

1. LIBRARY WORK

J.S.S COLLEGE OF EDUCATION VIJAYAPUR B.Ed.

Library Work: Solving Question Paper


NAME : MEHRUNISSA MUJAWAR

SUBJECT : EDUCATION ^{AL} EVALUATION

ROLL NO : 92

CONTENT : PROBLEMS ; ON

MEAN , MEDIAN , MODE


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Calculate the Mean, Median and Mode for the following data.

C.I	f	x (mid point)	fx
40-44	2	42	84
45-49	3	47	141
50-54	5	52	260
55-59	7	57	399
60-64	9	62	558
65-69	11	67	737
70-74	7	72	504
75-79	8	77	616
80-84	4	82	328
85-89	2	87	174
90-94	2	92	184

$N = 60$


$\sum fx = 3985$

$$\text{Mean } (\bar{x}) = \frac{\sum fx}{N}$$

$$= \frac{3985}{60}$$

$\therefore \text{Mean } (\bar{x}) = 66.4166$


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C.I	f	cf
40-44	2	2
45-49	3	5
50-54	5	10
55-59	7	17
60-64	9	26
65-69	11	37
70-74	7	44
75-79	8	52
80-84	4	56
85-89	2	58
90-94	2	60

$$N = 60$$

$$N/2 = \frac{60}{2} = 30, \quad L = 64.5$$

$$f_m = 11, \quad cf = 26, \quad i = 5$$

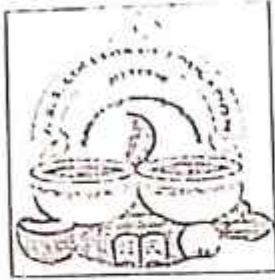
$$\text{Median} = L + \left[\frac{N/2 - cf}{f_m} \right] \times i$$

$$= 64.5 + \frac{4}{11} \times 5$$

$$= 64.5 + \frac{4 \times 5}{11}$$

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NAAC-B Grade

B.L.D.E.A's

Jnyanayogi Shri Siddeshwar Swamiji

College of Education

VIJAYAPUR - 586 101

Name : Pollavi . H , Pavitra . S . Pallavi Pujari

Roll No.: Semester : III

Subject : Physical science

Assignment / Gr. Activity : critical Review of present
Karnataka State secondary school science
curriculum with reference to physics
8th standard.

Signature of the candidate

Signature of the
Staff incharge

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2. Field Exploration

CRITICAL REVIEW OF PRESENT KARNATAKA STATE SECONDARY SCHOOL SCIENCE CURRICULUM WITH SPECIAL REFERENCE TO PHYSICS.

LIGHT Chapter.

Analysis according to approaches of Curriculum:-

No	Sub-units	Topical	Spisial	logical	psychological
1.	Laws of reflection	✓	✓	✓	✓
2.	Regular & Diffused reflection	-	✓	✓	✓
3.	Reflected light can be Reflected again	-	✓	-	✓
4.	What is inside our Eyes?	✓	✓	✓	✓
5.	Case of the Eyes	✓	✓	-	✓

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analysis according to the principle of curriculum:-

sub-unit	principle of discipline	principle of child centre	principle of community centre	principle of difficulty
Laws of reflection	it develop disciplinary attitude among students	-	-	-
Regular & Diffused reflection	-	this concept involves more activities	-	Some difficulty arise see in regular & diffused reflection.
Reflected light can be Reflected again	-	-	this concept gives knowledge related to Community Centre.	-
What is inside our Eyes?	-	Eyes is one of our most important sense organs.	this concept is among Community Centre Every one should have knowledge about Eyes	Some students are not understand they have phase some difficulty
Care of the Eyes.	-	-	Care of the eyes is Community Centre every should be	-

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analysis according to principle of curriculum:

<p>col unit</p> <p>type of reflection</p> <p>regular & reflexed reflection</p> <p>Reflected light can be reflected again</p> <p>What is inside our eyes?</p>	<p>Principle of activity</p> <p>This concept is done by doing some activities</p> <p>-</p> <p>Reflected light done by doing some activities - Mirrors</p> <p>-</p>	<p>Principle of <u>Consignation</u></p> <p>-</p> <p>-</p> <p>-</p> <p>Case of the eyes gives the principle of <u>Consignation</u> address.</p>	<p>Principle of <u>circulation</u></p> <p>-</p> <p>Students by doing this activity they can thinking creatively</p> <p>-</p> <p>Students can explain all the parts of the eyes in creative thinking</p> <p>-</p>	<p>Principle of <u>correlation</u></p> <p>This concept is related to our day to day life</p> <p>Regular reflection is used in day to day life</p> <p>Reflected light is correlated to day to day life</p> <p>-</p> <p>This concept is related to day to day life it give knowledge</p>
--	--	--	--	--

Case of the Eyes

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REVIEW :-

The Curriculum design is a framework. A plan of action for preparing a course of study includes all four approaches. Curriculum is also helpful for day to day life.

In the chapter "Light" it contains more number of Activities. Students can easily understand Concepts by doing activities. It contains more number of illustrations & Coloured diagrams.

By analysing this we can say that textbooks is well designed & organised for the students.


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3. Hands on Activity

POWER POINT SLIDES

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CLASS 9TH

TOPIC : WORK AND ENERGY?



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DEFINITION OF WORK

- A CONSTANT FORCE 'F' ACT ON AN OBJECT, LET THE OBJECT BE DISPLACED THROUGH A DISTANCE 'S' IN THE DIRECTION OF FORCE. LET 'W' BE THE WORK DONE I.E., THE PRODUCT OF THE FORCE AND DISPLACEMENT.

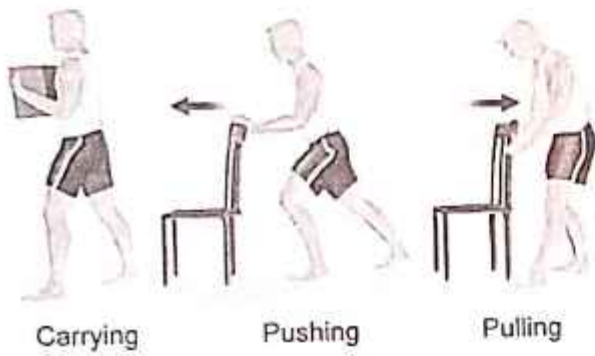
$$W = F \cdot S$$


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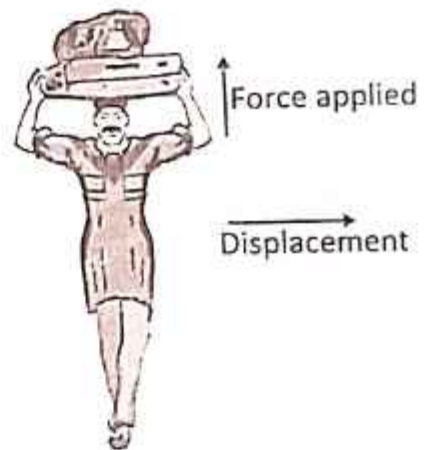

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EXAMPLE OF WORK

teachoo.com



Porter carrying weight on top of his head



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DEFINITION OF ENERGY

- THE CAPACITY TO DO WORK.
- FORMS OF ENERGY'S : MECHANICAL ENERGY
HEAT ENERGY
CHEMICAL ENERGY
LIGHT ENERGY
ELECTRIC ENERGY

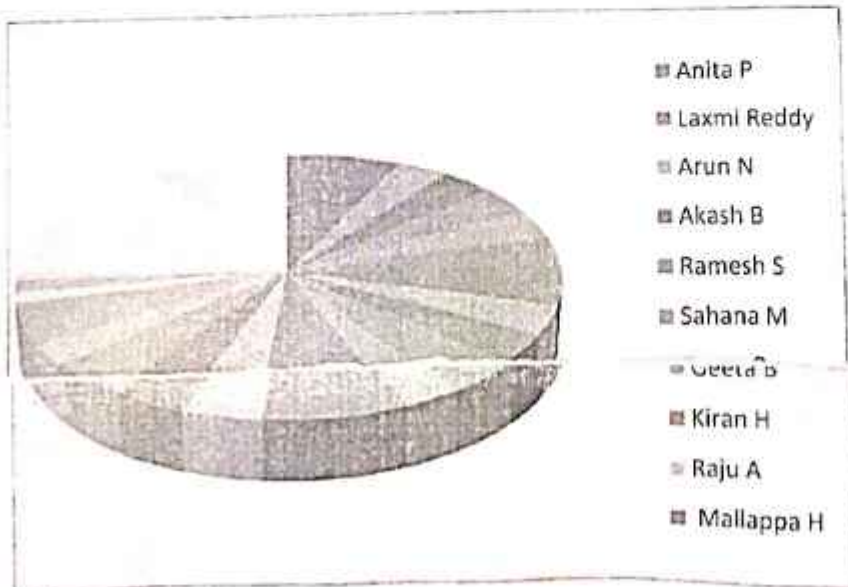

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MS EXCEL - SHEET

MARKSHEET LIST

SI NO	STUDENT NAME	KANNAD	ENGLISH	HINDI	SCIENCE	MATHS	5 SCIENC	TOTAL	%AGE	RESULT
1	Anita P	105	65	78	85	86	67	486	77.76	DC
2	Laxmi Reddy	109	93	91	98	99	94	584	93.44	DC
3	Arun N	99	59	67	67	75	74	441	70.56	FC
4	Akash B	102	82	77	94	85	87	527	84.32	DC
5	Ramesh S	102	48	54	73	76	95	448	71.68	FC
6	Sahana M	106	76	85	27	88	82	464	74.24	FAIL
7	Geeta B	115	58	82	48	39	95	437	69.92	FC
8	Kiran H	120	65	47	68	27	76	403	64.48	FAIL
9	Raju A	99	87	87	91	88	48	500	80	DC
10	Mallappa H	98	82	91	97	59	98	525	84	DC
11	Shivanand K	120	68	63	85	96	59	491	78.56	DC
12	Suraj L	85	62	74	37	54	55	367	58.72	SC
13	Kiran S	118	83	10	67	93	37	408	65.28	FAIL
14	Monika H	96	28	87	75	85	39	410	65.6	FAIL
15	Kavya R	120	82	46	68	72	86	474	75.84	DC
16	Divya H	112	99	85	84	22	75	477	76.32	FAIL
17	Lohit B	122	82	67	76	94	69	510	81.6	DC
18	Manisha D	75	59	39	29	86	98	386	61.76	FAIL
19	Veena B	82	38	55	48	79	94	396	63.36	FC
20	Sangu N	64	77	67	68	74	68	418	66.88	FC
21	Sanju K	35	75	98	75	98	65	446	71.36	FAIL
22	Diksha R	44	82	58	37	86	93	400	64	FC
23	Praveen M	28	37	86	48	38	79	316	50.56	FAIL
24	Prabhu M	96	48	96	29	47	82	398	63.68	FAIL
25	Tanu S	98	93	40	49	76	37	393	62.88	FC
26	Girija H	117	95	33	83	85	47	460	73.6	FAIL
27	Savita T	125	67	59	74	98	90	513	82.08	DC
28	Naveen C	54	58	50	52	57	68	339	54.24	SC
29	Manju I	99	89	59	45	52	98	442	70.72	FC
30	Ameen N	108	83	59	86	98	47	481	76.96	DC



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Activity-4

clay Modelling

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General Information:

clay modelling (or) clay model making for automobile prototypes was first introduced in the 1930's by automobile designer Harley Earl head of the General Motors styling studio [known initially as the first and colour section and later as the design and styling department]. Modelling clay is any a group of malleable substance used in building and sculpting. The material compositions and production processes vary considerably.

clay modelling in small groups allows fun, communication, sharing and also improves social skills, it is an activity which nurtures child's creativity boosts imagination and builds self-confidence, clay modelling is a great activity which helps kids development in many a ways. Every child needs experiences that match his or her developmental level, and a simple piece of soft clay allows a child to do as he/she likes. It works on the fundamental aspects of play-based learning. It is loved by all kids and

facilitates important life-skills like problem ~~problem~~ ~~solving~~ ~~skills~~

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Learning, exploring, evaluating and constructing shapes
Structure of clay modelling:

- clay model effectively use art elements and principles of design to create a sculpture with clay
- clay models of new auto body for appearance design
- Use references looking at actual objects and create mental sketches or maquettes to work out ideas

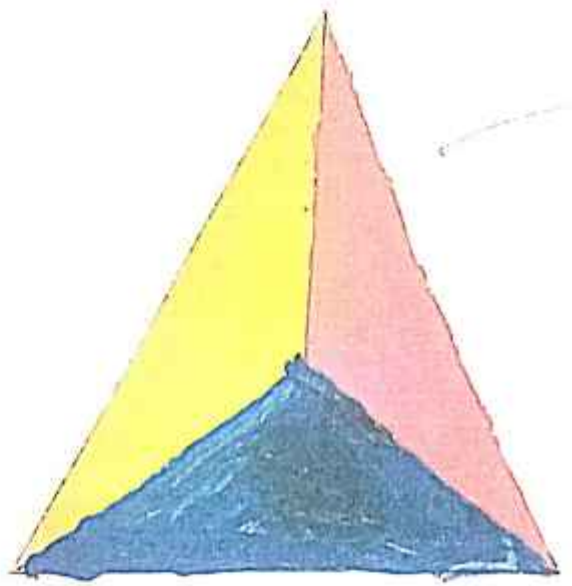
Materials:

Some of the tools and raw materials used for clay modelling as follows:-

- + plank of wood - It is used to arrange the prepared clay coils to be joined together one by one
- + clay
- + water
- + sand of red, black & grey
- + fine wood
- + enamel colours & water colours
- + sand brush

Experience:

Clay modelling which was made by me is a first experience and it is a great activity which helps kids development in many ways. It helps me sharing and





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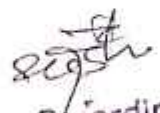
4. Preparation of Term Paper

SE's	Major Concepts and objectives	Activities/Assessments		Learning Resources/ Material resources	Expected Learning Outcomes	Evaluation Assessment
		Teacher's Activity and objectives	Students Activity and objectives			
Engage	sound needs a medium for propagation	teacher will make 3 groups and ask 3 questions to answer		Flash cards		By questions - 10
		① calling your friend which medium helps to -travel sound?	① Ans :- Air medium			
		② sound cannot travel in which medium?	② Ans :- Vacuum			
		③ what is the use of muscle attached to the vocal cords?	③ Ans :- helps to make vocal cords tight or loose			
		④ what is sound?	④ Ans :- sound is a physical sensation felt by our ears			
		In today's class we will learn about human ear.				


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SEX	Major Concepts ಮುಖ್ಯ ವಿಷಯ	Activities / Activities		Learning Resources/ ಸಾಧನ ವಿನ್ಯಾಸ	Expected learning outcomes	Evaluation
		Teacher's Activity ಇಲಾಖಾ ಚಟುವಟಿಕೆ	Students Activity ಅಧ್ಯಯನ ಚಟುವಟಿಕೆ			
Explore	Human ear	In order to hear an sound we require medium How we hear sound? (teacher show video based on working of ear of human to the students.)	we hear sound through - in our ears	1st video on earbuds	students able to explain the functions of ear.	By showing video.
Explain	Amplitude, Time period & frequency of a vibrator	teacher will ask to define the definitions of the following terms. 1. Amplitude 2. Time period 3. frequency	students will answer to the teacher	chart paper	students will able to define amplitude, frequency & time period	By defining


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SE's	Major Concepts and objectives	Activities / Assessments		Learning Resources / Material requirements	Expected Evaluation/ Learning outcomes	Evaluation
		Teacher's Activity and objectives	Students Activity and objectives			
elaborate	loudness and pitch	Here, teacher will make the students to hear some of the audio's	students will observe keenly the sound audio's	ICT	students will explain how loudness and pitch of a sound	By showing audio audio's
evaluation	Evaluating students by giving flash cards	Teacher will provide the questions to students	Q: what is ear drum? Ans: The shape of the outer part of the ear is like a funnel, where sound enters it, it has a canal at the end of which there is			


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BACHELOR OF EDUCATION

Year: 2023


UNIT PLAN

Name Pallavi - Hiramath Roll No. 40

Practice School Name S.S 'B' English medium school, Vijayapur.

Subject: Mathematics Class: 7th

Unit: Exponents and powers. Date: _____


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1. class :- 7th Date :- 16/1/2023
Lesson No :- 1 Period :- 2
Subject :- Mathematics
Topic unit :- Exponents and powers
Sub unit :- Exponents
Time :- 45 min

2. class :- 7th Date :- 17/1/2023
Lesson No :- 2 Period :- 2
Subject :- Mathematics
Topic unit :- exponents and powers.
Sub unit :- laws of exponents.
Time :- 45 min

3. class :- 7th Date :- 17/1/2023
Lesson No :- 3 Period :- 2
Subject :- Mathematics
Topic unit :- exponents and powers
Sub unit :- laws of exponents.
Time :- 45 min

4. class :- 7th Date :- 18/1/2023
Lesson No :- 4 Period :- 4
Subject :- Mathematics.
Topic unit :- exponents and powers.
Sub unit :-

2. Specific objectives.

Ser No	Sub unit	Specific objective.
1.	Exponents	<ul style="list-style-type: none"> * student match the exponential form with numbers * student spell the exponential form. * student show base of the exponential form.
2.	laws of exponents	<ul style="list-style-type: none"> * student match the laws of exponents * student simplify the multiplying law. * student simplify the dividing powers with the same base.
3.	laws of exponents	<ul style="list-style-type: none"> * student simplify the multiplying powers with the same exponents. * student list the laws of exponents * student solve the problem of dividing powers with the same exponents
4	Decimal number system.	<ul style="list-style-type: none"> * student simplify the large numbers. * student solve the problems in standard form. * student find out the numbers with exponent zero.

3. Activities.

Lesson No - 1.

Teacher activities	Student activities.
Teacher asks 10 is a natural number or not.	Student says yes
Teacher asks 1,00,000 how you read this number.	student will say as 1 lakh.
Teacher asks 1,00,00,000 how you read this number.	Student will not give any answer

Teacher activities
 Teacher asks how you read this as 10^3
 by giving the exponent of 10^5 teacher asks which is the base.
 which is the exponent
 what is the exponential form of 10^4 .
 Teacher asks can one tell laws of exponents.

Student activities.
 student answer as 10 raised to the power of 3
 student answer as 10 is a base
 student answer as 5
 the exponential form of 10^4 is 10,000.

Lesson No - 3.

Teacher activities
 Teacher asks ① $p^3 \times \underline{\quad} = p^5$
 ② $b^0 \div b^5 = b^{\square}$
 ③ $b^2 \times b^3 = b^{\square}$
 Tell me the law of multiplying powers with the same base.
 Tell me the law of dividing powers with the same base.

Student activities.
 Answer as ① $p^3 \times p^2 = p^5$
 ② $b^0 \div b^5 = b^{\square}$
 ③ $b^2 \times b^3 = b^{\square}$
 student answer as $a^m \times a^n = a^{m+n}$.
 student answer as $a^m \div a^n = a^{m-n}$.

Lesson No - 4.

Teacher activities
 Teacher asks tell me the multiplying powers with the same base.
 law of dividing powers with the same base.
 Teacher asks law of taking power of a power
 teacher asks multiplying

Student activities.
 Student answer as $a^m \times a^n = a^{m+n}$.
 student answer as $a^m \div a^n = a^{m-n}$.
 $(a^m)^n = a^{mn}$.
 student answer as

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Year: 2023

Unit Test


Name Pallavi . Hismath Roll No: 40


Practice School Name S.S 'B' English medium school, vijayapur

Subject: Mathematics Class: 4th

Unit: Exponents and Powers Date: _____

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Blue - paint

Objectives →	Knowledge			Understanding			Application			Skill			Total
Types of questions →	Essay type	Short Answer type	Objective type	Essay type	Short Answer type	Objective type	Essay type	Short Answer type	Objective type	Essay type	Short Answer type	Objective type	
Subunits ↓													
Sub unit 1			2(1)		1(2)	1(1)							5
Sub unit 2		1(2)	1(1)			1(1)					1(2)		6
Sub unit 3			2(1)	1(5)	1(2)	1(1)							10
Sub unit 4			1(1)			1(1)		1(2)					4
Total	8			13			2			2			25


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3D chart

Weightage to type of questions

Sl. NO	Type of questions	No. of Que	Marks	Que %	Marks %
1	Objective type	10	10	62.5%	40%
2	Short answer type	5	10	31.25%	40%
3	Essay type	1	5	6.25%	20%
	Total	16	25	100%	100%

Weightage to sub units.

I. No	Sub units	Questions	Marks	Marks %	Que %
1	Exponents	4	5	20%	25%
2	laws of exponents	4	6	24%	25%
3	laws of exponents	5	10	40%	31.25%
4	Decimal number system	3	4	16%	18.75%
Total		16	25	100%	100%

Weightage to objectives.

.NO	objective	Que	Marks	Que %	Marks %
1	Knowledge	7	8	43.75%	32%
2	Understanding	7	13	43.75%	52%
3	Application	1	2	6.25%	8%
4	Skill.	1	2	6.25%	8%

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School: - S.S 'B' English Medium School, Vijaypur

UNIT TEST

Class: -7th 'A'

Time: - 45 min

Subject: - Mathematics

Marks: - 25

Date: -

I. 1. Fill in the blanks with appropriate words

1 x 5 = 5

a) The method of expressing large numbers in terms of powers is called as _____.

b) 8^5 is called the _____ of 32,768.

c) In 4^6 , 4 is the base and 6 is called as _____.

d) For any non-zero integer P, where a and b are whole numbers then $P^a \times P^b =$ _____.

e) The given form can be written as $(a^n)^4 =$ _____.

2. Match the followings

1 x 5 = 5

A

B

1. $(10)^5$

a) 3.98065×10^4

2. $5^0 + 2^0$

b) 2

3. 39806.5

c) $2^5 \times 5^5$

4. $2^{20} \div 2^{20}$

d) 9.0×10^7

5. 9,00,00,000

e) 2^0

f) 9000


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II Answer the followings

2 x 5 = 10

- Identify the greater number 7^3 or 4^7
- By using law of exponents, simplify $6^{15} \div 6^{11}$
- Express in exponential form $(15^3 \times 3^3) \div 5^3$
- Express a product of prime factors only in exponential form 270
- Express in standard form of 60,230,000,000,000,000,000 molecules are contained in a drop of water weighing 1.8 gm

III Answer the followings

5 x 1 = 5

1. Simplify

a) $\frac{3^5 \times 3^2}{4^3 \times 4^6}$

b) $\frac{2^3 \times 3^4 \times 4}{3 \times 32}$

OR

2. Simplify the following

a) $\frac{3^5 \times 3^6 \times 2^3}{5^2 \times 6^3}$

b) $((2^{20})^2 + 2^{25}) \times (2^5)^2$

End

Q.No.]

a) Exponents and power or Exponents
 b) Exponential form - exponential form
 c) 6 = power, Exponent
 d) $a^m \times a^n = a^{m+n}$
 $a^m \div a^n = a^{m-n}$
 $(a^m)^n = a^{m \times n}$
 $a^0 = 1$

Q.No.]

1. $2^5 \times 5^5$
 $2^0 = 1$
 $3.980.65 \times 10^4$
 $(10^m \div 10^n) = 10^{m-n}$
 $2^0 \div 2^0 = 2^{20-20} = 2^0 = 1$
 9.0×10^7

Q.No.]

1. 7^4 or 4^7
 $7 \times 7 \times 7 \times 7 = 2401$
 $4 \times 4 \times 4 \times 4 \times 4 \times 4 \times 4 = 16384$
 4^7 is a greater

2. Dividing power with the same base
 $a^m \div a^n = a^{m-n}$

$6^{15} \div 6^5 = 6^{15-5} = 6^{10}$
 $[a^m \div a^n = a^{m-n}]$

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Unit Test
Statement of marks

Roll NO	Name of the Student	Marks obtained	%	Remarks
1	Abhishek . Awati	4	16%	fail
2		Absent	-	-
3		Absent	-	-
4	Akshata . Hadapad	4	16%	fail
5	Alfiya . Jamadar	9	36%	third class
6	Amit . Khundanpur	3	12%	fail
7	Amruta . Halli	4	16%	fail
8	Amulya . Kadakol	24	96%	first class
9	Anand . chavan	5	20%	fail
10	Anusha . manur	5	20%	fail
11	Anpita . Patagi	10	40%	third class
12	Ayesha . Kunabi	10	40%	third class
13	...	Absent	-	-
14	Kaveri . Navi	7	28%	fail
15	Kousaa . Tida@undi	6	24%	fail
16	Manjunath . Patil	5	20%	fail
17		Absent	-	-
18		Absent	-	-
19	Pooja . Anekal	6	24%	fail
20	Prasad . chavan	9	36%	third class
21	Purva . Kadam	15	60%	second class
22	Rasika . Pan@udwale	14	56%	second class
23		Absent	-	-
24		Absent	-	-
25	Shashidhar . pujari	14	56%	second class
26	Shruti . Hadapad	2	8%	fail
27	Shruti . Toravi	0	0	fail
28	Shruti . Surpur	2	8%	fail

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5. Identifying and Using
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NAAC-B Grade

B.L.D.E.A's

Jnyanayogi Shri Siddeshwar Swamiji

College of Education

VIJAYAPUR - 586 101

Name : ...Amulya, Jessica. E. Hanigal.....

Roll No.: ...05..... Semester : ...Ist.....

Subject : PSBE.....

Assignment / Gr. Activity: ✓ Report on (Om shanti ashram)
Visit to Spiritual Centre.

Amulya

Signature of the candidate

[Signature]

Signature of the
Staff incharge

[Signature]
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INDEX

Report On Om Shanti Aasharma

- i) Motto ✓
- ii) Date of Visit ✓
- iii) Introduction ✓
- iv) Some of the members we were introduced, are ✓
- v) Objectives of the Institution. ✓
- vi) Structure ✓
- vii) Function ✓
- viii) Conclusion. ✓


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1. LIBRARY WORK

M.E.D.

Collect the Academic Achievement Scores of any 2 subjects of any class and calculate the measures of central tendency and interpret the results.

⇒ The following are the points scored by students in mathematics in the tenth class.

Scores	25-30 10-25	25-40	40-55	55-70	70-85	85-100
Frequency	2	3	7	6	6	6

Ans.

C-I	f	x	fx
10-25	2	17.5	35
25-40	3	32.5	97.5
40-55	7	47.5	332.5
55-70	6	62.5	375
70-85	6	77.5	465
85-100	6	92.5	555
Total	N=30		$\Sigma fx = 1860$

$$\begin{aligned} \text{Mean, } M &= \frac{\Sigma fx}{N} \\ &= \frac{1860}{30} \\ &= 62 \end{aligned}$$

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Case Study :

Performance of students
of IX standard students of
St. Joseph's School, Vijayapur,
in two subjects, i.e. Mathematics
and Science, during I Summative
Assessment of September 2021.

We will be studying
the performance of these two above
mentioned classes and find the
measures of central tendency for
the scores achieved in the above
mentioned examination. Following
which suitable interpretations can
be drawn.


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Subject 1 : Mathematics

Class : IX

Marks : 80

PART - A

(4 × 1 = 4)

Q. I. Choose the correct answer for the following :

1 > Which of the following is irrational :

a) $\sqrt{225}$; b) $\sqrt{144}$; c) $\sqrt{141}$; d) $\sqrt{169}$

2 > $\frac{a^p}{a^q} = \underline{\hspace{2cm}}$


a) a^{pq} ; b) a^{p-q} ; c) a^{p+q} ; d) a^{p^q} .

3 > Undefined terms in Euclid geometry is —

a) point ; b) line ; c) plane ; d) all of these.

4 > $(x+y)(x-y) = \underline{\hspace{2cm}}$

a) $x^2 + y^2$; b) $\frac{x^2}{y^2}$; c) $x^2 - y^2$; d) $x^2 \cdot y^2$.


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2. Field Exploration

Exhibition of work done by the students during the internship programme

Introduction:

An exhibition could be defined as a specially organized and visualized expression of thoughts, things and systems of knowledge originating in the area of enlightenment, and to a great extent based on the display of material objects. If, then, you ask people what the enlightenment was all about, the answers would perhaps be a cultural manifestation of rational thinking, scientific accuracy, observation and experiment, followed by classification in order to build universal system of knowledge.

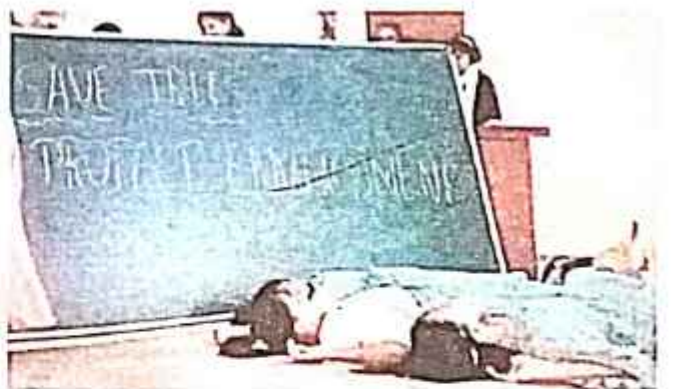
The exhibition is a general term used for the organized collection of selected items and their display in public. In more simple words, an exhibition is simply a collection of things for display. The exhibition focuses on the identification, display and interpretation of collective things. Talking about the exhibition in the education process of teaching and learning, the exhibition is a test of the teachers as well as the students and their combined learning process. The teachers are tested on how far they have been successful in imparting the desired knowledge and skills whereas the students are tested on the parameters of how much they have acquired by the teaching process.

organisation of Co-curricular Activity

Name of the guest: Boramma Sajjan

Timing: 11:30 - 12:30pm

Date: 14/2/22



CS


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3. Hands on Activity

Lesson Plan;

Introduction;

A lesson plan is a teacher's detailed description of the course of instruction or 'learning trajectory' for a lesson. A daily lesson plan is developed by a teacher to guide class learning. Details may vary depending on the preference of the teacher, subject being recorded, covered and the needs of the students. There may be requirements mandated by the school system regarding the plan. A lesson plan is the teacher's guide for running the particular lesson, and it includes the goal (what the students are supposed to learn), how the goal will be reached (the method, procedure) and a way of measuring how well the goal was reached (test, worksheets, homework etc.).


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Principal's Signature

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P.G. Studies in Educational Research Centre, Vijayapur

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Lesson Plan

Name of the Student Teacher: _____

Veena Saravali

Name of Practicing School: _____

MMDRS Akheri LT

Class: _____

Roll No: _____

Subject: Physical Science (Heat)

Lesson No: _____

01

Periods: _____

03

Time: _____

40mins.

Date: _____

03/03/2023

Previous Knowledge: _____

Students possess basic knowledge about heat.

Instructional Objectives: _____

1. Student's possess basic knowledge of heat.

2. Student's will give examples for heat objectives

3. Student's will compare how the heat effect us

Teaching Resources/Materials: _____

Images, Pictures

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Sl No	Main Concepts	Activities / Experiments		Learning Resources / Digital Resources	Evaluation / Assessment	Sl No	Main Concept
		Teacher's Activity (To be observed)	Student Activity (To be observed)				
Engage	Heat	Teacher's asks some questions based on previous knowledge. 1. Students did you all had your breakfast? 2. Say me students with the help of what will you cook your food? 3. Students, if you come out in the sun what do you feel?	Students says yes. With the help of gas. Heat	Images pictures, video.	questioning		
Explore	Hot & cold	Tell me students in your day to day life we come across a number of objects some of them are hot & some are cold.	Student's answers	pictures	questioning		
		Showing the objects of Hot & cold	Student's observe		questioning	Explain	Def


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SE's	Major Concepts ಪ್ರಮುಖ ಪರಿಕಲ್ಪನೆ	Activities /ಕಾರ್ಯಕ್ರಮಗಳು		Learning Resources/ ಸಾಧನ ಪದ್ಧತಿ	Evaluation/ಮೌಲ್ಯಮಾಪನ
		Teacher's Activity ಅಧ್ಯಾಪಕರ ಕಾರ್ಯಕ್ರಮ	Students Activity ಅಧ್ಯಯನಕಾರರ ಕಾರ್ಯಕ್ರಮ		
		1) Tea	Hot	pictures	questioning
		2) Juice	cold		
		3) Ice cream	cold		
		4) Handle	Hot		
Explain	Definition of Heat	Heat energy is transferred from one body to another body as a result of a difference in temperature.	Listening	pictures	questioning


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SE's	Major Concepts ಪ್ರಮುಖ ಸಂಕಲ್ಪಗಳು	Activities /ಕಾರ್ಯಕ್ರಮಗಳು		Learning Resources/ ಅಧ್ಯಯನ ಸಂಪನ್ಮೂಲಗಳು:	Evaluation/ಮೌಲ್ಯಮಾಪನ
		Teacher's Activity ಅಧ್ಯಾಪಕರ ಕಾರ್ಯಕ್ರಮ	Students Activity ಅಭ್ಯರ್ಥಿಗಳ ಕಾರ್ಯಕ್ರಮ		
		Fill in the blanks.			questioning
Evaluation		1. What is the main source of Heat.	Sun	Black board	
		2. Two examples for heat	Tea & Fire		
		3. Two example for cold.	Ice cream.		
		4. Define the Heat	The energy which transfer from one body		


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→ Engage was good - Students participated actively.
→ Explore was good
→ Subject Mastery was good.
→ Followed the steps properly.
→ It was good.

Excellent B-Good C-Average D-Poor

03.07.2025

Sign of Mentor Teacher/2555


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4. Preparation of Term Paper



RANI CHANNAMMA UNIVERSITY, BELAGAVI.

CERTIFICATE

This is certified that this Dissertation- Proposal entitled "A study on relationship between emotional intelligence and academic achievement of the secondary school students", presented by Deepa Patil represents her original work, and she carries it out under my guidance and supervision which is worthy of examination for the degree of Master of Education.

Place : Vijayapur

Date : 20.09.2023

Guide : 


Dr. Jyoti .S. Pattanshetti

Asst. Professor

B.LD.E.A's J.S.S College Of Education
P.G Studies in Education & Research Centre
Vijayapur

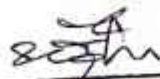
Place : Vijayapur


Date : 20.09.2023


Dr. B.Y. Khasnis

Principal

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SL NO	CONTENTS
1	INTRODUCTION
2	NEED AND IMPORTANCE OF THE PRESENT STUDY
3	REVIEW OF THE RELATED STUDIES
4	STATEMENT OF THE PROBLEM
5	OBJECTIVES OF THE PRESENT STUDY
6	SCOPE OF THE PRESENT STUDY
7	LIMITATIONS OF THE PRESENT STUDY
8	VARIABLES USED IN THE PRESENT STUDY
9	NULL HYPOTHESES OF THE PRESENT STUDY
10	MEHODOLOGY OF THE STUDY
10.1	TOOLS USED FOR THE PRESENT STUDY
10.2	SAMPLING TECHNIQUES FOR THE PRESENT STUDY
10.3	DATA COLLECTING / SAMPLING PROCEDURE FOR THE PRESENT STUDY
11	STATISTICAL TECHNIQUES TO BE EMPLOYED FOR THE PRESENT STUDY
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A STUDY ON RELATIONSHIP BETWEEN EMOTIONAL INTELLIGENCE AND ACADEMIC ACHIEVEMENT OF THE SECONDARY SCHOOL STUDENTS

1. INTRODUCTION

1.1 MEANING OF EDUCATION

All of us claim to know about education but such an idea is only a vague one. It is an abstract entity. Education can not be defined with ease. Philosophers, thinkers, educationists, politicians, priests, all have defined education in their own way having been guided by their own outlook on individual and social life and by the circumstances they built in education is a continuous process.


Education should contribute to every person's complete development of mind and body, intelligence, sensitivity, aesthetics, appreciation and spirituality.

According to Gandhiji : "By Education it means an all round drawing out of the best in the child and man, body, mind and spirit"

According to Aristotle : "Education is the creation of a sound mind in a sound body ". It develops mans ability specially his mind so that he may be able to enjoy the meditation of the supreme truth, goodness and beauty of life as well as healthy life.


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5. Identifying and Using
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study

Fostering learner Creativity in the English L2 classroom: Application of the Creative Problem-solving model.

* Authors : Hung-chun Wang


* Published year ; 2019

* Objectives :

1. Four creative writing tasks were developed based on the creative problem-solving model.
2. Students generally felt positive about the effects of the creativity training.
3. A pedagogical framework is proposed for designing CPS tasks for L2 learners.

* Methodology :

1. This study explores the application of the creative problem-solving (CPS) model to infuse creativity training in English L2 classes.
2. It involved 54 students enrolled in two year - 2 classes at a public high school in Taiwan.


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Major findings

1. The participants completed two assurance tests of creative thinking aimed at evaluating their creative thinking skills at the beginning & the end of the study respectively.
2. Over a period of four months, they took part in four creative writing tasks, that were implemented based on the CPS model.
3. Everytime the participants finished a task they also filled out a survey to report their opinions about it.

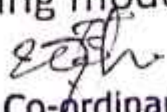

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Abstract : Emotional Intelligence is a critical component of a social-emotional and academic success , Emotional Intelligence refers to the ability to recognize , understand and manage one's own emotions as well as the emotions of other. Teachers play a crucial role in fostering these skills in students through designated social-emotional learning and through integration with academic appendix of this project was written to help teachers develop the skills students need to thrive both in and out of the classroom.

- ii. Emotional Intelligence : A Literature Review of its concept,models and measures. (Nov 2022)
Authors : Anamika Singh , Rajkiran Prabhakar,Banaras Hindu University- Jatosh Sai Kiran

Abstract : Unprecedented interest has been shown in the notion of Emotional Intelligence (EI), both in the lay and scientific communities, and it has also quickly become a topic of study among academics and researchers. When compared to other less impressive traditional psychology concepts like IQ and personality, EI has emerged as one of the hottest buzzwords in today's corporate world. The current research aims to provide a synopsis of the existing literature on EI by exploring the development of the concept of emotional intelligence during the course of its existence. In it, the ideas and theories that led to the development of the theory of emotional intelligence are explored. It also defines EI by examining the numerous ways in which EI may be measured and the purpose of this paper is to investigate the concept of E.I. by analysing the existing models, evaluation tools, and connections between


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them. By comparing the models of EI on criteria such as their focus on emotions and emotional intelligence, the gaps in the three models, and the suggested need for designing and standardizing EI scales, a contrast will be drawn between those that place an emphasis on intellectual ability and those that combine intellectual ability with personality attributes.

- iii. Literature Review of Emotional Intelligence and Psychological Well-being. *International Journal of Accounting, Finance and Bussiness (IJAFB) (August 2022).*

Abstract : This paper reviews the idea of emotional intelligence and terms such as intelligence, emotion, and emotional intelligence. A distinction will be made between the various theories of emotional intelligence, the one that emphasizes mental ability from those that mix mental capabilities with personal traits. This paper claims that Mayer and Salovey's definition of emotional intelligence is appropriate to be a model that can explain emotional intelligence among adolescents. Emotional intelligence as the capability to understand and control one's emotions is an ability that can be learned and enhanced where the level of an individual's emotional competence increases with age. Next, the purpose of this review is to reveal the existing literature on the definition as well as the relationship of emotional intelligence and psychological well-being. Specifically, this paper reviews the literature on the relationship between emotional intelligence and psychological well-being; relationship between emotional


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