	ಕಲಿಕೋಪಕರಣಗಳು Learning Aids	Evaluation Technique and Tool ಪರಿಶೀಲನಾ ತಂತ್ರಗಳು ಮತ್ತು ಸಾಧನ
		Force → Relationship between force and acceleration → Relationship between force and mass → F = ma → Momentum P = mxv		

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Concept Map / ಪರಿಕಲ್ಪನಾ ನಕ್ಷೆ Content Analysis / ವಿಷಯ ವಿಶ್ಲೇಷಣೆ			Key points / ಮುಖ್ಯ ಅಂಶಗಳು	
Stage	Learning Components	Supportive Learning Activities	Learning Aids	Evaluation: Technique / Tool
E N G A G E	Statement of Aim :-	Teacher asks questions. T:- Who framed laws of motion? T:- Define / State Newton's first law of motion. T:- What is inertia? T:- Which are its types Dear students in this class we will learn about Momentum and its Conservation. The longer the force is applied the greater is the momentum		Questioning / Questions

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E X P L O R E	Force is an external agent which changes the state of motion or rest and also changes the dir of an object when applied on it.	T:- Illustrates an example. puts forward a situation to the students. T:- what is force? Define force T:- students lets think that you are standing in between two mountains and a bicycle is rolling down ~~one~~ the first mountain and a truck is rolling down another mountain. you can save yourself by moving nearer one mountain where will you go?		Observation / Illustrations Questioning / Questionare.

ggest of activities / ಸಲಹೆಯ ಚಟುವಟಿಕೆಗಳು :

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ಹಂತಗಳು Stage '5' E_s	ಕಲಿಕಾಂಶಗಳು Learning Components	ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸುವ ಚಟುವಟಿಕೆಗಳು Supportive Learning Activities	ಕಲಿಕೋಪಕರಣಗಳು Learning Aids	Evaluation Technique and Tool ಪರೀಕ್ಷಾ ತಂತ್ರ ಮತ್ತು ಸಾಧನ
E X P L A I N	The acceleration of an object depends on the force applied to it and how we measure a force.	Activity:-Teacher does an activity with a basket ball.		
		In first case the teacher applied very little force to the ball. In second case the teacher applied more force. $F \propto a$	Basket Ball.	Observation/ Activity
	If force increases acceleration also increases	Activity :- To demonstrate that force is directly proportional to mass of an object.	Plastic Ball and tennis Ball.	Observation/ Activity

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Concept Map / ~~Concept~~ of Content Analysis / ~~Concept Extract~~

Key points / ~~Skill~~ content

ELABORATE

The applied force is directly proportional to acceleration

If the mass of object is more it requires greater force to move the object.

$\therefore F = ma$

Which of the following requires more force? put a tick in the box.

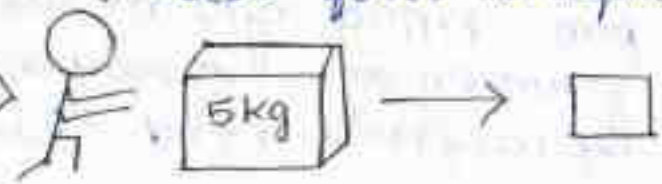
$F \propto m$

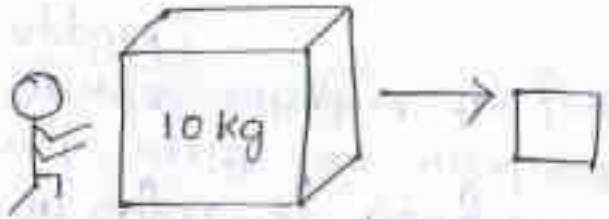
Activity:- A truck is given velocity / force is applied on a toy truck. Then 15 - 20 pieces of chalk are loaded on the truck. The speed / velocity of truck reduces when loaded with mass.

Toy Truck with stone (Piece of chalk)

observation / Activity.

Activity: ~~Mass~~ force is required

a) 

b) 

more force is required

Recall observation / Checklist

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EVALUATION	$F = ma$ $F = 50 \times 20$ $= 1000\ kgm/s^2$	If an object (car) of 50kg is moved with an acceleration of $20\ m/s^2$. what is the force applied?		
	Conclusion :-	In this class we learnt about Momentum. i) $F = ?$ (The formula for force is?) ii) What is momentum? iii) Is momentum a scalar quantity / vector quantity?		
	Follow up:-	i) List a few illustrations to explain momentum. ii) Find the S.I unit of momentum.		

Suggest of activities / ಸಲಹೆಗಳ ಚಟುವಟಿಕೆಗಳು :

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ಹೆಸರು/Name MISBA M-F ನೋಂದಣಿ ಸಂಖ್ಯೆ /Reg. No ಪಾಠ ಸಂಖ್ಯೆ /Lesson No 04 ದಿನಾಂಕ/Date 7/8/23

ಶಾಲೆ/School GOPALASWAMY HIGH SCHOOL ತರಗತಿ /Class 9-A ವಿಷಯ /Subject Science [Physics]

ಘಟಕ/Unit Force And Laws of Motion ಸಮಯ /Time 40 minutes

ಉಪ ಘಟಕ/Sub Unit Newton's Second law of motion

ಕಲಿಕಾಂಶಗಳು / Learning Points	ಬೋಧನಾ ಉದ್ದೇಶಗಳು / Instructional Objectives
1 Newtons 2nd law of motion	The Student will be able to : ವಿದ್ಯಾರ್ಥಿಯು ಈ ಕೆಳಗಿನ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳುವನು.
2 Applications of 2nd law of motion.	1. Recall/Remembering : a) Recall the Newton's laws of motion ಸ್ಮರಿಸುವಿಕೆ b) Recall the definition of Momentum
3 Numericals on 2nd law of motion.	2. Comprehension a) Explain Newton's 2nd law of ತಿಳಿವಳಿಕೆ b) motion * find S.I unit of momentum
Reference Books / ಪಠ್ಯಪುಸ್ತಕ * NCERT TEXT BOOK - class 9	3. application a) solve problems based on second ಅನ್ವಯಿಸಿ b) law of motion.
* CBSE TEXT BOOK - Grade IX	4. Skill a) Perform demonstrations based ಕೌಶಲ b) on 2nd law of motion
* www. magnet brains.com	5. Appreciation (Languages Only) ಪ್ರಶಂಸೆ : a) b)

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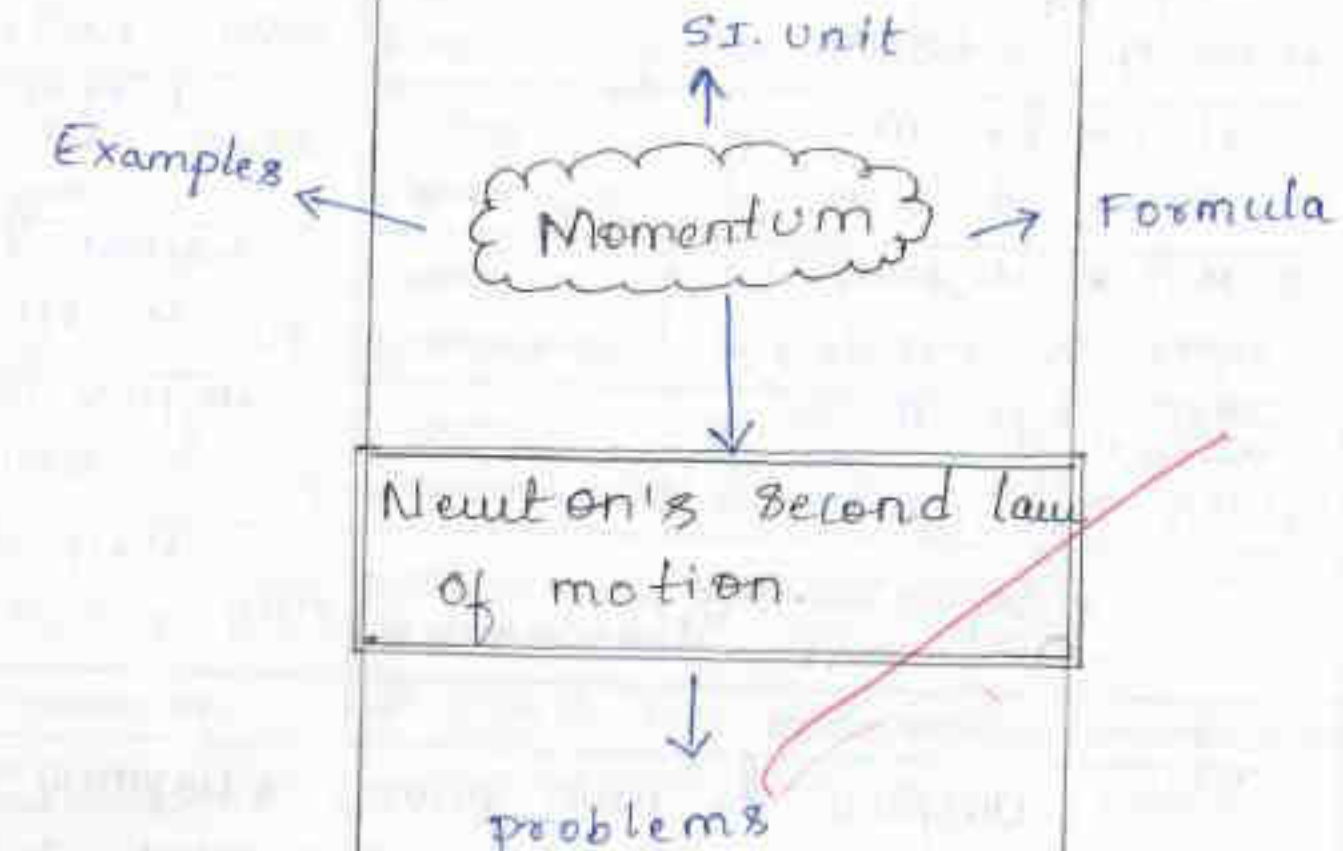
Cognitive Mapping

ಹಂತಗಳು Stage '5' E_4	ಕಲಿಕಾಂಶಗಳು Learning Components	ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸುವ ಚಟುವಟಿಕೆಗಳು Supportive Learning Activities	ಕಲಿಕೋಪಕರಣಗಳು Learning Aids	Evaluation Technique and Tool ಮೌಲ್ಯ ಮಾಪನ ತಂತ್ರಗಳು ಮತ್ತು ಸಾಧನ



Lecturers
Principal
Sarada Vilas Teachers College.

Concept Map / ಪರಿಕಲ್ಪನೆ ನಕ್ಷೆ Content Analysis / ವಿಷಯ ವಿಶ್ಲೇಷಣೆ Key points / ಮುಖ್ಯ ಅಂಶಗಳು

Stages	Learning Components	Facilitating Learning activities	Learning Aid	Evaluation Technique Tool
E N G A G E	*Momentum is the quantity of motion Possessed by an object. $P = m \times V$ * $F = m \times a$ An object continues to be in a state of rest or uniform motion unless an external force is applied.	Teacher asks a few questions related to the previous class. T:- What is momentum? T:- What is the expression of momentum? T:- Force is equal to the product of —— & ——. T:- Is momentum a Scalar quantity or a Vector quantity. T:- State Newton's first law.		Questioning/ Questionare
	Statement of Aim :-	Dear students in this class we will learn Newton's 2nd law of motion.		

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EXPLORE	The tennis ball has lesser mass when compared to the mass of cricket ball. So the impact /injury caused by cricket ball is more.	T:- Illustrates a situation during the game of table tennis if the ball hits a player it doesn't hurt him. T:- In another situation when a fast moving cricket ball hits a spectator, it may hurt him. T:- why did the ball not hurt him in the case of tennis? Because the momentum of cricket ball is more.		Observation / Illustration Questioning / Questionare

Suggest of activities / ಸಲಹೆಗೆ ಚಟುವಟಿಕೆಗಳು :

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ಹಂತಗಳು Stage '5' E_s	ಕಲಿಕಾಂಶಗಳು Learning Components	ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸುವ ಚಟುವಟಿಕೆಗಳು Supportive Learning Activities	ಕಲಿಕೋಪಕರಣಗಳು Learning Aids	Evaluation Technique and Tool ಮೌಲ್ಯ ಮಾಪನ ತಂತ್ರಗಳು ಮತ್ತು ಸಾಧನ
E X P L O R E	When force applied is more, momentum is also more. $P \propto F$	Activity:- Teacher demonstrates an activity with plastic ball and leather ball.	Plastic ball & leather ball.	Observation / Activity
		T:- What did you observe?		
		Activity:- Teacher takes 3 coins of 1 rupee. She applies force to the first coin and the last coin moves.		Observation / Activity
		When two coins were applied force equal no of coins moved from	Coins	

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Concept Map / ಪರಿಕಲ್ಪನಾ ನಕ್ಷೆ Content Analysis / ವಿಷಯ ವಿಶ್ಲೇಷಣೆ

			Key points / ಮುಖ್ಯ ಅಂಶಗಳು
EXPLAIN	The state of change of momentum is directly proportional to the force applied in the same direction.	T:- Now define Newton's Second law. Teacher explains the formula for 2nd law of motion $\frac{dp}{dt} \propto F$	Questioning / Questionaire
EXTEND / EXPAND		Activity :- Teacher demonstrates an activity related to Newton's 2nd law of motion.	Observation / Activity
		T:- Give a few examples for Newton's Second law.	

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	Conclusion:	Dear students In this class we learnt about Newton's 2nd law of motion.		
EVALUATE		▷ State Newton's second law of motion. 2) Consider two forces of magnitude 30N and 20N that are exerted to the right & left, respectively on the horse shown. What is the Net force acting on horse?		
	Follow up:- * list 8 applications	instances where you see the of Newton's 2nd law of motion.		

Suggest of activities / ಸಲಹೆ ಚಟುವಟಿಕೆಗಳು :

Approved

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

ಪ್ರತಿಕ್ಷಣಾರ್ಥಿಯ ಸಹಿ | ಮಾರ್ಗದರ್ಶಕರ / ಪರೀಕ್ಷಕರ ಸಹಿ | ಮುಖ್ಯ ಪರೀಕ್ಷಕರ ಸಹಿ | ಇತರ ಅಂಕಗಳು

ಹೆಸರು/Name MISBA M.F ನೋಂದಣಿ ಸಂಖ್ಯೆ /Reg. No. ಪಾಠ ಸಂಖ್ಯೆ /Lesson No. 05 ದಿನಾಂಕ/Date 9/8/23

ಶಾಲೆ/School GOPALASWAMY HIGH SCHOOL ತರಗತಿ /Class 9 - A ವಿಷಯ /Subject Science [physics]

ಘಟಕ/Unit Force and Laws of Motion. ಸಮಯ /Time 12:05 - 12:50

ಉಪ ಘಟಕ/Sub Unit Mathematical formulation of Newton's Second law of motion.

ಕಲಿಕಾಂಶಗಳು / Learning Points	ಬೋಧನಾ ಉದ್ದೇಶಗಳು / Instructional Objectives
1 Mathematical formulation of Newton's 2nd law of motion 2 Solve Numericals based on this formula $F = ma$	The Student will be able to : ವಿದ್ಯಾರ್ಥಿಯು ಈ ಕೆಳಗಿನ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಪಡೆಸಿಕೊಳ್ಳುತ್ತಾನೆ.
Reference Books / ಪಠ್ಯಪುಸ್ತಕ * NCERT TEXT BOOK - Class 9 * CBSE TEXT BOOK - Grade IX * www. Byjus.com	1. Recall/Remembering : a) Recall the concept of Newton's ಸ್ಮರಣಾಶಕ್ತಿ b) Second law of motion 2. Comprehension a) deduce mathematical formulation ತಿಳುವಳಿಕೆ b) of Newton's Second law of motion 3. application a) Solve problems based on the ಅನ್ವಯಿಸು b) formula of 2nd law of motion. 4. Skill a) Perform experiments to prove ಕೌಶಲ b) Newton's 2nd law of motion. 5. Appreciation (Languages Only) ಪ್ರಶಂಸೆ : a) b)

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ಹಂತಗಳು Stage '5' E_s	ಕಲಿಕಾಂಶಗಳು Learning Components	ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸುವ ಚಟುವಟಿಕೆಗಳು Supportive Learning Activities	ಕಲಿಕೋಪಕರಣಗಳು Learning Aids	Evaluation Technique and Tool ಮೌಲ್ಯ ಮಾಪನ ತಂತ್ರಗಳು ಮತ್ತು ಸಾಧನ
E N G A G E		Teacher asks questions about previous class. T:- What is Newton's first law of motion? What is the expression of force? T: State Newton's second law of motion.		Questioning/Oral test
	Statement of Aim :-	Dear students in this class we will learn about Mathematical formulation Newton's second law of motion.		
E X P		Activity :- A student is asked to apply force on the wall.	Student & wall → force.	observation/Activity

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Concept Map / Concept of Content Analysis / Lesson Objectives				Key points / Study sections
L O R E	Newton's 2nd law. $F = ma$. Where F = Force m = mass a = Acceleration	Newton's second law of motion can be formally stated as follows:- "The acceleration of an object as produced by a net force is directly proportional to the magnitude of the net force, and inversely proportional to the mass of the object. Activity:- Teacher gives an example of a racket hitten a cork, and it's acceleration increases	Racket & cork → acc^n of force.	Questioning / Questionaire Observation / Activity.

Leela K.K
Principal
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ಹಂತಗಳು Stage '5' E_5	ಕಲಿಕಾಂಶಗಳು Learning Components	ಕಲಿಯುವುದನ್ನು ಅನುಕೂಲಿಸುವ ಚಟುವಟಿಕೆಗಳು Supportive Learning Activities	ಕಲಿಕೋಪಕರಣಗಳು Learning Aids	Evaluation Technique and Tool ಮೌಲ್ಯ ಮಾಪನ ತಂತ್ರಗಳು ಮತ್ತು ಸಾಧನಗಳು
E X P L A I N	Unit of Force = K X 1Kg X (1m/s²) The second law of motion gives us a method to measure the force acting on an object & the acceleration of the object which is the change	Let us consider an object of mass m, moving along a straight line with an initial velocity of U. Let us say, after a certain 'time' with a constant accln, the final velocity becomes V Here we see that, the initial momentum is $P_1 = m \times u$ the final momentum is	writing board.	observation/ Activity.

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Concept Map / ಪರಿಕಲ್ಪನಾ ನಕ್ಷೆ Content Analysis / ವಿಷಯ ವಿಶ್ಲೇಷಣೆ Key points / ಪ್ರಮುಖ ಅಂಶಗಳು

E
X
T
E
N
D

The rate of change of momentum with respect to time is proportional to the applied force.

$F \propto m \times a$

Formulations used in the formula,

k → Constant of proportionality

F → force.

a → Acceleration

the change in momentum can be rewritten as,

$P_2 - P_1 = (m \times V) - (m \times u)$

$= n.$

The applied force,

$F \propto \frac{(m \times (V-u))}{t}$

as a = rate of change of velocity with respect to 't'

$\boxed{F = k \times m \times a}$

Above is the second law of motion formula

Chart → formula of Newton's second law

Questioning/ Questionnaire

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E V A L U A T E	-	1) who gave the laws of motion? 2) what is momentum? 3) State second law of motion 4) formulate Newton's 2nd law of motion.	-	Questioning/ Questioneer
	Follow up: * Note down 10 applications of Newton's 2nd law of motion.			

Suggest of activities / ಸಲಹೆ ಚಟುವಟಿಕೆಗಳು :

Approved

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

ಹೆಸರು/Name MISBA M.F ನೋಂದಣಿ ಸಂಖ್ಯೆ /Reg. No. ಪಾಠ ಸಂಖ್ಯೆ /Lesson No. 06 ದಿನಾಂಕ/Date 10/3/23

ಶಾಲೆ/School GOPALASWAMY HIGH SCHOOL ತರಗತಿ /Class 9 - A ವಿಷಯ /Subject Science [physics]

ಘಟಕ/Unit Force And Laws of Motion ಸಮಯ /Time 2:50 - 3:25

ಉಪ ಘಟಕ/Sub Unit Newton's Third Law Of Motion

ಕಲಿಕಾಂಶಗಳು / Learning Points	ಬೋಧನಾ ಉದ್ದೇಶಗಳು / Instructional Objectives
1 Newton's 3rd law of motion.	The Student will be able to : ವಿದ್ಯಾರ್ಥಿಯು ಈ ಕೆಳಗಿನ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳುತ್ತಾನೆ.
2 Formula of 3rd law of motion.	1. Recall/Remembering ಸ್ಮರಣೆ a) Recall the correpts of effects b) of force
3 Examples of 3rd law of motion.	2. Comprehension ತಿಳುವಳಿಕೆ a) state Newton's 3rd law of b) motion
Reference Books / ಪಠ್ಯಪುಸ್ತಕಗಳು * NCERT TEXT BOOK - Class 9	3. application ಅನ್ವಯಿಸುವಿಕೆ a) Formulate Newton's 3rd law b) Applications/Examples of 3rd law of motion
* CBSE TEXT BOOK - Grade IX	4. Skill ಕೌಶಲ a) solve problems on 3rd law. b) Demonstrate expt on 3rd law
* www.magnetbrains.com	5. Appreciation (Languages Only) ಪ್ರಶಂಸೆ : a) b)

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Sarada Vilas Teachers College,
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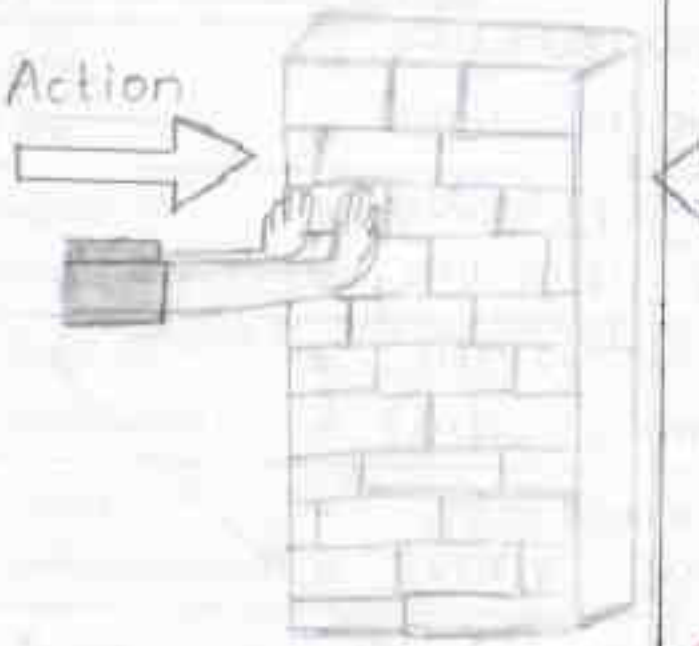
Cognitive mapping.

ಹಂತಗಳು Stage '5' E_s	ಕಲಿಕಾಂಶಗಳು Learning Components	ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸುವ ಚಟುವಟಿಕೆಗಳು Supportive Learning Activities	ಕಲಿಕೋಪಕರಣಗಳು Learning Aids	Evaluation Technique and Tool ಮೌಲ್ಯಮಾಪನ ತಂತ್ರ ಮತ್ತು ಸಾಧನ



Newton's 3rd law

↓

"Every action has an equal and opposite reaction"

↓

Lecturer
Principal
Baroda Vilas Teachers College

Concept Map / ಪರಿಕಲ್ಪನೆ ನಕ್ಷೆ Content Analysis / ವಿಷಯ ವಿಶ್ಲೇಷಣೆ

Stage '5'Es	Learning Components	Supporting learning Activities	Learning aid	Key points / ಪ್ರಮುಖ ಅಂಶಗಳು Evaluation Technique & Tool.
ENGAGE		Teacher asks questions about previous class. T:- State Newton's first law of motion. T:- state Newton's second law of motion.		Questioning / Questionare
E	Statement of Aim :-	Dear students in this class we will learn about Newton's third law of motion.		
		Activity:- A student is asked to apply force on the wall.	student applying force on wall.	
		T:- What did you feel? (asks the student)		

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	There is a pair of forces acting on ball and the wall When one object exerts force on another object, the second object exerts force on first object instantaneously.	Activity - 2 :- Teacher throws a ball on the wall. The ball bounces back. T:- What did you observe? Teacher shows an illustration of a student who is walking bare footed The student is asked to walk loudly. T:- Who is applying force here? T:- How many bodies are involved in this?	Tennis Ball. Student walking on ground.	observation / Activity Questioning / Questions

E X P L A N

Suggest of activities / ಸಲಹೆಯ ಚಟುವಟಿಕೆಗಳು :

Veela. K
Principal
Sarada Vilas Teachers College

ಹಂತಗಳು Stage '5' E_s	ಕಲಿಕಾಂಶಗಳು Learning Components	ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸುವ ಚಟುವಟಿಕೆಗಳು Supportive Learning Activities	ಕಲಿಕೋಪಕರಣಗಳು Learning Aids	Evaluation Technique and Tool ಮೌಲ್ಯಮಾಪನ ತಂತ್ರ ಮತ್ತು ಸಾಧನ
E X P L A I N.	When we walk, → we push the ground (ACTION) → Then the ground pushes us back (REACTION)	T:- when we are walking, we apply force to the ground and ground applies force on us in opposite direction. T:- If one force is knows as action T:- what is the other force knows as? ∴ Newton's third law states that "For every action there is equal	Laptop → to show illustration	Questioning/ Questions

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Concept Map / ಪರಿಕಲ್ಪನಾ ಪಟ | Content Analysis / ವಿಷಯ ವಿಶ್ಲೇಷಣೆ

			Key points / ಮುಖ್ಯ ಅಂಶಗಳು
→ Here the CO_2 released when eno is mixed with water is Action. → And the top of the bottle flying is known as Reaction.  Examples: ① When a boxer hits a punching bag. ② When a cannon is used to fire a ball forward.	Activity :- Teacher performs an experiment using eno, paper and a bottle of water. The top of the bottle flies due to gas exerted inside the bottle. Activity :- Teacher performs another activity using two balls or balloons. Activity :- using coins teacher can explain about equal & opposite force. T :- Give a few examples of Newton's third law.	Eno, paper & bottle → 3rd law of motion Balls and Balloons.	Observation/ Activity. observation/ Activity.

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E V A L U A T E	③ When a rocket takes off *gas ejects out → Action *Rocket lift up → reaction CONCLUSION:-	i) Bullet firing from a gun, the gun recoils backward. ii) moving boat. In this class we learnt about Newton's 3rd law of motion & its examples.	Laptop → to show examples.	
		1) Who discovered Newton's laws of motion? 2) State 3rd law of motion. 3) give examples of Newton's 3rd law.		Questioning / Question use

* Follow up:-

① Perform an activity to demonstrate Newton's 3rd law of motion.

② List out a few examples for Newton's 3rd law.

Suggest of activities / ಸಲಹೆ ಚಟುವಟಿಕೆಗಳು :

Approved

Principal
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K.M. Puram, Mysore-570 004

ಪ್ರತಿಲಿಪಿಯ ಸಂ. 06

ಹೆಸರು/Name MISBA M.F ನೋಂದಣಿ ಸಂಖ್ಯೆ /Reg. No. ಪಾಠ ಸಂಖ್ಯೆ /Lesson No. 07 ದಿನಾಂಕ/Date 23/8/23

ಶಾಲೆ/School GOPALASWAMY HIGH SCHOOL ತರಗತಿ /Class 9 ವಿಷಯ /Subject Science [Physics]

ಘಟಕ/Unit Force And laws of Motion ಸಮಯ /Time 40 minutes

ಉಪ ಘಟಕ/Sub Unit Conservation of Momentum

ಕಲಿಕಾಂಶಗಳು / Learning Points	ಬೋಧನಾ ಉದ್ದೇಶಗಳು / Instructional Objectives
1 Statement of law of Conservation of momentum	The Student will be able to : ವಿದ್ಯಾರ್ಥಿಯು ಈ ಕೆಳಗಿನ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳಬಲ್ಲನು.
2 Formulation of Conservation of law of momentum	1. Recall/Remembering : a) Recall definition of Momentum ಸ್ಮರಣೆ b) Recall Newton's laws of motion
3 Application/ Examples of Conservation of momentum	2. Comprehension a) Explain of Conservation of momentum ತಿಳಿವಳಿಕೆ b)
Reference Books / ಪಠ್ಯಪುಸ್ತಕಗಳು * NCERT TEXT Book- Class 9	3. application a) Formulation of law of Conservation of momentum ಅನ್ವಯಿಸು b)
1 CBSE TEXT Book - Class IX	4. Skill a) Solve Numericals of Conservation of momentum ಕೌಶಲ b)
2 www. Byjus. Com.	5. Appreciation (Languages Only) ಪ್ರಶಂಸೆ : a) b)

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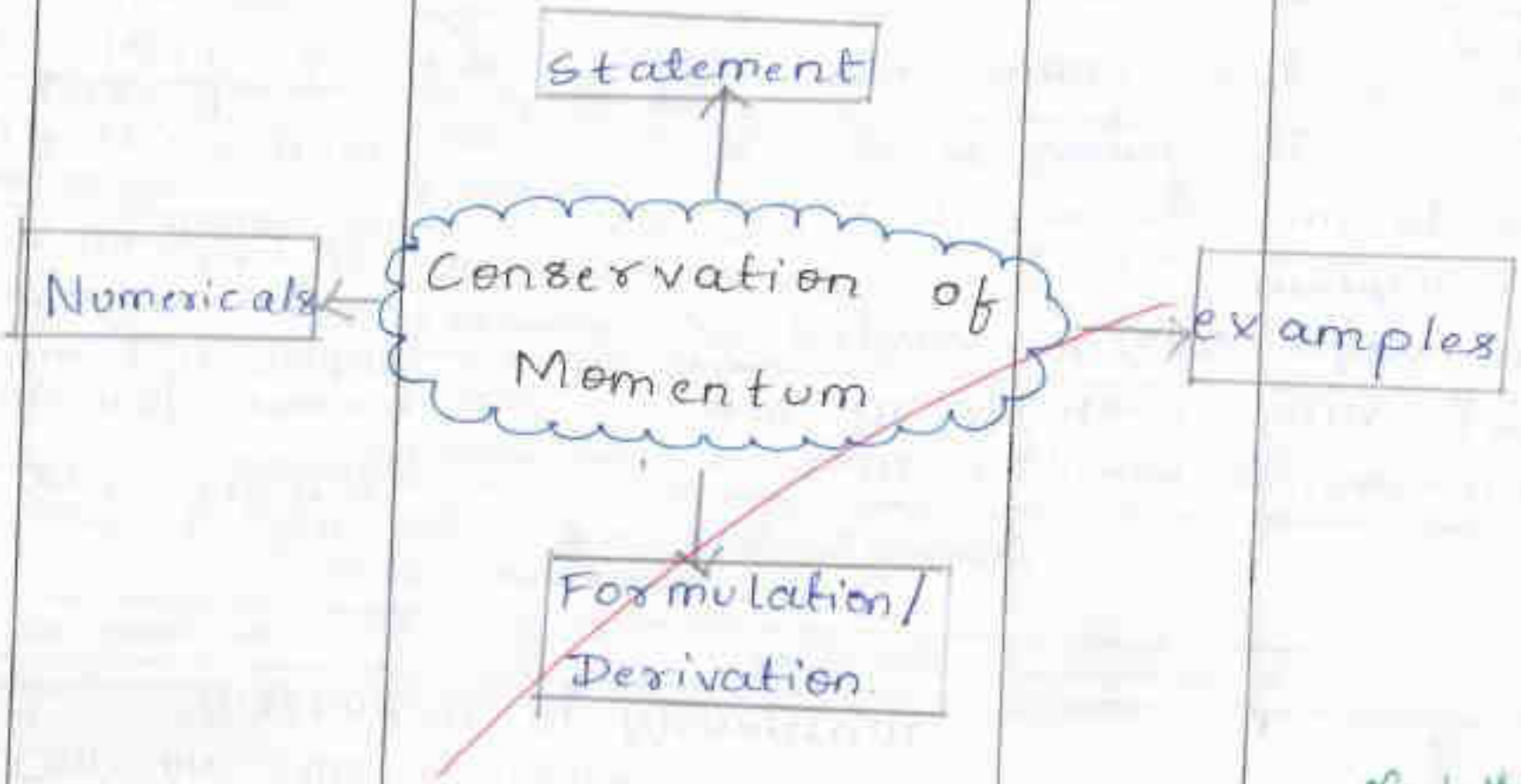
Cognitive mapping.

ಪಂಚಗಳು Stage '5' E_5	ಕಲಿಕಾಂಶಗಳು Learning Components	ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸುವ ಚಟುವಟಿಕೆಗಳು Supportive Learning Activities	ಕಲಿಕಾಸಾಧನಗಳು Learning Aids	Evaluation Technique and Tool ಮೌಲ್ಯಮಾಪನ ತಂತ್ರಗಳು ಮತ್ತು ಸಾಧನಗಳು



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tage '5'Es	Learning Components	Supportive Learning Activities	Learning aids	Evaluation Technique & Tool.
E N G A G E	A body continues to be in motion/ Rest until an external force is applied on it. $F = m \times a$ $F_{12} = -F_{21}$	Teacher ask a few questions on previous classes Q:- State Newton's first law. R :- State Newton's Second law. Q :- what is the formulation of 2nd law? Q :- Give the formula for Newton's 3rd law.		Questioning/ Questionnaire
	Statement of Aim:-	Based on these laws we are going to learn about Conservation of Momentum		

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ಪಂತಗಳು Stage '5' E_5	ಕಲಿಕಾಂಶಗಳು Learning Components	ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸುವ ಚಟುವಟಿಕೆಗಳು Supportive Learning Activities	ಕಲಿಕೋಪಕರಣಗಳು Learning Aids	Evaluation Technique and Tool ಮೌಲ್ಯ ಮಾಪನ ತಂತ್ರಗಳು ಮತ್ತು ಸಾಧನ
E X P L O R E	The conservation of momentum law/ principle tells us that the total momentum of a system is always conserved for an isolated system	The law of conservation of momentum is one of the most prominent laws in physics. Activity:- Teacher shows how when one ball/bob is moved it transfers it's energy to the next bob and the last on moves. Activity:- When teacher removes 2 coins and gives acln to them exactly 2 coins move to other side for	Newton's cradle. coins → Conserving the momentum	Observation/ Activity Observation/ Activity
E				

Leela ks
Principal

Concept Map / ಪರಿಕಲ್ಪನಾ ನಕ್ಷೆ Content Analysis / ವಿಷಯ ವಿಶ್ಲೇಷಣೆ

				Key points / ಮುಖ್ಯ ಅಂಶಗಳು
P L A I N E X P A N D		of Coins.		
	Consider 2 colliding particles A & B whose masses are m_1 & m_2 with initial & final velocities as u_1 & v_1 of A u_2 & v_2 of B.	The above experiments show that momentum is conserved. (Taking A & B as 2 cars) Cars The time of contact of 2 particle is given by, $A = m_1(v_1 - u_1)$ $B = m_2(v_2 - u_2)$ $F_{BA} = -F_{AB}$ (from 3rd law) $F_{BA} = m_2 \times a_2 = m_2\frac{(v_2 - u_2)}{t}$ $F_{AB} = m_1 \times a_1 = \frac{m_1(v_1 - u_1)}{t}$ $m_1u_1 + m_2u_2 = m_1v_1 + m_2u_2$	Questioning/ Questionnaire.
	$\therefore m_1u_1 + m_2u_2 = m_1v_1 + m_2v_2$			

Saradaji
Principal
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E V A L U A T E	Conclusion:- Examples i> motion of rocket ii> Air-filled balloon $m_1u_1+m_2u_2=m_1v_1+m_2v_2$ True	Dear students in this class we learnt about law of conservation of momentum. 1> List some examples of law of conservation of momentum. 2> Give the formula for law of conservation of momentum 3> As friction decreases momentum increases - T/F	—	Questioning/ Questionnaire
	Follow up:- * State law of conservation of momentum * Is momentum a scalar quantity or vector quantity?			

Suggest of activities / ಸಲಹೆಯ ಚಟುವಟಿಕೆಗಳು :

Approved 30/8/25

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

ಹೆಸರು/Name ..... ಹಾಜರಿ ಸಂಖ್ಯೆ /Reg. No. ..... ಪಾಠ ಸಂಖ್ಯೆ /Lesson No. ..... ದಿನಾಂಕ/Date.....

ಶಾಲೆ/School..... ತರಗತಿ /Class ..... ವಿಷಯ /Subject .....

ಘಟಕ/Unit ..... ಸಮಯ /Time .....

ಉಪ ಘಟಕ/Sub Unit .....

ಕಲಿಕಾಂಶಗಳು / Learning Points	ಬೋಧನಾ ಉದ್ದೇಶಗಳು / Instructional Objectives
	The Student will be able to : ವಿದ್ಯಾರ್ಥಿಯು ಈ ಕೆಳಗಿನ ಸಾಮರ್ಥ್ಯಗಳನ್ನು ಬೆಳೆಸಿಕೊಳ್ಳುತ್ತಾನೆ.
	1. Recall/Remembering : a) ಸ್ಮರಿಸುವಿಕೆ b)
	2. Comprehension a) ತಿಳಿವಳಿಕೆ b)
erence Books / ಪರಾಮರ್ಶನ	3. application a) ಅನ್ವಯನ b)
	4. Skill a) ಕೌಶಲ b)
	5. Appreciation (Languages Only) ಪ್ರಶಂಸೆ : a) b)

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SARADA VILAS TEACHERS COLLEGE

Mysore - 570 001

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

UNIT PLAN

ಘಟಕ ಯೋಜನೆ

Name of the Student	MISBA MF
Register Number	U01GZ21E0034
Pedagogy Subject	Physics
Title of the Unit	Force and laws of motion
Standard / School	9-A / Gopalaswamy high school

Obtained			

ADA VILAS TEACHERS COLLEGE

K. M. Puram, Mysuru - 04

ಾಲಾ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ, [illegible] - 570 004

r B.Ed. Course (CBCS & CAGP) / 4th semester - 2021-23

LESSON PLAN : BLOCK LESSONS

he student	MISBA M.F
Subject	Physics
Number	2019220110034
he School	Gopala Swamy high School

Maximum Marks	Marks Obtained
15	14.75+0.5

=15

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Signature of the Student - Teacher

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FORMAT OF THE ACTION RESEARCH PROPOSAL

(Proposed Format –Subjected for suitable modifications as per the nature of the research problem.)
(For Students-Teachers)

1. **Title Page**
   a. College
   b. Title of the Document
   c. Title / Statement of the Action Research problem
   d. Name of the Research Guide / Supervisor
   e. Name of the Student / Year

2. **Index Page**

Sl. No.	Contents	Page Number

3. **Research in Education**
   a. Meaning and Importance of Research in Education
   b. Classification of /Types of Research

4. **Action Research**
   a. Concept / Meaning
   b. Importance of Action Research for Classroom Teachers
   c. Steps in Action Research

5. **Research Proposal**
   1. Identification of the Problem
   2. Defining the Problem
   3. Need and Importance of solving the problem identified
   4. Objectives of the Study
   5. Probable causes of the problem (Hypotheses)
   6. Testing the causes / hypotheses
   7. Plan of Action / Remedial measure
   8. Execution of the plan of action / Remedial measure
   9. Testing the impact
   10. Conclusions
   11. Application of research findings

6. **Appendices (Any of these or such other related documents)**
   a. Test
   b. Marks list
   c. Research Tool
   d. Any tables / graphs
   e. List of names of students

7. **Bibliography / References**

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ACTION RESEARCH

General Format of Proposal (Suggested)

Sl. No.	Steps
1	Identification of the Problem
2	Defining the Problem
3	Need and Importance of solving the problem identified

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4	Objectives of the Study 1. 2. 3. 4.
5	Probable causes of the problem (Hypotheses) 1. 2. 3. 4. 5. 6. 7.
6	Testing the Causes

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7	Plan of Action / Remedial measure
8	Execution of the plan of action / Remedial measure

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9	Testing the Impact
10	Drawing Conclusions
11	Application of Research Findings

Signature of the Student-Teacher: _____

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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

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

Introduction

In the contemporary digital age, social media has revolutionized the way we communicate, breaking down barriers and connecting people across the globe. This transformation extends into the realm of education, where social media platforms provide unique opportunities for enhanced learning experiences. By leveraging these digital tools, educators can create dynamic, interactive, and collaborative learning environments that engage students in ways traditional methods often cannot.

Social media's integration into educational settings offers numerous benefits, including increased accessibility to information, the ability to connect with experts and peers worldwide, and the promotion of active learning through multimedia content. Platforms like Twitter, Facebook, LinkedIn, and YouTube enable educators to share resources, conduct live discussions, and create communities of practice where knowledge and experiences are exchanged freely.

However, the incorporation of social media in education also presents challenges, particularly regarding ethical considerations and best practices. Issues such as privacy, security, digital citizenship, and the management of digital footprints are critical to ensuring a safe and respectful online learning environment.

This course aims to explore these aspects comprehensively, equipping educators and students with the knowledge and skills to use social media effectively and ethically. Participants will learn how to harness the power of social media to enhance educational outcomes, foster collaborative learning, and promote critical thinking. Through a combination of theoretical frameworks and practical applications, this course will prepare individuals to navigate the complexities of social media in education, ensuring they can leverage its full potential while adhering to ethical standards and promoting a positive digital culture.

Understanding the Impact of Social Media in Education

Enhancing Engagement: Social media platforms can increase student engagement by providing interactive and dynamic learning environments.

Facilitating Collaboration: Tools such as discussion forums, group chats, and social media networks foster collaboration among students and educators.

Ethical Considerations in Social Media Use

Privacy and Security: Protecting student data and ensuring safe online interactions within educational contexts.

Digital Footprint: Understanding and managing the long-term impact of digital footprints created through social media activities.

Promoting Responsible Social Media Use

Digital Citizenship: Educating students on responsible behavior, digital etiquette, and positive online interactions.

Critical Evaluation: Teaching students to critically evaluate information and sources encountered on social media.

Course Learning Objectives

1. **Raise Awareness:** Educate students about the benefits and risks associated with social media use in education.
2. **Promote Critical Thinking:** Encourage students to analyze and evaluate the credibility of information on social media.
3. **Develop Digital Literacy:** Equip students with skills to use social media responsibly and effectively in educational contexts.
4. **Foster Digital Citizenship:** Teach students to engage respectfully and ethically in online communities.
5. **Address Privacy and Security:** Highlight the importance of protecting personal information and understanding privacy settings.
6. **Encourage Collaboration:** Promote the use of social media for collaborative learning and peer interaction.
7. **Support Professional Integrity:** Emphasize ethical practices in digital communications and content sharing.
8. **Empower Advocacy:** Inspire students to advocate for ethical use of social media and challenge inappropriate practices.

Benefits

- **Promotes Digital Literacy:** Students gain skills to navigate social media responsibly, understanding privacy, security, and digital citizenship.
- **Enhances Engagement:** Interactive and collaborative tools increase student participation and interest in learning activities.
- **Prepares Students for the Future:** Knowledge of social media use in professional and educational contexts prepares students for future careers.
- **Supports Ethical Behavior:** Education on social media ethics fosters respectful and responsible online interactions.
- **Encourages Critical Thinking:** Students learn to assess the credibility and reliability of information on social media.

Curriculum: Social Media for Education Programs (30 Hours)

Module 1: Introduction to Social Media in Education

Session 1: Understanding Social Media (2 hours)

- Overview of social media platforms and their use in education.
- Importance and impact of social media in modern education.

Session 2: Ethical Frameworks (2 hours)

- Introduction to ethical frameworks relevant to social media use.
- Application of ethical principles in online interactions.

Module 2: Privacy, Security, and Digital Citizenship

Session 3: Privacy and Data Protection (3 hours)

- Understanding privacy rights and issues on social media.
- Strategies for protecting personal data and digital identity.

Session 4: Cybersecurity and Threats (3 hours)

- Introduction to cybersecurity principles.
- Case studies on cybersecurity breaches involving social media.

Session 5: Digital Citizenship (2 hours)

- Roles and responsibilities of digital citizens.
- Ethical use of social media resources and respectful online behavior.

Module 3: Equity, Access, and Digital Divide

Session 6: Digital Divide and Equity (3 hours)

- Understanding the digital divide and its impact on education.
- Initiatives for promoting equitable access to social media tools.

Session 7: Inclusivity in Digital Learning (2 hours)

- Strategies for creating inclusive digital learning environments.
- Case studies on bridging the digital divide with social media.

Module 4: Ethical Issues in Social Media Use

Session 8: Ethical Considerations in Social Media (3 hours)

- Ethical issues in social media use for education.
- Guidelines and best practices for ethical social media engagement.

Module 5: Academic Integrity and Content Creation

Session 9: Academic Integrity (2 hours)

- Understanding academic integrity and plagiarism in social media content.
- Ethical guidelines for creating and sharing digital content.

Session 10: Ethics in Research and Content Sharing (2 hours)

- Ethical considerations in conducting research using social media.
- Best practices for sharing content ethically.

Module 6: Ethical Leadership and Advocacy

Session 11: Ethical Leadership in Social Media (2 hours)

- Role of ethical leadership in promoting responsible social media use.
- Ethical decision-making in social media strategies.

Session 12: Advocacy for Social Media Ethics (2 hours)

- Strategies for advocating ethical use of social media.
- Developing a personal advocacy plan for social media ethics.

Method and Strategies

- Discussion
- Lecture
- Seminar
- Online Teaching
- Brainstorming
- Question and Answer

Assessment and Evaluation

1. Oral and Written tests
2. Objective Tests
3. Questionnaires

Certification:

Students who attend a minimum of 80% of the total sessions will be eligible for final assessment and certification. An authenticated certificate indicating the obtained grade will be awarded.

The grades will be awarded as per the following criterion,

S/N	Range of % of marks	Grade
1	91%-100%	A++
2	81%-90%	A+
3	71%-80%	A
4	61%-70%	B+
5	51%-60%	B
6	40%-50%	C

Princi...
Sarada ...
K.M. Puram ...

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K M Puram Mysore -04

IQAC Initiatives

Value Added Course (VAC)

Technology Ethics in Education

Course Module

III Semester

Year- 2019-20

Dr PS Suresh
Principal
Sarada Vilas Teachers College
Mysore

Shiva Swamy C
Course Coordinator
Sarada Vilas Teachers College
Mysore

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

Introduction: In an era defined by rapid technological advancement, the integration of technology in education brings both opportunities and challenges. As educators, it is crucial to navigate this landscape with a keen awareness of ethical considerations to ensure that technology enhances learning without compromising values.

Understanding the Impact of Technology

Enhancing Accessibility: Technology can bridge gaps in access to education, offering learning opportunities to diverse populations worldwide.
Facilitating Collaboration: Tools such as online platforms and virtual classrooms foster collaboration among students and educators beyond geographical boundaries.

Ethical Considerations in Educational Technology

Privacy Concerns: Safeguarding student data and respecting privacy rights amidst digital learning environments.
Digital Divide: Addressing disparities in access to technology to ensure equitable educational opportunities for all students.

Promoting Responsible Technology Use

Digital Citizenship: Educating students on responsible use of technology, including digital etiquette, online behavior, and critical thinking.
Ethical Coding: Teaching students about ethical considerations in software development and use of AI in educational tools.

Objectives

Raise Awareness: Educate students about ethical considerations related to technology use, including privacy, security, digital rights, and responsibilities.

Promote Critical Thinking: Encourage students to critically analyze the ethical implications of technological advancements, digital tools, and online interactions.

Develop Ethical Decision-Making Skills: Equip students with the skills to make ethical decisions when using technology, considering the impact on themselves and others.

Foster Digital Citizenship: Teach students to be responsible digital citizens by respecting intellectual property, practicing digital etiquette, and engaging positively in online communities.

Address Equity and Access: Advocate for equitable access to technology and digital resources, and raise awareness about the digital divide.

Encourage Ethical Coding Practices: Introduce students to ethical considerations in software development, artificial intelligence (AI), and algorithmic decision-making.

Support Professional and Academic Integrity: Promote integrity in academic work, including proper citation, avoiding plagiarism, and ethical use of information and technology resources.

Empower Advocacy and Social Responsibility: Inspire students to advocate for ethical use of technology, challenge unethical practices, and contribute positively to digital and global communities.

Enhance Collaboration and Communication: Foster collaborative skills and effective communication in digital environments, emphasizing respectful and ethical interactions.

Prepare for Future Careers: Prepare students for future careers by equipping them with skills in ethical technology use and understanding the societal impact of technological innovations.

These objectives aim to empower students with the knowledge, skills, and attitudes needed to navigate the ethical complexities of the digital age responsibly and ethically.

Benefits

- Promotes Responsible Digital Citizenship: Students learn to navigate digital platforms responsibly, understanding issues like digital footprint management, online privacy, and cybersecurity practices.

- Enhances Critical Thinking Skills: Students analyse ethical dilemmas arising from technology use, such as the implications of AI algorithms or social media influence, fostering critical evaluation of information sources and technological impacts.

- Prepares Students for Future Careers: Understanding technology ethics prepares students for careers in fields where ethical decision-making regarding data privacy, AI development, and digital innovation is crucial, enhancing employability and adaptability in rapidly evolving tech industries.

- Fosters Ethical Leadership: Education in technology ethics cultivates leaders who can guide ethical technology adoption and development in organizations, advocating for fairness, transparency, and accountability in technological implementations.

- Supports Academic Integrity: Students learn the ethical use of digital tools for research, ensuring proper citation, respecting intellectual property, and avoiding plagiarism in digital environments.

- Empowers Advocacy and Social Responsibility : Understanding technology ethics empowers students to advocate for digital rights, data privacy protections, and equitable access to technology resources, fostering a sense of social responsibility and engagement in digital communities.

- Encourages Innovation with Ethics in Mind: Integrating ethics into technology education inspires students to innovate responsibly, developing technologies that prioritize societal benefits, ethical considerations, and sustainable practices.

- Addresses Digital Divide and Promotes Equity: By discussing the digital divide, educators can advocate for equitable access to technology

resources and empower students to develop solutions that bridge technological disparities, promoting inclusivity and equal opportunities for all learners.

- Builds Trust and Respect: Teaching technology ethics fosters a culture of trust and respect in digital interactions, promoting ethical behavior, transparency, and accountability in online communications and collaborative projects.

- Prevents Misuse of Technology: Educating students about technology ethics helps prevent misuse of digital tools and platforms, such as cyberbullying, misinformation spreading, and unauthorized data access, promoting safe and responsible digital practices.

By integrating these technology aspects into the benefits of technology ethics education, schools can effectively prepare students to navigate ethical challenges in the digital age, fostering responsible citizenship, critical thinking, and ethical leadership essential for personal, academic, and professional success.

Curriculum : Technology Ethics in Education **30 Hours**

Module 1: Introduction to Technology Ethics

Session 1: Understanding Technology Ethics (2 hours)
Introduction to ethics and its relevance in technological contexts
Importance of ethical considerations in education and daily life

Session 2: Ethical Frameworks (2 hours)
Overview of major ethical frameworks (e.g., utilitarianism, deontology)
Application of ethical frameworks to technology use

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

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Module 4: Ethical Issues in Technology Development
Session 8: Ethical Considerations in Software Development (3 hours)
Ethical issues in software design, development, and deployment
Ethical guidelines and best practices for software developers
Session 9: Ethics of Artificial Intelligence (AI) (3 hours)

Introduction to ethical concerns in AI and machine learning
Bias in algorithms, ethical AI design principles

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:

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++
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3	71%-80%	A
4	61%-70%	B+
5	51%-60%	B
6	40%-50%	C

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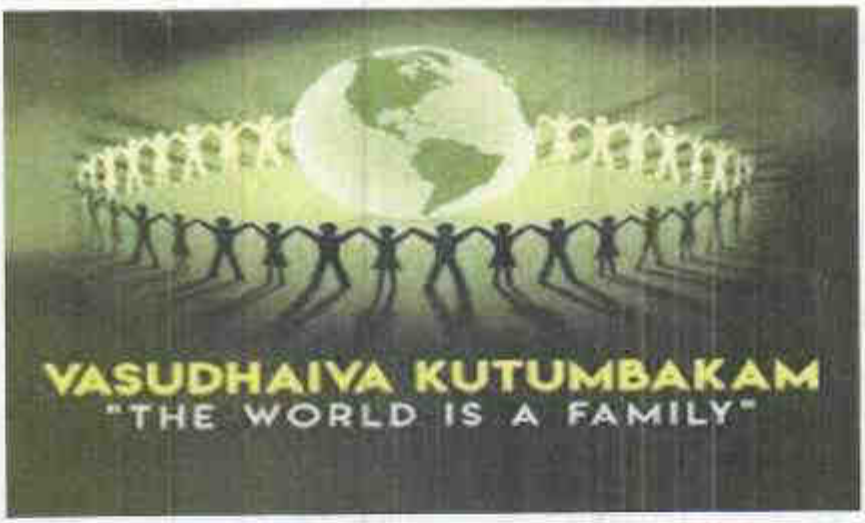
NAAC INITIATIVE

VALUE ADDED COURSE (VAC)

Education for Environmental Sustainability (EES)



COURSE MODULE

II Year students (2019-20)

Course Coordinator

Dr. H N VISHWANATH

Asst. Professor

Course Director

Dr. K S LEELA

Principal

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

SARADA VILAS TEACHERS COLLEGE, MYSURU

SARADA VILAS TEACHERS COLEGE, MYSORE

VALUE ADDED COURSE (VAC)

EDUCATION FOR ENVIRONMENTAL SUSTAINABILITY (EES)

I Year-2019

Course Content Frame

What is Environmental Sustainability?

Sustainability can be defined as: "the ability of something to continue overtime for the benefit of humanity" [12]. In this connection, environmental sustainability is referred to: the quality of causing little or no damage to the environment and, therefore, able to continue for a long time Environmental Sustainability is meeting the needs of the present without compromising the ability of future generations to meet their own needs. It involves making life choices that ensure an equal, if not better, way of life for future generations. It aims to improve the quality of human life without putting unnecessary strain on the earth's supporting ecosystems. It's about creating equilibrium between consumerist human culture and the living world. We can do this by living in a way that doesn't waste or unnecessarily deplete natural resources.

In simple terms, environmental sustainability is the practice of interacting with the planet responsibly. We do it to avoid depleting natural resources and compromising the future generation's ability to meet their daily needs. Environmental sustainability defines a boundary for us to satisfy our current needs without anyway compromising the quality of environment/ecosystem so that it remains equally capable of supporting the future generations too. Environmental sustainability focuses on the state of the planet. It encourages individuals to live in a way that creates minimal waste and even regenerates some of the resources we use every day.

Sustainable Development is the development that meets the needs of the present generation without compromising the ability of future generations to meet their own needs. Education for Sustainable Development (ESD) provides opportunities for learners to acquire the knowledge, skills, attitudes and values necessary to shape a sustainable future.

Why is Environmental Sustainability important?

Environmental sustainability is important because of how much energy, food, and human-made resources we use every day. Rapid population growth has resulted in increased farming and manufacturing, leading to more greenhouse gas emissions, unsustainable energy use, and deforestation.

In other words, we need more energy and materials than ever before. Despite this, our planet can only provide so many resources before they begin to deplete. For this reason, businesses must step in and do their part. They have more power than any group of individuals, and they can help secure a livable future by investing in sustainable and responsible practices like reducing waste, using commercial clean energy, and paying fair wages.

"Education for Sustainable Development empowers learners to take informed decisions and responsible actions for environmental integrity, economic viability and a just society, for present and future generations, while respecting cultural diversity." (UNESCO)

What is Sustainability Education? / Education for Environmental Sustainability?

(*Sustainability Education is often referred to as Education for Sustainable Development (ESD))

"Sustainability Education," or Education for Sustainable Development, is an exciting new field that blends a range of pedagogical techniques to promote an understanding of the connections among the environment, the economy and society. A still-evolving field, sustainability education has the primary goal of harnessing the power of education to advance environmental literacy and civic engagement that prepares students for jobs that contribute to a more equitable and sustainable future.

Education for Sustainability is defined as a "combination of content, learning methods, and outcomes that helps students develop a knowledge base about the environment, the economy, and society, in addition to helping them learn skills, perspectives, and values that guide and motivate them to seek sustainable livelihoods, participate in a democratic society, and live in a sustainable manner."

Education for Sustainable Development means including key sustainable development issues into teaching and learning: for example, climate change, disaster risk reduction, biodiversity, poverty reduction, and sustainable consumption.

It also requires participatory teaching and learning methods that motivate and empower learners to change their behaviour and take action for sustainable development.
Education for Sustainable Development consequently promotes competencies like critical thinking, imagining future scenarios and making decisions in a collaborative way.

"ESD is about the learning needed to maintain and improve our quality of life and the quality of life of generations to come ... ESD enables people to develop the knowledge, values and skills to participate in decisions about the way we do things individually and collectively, both locally and globally, that will improve the quality of life now without damaging the planet for the future."

What is the Need & Importance of ESD?

Education for sustainable development (ESD) gives learners of all ages the knowledge, skills, values and agency to address interconnected global challenges including climate change, loss of biodiversity, unsustainable use of resources, and inequality.

ESD empowers learners of all ages to make informed decisions and take individual and collective action to change society and care for the planet.

ESD is a lifelong learning process and an integral part of quality education. It enhances the cognitive, socio-emotional and behavioral dimensions of learning and encompasses learning content and outcomes, pedagogy and the learning environment itself.

What are the Objectives of ESD?

Students must,

1. Understand and be able to apply the basic concepts and principles of sustainability.
2. Recognize sustainability as an interdependent condition of ecological, economic and social systems.
3. Develop a multidisciplinary approach to learning the knowledge, skills and attitudes necessary to continuously improve the health and well-being of present and future generations.

What are the different &feasible Pedagogical approaches in ESD?

There is no 'most appropriate' pedagogy for sustainability education, but there is a broad consensus that it requires a shift towards active, participative, and experiential learning methods that engage the learner and make a real difference to their understanding, thinking and ability to act.

By and large,eight pedagogic elements that cover a host of pedagogical approaches or methods that teacher can employ to bring these elements into the learning environment.

1. Critical reflection – including the more traditional lecture, but also newer approaches such as reflexive accounts, learning journals, and discussion groups.

2. Systemic thinking and analysis – the use of real-world case studies and critical incidents, project-based learning, stimulus activities, and the use of the campus as a learning resource.

3. Participatory learning – with emphasis on group or peer learning, developing dialogue, experiential learning, action research/learning to act, and developing case studies with local community groups and business

4. Thinking creatively for future scenarios – by using role play, real-world inquiry, futures visioning, problem-based learning, and providing space for emergence.

5. Collaborative learning – including contributions from guest speakers, work-based learning, interdisciplinary/ multidisciplinary working, and collaborative learning and co-inquiry.

6. Brain storming – Many minds think on different dimensions of environmental issues to gain a comprehensive insight

7. Group Discussion methods – Groups of students collectively think, discuss and present their ideas on different dimensions of environmental issues

8. Project based Learning – Students take up projects or micro/macro research on selected environmental issues, studying then on field. (Field-based Learning)

9. Role Play and Dramatization – Enactment of Scenarios related to Environmental Issues and remedies.

10. Case Study Analysis- Analysis of cases of environmental problems, consequences and remedial measures

What are the Goals towards Environmental Sustainability? (Sustainable Development Goals -SDGs)

Goal 1: No Poverty
Economic growth must be inclusive to provide sustainable jobs and promote equality.

Goal 2: Zero Hunger
The food and agriculture sector offers key solutions for development, and is central for hunger and poverty eradication.

Goal 3: Good Health and Well-Being
Ensuring healthy lives and promoting the well-being for all at all ages is essential to sustainable development.

Goal 4: Quality Education
Obtaining a quality education is the foundation to improving people's lives and sustainable development.

Goal 5: Gender Equality
Gender equality is not only a fundamental human right, but a necessary foundation for a peaceful, prosperous and sustainable world.

Goal 6: Clean Water and Sanitation
Clean, accessible water for all is an essential part of the world we want to live in.

Goal 7: Affordable and Clean Energy
Energy is central to nearly every major challenge and opportunity.

Goal 8: Decent Work and Economic Growth
Sustainable economic growth will require societies to create the conditions that allow people to have quality jobs.

Goal 9: Industry, Innovation, and Infrastructure
Investments in infrastructure are crucial to achieving sustainable development.

Goal 10: Reduced Inequalities
To reduce inequalities, policies should be universal in principle, paying attention to the needs of disadvantaged and marginalized populations.

Goal 11: Sustainable Cities and Communities
There needs to be a future in which cities provide opportunities for all, with access to basic services, energy, housing, transportation and more.

Goal 12: Responsible Consumption and Production

Goal 13: Climate Action
Climate change is a global challenge that affects everyone, everywhere.

Goal 14: Life below Water
Careful management of this essential global resource is a key feature of a sustainable future.

Goal 15: Life on Land
Sustainably manage forests, combat desertification, halt and reverse land degradation, halt biodiversity loss

Goal 16: Peace, Justice and Strong Institutions
Access to justice for all and building effective, accountable institutions at all levels

Goal 17: Partnerships
Revitalize the global partnership for sustainable development.

Education for Environmental Sustainability – Course Contents

1. Environment and sustainable development;
2. Air Pollution: Global Effects: Greenhouse effect- Acid rain-Ozone depletion;
3. Water pollution
4. Radioactive Pollution
5. Population & Pollution
6. Land pollution,
7. Natural Resource Management
8. Conservation of Biodiversity,
9. Environmental Legislation
10. Energy Resource Management
11. Climate Change and Disaster Management
12. Corporate Social Responsibility in Environmental Protection
13. Role of Teachers in Education for Sustainable Development
14. Waste Management and in the Corporate world
15. Research / Projects in Environmental Sustainability

Course Duration:

It's about five months, spread over programme. Each course component would be discussed with different aforesaid approaches and strategies in one session of 90 to 120 minutes.

Assessment & Evaluation:

A Terminal Comprehensive Objective Test (TCOT) will be administered at the completion of the transaction of the course module. The test will comprise of one hundred Multiple Choice Test Items drawn from all the fifteen content areas with a balanced share approach. Each test item carries one mark. The time limit is 120 minutes.

Certification:

Those student-teachers who participate or attend a minimum of 80% of the total number of sessions will be allowed for final assessment and certification. An authenticated certificate indicating the obtained grade shall be awarded.

The grades will be awarded as per the following criterion.

Sl. No.	Range of % of marks	Grade
1	90% – 100%	A+
2	80% -89%	A
3	70% - 79%	B+
4	60% - 69%	B
5	50% - 59%	C+
6	40% - 49%	C

Course Implementation Process

1. Course Inauguration
2. Orientation to Students and Teachers
3. Course Execution
4. Evaluation – a. Test: 100 marks
5. Course & Teacher Evaluation / Appraisal by students
6. Review / Feedback / Declaration of Results
7. Certification

Dr. H N VISHWANATH
VAC - Course Coordinator

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)

Positive Behaviour Intervention and Support (PBIS)

Course Module

III Semester

Year-2020-21

Dr. K S Leela
Principal
Sarada Vilas Teachers College
Mysore

Kumaraswamy C
Course Coordinator
Sarada Vilas Teachers College,
Mysore

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

Introduction

Positive Behaviour Intervention and Support (PBIS) is a proactive and systematic approach designed to establish the behavioural supports necessary for students to achieve social, emotional, and academic success. Rooted in the principles of positive reinforcement and preventive strategies, PBIS aims to create an inclusive and positive school climate where all students can thrive. This course is specifically tailored to equip future educators with the comprehensive knowledge and practical skills required to implement PBIS effectively within their classrooms.

PBIS operates on a multi-tiered system of support (MTSS), providing varying levels of intervention based on the individual needs of students. By defining clear behavioural expectations, consistently acknowledging positive behaviours, and addressing negative behaviours constructively, PBIS fosters an environment conducive to learning and personal growth. The approach emphasizes the importance of data-driven decision-making, ensuring that interventions are tailored and effective.

The ultimate goal of PBIS is to reduce behavioural issues, enhance academic engagement, and improve overall school safety and climate. This course will guide educators through the core components of PBIS, including the development of behavioural expectations, implementation of positive reinforcement strategies, and the use of data to monitor and adjust interventions. Additionally, it highlights the significance of family and community involvement and encourages professional collaboration among school staff to sustain PBIS practices.

By the end of this course, educators will be well-prepared to foster a supportive and positive learning environment, address behavioural challenges proactively, and contribute to the holistic development of their students. PBIS not only benefits students by promoting positive behaviours but also supports teachers in creating a more manageable and fulfilling classroom experience.

Understanding PBIS

- **Preventive Approach**: PBIS focuses on proactive strategies for defining, teaching, and supporting appropriate student behaviours to create a positive school environment.
- **Multi-Tiered System**: PBIS employs a multi-tiered system of support (MTSS) to provide different levels of interventions based on student needs.

Key Components of PBIS

- **Clear Expectations**: Defining and teaching clear behavioural expectations.
- **Consistent Responses**: Consistently acknowledging positive behaviours and addressing negative behaviours.
- **Data-Driven Decision Making**: Using data to guide decisions and monitor student progress.

Objectives

1. **Promote Positive School Climate**: Foster a positive school climate by implementing PBIS strategies that encourage respectful and responsible behaviour among students.
2. **Enhance Student Behaviour**: Improve student behaviour through proactive interventions and consistent support.
3. **Support Academic Success**: Create an environment conducive to learning by minimizing behavioural disruptions.
4. **Data Utilization**: Utilize data to monitor progress, make informed decisions, and adjust interventions as needed.
5. **Family and Community Involvement**: Engage families and the community in supporting positive student behaviour.
6. **Professional Collaboration**: Encourage collaboration among educators, administrators, and support staff to ensure the effective implementation of PBIS.

Benefits

- **Improved Student Behaviour**: Reduction in behavioural problems and increased engagement in the classroom.
- **Positive School Environment**: A safer and more positive school climate where students feel supported.
- **Academic Achievement**: Enhanced academic performance due to fewer disruptions and a focus on learning.
- **Teacher Satisfaction**: Increased teacher satisfaction and retention as a result of a more positive and manageable classroom environment.
- **Equity in Education**: Ensures all students receive the support they need to succeed, addressing behavioural issues fairly and effectively.

Curriculum: Positive Behaviour Intervention and Support (30 Hours)

Module 1: Introduction to PBIS

- **Session 1: Understanding PBIS (2 hours)**
  - Introduction to PBIS and its importance in education
  - Historical context and development of PBIS
- **Session 2: PBIS Framework (2 hours)**
  - Overview of the multi-tiered system of support (MTSS)
  - Key components and principles of PBIS

Module 2: Establishing Behavioural Expectations

- **Session 3: Defining Expectations (3 hours)**
  - Developing and teaching clear behavioural expectations
  - Involving students in the process of setting expectations
- **Session 4: Classroom Management Strategies (3 hours)**
  - Effective classroom management techniques
  - Strategies for maintaining a positive classroom environment

Module 3: Positive Reinforcement and Consequences

- **Session 5: Positive Reinforcement (3 hours)**
  - Techniques for acknowledging and rewarding positive behavior
  - Creating a reinforcement system that motivates students
- **Session 6: Consistent Consequences (3 hours)**
  - Addressing negative behaviours with consistent and fair consequences
  - Developing a continuum of consequences to support behaviour change

Module 4: Data-Driven Decision Making

- **Session 7: Using Data in PBIS (3 hours)**
  - Collecting and analyzing behavioural data
  - Utilizing data to make informed decisions and adjust interventions
- **Session 8: Progress Monitoring (3 hours)**
  - Tools and methods for monitoring student progress
  - Strategies for effective data collection and analysis

Module 5: Family and Community Involvement

- **Session 9: Engaging Families (3 hours)**
  - Strategies for involving families in PBIS initiatives
  - Communicating effectively with families about behaviour expectations and progress
- **Session 10: Community Partnerships (2 hours)**
  - Building partnerships with community organizations
  - Leveraging community resources to support positive behaviour

Module 6: Professional Collaboration and Support

- **Session 11: Collaboration Among Educators (2 hours)**
  - Encouraging collaboration and teamwork among school staff
  - Professional development and on-going support for PBIS implementation
- **Session 12: Sustainability and Scaling Up (2 hours)**
  - Strategies for sustaining PBIS practices over time
  - Scaling up PBIS initiatives to the whole school or district level

Method and Strategies

- Discussion
- Lecture
- Seminar
- Online Teaching
- Brainstorming
- Question and Answer

Assessment and Evaluation

1. Oral and Written test
2. Objective Test
3. Questionnaires

Certification:

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,

The grades will be awarded as per the following criterion,

S/N	Range of % of marks	Grade
1	91%-100%	A++
2	81%-90%	A+
3	71%-80%	A
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5	51%-60%	B
6	40%-50%	C

Principal
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SARADA VILAS TEACHERS COLLEGE

K M PURAM, MYSORE-04

IQAC INITIATIVE

VALUE ADDED COURSE (VAC)

HEALTH AND WELLNESS EDUCATION (HWE)

COURSE MODULE FOR I YEAR

II SEMESTER

Dr. K S LEELA
Principal
Sarada Vilas Teachers
College, Mysore -04

Dr. ZONIA ABRAHAM
Course Coordinator
Sarada Vilas Teachers
College, Mysore-04

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

SARADA VILAS TEACHERS COLLEGE
K M PURAM, MYSORE-04

IQAC INITIATIVE

VALUE ADDED COURSE (VAC)

HEALTH AND WELLNESS EDUCATION

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

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

c) Meal Planning: Tips for planning and preparing healthy meals.

d) Special Diets: Information on Vegetarian, Vegan, Gluten-free and other special diets.

Module 3: Physical Activity and Fitness (3 Hours)

Session 5

a) Benefits of exercise: Physical, Mental and Emotional benefits of regular physical activity.

b) Types of Exercise: Aerobics, Strength training, flexibility and balance exercises.

Session 6

c) Creating a Fitness Plan: How to set realistic fitness goals and develop a personalized exercise routine.

d) Overcoming Barriers: Strategies to overcome common obstacles to regular exercise.

Module 4: Mental Health and Emotional Well-Being(3 Hours)

Session 7

a) **Understanding Mental Health**: Basics of mental health and common mental health disorders.

b) Stress Management: Techniques for managing stress such as mindfulness, meditation and relaxation exercises.

Session 8

c) Emotional Resilience: Building emotional resilience and coping 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

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Module 9: Environmental Health (2 Hours)

Session 13

a) Impact of Environment on Health: How environmental factors affect health.

b) Reducing Exposure: Strategies to reduce exposure to environmental pollutants.

c) Sustainable Practices: Promoting environmental friendly practices to support health.

Module 10: Personal Safety and First Aid (2 Hours)

Session 14

a) Basic First Aid: Basic First aid skills and emergency response.

b) Safety at home and work: Tips for preventing injuries and accidents.

c) CPR Training: Basic CPR techniques and when to use them.

Module 11: Health Literacy and Advocacy (2 Hours)

Session 15

a) Evaluating Health Information: How to find and evaluate reliable health information.

b) Communication Skills: Effective communication with health care providers.

c) Advocacy: How to advocate for personal and community health.

Module 12: Lifelong Health and Wellness (3 Hours)

Session 16

a) Continuous Learning: Importance of lifelong learning and staying informed about health and wellness.

b) Healthy aging: Tips for maintaining health and wellness throughout life stages.

c) Community Resources: Utilizing community resources for ongoing health and wellness support.

These modules provide a structured approach to health and wellness education covering essential topics to promote a well-rounded understanding of health and empower individuals to make informed choice.

Assessment and Evaluation

The student who fulfills the minimum criteria of having 80% of attendance in Health and Wellness Education in Value Added Course shall be eligible in fulfilling the assessment criteria and evaluation through attending the Multiple Choice Based Questions and getting through it.

The MCQ has 100 questions which may take around 120 min in marking the right response in the OMR sheet. Each question carries one mark each. Those students who 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
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3	71%-80%	A
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6	40%-50%	C

Principal
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K.M. Puram, Mysore-570 001

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SARADA VILAS TEACHERS COLLEGE, MYSORE

IQAC/NAAC INITIATIVE

VALUE ADDED COURSE (2021-22)

Mindfulness and Emotional Intelligence in Education(MEIE)

Course Director: Dr. K S LEELA. Principal SVTC

Course Coordinator: Karthik P.S . Asst. Professor, SVTC

(March- July, 2022)

Leela.K.S

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

SARADA VILAS TEACHERS COLLEGE K.M PURAM MYSORE-4

IQAC Initiatives

Value Added Course

Mindfulness and Emotional Intelligence in Education(MEIE)

Course Module

II Year , 3rd Semester

Committee for VAC-2021-22

Date of Committee Constitution: 10.03.2022

Committee:

Sl. No	Designation	Names	Signature
1.	Course Director	Dr. K S Leela, Principal	
2.	Course Coordinator	Karthik P.S	
3.	Asst. Coordinator	Smt Zonia Abraham	
4.	Student member (Female)	Spandana M	
5.	Student member (Female)	Namratha N	
6.	Student member (Female)	Divya S	
7.	Student member (Male)	Chikka swamy	
8.	Student member (Male)	Bharath	

Signature of the Course Coordinators:

1. Karthik P.S : _____

2. Smt Zonia Abraham : _____

Leela, K.S.

Signature of the Principal

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 EI.
- Social skills: Also known as effective communication

Objectives:

The goal of mindfulness is to focus on the present moment without judgment. It's not about trying to quiet the mind or achieve a state of calm, but rather about being an impartial witness to your own experience.

Some say that mindfulness can help you feel more calm and secure, and can be a key element in reducing stress and increasing happiness. It can also help you develop better focus and self-awareness, and can be beneficial for children.

Here are some other objectives of mindfulness:

- Improve cognitive ability

  Mindfulness can help improve working memory and attention capacities, which can contribute to effective emotion-regulation strategies.
- Slow brain aging

  A 2019 study found that first-time meditators who practiced mindfulness meditation for 40 days had significant changes in brain structure, including increased gray matter volume and cortical thickness.
- Reduce symptoms of depression, anxiety, and stress

  Mindfulness can help decrease rumination and disengagement from cognitive activities that can lead to depression.
- Increase a sense of well-being

  Mindfulness can help you learn to stay centered and keep inner peace, which can benefit your emotional well-being and overall health.

Some other attitudes that are important for mindfulness include patience, a beginner's mind, trust, non-striving, acceptance, and letting go

1. To define emotions and Emotional Intelligence (EI)
2. To distinguish emotional intelligence from other forms of intelligences
3. To list the criticality of emotional intelligence in work, life and relationships
4. To raise personal awareness
5. To positively reframe our perspective of people and situations in order to operate and adapt more positively
6. To recover from negative experiences with people and situations quicker
7. To increase awareness of others and social situations
8. To enhance working and personal relationships with others
9. To build a mental mechanism of success in work, life and relationships for the future

Benefits:

- Helps Students to Move to the Next Level.
- Reduces Stress. ...
- Teaches Employees How to React to Constructive Criticism. ...
- Helps Students Conquer Their Fears, Doubts, and Insecurities. ...
- Improves Communication Skills.
- Enhances Social Skills. ...
- Creates a Positive Environment.

Curriculum: Mindfulness and Emotional Intelligence in Education.(30 hours)

Module 1: Introduction to MEIE

Session 1: Acquire knowledge and understanding MEIE (2hours)

Important to know and understanding MEIE in schools and colleges and Studies suggest that mindfulness practices may help students to manage stress, cope better with serious illness and reduce anxiety and depression. Many students who practice mindfulness report an increased ability to relax, a greater enthusiasm for life and improved self-esteem.

Session 2: Understanding components MEIE (2hours)

The role of mindfulness in education benefits the teachers and the students. In the classrooms, teachers can use mindfulness-based techniques to increase responsiveness to students' needs, support stress management, and 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 in the learning environment.

Module 3: Components of Emotional Intelligence .

Session 1: Understanding self motivation to be specific(2hours) - self-motivation is the internal drive that leads us to take action towards a goal. It keeps us moving forward, even when we don't want to. An example of this is when you're going for a run.

Module 4: Components of Emotional Intelligence .

Session 1: To understanding on Empathy(2hours): The term "empathy" is used to describe a wide range of experiences. Emotion researchers generally define empathy as the ability to sense other people's emotions, coupled with the ability to imagine what someone else might be thinking or feeling.

Module 5 : Personality Awareness

Session 1 :To understanding self Awareness(2hours): Self-awareness is your ability to perceive and understand the things that make you who you are as an individual, including your personality, actions, values, beliefs, emotions, and thoughts.

Session 2 : Self regulation(2hours) - Self-regulation is the ability to understand and manage your own behavior and reactions. It's a vital skill that can help people in many ways, including:

Social interactions

Module 6 : Important Component of Emotional Intelligence

Session 1(2hours) :

Self-regulation can help people be good group members by allowing them to change or stop behaviors that could lead to exclusion. It can also help people get along with others, take turns, and express emotions appropriately.Self-regulation can help students learn more effectively by helping them set goals, monitor their progress, and plan how to reach their goals. It can also help students feel more in control of their performance and less negatively affected by exams.

Module: 7 How do we practice mindfulness and meditation

Session 1(2hours): Mindfulness is available to us in every moment, whether through meditations and body scans, or mindful moment practices like taking time to pause and breathe when the phone rings instead of rushing to answer it.

Within that concept, there are three components of mindfulness:

- Intention - choosing to cultivate your awareness.
- Attention - to the present moment, sensations, and thoughts.
- Attitude - being kind, curious, and non-judgmental.

When these three characteristics of mindful behaviour intertwine, how we relate and respond to events is transformed, creating a more spacious way of being that is gentler and more peaceful.

Module 8 : Research on how 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.

Meditation

Can help you improve your mental health, self-awareness, and concentration. Meditation can also help reduce stress and anxiety, improve your sleep, and reduce memory loss. Some types of meditation include mindfulness meditation, loving-kindness meditation, and transcendental meditation

Method and Strategies:

- Discussion
- Interaction
- Tutorials
- Lecture method
- Role play
- Online
- Brain storming technique

Assessment and evaluation

a) Objective types of questions
b) Oral and written exam
c) Multiple choice

Certification: Those Student teachers who participated or attended 80% of the total numbers of sessions will be allowed for final assessment and certification. An authenticated certificate indicating the obtained grade shall be awarded.

S/N	Range of% of marks	Grade
1	191%-100%	A++
2	281%-90%	A+
3	71%-80%	B+
4	61%-71%	B
5	51%-60%	C+
6	40%-50%	C

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

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

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

Introduction

In an educational landscape that increasingly values holistic development, community-based learning (CBL) emerges as a transformative approach, bridging academic knowledge with real-world experiences. CBL places students in direct contact with local communities, enabling them to apply theoretical concepts to practical scenarios. This method enriches traditional education by fostering hands-on learning, critical thinking, and problem-solving skills. Through CBL, students not only grasp academic subjects more deeply but also develop a keen sense of social responsibility and civic engagement.

By engaging with diverse communities, students encounter real-world challenges and opportunities, prompting them to think creatively and act ethically. This interaction cultivates empathy, cultural awareness, and a commitment to social justice. For instance, working on community projects such as environmental conservation, public health campaigns, or educational outreach programs allows students to witness the impact of their efforts firsthand. These experiences nurture a sense of purpose and motivation, as students see the tangible benefits of their contributions.

Moreover, CBL promotes mutual learning and respect between students and community members. This reciprocal relationship ensures that educational initiatives are relevant and beneficial to both parties, fostering sustainable community development. Students learn to navigate complex social dynamics, collaborate effectively, and lead initiatives that address local needs.

In summary, community-based learning is a powerful educational strategy that enhances academic learning while fostering social consciousness and responsibility. It prepares students to be informed, engaged, and ethical citizens, capable of contributing positively to society. By integrating classroom learning with community engagement, CBL offers a holistic approach to education that is both meaningful and impactful.

Understanding Community-Based Learning

Enhancing Student Engagement

- CBL actively involves students in meaningful service to their communities, enriching their educational experience and fostering a sense of civic responsibility.

Bridging Theory and Practice

- CBL allows students to apply theoretical knowledge to real-life situations, enhancing their problem-solving skills and understanding of academic concepts.

Ethical Considerations in Community-Based Learning

Respect for Community Partners

- Ensuring mutual respect and understanding between students and community members, recognizing the value each brings to the learning experience.

Sustainable Engagement

Promoting Effective Community-Based Learning

Collaborative Planning

- Involving community members in the planning process to ensure that projects meet local needs and are culturally sensitive.

Reflective Practice

- Encouraging students to reflect on their experiences, helping them to connect academic learning with community engagement and personal growth.

Objectives

Raise Awareness

- Educate students about the importance of community involvement and the benefits of learning through service.

Promote Critical Thinking

- Encourage students to analyze community issues critically and develop solutions through collaborative efforts.

Develop Civic Responsibility

- Instill a sense of civic duty and responsibility, preparing students to become active and informed citizens.

Foster Community Engagement

- Teach students to engage respectfully and effectively with diverse communities, promoting mutual learning and understanding.

Address Social Equity

- Advocate for equitable solutions to community issues, raising awareness about social disparities and working towards inclusivity.

Encourage Reflective Learning

- Promote reflective practices that help students integrate their community experiences with academic learning.

Support Ethical Leadership

- Cultivate ethical leaders who can guide community-based initiatives with integrity and respect for all stakeholders.

Benefits

Promotes Active Citizenship

- Students learn to actively participate in their communities, understanding the importance of civic engagement and social responsibility.

Enhances Critical Thinking Skills

- Students analyze real-world problems, developing critical thinking and problem-solving skills essential for their academic and professional lives.

Prepares Students for Future Careers

- Practical experiences in community settings prepare students for careers in various fields, emphasizing the value of social responsibility and community engagement.

Fosters Ethical Leadership

- Education in community-based learning cultivates leaders who can promote ethical and effective community initiatives, advocating for fairness and social justice.

Supports Academic Integrity

- Students learn the importance of integrity in academic and community work, ensuring responsible and ethical behavior in all aspects of their lives.

Empowers Social Advocacy

- Understanding community dynamics empowers students to advocate for social change, addressing issues such as inequality and injustice.

Encourages Innovation with Social Impact

- Integrating community needs into educational projects inspires students to develop innovative solutions that benefit society.

Builds Trust and Respect

- Teaching community engagement fosters a culture of trust and respect, promoting positive interactions and collaborations.

Enhances Learning through Experience

- Students gain valuable insights and practical knowledge through direct engagement with communities, enhancing their overall educational experience.

Curriculum: Community-Based Learning (30 Hours)

Module 1: Introduction to Community-Based Learning

Session 1: Understanding Community-Based Learning (2 hours)
Introduction to CBL and its significance in education
Importance of community engagement in personal and academic growth

Session 2: Ethical Considerations in CBL (2 hours)
Respect for community partners and sustainable engagement
Ethical issues and best practices in community projects

Module 2: Planning and Implementation

Session 3: Collaborative Planning (3 hours)
Involving community members in project planning
Developing culturally sensitive and relevant projects

Session 4: Project Implementation (3 hours)
Steps for effective project implementation
Case studies on successful community-based projects

Module 3: Reflection and Evaluation

Session 5: Reflective Practice (2 hours)
Techniques for reflective learning and connecting experiences with academic content
Tools for self-assessment and continuous improvement

Session 6: Evaluation of Community Projects (2 hours)
Methods for evaluating the impact of community projects
Feedback mechanisms and continuous improvement

Module 4: Social Equity and Civic Responsibility

Session 7: Addressing Social Equity (3 hours)
Understanding social disparities and promoting inclusivity
Strategies for equitable community engagement

Session 8: Civic Responsibility (3 hours)
Developing a sense of civic duty and responsibility
Encouraging active participation in community affairs

Module 5: Leadership and Advocacy

Session 9: Ethical Leadership (2 hours)
Role of ethical leadership in community-based initiatives
Decision-making and problem-solving in community contexts

Session 10: Advocacy and Social Change (2 hours)
Strategies for effective advocacy and promoting social change

Module 6: Community Impact and Sustainability

Session 11: Measuring Community Impact (3 hours)
Techniques for assessing the impact of community projects
Ensuring long-term sustainability and positive outcomes

Session 12: Case Studies and Best Practices (2 hours)
Review of successful community-based projects
Learning from best practices and implementing successful strategies

Method and Strategies

- **Discussion**
- **Lecture**
- **Seminar**
- **Online Teaching**
- **Brainstorming**
- **Question and Answer**

Assessment and Evaluation

- **Oral and Written Test**
- **Objective Test**
- **Questionnaires**

Certification

Students who attend a minimum of 80% of the sessions will be eligible for final assessment and certification. An authenticated certificate indicating the obtained grade will be awarded.

Grading Criteria

S/N	Range of % of Marks	Grade
1	91%-100%	A++
2	81%-90%	A+
3	71%-80%	A
4	61%-70%	B+
5	51%-60%	B
6	40%-50%	C

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

Leela.K.S

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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.

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Benefits

- **Academic Excellence:** Gifted education enhances academic performance and achievement.
- **Personalized Learning:** Tailored educational experiences cater to individual learning needs and preferences.
- **Career Readiness:** Preparation for future academic and professional challenges through advanced learning experiences.
- **Social and Emotional Growth:** Supportive environments that nurture both cognitive and emotional development.

Curriculum Outline: Enrichment Program for Gifted Students - 30 hours

Module 1: Advanced Problem-Solving and Critical Thinking Skills

- **Session 1:** Introduction to Advanced Problem-Solving (2 hours)
  - Overview of problem-solving strategies
  - Application exercises and group discussions
- **Session 2:** Critical Thinking Development (3 hours)
  - Understanding critical thinking concepts
  - Analyzing case studies and real-world scenarios
- **Session 3:** Creative Thinking Techniques (2 hours)
  - Techniques for fostering creativity
  - Brainstorming and ideation exercises

Module 2: In-Depth Exploration in STEM (Science, Technology, Engineering, Mathematics)

- **Session 4:** Exploring Advanced Mathematics (3 hours)
  - Topics beyond the standard curriculum
  - Problem-solving challenges and mathematical proofs
- **Session 5:** Introduction to Engineering Principles (2 hours)
  - Hands-on activities in engineering design
  - Building prototypes and testing concepts
- **Session 6:** Introduction to Scientific Research (3 hours)
  - Basics of scientific inquiry and experimental design
  - Conducting controlled experiments and data analysis

Module 3: Humanities and Social Sciences Exploration

- **Session 7:** Advanced Literature and Writing (2 hours)

    - Analysis of complex literary texts
    - Creative writing exercises and peer reviews
- **Session 8:** Historical Analysis and Research (3 hours)
    - Research methodologies in history
    - Examining primary and secondary sources
- **Session 9:** Ethics and Philosophy Discussion (2 hours)
    - Ethical dilemmas and philosophical debates
    - Application of ethical theories to contemporary issues

Module 4: Arts and Creative Expression

- **Session 10:** Visual Arts Exploration (3 hours)
    - Techniques in drawing, painting, and sculpture
    - Portfolio development and critique
- **Session 11:** Performing Arts Workshop (2 hours)
    - Introduction to theater and acting techniques
    - Improvisation exercises and performance critique
- **Session 12:** Digital Media and Design (2 hours)
    - Basics of digital storytelling and multimedia production
    - Hands-on projects in digital design and editing

Module 5: Personal Development and Leadership

- **Session 13:** Personal Goal Setting (2 hours)
    - Setting academic and personal goals
    - Action planning for achieving goals
- **Session 14:** Leadership and Teamwork (2 hours)
    - Leadership styles and qualities
    - Team-building activities and collaborative projects

Module 6: Culminating Project and Presentation

- **Session 15:** Project Development (3 hours)
    - Choosing a topic and project outline
    - Research methodology and data collection
- **Session 16:** Project Presentation (2 hours)
    - Presentation skills and effective communication
    - Peer evaluation and feedback

Methodology and Assessment

- **Teaching Methods:** Lecture, hands-on activities, discussions and group projects
- **Assessment:** Continuous assessment through quizzes, project reports, presentations, and peer evaluations.
- **Certification:** Completion certificate based on attendance and successful completion of assessments.

Certification:

Those student-teachers who participate or attend a minimum of 80% of the total number of sessions will be allowed for final assessment and certification. An authenticated certificate indicating the obtained grade shall be awarded.

The grades will be awarded as per the following criterion,

S/N	Range of % of marks	Grade
1	91%-100%	A++
2	81%-90%	A+
3	71%-80%	A
4	61%-70%	B+
5	51%-60%	B
6	40%-50%	C

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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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Life Skills

"Life skills" is a term used to describe a set of basic skills acquired through learning and/or direct life experience that enable individuals and groups to effectively handle issues and problems commonly encountered in daily life.

(WHO) defines Life skills as the abilities for adaptive and positive behavior that enable individuals to deal effectively with the demands and challenges of everyday life. Life skill has been classified into three broad categories:

• Thinking Skills: Thinking skills are the skill that enhances the logical faculty of the brain using an analytical ability, thinking creatively and critically, and developing problem-solving skills and improving decision-making abilities.

• Social Skills: Social skills include interpersonal skills, communication skills, leadership skills, management skills, advocacy skills, co-operation and team building skills, etc.

• Emotional Skills: Emotional skills, involves, knowing and being comfortable with oneself. Thus, self– management, including managing/coping with feelings, emotions, stress and resisting peer and family pressure.

However, in 1999, the World Health Organization identified six key areas of life skills:

- ✓ Communication and interpersonal skills. This broadly describes the skills needed to get on and work with other people, and particularly to transfer and receive messages either in writing or verbally.
- ✓ Decision-making and problem-solving. This describes the skills required to understand problems, find solutions to them, alone or with others, and then take action to address them.
- ✓ Creative Thinking and Critical Thinking. This describes the ability to think in different and unusual ways about problems, and find new solutions, or generate new ideas, coupled with the ability to access information carefully and understand its relevance.

- ✓ Self-awareness and Empathy, which are two key parts of Emotional Intelligence. They describe understanding yourself and being able to feel for other people as if their experiences were happening to you.
- ✓ Assertiveness and Equanimity, or Self-Control. These describe the skills needed to stand up for yourself and other people, and remain calm even in the face of considerable provocation.
- ✓ Resilience and Ability to Cope with Problems, which describes the ability to recover from setbacks, and treat them as opportunities to learn, or simply experiences.

Life Skills Education

LIFE SKILL EDUCATION According to UNICEF, Life Skills Education is a behavior development approach designed to address balance of three areas: Knowledge, Attitude and Skills.

Life Skills-Based Education (LSBE) is a form of education that focuses on cultivating personal life skills such as self-reflection, critical thinking, problem solving and interpersonal skills. In 1986, the Ottawa Charter for Health Promotion recognized life skills in terms of making better health choices.

Objectives of Life Skills Education

Life skills' training equips people with the social and interpersonal skills that enable them to cope with the demands of everyday life. The objectives of this training are to build self-confidence, encourage critical thinking, foster independence and help people to communicate more effectively.

Confidence

A primary objective of life skills training that focus on personal development is to promote confidence and well-being in young people and adults. It helps participants become more assertive, communicate effectively with others by developing good listening skills and learn to handle stress and deal with disappointments and setbacks. Such classes help people to explore their beliefs and attitudes through group discussions and confidence building techniques such as

positive visualization. They encourage people to play to their strengths by engaging in creative activities and following a healthy lifestyle.

Independence

Life skills enable people to be more independent. For example, someone who brushes up on math at an adult numeracy class doesn't have to depend on other people to help her manage household accounts or run a business. She might, for example, learn how to do her own spreadsheets and fill in tax returns. Someone who learns to read and write doesn't need to depend on others to perform basic tasks like writing letters or filling in forms.

Communication

Life skills training helps people to communicate with the outside world and to enjoy a better relationship with family and friends. Computer literacy, for example, is viewed as a life skill because information technology is an important part of daily living. People use computers to shop online, communicate with friends and coworkers, search for jobs and complete work-related tasks using computer software like documents and spreadsheets. Parenting classes or classes to help people deal with caring for elderly relatives focus on communication skills.

Healthy Living

People are less likely to be exploited by others if they are physically and emotionally self-reliant. Teenagers, for example, are less likely to be influenced by peer pressure to experiment with drugs. Someone who is assertive and confident is more likely to enjoy nurturing relationships by being able to express his feelings and negotiate successfully with others. He is better equipped to make rational decisions that will benefit him and others.

Importance of Life Skill Education

In a constantly changing environment, having life skills is an essential part of being able to meet the challenges of everyday life. The dramatic changes in global economies over the past five years

have been matched with the transformation in technology and these are all impacting on education, the workplace and our home life. To cope with the increasing pace and change of modern life, students need new life skills such as the ability to deal with stress and frustration. Today's students will have many new jobs over the course of their lives, with associated pressures and the need for flexibility.

The nation needs active, informed and responsible citizens, who are willing and able to take responsibility for themselves and their communities and contribute to the nation building process. It needs youth who are'

- aware of their rights and responsibilities as citizens
- informed about social and political issues
- concerned about the welfare of others
- able to clearly articulate their opinions and arguments
- capable of having an influence on the world
- active in their communities
- responsible in how they act as citizens.

These capacities do not develop unaided; they have to be learnt and/or acquired. While certain life skills may be acquired through our everyday experience at home or at work, they are not sufficient to adequately equip citizens for the active role required of them in today's complex and diverse society.

LSD- Benefits

a. For the Youth:

- Develop self-confidence and successfully deal with significant life changes and challenges.
- Voice at institution, in their community and in society at large.
- Make a positive contribution by developing the expertise and experience they need to assert their rights and understand their responsibilities, while preparing them for the challenges and opportunities of adult and working life.

b. For the Individual

- Find new ways of thinking and problem solving
- Recognise the impact of their actions and teaches them to take responsibility for what they do rather than blame others
- Build confidence both in spoken skills and for group collaboration and cooperation
- Analyze options, make decisions and understand why they make certain choices outside the classroom
- Develop a greater sense of self-awareness and appreciation for others

c. For Employment

- Develop ability to self-manage, solve problems and understand the business environment
- Work well as part of a team and develop potential to lead by influence
- Develop ability to manage Time and People
- Develop adaptability to different roles and varied working environments

d. For the Society

The more one develops life skills individually, the more these affect and benefit the world in which one lives:

- Recognizing cultural awareness and citizenship makes international cooperation easier
- Respecting diversity allows creativity and imagination to flourish developing a more tolerant society
- Developing negotiation skills, the ability to network and empathize can help to build resolutions rather than resentments.

Curriculum: The course includes twenty two interactive sessions with participatory approach on the following most often required and chosen twenty life skills.

1. Effective Communication
2. Study Skills
3. Self Awareness
4. Understanding Others
5. Interpersonal Relationship

6. Time Management
7. Critical Thinking
8. Creative Thinking
9. Impression Management
10. Negotiation Skills
11. Decision Making
12. Goal Setting
13. Problem Solving
14. Coping with Emotions
15. Stress Management
16. Assertiveness
17. Employability Skills
18. Leadership Skills
19. Event Management
20. 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,

Sl. No.	Range of % of marks	Grade
1	91% – 100%	A++
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3	71% - 80%	A
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6	40% - 50%	C

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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

Estd.1963

2.7.6

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

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Office No: 0821-2332137
Mob No : 7019807294

Ref. No.:

Date :

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

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Institution provides exposure to students about recent developments in the field of Education through:

Special Lecture 1:
"Journal of Literacy Invention"

Dr. 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.

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Special Lecture-2: "Theatre Skills in Teaching – New Vistas"

Dr. Chidanand NK, a renowned theatre artist, also the **Principal of National College of Education, Shivamogga** delivered a special lecture on the topic **"Theatre Skills in Teaching – New Vistas"** for the staff and students of both I and II year B.Ed. on **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.

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Special Lecture-3:

"Responsibilities of Youths for a Value Based Society in the Modern Context"

Sister Chandrika B. K. a leading spiritualist and speaker, Prajapita Brahma 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.

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Special Lecture 4:

"Theater Art and Education in Techno-based Classrooms"

Mr. Keerthiraj, a notable theater artist delivered a special interactive lecture on **'Theater Art and Education in the Changed Classroom Context in 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.

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Special Lecture 5:

"Self-Reliant India - Role of teachers in the Futuristic Context"
'Don't Search for Employment - Create It'

Prof. M R Manjunath, Correspondent of SreeGopalaswamyShishuViharaVidyaSamsthe. Mysore, delivered a special interactive lecture on **'Don't Search for Employment - Create It'** under the auspices of "**Swavalambi Bharat Abhiyan(Self-reliant India)** on **03-10-2023.**

He emphasized on issues like 'Effect of globalization on Indian Industries and Agriculture', 'Importance of Self Employment', 'Role of teachers in making India Self-Reliant'. He gave many illustrations and suggestions on using indigenous materials in daily life.

Dr. Shanmukha, Academic advisor was the chairperson of the program and all the staff members and student teachers were present on the occasion.

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Date :

BOOK READING& DISCUSSION ON IT

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Teacher presented seminars for the benefit of teachers & students

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Date :

Discussion on recent policies & regulations

Principal
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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

5.1.1 (1)

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CAREER AND PERSONAL COUNSELLING

1. Career Counseling

Career counseling is a process that helps individuals identify and explore career options, make informed decisions about their future, and develop strategies to achieve their goals. It can be helpful at any stage of life, but it is especially beneficial for young people who are just starting out in their careers.

In Sarada Vilas Teachers College, there is a functional Placement Cell under which Career Counseling is done for the students. Normally a session on Career options in the field of Education will be held during the Induction Program in the beginning of the academic year keeping in view the various professional competencies to be developed so as to get teachers job in front-line or high-profile schools or colleges. Again another orientation on Career options will be done during the IV semester, once before and once after the Internship program so as to prepare the students for employment.

The Session will have the following:

1. Clarifying the Vision of the Session
2. PPP on the relevant issues
3. Interactive Discussion on each topic
4. Review / Questioning-Responding
5. Evaluation
6. Reporting
7. Follow-Up

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The following issues will be discussed with students

- What after B.Ed.? – Higher Education / Employment / Entrepreneurship (or) Self Employment
- Opportunities in Government School
- Opportunities in Private Grant-in-Aid Schools
- Opportunities in Private Non-Grant-in-Aid Schools
- Opportunities in Govt. Residential Schools – Morarji / Ekalavya etc
- Opportunities in Kendriya Vidyalaya National 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 careers.

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 3rd, 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

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Group Counseling conducted to our students by Dr. Sumithramma to our students dated 16/03/2022

Group Counseling conducted to our students dated 3/03/2023 by Dr. K C Gaythari

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Personal Counseling held on 14/03/2019 by Dr. H M Manjunath

Personal Counseling held on 24/02/2020 by Mr. Kumarswamy C S

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Personal Counseling held on 18/9/2021 by Dr. Zonia Abraham

Personal Counseling, held on July 13th, 2023 by Smt. Aishwarya.

Leela. K.S
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Personal Counseling, held on 11/09/2023, by Smt. Aishwarva counseling the student

Personal Counseling held on 11/09/2023,Dr. Shamukha, counseling the student.

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PLACEMENT CELL

Placement Cell

The placement cell organizes various activities, including campus recruitment drives, job fairs, and networking events. We collaborate with reputed schools and educational institutions to provide our students with ample employment opportunities. Additionally, we conduct pre-placement training sessions, covering resume writing, interview preparation, and professional etiquette to enhance students' employability.

Placement Cell at SVTC

Sarada Vilas Teachers College is committed to ensuring successful career placements for our students. Our placement cell works diligently to connect students with leading educational institutions and organizations, facilitating a smooth transition from academic life to professional teaching careers. Our dedicated placement team provides continuous support to students throughout the placement process. Personalized career counselling sessions are offered to help students identify their strengths and career goals. We also assist students in preparing for interviews by conducting mock interview sessions and providing constructive feedback.

The Placement Cell of our college plays a crucial role in guiding and providing complete assistance to all the passing out B.Ed. students for their teaching jobs in schools and colleges in both government and private sectors. The Placement Cell functions round the year to facilitate contacts between the students and the community educational institutions. Students are trained according to the professional and institutional needs before they participate in the campus recruitment or facing interviews in educational institutions. The Placement Cell conducts career guidance programmes for all the students and even for Alumni. In order to orient students on the expectation/requirements of the schools/colleges and to enlighten them regarding the dynamics of interview and selection process, the cell invites heads of a few institutions of Mysore.

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Activities under Training & Placement Cell

- Interaction with the best reputed schools and for Campus recruitment.
- Conducting one workshop on Resume Writing and Soft skills development.
- Coordinating all the activities related to Placement.
- To assist students to develop/clarify their academic and career interests, and their short and long-term goals through individual counseling and group sessions.
- Sharing information about recruitments through what's app or phone calls
- Mock CET/TET exams and Interviews
- Preparing a sound and impact CV
- Workshop on Communication Skills, Soft skills, interview skills etc.

The success of our placement initiatives is reflected in the high placement rate of our graduates. Many of our students secure positions in esteemed schools and educational organizations, contributing to their professional growth and the reputation of our institution. We take pride in our role in shaping the future educators of our society.

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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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PHOTOS ON PLACEMENT CELL

Placement Cell - Dated 25/05/2023

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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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Mob No. : 7019807294

Report on Resume Preparation

A resume is a crucial document in the job application process, providing a summary of an individual's qualifications, skill and experiences to potential employers. Our college provides an opportunity for its students in preparing resume has a crucial document in the job application process. The goal is to equip students with the skill and knowledge required to create a professional and compelling resumes that enhance the employment prospects. A well crafted resume is needed for the job search process and the teachers have to strive hard in helping their students draft a comprehensive resume preparation program integrated into its career services. By providing personalized support and real world practice opportunities, the college ensures that its students are well prepared to present themselves effectively to potential employers further enhancing student success and career readiness.

Resume Preparation dated 13/07/2021

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Resume Preparation dated 8/04/2022

Resume Preparation dated 22/09/2023

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SKILL ENHANCEMENT IN ACADEMIC, TECHNICAL AND ORGANIZATIONAL ASPECTS

COMMUNICATION SKILL WORKSHOP

Communication skills are vital in any aspect of life, but when it comes to teaching and learning, effective communication is paramount. Building a strong learning community requires teachers to be skilled communicators who can effectively convey their message to their students. **Effective communication** can help students better understand the subject matter, encourage participation, and foster a positive learning environment.

Communication is the foundation of strong relationships in the educational setting. By fostering open lines of communication, educators establish trust, respect, and rapport with their students. Students feel valued and understood when they have opportunities to express their thoughts, concerns, and ideas.

Good communication skills can help teachers to better understand their students and to build positive relationships with them. In addition, good communication skills can help teachers resolve conflicts and manage their classrooms effectively. Teachers need to be able to communicate with students and parents.

Sarada Vilas Teachers College recognizes the crucial role communication skills play in the professional success of educators. We conduct a comprehensive communication skill workshop before Micro-teaching workshop. This workshop is organized for the whole one or two days that encompass all different parameters of the process of communication with a special reference to communication in teaching-learning contexts. In this workshop both theoretical aspects and practical demonstrations are blended in such a way that every individual student gets exposed to all dimensions of the wonder world of communication.

The workshops cover various aspects of communication, including public speaking, active listening, body language, and interpersonal skills. Led by experienced trainers, these interactive sessions employ a range of activities such as role-playing, group discussions, and presentations to

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foster a practical understanding of effective communication techniques. In specific, every individual student teacher will learn the following aspects with a theoretical understanding reinforced with practical demonstrations:

1. Concept of Communication
2. Communication Cycle
3. Types of Communication : Inter & Intra / Verbal & Non-Verbal
4. Three versions of Language: Sign / Action / Object
5. Different aspects of Verbal Communication: Reading-Writing-Speaking
   (Pronunciation – Clarity – Conciseness – Completeness – Vocabulary – Confidence – Modulation – Tone – Style – Language – Interaction – Feedback)
6. Different aspects of Non Verbal Communication:

a. Proxemics –(Distancing)
b. Kinesics (Body language / Facial Expression / Posture / Gesture / Eye Contact)
c. Chronemics (Timing)
d. Para-lingual (Vocal Quality)
e. Artifact (Objects usage)

Students are encouraged to engage actively in the workshops, receiving real-time feedback and tips on improving their communication style. The training also focuses on overcoming common barriers to effective communication, such as anxiety and lack of confidence. By participating in these workshops, students develop the ability to convey their ideas clearly and persuasively, a critical skill for any teaching professional.

Our communication skill workshops have received positive feedback from students, who report significant improvements in their confidence and ability to interact with peers, colleagues, and students. This initiative is a cornerstone of our commitment to producing well-rounded educators who can effectively engage and inspire their students.

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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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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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Micro Teaching dated 26/03/2023

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BLACK MOVIE SHOW

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FEEDBACK ON SPECIAL SCHOOL VISIT

1. Name of the school & Address:
2. Dias Code :
3. Type of School: Blind/Deaf and Dum/Others:
4. School Administration Type: Gov/Aided/Private/NGO
5. School Income Source:
6. Name and Qualification of the Head of the School:
7. Details of Faculties working in the School:
8. Pre-service Training available for the in-service Teachers :
9. Gender wise classification of students studying in the school:
10. Facilities provided by the school and availed by students
11. Details of activities conducted in school (curricular and co-curricular activities).
12. Examinations conducted by college and evaluation.
13. Facilities provided by Government to the school.
14. Different methods and tools adopted in teaching by the special school adopted.
15. Is the school Residential or Non Residential.

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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

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8. Preparation for Competitive Exams

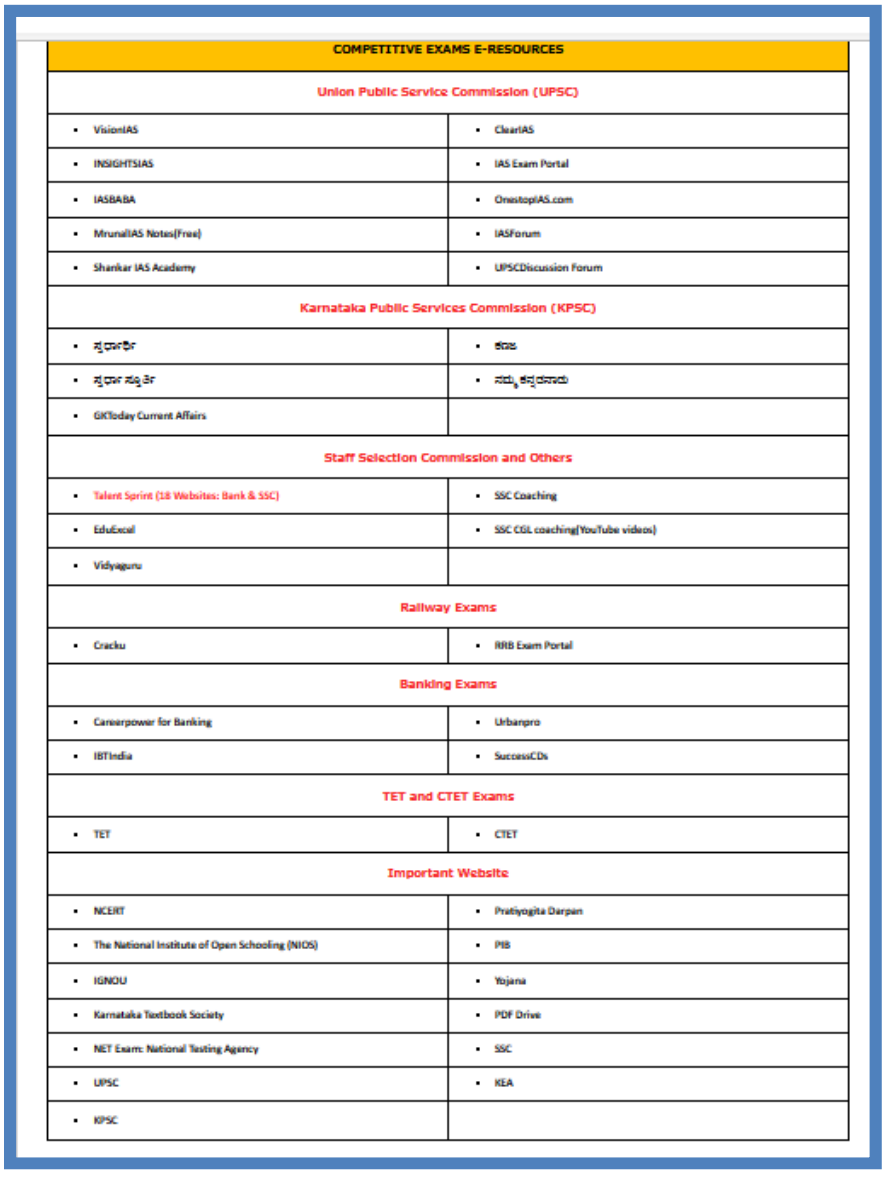
SVTC E-Resource

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)	
• VisionIAS	• ClearIAS
• INSIGHTSIAS	• IAS Exam Portal
• IASBABA	• OnestopIAS.com
• MrunalIAS Notes(Free)	• IASForum
• Shankar IAS Academy	• UPSCDiscussion Forum
Karnataka Public Services Commission (KPSC)	
• ಸ್ವರಾಜ್ಯ	• ಕರಾಜ
• ಸ್ವರಾಜ್ ಸಂಸ್ಥೆ	• ಸಮಸ್ಯೆ ಕನ್ನಡನಾಡು
• GKToday Current Affairs	
Staff Selection Commission and Others	
• Talent Sprint (18 Websites: Bank & SSC)	• SSC Coaching
• EduExcel	• SSC CGL coaching(YouTube videos)
• Vidyaguru	
Railway Exams	
• Cracku	• RRB Exam Portal
Banking Exams	
• Careerpower for Banking	• Urbanpro
• IBTIndia	• SuccessCDs
TET and CTET Exams	
• TET	• CTET
Important Website	
• NCERT	• Pratiyogita Darpan
• The National Institute of Open Schooling (NIOS)	• PIB
• IGNOU	• Yojana
• Karnataka Textbook Society	• PDF Drive
• NET Exam: National Testing Agency	• SSC
• UPSC	• KEA
• KPSC	