



**BLDEA's
JSS College of Education,
Vijayapur**

Criterion 2 - Teaching-learning and Evaluation

2.4.5: Adequate skills are developed in students for effective use of ICT for teaching learning process in respect of

INDEX

S.Ino	Particulars
1	ICT lab Time table, Micro Teaching ,5E Lesson Plan workshop Time Table, N-list registered, Swayam Enrolment list.
2	Documents related to ICT Competencies Development
3	Samples of ICT mediated Teaching Learning process


RANI CHANNAMMA UNIVERSITY
VIDYA SANGAM, NH-4, BHUTRAMANAHATTI,
BELGAUM-56



REGULATIONS AND SYLLABUS FOR
THE TWO YEAR B.Ed. PROGRAMME

EFFECT FROM 2017-18


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advances that are useful and related with empowering teachers and teacher educators.

The list of activities to be done in the ICT lab shall as listed in the practicum list of the syllabus. There shall be two types of activities.

Set-A shall have following procedure (Individualized in lab work)

- a. Orientation for 15 to 20 minutes.
- b. Demonstration of the activity.
- c. Presenting the details of the exercise by the student.
- d. Exercise practice and output print if necessary.
- e. Writing the details of the activity in the journal and submission for the tutor's signature.

Set-B shall have following procedure: (In lab with work presentation)

- a. Orientation for 15 to 20 minutes.
- b. Demonstration of the activity.
- c. Presenting the details of the exercise by the student.
- d. Working out the exercise and presenting the material to the small group for feedback and discussion

Some of the ICT mediated activities to be undertaken are:

Basic Competencies:

1. Use of Word, spread sheet and related office applications
2. Development of Power point presentation.
3. Nudi Kannada soft ware keying.
4. Web search and email use.
5. Video recording, audio editing and providing back ground voice adding
6. Using still camera for creating of picture files and use for teaching.
7. Use of graphic soft ware.
8. Searching of open source material and use.

Additional Activities:

1. Write a report on the features and use of smart board in teaching-learning.
2. Collection of e-resources and Reporting.(Text-Books, Articles, Reports, Theses; Audio and Video Files related to educational technology)
3. Critical review of UNESCO ICT Competency standards for Teachers-2008
4. Write a report on INSAT programs.
5. Developing Educational blog in www.blogger.com , www.wordpress.com

6. Develop the news groups and report.
7. Comparative study of ICT syllabus of School Education and Teacher Education of Various organizations
8. Evaluating Educational broad casts in the Radio/T.V
9. Evaluation of websites related to educational programmes.
10. Creating an account in Wikipedia/wikieducator/wikispaces and adding/editing content.
11. Creating an Account in Teacher tube/slideshare and sharing your video/PowerPoint. View and comment on others contributions.
12. Use one of the Concept map tool (freemind, VUE) and write a report.
13. Use one of the E-book Tool (Sigil, caliber) for creating and editing books and report.
14. Preparation of CAI for classroom learning.

The TEI will have resources in terms of required equipments, psychological tools, computers software etc. If necessary a cubical with one way screen needs to be developed to use for student viewers on activities like counseling parents, teachers, and other stake holders. The rooms are an essential asset to observe and develop the counseling skills and see the effect of counseling on beneficiary.

Under this schema each student shall complete all the assignment listed for the academic term as per the decision of the University. There shall be at least four indoor assignments and four outdoor assignment for this course. The BOS shall evolve a list of assignment, improve upon and notify accordingly.

Some of the sample assignments are listed below

A) Lab assignment :

1. Tabulating the raw scores and processing the data of any one psychological tool with the help of manual with a group of 40 students scores (Dept may evolve the draft and keep ready for use)
2. Conducting counseling on issues related to child/teachers, recording the session and analyzing in terms of potential change, misgivings, ability of communication etc.
3. Administering a psychological test of performance based on a unit in the lab and reporting.
4. Identifying the random choice of items and degree of achieving scores by experimenting with peer as subject of study.

ICT Based Document
Power Point Presentation

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10/4/24

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COLLEGE OF EDUCATION,

VIJAYAPUR-586 101

BACHELOR OF EDUCATION

Year: 2024

SEMINAR

Stt.

Stt.

NAME: AKSHAY .S. KATTIMANI ROLL No. 57

IQAC Co-ordinartor
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SUBJECT: UDP - SCIENCE
(ICT Based Document)

PA
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ಘಟಕ ಯೋಜನೆಯ ವಿನ್ಯಾಸದ ಮಾದರಿ

ಕ್ರ ಸಂ	ಘಟಕದ ಅಂಶಗಳು	ಪಾಟಗಳ ಸಂಖ್ಯೆ	ಕಾಲವಧಿ	ವಿಷಯದ ವ್ಯಾಪ್ತಿ	ಬೋಧನಾ ವಿಧಾನ	ಬೋಧನಾ ಉಪಕರಣ
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ಘಟಕ ಯೋಜನೆಯ ಉಪಯೋಗಗಳು

- * ಉದ್ದೇಶಪೂರ್ವಕ ಮತ್ತು ಅಂತರ್ ಸಂಬಂಧಿ ಚಟುವಟಿಕೆಗಳನ್ನು ಹೊಂದಿರುವ ಘಟಕ ಯೋಜನೆಯು ಬೋಧನೆಯನ್ನು ಅರ್ಥಪೂರ್ಣಗೊಳಿಸುತ್ತದೆ.
- * ಘಟಕ ಯೋಜನೆಯು ಕಲಿಕೆಯನ್ನು ನಿರ್ದಿಷ್ಟ ಗುರಿ ಮತ್ತು ಉದ್ದೇಶಗಳನ್ನು ಸಾಧಿಸಲು ನಿರ್ದೇಶನ ನೀಡುತ್ತದೆ.
- * ಘಟಕ ಯೋಜನೆಯು ಕಲಿಕಾ ಪ್ರಕ್ರಿಯೆಯನ್ನು ಮತ್ತಷ್ಟು ಆಸಕ್ತಿದಾಯಕವಾಗಿಸುತ್ತದೆ.
- * ಘಟಕ ಯೋಜನೆಯು ವಿಷಯ ವಸ್ತು, ಮಗುವಿನ ಜೀವನ ಮತ್ತು ಶಾಲಾ ವಿಷಯಗಳೊಂದಿಗೆ ಪರಸ್ಪರ ಬೆಸುಗೆಯನ್ನು ಉಂಟುಮಾಡುತ್ತದೆ.
- * ಬೋಧನೆ ಮತ್ತು ಕಲಿಕಾ ಪ್ರಕ್ರಿಯೆಯಲ್ಲಿ ಶಿಕ್ಷಕರ ಪಾತ್ರ ಮತ್ತು ಚಿಂತನೆಯನ್ನು ಅಭಿವ್ಯಕ್ತಗೊಳಿಸುತ್ತದೆ.



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BACHELOR OF EDUCATION

Year: 2023-24

SEMINAR

NAME: Sudha Rathod ROLL No. 79

SUBJECT: UDP - Science



NAAC-B Grade

B.L.D.E.A's

Jnyanayogi Shri Siddeshwar Swamiji

College of Education

VIJAYAPUR – 586 101

Name : Sudha Rathod

Roll No.: 79 Semester : I Sem

Subject : UDP - Science

Assignment / Gr. Activity: Unit Test (ICT Based Document - Power Point Presentation)

Rathod
Signature of the candidate

Signature of the
Staff incharge

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ಬೋಧನಾಶಾಸ್ತ್ರದ ತಿಳುವಳಿಕೆ ಮತ್ತು ಶಿಸ್ತು:ವಿಜ್ಞಾನ


TOPIC:UNIT TEST

PRESENTED by Sudha Rathod

CLASS: B. ED | SEM

ROLL NO: 79


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ಪೀಠಿಕೆ

ವಿದ್ಯಾರ್ಥಿಗಳಲ್ಲಿ ಇಚ್ಛಿತ ಬದಲಾವಣೆಗಳನ್ನು ಕಾಣುವುದು ಯಾವುದೇ ಶಿಕ್ಷಕ ತನ್ನ ತರಗತಿಯ ಬೋಧನೆಯ ಪ್ರಗತಿಯನ್ನು ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕಾ ಸಾಮರ್ಥ್ಯದ ಮಟ್ಟವನ್ನು ಹಾಗೂ ಕಲಿಕಾ ಸನ್ನಿವೇಶದಲ್ಲಿ ಕ್ರಾಂತಿಕಾರಿ ಬದಲಾವಣೆ ತರಲು ಶಿಕ್ಷಕನು ಬಯಸುತ್ತಾನೆ.

ಈ ಕಲಿಕಾ ಸನ್ನಿವೇಶದಲ್ಲಿ ಆದಂತಹ ಬದಲಾವಣೆಯ ದಿಶೆಯನ್ನು ಅಳಿಯುವ ಪ್ರಯತ್ನವನ್ನು ಶಿಕ್ಷಕ ಸಾಂದರ್ಭಿಕವಾಗಿ ಕೈಗೊಳ್ಳುತ್ತಾನೆ.

ಆ ಪ್ರಯತ್ನಗಳಲ್ಲಿ ಘಟಕ ಪರಿಕ್ಷೆಯು ಒಂದು. ಪರಿಕ್ಷೆಗಳು ಜ್ಞಾನದ ಮಟ್ಟವನ್ನು ಅಳಿಯುವ ಅಳತೆ ಗೋಲುಗಳು, ಘಟಕ ಪರಿಕ್ಷೆ ಘಟಕ ಬೋಧನೆಯ ನಂತರ ಘಟಕದ ಸ್ವರೂಪವನ್ನು, ಶಿಕ್ಷಕರ ಬೋಧನಾ ಪ್ರಾವೀಣ್ಯತೆಯನ್ನು ಹಾಗೂ ವಿದ್ಯಾರ್ಥಿಗಳ ಕಲಿಕಾ ಸಾಮರ್ಥ್ಯವನ್ನು ಅಳಿಯುವ ಅಳತೆಮಾಪನ.


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ANNUAL LESSON PLAN

2022

REGISTER No: E2017054

SEMISTER: IV

CLASS: VIII

SUBJECT: PHYSICAL SCIENCE

UNIT: FRICTION

SUB UNIT: INCREASING AND DECREASING FRICTION

TIME: 30 mins

NAME OF CO-OPERATING SCHOOL: J.S.S. B.Ed. COLLEGE

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Student Previous Knowledge: Students are already familiar with the concept of force

Reference Book: 8th Text book, Pradeep Publications Reference book


Specific objectives

- * Knowledge: Student recalls the concept of force
- * Understanding: Student identifies different types of forces.
- * Application: Students find different ways to increase and decrease friction.
- * Skills: Student compute the action of fluid frictions

Content Analysis:

T₁ - Types of forces

T₂ - Friction

T₃ -  increasing and decreasing friction

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Teaching aids: Models, charts, Pointer, Rolling Black board. PPT

SE's	Learning Points	Facilitating methods	Activities		Teaching Learning Materials	Evaluation tool and Techniques	Reflection of Teacher self Evaluation
			Teacher Activities	Student Activities			
E-1		Activity Method	<p>Good morning dear students. I hope you all know about forces.</p> <p>When you rub a scale to your hair and hold near paper pieces. which force acts on it?</p> <p>Similarly when a ball is rolled on a surface, why does the ball stop after some time. why?</p> <p>What is Friction?</p> <p>So, dear students lets discuss about 'Friction'.</p>	<p>A. Electrostatic force.</p> <p>A. Frictional force.</p> <p>Students may not answer.</p>	<p>Scale, Paper pieces</p> <p>Ball.</p>	<p>Activities and Questioning</p>	<p>Students actively participate in the activities.</p>
Engage							

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SE's	Learning Points	Facilitating methods	Activities		Learning Materials	Evaluation tools and Techniques	Teacher self Evaluation
			Teacher Activities	Student Activities			
E-2	Introduction to friction		<p>Vehicles moving are slowed down or stopped after applying the breaks.</p> <p>It is always the force that opposes the force applied. This is called frictional force.</p> <p>This is always in the direction opposite to that of the force applied.</p>	<p>Students are listening to the topic carefully and taking the notes.</p>	<p>Joy Car, bicycle</p>	<p>Questioning</p>	<p>Students listen attentively.</p>

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5Es	Learning Points	Facilitating Methods	Activities		Learning Materials	Tools and Techniques	Teacher self Evaluation
			Teachers Activities	Student Activities			
E-3	Definition of friction Factors affecting friction	Explaination 	Friction: It is the force that acts opposite to the force applied. This is an opposite force. The frictional force acts between two surfaces. Factors affecting friction: It is affected by the irregularities of the surface.	Students listen carefully and note down the points	Black board 	Questioning PPT Showing factors affecting friction	Students listen attentively
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5E ANNUAL LESSON PLAN - 2022

Subject :- Physical science

Semester :- 4th B.Ed.

Reg. No :- E2017232 .



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5E Annual Lesson Plan

Name of co-operating school :-

Subject :- Physical science sub-unit :-

Date :- 18/11/2022

Class :- 8th

Roll No :- E2017232

Period :-

Time :- 45min

Lesson No :-

Topic :- Sound

Student's Previous knowledge :- student possess basic knowledge about sound.

Reference Book :- 8th science Textbook.

Specific objective :-

- 1] student Recall the definition of sound & vibration.
- 2] student explain the sound produced by humans.
- 3] student's investigate that the sound travels through solid, liquid & gases.

Content Analysis :-

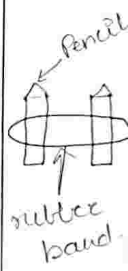
- 1] Sound
- 2] How sound is produced.
- 3] sound produced by human.

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Teaching Aids :- Charts, pencil, Rubber, spoon, PPT on how sound is produced.

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SE's	Learning Points	Facilitatory Methods	Activities		Teacher Learning materials	Evaluation Tools & Techniques	Reflection Teacher self Evaluation
			Teachers Activities	Students Activities			
Engage	Sound	Questioning	<p>Teacher will ask some questions regarding daily routine.</p> <p>1] Can any one tell your daily routine ?</p> <p>2] Where do you go to study ?</p> <p>3] How you come to know that period is over ?</p> <p>Dear students we are going to learn about sound topic in this class.</p>	<p>Go to school, Play in the school.</p> <p>In school.</p> <p>In different periods we hear the sound of bell.</p>	-	Questions	<p>report of teacher</p> <p>Students are answering</p>
Explore	<p>IQAC Co-ordinator BLDEA'S ISS College of Education Vijayapur</p>		<p>Teacher will ask what is sound ?</p> <p>We can say that sound is a physical sensation felt by our ears.</p>	Under Answer		<p>Principal, J.S.S. College of Education VIJAYAPUR.</p>	

E's	Learning Points	Facilitating Methods	Activities		Teacher Learning Materials	Evaluation tools & Techniques	Reflection Teacher Self Evaluation
			Teachers Activities	Students Activities			
Explore	How sound is Produced	Activity	<p>Ex - vehicle sound etc.</p> <p>Teacher asks to list some sources of sound</p> <p>How the sound is produced?</p> <p>Teacher defines vibration.</p> <p>Let us do some activity to show how sound is produced.</p> <p>1] Plucking the rubber.</p> <p>2] vibrating dish produces waves in water so vibrating objects produces sound.</p>	<p>Horn, animal sound, speaker</p> <p>unclear answer</p> <p>By the movement of objects sound will be produced.</p> <p>students participate in these activities & understand that the sound is produced by vibrating body.</p>		<p>Questioning</p> <p>PPT on how sound is produced</p>	<p>students are participated in activity</p>
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Hierarchical Out ...
Educational Objectives — SESSION on Learning Objectives
Philosophy determines educational objectives

Broader in scope

All subjects may have common educational objectives

These include instructional objectives

Exa: Development of character, National Integration,
Democratic values etc

Instructional Objectives

Psychology is the base for instructional objectives

Very specific


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Overall Objectives of Education



Stage-wise Objectives of Education
(School/College/University)



Subject-wise Objectives
(All Stage-wise Subjects)



Class-wise Objectives

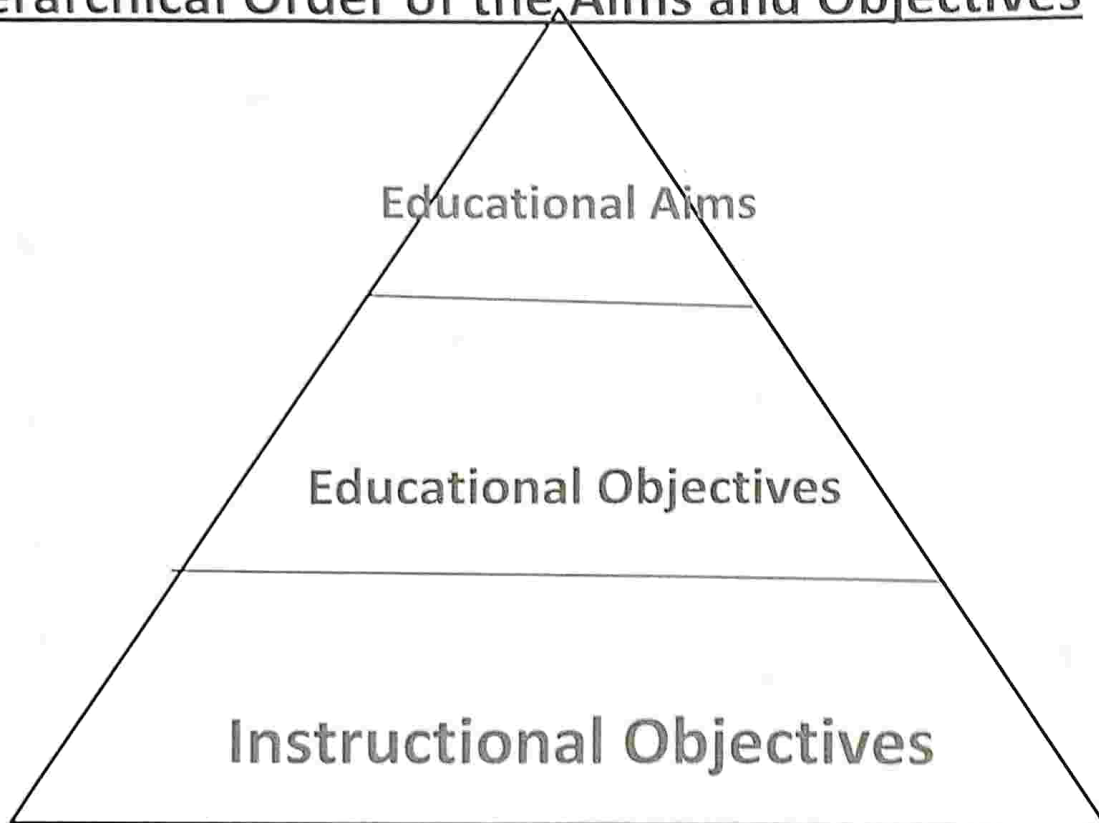


Instructional Objectives

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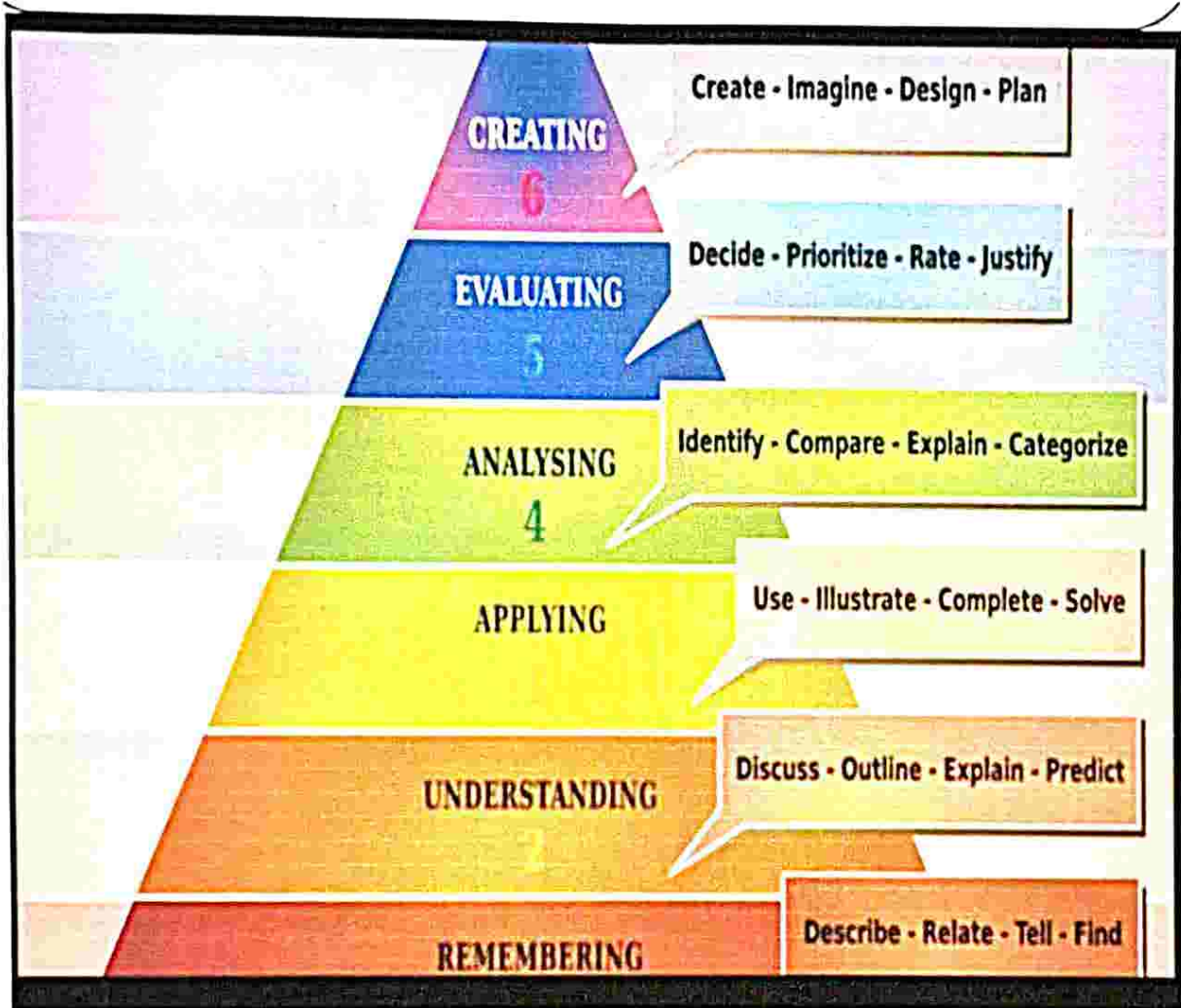
Hierarchical Order of the Aims and Objectives




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BLOOM'S TAXANOMY OF OBJECTIVES



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DISCIPLINARY APPROACH



PPT PRESENTATION BY: ASHWINI C JITTI
B.Ed 1st semester
Student - teacher



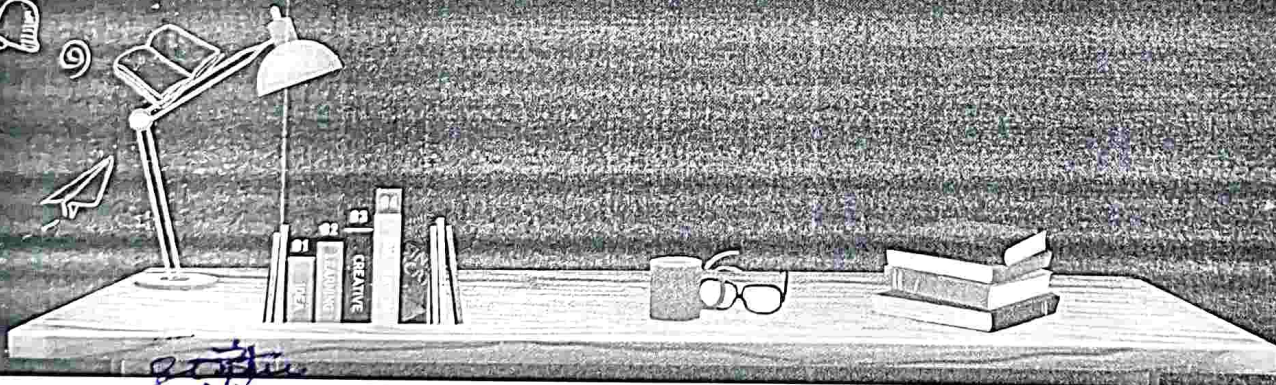
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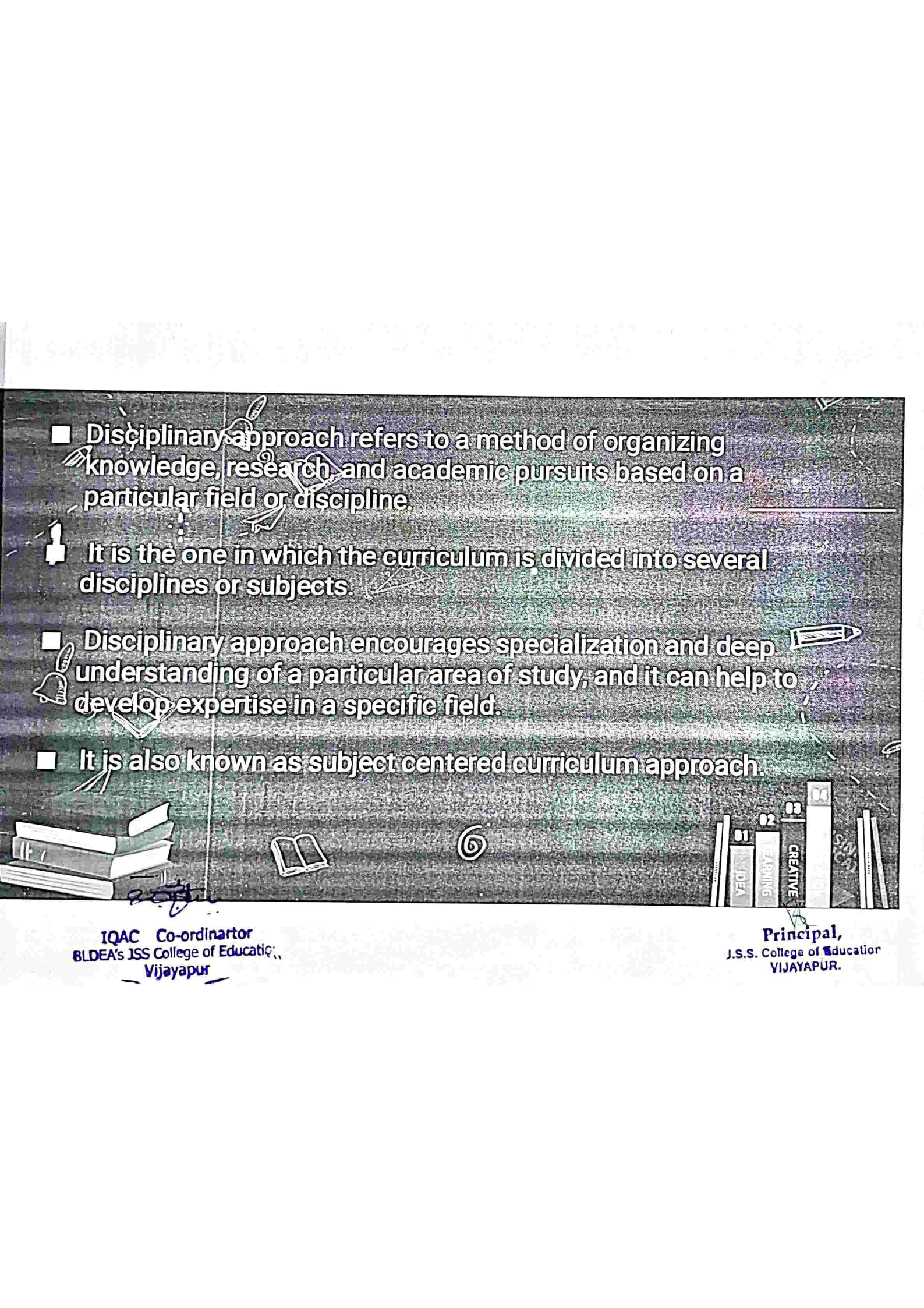
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- ◆ Organization of knowledge related to a specific field of goods and events is called discipline.
- ◆ It includes the facts, observations, experiences, etc. that contribute to the fundamental components of that knowledge.
- ◆ Basic rules and definitions are created to determine whether knowledge falls within the scope of a particular discipline or not.



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- **Disciplinary approach** refers to a method of organizing knowledge, research and academic pursuits based on a particular field or discipline.
 - It is the one in which the curriculum is divided into several disciplines or subjects.
 - Disciplinary approach encourages specialization and deep understanding of a particular area of study, and it can help to develop expertise in a specific field.
 - It is also known as subject centered curriculum approach.

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INTEGRATED APPROACH



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What is Integrated approach to teaching ?

A teaching method which allows learners to explore, gather, process, refine and present information about topics they want to investigate without the constraints imposed by traditional subject barriers



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➔ Characteristics of integrated approach

- Encourages focus on basic skills , content and knowledge as whole
- Higher level thinking and reasoning and Life long learning
- Structures learning around themes, big ideas and meaningful concepts
- Provides connections among various curricular disciplines
- Provides learners opportunities to apply skills they have learned
- Encourages active participation in relevent real-life experiences

 Captivates, motivates, and challenges learners

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Attention-focusing questions

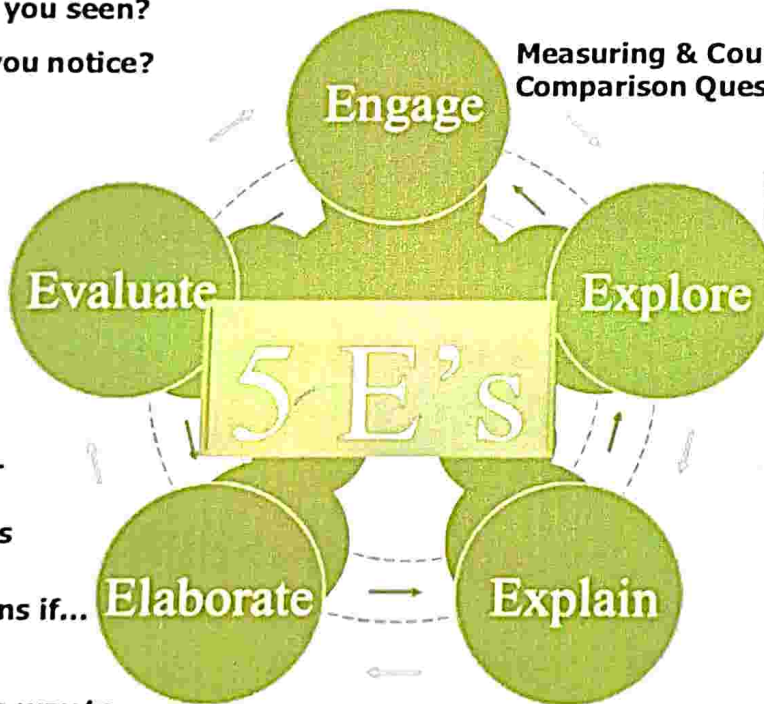
Have you seen?

Do you notice?

Measuring & Counting and
Comparison Questions

How many?
How long?

In how
many ways?



Action &
Problem-
Solving
Questions

What happens if...

Can you find a way to...

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The 5 E's



The 5 E's is an instructional model based on the constructivist approach to learning, which says that learners build or construct new ideas on top of their old ideas. The 5 E's can be used with students of all ages, including adults.

Each of the 5 E's describes a phase of learning, and each phase begins with the letter "E":

Engage, Explore, Explain, Elaborate, and Evaluate.

The 5 E's allows students and teachers to experience common activities, to use and build on prior knowledge and experience, to construct meaning, and to continually assess their

understanding of a concept.

A handwritten signature in black ink, located at the bottom left of the page.

5 E's	Planning for student learning	Planning for teacher learning
Evaluate:	This phase of the 5 E's encourages learners to assess their understanding and abilities and lets teachers evaluate students' understanding of key concepts and skill development.	Teachers evaluate the effectiveness of their programs and their performance through the lense of student achievement.
Elaborate:	This phase of the 5 E's extends students' conceptual understanding and allows them to practice skills and behaviours. Through new experiences, the learners develop deeper and broader understanding of major concepts, obtain more information about areas of interest, and refine their skills.	Teachers reflect upon their practice and hone their skills. Teachers increase the depth of their understanding of both their disciplines and teaching methodologies.
Explain:	This phase of the 5 E's helps students explain the concepts they have been exploring. They have opportunities to verbalize their conceptual understanding or to demonstrate new skills or behaviors. This phase also provides opportunities for teachers to introduce formal terms, definitions, and explanations for concepts, processes, skills, or behaviors.	Teachers implement programs, try things out. They explain to students. They demonstrate new skills and behaviours.
Explore:	This phase of the 5 E's provides students with a common base of experiences. They identify and develop concepts, processes, and skills. During this phase, students actively explore their environment or manipulate materials.	Teachers explore resources available to them, text books, curriculum standards, online resources. They work in teams learning from each other. They plan programs and lessons
Engage:	This phase of the 5 E's starts the process. An "engage" activity should do the following: <ol style="list-style-type: none"> 1. Make connections between past and present learning experiences 2. Anticipate activities and focus students' thinking on the learning outcomes of current activities. Students should become mentally engaged in the concept, process, or skill to be learned. 	Teacher's become engaged through personal interest, planned or accidental learning. Teachers are often coerced to be engaged through DEECD and school level requirements e.g. VELS, assessment, teacher shortage, school initiatives.

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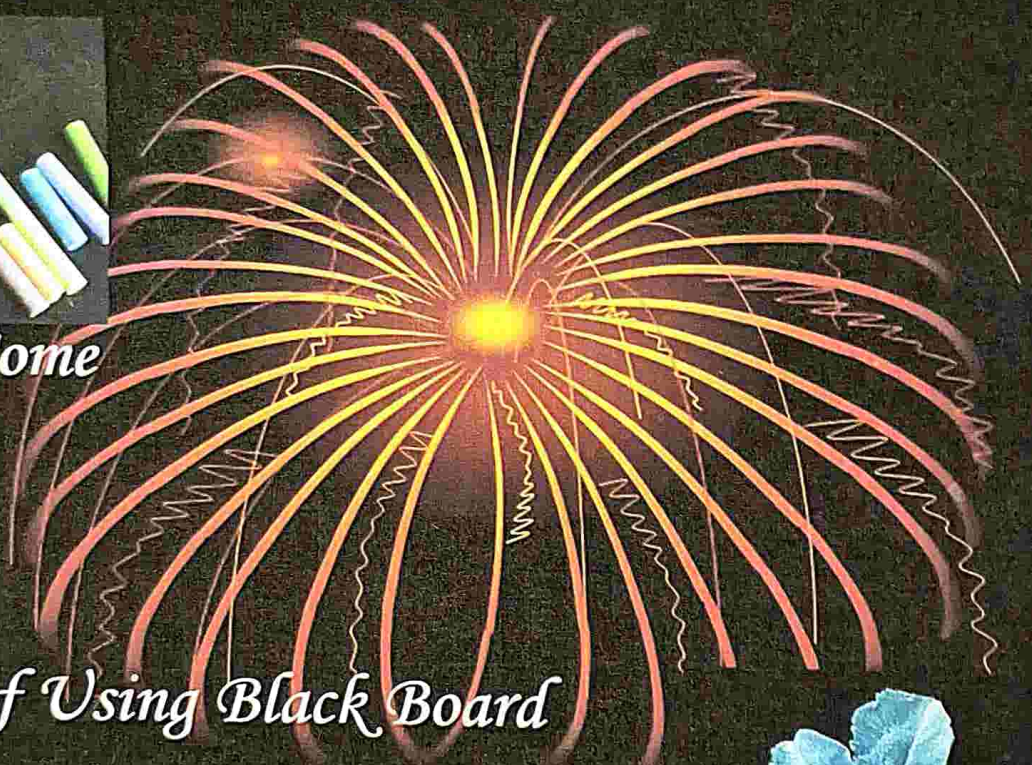
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Wel Come

To

Skill of Using Black Board




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- As all of us are aware, blackboard is an integral part of all classrooms.
- The blackboard is the most widely used teaching aid in Indian classrooms.
- In spite of newer and better devices in practice, it is indispensable in the classroom economical for it can be erased and used again and again.
- A Portable black board can be moved around or carried up to any class room or even out of doors.


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Why do you think that the skillful use of black board is so important?

- A good black board work brings about clarity in the understanding of math concepts being taught through clear visual presentation.
- When the ideas are presented clearly without any ambiguity or imprecision on the black board, it reinforces the matter which is being verbally conveyed by the teacher.



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QUESTION BANK

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VIJAYAPUR

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CONTENT

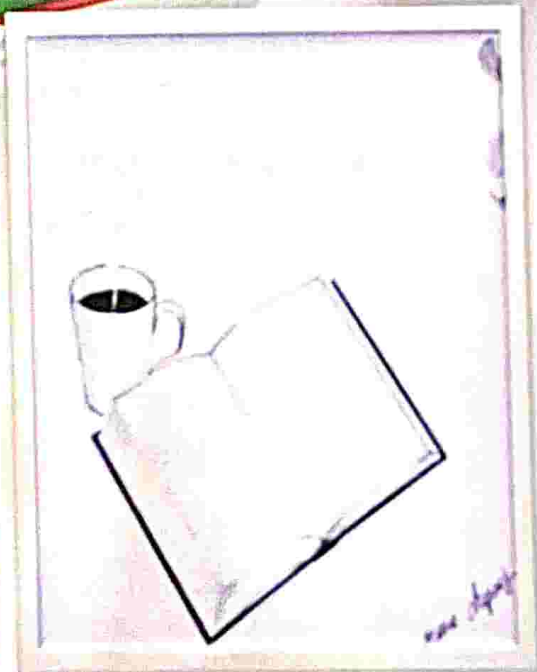
A question bank is a **collection of questions that can be stored and used anytime later.** Question banks are accessible by all so that they can be used for the assessments in the courses. Teachers use these banks to create a database of important questions they can reuse in multiple assessments.


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INTRODUCTION

- The questions bank makes available statistically sound questions of known technical worth and model question paper and thus facilitates selection of proper questions for a well designed to questions paper.

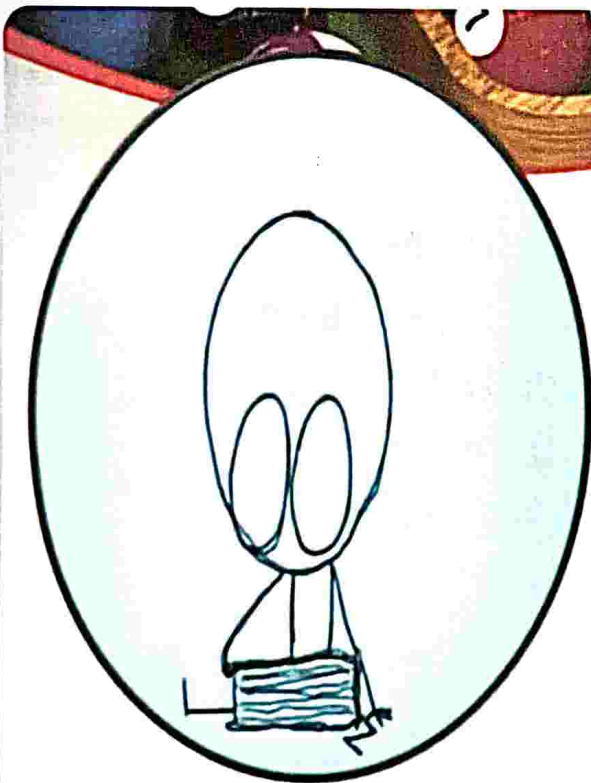


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- A question bank is planned library of test items designed to fulfil certain predetermined purposes. Questions banks should be prepared with at most care so as to cover the entire prescribed text . Questions bank should be exhaustive and cover entire content with different types.

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ITEM CARD

Suggested by Association of Indian Universities

SL NO	CLASS	SUBJECT	TOPIC	Date of making	TYPE OF ITEM
					E / S / O
		Objective Tested/ Specification	Time required to Answer		MARKS

Item Code	No.	Subject	Topic	Type of Item	Objective	Marks
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Unfamiliar Words

Conclusion: Ending, Decision

Nestle : To be surrounded by something, especially hills or countryside.

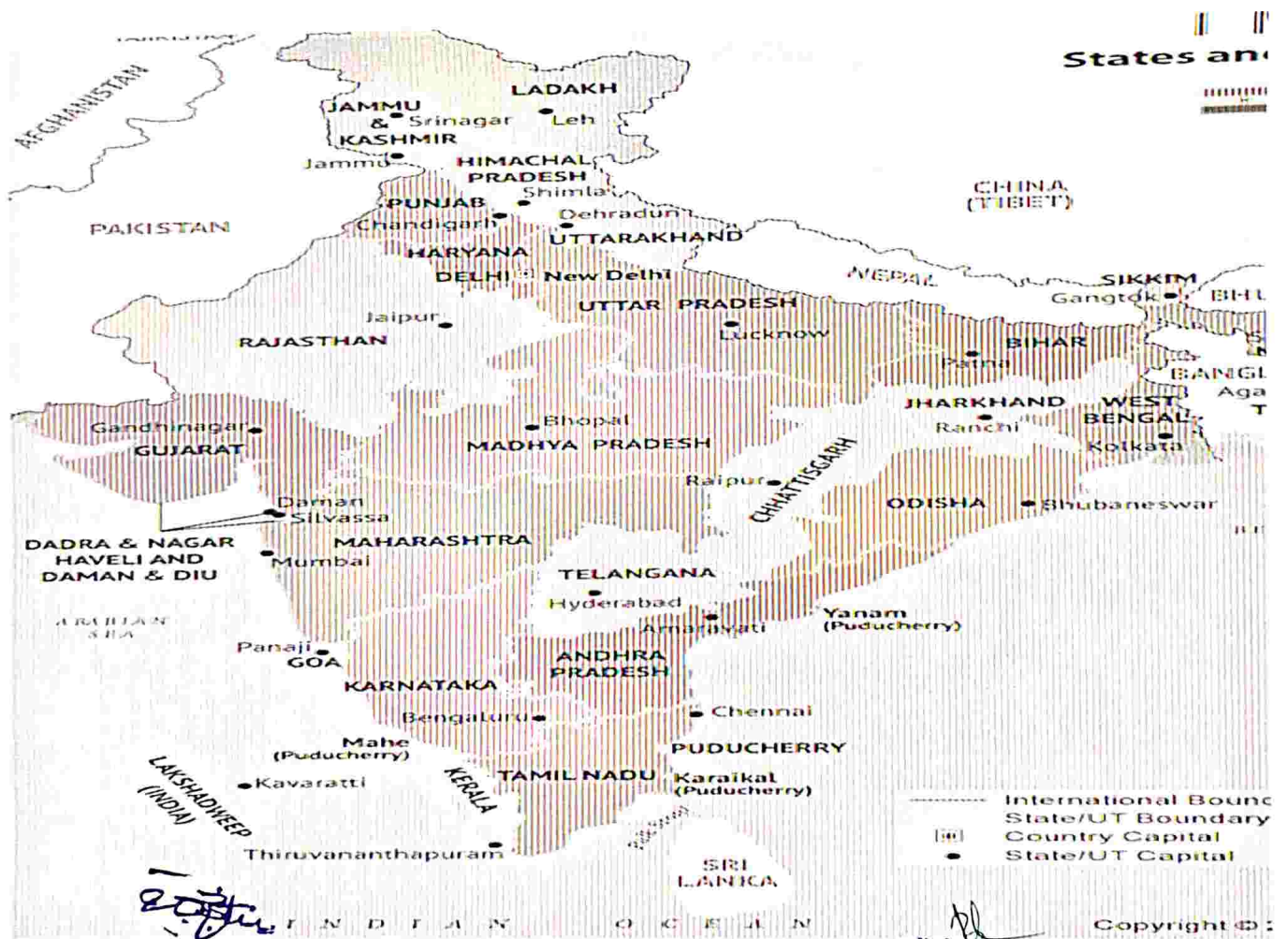
Regales :To entertain someone by telling them about something.

Castles in the air : Plans or hopes that you have are unlikely ever to become real.

Bunk :To suddenly leave a place without telling anyone.


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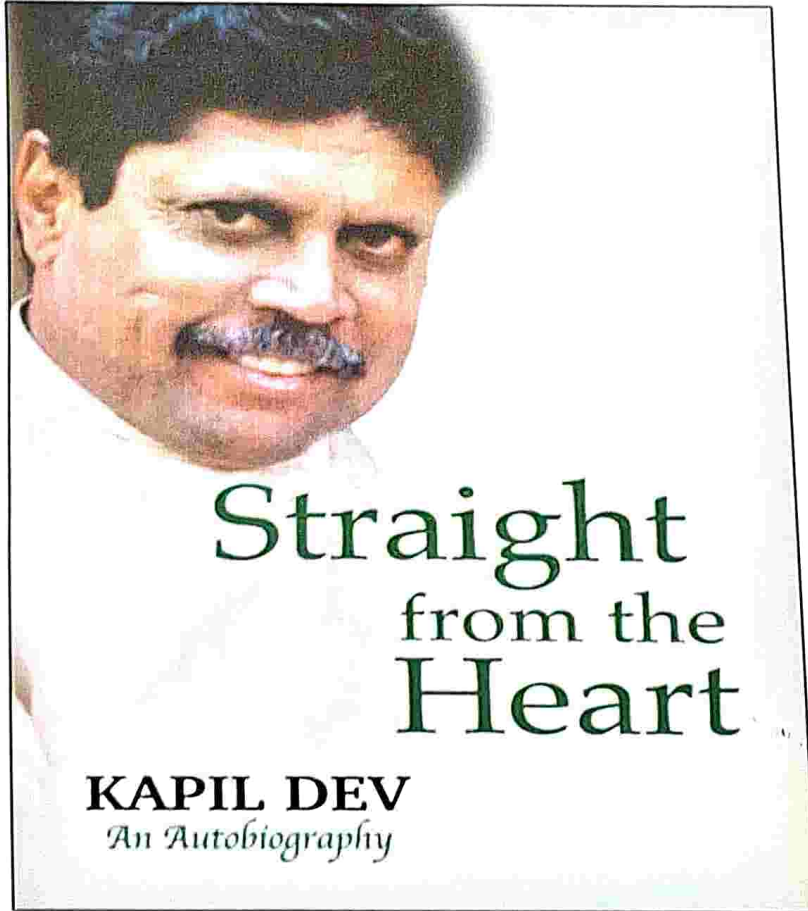
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Kapil Dev: Records

- **Test Cricket**
- 1- In 1994, he broke the record held by Sir Richard Hadlee, becoming the highest Test wicket-taker in the world. Later in 1999, Courtney Walsh broke Kapil Dev's record.
- 2- The only player in the world to have achieved all-rounder's double of 4,000 Test runs and 400 Test wickets.
- 3- Most innings in a career-- 184 Not Out.
- 4- Youngest Cricketer to take 100 wickets (21 years old), 200 wickets (24 years old) and 300 wickets (27 years old).
- 5- The only captain to take 9 wicket haul in test innings (9/83)


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