

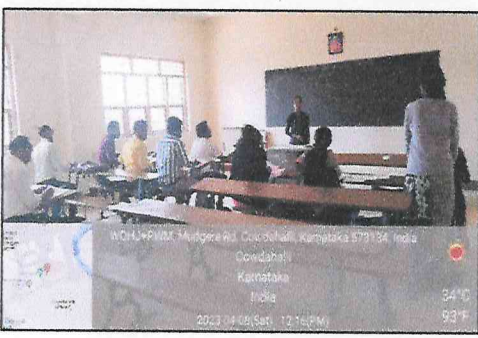
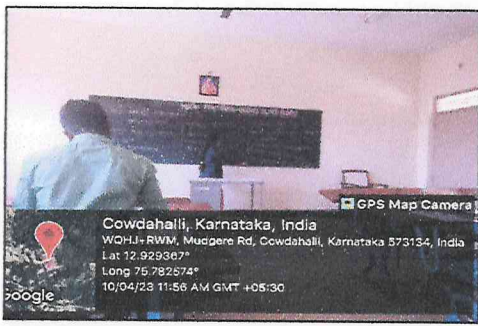
ಸೂಕ್ಷ್ಮ ಬೋಧನಾ ಕಾರ್ಯಾಗಾರ

ಸಕಲೇಶಪುರ ಜೆಎಸ್‌ಎಸ್ ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯದಲ್ಲಿ ದಿನಾಂಕ 28.04.2023 ರಿಂದ 04.04.2023 ರವರೆಗೆ ಮೊದಲ ಸೆಮಿಸ್ಟರ್‌ನ ಬಿಇಡಿ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳಿಗೆ ಸೂಕ್ಷ್ಮ ಬೋಧನಾ ಕಾರ್ಯಾಗಾರವನ್ನು ಏರ್ಪಡಿಸಲಾಗಿತ್ತು.

ಈ ಕಾರ್ಯಾಗಾರದಲ್ಲಿ ಕಾಲೇಜಿನ ಎಲ್ಲಾ ಸಹಾಯಕ ಪ್ರಾಧ್ಯಾಪಕರುಗಳು ಭಾಗವಹಿಸಿ ಪ್ರಮುಖ ಸೂಕ್ಷ್ಮ ಬೋಧನಾ ಕೌಶಲ್ಯಗಳಾದ ಪಾಠಕ್ಕೆ ಪೀಠಿಕೆ ಹಾಕುವ ಕೌಶಲ್ಯ, ಬೋಧನಾ ಉದ್ದೇಶಗಳನ್ನು ಬರೆಯುವ ಕೌಶಲ್ಯ, ನಿರರ್ಗಳವಾಗಿ ಪ್ರಶ್ನಿಸುವ ಕೌಶಲ್ಯ, ಆಳತೋಧನಾ ಪ್ರಶ್ನೆಗಳ ಕೌಶಲ್ಯ, ಉದ್ದೇಶನ ಏರಿಳಿತ ಕೌಶಲ್ಯ, ದೃಷ್ಟಾಂತಗಳೊಂದಿಗೆ ಉದಾಹರಿಸುವ ಕೌಶಲ್ಯ, ಕಷ್ಟ ಹಲಗೆಯನ್ನು ಬಳಸುವ ಕೌಶಲ್ಯ ಹಾಗೂ ಪುನರ್ಬಲನ ಕೌಶಲ್ಯಗಳಿಗೆ ಸಂಬಂಧಿಸಿದಂತೆ ಸೂಕ್ತ ವಿವರಣೆ ಹಾಗೂ ಪ್ರಾತ್ಯಕ್ಷಿಕೆ ಪಾಠ ಬೋಧನೆಯನ್ನು ನಡೆಸಿಕೊಡಲಾಯಿತು.

ಈ ಕಾರ್ಯಾಗಾರವು ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳಿಗೆ ಎಲ್ಲಾ ಸೂಕ್ಷ್ಮ ಬೋಧನಾ ಕೌಶಲ್ಯಗಳನ್ನು ಅಳವಡಿಸಿಕೊಂಡು ಬೃಹತ್ ಪಾಠಬೋಧನೆಯನ್ನು ಪರಿಣಾಮಕಾರಿಯಾಗಿ ಮಾಡಲು ಸಹಕಾರಿಯಾಗಿದೆ.

ದಿನಾಂಕ 05.04.2023 ರಿಂದ 10.04.2023 ರವರೆಗೆ ಬಿಇಡಿ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿಗಳಿಗೆ ಸೂಕ್ಷ್ಮ ಬೋಧನಾ ಕೌಶಲ್ಯಗಳ ಅಭ್ಯಾಸ ಪಾಠ ಬೋಧನಾ ತರಗತಿಗಳನ್ನು ನಡೆಸಿ, ಮೇಲ್ವಿಚಾರಣೆ ಮಾಡಿ ಸೂಕ್ತ ಹಿಮ್ಮುಖತಿಯನ್ನು ನೀಡಲಾಯಿತು. ಹಾಗೂ ಈ ಸೂಕ್ಷ್ಮ ಬೋಧನಾ ಕೌಶಲ್ಯಗಳ ಅಭ್ಯಾಸ ಪಾಠ ಬೋಧನಾ ತರಗತಿಗೆ ಅಗತ್ಯವಾದ ಸೂಕ್ಷ್ಮ ಪಾಠಯೋಜನೆಯನ್ನು ತಯಾರಿಸುವುದು, ಬೋಧಿಸುವುದು, ಪುಷ್ಟೀಕರಣ ನೀಡುವುದರ ಬಗ್ಗೆ ಪರಿಣಾಮಕಾರಿಯಾಗಿ ತಿಳಿಸಲಾಯಿತು.



ಪುಸ್ತಕ
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Hassan Dist



JSS MAHAVIDYAPEETHA, MYSORE-04
JSS INSTITUTE OF EDUCATION

Sakleshpur-573134, PB No 26, Hassan Dist.

Email: jssioebedskp@gmail.com website: <http://jssonline.org>

Phone No: 08173-244521, 244113 Fax: 08173-244521

MICRO-TEACHING WORKSHOP
PRACTICE LESSONS
SIMULATION LESSONS
COLLEGE BASED LESSON
PHYSICS.

Name : Rekha. H.I

Roll No : U01HY22E0037

Semester : 1st Semester

Year : 2022-23


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Josephine Kalnel
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23

Micro Teaching

Introduction:

Micro teaching is one of the most important development in the field of teaching practice. The workers in the centre for research and development in teaching have evolved an approach to practical teacher education training programme. It is more analytical method and completely new approach to provide the feed-back to modify teachers behaviour according to the specified objectives. The recent researchers in advanced countries in class-room teaching have proved that class room teaching may be objectively analysed and modified according to the requirements, to develop desirable teaching skills and competencies in the student-teachers and even in in-service teachers.

It is one of the important innovations in this direction. It is a process of subjecting samples of human behaviour to 5 R's of 'video Tape recording', 'reviewing', 'responding', 'refining' and

instructional decision making, alternative uses of specific curricula, instructional materials and classroom management.

Definition of Micro-Teaching.

Allen. D.W (1966)

"Micro teaching is the scaled down teaching encounters".

Passi B.K and Lalita MS (1976)

"Micro teaching is a training technique which requires student-teachers to teach a single concept using specified teaching skill to a small number of pupils in a short duration of time"

Jangira N.K and Singh Ajit (1982)

"Micro teaching is a scaled down teaching encounters or miniaturised classroom teaching"

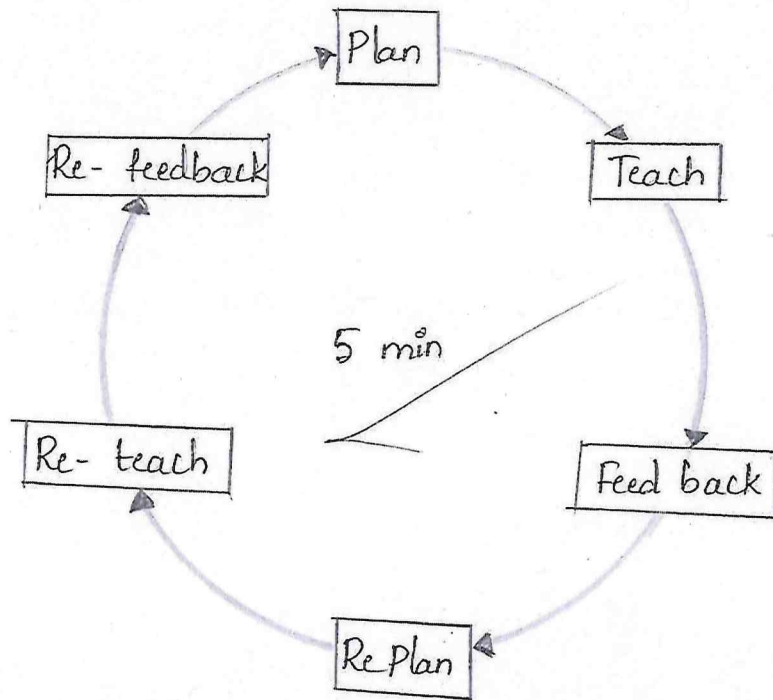
'redoing'. Micro teaching is a controlled practice in which the normal complexities of classroom are reduced and that makes possible to concentrate on teaching behaviour in the student teacher training programme.

Meaning:

Micro teaching is like a simulated social skill teaching to provide the feed-back to teacher-trainee for the modification of teacher behaviour. It aims at simplifying the complexities of the regular teaching process. Basically micro teaching is a 'scaled down teaching encounter'. It is scaled down in terms of class size to a group of 5 to 10 pupils. The lesson is scaled down in length of class time and is reduced to 5 to 10 minutes.

These tasks may include the practicing and mastering of a specific teaching skill such as lecturing, questioning or leading a discussion, instructional of specific teaching strategies, flexibility

Micro Teaching Cycle



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OBSERVATION SCHEDULE FOR THE SKILL OF "INTRODUCING A LESSON"

Smt. S.M. Meenakshi
Lecturer in Education

Name of the Student-Teacher... Lambani Malleha ... Roll No. 42

Topic... ಭೌತ (ವಿದ್ಯಮಾನ ಕಾಲೇಜು) ... Class... 8th

Name of the Supervisor... Rekha. H.P

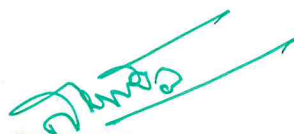
Date... 5/4/22 ... Time... 5min ... Teach/Reteach

Sl.No.	Components	Tallies	Teach	Tallies	Reteach
1.	Teacher used previous knowledge of the pupils.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
2.	The device used was appropriate.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
3.	There were instances of lack in continuity.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
4.	Teacher uttered irrelevant statements and questions.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
5.	Almost every question of the teacher was followed correct pupil responses.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
6.	On the whole the introducing of the lesson was effective.		0 1 2 3 4 5 6		0 1 2 3 4 5 6

SCALE : Not at all Very Much

0 1 2 3 4 5 6

Comments (if any) :- Once there was lack in continuity


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OBSERVATION SCHEDULE FOR THE SKILL OF "INTRODUCING A LESSON"

Smt. S.M. Meenakshi
Lecturer in Education

Name of the Student-Teacher... Harshitha Roll No. 39

Topic... English (A Hero) Class... 10th std.

Name of the Supervisor... Rekha H.P


Date... 5/4/23 Time... 5min Teach/ Reteach

Sl.No.	Components	Tallies	Teach	Tallies	Reteach
1.	Teacher used previous knowledge of the pupils.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
2.	The device used was appropriate.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
3.	There were instances of lack in continuity.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
4.	Teacher uttered irrelevant statements and questions.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
5.	Almost every question of the teacher was followed correct pupil responses.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
6.	On the whole the introducing of the lesson was effective.		0 1 2 3 4 5 6		0 1 2 3 4 5 6

SCALE : Not at all Very Much

0 1 2 3 4 5 6

Comments (if any) :- Once there was lack in continuity


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OBSERVATION SCHEDULE FOR THE SKILL OF "INTRODUCING A LESSON"


Smt. S.M. Meenakshi
Lecturer in Education

Name of the Student-Teacher... Rashmi H.I Roll No. 36.....
 Topic... Chemistry (Matter) Class... 9th.....
 Name of the Supervisor... Rekha H.I.....
 Date... 5/4/23..... Time... 5 min..... Teach/Reteach

Sl.No.	Components	Tallies	Teach	Tallies	Reteach
1.	Teacher used previous knowledge of the pupils.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
2.	The device used was appropriate.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
3.	There were instances of lack in continuity.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
4.	Teacher uttered irrelevant statements and questions.	Nil	0 1 2 3 4 5 6		0 1 2 3 4 5 6
5.	Almost every question of the teacher was followed correct pupil responses.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
6.	On the whole the introducing of the lesson was effective.		0 1 2 3 4 5 6		0 1 2 3 4 5 6

SCALE : Not at all Very Much
 0 1 2 3 4 5 6

Comments (if any) :- * Introduction class was effective.
 * Once there was lack in continuity


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OBSERVATION SCHEDULE FOR THE SKILL OF "INTRODUCING A LESSON"

Smt. S.M. Meenakshi
Lecturer in Education

Name of the Student-Teacher... Poonima Roll No. 38

Topic... ಒಬ್ಬ (ದಿವ್ಯ) Class... 9th

Name of the Supervisor... Rekha. H.P.

Date... 5/4/23 Time... 5 min Teach/Reteach

Sl.No.	Components	Tallies	Teach	Tallies	Reteach
1.	Teacher used previous knowledge of the pupils.		0 1 2 3 4 (5) 6		0 1 2 3 4 5 6
2.	The device used was appropriate.		0 1 2 3 4 (5) 6		0 1 2 3 4 5 6
3.	There were instances of lack in continuity.		0 1 2 3 4 (5) 6		0 1 2 3 4 5 6
4.	Teacher uttered irrelevant statements and questions.		0 1 2 3 4 5 (6)		0 1 2 3 4 5 6
5.	Almost every question of the teacher was followed correct pupil responses.		0 1 2 3 4 (5) 6		0 1 2 3 4 5 6
6.	On the whole the introducing of the lesson was effective.		0 1 2 3 4 (5) 6		0 1 2 3 4 5 6

SCALE : Not at all Very Much

0 1 2 3 4 5 6

Comments (if any) :- * Not specific
* Every question of the teacher was followed correct pupil responses

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OBSERVATION SCHEDULE FOR THE SKILL OF "INTRODUCING A LESSON"

Smt. S.M. Meenakshi
Lecturer in Education

Name of the Student-Teacher... *Hemla Naik* Roll No. *40*

Topic... *social science* Class... *8th std*

Name of the Supervisor... *Rekha H.I.*

Date... *5/4/23* Time... *5 min* Teach/Reteach

Sl.No.	Components	Tallies	Teach	Tallies	Reteach
1.	Teacher used previous knowledge of the pupils.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
2.	The device used was appropriate.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
3.	There were instances of lack in continuity.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
4.	Teacher uttered irrelevant statements and questions.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
5.	Almost every question of the teacher was followed correct pupil responses.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
6.	On the whole the introducing of the lesson was effective.		0 1 2 3 4 5 6		0 1 2 3 4 5 6

SCALE : Not at all Very Much

0 1 2 3 4 5 6

Comments (if any) :- *lack in continuity*

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JSS Mahavidyapeeta Mysore - 04
 JSS Institute of Education, Sakaleshpur
 Microteaching Episode Plan.

Name: Rekha. H.D

Date: 5/4/23

Reg no: U01HY22E0037

Time: 6 min

Skill: Introduction skill

Class: VIII standard.

Subject: Physics

Demonstration.

Unit: Sound

Subunit: Sound and its Propagation

Sl No	Components	Teacher and Pupils activities	Component used.
1.	Teacher used previous knowledge of the pupils	Teacher: Good morning students students: Good morning Teacher: Anyone come here, knock the door	used previous knowledge
2.	The device used was appropriate	student: knocked the door Teacher: Students, speak loudly student: starts to speak. Teacher: All of you clap your hand student: claped . Teacher: listen to this music student: listened.	used device was appropriate

2. Almost every question of teacher was followed correct pupil responses

Teacher: By knocking the door, clapping hand, speaking, listening to music what is produced

Every question of teacher was followed correct pupil response.

Student: Sound.

4. On the whole the introducing of lesson was effective.

Teacher: Name some sound that you hear in surroundings

Introducing lesson was effective.

Student: Door bell, Barking of Dogs, Ringtone, Sound of Radio, Television etc

Teacher: Sound is even more helpful in dark. By hearing the voice of a person you can guess whether you know that person or not. Then how this sound is produced.

Student: - - -

Statement of Aim.

Teacher: So, In today's class let us learn about Production of sound.

Suggestion of Observer

OK/MS

See

Signature of observer

OBSERVATION SCHEDULE FOR THE SKILL OF "INTRODUCING A LESSON"

Smt. S.M. Meenakshi
Lecturer in Education

Name of the Student-Teacher... Ambaresh Roll No. 41

Topic... ಒಂದು (ಗಣಿತ) Class... 9th

Name of the Supervisor... Rekha H.T


Date... 5/4/23 Time... 5min Teach/Reteach

Sl.No.	Components	Tallies	Teach	Tallies	Reteach
1.	Teacher used previous knowledge of the pupils.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
2.	The device used was appropriate.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
3.	There were instances of lack in continuity.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
4.	Teacher uttered irrelevant statements and questions.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
5.	Almost every question of the teacher was followed correct pupil responses.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
6.	On the whole the introducing of the lesson was effective.		0 1 2 3 4 5 6		0 1 2 3 4 5 6

SCALE : Not at all Very Much

0 1 2 3 4 5 6

Comments (if any) :- Introduction was good.


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STATE OF TEXAS
COUNTY OF _____

Know all men by these presents that _____
do hereby certify that _____

is the true and correct copy of the _____

Page	Number	Amount	Description
1	1000	1000.00	Payroll
2	1001	1000.00	Payroll
3	1002	1000.00	Payroll
4	1003	1000.00	Payroll
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7	1006	1000.00	Payroll
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16	1015	1000.00	Payroll
17	1016	1000.00	Payroll
18	1017	1000.00	Payroll
19	1018	1000.00	Payroll
20	1019	1000.00	Payroll
21	1020	1000.00	Payroll

Witness my hand and seal this _____ day of _____
19____.

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 SAKLESHPUR-573 134

1st Semester - MICRO TEACHING WORKSHOP – 2019-20

Date & Day	Time	Topic	Teacher educator
05.02.2020 Wednesday	10-30 am - 11.30 am	Orientation to micro –teaching workshop	Dr. Prabhuswamy M.
	11.30 am - 1.30 pm	Micro –teaching – Concept, meaning, definitions and Micro-teaching cycle.	Dr. Suresh.N.S
	2.15 pm - 5.00 pm	Description and demonstration of skill of <i>Introducing the lesson.</i> Repertoire: Dr. B.Veeraiah	Mr. Nanjundaswamy K. S.
06.02.2020 Thursday	10-30 am -1.30 PM	Practicing skill of introducing the lesson in respective pedagogical subjects	By student-teachers
	2.15 pm - 5.00 pm	Description and demonstration of skill of <i>Explanation.</i> Repertoire: Dr. Prabhuswamy M.	Dr. Vikram C. B.
07.02.2020 Friday	10-30 am - 1.30 pm	Practicing skill of explanation in respective pedagogical subjects	By student-teachers
	2-15 pm to 5-00 pm	Description and Demonstration of skill of <i>Fluency in questioning.</i> Repertoire: Mr. Manjunath R.	Dr. Dinesh M.K.
08.02.20 Saturday	10-30 am - 1.30 pm	Practicing skill of fluency in questioning in respective pedagogical subjects	By student-teachers
11.02.2020 Tuesday	10-30 am - 1.30 pm	Description and Demonstration of skill of <i>Probing question</i> Repertoire: Dr. B. Veeraiah	Dr. N. S. Suresh
	2.15 pm - 5.00 pm	Practicing skill of probing question in respective pedagogical subjects	By student-teachers
12.02.2020 Wednesday	10-30 am -1-30 pm	Description and demonstration on skill of <i>Illustrating with Examples</i> Repertoire: Dr. Prabhuswamy M.	Dr. S. Nanjundappa
	2.15 pm - 5.00 pm	Practicing skill of illustrating with examples in respective pedagogical subjects	By student-teachers

13.02.2020 Thursday	10-30 am - 1-30 pm	Description and Demonstration of skill of <i>Stimulus Variation</i> Repertoire: Dr. S. Nanjundappa	Dr. Prabhuswamy M.
	2-15 pm - 5.00 pm	Practicing skill of stimulus variation in respective pedagogical subjects	By student-teachers
14.02.2020 Friday	10-30 am - 1.30 pm	Description and demonstration of skill of <i>Reinforcement</i> Repertoire: Dr. N.S. Suresh	Dr. B.Veeraiah
	2.15 pm - 5.00 pm	Practicing skill of reinforcement in respective pedagogical subjects	By student-teachers
15.02.2020 Saturday	10-30 am - 12.00 N	Description and demonstration of skill of <i>Achieving Closure</i> Repertoire: Dr. S. Nanjundappa	Mr. K.S. Nanjundaswamy
	12.00 N - 1.30 pm	Writing Plan for simulation lessons / college based lesson by integrating all skills	Mr. Manjunath R
17.02.2020 Monday	10-30 am - 1.30 pm	Description and demonstration on skill of <i>using Black Board</i> Repertoire: Dr. Dinesh M.K.	Dr. N. S. Suresh
	2.15 pm - 5.00 pm	Practicing skill of using black board in respective pedagogical subjects	By student-teachers
18.02.2020 Tuesday	10-30 am- 1.30 pm	School lessons / Simulation lessons in Pedagogy -1 (Lesson is of 10 minute duration)	By student-teachers
	2.15 pm - 5.00 pm	School lessons / Simulation lessons in Pedagogy -2 (Lesson is of 10 minute duration)	By student-teachers
19.02.2020 Wednesday	10-30 am - 1.30 pm	College based lessons / Simulation lessons Pedagogy-1 (Lesson is of 20 minute duration)	By student-teachers
	2.15 pm -5.00 pm	College Based Lessons/Simulation lessons Pedagogy-2 (Lesson is of 20 minute duration)	By student-teachers

Note:

1. All student-teachers have to bring Government of Karnataka prescribed high school text books everyday in both the pedagogical subjects.
2. All student-teachers should bring micro-teaching observation schedule and a note pad during the workshop.



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Phone No: 08173-244521, 244113 Fax: 08173-244521

MICRO-TEACHING WORKSHOP
PRACTICE LESSONS
SIMULATION LESSONS
COLLEGE BASED LESSON
CHEMISTRY.

Name : Rashmi H.I
Roll No : U01HY22E0036
Semester : Ist semester
Year : 2022-23

Valmed
[Signature]

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MICRO-TEACHING.

Introduction.

Micro-Teaching is a system of controlled practice that makes possible to concentrate on a specific teaching behaviour and to practice teaching under controlled condition.

Teaching is a complex activity, the complexity in teaching encounter is reduced by practising teaching skill one at a time the complexity is further reduced by having a smaller number of pupils, short duration of time and the content being reduced to a single concept and one component skill is practised at a time.

Micro-teaching a teacher training technique program. Micro-teaching may be considered as a miniature class room teaching or mini-teaching (it) described in these words. Micro-teaching is a teacher training procedure which is used as the teaching situation to a simpler and more controlled encounters achieved by limiting the practice teaching to a specific skill and reducing teaching time and the class size.

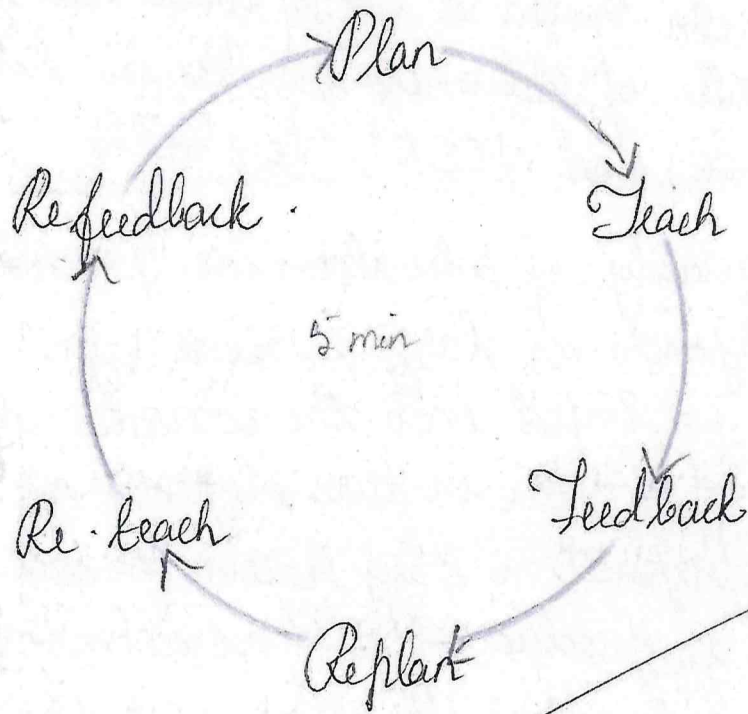
The technique of micro-teaching was first developed in 1963 at Stanford university and

now used for the teaching of Secondary school teachers. Some of the countries like USA, UK, Neth. land, Scotland have set up Micro-teaching laboratories. In India a lot of work has been done at the centre of Advanced studies in Education, Baroda (CASE) and NCERT, New Delhi.

The quality of education we provide to our children depends on large measure upon the quality of teachers we inject into the educational system. The quality of teacher in turn depends on the quality of preparation they receive in our college of education to produce effective teachers training institutes must expose the trainees to this Micro-teaching programme. Micro Teaching is an innovative technique of teachers training. It is a process of subjecting samples of human behaviour to 5 R's of video recording, reviewing, responding, refining and redoing. Actually it imitates one to analyse and develop teacher behaviour. It provides an opportunity for the trainees to gain classroom capabilities and expertise before the trainee enters the real class room situation.

Fourteen skills have been listed at the Stanford University

Micro-teaching cycle.



JSS Mahavidyalaya, Mysuru - 04
 JSS Institute of Education, Sakleshpura
 MICRO-TEACHING EPISODE PLAN.

Name :- Rashmi H.D

Date :- 5-04-2023

Rg no :- U01HY22E0036

Time :- 6 min

Skill :- Introduction

Class :- IX

Subject :- Science {Chemistry}

Topic :- Matter in our surroundings

Questioning.

Sub topic :- ~~Matter and its Properties~~

Components	Teacher and Pupils activity	Component used.
	Teacher: Good morning, students Student: Good morning.	
Describable components Tests previous knowledge The device used was appropriate	In our daily life we come across many things in our surroundings. They differ in their shape, size and texture. By seeing the things present in the surroundings the question arises in our mind that "how they are made up of?" Teacher: What is this? Student: Dust Teacher: It has certain mass right? Student: Yes nam. Teacher: What happens if I keep the dust on the table Student: It occupies certain space.	Questioning Tests previous knowledge.
Undescribable components There were instances		

of lack in continuity
 2) Teacher uttered irrelevant statement & question

Teacher: What is this?
 Student: Balloon.
 Teacher: Now I blow air to this balloon.
 Does this balloon has mass and occupies space.
 Student: Yes mam
 Teacher: In the same way things present in the surrounding are made up of certain particles and has certain mass & occupies space. Do you agree?
 Student: Yes mam.
 Teacher: What we can call for the things which has certain mass and occupies certain space
 Student:
 Teacher: So, Today in this class let us study about the concept of the matter and its properties

Statement of Aim

Suggestion of observer.

21/04/2025 2:15 PM
 21/04/2025
 21/04/2025

Signature of observer

21/4

1

OBSERVATION SCHEDULE FOR THE SKILL OF "INTRODUCING A LESSON"

Smt. S.M. Meenakshi
 Lecturer in Education

Name of the Student-Teacher: Amburaba Roll No. 41

Topic: Social Science Class: 9th

Name of the Supervisor: Rashmi H.T.

Date: 5-4-23 Time: 6.00 am Teach/Reteach

Sl.No.	Components	Tallies	Teach	Tallies	Reteach
1.	Teacher used previous knowledge of the pupils.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
2.	The device used was appropriate.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
3.	There were instances of lack in continuity.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
4.	Teacher uttered irrelevant statements and questions.	Nil	0 1 2 3 4 5 6		0 1 2 3 4 5 6
5.	Almost every question of the teacher was followed correct pupil responses.		0 1 2 3 4 5 6		0 1 2 3 4 5 6
6.	On the whole the introducing of the lesson was effective.		0 1 2 3 4 5 6		0 1 2 3 4 5 6

SCALE: Not at all Very Much
 0 1 2 3 4 5 6

Comments (if any) :-

→ One lack of continuity occurred.
 → The lesson was effective



JSS MAHAVIDYAPEETHA, MYSURU - 4

JSS INSTITUTE OF EDUCATION

SAKLESHPUR - 573 134

LESSON PLAN

IN

PEDAGOGIC COURSE

Chemistry

NAME.....Yashawini P.S.....**Reg. No**ED911655.....

SCHOOL.....Moulana Azad Model English School, Sakaleshpura.....

20²¹ - 20²²



JSS MAHAVIDYAPEETHA
JSS INSTITUTE OF EDUCATION

SAKLESHPUR - 573 134

CERTIFICATE

This is to certify that Sri / Smt. Yasharwini P.S......
was under gone Teaching practice in this Institution during the
year 20 - 20 he/she has given the number of Lesson Prescribed
by the University of Mysuru in Pedagogic Courses
.....Chemistry.....and his/her character/conduct
were satisfactory.

[Signature]
23/9

Head Master
Moulana Azad Model School
Sakaleshpura

Signature of the Principal/

Head Master with Seal

[Signature]

Signature of the Method

Master

Date...23/9/2022.....

Date...31/9/22.....

Place...Sakaleshpur.....

Place...Sakaleshpur.....

CONTENTS

Sl.No.	Date	Class	Lesson Topic/Sub unit
1.	10/08/2022	8 th Std	Water pollution - Introduction
2.	16/08/2022	8 th Std	Case Study of River Ganga
3.	23/08/2022	8 th Std	Effects of water pollution on plants & animals.
4.	29/08/2022	8 th Std	Potable water & Purification of water
5.	13/09/2022	8 th Std	Combustion
6.	13/09/2022	8 th Std	Types of Combustion
7.	14/09/2022	8 th Std	Flame and Structure of Flame
8.	16/09/2022	8 th Std	Fuels and its types
9.		8 th Std	Fuel Efficiency, Calorific Value
10.	26/07/2022	8 th Std	Air pollution - Introduction
11.	1/08/2022	8 th Std	Case Study of Taj Mahal
12.	4/08/2022	8 th Std	Effects of Air pollution on Plant and Animals.
13.	6/09/2022	7 th Std	Water: A precious resource
14.	12/09/2022	6 th Std	Acids, Bases and Indicators.
15.	8/09/2022	6 th Std	Water and water cycle

ICT
IL
CL

General objectives of Teaching Subject

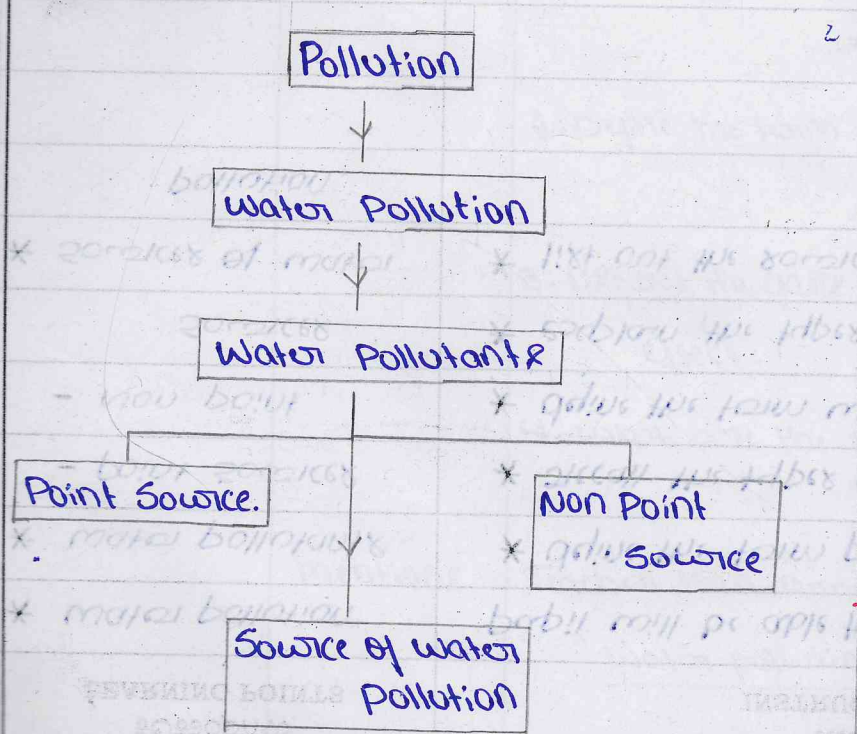
1. To create interest among the students in science
2. To develop mental ability of the students.
3. To develop innovative and imagination power of
4. To acquire observation skill.
5. To develop knowledge and understanding of basic
6. To develop scientific attitude.
7. To develop creative thinking among students
8. To develop logical reasoning.
9. To develop
- 10.

LESSON PLAN

ಹೆಸರು/Name Yashawini P. S ಹಾ.ಸಂಖ್ಯೆ/Reg.No. ED911655 ಪಾಠ ಸಂಖ್ಯೆ/Lesson No. 1 ದಿನಾಂಕ/Date. 10/08/20
 ಶಾಲೆ/School Modana Azad Model English School, Sakaleshpur ತರಗತಿ/Class 8th standard ವಿಷಯ/Subject Chemistry
 ಘಟಕ/Unit Pollution of air and water ಉಪಘಟಕ/Subunit Water pollution - Introduction ಅವಧಿ/Period 40 min

ವಿಷಯ ವಿಶ್ಲೇಷಣೆ / Content Analysis

Concept Map



According to definition of WHO, water pollution occurs when foreign materials (either from natural or other source) are added to water supply and may be harmful to life, because of their toxicity, reduction of normal oxygen level of water, aesthetically unpleasing effects and spread of epidemic diseases.

Water pollutants are categorized as under point source and non point sources. Industrial agents such as free chloramines, acids and oil, fertilizers and farm wastes, synthetic detergents, pesticides and household waste are the main source of water pollution.

ಕಲಿಕಾಂಶಗಳು LEARNING POINTS	ಬೋಧನಾ ಉದ್ದೇಶಗಳು INSTRUCTIONAL OBJECTIVES	ಕಲಿಕಾಪದಾರಗಳು/ ಕಲಿಕಾ ಚಟುವಟಿಕೆಗಳು Lg. Aids/lg. Activites
* Water pollution	Pupil will be able to	* Chart showing the picture of
* Water pollutant	* Define the term pollution.	Water pollution.
- Point source	* Recall the types of Environmental pollution.	* Video clip showing the source
- Non point	* Define the term water pollution.	water pollution.
Source	* Explain the types of water pollutant.	
* Source of water	* List out the sources of water pollution.	
Pollution.		
		ಪರಾಮರ್ಶನ ಸಾಮಗ್ರಿಗಳು/ Reference Materials
		ಶೀರ್ಷಿಕೆ Title
		ಕರ್ತೃ Author
		Encyclopedia of - Siddarth mur
		General science book.

5Es	ಕಲಿಕಾ ಸಾಮರ್ಥ್ಯಗಳು Learning Abilities	ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸುವ ಚಟುವಟಿಕೆಗಳು Supportive Learning activities	
		ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು Teacher activities	ವಿದ್ಯಾರ್ಥಿ ಚಟುವಟಿಕೆಗಳು Pupil activities
Engage	Recall	<p>Teacher tests the previous knowledge of students by asking some questions.</p> <p>1. What are the sources of air pollution?</p> <p>2. Define the term smog.</p> <p>3. List out the gases which cause of greenhouse effect.</p> <p>4. What are the sources of water pollution?</p>	<p>Pupil answers the questions by using the previous knowledge.</p> <p>Carbon monoxide, oxides of nitro, Photochemical products, Toxicants and Heavy metals are the source of air pollution.</p> <p>The mixture of smoke and fog is called smog.</p> <p>CO₂, CO, CFC's and methane are the gases which cause of greenhouse effect.</p> <p>No response from pupil.</p>
	mentions	<p>Teacher then Announces the statement of aim</p> <p><u>"Water pollution and its sources"</u></p>	

Sub unit topic should be written as
Water pollution - mg, sources/causes & effects of water pollution

explanation was good
 BOB work was up to the mark
 elicitation was normal
 Use big sized charts as grids.
 class management need to be improved.

more more from students

Observed
 4/5
 10/8/22

Yashini

Signature of the student teacher

Date

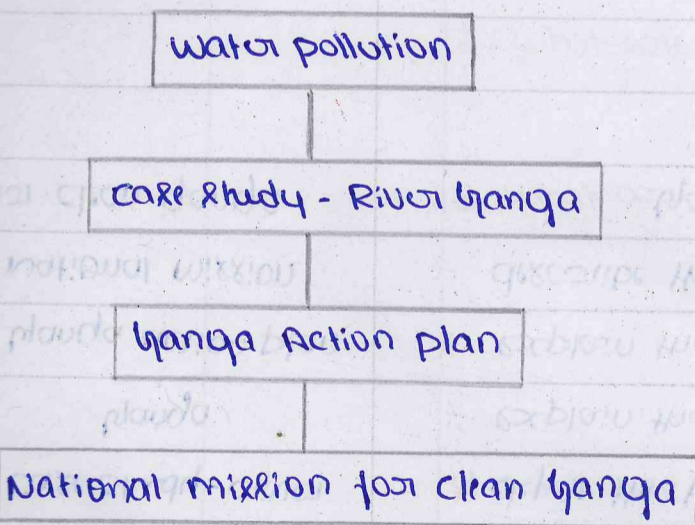
Signature of the observer

LESSON PLAN

ಹೆಸರು/Name Yashawini P.S ಹಾ.ಸಂಖ್ಯೆ/Reg.No. ED911655 ಪಾಠ ಸಂಖ್ಯೆ/Lesson No. 2 ದಿನಾಂಕ/Date. 16/08/2022
 ಶಾಲೆ/School. Moulana Azad Model English School, Sakaleshpur ತರಗತಿ/Class. 8th Standard ವಿಷಯ/Subject. Chemistry
 ಘಟಕ/Unit. Pollution of air and water ಉಪಘಟಕ/Subunit. Water pollution - Case study of river Ganga ಅವಧಿ/Period. 40 mins

ವಿಷಯ ವಿಶ್ಲೇಷಣೆ / Content Analysis

Concept Map



According to definition of WHO, water pollution occurs when foreign materials are added to water supplies and may be harmful to life. Some rivers, lakes and groundwater are unfit for usage. In India river Ganga is the 6th most polluted river in world. To save the river Ganga, government was started Ganga action plan in 1985, it aimed to reduce the pollution level in river. In 2016 government of India has launched a new initiative plan known as National mission for clean river Ganga.

LEARNING POINTS	ಬೋಧನಾ ಉದ್ದೇಶಗಳು INSTRUCTIONAL OBJECTIVES	ಕಲಿಕೋಪಕರಣಗಳು/ ಕಲಿಕಾ ಚಟುವಟಿಕೆಗಳು Lg. Aids/Ig. Activities
* water pollution	Pupil will be able to -	* photograph showing the case study of Yamuna Ganga.
* case study - Yamuna Ganga	* define the term water pollution	* video showing the Ganga action plan for cleaning Yamuna Ganga.
* Ganga action plan	* explain the case study of Yamuna Ganga	* Chart showing the national mission for clean Ganga.
* National mission for clean Ganga	* explain the Ganga action plan	
	* describe the National mission for clean Yamuna Ganga.	
		ಪರಾಮರ್ಶನ ಸಾಮಗ್ರಿಗಳು/ Reference Materials
		ಶೀರ್ಷಿಕೆ Title
		ಕರ್ತೃ Author
		Encyclopedia of General Science book - Siddhant Muki

SEs	ಕಲಿಕಾ ಸಾಮರ್ಥ್ಯಗಳು Learning Abilities	ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸುವ ಚಟುವಟಿಕೆಗಳು Supportive Learning activities	
		ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು Teacher activities	ವಿದ್ಯಾರ್ಥಿ ಚಟುವಟಿಕೆಗಳು Pupil activities
Engage	recall	<p>Teacher tests the previous knowledge of students by asking questions.</p> <p>1. Define the term water pollution.</p> <p><u>What are the types of water pollutants?</u></p> <p>2. <u>What are the sources of water pollutants?</u></p> <p>3. <u>What are the sources of water pollution?</u></p> <p>4. <u>What are the aims of Ganga Action Plan?</u></p> <p>Teacher then announces the statement of aim: "<u>Case study of Yamuna Ganga</u>"</p>	<p>Pupil answers the questions by using their previous knowledge.</p> <p>- water pollution is a degradation of quality of water due to addition of harmful substances.</p> <p>- Point source and non point source are the two types of water pollutants.</p> <p>- Industrial effluents, pesticides, farm waste, household waste and sewage are the different sources of water pollution.</p> <p>- Pupil fails to answer.</p>

Suggestions	Student-Teacher Introspection	Criteria of assessment		
		Criteria	Max Marks	Marks obtained
		Preparation	05	
		Presentation	10	
		Effectiveness of activities	10	
		Using Lg. Aids	05	
		Evaluation	05	
		Using B.B.	03	
		Pupil Interaction	03	
		Tr. Personality	03	
		Class Room Management	03	
		Over all class	03	
		Total	50	

Yashwini
Signature of the student teacher

Date

Signature of the observer

LESSON PLAN

ಹೆಸರು/Name: Yashwini P.S ಹಾ.ಸಂಖ್ಯೆ/Reg.No.: ED911655 ಪಾಠ ಸಂಖ್ಯೆ/Lesson No.: 3 ದಿನಾಂಕ/Date: 23/08/2022
 ಶಾಲೆ/School: Moulana Aged Model English school, Sakaleshpura ತರಗತಿ/Class: 8th Standard ವಿಷಯ/Subject: Chemistry
 ಘಟಕ/Unit: Pollution of air and water ಉಪಘಟಕ/Subunit: Water pollution - Effects on plants and animals ಅವಧಿ/Period: 40 mins

ವಿಷಯವಿಶ್ಲೇಷಣೆ / Content Analysis

<p><u>Concept Map</u></p> <pre> graph TD A[Water pollution] --> B[Effects of water pollution] B --> C[Plants] B --> D[Animals] C --> E[Control of water pollution] D --> E </pre>	<p>According to WHO, water pollution is a addition of Foreign materials and harmful substances may effects on plants and Animals. water pollutants suspend in the water bodies and effects on aquatic life. Eutrophication is the most acute symptoms which causes hypoxia and harmful algal blooms. Chlorosis and Black or brown patches and skeletal fluorosis and minamata disease or methaemoglobine in Human. Integrated waste water treatment is to control water pollution.</p>
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ಕಲಿಕಾರಣಗಳು LEARNING POINTS	ಬೋಧನಾ ಉದ್ದೇಶಗಳು INSTRUCTIONAL OBJECTIVES	ಕಲಿಕೋಪಕರಣಗಳು/ ಕಲಿಕಾ ಚಟುವಟಿಕೆಗಳು Lg. Aids/Ig. Activites
* water pollution	Pupil will be able to .,	* plant showing Chloroxil , Black and
* Effects of water pollution	* Define the term water pollution.	Brown patch on plant.
- On plants	* explain the effects of water pollution on plants.	* Photograph showing the effects of
- on Animals	* explain the effects of water pollution on Animals.	water pollution on Animals.
- on Human	* explain the effects of water pollution on Human.	* Video showing control measure of
* Control of water pollution	* list out the control measure of water pollution.	water pollution.
		ಪರಾಮರ್ಶನ ಸಾಮಗ್ರಿಗಳು/ Reference Materials
		ಶೀರ್ಷಿಕೆ Title
		ಕರ್ತೃ Author
		Encyclopedia of general Science book
		siddharth mukherji

5Es	ಕಲಿಕಾ ಸಾಮರ್ಥ್ಯಗಳು Learning Abilities	ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸುವ ಚಟುವಟಿಕೆಗಳು Supportive Learning activities	
		ಶಿಕ್ಷಕ ಚಟುವಟಿಕೆಗಳು Teacher activities	ವಿದ್ಯಾರ್ಥಿ ಚಟುವಟಿಕೆಗಳು Pupil activities
Engage	ರೀಕಾರ್	Teacher tests the previous knowledge of students by asking questions. 1. who prepared the Ganga Action plan ? 2. when did the Ganga Action plan launched ? 3. when did National mission for clean Ganga was launched ? 4. what are the effects of water pollution ?	pupil answer the questions by using previous knowledge. Department of Environment prepared the Ganga Action plan. 1985 Ganga action plan was launched. National mission for clean Ganga was launched in 2016. No response.
	ಮೆನ್ಷನ್	Teacher then announce the statement of aim <u>"Effects of water pollution on plant and Animals"</u>	
Explain	explain	Teacher explains the effects of water pollution on plants by showing plants.	Pupil observes the live plants and listens the explanation.

Explain	Observe	Teacher explains the effects of water pollution on animals by showing the photographs.	Pupil observe the photograph showing the effects of water pollution on animals.
Elaborate	explain	Teacher explain the effects of water pollution on human. Teacher explain the control measure of water pollution and Act to control water pollution by showing videoclip.	Pupil observe video and listen explanation carefully.
Evaluate	listen	Teacher asks questions to evaluate the understanding level of pupil. 1. What are effects of water pollution on plants?	Deterioration chlorophyll formation, it causes chlorosis and causes necrosis i.e. dead area of leaf.
	explain	2. Explain the effects of water pollution on animals?	Skeletal Fluorosis, Minamata disease, Blue baby syndrome are the effects of water pollution on animals.

	listen	3. What are the measures to control water pollution? <u>Concluding Statement</u> : In Today's class we have learnt about effects of water pollution on plants, animals and human. We also learnt about measures to control water pollution. <u>Home Assignment</u> : Write a short note on Potable water?	Integrated waste water treatment- Ecological sanitation, Yamuna action plan and Bioremediation are the measures to control water pollution.
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Approved

Signature of the teacher-educator

[Handwritten Signature]
10/8/22

Suggestions	Student-Teacher Introspection	Criteria of assessment			
		Criteria	Max.Marks	Marks obtained	
1) Improve your hand writing. 2) Fluency was good. But lack of continuity in explanation. 3) Give stresses wherever necessary. 4) Exhibit facial expression. 5) Interact well with students when explaining. 6) Toxic chemicals? 7) plants & Animals: follow the order. 8) Soil: It was not mentioned in the topic. 9) Give both sides when explaining the concepts. 10) Human being: Not mentioned in the topic in the lesson plan. 11) No need to write in complete sentences. 12) Question on human being of plants & animals?		Preparation	05	02	
		Presentation	10	05	
		Effectiveness of activities	10	05	
		Using Lg. Aids	05	03	
		Evaluation	05	03	
		Using B.B.	03	03	
		Pupil Interaction	03	03	
		Tr. Personality	03	03	
		Class Room Management	03	03	
		Over all class	03	02	
		Total	50	35	
					35/50

Signature of the student teacher

Date

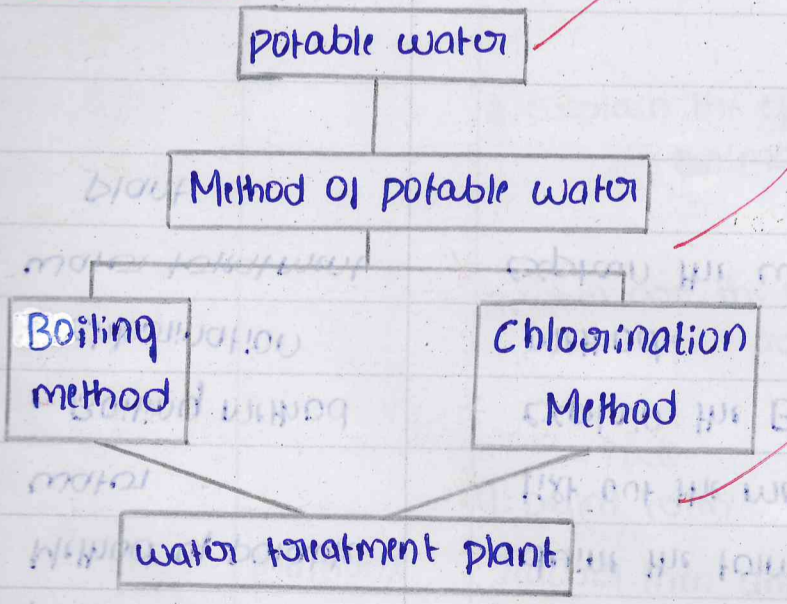
Signature of the observer

LESSON PLAN

ಹೆಸರು/Name: Yashawini P.S ಹಾ.ಸಂಖ್ಯೆ/Reg.No: ED011655 ಪಾಠ ಸಂಖ್ಯೆ/Lesson No: 4 ದಿನಾಂಕ/Date: 23/08/2022
 ಶಾಲೆ/School: Moulana Azad Model English School, Sakaleshpur ತರಗತಿ/Class: 8th standard ವಿಷಯ/Subject: Chemistry
 ಘಟಕ/Unit: pollution of air and water ಉಪಘಟಕ/Subunit: Water pollution - Potable water and Purification of water ಅವಧಿ/Period:

ವಿಷಯ ವಿಶ್ಲೇಷಣೆ / Content Analysis

Concept Map



potable water is the water which is filtered and treated properly and is finally free from all contaminants and harmful bacteria. Water is purified by various processes, some of these are by reverse osmosis or by using UV filtered water purifiers etc.

Boiling method and chlorination method are the methods thorough which normal water can be converted to potable water or drinking water. Non potable water, these problems can be reproductive problems, gastrointestinal issues etc.

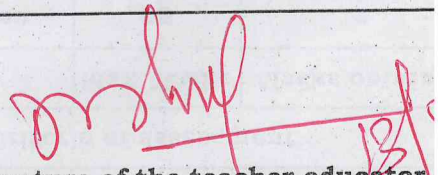
ಕಲಿಕಾಬಿಂದುಗಳು LEARNING POINTS	ಬೋಧನಾ ಉದ್ದೇಶಗಳು INSTRUCTIONAL OBJECTIVES	ಕಲಿಕಾಸಹಕರಣಗಳು/ ಕಲಿಕಾ ಚಟುವಟಿಕೆಗಳು Lg. Aids/ig. Activites
* Potable water	Pupil will be able to .	* Video showing the boiling and chlorination method
* Method of potable water	* Define the term potable water.	* Video showing the water treatment plant.
- Boiling method	* List out the method of potable water.	
- Chlorination	* Explain the Boiling method and chlorination method.	
* Water treatment plant	* Explain the water treatment plant.	
		ಪಠ್ಯಪುಸ್ತಕದ ಸಾಮಗ್ರಿಗಳು/ Reference Materials
		ಶೀರ್ಷಿಕೆ Title
		ಕರ್ತೃ Author
		Encyclopedia of General Science book - Siddhant mukhoji

5Es	ಕಲಿಕಾ ಸಾಮರ್ಥ್ಯಗಳು Learning Abilities	ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸುವ ಚಟುವಟಿಕೆಗಳು Supportive Learning activities	
		ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು Teacher activities	ವಿದ್ಯಾರ್ಥಿ ಚಟುವಟಿಕೆಗಳು Pupil activities
Engage	Recall	Teacher tests the previous knowledge of students by asking questions. 1. What are the effects of water pollution on plants? 2. Explain the effects of water pollution on animals? 3. What are the measures to control water pollution? 4. Define term ^{the} potable water.	Pupil answers the questions by using previous knowledge. * Destroy chlorophyll formation and disturb photosynthesis. * It causes chlorosis. * Necrosis - dead area of leaf. - Skeletal Fluorosis, Minamata disease, Blue baby syndrome are the effects of water pollution on animals. - Integrated waste water treatment. Yamuna action plan. Ecological sanitation. Bioremediation are the measures to control water pollution. - No response.
	Mention	Teacher then announces the statement of aim " <u>Potable water and purification of water</u> "	explain the process of purification of potable water

Explain	define	Teacher defines the term potable water and explains the method of potable water.	pupil will be able to define term Potable water.
Explore	explain	Teacher explains the process of boiling and chlorination method by showing the video.	Pupil observes the video showing the process of boiling and chlorination method.
Elaborate	explain	Teacher explains the working process of a waste water treatment plant by showing the chart.	Pupil observes the chart showing the working process of waste water treatment plant.
Evaluate	define	Teacher asks questions to evaluate the understanding level of students. 1. Define the term potable water.	- Potable water is the water which is filtered and treated properly and is finally free from all contaminants and harmful Bacteria.

	explain	2. List out the method of potable water. 3. Explain the characteristics of potable water. <u>Concluding Statement</u> : In Today's class we have learnt about definition of potable water, Method of potable water and working process of a waste water treatment plant. <u>Suggested Activity</u> : Explain the working process of a waste water treatment plant with labelled diagram.	- Boiling method and chlorination method are the method of potable water. - * Potable water should be colourless and odourless. - * It should be free from impurities. - * It should be free from harmful organisms. - * It should contain minerals and salts.
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Approved


Signature of the teacher-educator

Suggestions	Student-Teacher Introspection	Criteria of assessment		
		Criteria	Max.Marks	Marks obtained
<p>* Engage - ಕೂಲಿ ಕೆಲಸ ಮಾಡುವಂತೆ ಸಂವಹನ ಕ್ರಮಗಳನ್ನು, ಕ.ಸ.ನಿಂದ ಗುರುಗಳನ್ನು ಬಳಸುವಂತೆ. ಕೂಲಿ ಕೆಲಸ ಕುರಿತು ಪ್ರಶ್ನೆ ಕೆಲಸ. - ಗುರುಗಳಿಗೆ - ಗುರುಗಳಿಗೆ ಬಳಸುವಂತೆ. ಕ.ಸ.ನಿಂದ ಕೂಲಿ * ಕ.ಸ.ನಿಂದ ಪ್ರಶ್ನೆ ಕೆಲಸಗಳನ್ನು * Potassium water - <u>ಅವಶ್ಯಕ</u> * ಕ.ಸ.ನಿಂದ ಪ್ರಶ್ನೆ ಕೆಲಸಗಳನ್ನು * 15 ನಿಮಿಷ ಕೆಲಸ ಮಾಡುವಂತೆ * ಕೆಲಸಗಳನ್ನು ಕ.ಸ.ನಿಂದ ಮಾಡುವಂತೆ * ಕ.ಸ.ನಿಂದ ಪ್ರಶ್ನೆ ಕೆಲಸಗಳನ್ನು * ಕೆಲಸಗಳನ್ನು ಕೆಲಸಗಳನ್ನು * ಕೆಲಸಗಳನ್ನು ಕೆಲಸಗಳನ್ನು</p>	<p>ph level - <u>ಅವಶ್ಯಕ</u> * ಕೆಲಸಗಳನ್ನು ಕೆಲಸಗಳನ್ನು * ಕೆಲಸಗಳನ್ನು ಕೆಲಸಗಳನ್ನು</p>	Preparation	05	
		Presentation	10	
		Effectiveness of activities	10	
		Using Lg. Aids	05	
		Evaluation	05	
		Using B.B.	03	
		Pupil Interaction	03	
		Tr. Personality	03	
		Class Room Management	03	
		Over all class	03	
		Total	50	

032
05

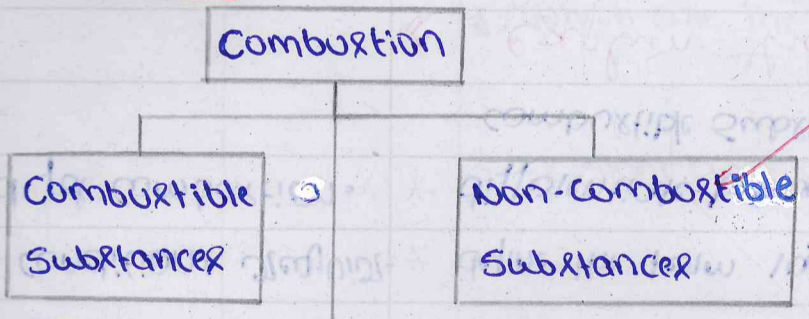
Signature of the observer
 25/8/22

LESSON PLAN

Name: Yashwanth P.S ಹಾಸಂಖ್ಯೆ/Reg.No... ED11655 ಪಾಠ ಸಂಖ್ಯೆ/Lesson No... 5 ದಿನಾಂಕ/Date. 13/09/22
 ಶಾಲೆ/School Moulana Azad Model English School, Sakaleshpur ತರಗತಿ/Class... 8th Standard ವಿಷಯ/Subject... Chemistry
 ಘಟಕ/Unit... Combustion and Flame ಉಪಘಟಕ/Subunit... Combustion, Combustible and Non Combustible Substances ಅವಧಿ/Period... 40 mins

ವಿಷಯ ವಿಶ್ಲೇಷಣೆ / Content Analysis

Concept Map



Conditions Required for Combustion

A chemical process in which a substance reacts with oxygen to give off energy in the form of heat or light is called combustion. The substance that undergoes combustion is called a fuel. Combustible is the substance which burns in the presence of air are called combustible substance. The substance which can not burn in the presence of air is called non combustible substance. Air, ignition temperature and fuel is the conditions required for combustion.

ಕಲಿಕಾಂಶಗಳು LEARNING POINTS	ಬೋಧನಾ ಉದ್ದೇಶಗಳು INSTRUCTIONAL OBJECTIVES	ಕಲಿಕೋಪಕರಣಗಳು/ ಕಲಿಕಾ ಚಟುವಟಿಕೆಗಳು Lg. Aids/lg. Activites
* Combustion	Pupil will be able to ,	* Chart showing the
* Combustible Substances	* Define the term combustion.	Combustible and non Combustible Substance.
* Non Combustible Substances	* Give Examples of Combustible Substances.	
* Conditions required for Combustion.	* Give examples of non Combustible Substance.	
	* Define the term Ignition temperature.	
	* Differentiate between Combustible and non Combustible Substances.	
	explain the conditions required for Combustion	ಪರಾಮರ್ಶನ ಸಾಮಗ್ರಿಗಳು/ Reference Materials
		ಶೀರ್ಷಿಕೆ Title
		ಕರ್ತೃ Author

SEs	ಕಲಿಕಾ ಚಟುವಟಿಕೆಗಳು Learning Abilities	ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸುವ ಚಟುವಟಿಕೆಗಳು Supportive Learning activities	
		ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು Teacher activities	ವಿದ್ಯಾರ್ಥಿ ಚಟುವಟಿಕೆಗಳು Pupil activities
Engage	Recall	Teacher tests the previous knowledge by asking questions. 1. What happens when a matchstick is brought near an agar stone? 2. Which are the substances that will burn? 3. Is stone piece catches fire.	Pupil answers the questions by using their previous knowledge. - It catches fire and flame is formed. - wood, paper, Charcoal are the substances that will burn. - No, Stone piece can't catch fire because it's non Combustible substance.
	Mention	4. What you mean by combustion? Teacher then announces the statement of aim " <u>Combustion, Combustible and Non Combustible Substances</u> "	- No response from pupil.

Explain	define	Teacher define the term Combustion and Fuel.	Pupil will be able to define the term combustion and fuel.
Explore	observe	Teacher explain the Combustible and non Combustible Substances by showing the chart.	pupil observe and will be able to list out the Combustible and non Combustible substances.
	explain		
	give	Teacher give examples for both Combustible and non Combustible Substances.	Pupil will be able to list out the examples for both Combustible and non Combustible Substances.
Elaborate	explain	Teacher explain the conditions required for Combustion such as Air and Fuel and also define the term Ignition temperature.	Pupil will be able to define the term Ignition temperature.
Evaluate		Teacher evaluate the understanding level of students by asking questions.	

define	1. Define the term Combustion.	- A Chemical process which a substance reacts with oxygen to give energy in the form of heat is called Combustion.
give	2. Give examples for Combustible Substances.	- Wood, Paper, Kerosene are the examples for Combustible Substances.
give	3. Give examples for Non Combustible Substances.	- Stone piece, Sand, Soil are the examples for non Combustible Substances.
	<u>Concluding Statement</u> : In Today's class we have learnt about definition of Combustion, Combustible and Non Combustible with suitable examples and also learnt condition required for Combustion.	
	<u>Suggested Activity</u> : Give 10 examples each for Combustible and non Combustible Substances.	

Approved

Signature of the teacher-educator

[Handwritten Signature]
20/8/20

Suggestions	Student-Teacher Introspection	Criteria of assessment		
		Criteria	Max.Marks	Marks obtained
		Preparation	05	
		Presentation	10	
		Effectiveness of activities	10	
		Using Lg. Aids	05	
		Evaluation	05	
		Using B.B.	03	
		Pupil Interaction	03	
		Tr. Personality	03	
		Class Room Management	03	
		Over all class	03	
		Total	50	

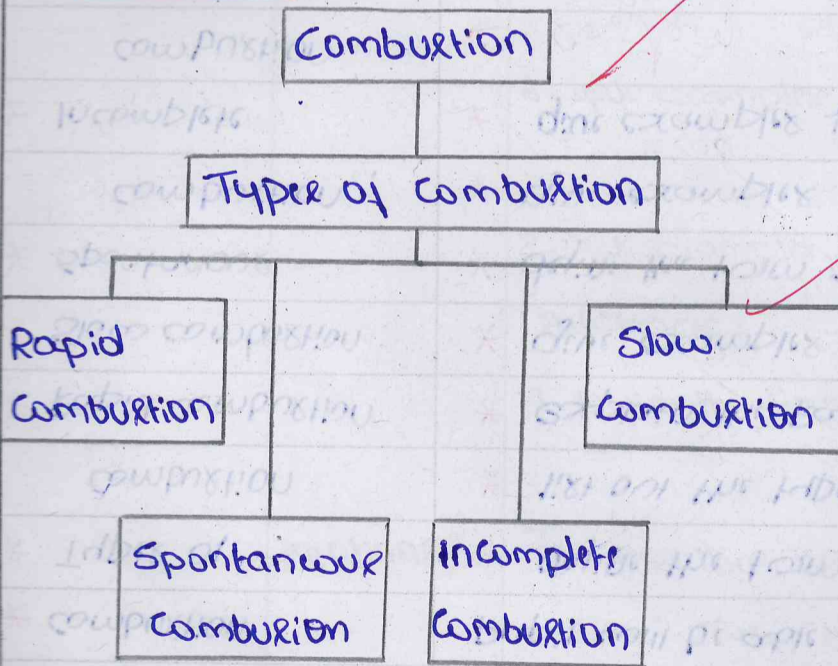
Signature of the observer

LESSON PLAN

Name: Mohammed AS ಹಾ.ಸಂಖ್ಯೆ/Reg.No. ED111655 ಪಾಠ ಸಂಖ್ಯೆ/Lesson No. 6 ದಿನಾಂಕ/Date 13/09/22
 School: Moulana Azad Model English School, Sakalehpur ತರಗತಿ/Class. 8th Standard ವಿಷಯ/Subject Chemistry
 Unit: Combustion and Flame ಉಪಘಟಕ/Subunit Types of Combustion ಅವಧಿ/Period 40 mins

ವಿಷಯ ವಿಶ್ಲೇಷಣೆ / Content Analysis

Concept Map

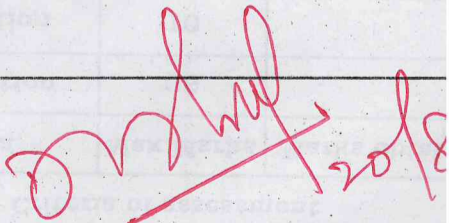


A Chemical process in which a substance reacts with oxygen to give off energy in the form of heat and light is called Combustion. Types of Combustion have four different types such as Rapid Combustion, Slow Combustion, Spontaneous and Incomplete Combustion with suitable examples for different types of Combustion.

Explain	explain	Teacher list out the types of combustion one by one and define the term rapid combustion by showing video with suitable examples.	Pupil will be able to define the term Rapid combustion.
	observe		Pupil will be able to give examples for Rapid combustion.
Explore	observe	Teacher define the term spontaneous combustion by showing video. Teacher define the term slow combustion with suitable examples.	Pupil observe video showing the spontaneous combustion.
Elaborate	explain	Teacher explain the incomplete combustion with suitable example by showing video.	Pupil will be able to list out the examples for incomplete combustion.
Evaluate	define.	Teacher evaluate the understanding level of the students by asking questions. 1. Define the term Rapid Combustion.	Pupil answer relevantly. - Process of combustion in which fuel like hydrocarbon burn rapidly is called Rapid Combustion.

	give	2. Give examples for slow combustion.	- Inhalation (sucking oxygen) is the examples for slow combustion.
	explain	3. Explain the spontaneous combustion with examples. <u>Concluding Statement</u> : In Today's class we have learnt about the types of combustion such as Rapid, Spontaneous, Slow and Incomplete combustion with suitable examples for combustion. <u>Suggested activity</u> : Write a short note on structure of flame.	- When combustion of substances takes place at room temperature without the supply of heat it is called spontaneous combustion. Eg: white phosphorous undergoes combustion at room temperature. Combustion of coal dust in coal mines and forest fires.

Approved


Signature of the teacher-educator

Suggestions	Student-Teacher Introspection	Criteria of assessment		
		Criteria	Max.Marks	Marks obtained
		Preparation	05	
		Presentation	10	
		Effectiveness of activities	10	
		Using Lg. Aids	05	
		Evaluation	05	
		Using B.B.	03	
		Pupil Interaction	03	
		Tr. Personality	03	
		Class Room Management	03	
		Over all class	03	
		Total	50	

Yashini

LESSON PLAN

ಹೆಸರು/Name Yashini P.S ಹಾ.ಸಂಖ್ಯೆ/Reg.No. ED11655 ಪಾಠ ಸಂಖ್ಯೆ/Lesson No. 1 ದಿನಾಂಕ/Date 14/09/20
 ಶಾಲೆ/School Moulana Azad Model English School Sakalshpura ತರಗತಿ/Class 8th standard ವಿಷಯ/Subject Chemistry
 ಘಟಕ/Unit Combustion and Flame ಉಪಘಟಕ/Subunit Flame and Structure of Flame ಅವಧಿ/Period 40 mins

ವಿಷಯ ವಿಶ್ಲೇಷಣೆ / Content Analysis

Concept Map			<p>The substances which vaporize during burning, give flames, e.g., kerosene oil, molten wax etc. flame is actually the hot part of fire and has three zones:</p> <p>Innermost region of flame, middle region and outermost region of flame. It is made up of a solid block of fuel with an embedded wick made up of a solid block of fuel.</p> <p>It has an embedded wick, which is made up of three zones: innermost region, middle zone, and outermost zone.</p>		
<p style="text-align: center;">Flame</p> <p style="text-align: center;">↓</p> <p style="text-align: center;">Structure of flame</p> <p style="text-align: center;">↓</p> <table border="1" style="width: 100%; text-align: center;"> <tr> <td>Innermost Region</td> <td>Middle region</td> <td>Outermost Region</td> </tr> </table>				Innermost Region	Middle region
Innermost Region	Middle region	Outermost Region			
<p>* Flame</p>					

Explain	explains	Teacher explains the concept of flame and Teacher defines the term flame. Teacher conducted an activity to identify flames that cause in the following items such as candle, magnesium, camphor etc.	Pupil will be able to define the term flame.
Explore	Observer	Teacher explains the structure of flame by showing the chart.	Pupil observes chart showing the structure of flame.
Elaborate	Recognizes	Teacher conducted an activity to explain the different zones of flame: Innermost region middle region Outermost region	Pupil will be able to recognize the different zones of flame by observing the chart.
Evaluate	defines	Teacher evaluates the pupil by asking question to check understanding level. 1. Define the term flame.	The substance which vaporize during burning is called flame.

		2. List out the different zones of flame.	Innermost region, middle region and outermost region are the different zones of flame.
	explains	3. Explain the innermost layer of flame.	Innermost region of flame is a part closest to the wick. It's least hot. This is the black part of the flame that contains unburnt particles of the carbon.
	explains	4. Explain the outer region of flame.	Outer region of flame is the hottest of the flame. It has unlimited supply of oxygen, so complete combustion takes place here. This part of the flame is with blue color.
		<u>Concluding Statement</u> : In Today's class we have learnt about concept and definition of flame. Also learnt structure of flame with different zones of flame region.	
		<u>Suggested activity</u> : Draw a neat labelled diagram of structure of flame.	

Approved

Signature of the teacher-educator

Suggestions	Student-Teacher Introspection	Criteria of assessment		
		Criteria	Max.Marks	Marks of
		Preparation	05	
		Presentation	10	
		Effectiveness of activities	10	
		Using Lg. Aids	05	
		Evaluation	05	
		Using B.B.	03	
		Pupil Interaction	03	
		Tr. Personality	03	
		Class Room Management	03	
		Over all class	03	
		Total	50	

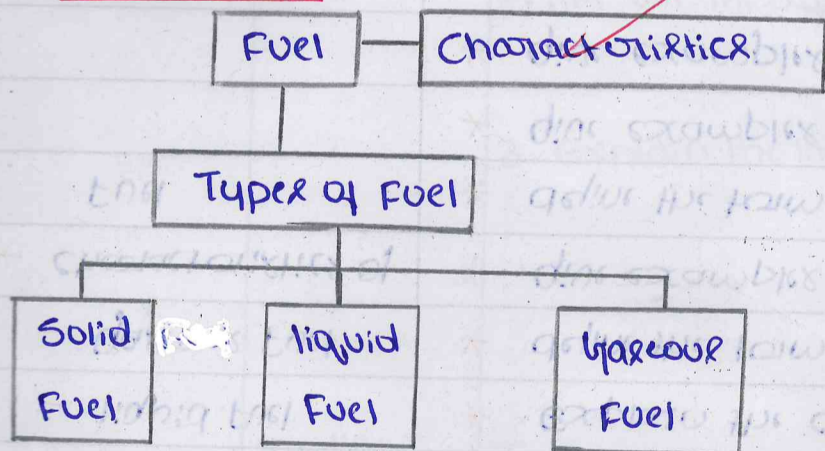
Yashini

LESSON PLAN

ಹೆಸರು/Name: Yashawini P.S ಹಾ.ಸಂಖ್ಯೆ/Reg.No: ED011655 ಪಾಠ ಸಂಖ್ಯೆ/Lesson No: 8 ದಿನಾಂಕ/Date: 16/09
 ಶಾಲೆ/School: Moulana Azad Model English School, Kakalshpura ತರಗತಿ/Class: 8th Standard ವಿಷಯ/Subject: Chemistry
 ಘಟಕ/Unit: Combustion and Flame ಉಪಘಟಕ/Subunit: Fuel and Type of Fuel. ಅವಧಿ/Period: 40 mins

ವಿಷಯ ವಿಶ್ಲೇಷಣೆ / Content Analysis

Concept Map



Any substance that can provide heat and produce energy when it is burned is called fuel. We use various materials as a source of heat energy for domestic and industrial purposes. There are mainly wood, charcoal, petrol, kerosene, LPG, coal gas etc. These substances are called fuels. There are three types of fuel depending upon their physical state, solid, liquid and gaseous fuel.

ಕಲಿಕಾಪಂದಗಳು LEARNING POINTS	ಬೋಧನಾ ಉದ್ದೇಶಗಳು INSTRUCTIONAL OBJECTIVES	ಕಲಿಕಾಪದಕರಣಗಳು/ ಕಲಿಕಾ ಚಟುವಟಿಕೆಗಳು Lg. Aids/lg. Activites
* Fuel	Pupil will be able to	* picture showing the examples
* Types of Fuel	* define the term fuel	for gaseous fuel
- Solid fuel	* list out the types of fuel	* Model showing the examples
- liquid fuel	* Explain the characteristics of fuel	for solid and liquid fuel
- Gaseous fuel	* define the term Solid fuel	
* Characteristics of Fuel	* Give examples for solid fuel	
	* define the term liquid fuel	
	* Give examples for liquid fuel	
	* Give examples for gaseous fuel	ಪರಾಮರ್ಶನ ಸಾಮಗ್ರಿಗಳು/ Reference Materials
		ಶೀರ್ಷಿಕೆ Title
		ಕರ್ತೃ Author
		8

SEs	Learning Abilities	Supportive Learning activities	
		ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು Teacher activities	ಪ್ರಾಚಾರ್ಯರ ಚಟುವಟಿಕೆಗಳು Pupil activities
Engage	recall	Teacher tests the previous knowledge by asking questions. 1. Define the term flame. 2. List out the different zones of flame. 3. Explain the innermost layer of flame.	Pupil answers the questions using their previous knowledge. - The substance which vaporize during burning is called flame. - Innermost, middle region and outermost region are the different zones of flame. - Inner most region of flame is a part closest to the wick. It's least hot. This is the black part of the flame that contains unburnt particles of the carbon.
	mentions	Teacher then announces the statement of aim "Fuel and Types of Fuel"	
Explain	defines	Teacher defines the term fuel and meaning of the fuel.	Pupil will be able to define the term fuel.

Elaborate	explain	Teacher explain the characteristics of a good fuel (Ideal Fuel)	Pupil will be able to explain the characteristics of fuel.
Explore	listout	Teacher explain the different types of fuel.	Pupil will be able to listout the different types of fuel.
	define observer	Teacher define the ^{form} solid fuel with examples by showing the model.	Pupil observe the model showing the examples solid fuel.
	observer	Teacher define the term liquid fuel with examples by showing the model.	Pupil observe the model showing the examples for liquid fuel.
	define observer	Teacher define the term gaseous fuel with examples by showing the picture.	Pupil observe the picture showing the examples for gaseous fuel.
Evaluate	Evaluate	Teacher evaluate the students by asking question.	

	define	1. Define the term Fuel	- Any substance that can provide heat and provide energy when it's burnt is called fuel.
	explain	2. Explain the characteristics of good fuel.	- * It must be readily available and cheap * It burn easily in air at a moderate rate * produce a large amount of heat. * It does not have volatile substances. * Its calorific value must be high.
	listout	3. List out the different types of fuel.	- Solid, liquid and gaseous fuel are the different types of fuel.
	give	4. Give examples for solid fuels.	- Coal, coke, wood are the examples for solid fuels.
	give	5. Give examples for gaseous fuels.	- LPG, CNG, coal gas are the examples for gaseous fuels.
		<u>Concluding statement</u> : In today's class we have learnt about fuel, characteristics of fuel and different types of fuel with suitable examples.	
		<u>Suggested activity</u> : List out the uses of fuel.	

Approved

Signature of the teacher-educator

Suggestions	Student-Teacher Introspection	Criteria of assessment		
		Criteria	Max.Marks	Marks obt
		Preparation	05	
		Presentation	10	
		Effectiveness of activities	10	
		Using Lg. Aids	05	
		Evaluation	05	
		Using B.B.	03	
		Pupil Interaction	03	
		Tr. Personality	03	
		Class Room Management	03	
		Over all class	03	
		Total	50	

40 min

LESSON PLAN

Name: Yathowini P-5 ಹಾ.ಸಂಖ್ಯೆ/Reg.No. ED.911655 ಪಾಠ ಸಂಖ್ಯೆ/Lesson No. 9 ದಿನಾಂಕ/Date. 20/11/2019
 School: Moulana Azad Model English School ತರಗತಿ/Class. 8th ವಿಷಯ/Subject. Chemistry
 Unit: Combustion and Flame ಉಪಘಟಕ/Subunit. Fuel Efficiency and Calorific Value. ಅವಧಿ/Period. 40 min

ವಿಷಯ ವಿಶ್ಲೇಷಣೆ / Content Analysis

Concept Map	Content Analysis
<pre> graph TD Fuel --> Fuel_Efficiency Fuel_Efficiency --> Calorific_Value Calorific_Value --> Burning_of_Fuel </pre>	<p>The sources of heat energy for domestic and industrial purposes are mainly wood, charcoal, petrol, kerosene etc. These substances are called fuel.</p> <p>The amount of heat energy produced on complete combustion of 1 kg of a fuel is called Calorific Value.</p> <p>The calorific value of a fuel is expressed in a unit called kilojoule per kg.</p>
<p>Burning of fuel to heat and produce</p>	

ಕಲಿಕಾಂಶಗಳು LEARNING POINTS	ಬೋಧನಾ ಉದ್ದೇಶಗಳು INSTRUCTIONAL OBJECTIVES	ಕಲಿಕಾಪರಿಕರಣಗಳು/ ಕಲಿಕಾ ಚಟುವಟಿಕೆಗಳು Lg. Aids/lg. Activites
* Fuel	Pupil will be able to	* Chart showing the calorific value of different fuels.
* Fuel Efficiency	* Define the term fuel	
* Calorific value of fuel	* Define the term fuel efficiency	
- Importance	* Define the term calorific value	
* Burning of fuel leads to harmful products.	* explain the importance of calorific value.	
	* List out the factors which determine fuel efficiency.	
	* explain the global warming.	
	* describe the process of Acid rain	
		ಪರಿಷ್ಕರಣಾ ಸಾಮಗ್ರಿಗಳು/ Reference Materials
		ಶೀರ್ಷಿಕೆ Title
		ಕರ್ತೃ Author

SEs	ಕಲಿಕಾ ಸಾಮರ್ಥ್ಯಗಳು Learning Abilities	ಸಹಾಯಕ ಕಲಿಕಾ ಚಟುವಟಿಕೆಗಳು Supportive Learning activities	
		ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು Teacher activities	ವಿದ್ಯಾರ್ಥಿ ಚಟುವಟಿಕೆಗಳು Pupil activities
Engage	recall	<p>Teacher tests the previous knowledge by asking questions.</p> <ol style="list-style-type: none"> 1. Define the term fuel. 2. List out the different types of fuel. 3. Give examples for solid fuel. 4. Give examples for gaseous fuel. 	<p>Pupil answers the questions using their previous knowledge.</p> <ul style="list-style-type: none"> - Any substance that can provide heat and provide energy when it's burned is called fuel. - Solid, liquid and gaseous fuel are different types of fuel. - Coal, coke, wood, charcoal are examples for solid fuel. - LPG, CNG, coal gas are the examples for gaseous fuel.
	mentions	<p>Teacher then announced the statement of aim "<u>Fuel Efficiency and Calorific value of fuel</u>"</p>	

Explain	define	Teacher defines the term fuel efficiency.	Pupil will be able to define the term fuel efficiency.
	listroot	Teacher listroot the factors which determine fuel efficiency.	
Elaborate	define.	Teacher defines the term calorific value.	Pupil will be able to define the term calorific value.
		Teacher explains the importance of calorific value.	Pupil will be able to explain the importance of calorific value.
Explore	observe	Teacher explains the calorific value of different fuels by showing the chart.	pupil will observe chart showing the calorific value of different fuels.
	explain	Teacher explains the burning of fuels leads to harmful products.	
Evaluate		Teacher evaluates the students by asking questions	
	define	1. Define the term fuel efficiency.	- The process in which thermal energy Q_2 to the fuel convert the chemical power

	define	2. Define the term calorific value	- The amount of heat produced by volume of a substance by complete combustion is known as calorific value.
	explain	3. Explain the importance of calorific value.	- * It helps to determine the amount of energy we transport. * It also helps to determine the transportation charges * It helps to bill gas consumers.
		4. What is calorific value of Methane fuel?	- 50000 kJ/kg is the calorific value of methane.
		<u>Concluding statement</u> : In today's class we have learnt definition for fuel efficiency and calorific value, factors determine fuel efficiency and importance of calorific value.	
		<u>Suggested activity</u> : Describe the factors determine fuel efficiency.	

Approved

Signature of the teacher-educator

Suggestions	Student-Teacher Introspection	Criteria of assessment		
		Criteria	Max.Marks	Marks obtai
		Preparation	05	
		Presentation	10	
		Effectiveness of activities	10	
		Using Lg. Aids	05	
		Evaluation	05	
		Using B.B.	03	
		Pupil Interaction	03	
		Tr. Personality	03	
		Class Room Management	03	
		Over all class	03	
		Total	50	

Up mini

UNIT PLAN BASED LESSONS -1

Sl. No.	Particulars	Total Marks	Marks Obtained
1.	Writing Lesson Plan	2	1 1/2
2.	Presentation	3	2
Total		5	3 1/2

Lesson observed
26/1

UNIT PLAN BASED LESSONS -2

Sl. No.	Particulars	Total Marks	Marks Obtained
1.	Writing Lesson Plan	2	2
2.	Presentation	3	2
Total		5	4

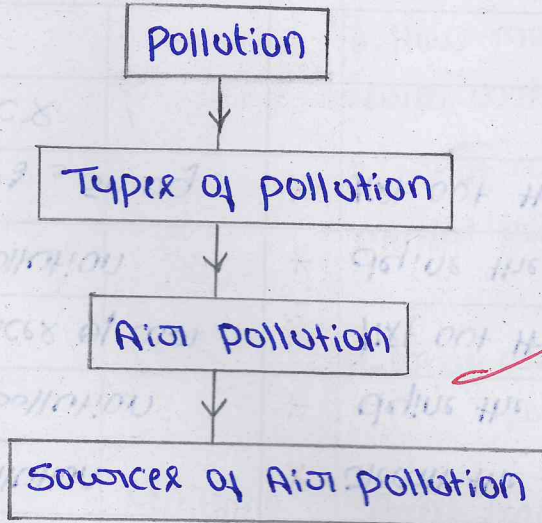
Dr. J. P. Singh

LESSON PLAN

ಹೆಸರು/Name..... Yashrajwini P.S ಹಾ.ಸಂಖ್ಯೆ/Reg.No..... ED91655 ಪಾಠ ಸಂಖ್ಯೆ/Lesson No..... 10 ದಿನಾಂಕ/Date..... 26/10/2023
ಶಾಲೆ/School..... Maulana Azad Model English School, Sakaleshpur ತರಗತಿ/Class..... 8th Standard ವಿಷಯ/Subject..... Chemistry
ಘಟಕ/Unit..... Pollution of air and water ಉಪಘಟಕ/Subunit..... Introduction - Air pollution ಅವಧಿ/Period..... 40 min

ವಿಷಯ ವಿಶ್ಲೇಷಣೆ / Content Analysis

Concept Map



Environmental pollution is undesirable changes in the surroundings that effects on plants and animals and other biological or physical components of the Environment. There are 4 different types are Air, water, noise and soil pollution.

Air pollution is the introduction of pollutants, organic molecules and other hazardous substance into earth's atmosphere. Carbon monoxide, carbon dioxide, chlorofluorocarbons are the main pollutants which causes air pollution.

Natural and Man made are two main sources of air pollution.

ಕಲಿಕಾಂಶಗಳು LEARNING POINTS	ಬೋಧನಾ ಉದ್ದೇಶಗಳು INSTRUCTIONAL OBJECTIVES	ಕಲಿಕಾಪರಕರಣಗಳು/ ಕಲಿಕಾ ಚಟುವಟಿಕೆಗಳು Lg. Aids/lg. Activites
* pollution	Pupil will be able to,	* Chart showing the types of Environmental pollution.
* Types of pollution	* define the term pollution	* Videoclip showing the sources of air pollution.
* Air pollution	* recall the type of pollution	
* Sources of air pollution	* define the term air pollution	
	* list out the sources of air pollution	
	* define the term smog	
- CO ₂ , smog	* list out the uses of chlorofluorocarbons	
- CFC's		ಪಠ್ಯಪುಸ್ತಕದ ಸಾಮಗ್ರಿಗಳು/ Reference Materials
		ಶೀರ್ಷಿಕೆ Title
		ಕರ್ತೃ Author

SAs	Learning Activities	Supportive Learning activities	
		Teacher activities	Pupil activities
Engage	recall	<p>Teacher check the previous knowledge of students by asking questions.</p> <ol style="list-style-type: none"> 1. what are the two main natural resources? 2. How much of earth's surface is covered with water? 3. what are the different types of Environmental pollution? 4. what are the pollutants which causes air pollution? <p>Then Teacher give the statement of aim "Introduction - Air pollution"</p>	<p>Pupil answer the questions by using the previous knowledge.</p> <ul style="list-style-type: none"> - Air and water. - 75% of earth's surface is covered with water. - Air pollution, water pollution, noise pollution and soil pollution are different types of pollution. - Pupil join to answer the questions. <p>Pupil listen to teacher.</p>

Explain	define	Teacher defines the term Environmental pollution and types of pollution by showing the chart.	Pupil observes the chart and listens to the explanation.
Explain	observer	Teacher defines the term air pollution.	Pupil listens carefully.
Explain	list out	Teacher gives activity to list out the source of air pollution.	Pupil actively participate in listing the sources of air pollution.
Explain	explain	Teacher explains the source of air pollution by using activity and showing the videoclip to give information about air pollutants such as smog and CFC's.	Pupil observes the videoclip carefully.
Explain	explain	Teacher explains the effects of air pollution on plants and animals.	Pupil answers relevantly.
Evaluate	evaluator	Teacher asks evaluatory questions to check the understanding level of the pupil.	

		<p>3. what are the types of pollution?</p> <p>3. what are the source of air pollution?</p> <p>4. Define the term smog.</p> <p>5. list out the uses of chlorofluorocarbon's.</p>	<p>- Pollution is a undesirable change in surroundings that effect on plant and animals.</p> <p>- Air pollution, water pollution, noise pollution and soil pollution are the types of pollution.</p> <p>- Carbon monoxide, Carbon dioxide, Sulphur dioxide, methane are the sources of air pollution.</p> <p>- The mixture of smoke and fog is made up of it called smog.</p> <p>- It's used in refrigerator, used in air conditioner * It also used in aerosol sprays.</p>
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Approved

23/07/20

Signature of the teacher-educator

[Handwritten Signature]
28/08/20

Suggestions	Student-Teacher Introspection	Criteria of assessment		
		Criteria	Max.Marks	Marks of
		Preparation	05	
		Presentation	10	
		Effectiveness of activities	10	
		Using Lg. Aids	05	
		Evaluation	05	
		Using B.B.	03	
		Pupil Interaction	03	
		Tr. Personality	03	
		Class Room Management	03	
		Over all class	03	
		Total	50	

Lesson done
3/2
26/7/22

Yasini

LESSON PLAN

Name: Yashwanth P S ಹ.ಸಂಖ್ಯೆ/Reg.No: ED011655 ಪಾಠ ಸಂಖ್ಯೆ/Lesson No: 11 ದಿನಾಂಕ/Date: 01/08
 School: Madana Aged Model English School, Sakaleshpura ತರಗತಿ/Class: 8th standard ವಿಷಯ/Subject: Chemistry
 Topic: Pollution of air and water ಉಪಘಟಕ/Subunit: Air pollution - Case Study of Taj Mahal ಅವಧಿ/Period: 40 min

ವಿಷಯ ವಿಶ್ಲೇಷಣೆ / Content Analysis

Concept Map	Content Analysis
<p><u>Air pollution</u></p> <p> </p> <p><u>Case Study of Taj Mahal</u></p> <p> </p> <p><u>Greenhouse effect</u></p> <p> </p> <p><u>Global warming</u></p>	<p>Air pollution is the introduction of pollutants, organic molecules or other hazardous substances into earth's atmosphere. Case study of Taj Mahal is one of India's top destination. Experts have warned that the pollutants in air the major cause of discoloring of the white marble used in the Taj Mahal.</p> <p>Greenhouse effect is the process by which radiations from Sun are absorbed. Greenhouse gases are the harmful gases absorb the infrared radiations and create a greenhouse effect.</p>

ಕಲಿಕಾಂಶಗಳು LEARNING POINTS	ಬೋಧನಾ ಉದ್ದೇಶಗಳು INSTRUCTIONAL OBJECTIVES	ಕಲಿಕಾಪದಾರಗಳು/ ಕಲಿಕಾ ಚಟುವಟಿಕೆಗಳು Lg. Aids/Ig. Activities	
* Air pollution	Pupil will be able to,	* video showing case study of	
* case study of Taj mahal	* define the term Air pollution.	Taj mahal.	
* Greenhouse effect	* explain the case study of Taj mahal.	* photographs showing the	
- global warming	* explain the greenhouse effect.	greenhouse effect and global	
- greenhouse gases	* define the term global warming.	warming.	
	* list out the greenhouse gases.		
		ಪರಾಮರ್ಶನ ಸಾಮಗ್ರಿಗಳು/ Reference Materials	
		ಶೀರ್ಷಿಕೆ Title	ಕರ್ತೃ Author

SEs	Learning Abilities	Supportive Learning activities	
		ಶಿಕ್ಷಕ ಚಟುವಟಿಕೆಗಳು Teacher activities	ವಿದ್ಯಾರ್ಥಿ ಚಟುವಟಿಕೆಗಳು Pupil activities
Engage	recall mention	<p>Teacher tests the previous knowledge of students by asking questions</p> <ol style="list-style-type: none"> 1. Define the term environmental pollution. 2. What are the sources of air pollution? 3. Define the term global warming. <p>Teacher then announces the statement of aim " <u>Air pollution - Case study of Taj mahal</u> "</p>	<p>Pupil answers the questions by using the previous knowledge.</p> <ul style="list-style-type: none"> - It's a undesirable change in the surroundings that effect on plants and animals and other biological or physical components. - Forest fire, storms, volcanic activity power plant, carbon dioxide, CFC's are the source of Air pollution. - No response
Explain	explain	Teacher explain the case study of the Taj mahal by showing the video.	Pupil observe the video and listen the explanation.

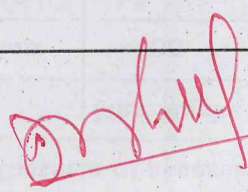
Explain	Observer	Teacher explain the greenhouse effect and greenhouse gases by showing the photograph.	Pupil observe the photograph showing the greenhouse effect
Elaborate	Observer	Teacher explain global warming and cause of greenhouse effect by showing the photograph.	Pupil observe the photograph and listen explanation.
Evaluate	listen	Teacher ask questions to evaluate the understanding level of students. 1. List out the gases which cause of greenhouse effect. 2. Define the term global warming.	Pupil give relevant answer. - Carbon dioxide, carbon monoxide - Chlorofluorocarbon are the gases which cause of greenhouse effect. - The gradual increase in temperature due to greenhouse effect caused by pollutant, CO ₂ and CFC is called global warming.

Concluding Sentence: In this class we have learnt about Air pollution, Case Study of Taj Mahal, greenhouse effect, global warming and greenhouse gases.

Suggested Activity: What are the major cause of greenhouse effect.

Approved

23/07/22


Signature of the teacher-educator
23/7/22

Suggestions	Student-Teacher Introspection	Criteria of assessment		
		Criteria	Max.Marks	Marks obt
		Preparation	05	
		Presentation	10	
		Effectiveness of activities	10	
		Using Lg. Aids	05	
		Evaluation	05	
		Using B.B.	03	
		Pupil Interaction	03	
		Tr. Personality	03	
		Class Room Management	03	
		Over all class	03	
		Total	50	

40 min

LESSON PLAN

Teacher Name Yashwanth P.S ಹಾ.ಸಂಖ್ಯೆ/Reg.No. ED911655 ಪಾಠ ಸಂಖ್ಯೆ/Lesson No. 18 ದಿನಾಂಕ/Date 4/8/21
 ಶಾಲೆ/School Moulana Aged Model English School, Sakaleshpur ತರಗತಿ/Class 8th standard ವಿಷಯ/Subject Chemistry
 ಘಟಕ/Unit Pollution of Air and water ಉಪಘಟಕ/Subunit Air Pollution - Effects on plants and animals ಅವಧಿ/Period 40 min

ವಿಷಯ ವಿಶ್ಲೇಷಣೆ / Content Analysis

Concept Map	Content Analysis
<pre> graph TD A[Air pollution] --> B[Effects of Air pollution] B --> C[plants] B --> D[Animals] B --> E[Control of Air pollution] </pre>	<p>Air pollution suspend in the water bodies and effect on aquatic living organisms. It also effects on habitat of living organisms carbon dioxide and carbon monoxide which effects on Human causing cardiovascular disease and malfunction.</p> <p>Hydrogen Sulphide which effects on plants by causing chlorosis and defoliation.</p> <p>Air pollution is control by Avoid using vehicles for shorter distance, do not forget to switch off the electrical appliances when not in use and create awareness among the people about air pollution.</p>

ಕಲಿಕಾಂಶಗಳು LEARNING POINTS	ಬೋಧನಾ ಉದ್ದೇಶಗಳು INSTRUCTIONAL OBJECTIVES	ಕಲಿಕಾಪದಾರಗಳು/ ಕಲಿಕಾ ಚಟುವಟಿಕೆಗಳು Lg. Aids/lg. Activites	
* Air pollution	Pupil will be able to	* Real plants showing the effect	
* Effects of Air pollution	* define the term air pollution and Air pollutant.	of Air pollution on plants	
- on plants	* explain the effects of Air pollution on plants.	* photographs showing the effect of Air pollution on	
- on Animals	* explain the effects of Air pollution on Animals.	Animals.	
* Control of Air pollution	* list out the control of Air pollution.	ಪರಾಮರ್ಶನ ಸಾಮಗ್ರಿಗಳು/ Reference Materials	
		ಶೀರ್ಷಿಕೆ Title	ಕರ್ತೃ Author

Engage	Learning Activities	Teacher activities	Pupil activities
Engage	recall mentions	<p>Teacher check the previous knowledge of students by asking questions.</p> <ol style="list-style-type: none"> 1. list out the greenhouse gases. 2. Define the term global warming. 3. what are the effects of air pollution on plant <p>Teacher then Announces the statement of aim "<u>Effects of air pollution on plants and Animals.</u>"</p>	<p>Pupil answer the questions by using previous knowledge.</p> <ul style="list-style-type: none"> - Carbon di oxide, monoxide, methane and chlorofluorocarbons are the gases which cause greenhouse effect. - The gradual increase in temperature due to the greenhouse effect caused by harmful pollutants is called global warming. - No response from pupil.

Explain	explain	Teacher explains the effects of air pollution on plants by showing the real plants.	Pupil observes the photographs and listens the explanation.
Explore	observe	Teacher explains the effects of air pollution on animals by showing photographs and video.	Pupil observes and listens the explanation by showing the effects of air pollution on animals.
Elaborate	explain	Teacher explains the control of air pollution and acts to control air pollution.	Pupil listens explanation carefully.
Evaluate	listen	Teacher asks questions to evaluate the understanding level of students. 1. What are the effects of air pollution on plants?	Pupil gives relevant answers. - * Disturb chlorophyll formation and disturb photosynthesis. * It causes chlorosis. * NO_2 causes permanent leaf fall. * Necrosis - dead area of leaf on the leaves.
	explain	3. Explain the effects of Hydrogen sulphide.	- * It causes chlorosis and defoliation plants. * Eye irritation, Throat irritation, Nausea in animals.
	listen	4. How control of Air pollution? <i>can we</i>	- * By separating the pollutants from harmful gases. * By converting the pollutants to non toxic products. * By suitable fuel selection. * Social awareness among people.
		<u>Concluding Statement</u> : In this class we have learnt about effects of air pollution on plants and animals and how to control air pollution.	

Approved

30/07/22

Signature of the teacher-educator

→ BB work was good
 → explanation was good.
 → interaction was good.
 To show effects of air pollution leaf shown

Lesson observed

4
5

4/8/22

Criteria of assessment		
Criteria	Max.Marks	Marks obtained
Preparation	05	
Presentation	10	
Effectiveness of activities	10	
Using Lg. Aids	05	
Evaluation	05	
Using B.B.	03	
Pupil Interaction	03	
Tr. Personality	03	
Class Room Management	03	
Over all class	03	
Total	50	

Lesson observed
 4/8/22

ICT / TLM LESSON

Sl. No.	Particulars	Total Marks	Marks Obtained
1.	Writing Lesson Plan	4	4
2.	Usase of TLM / ICT	6	4.2
Total		10	8.2

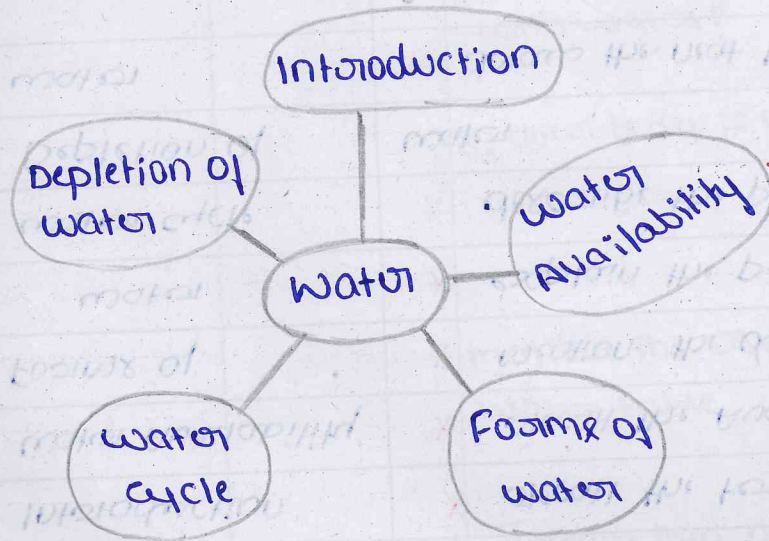
Lesson observed followed
 4/8/22

LESSON PLAN

ಹೆಸರು/Name..... Yashawini P.S ಹಾ.ಸಂಖ್ಯೆ/Reg.No..... ED211655 ಪಾಠ ಸಂಖ್ಯೆ/Lesson No..... 13 ದಿನಾಂಕ/Date..... 10/09/2020
 ಶಾಲೆ/School..... Moulana Azad Model English School ತರಗತಿ/Class..... 7th Standard ವಿಷಯ/Subject..... Chemistry
 ಘಟಕ/Unit..... Water : A Precious Resource ಉಪಘಟಕ/Subunit..... Water and Forms of water ಅವಧಿ/Period..... 40 minutes

ವಿಷಯವಿಶ್ಲೇಷಣೆ / Content Analysis

Concept Map



Water is a colourless liquid, which constitute the major part of the earth for survival. The major source of water for human use are lakes, rivers ponds etc. Freshwater is the pure and naturally occurring water while or saltwater is also called saline water which present in oceans, sea. Evaporation, condensation, precipitation and transpiration are the overall process of water cycle.

ಕಲಿಕಾಂಶಗಳು LEARNING POINTS	ಬೋಧನಾ ಉದ್ದೇಶಗಳು INSTRUCTIONAL OBJECTIVES	ಕಲಿಕೋಪಕರಣಗಳು/ ಕಲಿಕಾ ಚಟುವಟಿಕೆಗಳು Lg. Aids/Ig. Activites
* water	pupil will be able to,	* Video showing the depletion
* Introduction	* recall the term water	water Table.
* Water Availability	* recall the Availability of water	* Video showing the process
* Forms of water	* mention the different forms of water	Water Cycle.
* water cycle	* explain the process of water cycle	
* Depletion of water	* describe the process of Depletion of water	
	* draw the neat labelled diagram of water cycle.	ಪರಾಮರ್ಶನ ಸಾಮಗ್ರಿಗಳು/ Reference Materials
		ಶೀರ್ಷಿಕೆ Title
		ಕರ್ತೃ Author
		Encyclopedia of General science

5Es	ಕಲಿಕಾ ಸಾಮರ್ಥ್ಯಗಳು Learning Abilities	ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸುವ ಚಟುವಟಿಕೆಗಳು Supportive Learning activities	
		ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು Teacher activities	ವಿದ್ಯಾರ್ಥಿ ಚಟುವಟಿಕೆಗಳು Pupil activities
Engage	recall	Teacher asks introductory questions based on the previous knowledge. 1. What are the two main natural resources? 2. How much of earth's surface is covered with water? 3. Your body is made up of how much water? mention the causes for depletion of water table	Pupil answers the questions using their previous knowledge Air and water are the two main natural resources. 75% of Earth's surface is covered with water. About 60% of your body is made of water.
	mention	Teacher then announces the statement of aim " <u>water and forms of water</u> "	Pupil observe the statement of

Explain	gives	Teacher gives the Introduction about water and world water day.	Pupil listen to the explanation.
	explains	Teacher explains the availability of water.	
Elaborate	explains	Teacher explains the different form of water in nature by showing the Picture.	Pupil will be able to differentiate form of water by observing picture.
	explains	Teacher explains the process of water cycle such as Evaporation,	Pupil observe the video and will able to explain the process of water cycle.
	observes	condensation, precipitation and Transpiration by showing the video	
Explore	explains	Teacher explains the Depletion of water Table by showing the video clip.	Pupil will be able to explain the Depletion of water table.
	explains	Teacher explains the waste water management.	Pupil will be able to explain the process of water management.

Evaluate		Teacher asks the questions to evaluate the understanding level of students.	
	Name	1. Name the different form of water in nature.	Solid, liquid and gas are the different form of water in nature.
	list out	2. list out the process of water cycle.	Evaporation, Condensation, Precipitation and Transpiration process of water cycle.
	explains	3. Explain the precipitation stage of water cycle.	Precipitation occurs as a result of condensation of water vapour in the atmosphere causing water drop to become heavy and fall down in form of rain, snow etc.
		<u>Concluding Statement</u> : In Today's class we have learnt about introduction, availability and form of water, process of water cycle and depletion of water table in nature.	
		<u>Suggested activity</u> : Draw a neat labelled diagram of water cycle.	

Approved

Signature of the teacher-edu

8/9/1

Suggestions	Student-Teacher Introspection	Criteria of assessment		
		Criteria	Max.Marks	Marks
1. Teacher asking some questions Pupil Ph level.		Preparation	05	04
2. Qs are relevant to topic		Presentation	10	08
3. BB using 2 books was good		Effectiveness of activities	10	08
4. Teacher using Lap-top picture		Using Lg. Aids	05	04
5. Preparation was good.		Evaluation	05	04
6. Presentation, voice, gesture, posture was good		Using B.B.	03	03
7. Pupil & Teacher interaction is needed		Pupil Interaction	03	02
8. IBS let lesson more using Laptop & mobile B.T.C why using more BB		Tr. Personality	03	02
9. Evaluating question was good		Class Room Management	03	02
10. Class room management was good		Over all class	03	02
11. Award marks answered		Total	50	(41)
12. Over all class was good.				Lesson observed valued Kerala classif

Yojini

Signature of the student teacher

Date 6/09/2022

Signature of the observer

INNOVATIVE LESSON

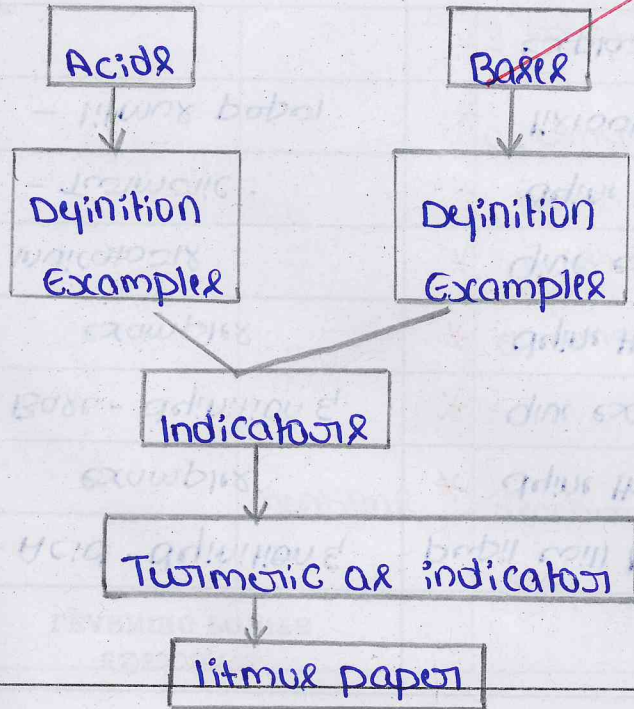
Sl. No.	Particulars	Total Marks	Marks Obtained
1.	Writing Lesson Plan	4	3/4
2.	Innovative Ideas	6	5/6
Total		10	9

Observer
Yojini
12/9/22

ಹೆಸರು/Name..... Yaxharwini P.S ಹಾ.ಸಂಖ್ಯೆ/Reg.No..... ED011655 ಪಾಠ ಸಂಖ್ಯೆ/Lesson No..... 14 ದಿನಾಂಕ/Date. 10/10/20
 ಶಾಲೆ/School..... Moulana Azad Model English School, Saralehpura ತರಗತಿ/Class..... 6th ವಿಷಯ/Subject..... Chemistry
 ಘಟಕ/Unit..... Acids, Bases and Salts ಉಪಘಟಕ/Subunit..... Acids, Bases and Indicators ಅವಧಿ/Period..... 40 mins

ವಿಷಯವಿಶ್ಲೇಷಣೆ / Content Analysis

Concept Map



A substance which have sour in taste are called acid where a substance which have bitter in taste are called base. Orange, lemon are the examples for acid and Amla, bitterquard are the examples for base. Indicators which help to identify the substance which contain acid and base. Turmeric or natural indicators where phenothaline indicator or Artificial indicators.

LEARNING POINTS	INSTRUCTIONAL OBJECTIVES	ಕಲಿಕಾಪದ್ಧತಿಗಳು/ ಕಲಿಕಾ ಚಟುವಟಿಕೆಗಳು Lg. Aids/Ig. Activities
* Acid - definition & examples	Pupil will be able to , * define the term acid.	* Real objects showing ^{used} as examples for Acid and bases.
* Base - definition & examples	* Give examples for acid. * define the term bases.	* Activity showing the Two ^{to} monoc ^{an} indicator
* ಇಂಡಿಕೇಟರ್ - Turmeric	* Give examples for bases. * define the term indicator	* Video showing litmus paper & indicator.
- litmus paper	* listout the different types of indicator * explain the purpose of Turmeric as indicator.	ಪಠ್ಯಪುಸ್ತಕದ ಸಾಮಗ್ರಿಗಳು/ Reference Materials
	* Identify blue litmus and red litmus paper	
		ಶೀರ್ಷಿಕೆ Title
		ಕರ್ತೃ Author
		7th standard textbook
		NCERT

5Es	ಕಲಿಕಾ ಸಾಮರ್ಥ್ಯಗಳು Learning Abilities	ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸುವ ಚಟುವಟಿಕೆಗಳು Supportive Learning activities	
		ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು Teacher activities	ವಿದ್ಯಾರ್ಥಿ ಚಟುವಟಿಕೆಗಳು Pupil activities
Recall		Teacher engaged the students by asking introductory questions based on their previous knowledge. 1. what is the taste of orange? 2. How does baking soda feel like on touch? 3. what is the taste of bitter quard? 4. why does a cloth stained with turmeric turn red in color when washed with soap? 5. what is acid?	Pupil answer the questions by using their previous knowledge. - orange is sour in taste. - Baking soda feel slippery, soapy to touch. - Bitter quard is bitter in taste. No response from pupil.
Mention		Teacher then announce the Statement of aim " Acid, base and indicator "	Pupil observe the Statement of aim

<p>Explain</p> <p>Activity based lesson</p> <p>Activity - 1</p> <p>Activity - 2</p>	<p>definer</p> <p>definer</p> <p>Conductor</p> <p>observer</p> <p>explain</p>	<p>Teacher defines the term Acid and gives suitable examples for Acid by using real objects.</p> <p>Teacher defines the term Base and gives suitable examples for Base by using real objects.</p> <p>Teacher explains the term Indicator and types of Indicator.</p> <p>Teacher conducts activity to explain Turmeric as indicator which helps to identify the acidic and basic nature of substances.</p> <p>Teacher explains the litmus paper as indicator by showing video.</p> <p>Teacher differentiates the blue litmus and red litmus by showing chart.</p> <p>Teacher conducts an activity to explain china rose as indicator.</p>	<p>Pupil defines the term Acid and gives examples for Acid.</p> <p>Pupil gives examples for base.</p> <p>Pupil can observe activity and Participated activity.</p> <p>[Apply Turmeric paste on a sheet of white paper and dry it. Draw a flower with soap solution with the help of cotton and observe the reaction.]</p> <p>Pupil observe video showing the litmus paper as indicator.</p>
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<p>Evaluation</p>	<p>definer</p> <p>definer</p> <p>listout</p>	<p>Teacher evaluates the students by asking questions.</p> <ol style="list-style-type: none"> 1. Define the term acid 2. Define the term base. 3. List out the natural indicators. 4. Give examples for artificial indicators. <p><u>Concluding statement</u>: In today's class we have learnt about Acid, Base definition with suitable examples. Turmeric and litmus paper as natural indicators.</p> <p><u>Suggested activities</u>: List out 15 examples for Acid and base each.</p>	<ul style="list-style-type: none"> - Substances which contain sour in taste are called Acid. - Substances which contain bitter in taste are called Base. - Turmeric as indicator and litmus paper as the natural indicators. - Phenolphthalein and Methyl orange are the two artificial indicators.
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Approved

Signature of the teacher-educator

Suggestions	Student-Teacher Introspection	Criteria of assessment		
		Criteria	Max.Marks	Marks obtained
<p>BTB work was good Concepts were developed by using relevant fig aids and conducted activities</p> <p>"Lesson was satisfactory"</p> <p><u>49</u> Observed <u>5</u> <u>12/9/22</u></p>		Preparation	05	
		Presentation	10	
		Effectiveness of activities	10	
		Using Lg. Aids	05	
		Evaluation	05	
		Using B.B.	03	
		Pupil Interaction	03	
		Tr. Personality	03	
		Class Room Management	03	
		Over all class	03	
		Total	50	

yo min

Signature of the student teacher

Date

Signature of the observer

CRITICISM LESSON

LESSON PLAN

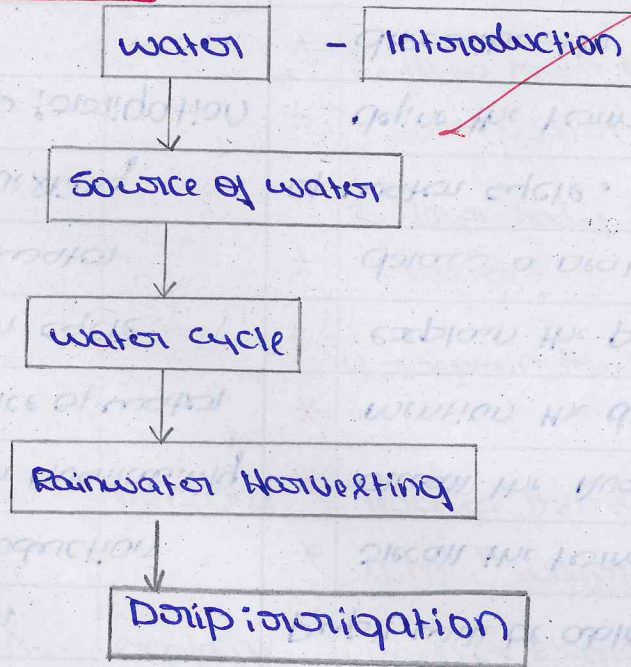
ಹೆಸರು/Name..... Yashawini P.S ಹಾ.ಸಂಖ್ಯೆ/Reg.No..... ED11655 ಪಾಠ ಸಂಖ್ಯೆ/Lesson No. 15 ದಿನಾಂಕ/Date. 8/10

ಶಾಲೆ/School..... Moulana Azad Model English School, Saralehpura ತರಗತಿ/Class..... 6th standard ವಿಷಯ/Subject..... Chemistry

ಘಟಕ/Unit..... water ಉಪಘಟಕ/Subunit..... water and water cycle ಅವಧಿ/Period..... 40 mins

ವಿಷಯ ವಿಶ್ಲೇಷಣೆ / Content Analysis

Concept Map



Water is a colorless liquid, which constitute the major part of the earth for survival. The major source of water for human use are lakes, rivers, ponds etc. Evaporation, condensation, precipitation and transpiration are the different stages of water cycle. One way of increasing the availability of water is to collect rainwater and store it for later use this process called rainwater harvesting. Rooftop rainwater harvesting best way or method of rainwater harvesting.

ಕಲಿಕಾಂಶಗಳು LEARNING POINTS	ಬೋಧನಾ ಉದ್ದೇಶಗಳು INSTRUCTIONAL OBJECTIVES	ಕಲಿಕಾಪದಾರಗಳು/ ಕಲಿಕಾ ಚಟುವಟಿಕೆಗಳು Lg. Aids/lg. Activities
* Water	Pupil will be able to	* Photographs showing the ^{chart} pic availability of water.
- Introduction	* Recall the term water.	* Availability of water.
- Water Availability	* Recall the Availability of water.	* Chart showing the process of water cycle.
* Source of water	* mention the different forms of water.	* Video showing the process of rainwater harvesting.
* Water cycle	* explain the process of water cycle.	
* Rainwater harvesting	* draw a neat labelled diagram of process of water cycle.	
* Drip irrigation	* Define the term Rainwater harvesting.	ಪಠ್ಯಪುಸ್ತಕದ ಸಾಮಗ್ರಿಗಳು/ Reference Materials
	* describe the use of rainwater harvesting.	ಶೀರ್ಷಿಕೆ Title
	* mention the different sources of water.	ಕರ್ತೃ Author
	* Define the term drip irrigation.	Encyclopedia a
		General Science

5Es	ಕಲಿಕಾ ಸಾಮರ್ಥ್ಯಗಳು Learning Abilities	ಕಲಿಕೆಯನ್ನು ಅನುಕೂಲಿಸುವ ಚಟುವಟಿಕೆಗಳು Supportive Learning activities	
		ಶಿಕ್ಷಕರ ಚಟುವಟಿಕೆಗಳು Teacher activities	ವಿದ್ಯಾರ್ಥಿ ಚಟುವಟಿಕೆಗಳು Pupil activities
Engage	Recall	Teacher check the previous knowledge of pupil by asking questions. 1. What are the two main natural resources? 2. How much of earth's surface is covered with water? 3. How body is made up of how much water? 4. Explain the process of water cycle.	Pupil answer the questions using their previous knowledge. Air and water are the two main natural resources. 75% of earth's surface is covered with water. About 60% of your body is made up of water.
Explain	explain	Teacher then announce the statement of aim " <u>water and water cycle</u> " Teacher explain the introduction about water and availability of water.	How much of water is in your body? Pupil observe the statement of aim.

	explains	Teacher explained the different forms of water and source of water by showing photograph.	Pupil will be able to explain the different form of water and sources of water.
Explore	explains observes	Teacher explained the process/stages of water cycle such as Evaporation Condensation Transpiration Precipitation by showing the chart.	Pupil observes the chart and explain the process/stages of water cycle
Elaborate	explains observes	Teacher explained the water management method such as rooftop rain water harvesting and drip irrigation by showing the videoclips.	Pupil observes the video and explain the rain water harvesting and drip irrigation.
Evaluate		Teacher evaluates the pupil by asking questions.	

	mentions	1. mention the different form of water.	- Solid, liquid and water and the different forms of water.
	list out	2. list out ^{explain} the stages of water cycle.	- Evaporation, condensation, Transpiration and precipitation are the stages of water cycle.
	mentions	3. mention the different method of water management.	- Rain water harvesting and drip irrigation as the method of water management.
	explains	4. Explain the rain water harvesting process.	- Process of rain water harvesting.
		<u>Concluding statement</u> : In Today's class we have learnt water, water availability source of water, process of water cycle and water management using rain water harvesting and drip irrigation.	
		<u>Suggested activity</u> : Draw a neat labelled diagram of water cycle.	

Approved

Signature of the teacher-educator

10

Suggestions

Student-Teacher Introspection

Criteria of assessment

ಶ್ರೀಮತಿ ಲೀಲಾ ಜಯರಾಜ್ ಕೀರ್ತಿ ಶಿಕ್ಷಕಿಗಳಿಗೆ ಶುಭಾಶೀರ್ವಾದಗಳು.
 Blue planet ಬಗ್ಗೆ ತಿಳಿಸಲು ಇತ್ತೀಚಿನವು ಸುಲಭ ಮತ್ತು ಸುಲಭವಾಗಿ ಅರ್ಥವಾಗುವಂತೆ
 ವಿವರಿಸಬೇಕು.
 ಅಂತಹ ವಿಷಯವು ಇತ್ತೀಚಿನವು ಸುಲಭವಾಗಿ ಅರ್ಥವಾಗುವಂತೆ.

Criteria	Max.Marks	Marks obtained
Preparation	05	05
Presentation	10	09
Effectiveness of activities	10	09
Using Lg. Aids	05	05
Evaluation	05	05
Using B.B.	03	03
Pupil Interaction	03	03
Tr. Personality	03	03
Class Room Management	03	03
Over all class	03	02
Total	50	47

$\frac{47}{50}$

Class observed

Yamini
 Signature of the student teacher

Date

8/9/22
 Signature of the observer

JSS MAHAVIDYAPEETA MYSORE -04

JSS INSTITUTE OF EDUCATION

SAKALESHAPUR.

Simulated ICT And Non-ICT

Based Lesson Plan

Submitted from

VIJAYALAXMI BARKER R

1st Year B.Ed

Reg No - U01HY22E0066

JSS Institute of Education

Sakaleshapur.

JSS MAHAVIDYAPEETA MYSORE-04

JSS INSTITUTE OF EDUCATION

SAKALESHAPUR

2022-23

Simulated ICT And Non-ICT
Based Lesson-Plan

Submitted from

VIJAYALAXMI BARKER R

1st Year B.Ed

Reg. No - U02HY22E0066

JSS Institute of Education

Sakaleshapur

Introduction:

Simulation-based education is the pedagogical approach of providing students with the opportunity to practice learned skills in real-life situations. Educational simulation is a teaching method that tests participants' knowledge and skill levels by placing them in scenarios where they must actively solve problems.

Simulated-based learning places students in situations where they can put their classroom knowledge into practice. In healthcare, simulation training has been part of curricula since the 18th century. It has been continually evolving as technology advances.

Simulation is useful not only for students



2nd SEMESTER - SIMULATED ICT AND NON-ICT BASED LESSON 1

Name: VISVALAXMI BARKER R
Subject: Science
Method / III: Biology

Roll
Unit
Sub

CONTENT	TEACHER PUPIL ACTIVITY
<p>one day Raju was eagerly waiting to meet his grandparents who are coming to the town after a year the train fast to the bus stop in a few minutes. He was breathing rapidly. His grand mother asked him why he was breathing so fast.</p> <p>Raju answered that he came running all the way. But the question got stuck in his mind the worded why running makes a person breathe faster</p>	<p>Teacher: Good morning Student Students: Good morning mam.</p> <p>Teacher: Teacher introduced a telling story.</p> <p>Students: listen the story.</p> <p>Teacher: why the running person breathe faster. why breathe</p> <p>Students: Breathe is a part of life</p> <p>Teacher: good, So today in the we will discuss about the respiration</p>

we all know that every organism is a made up of cell. a cell performs various ~~functions~~, such as nutrition, transport, excretion and respiration. & reproduction for performing all these cell need energy. Even when we are eating, sleeping or reading we require energy.

The food stored energy, which is released during respiration. Therefore, all living organisms ~~respire~~ to get energy from food. During breathing, we breathe in air.

The air we breathe in, transport to all parts of the body and ultimately to each cell. In the cell, oxygen in the air helps in the ~~transport of food~~

Teacher: what is cell?
Student: Structural & functional of an organism called cell

Teacher: Good.

Teacher: Then where does the energy come from?

Student: Student are silence

Teacher: By food we ~~get~~

Teacher: During breathing where take inside.

Student: oxygen.

in the cell within the release of energy is called cellular Respiration. cellular Respiration takes place in the cells of organisms.

So today in this class we will discuss about the Respiration.

~~Evaluation question.~~

Teacher: what we release outside during Respiration.
Student: carbon dioxide.

Teacher: Teacher said concluding statements.

is what is cell.

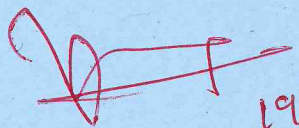
Q) what is cellular Respiration

Q) where the cellular Respiration takes place.

Criteria for Evaluation.

Sl. No.	Simulated ICT Based Lesson	Max marks method	marks obtained method-I
1	Simulated ICT based lesson-I	5	4
2	Simulated ICT based lesson-II	5	5
3	Simulated lesson-III	5	4
4	Simulated lesson-IV	5	5
5	Simulated lesson-V	5	4
	Total marks	25	<u>22</u>

Signature of the Student-Teacher


19/10/23
Signature of the Teacher-Educator

JSS
MAHAVIDYAPEETHA, Mysore.
JSS INSTITUTE OF EDUCATION
Sakleshpur- 573134
Simulated Based Lesson Plan
ICT and Non ICT

Subject: ಕನ್ನಡ

Submitted by :

ಭ್ರೂಷಾಶಿ ಎಂ.ಕೆ

ಕ್ರೋಧಿಯಾ ಕ್ರಿಕೆಟಾಡ್

ಬಿ.ಎಸ್.ಎಸ್ ಸಿಕ್ಲೆನಾ ಯೋಜನಾಧಿಕಾರಿ

ಸೆಕೆಲೆಸಿಕ್ಟೆರ

U01HY22E0007

Submitted to:

ಯೋಜನಾಧಿಕಾರಿ

ಸೆಕೆಲೆಸಿಕ್ಟೆರ

ಬಿ.ಎಸ್.ಎಸ್ ಸಿಕ್ಲೆನಾ ಯೋಜನಾಧಿಕಾರಿ

ಸೆಕೆಲೆಸಿಕ್ಟೆರ

var
12
2

ಪರಿವಿಡಿ

ಬಳಕೆಯಾಗುವ	ಕ್ರ. ಸಂಖ್ಯೆ
ICT Based lesson plan	1-5
(a) ಘಟಕ : ಬೆಳೆನಾಲ್ಕು ಉದಾಹರಣೆ: ಉದಾಹರಣೆಗಳನ್ನು ಉದಾಹರಣೆ ಯಂತ್ರಗಳನ್ನು ಉದಾಹರಣೆಗಳನ್ನು ಉದಾಹರಣೆ	
(b) ಘಟಕ: ಉದಾಹರಣೆ ಉದಾಹರಣೆ: ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ ಉದಾಹರಣೆ	6-14
Non ICT Based lesson plan	15-18
(a) ಘಟಕ :- ತಲಾಘಟಕ ಉದಾಹರಣೆ	
(b) ಘಟಕ :- ತಲಾಘಟಕ ಉದಾಹರಣೆ	19-22
ಉದಾಹರಣೆ :- ಉದಾಹರಣೆ ಉದಾಹರಣೆ	
(c) ಘಟಕ :- ತಲಾಘಟಕ ಉದಾಹರಣೆ	23-26
ಉದಾಹರಣೆ :- ತಲಾಘಟಕ ಉದಾಹರಣೆ ಉದಾಹರಣೆ	

10/16/2023

ಬೆ.ಎಸ್.ಎಸ್. ಮಹಾವಿದ್ಯಾಪೀಠ ಮೈಸೂರು 04

ಬೆ.ಎಸ್.ಎಸ್.ಶಿಕ್ಷಣ ಮಹಾವಿದ್ಯಾಲಯ ಸಕಲೇಶಪುರ
2022-2023

ವಿಷಯ : ಕನ್ನಡ

ಘಟಕ: ವಚನಾಮೃತ

ಉಪಘಟಕ : ಅಲ್ಲಮಪ್ರಭುವಿನ ಪರಿಚಯ ಮತ್ತು ಅವರ ವಚನಗಳ ಸಾರಾಂಶ

ಕಂಪ್ಯೂಟರ್ ಆಧಾರಿತ ಬೋಧನೆ

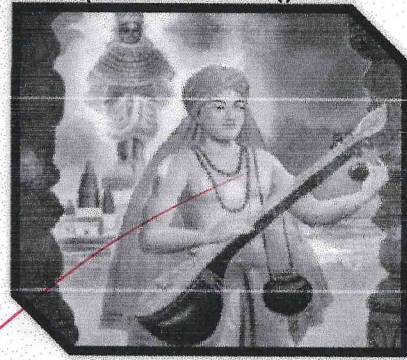
ವಿಷಯ : ಕನ್ನಡ

ಇವರಿಂದ,
ಛಾಂದೀಕಾ.ಎಂ.ಕೆ
ಪ್ರಥಮ ಪ್ರಶಿಕ್ಷಣಾರ್ಥಿ
ಜೆ.ಎಸ್.ಎಸ್.ಶಿಕ್ಷಣ
ಮಹಾವಿದ್ಯಾಲಯ
ಸಕಲೇಶಪುರ
U01HY22E0007

ಇವರಿಗೆ,
ಮಂಜುನಾಥ್ ಆರ್,
ಸಹಾಯಕ ಪ್ರಾಧ್ಯಾಪಕರು
ಜೆ.ಎಸ್.ಎಸ್.ಶಿಕ್ಷಣ
ಮಹಾವಿದ್ಯಾಲಯ
ಸಕಲೇಶಪುರ.



ಕುಲ ಕುಲವೆಂದು ಹೋಡೆದಾಡದಿರಿ
ಕುಲದ ನೆಲೆಯನ್ನು ಯಾರಾದರು ಬಲ್ಲರಾ ?



ಬೇವು ಬೆಲ್ಲದೋಳಿಗೆ ಇಟ್ಟರೆ ಏನು ಫಲ
ಹಾವಿಗೆ ಹಾಲೇರೆದರೇ ಏನು ಫಲ
ಕೈ ಮೀರಿ ಹೋದ ಮಾತಿಗೆ ಮರುಗಬಾರದು
ಎಲ್ಲಾನು ಬಲ್ಲೆ ಎಂಬುವಿರಲ್ಲ

ಮೌಲ್ಯಮಾಪನ ಪ್ರಶ್ನೆಗಳು

1. ಯು.ಆರ್.ಅನಂತಮೂರ್ತಿ ಅವರು ಎಲ್ಲಿ ಮತ್ತು ಎಷ್ಟರಲ್ಲಿ ಜನಿಸಿದರು?
ಶಿವಮೊಗ್ಗ ಜಿಲ್ಲೆಯ ಮೇಳಿಗೇಯಲಿ, 1932 ಡಿಸೆಂಬರ್ 21 ರಂದು ಜನಿಸಿದರು.
2. ಯು.ಆರ್.ಅನಂತಮೂರ್ತಿ ರವರ ಕಾದಂಬರಿಗಳು ಯಾವುವು?
ಸಂಸ್ಕಾರ, ದಿವ್ಯ, ಭವ ಮುಂತಾದವು.
3. ಯು.ಆರ್.ಅನಂತಮೂರ್ತಿ ರವರಿಗೆ ದೊರೆತ ಶ್ರೇಷ್ಠ ಪ್ರಶಸ್ತಿ ಯಾವುದು?
4. ಜ್ಞಾನಪೀಠ ಪ್ರಶಸ್ತಿ.



JSS MAHAVIDYA PEETHA, MYSORE-4
JSS INSTITUTE OF EDUCATION
Sakaleshpur-573134, P.B.No: 26, Hassan Dist.

2ND SEMESTER - SIMULATED ICT AND NON-ICT BASED LESSONS - 2022-23

Name Prasanna P. P.
Subject: English
Method I/II: I

Roll No.: U04HY22E0007
Unit: 3rd Unit - 3
Sub Unit:

SL. NO.	SIMULATED ICT BASED LESSONS	MAX. MARKS METHOD I+II	MARKS OBTAINED IN METHOD-I/II
1	Simulated ICT based lesson - I	5	5
2	Simulated ICT based lesson - II	5	5
3	Simulated lesson - III	5	5
4	Simulated lesson - IV	5	5
5	Simulated lesson - V	5	5
TOTAL MARKS		25	

Signature of the Student-Teacher
Prasanna

Signature of the Teacher Educator
[Signature]



JSS MAHAVIDYAPEETHA, MYSURU - 4

JSS INSTITUTE OF EDUCATION

SAKLESHPUR - 573 134

LESSON PLAN IN

PEDAGOGIC COURSE

CHEMISTRY

NAME..... NIVEDITHA H.P Reg. No. UOIH21E0024

SCHOOL..... Government High School, Sakaleshpura.....

2022 - 2023



JSS MAHAVIDYAPEETHA
JSS INSTITUTE OF EDUCATION

SAKLESHPUR - 573 134

CERTIFICATE

This is to certify that Sri / Smt..... *Niveditha H.P*.....
was under gone Teaching practice in this Institution during the
year 20*22* - 20*23* he/she has given the number of Lesson Prescribed
by the University of Mysuru in Pedagogic Courses
..... *Chemistry*..... and his/her character/ conduct
were satisfactory.

[Signature] 12/9/23

ಉಪ ಪ್ರಾಂಶುಪಾಲರು
Signature of the Principal/
ಸಕಲೇಶಪುರ-573 134
Head Master with Seal

[Signature]

Signature of the Method
Master

Date..... *12/9/2023*.....

Place.....

Date..... *12/9/2023*.....

Place..... *Sakleshpur*.....

CONTENTS

Sl.No.	Date	Class	Lesson Topic/Sub unit	Teacher Educator initial
1.	03/08/23	9th Std.	Molecules of element, compound and Atomicity	
2.	09/08/23	9th Std.	An Ion, classification and examples for Ionic compound.	
3.	10/08/23	9th Std.	Chemical formulae, valency, name and symbols of ions.	
4.	17/08/23	9th Std.	Molecular mass & mole concept	
5.	29/08/23	9th Std.	Bohr's model of an atom	
6.	30/08/23	9th Std.	J.J Thomson's atomic model.	
7.	02/09/23	9th Std.	Atomic no and mass no	
8.	07/09/23	9th Std.	Concept of valency & atomic no	
9.	11/09/23	9th Std.	Intro of atom & Dalton's atomic theory	
10.	12/07/23	9th Std.	Introduction to an atom & its sub-atomic particles	
11.	18/07/23	9th Std.	Laws of Chemical Combination.	
12.	20/07/23	9th Std.	Atomic size and Symbols of element	
13.	21/07/23	9th Std.	Introduction to an atom, definition.	
14.	31/07/23	9th Std.	Rutherford's model of an atom.	
15.	31/08/23	9th Std.	Isotopes and Frisbans.	

General objectives of Teaching Subject

pupil will be able to:

1. develop the skill of reasoning and problem solving.
2. develop skill in experimentation, observation & drawing.
3. know the facts, principles and theories.
4. develop curiosity to know about basic concepts & facts.
5. develop curiosity to know the usage of apparatus.
6. develop the feeling of self-confidence and discipline.
7. know the concepts and different parts of a plant.
8. develop the skill of drawing diagrams.
9. develop scientific attitude and creative thinking.
10. develop imagination power of the students.

Name: Niveditha H.P. Reg. No: ಹಾ.ಸಂಖ್ಯೆ/Reg.No. UO1HY21E0024
 School: Gout. High School, Sakleshpura. Class: 9th standard. Lesson No: ವಿಷಯ/Subject. Chemistry
 Unit: Atoms and Molecules. Subunit: Molecule of element, compound and Period. Date: 40 minutes.

ವಿಷಯ ವಿಶ್ಲೇಷಣೆ / Content Analysis

<p>Molecules</p> <ul style="list-style-type: none"> Molecule of element <ul style="list-style-type: none"> Meaning Example Molecule of compounds <ul style="list-style-type: none"> Meaning Example Atomicity <p><i>Cognitive Mapping.</i></p>	<p>Teacher explain the term Molecule. A molecule is a group of two or more atoms held together by the attractive forces. It is known as chemical bonds. Based on the content, we see molecule of element and molecule of compound. Molecules of elements are constituted by the same type of atoms and atoms of different elements join together in the definite proportions to form molecules of compounds.</p>
--	--

LEARNING POINTS	INSTRUCTIONAL OBJECTIVES	ಕಲಿಕಾ ಸಹಾಯಕಗಳು / ಕಲಿಕಾ ಚಟುವಟಿಕೆಗಳು Lg. Aids/Lg. Activities						
<ul style="list-style-type: none"> Molecules of Compounds. Definition & example. Molecule of element. Definition & example. Differences b/w molecules of the compound and element. Concept of Atomicity. 	<p>Pupil will be able to :-</p> <ul style="list-style-type: none"> Recall the definition of atomic number. define the term molecule of compound. Give example for molecules of different compounds. define the term molecule of an element. give examples for molecules of compounds and elements. define the term atomicity. explain the concept of atomicity. 	<ul style="list-style-type: none"> Chart showing the molecules of compounds. Chart showing molecules of element. Using flashcards to give examples. <p>ಪಠ್ಯಪುಸ್ತಕದ ಸಾಮಗ್ರಿಗಳು / Reference Materials</p> <table border="1"> <thead> <tr> <th>ಶೀರ್ಷಿಕೆ Title</th> <th>ಕರ್ತೃ Author</th> </tr> </thead> <tbody> <tr> <td>→ https://www.khanacademy.com/science/atomic-structure/a/atomicity</td> <td>hawaii. edu.</td> </tr> <tr> <td>→ https://www.youtube.com/watch?v=...</td> <td>Home Science</td> </tr> </tbody> </table>	ಶೀರ್ಷಿಕೆ Title	ಕರ್ತೃ Author	→ https://www.khanacademy.com/science/atomic-structure/a/atomicity	hawaii. edu.	→ https://www.youtube.com/watch?v=...	Home Science
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→ https://www.youtube.com/watch?v=...	Home Science							

ಕಲಿಕಾ ಸಹಾಯಕಗಳು / ಕಲಿಕಾ ಚಟುವಟಿಕೆಗಳು Supportive Learning activities	ಕಲಿಕಾ ಚಟುವಟಿಕೆಗಳು Teacher activities	ಕಲಿಕಾ ಚಟುವಟಿಕೆಗಳು Pupil activities
SEB ಕಲಿಕಾ ಸಹಾಯಕಗಳು Learning Abilities	<p>Engage</p> <p>Teacher engages the class by asking Question based on previous class.</p> <ol style="list-style-type: none"> What is atomic number? Which letter is used to denote the atomic mass? <p>Teacher asks the students to read the textbook and answer the Questions. Teacher explore more Examples from students related to molecules of compounds.</p> <p>Teacher elicits examples for different types of molecules.</p>	<ul style="list-style-type: none"> Pupil give relevant answer based on previous class. The number of proton in the nucleus is called atomic number. "A" is the letter used to represent the atomic mass. <p>Pupil gives examples for different types of molecules.</p>
Explore	<p>Recalls</p> <p>defines mentions</p> <p>Cites Example.</p>	

<p>Explain.</p> <p>Elaborate</p>	<p>defines</p> <p>explains.</p>	<p>The teacher define the concept molecule and discuss with the students.</p> <p>Teacher explains the term molecule of compound of writing on the black board and writes the examples</p> <p>Teacher elaborate the class by explaining the concept of molecule of element by giving suitable examples.</p> <p>Teacher explain the term atomicity and gives example by displaying the flashcards.</p>	<p>Pupil comprehend concept molecule.</p> <p>pupil explain the concept molecule of compound and give examples.</p> <p>Pupil explain the concept of element with suitable examples.</p> <p>pupil explain the term atomicity and gives example by observing the flashcards.</p>
<p>Evaluate</p>	<p>defines</p> <p>Explains</p> <p>Explains</p> <p>defines</p> <p>Suggested</p> <p>Concluding</p>	<p><u>Teacher ask recapitulatory question.</u></p> <ol style="list-style-type: none"> 1. Define molecule. 2. What are molecules of elements? 3. What are molecules of compounds? 4) Define atomicity. <p>activity: Explain the concept of atomicity and give suitable examples.</p> <p>Statement: Dear students, today we have learnt about molecule molecule of element and compounds and the concept of atomicity.</p>	<ul style="list-style-type: none"> • Molecule is a group of two more atoms that are chemically bonded together. • Molecules of element are constituted by the same type atoms. • These are the atoms of different elements join together in definite proportion to form molecules compounds.

Approved

Signature of the teacher-educator

Suggestions		Student-Teacher Introspection		Criteria of assessment		
<p>1. You could have given examples first for molecules & then define. H_2O - a group of atoms. $[H \& O_2]$ Carbon to form water molecule.</p> <p>2. H_2O - a group of atoms. $[H \& O_2]$ Carbon to form water molecule.</p>		<p>1. You could have given examples first for molecules & then define. H_2O - a group of atoms. $[H \& O_2]$ Carbon to form water molecule.</p> <p>2. H_2O - a group of atoms. $[H \& O_2]$ Carbon to form water molecule.</p>		Criteria	Max. Marks	Marks obtained
				Preparation	05	04
				Presentation	10	09
				Effectiveness of activities	10	08
				Using Lg. Aids	05	03
				Evaluation	05	03
				Using B.B.	03	03
				Pupil Interaction	03	03
				Tr. Personality	03	03
				Class Room Management	03	03
				Over all class	03	02
				Total	50	40

Signature of the student teacher: *[Signature]*

Date: 03/08/23

Signature of the observer: *[Signature]*

LESSON PLAN

Teacher: *Niranjana H.P.* School: *Sakleshpura*

Subject: *Chemistry* Class: *9th B* Lesson No: *05* Date: *09/08/23*

Topic: *Atoms and Molecules* Subunit: *Valency* Period: *45 minutes*

Content Analysis: *ವಿಷಯ ವಿಷಯ / Content Analysis*

Valency → **Ion**

↙ ↘

Anion **Cation** **polyatomic ion**

Some examples for ionic compounds.

Teacher explain the concept ion.

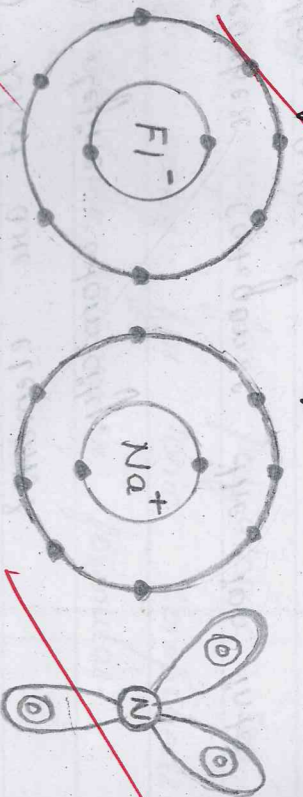
Compounds composed of metals and non-metals contain charged particles. The charged species are known as ions. A negatively charged ion is anion and positively charged ion is cation. A group of atoms carrying a charge is known as a polyatomic ion.

Some examples for ionic compounds are Calcium oxide, Magnesium sulphide, Sodium chloride.

Cognitive Mapping

LEARNING POINTS	INSTRUCTIONAL OBJECTIVES	Reference Materials
<ul style="list-style-type: none"> Definition of Ion. Anion. Cation. polyatomic ion. Example for ionic compounds. 	<p>Pupil will be able to:</p> <ul style="list-style-type: none"> define the term ion. classify the types of ion. distinguish cation and anion. define polyatomic ion. Cite example for polyatomic ion. Give example for ionic compounds. write the molecular formulas. 	<ul style="list-style-type: none"> Chart showing types of ion. Chart showing ionic compounds.
		<p>ಪುಸ್ತಕಗಳನ್ನು ನೋಡಿ/</p> <p>Reference Materials</p> <p>ಶೀರ್ಷಿಕೆ Title</p> <p>ಕರ್ತೃ Author</p> <p>→ http://Manoa.hawaii.edu</p> <p>→ https://www.youtube.com (How see)</p>

SBS	Teacher activities	Pupil activities
<p>Engage</p> <p>recalls</p> <p>explains</p> <p>explains</p> <p>defines</p> <p>classifies</p> <p>comprehends</p>	<p>Teacher asks questions based on previous class.</p> <ol style="list-style-type: none"> 1) What is a molecule? 2) What are elements? 3) define atomicity. <p>Teacher categorize the ion into three groups.</p> <p>Teacher display the chart showing types of ions.</p> <p>Teacher explains the meaning and definition of ion.</p>	<p>Pupil give relevant answer based on previous class.</p> <ul style="list-style-type: none"> A molecule is a general group of two or more atoms that are chemically bonded to. Atoms are together called Elements. The number of atoms contain a molecule is known as atomicity. <p>Pupil classifies the ion into three groups.</p> <p>Pupil observes the chart showing types of ions and comprehend the meaning of ion.</p>

<p>Explain</p>	<p>Explains</p>	<p>Teacher explain the concept of Anion, cation and polyatomic ion by writing on black board.</p> <p>Teacher differentiate the anion, cation and polyatomic ion by drawing the diagram of these ions.</p>  <p>Teacher elaborates the concept of ion by giving some examples for ionic compounds.</p> <p>Teacher displays the chart showing Examples of ionic compounds.</p>	<p>pupil comprehends the concept of anion, cation, polyatomic ion.</p> <p>pupil differentiates the anion, cation and polyatomic ion by drawing the diagram of these ions.</p> <p>pupil cites some examples for ionic compounds.</p> <p>pupil comprehends the concept by observing the chart showing ionic compounds.</p>
<p>Evaluate</p>	<p>Explains classifies. Explains defines</p>	<p><u>Teacher asks recapitulatory question</u></p> <ol style="list-style-type: none"> 1) What is an ion? 2) Mention the three types of ions. 3) What is cation? 4) Define polyatomic ion. 5) Give an example for Anion. 	<ul style="list-style-type: none"> An ion can be defined as chemical species which holds a positive and negative charge of some magnitude. Ion is classified into Anion, Cation and polyatomic ion. Cation is a positively charged ion. Polyatomic ion refers to a group of atoms carrying a charge. Sulphide (S^{2-}) is an example Anion.
<p>Suggested activity</p>	<p>asked activity: list out some examples for ionic compounds.</p>	<p>Teacher asks recapitulatory question</p>	<p>We have discussed about anion, cation and polyatomic ion. We have discussed about anion, cation and polyatomic ion.</p>
<p>Concluding statement</p>	<p>Dear students, in this class we have discussed about anion, cation and polyatomic ion.</p>	<p>Teacher asks recapitulatory question</p>	<p>We have discussed about anion, cation and polyatomic ion.</p>

Approved

Signature of the teacher-educator

Suggestions

Student-Teacher Introspection

Criteria of assessment

Criteria	Max.Marks	Marks obtained
Preparation	05	
Presentation	10	
Effectiveness of activities	10	
Using Lg. Aids	05	
Evaluation	05	
Using B.B.	03	
Pupil Interaction	03	
Tr. Personality	03	
Class Room Management	03	
Over all class	03	
Total	50	

Signature of the observer

[Handwritten Signature]
9/18/23