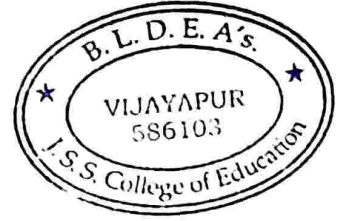



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Report of Activities/ Programme for Effective Communication

**Workshop sessions for effective communication:**

- Workshop organized on Communication skill and Career Guidance. The Resource person was Smt. Priya Aski Soft Skill trainer and Career Guide from Bangalore on 28.03.2023.
- 3 Days Calligraphy training was for both first and Second year student teacher two improve their writing skills from 6th April 2023 to 08.April 2023.
- One month online English Communication skill class by Sri. I.N Chopadar English Communication skill trainer Vijayapur from 11.05.2023 to 11.06.2023 4. 03.02.2023.
- Effective communication in teaching of content in all subjects by Sri. Science Teacher Siddaganga High School, Tumakur on 03.02.2023.
- Soft Skill training for 1 month for B. Ed second year students by Miss. Madhu K. Koregol soft skill trainer Unnati Foundation Bangalore from 23.02.2024 to 23.03.2024.
- English Speaking Course for language and communication development for one month from 30.03.2024 to 30.04.2024. by Prof. I. N. Chopdar F2 English language & Communication development trainer, Vijayapur.

  
IQAC Co-ordinator  
B.L.D.E.A's JSS College of Education  
Vijayapur

  
Principal,  
J.S.S. College of Education  
VIJAYAPUR.

Year	II	Course Code:	Credits 2	Days
Semester	IV	Field work and Immersion	Marks 50	50

The student teacher equipped with the required competencies and knowledge enters in the school premises to handle the learner under the supervision of guiding teacher. He will undertake all the roles of a full fledged teacher and equip himself in real situation


The student teacher has to deliver 40 lessons (20 in each pedagogy) with at least eight ICT mediated lessons (4 in each pedagogy).


The student teacher has to observe 20 lessons (10 in each pedagogy).

Under this mode there will be set of assignments to be undertaken with the guidance of assigned teacher. All the assignments are to be undertaken during school visit and immersion period. The required theoretical orientation needs to be arranged in the lecture classes. The candidate has to visit the field and undertake the work and present the report. If required the intermittent assessment by guide will be done through group discussion and individual presentation. The assignments are listed below:

5. The student teacher shall select one programme in operation, such as: School Day, Pratibha Karanji, Ba Shalege, National festival day, etc and document the event, assess the status and present a report for its improvement.
6. The student teacher shall select any one issue of the National/State policy and observe the implantation and effectiveness in selected school and report as document.
7. The student teacher shall organize an educational exhibition or quiz or mock parliament and present a report along with photographic evidence
8. The student teacher shall prepare a school manuscript for any one grade /standard.

For development of and reporting the student shall use all the ICT skills that he has learned in the first two semesters and will present with multimedia digital form as far as possible

  
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IV (Fifty days)	Field work and Immersion Lessons		25+25=50
	School practice Lessons	20 lessons per pedagogy subject	20+20=40
	Peer observation	10 lessons per pedagogy subject	1+1=2
	Assignments	Details given under Sem IV syllabus	2x4=8
	Test Lessons	One test lesson per pedagogy subject	50+50=100

**Part-B: Modalities of transaction:**

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There shall be mainly six broad categories of modalities of transaction and assessment to be in operation for the conduct of programme. The specificity of course and its corresponding modality is mentioned in the table. Further details of each modality are mentioned there after

The details of each modality of transaction and assessment are as below:

The details of each modality of transaction and assessment are as below:

	Modality	Courses of programme	Nature of transaction
1	Type 1	Theory courses of semester I, II, III, and IV	Class room presentations, discussions, seminars, Assignments and tutorials CAI approach.
2	Type 2	Simulation Practices : A. Micro teaching B. Macro teaching C. College Base Teaching D. Use of software and open source	Small Group activities in the college premises. Recording and reporting
3	Type 3	Language across the curriculum Understanding Self, personality and Yoga Research project Reading and reflecting	Theoretical presentations, Discussions, Demonstrations, practice under supervision, fields work and report writing
4	Type 4	Lab Work : ICT-1 and ICT-2 Psycho-social tools and techniques	Procedural details of practical competency, competency development exercises, skill assessment and recording
5	Type 5	Field work/engagements Type 1 Type 2	Orientation to the assignment, providing necessary instructions, undertaking work in school and field, reporting
6	Type 6	School Internship/Immersion -I	Practicing various roles of teacher at school premises, recording and reporting

<b>Year</b>	<b>II</b>	<b>Course Code:</b>	<b>Credits 1</b>	<b>Hours</b>
<b>Semester</b>	<b>IV</b>	<b>Teacher Placement and CET classes</b>	<b>Marks 25</b>	<b>25</b>

The student teachers are to be oriented with respect to the following aspects

1. Concept of C-TET , K-TET and CET
2. Nature of testing and question paper formats
3. Coaching from the TET and CET point of view
4. Procedure of teacher placement

5. The student teacher shall select one programme in operation, such as: School Day, Pratibha Karanji, Ba Shalege, National festival day, etc and document the event, assess the status and present a report for its improvement.
6. The student teacher shall select any one issue of the National/State policy and observe the implantation and effectiveness in selected school and report as document.
7. The student teacher shall organize an educational exhibition or quiz or mock parliament and present a report along with photographic evidence
8. The student teacher shall prepare a school manuscript for any one grade /standard.

For development of and reporting the student shall use all the ICT skills that he has learned in the first two semesters and will present with multimedia digital form as far as possible.

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Year	II	Course Code:	Credits	
			2+2	
Semester	IV	<b>PRACTICAL EXAMINATION FOR Pedagogy I &amp; II</b>	Marks	
			50+50	

The student teacher will deliver one lesson each in Pedagogy One and Pedagogy Two.  
Pedagogy I and Pedagogy II (50 + 50) = 100 Marks

#### Criteria for Evaluation

##### 1. Lesson Planning:

Accuracy and correctness of Objectives, Learning Points, Methodology, Learning Aids, Learning Activities, Techniques and Evaluation. 5

##### 2. Initiation Phase:

Use of previous learning, Sequence of ideas, Relevance, Devices, Linking Initiation to the Presentation of Learning Points. 5

##### 3. Development Phase:

a) **Content Competency:** Accuracy, Clarity, Comprehensiveness, Spacing. 5

##### b) **Transaction of Content :**

Methodology: Techniques/Experiments/Drill/Examples 10



B.L.D.E.A.'s

J.S.S. COLLEGE OF EDUCATION, VIJAYAPUR

**5 E LESSON PLAN**



Name of Student Teacher / ವಿದ್ಯಾರ್ಥಿ ಶಿಕ್ಷಕರ ಹೆಸರು : Kula. P. Hanuman

Name of Co-Operating School / ಸಹಕರಿಸುವ ಶಾಲೆಯ ಹೆಸರು : LES

Subject / ವಿಷಯ : Physics / science Sub Unit / ಉಪ ಘಟಕ : Handpicking Date / ದಿನಾಂಕ : 3/8/22 Class / ವರ್ಗ : VI

Roll No/ಹಾಜರಿ ಸಂಖ್ಯೆ : 82 Period/ಅವಧಿ : 06 Time/ಸಮಯ : 60 min Lesson No/ಪಾಠ ಸಂಖ್ಯೆ : 2 Topic Unit/ಘಟಕ : why do we separate substances

Student's Previous Knowledge / ಪೂರ್ವ ಜ್ಞಾನ : students possess prior knowledge about why do we separate substances

Reference Book / ಆಧಾರ ಗ್ರಂಥಗಳು :

Specific Objective / ನಿರ್ದಿಷ್ಟ ಉದ್ದೇಶಗಳು : ① students list different method of separation  
② students write the definition and explain the separation method of Handpicking and Threshing

Content Analysis / ವಿಷಯ ವಿಶ್ಲೇಷಣೆ : ① Different methods of separation  
② Handpicking process / method of separation  
③ Threshing

Teaching Aids / ಬೋಧನೋಪಕರಣಗಳು : Images, grains, flash card, Rolling black board

5 E's	Learning Points Characteristics	Facilitating Methods Characteristics	Activities - ಚಟುವಟಿಕೆಗಳು		Teacher Learning Materials ಕೆಲಸ ಮಾಡುವ ಸಾಮಗ್ರಿಗಳು	Evaluation Tools and Techniques ಮೌಲ್ಯಮಾಪನ ಸಾಧನಗಳು ಮತ್ತು ತಂತ್ರಗಳು	Reflection Teacher Self Evaluation
			Teacher Activities ದೃಶ್ಯ ಚಟುವಟಿಕೆಗಳು	Student Activities ವಿದ್ಯಾರ್ಥಿಯ ಚಟುವಟಿಕೆಗಳು			ವಿಶ್ಲೇಷಣೆ ಮತ್ತು ಮೌಲ್ಯಮಾಪನ
Engage	Testing of the prior knowledge	questionnaire method	<p>Teacher asks the question why do we separate substances</p> <p>Teacher provide some flash card to the student mentioning 1 to 9 number on them and handover to the student. Each no. indicates different methods of separation.</p>	<p>Thorough answers are given by students</p> <p>Students answer one by one the method of separation</p> <ol style="list-style-type: none"> <li>1. Hand picking</li> <li>2. Threshing</li> <li>3. Winnowing</li> <li>4. Sieving</li> <li>5. sedimentation</li> </ol>	Flash Cards	By asking questions	<p>Self Reflection</p> <p>Satisfied</p>

5 E's	Learning Points ಅಲೇಖನಗಳು	Facilitating Methods ಸಮರ್ಥನಾ ವಿಧಾನ	Activities - ಚಟುವಟಿಕೆಗಳು		Teacher Learning Materials ಅಲೇಖನ ವಸ್ತು	Evaluation Tools and Techniques ಮೌಲ್ಯಮಾಪನ ವಿಧಾನ	Reflection Teacher Self Evaluation ಪ್ರತಿಫಲನ
			Teacher Activities ಶಿಕ್ಷಕ ಚಟುವಟಿಕೆಗಳು	Student Activities ವಿದ್ಯಾರ್ಥಿಯ ಚಟುವಟಿಕೆಗಳು			
Explore	Method of Separation	Expository method	<p>Teacher says to stand up No.1 students and speak loudly what is the name of the method write on it.</p> <p>Teacher explains different method of separation.</p> <p>⇒ teacher show a image and ask student to identify the type of separation</p>	<p>6. Decantation</p> <p>7. Evaporation</p> <p>8. Filtration</p> <p>9. Condensation</p> <p>students identify and answer as the hand picking</p>	Image of hand picking	By explaining	Satisfied



5 E's	Learning Points ಬೋಧನಾಂಶಗಳು	Facilitating Methods ವಿಗಮಗೊಳಿಸುವ ವಿಧಾನಗಳು	Activities - ಚಟುವಟಿಕೆಗಳು		Teacher Learning Materials ಕಲಿಕಾ ಬೋಧನಾ ಸಾಮಗ್ರಿಗಳು	Evaluation Tools and Techniques ಮೌಲ್ಯಮಾಪನ ಸಾಧನಗಳು ಮತ್ತು ತಂತ್ರಗಳು	Reflection Teacher Self Evaluation ಶಿಕ್ಷಕರ ಸ್ವಯಂ ಮೌಲ್ಯಮಾಪನದ ಪ್ರತಿಫಲನ
			Teacher Activities ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು	Student Activities ವಿದ್ಯಾರ್ಥಿಯ ಚಟುವಟಿಕೆಗಳು			
Explain	Hand picking Threshing	lecture cum demonstration	Teacher give the definition of hand picking. Teacher ask students to define threshing. → teacher explain the process of threshing to the students by showing images	student learn the definition of hand picking.  Incomplete responses	Image of threshing	By showing images and defining definition	feel satisfactory

5 E's	Learning Points ಬೋಧನಾಂಶಗಳು	Facilitating Methods ಸಹಾಯಕ ವಿಧಾನಗಳು	Activities - ಚಟುವಟಿಕೆಗಳು		Teacher Learning Materials ಕಲಿಕಾ ಬೋಧನಾ ಸಾಮಗ್ರಿಗಳು	Evaluation Tools and Techniques ಮೌಲ್ಯಮಾಪನ ಸಾಧನಗಳು ಮತ್ತು ತಂತ್ರಗಳು	Reflection Teacher Self Evaluation ಶಿಕ್ಷಕರ ಸ್ವಯಂ ಮೌಲ್ಯಮಾಪನ ಪ್ರತಿಫಲನ
			Teacher Activities ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು	Student Activities ವಿದ್ಯಾರ್ಥಿಯ ಚಟುವಟಿಕೆಗಳು			
Elaborate	Hand picking Threshing through activity	Activity method	<p>Teacher explains the definition of threshing to the students.</p> <p>=&gt; The process that is used to separate grains from its stalks is called as threshing.</p> <p>Teacher provide a plate to the student in which the student picks some of the unwanted component from the substance and ask what is the</p>	<p>Students look at the image of threshing and learn the definition of threshing</p> <p>students perform an demonstration and answer as Hand picking</p>	<p>Image of threshing</p> <p>grains, plate, sand particles.</p>	<p>By performing activity</p>	Good

5 E's	Learning Points ಬೋಧನಾಂಶಗಳು	Facilitating Methods ಸಹಾಯಕ ವಿಧಾನಗಳು	Activities - ಚಟುವಟಿಕೆಗಳು		Teacher Learning Materials ಕಠಿಣ ಬೋಧನಾ ಸಾಮಗ್ರಿಗಳು	Evaluation Tools and Techniques ಮೌಲ್ಯಮಾಪನ ಸಾಧನಗಳು ಮತ್ತು ತಂತ್ರಗಳು	Reflection Teacher Self Evaluation ಶಿಕ್ಷಕರ ಸ್ವಯಂ ಮೌಲ್ಯಮಾಪನದ ಪ್ರತಿಫಲನ
			Teacher Activities ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು	Student Activities ವಿದ್ಯಾರ್ಥಿಯ ಚಟುವಟಿಕೆಗಳು			
Evaluation	Handpicking - Threshing		<p>method that has been demonstrated in the classroom.</p> <p>→ Teacher calls another student demonstrates the process of separating grains from stalks.</p> <p>Teacher asks questions to the student in the form of match the following.</p> <p>① What is separation?</p>	<p>Students identify the separation of method easily</p> <p>→ Threshing</p> <p>Students actively participate and involve in classroom interaction.</p> <p>② Differing into various varieties</p>	Rolling Black Board		Satisfied

5 E's	Learning Points ಬೋಧನಾಂಶಗಳು	Facilitating Methods ಬೋಧನಾ ವಿಧಾನಗಳು	Activities - ಚಟುವಟಿಕೆಗಳು		Teacher Learning Materials ಕಲಿಕಾ ಬೋಧನಾ ಸಾಮಗ್ರಿಗಳು	Evaluation Tools and Techniques ಮೌಲ್ಯಮಾಪನ ವಿಧಾನಗಳು ಮತ್ತು ತಂತ್ರಗಳು	Reflection Teacher Self Evaluation ಶಿಕ್ಷಕರ ಪ್ರಯತ್ನ ಮೌಲ್ಯಮಾಪನ ಪ್ರತಿಫಲನ
			Teacher Activities ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು	Student Activities ವಿದ್ಯಾರ್ಥಿಯ ಚಟುವಟಿಕೆಗಳು			
			<p>2. The process that is used to separate grains from stalks is called _____</p> <p>3. Which of the following need a table/ chair to perform the activity Winnowing/ Threshing.</p> <p>4. Why do we separate substance</p>	<p>2. Threshing</p> <p>3. Winnowing</p> <p>4. In order to distinguish seeds from unwanted components.</p>			

Assignment / ದತ್ತಕಾರ್ಯ : 1. Collect different kinds of grains that can be separated easily from hands,  
paste the images of these grains.  
2. Define - Washing and hand picking.

*Reddy*

Feed Back / ಮರುಮೂಲನೆ / ಪುನರಾವೇಶ :

Teacher's  
Assessment

- \* ಶುದ್ಧ ಉತ್ಪಾದನಾ ಕಾರ್ಯ ನಡೆಸಬೇಕು.
- \* ಮುಖ್ಯವಾಗಿ ಉತ್ಪಾದನಾ ಕಾರ್ಯ ನಡೆಸಬೇಕು.
- \* ಉತ್ಪಾದನಾ ಕಾರ್ಯ ನಡೆಸಬೇಕು.
- \* ಉತ್ಪಾದನಾ ಕಾರ್ಯ ನಡೆಸಬೇಕು.

*Reddy*

IQAC Co-ordinator  
DEA's JSS College of Education  
Vijayapur

INTERNAL EXAMINER

*sp. math*  
3-8-22

*Reddy*

Principal,  
J.S.S. College of Education  
VIJAYAPUR.

EXTERNAL EXAMINER



B.L.D.E.A's

J.S.S. COLLEGE OF EDUCATION, VIJAYAPUR

**5 E LESSON PLAN**



Name of Student Teacher / ವಿದ್ಯಾರ್ಥಿ ಶಿಕ್ಷಕರ ಹೆಸರು : Leela. P. Harjijun  
Name of Co-Operating School / ಸಹಕರಿಸುವ ಶಾಲೆಯ ಹೆಸರು : LES  
Subject / ವಿಷಯ : physical Science Sub Unit / ಉಪ ಘಟಕ : why do we separate substances Date / ದಿನಾಂಕ : 3/8/22 Class / ವರ್ಗ : VI  
Roll No / ಹಾಜರಿ ಸಂಖ್ಯೆ : 82 Period / ಅವಧಿ : 05 Time / ಸಮಯ : 6. min Lesson No / ಪಾಠ ಸಂಖ್ಯೆ : 1 Topic Unit / ಘಟಕ : separation of substances  
Student's Previous Knowledge / ಪೂರ್ವ ಜ್ಞಾನ : Students possess prior knowledge about substances and Mixtures

Reference Book / ಆಧಾರ ಗ್ರಂಥಗಳು :  
Specific Objective / ನಿರ್ದಿಷ್ಟ ಉದ್ದೇಶಗಳು : ① Students define substances, nutrients  
② Students mention different methods of separation

Content Analysis / ವಿಷಯ ವಿಶ್ಲೇಷಣೆ : ① separation of substances  
② Why do you separate substances

Teaching Aids / ಬೋಧನೋಪಕರಣಗಳು : different grains, sand particles, dry leaves, flash card and chart paper

5 E's	Learning Points ಬೋಧನಾಂಶಗಳು	Facilitating Methods ಸಹಾಯಕ ವಿಧಾನಗಳು	Activities - ಚಟುವಟಿಕೆಗಳು		Teacher Learning Materials ಶಿಕ್ಷಕ ಬೋಧನಾ ಸಾಮಗ್ರಿಗಳು	Evaluation Tools and Techniques ಮೌಲ್ಯಮಾಪನ ಸಾಧನಗಳು ಮತ್ತು ತಂತ್ರಗಳು	Reflection Teacher Self Evaluation ಶಿಕ್ಷಕರ ಸ್ವಯಂ ಮೌಲ್ಯಮಾಪನ ಪ್ರಕ್ರಿಯೆ
			Teacher Activities ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು	Student Activities ವಿದ್ಯಾರ್ಥಿಯ ಚಟುವಟಿಕೆಗಳು			
Engage	Separation of Substances	Questionaire method	<p>Teacher asks the students to separate different varieties. Teacher provide a mixture of compounds.</p> <p>→ Teacher asks the definition of separation to the students</p> <p>→ Teacher define separation.</p> <p>* It is the process of separating the substance into the different parts.</p> <p>-dividing the substance into different varieties</p>	<p>Students separates different varieties from the mixed substance</p> <p>→ Incomplete response</p> <p>→ Students understand the definition of separation</p>	<p>different grains</p> <p>Rawa, Green Chelly</p>	By questioning	Satisfied

5 E's	Learning Points ಬೋಧನಾಂಶಗಳು	Facilitating Methods ಸುಗಮಗೊಳಿಸುವ ವಿಧಾನಗಳು	Activities - ಚಟುವಟಿಕೆಗಳು		Teacher Learning Materials ಶಿಕ್ಷಕರ ಬೋಧನಾ ಸಾಮಗ್ರಿಗಳು	Evaluation Tools and Techniques ಮೌಲ್ಯಮಾಪನ ಸಾಧನಗಳು ಮತ್ತು ತಂತ್ರಗಳು	Reflection Teacher Self Evaluation ಶಿಕ್ಷಕರ ಸ್ವಯಂ ಮೌಲ್ಯಮಾಪನದ ಪ್ರತಿಫಲನ
			Teacher Activities ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು	Student Activities ವಿದ್ಯಾರ್ಥಿಯ ಚಟುವಟಿಕೆಗಳು			
Explore	Why do we separate substances?	Discussion method	<p>Teacher draws a table on the black board and helps the students to make understand the purpose of separation</p> <p>→ Teacher explains about the need to separate harmful or non-useful substances that may be mixed with it.</p>	<p>students able to classify the varieties and able to separate substances</p>	Rice, stones, wheat, tea leaves	By discussing	Good



5 E's	Learning Points ശിക്ഷണവിഷയങ്ങൾ	Facilitating Methods സഹായകരമായ രീതികൾ	Activities - <u>പ്രവർത്തനങ്ങൾ</u>		Teacher Learning Materials പഠന വിഷയവുമായി ബന്ധിതമായ സാമഗ്രികൾ	Evaluation Tools and Techniques പരീക്ഷണത്തിനായി ഉപയോഗിക്കുന്ന ഉപകരണങ്ങൾ	Reflection Teacher Self Evaluation പഠനത്തിന്റെ ഫലപ്രസാദം
			Teacher Activities പഠന വിഷയവുമായി ബന്ധിതമായ പ്രവർത്തനങ്ങൾ	Student Activities വിദ്യാർത്ഥികളുടെ പ്രവർത്തനങ്ങൾ			
Explain	Why do we separate substances	Discussion method	Teacher provide a chart paper to the student and tells them to list the substances that can be separated easily and list the substances that cannot be separated easily from the use of hands.	students list out the substances or mixtures that can be separated easily, and list some of the compounds that cannot be separated easily.	Flash cards	By discussion	feel satisfactory

5 E's	Learning Points ಬೋಧನಾಂಶಗಳು	Facilitating Methods ಸುಗಮಗೊಳಿಸುವ ವಿಧಾನಗಳು	Activities - ಚಟುವಟಿಕೆಗಳು		Teacher Learning Materials ಶಿಕ್ಷಣ ಬೋಧನಾ ಸಾಮಗ್ರಿಗಳು	Evaluation Tools and Techniques ಮೌಲ್ಯಮಾಪನ ಸಾಧನಗಳು ಮತ್ತು ತಂತ್ರಗಳು	Reflection Teacher Self Evaluation ಶಿಕ್ಷಕರ ಸ್ವಯಂ ಮೌಲ್ಯಮಾಪನದ ಪ್ರತಿಫಲನ
			Teacher Activities ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು	Student Activities ವಿದ್ಯಾರ್ಥಿಯ ಚಟುವಟಿಕೆಗಳು			
Elaborate	Purpose for which we do the separation	Problem solving method	Teacher present a chart paper on the black board and calls the student to match the following aspects given from tabular column, in order to understand in detail why do we separate and what are the major components that we are separating.	Students by solving complete tabular column get the complete knowledge of the separation of substances	chart paper	By solving the tabular column	Feel appropriate

5 E's	Learning Points ಬೋಧನಾಂಶಗಳು	Facilitating Methods ಸಾಗವುಗೂಢನ ದಿಫಾವಣು	Activities - ಚಟುವಟಿಕೆಗಲು		Teacher Learning Materials ಕಲಿಕಾ ಬೋಧನಾ ಸಾವುಗಲು	Evaluation Tools and Techniques ಮೂಲಮಾಪನ ಸಾಧನಗಲು ಮತ್ತು ತಂತ್ರಗಲು	Reflection Teacher Self Evaluation ಶಿಕ್ಷಕರ ಸ್ವಯಂ ಮೂಲಮಾಪನದ ಪ್ರತಿಫಲನ
			Teacher Activities ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಲು	Student Activities ವಿದ್ಯಾರ್ಥಿಯ ಚಟುವಟಿಕೆಗಲು			
Evaluation	Testing students knowledge	Question-Answer method	<p>Teacher classify the students into two groups A and B.</p> <ul style="list-style-type: none"> <li>to group A ⇒ question is asked why do we separate substance</li> <li>to group B ⇒ it is necessary to separate substances</li> <li>to group A ⇒ what do we do with the separated substances.</li> </ul>	<p>Students actively involve and participate in the given task</p>	Flash Cards	By asking questions	Satisfied

5 E's	Learning Points ಬೋಧನಾಂಶಗಳು	Facilitating Methods ಸಹಾಯಕ ವಿಧಾನಗಳು	Activities - ಚಟುವಟಿಕೆಗಳು		Teacher Learning Materials ಕಲಾ ಬೋಧನಾ ಸಾಮಗ್ರಿಗಳು	Evaluation Tools and Techniques ಮೌಲ್ಯಮಾಪನ ಸಾಧನಗಳು ಮತ್ತು ತಂತ್ರಗಳು	Reflection Teacher Self Evaluation ಶಿಕ್ಷಕರ ಸ್ವಯಂ ಮೌಲ್ಯಮಾಪನದ ಪ್ರತಿಫಲನ
			Teacher Activities ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು	Student Activities ವಿದ್ಯಾರ್ಥಿಯ ಚಟುವಟಿಕೆಗಳು			
			<p>10 group B = what are all the different components of the substances</p>	<p>Students answers the questions asked by the teacher through flash cards</p>			

Assignment / ದತ್ತಕಾರ್ಯ : 1. List out the different examples and explain why do we separate substances.

2. Discuss why there is a necessity of separating substances.

*Sheth*  
Method Master.

Feed Back / ಮರುಪೂರ್ವಣೆ / ಮೃತ್ಯುಕರಣ :

Teacher's  
Assessment

- \* ಒಣಗಿಸುವಿಕೆ ಮತ್ತು ಒಣಗಿಸುವಿಕೆ ಉದಾಹರಣೆಗಳನ್ನು.
- \* ಒಣಗಿಸುವಿಕೆ ಮತ್ತು ಒಣಗಿಸುವಿಕೆ ಉದಾಹರಣೆಗಳನ್ನು.
- \* ಒಣಗಿಸುವಿಕೆ ಮತ್ತು ಒಣಗಿಸುವಿಕೆ ಉದಾಹರಣೆಗಳನ್ನು.
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