



Sri Nanak Jhira Saheb Foundation

## GURU NANAK COLLEGE OF EDUCATION

Teachers Colony Manhalli Road Tq & Dist : Bidar-585 403

College Website: [www.gurunanakbed.org](http://www.gurunanakbed.org)

E-Mail : [Gurunanakbedcollege@gmail.com](mailto:Gurunanakbedcollege@gmail.com)

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*2.2.2 Mechanisms are in place to honour student diversities in terms of learning needs; Student diversities are addressed on the basis of the learner profiles identified by the institution through*

# 1. Mentoring / Academic Counseling



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2.2.2

### Report For Mentoring/Academic Counseling

**B.Ed Ist Year & IInd Year**

**For the Academic Year-2018-19**

In first year B.Ed. and Second year B.Ed., small groups of students are formed while pursuing various courses and students are guided in those groups. Different groups have different purposes. Students are guided according to various courses and counseling is also done on a personal level after understanding the problems of the students.

Similarly, students are divided into different groups under different courses and according to the group they are guided by the mentors in the respective subject or task. Different groups have different purposes. It is as follows:

- 1) Guiding the students at individual level.
- 2) Knowing about the difficulties or backwardness of the students and guiding them.
- 3) To increase confidence among students.
- 4) Strive for personality development of students.
- 5) To explain the knowledge of the relevant subject to the students at a personal level.

**Nature of the activities:** Different types of activities planned in the institution to promote mentoring/academic counseling.

**1) Micro teaching Group for Ist Year B.Ed:** This is the very first step of teaching. It imparts knowledge to students on how to use micro skills while teaching. In a micro teaching group, students receive a 5 to 6 minute lesson on a micro skill. Students are guided in small groups by the group mentor on micro teaching. Problems, doubts or queries of the students in the group regarding micro teaching are resolved by the mentor.

**2) Innovative Teaching Group for Ist Year B.Ed:** In this, students do various types of teaching work in small groups For example. Technology based lessons, Team teaching, and Models based lessons. In this, students take demos of team teaching, technology based teaching and models based teaching in small groups and are guided by mentors.

**3) Teaching Methods Group of School Subjects for Both years:** Students are required to take teaching methods. In this group, school subject knowledge of those subjects is given in groups under various subjects. In these groups knowledge about teaching methods is imparted. Each subject group is different. Heads of each subject guide the respective subject group.

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**4) Internship group:** In this, students are sent to different schools for student service period. It is in a way the experience before becoming a teacher. Various schools related activities are implemented under internship activities. There is a student service period of one month for the first year and four months for second year. The head of that group guides the respective students.

**5) ICT Intel Program Group:** Under this course, a project on ICT is given and information is imparted on it. In this, students work in pairs. In the project work under this subject, students do various tasks on computer or tab and if there is any problem regarding it, the head of the respective group guides them.

**6) Group for Reading and Reflecting Activities for course:** Under this topic a text is given to the group and the actual presentation of the text is done in the group.

**7) Self-Understanding Group for course:** Various activities are conducted under this subject, in which SWOT analysis of students is done. It includes activities such as self- identification, telling one's own life story, educational and social stories or reciting songs.

**8) Action Research Group for course:** Under this topic information is given on how to conduct research at primary level or small scale. Basic knowledge of how to choose a research problem as well as how to process information is imparted

**9) Cultural Festival Group for course:** Under this course, various regional cultures of the country are presented through the students. For this, students are guided in groups.

**10) Various Subjects or Activities:** GURU NANAK COLLEGE OF EDUCATION, conducts various activities throughout the year and also in various types of courses, many new concepts, new things are given to some complex students through academic counseling or specific subject teachers throughout the year.

**\*Outcomes:**

This type of activity provides individual guidance and counseling to the students. Proper interaction is achieved between students-students and students-teachers. A sense of cooperation is awakened among the students. Students learn better in a collaborative manner Doubts or personal problems of the students are resolved in the group from mentors.

**\*Documents:**

Activity wise Information about students and teachers who attends the sessions. Records of the different activities are maintained in the college register. Nature of the activity with the academic year and course name is clearly mentioned in the Register.

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IQAC Coordinator  
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Activity Report  
Principal  
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NO Same



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### Report For Mentoring/Academic Counseling

#### **B.Ed Ist Year & IInd Year**

#### **For the Academic Year-2019-20**

Learning & teaching is the most important process in Education. Apart from teaching the students in GURU NANAK COLLEGE OF EDUCATION, rewarding them by seeing their achievements in various activities is an equally important task. Feedbacks are given under various courses to both first and second year students studying in the college. Some of the objectives of reimbursement are as follows:

- 1) Checking or evaluating the progress of student work.
- 2) Knowing the mistakes or deficiencies in the student's work.
- 3) Motivating students.
- 4) To increase confidence among students.
- 5) To increase interaction between student teachers.

Keeping the above objectives in mind, the students are given feedback under various courses by all the teachers. Feedback is in written as well as oral form. Remedies are given in groups to improve the students. Similarly, students also give feedback to each other after seeing each other's presentation.

#### \*Nature of the activities:

**1) Micro teaching and Innovative teaching:** Students take 5 to 6 minute mini-lessons in micro-teaching groups, and the group leader observes their lessons and gives them feedback in the group. Like the group leader, the fellow students also pay back the student. It is positive as well as instructive while giving feedback. After successful micro lessons, integrated lessons and innovative lessons are also observed in groups an feedback is given on them.

**2) Teaching methods:** In both the first and second year students are required to take teaching methods. Students are remunerated by group mentors through observation of practical works and seminars on teaching methods.

**3) Internship:** During student service period, students have to go to school and do various activities. Evaluation of the work of the students, improvement in the activities done by them is done by the group guides to the students of the respective group.

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4) **ICT Intel Program:** Students are given feedback on a given ICT related project under this subject and instructions are also given on the same.

5) **Cultural activities:** In this too, he is rewarded by watching various cultural programs of the students. Students are also praised for their performance.

6) **Practical's, Seminars and various activities related to curriculum:** The various demonstrations and seminars of the students are also examined and feedback is given by the mentors and feedback is given to the students by observing and presenting the activities under various courses in the curriculum.

7) **Action Research:** One of the most important parts of B Ed curriculum is action research. Students have to do small level research under this subject. Feedback is also given by the mentors on the topic chosen by the students and the report submitted on it.

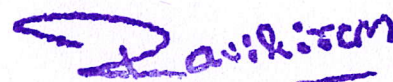
**\*Outcomes:**


Under this activity students are given feedback on their own work by observing their performance on various tasks and their commitment to work, thus students knows their own strengths and weaknesses. Through this the student learns to improve himself.

**\*Documents:**

Documents related feedback received from mentors on students' demonstrations, practical's, seminars and various lessons as well as photographs & videos of student's performance in various programs or activities.

  
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### **Report For Mentoring/Academic Counseling**

**B.Ed Ist Year & IInd Year**

**For the Academic Year-2020-21**

Among the students who take admission in the university every year, some students are lagging behind in studies and teaching. By understanding the problems of such students and finding out why they fail in certain subjects, we have given remedial teaching through the college.

**\*The objectives of remedial teaching are as follows:**

- 1) To bring up students who are lagging behind in studies.
- 2) To solve the problems of students.
- 3) To explain the problems faced by the students in each subject and suggest solutions for them.
- 4) Reducing fear of difficult or new subjects.
- 5) To increase the confidence of students lagging behind in studies.

College is Widely Diverse Students who enroll in the College come from a variety of backgrounds seeking to pursue an education. Some of the students entering college each year are academically lagging or slow learners.

**\*Nature of the Activities:**

- 1) Micro teaching, Innovative, Practice Lesson: B.Ed first year starts with micro teaching. These students often miss out by guiding some students on what micro teaching lesson is and how to present it, such students need to be motivated to remedial study from micro teaching to practice lesson.
- 2) All Subjects or Courses: Students need subject guidance from time to time but some students face a lot of difficulties in various courses in B.Ed syllabus. Such students have to do remedial studies on that. For example: difficult concepts in the syllabus, new concepts, difficult topics etc. On top of that, all the teachers teach their own subjects once again for such students.
- 3) Discussion or Debates: The teachers re-explain difficult topics or concepts of their subject in multilingual to the disabled children and also discuss with the students on various curricular topics which enrich the knowledge of the students.

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**4) Remedial teaching:** First of all, teachers gradually identify students who are raw in studies and decide to start remedial teaching sessions for such students. Remedial teaching is done for such students through subject teachers as well as group teachers.

**5) Internship:** There are difficulties in understanding some of the activities during the student service period, so it becomes necessary to revise it. The information about it is again explained to the students.


Such students are guided by the college with extra time. Some students fall behind in core course subjects and some students fall behind in optional subjects. Some students lag behind in planning and presentation while some students lag behind in various subjects aimed at improving professional skills. Finding such students every year is an important task. The work of finding such students is done by all the teachers of the college from their respective groups.


**\*Outcome:**

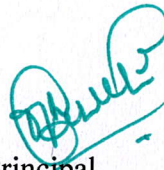
Thus remedial options are implemented through various activities for students lagging behind in studies. Difficult things are explained well to such students. Through this, students who are lagging behind gradually come forward in that subject and their overall progress is seen in all aspects.

**\*Documents:**

Activity wise Information about students and teachers who attends the sessions. Records of the different activities are maintained in the college register. Nature of the activity with the academic year and course name is clearly mentioned in the Register, Records related Remedial teaching or learning also maintained in college register.

  
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### Report For Mentoring/Academic Counseling

#### B.Ed Ist Year & IInd Year

#### For the Academic Year-2021-22

Students who take admission in GURU NANAK COLLEGE OF EDUCATION, come from diverse backgrounds. Each student's comprehension ability is different, so a variety of learning experiences are offered throughout the year, keeping in mind all such students.

#### **\*The purposes for learning enhancement are as follows:**

- 1) Making the study teaching process fun and enjoyable.
- 2) To make students aware of how students should behave in a given situation.
- 3) To give maximum learning experience to the students in the study teaching process.
- 4) To impart education to students in a relaxed and stress-free environment.
- 5) To impart knowledge on how to apply teaching in practice.

#### **\*Nature of the Activities:**

A variety of activities planned in the institution to provide learning enhancement experiences to students. Some of them explained in below:

- 1) **Organized Seminar/Workshop by Experts:** Keeping in view the diversity of the students, some workshops and seminars are organized at the college level. For this subject experts come and guide the students on various topics.
- 2) **Guest Lectures:** Guest lecturers are invited and mentored in various activities undertaken by the college to impart better knowledge on some important as well as curriculum related topics.
- 3) **Field Visits/Educational Trips:** Some educational trips and field visits are organized by the institute for the students to get real life information and experience which helps to enhance and improve the study ability of the students. For Example: Ajanta Fort, Badami. Ellora Fort. Mysore Fort.etc.
- 4) **Language Days Celebration:** Hindi Day is celebrated in the college to increase the knowledge of the students about the language. Students participate in this very spontaneously.

  
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### 5) Cultural Program, Days Celebration, Exhibition, Yoga & Sports and Various Competitions:

Various programs are implemented in the college in order to remove the deadness among the students and to bring out their various talents and their talents. For example: cultural programs, various types of competitions (Rangoli, Mahanadi, Make-up, and Cooking etc.), sports and yoga, various exhibitions etc. Along with the progress of the students in their studies, other skills can be closely experienced through them.


#### \*Outcomes:


Students with diverse abilities get a variety of study experiences through various programs conducted in the college. Through this experience the student learns better and understands the difficult concepts or concepts of the course better. Students' confidence increases and their knowledge is also enriched through various study experiences. They enthusiastically participate in activities organized for students and develop themselves.

#### \*Documents:

Activity related documents maintained in the college register, Photographs of related activities also maintained, Records of every activity are maintained in college register in year wise. Information, Student-Teachers List, Activity name all things are mentioned in college register.

  
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### Report For Mentoring/Academic Counseling

#### **B.Ed Ist Year & IInd Year**

#### **For the Academic Year-2022-23**

B.Ed. curriculum covers a wide variety of subjects. B.Ed. students get to learn many new things. Students remember things better and longer if they learn in groups or cooperatively or through collaborative learning rather than learning alone.

In college, students from diverse backgrounds are introduced to diverse experiences as well as collaborative work. Understanding that students have different comprehension abilities, various approaches are used in teaching and learning.

#### **\*The following are the objectives of collaborative work:**

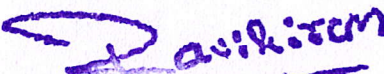
- 1) Working in a team manner
- 2) To make students socially oriented/extroverted
- 3) Enhancing teamwork or unity among students
- 4) Development of students in all areas
- 5) To develop creativity in students

#### **\*Nature of the Activity:**

**\*Team Teaching:** There is a new concept called team teaching in the curriculum in order to develop teaching ability. In this, 4-5 students have to be taught together. In this, the student who is proficient in the micro-skills is given that type of work. This increases the spirit of collaboration and cooperation among the students.

**\*Group Discussion:** Group discussion method is used to teach some parts of the syllabus. It involves students exchanging ideas in a group, which builds confidence, improves communication skills due to interaction. All types of learner involved in group discussion.

**\*Cultural Programme:** Students voluntarily participate in various cultural programs and give appropriate group presentations. All the students in the group interact with each other to present something unique or innovative.



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**\*Outcomes:** Various activities are implemented in the college in a collaborative way with the aim that the students should come together and complete the given work in cooperation. This creates interest in work among students, increases self-confidence, increases social orientation, increases creativity, helps to cultivate various talents in them and if more than one brain comes together while doing any work, it provides the exchange of various ideas, thoughts, innovation, feelings, knowledge, information etc. in their heads. It can happen very well.

**\* Documents:**

Activity related documents maintained in the college register, Photographs of related activities also maintained, Records of every activity are maintained in college register in year wise. Information, Student-Teachers List, Activity name all things are mentioned in college register.

  
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### Report For Mentoring/Academic Counseling

#### **B.Ed Ist Year & IInd Year**

Students admitted to college come from diverse backgrounds. There is a great deal of diversity in the college. It also has students of various languages. Such students are guided in multiple languages. Like Marathi, Hindi and English.

#### **Objectives of Multilingualism:**

- 1) To create affection among students for languages other than dialect.
- 2) To create a sense of unity in students through diversity.
- 3) To inculcate in students a sense of respect for all languages.
- 4) To create a sense of confidence in the students.
- 5) To awaken the language development of students.

Nature of the Activities: We take some activities to promote multilingual interaction.

**1) Daily Lectures:** The daily lectures given to the students are given in different languages. Some of the students in the college come from different parts of India. Some students also come from rural areas of Karnataka. Considering all such students, daily lectures are explained in Kannada and English.


**2) Cultural Activities/Programs:** As the saying goes, unity in diversity, even though students come from different parts of college, they are seen as one. Cultural programs are conducted in the college for multilingualism. Students present the culture, art, language etc. of their respective areas in their own language.


**3) Notes Giving:** Course notes are provided to the students in both Kannada and English languages. Students who find some concepts difficult in both languages.


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**\*Outcome:** Due to the implementation of various types of activities, the doubts of the students are completely cleared. They know the subject completely. As the foundation of the difficult subject is firmly established, the next things are properly understood.

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### Report For Mentoring/Academic Counseling

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Some of the students who take admission in the college every year have low academic ability; such students need counseling and guidance on a personal level. Everyone has different reasons for falling behind in studies. For example, personal reasons, financial reasons, family reasons, psychological reasons etc.

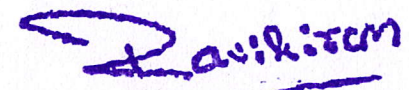
It helps to identify such students from the group, of course through interaction with students, observation and personal interaction.


Students lagging behind in studies are brought forward through individual counseling and guidance. This will be more noticeable through the following 3 case study.

- 1) Sudharani In 2018, a student named Sudharani was suffering from mental problems and it was observed that she lacked confidence, but gradually through the interaction of the teachers in the group, her confidence increased and she also got good results in studies.
- 2) Malashree: A student studying in 2019. Malashree was also lagging behind in her studies due to mental reasons, but with the interaction and guidance of the group head, she progressed in her studies.
- 3) Sandeep : In 2022, this student was studying in college. he used to have low self- confidence, any time he cried for any reason, but with counseling and personal guidance, this student also progressed in his studies.

In this way, the students who are lagging behind in studies get proper guidance from the college and their study ability increases and their result also improves.

  
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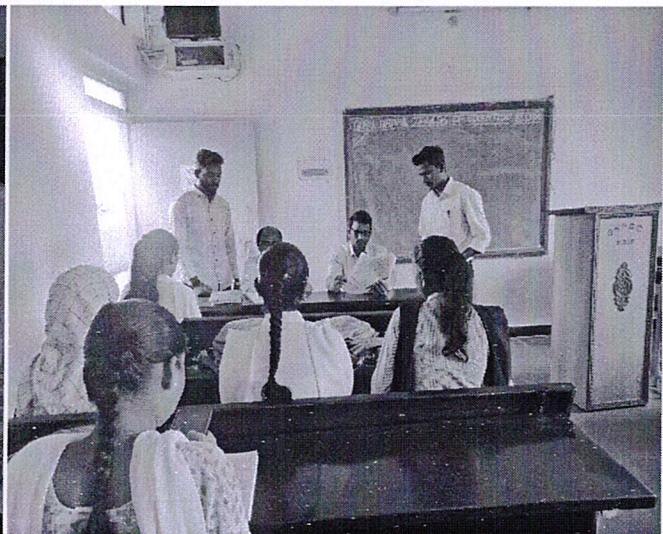
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### 1. Mentoring / Academic Counseling.

Mentoring is a vital aspect of the teaching-learning process. The objective of mentoring is to oversee multiple aspects of the student's academic advancement, listen to their concerns, and assist them in overcoming the challenges and difficulties they encounter in their studies. The mentor instructor monitors the students' academic advancement, attendance, assignments, project work, and internal examinations. Mentors regularly organize gatherings with their group of students, allowing them the autonomy to assume leadership roles in various events and activities, while also providing timely guidance and performance assessments. The main objective of the mentorship programme is to systematically and methodically discover strategies for overcoming personal and academic issues.



*Pravirajam*

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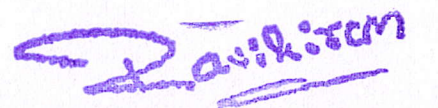
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### Reports of the Students who attended the counseling-2018-19

Sl.No.	Students Name	E-Mail ID	Contact No	Instructor Name	Output Reports
1	Ambika	Ambika@1234gmail.com	8844752175	Mr.Mareppa K	Attendance improved
2	Ashwini	Pashwini86@14gmail.com	9901254188	Mr.Rajendera S	Student Behavior Attitude
3	Anuradha	Anuradha200@gmail.com	9965874215	Mrs.Renuka M	Academic Achivement
4	Maruti	Maruti32@gmail.com	8878451232	Mrs.O.Priya	
5	Shweta	Shweta92@gmail.com	9987456874	Mrs.Vilas Rao	Developing language skill
6	Malashree p	Malashree87@gmail.com	7854698574	Mr.Mareppa K	Attendance improved
7	Neelambika	Neelambika78@gmail.com	8745987456	Mr.Rajendera S	
8	AMBIKA	Ambikasd47@gmail.com	8574965874	Mrs.Renuka M	Academic Achivement
9	Ambdas	Ambadas56@gmail.com	8974587495	Mrs.O.Priya	Student Behavior Attitude
10	Omshree	Omshree87@gmail.com	9901618521	Mrs.Vilas Rao	Developing language skill
11	poojashri	Poojashree5789@gmail.com	9535447701	Mr.Mareppa K	Attendance improved
12	Malashree	Tulsimalashree13@gmail.com	7867542874	Mr.Rajendera S	Arranged necessary safety measurement
13	Jyoti	Joythikangan12@gmail.com	9878456412	Mrs.Renuka M	Academic Achivement
14	Geeta	Geeta4545@gmail.com	9901619541	Mrs.Vilas Rao	Developing language skill
15	Ashwini	Ashwini5421@gmail.com	9988745621	Mrs.Shilpa	Maintenance of Discipline
16	Mahananda	Mahananda8745@gmail.com	8956745698	Mrs.Renuka M	Academic Achivement
17	Suma	Sumamjkh54@gmail.com	9856745898	Mrs.Vilas Rao	Developing language skill

  
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### Reports of the Students who attended the counseling-2019-20

Sl.No.	Students Name	E-Mail ID	Contact No	Instructor Name	Output Reports
1	shweta	Swetaswamy4@gmail.com	9980201255	Mr.Mareppa K	Attendance improved
2	akshata	Akshetab21@gmail.com	9734046005	Mr.Rajendera S	Student Behavior Attitude
3	priyanka	Priyanka12@gmail.com	9538557900	Mrs.Renuka M	Academic Achivement
4	pooja	Akshetab21@gmail.com	8971549014	Mrs.O.Priya	
5	sujata	Sujatasangam5@gmail.com	7406401223	Mrs.Vilas Rao	Developing language skill
6	nahomi	Aanahomi897@gmail.com	7411532918	Mr.Mareppa K	Attendance improved
7	sainath	Sainathbiradar2@gmail.com	8824289810	Mr.Rajendera S	
8	vijaykumar	Vijaykumar581@gmail.com	8431851164	Mrs.Renuka M	Academic Achivement
9	sushanna	Sushannya548@gmail.com	9741003204	Mrs.O.Priya	Student Behavior Attitude
10	naveen	Naveenmkoj125@gmail.com	7996147795	Mrs.Vilas Rao	Developing language skill

PRINCIPAL

Gurunanak College of Education

BIDAR-585403



Sri Nanak Jhira Saheb Foundation

## GURU NANAK COLLEGE OF EDUCATION

Teachers Colony Manhalli Road Tq & Dist : Bidar-585 403

College Website: [www.gurunanakbed.org](http://www.gurunanakbed.org)

Mail : [Gurunanakbedcollege@gmail.com](mailto:Gurunanakbedcollege@gmail.com)

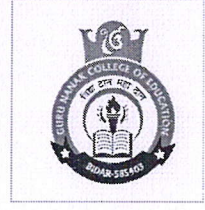
E-Mail IQAC: [iqacgnbedc@gmail.com](mailto:iqacgnbedc@gmail.com)

### Reports of the Students who attended the counseling-2020-21

Sl.No.	Students Name	E-Mail ID	Contact No	Instructor Name	Output Reports
1	Priyanka	Priyankajadhav@gmail.com	7090560210	Mr.Mareppa K	Attendance improved
2	Shruti	Shrutigh213@gmail.com	9731916273	Mr.Rajendera S	Student Behavior Attitude
3	Ashwini	Ashwinidodda24@gmail.com	7026648365	Mrs.Renuka M	Academic Achivement
4	Deeraj Bendre	@gmail.com	9353623358	Mrs.O.Priya	
5	Suryakanth B	Priyankajadhav@gmail.com	7022724249	Mrs.Vilas Rao	Developing language skill
6	Vaishali	Priyankajadhav@gmail.com	8088687248	Mr.Mareppa K	Attendance improved
7	Supriya M	Priyankajadhav@gmail.com	8971709630	Mr.Rajendera S	
8	Ranjitha	Priyankajadhav@gmail.com	6366127267	Mrs.Renuka M	Academic Achivement
9	Priyanka	Priyankajadhav@gmail.com	8088321578	Mrs.O.Priya	Student Behavior Attitude
10	Deepak K	Priyankajadhav@gmail.com	9008228043	Mrs.Vilas Rao	Developing language skill
11	Sunita T	Priyankajadhav@gmail.com	8660619106	Mr.Mareppa K	Attendance improved

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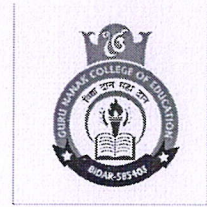
E-Mail IQAC: [iqacgnbedc@gmail.com](mailto:iqacgnbedc@gmail.com)

### Reports of the Students who attended the counseling-2021-22

Sl.No.	Students Name	E-Mail ID	Contact No	Instructor Name	Output Reports
1	priyanka	priyankajadhav@gmail.com	7259546167	Mr.Mareppa K	Attendance improved
2	Mesisha	melishamsk@gmail.com	9900547491	Mr.Rajendera S	Student Behavior Attitude
3	Sandhyarani	sandhyaranibdr@gmail.com	7259546167	Mrs.Renuka M	Academic Achivement
4	Vaishanavi	Joshivaishnavi53@gmail.com	9845624038	Mrs.O.Priya	
5	pooja	Poojar1252000@gmail.com	7760467637	Mrs.Vilas Rao	Developing language skill
6	Rajeshwari	Rajeshwarishilvanth2@gmail.com	6363145453	Mr.Mareppa K	Attendance improved
7	Sudharani	Sudharani91017@gmail.com	9904587474	Mr.Rajendera S	
8	Sudhaswamy	Sudhaswamy443@gmail.com	8197620693	Mrs.Renuka M	Academic Achivement
9	sunanda	sunanadakoudagave@gmail.com	7349432413	Mrs.O.Priya	Student Behavior Attitude
10	Preeti	Methrepreeti22@gmail.com	9845613200	Mrs.Vilas Rao	Developing language skill

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### Reports of the Students who attended the counseling-2022-23

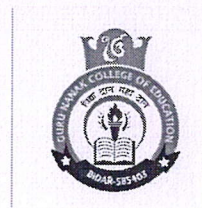
Sl.No.	Students Name	E-Mail ID	Contact No	Instructor Name	Output Reports
1	NIKITA	<a href="mailto:Neekitkalb@gmail.com">Neekitkalb@gmail.com</a>	7338046105	Mr.Mareppa K	Attendance improved
2	T.NANDINI	<a href="mailto:tummanpallenandini@gmail.com">tummanpallenandini@gmail.com</a>	8217641041	Mr.Rajendera S	Student Behavior Attitude
3	AMAR	<a href="mailto:Amar109109@gmail.com">Amar109109@gmail.com</a>	7019904963	Mrs.Renuka M	Academic Achivement
4	PRIYA	<a href="mailto:Priyahande700@gmail.com">Priyahande700@gmail.com</a>		Mrs.O.Priya	
5	SUSHMA	<a href="mailto:Sushmaswamy9964@gmail.com">Sushmaswamy9964@gmail.com</a>	9686147473	Mrs.Vilas Rao	Developing language skill
6	PAVAN JOLADAPGA	<a href="mailto:Pavankj97@gmail.com">Pavankj97@gmail.com</a>	7338442855	Mr.Mareppa K	Attendance improved
7	SANGEETA	<a href="mailto:Sangeetabiradar028@gmail.com">Sangeetabiradar028@gmail.com</a>	7022708122	Mr.Rajendera S	
8	PRATIKSHA KULKARNI	<a href="mailto:Pratikshakulkarni121@gmail.com">Pratikshakulkarni121@gmail.com</a>	8431052492	Mrs.Renuka M	Academic Achivement
9	PRIYADARSHINI	<a href="mailto:Sudarhanrk99@gmail.com">Sudarhanrk99@gmail.com</a>	9008811145	Mrs.O.Priya	Student Behavior Attitude
10	SARASWATI	<a href="mailto:Sarusidgonda4@gmail.com">Sarusidgonda4@gmail.com</a>	7032997388	Mrs.Vilas Rao	Developing language skill
11	SOMNATH	<a href="mailto:Bagadalkarsomnath1995@gmail.com">Bagadalkarsomnath1995@gmail.com</a>	9164426832	Mr.Mareppa K	Attendance improved
12	VEENA	<a href="mailto:Veena08vt@gmail.com">Veena08vt@gmail.com</a>	9141019691	Mr.Rajendera S	Student Behavior Attitude
13	NANDINI	<a href="mailto:Waghamarenandini123@gmail.com">Waghamarenandini123@gmail.com</a>	7846975171	Mrs.Renuka M	Academic Achivement
14	POOJA	<a href="mailto:pooja2010992@gmail.com">pooja2010992@gmail.com</a>	7846975171	Mrs.O.Priya	Student Behavior Attitude
15	K.RENUKA	<a href="mailto:Renukashapure1994@gmail.com">Renukashapure1994@gmail.com</a>	9900319060	Mrs.Vilas Rao	Developing language skill
16	NITIN RATHOD	<a href="mailto:Nitinrathod50156@gmail.com">Nitinrathod50156@gmail.com</a>	9448829075	Mr.Mareppa K	Attendance improved

*Ravikiran*

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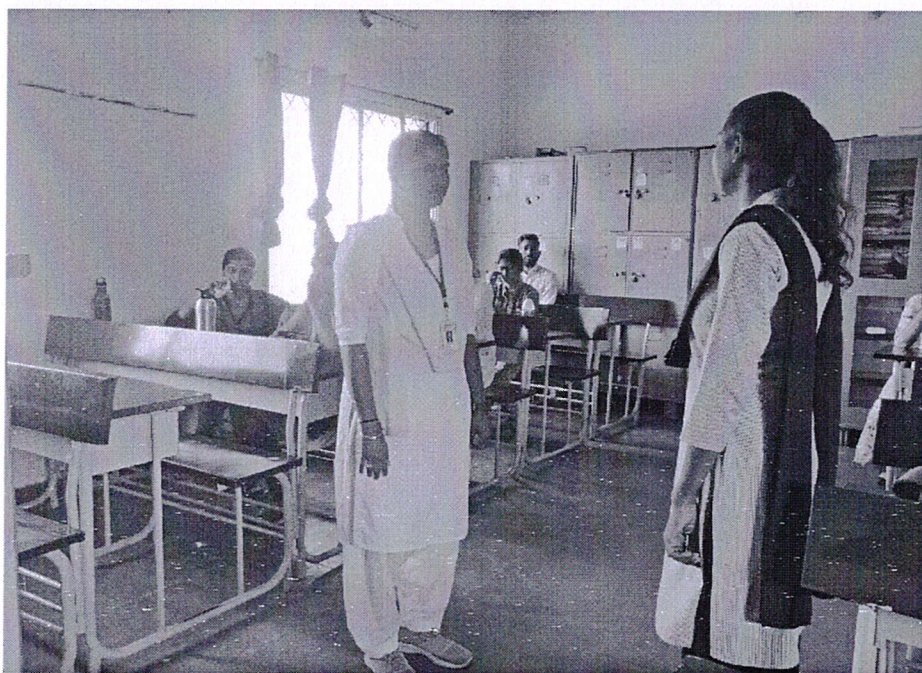
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E-Mail IQAC: [iqacgnbedc@gmail.com](mailto:iqacgnbedc@gmail.com)

### 2. Peer Feedback / Tutoring

The fundamental components of feedback facilitate the process of learning and skill enhancement to occur with greater efficiency and achievement. Considering this, the college has incorporated several inclusive feedback techniques, such as "peer feedback." Peer feedback can be acquired through diverse techniques, such as engaging in microteaching practices, participating in school internship programmes that enable students to see their peers instructing in the classroom, learning perspectives from others, and embracing novel teaching approaches.



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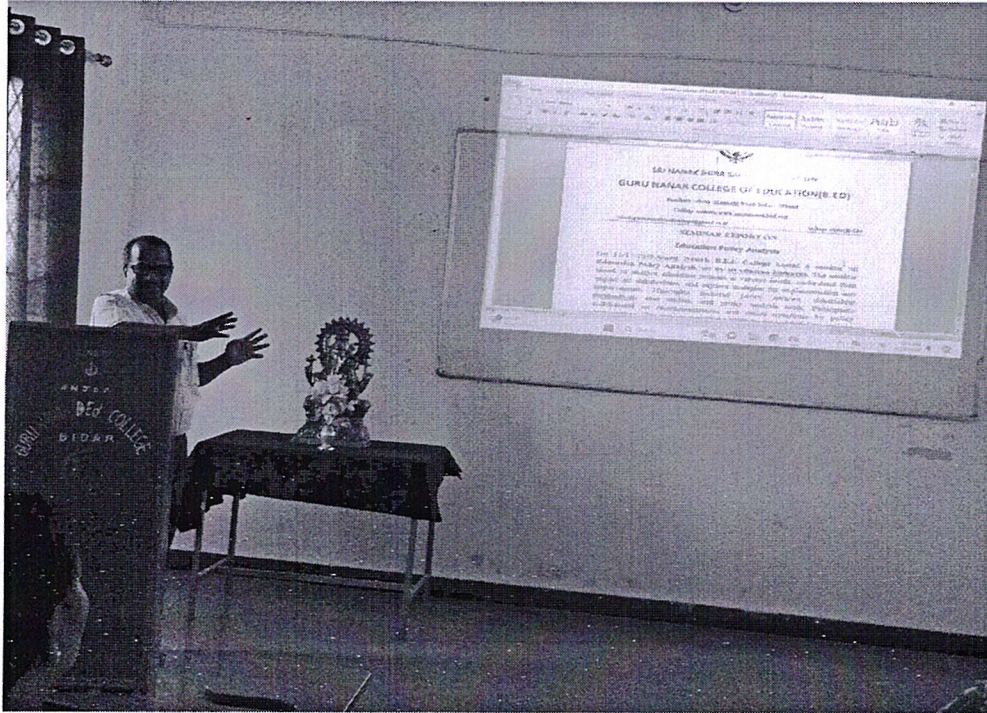
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E-Mail IQAC: [iqacgnbedc@gmail.com](mailto:iqacgnbedc@gmail.com)

### 3. Remedial Learning Environment.

Remedial classes provide an opportunity for learners to enhance their performance and receive answers to their questions. Providing immediate help motivates individuals to improve their skills and narrow the gap in their knowledge. Students are provided with additional support and comprehension, such as notes, library books, internet resources, notes in Kannada / English, assignments, and projects.



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E-Mail IQAC:

[iqacgnbedc@gmail.com](mailto:iqacgnbedc@gmail.com)

### 4. Learning Enhancement / Enrichment inputs

The college has consistently emphasized inclusive learning and the comprehensive development of all individuals. The college frequently organizes and carries out a diverse range of events with the goal of enriching knowledge of students.

The college provides a range of opportunities for knowledge acquisition, expert skill development, and exposure to new ideas through the organization of seminars, workshops, and guest lectures. These provide attendees with the opportunity to see and interact with experts in the field of education. Peer observation, internships in schools, and microteaching sessions enhance their educational skills. Students are granted complimentary library privileges to enhance their understanding of many subjects. They can utilize a wide range of resources including books, instructor notes, Power Points, To enhance students' technological skills and provide them with the latest educational resources.

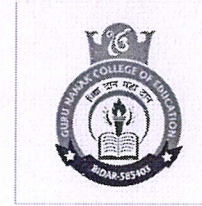


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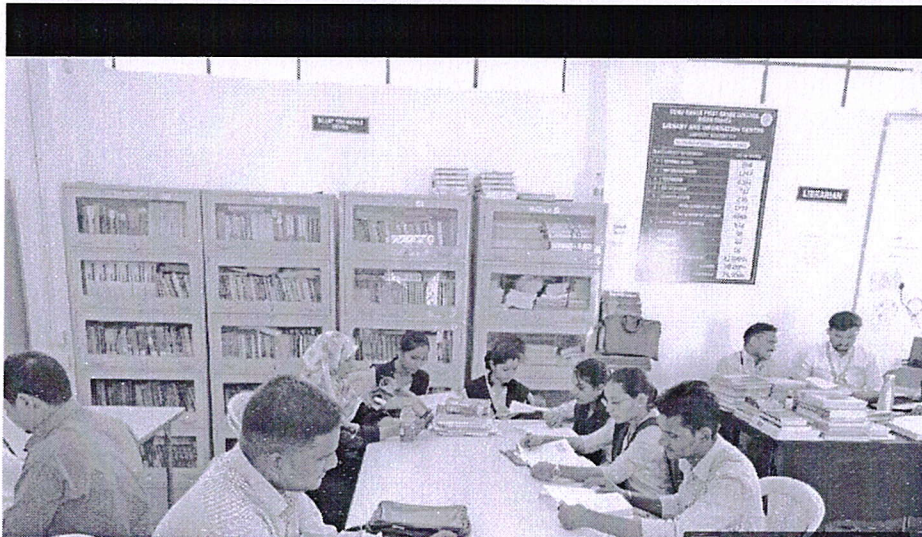
Mail : [Gurunanakbedcollege@gmail.com](mailto:Gurunanakbedcollege@gmail.com)

E-Mail IQAC: [iqacgnbedc@gmail.com](mailto:iqacgnbedc@gmail.com)

### 5. Collaborative tasks.

The College consistently promotes the involvement of students in group projects/presentations to foster an appreciation for the importance of teamwork and collaboration. Furthermore, it is strongly recommended that they maintain frequent and effective communication with both their teachers and peers. These activities foster students' innovative academic pursuits, both individually and collectively. These on-campus events are organized with the aim of fostering a sense of collaboration among susceptible individuals.

#### Data Collection by Students in Library



*Ravikiran*

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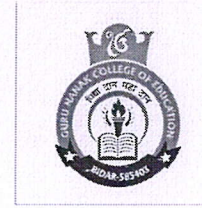
Visit to DIET Bidar



Visit to Guru Nanak Dev Old Age Home Bidar



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E-Mail IQAC: [iqacgnbedc@gmail.com](mailto:iqacgnbedc@gmail.com)

### 6. Assistive Devices and Adaptive Structures (for the differently abled)

#### Assistive devices-

The institution has provision of Assistive devices which are kept ready for their use like bed for rest, wheelchair, lift facilities, and comfortable washroom facilities are provided by our institution.

#### Benefits for Assistance devices-

Assistive devices provide safeguard to the disable people who requires specific support.

Students will feel comfortable in college environment with help of these devices.

It will help the learners with disabilities wholeheartedly participate in all the activities of the college.

They will help to boost the developing self-confidence, self- determination and develop social skills in them. This helps the students to be prepared to face future challenges.



*Ravikumar*

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# GURU NANAK COLLEGE OF EDUCATION

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E-Mail IQAC: [iqacgnbedc@gmail.com](mailto:iqacgnbedc@gmail.com)

## 7. Multilingual interactions and inputs

The institute provides a wide range of opportunities to promote multilingual communication among students. Faculty members have the freedom to utilize a multilingual approach in their teaching and learning.

Guilbarga University Kalburgi  
Sri Nanak Jhira Saheb Foundation's  
**GURU NANAK COLLEGE OF EDUCATION**  
Teachers Colony, Manhali Road, BIDAR- 585403 (K.S.)  
B.Ed. I-II-III-IV Semester (Two Year Course)

**LESSON PLAN**

Student Teacher : Pavan Patil Roll No. 24  
Practising School : B.B.V.P.R. School Class : 8<sup>th</sup>  
Subject : Physical Science Lesson No. : 01  
Unit : Stars and the solar system Date :  
Subject Unit : Introduction

General Instructional Objectives :

- To develop the interest of study in Learning Science
- To develop the ability of imagination
- To develop the scientific approach

Specific Instructional Objectives :

Knowledge → Students are able to understand the stars and solar system

Understanding → Pupils are able to understand the TOPIC.

Teaching Points	TLM
Stars and the solar system (Introduction)	<ul style="list-style-type: none"> <li>Chalk Board</li> <li>Pointer</li> <li>Duster</li> <li>Charts</li> </ul>

Sources Consulted : 8<sup>th</sup> Std Text Book

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**GURU NANAK COLLEGE OF EDUCATION**  
Teachers Colony, Manhali Road, BIDAR- 585403 (K.S.)  
B.Ed. I-II Semester (Two Year Course)

**LESSON PLAN**

Practising School : Gurunak College of Education Roll No. 19  
Subject : Physics Lesson No. : 1  
Unit : PH Date :  
Subject Unit : PH

General Instructional Objectives :

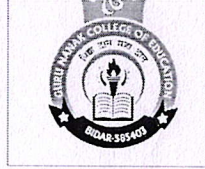
Specific Instructional Objectives :

Teaching Points	TLM
Stars and the solar system	<ul style="list-style-type: none"> <li>Chalk Board</li> <li>Pointer</li> <li>Duster</li> <li>Charts</li> </ul>

Sources Consulted : 9<sup>th</sup> Std Text Book

*P. Avilitem*

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BIDAR-585403



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# GURU NANAK COLLEGE OF EDUCATION (B.Ed)

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## Academic Counseling Form

Students Name..... NIKITA.....

Date: 5-12-22

Course..... B.Ed.....

Session.....

Instructor Name:-..... Mrs. Mareppa K.....

E-mail..... neekitakalra@gmail.com.....

Contact..... 7338046105.....

### 1. Reason for Counseling :

\* Attendance

\* Communication ✓

\* Dress/Uniform

\* Academics

\* Attitude

\* Stress

\* Safety

\* Personal Issue

### 2. Student Response :

..... Communication Skill Development.....  
..... English grammar topics.....

### 3 Teacher (Instructors Comments):

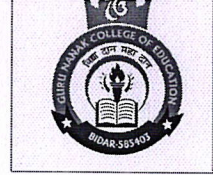
..... Communication Skill Development.....  
..... for improve of the all steps.....

4 Date of follow up : Instructor Signature: MPP.....

Student Signature: Nikita



[Signature]  
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E-Mail IQAC: [iqacgnbedc@gmail.com](mailto:iqacgnbedc@gmail.com)

### Academic Counseling Form

Students Name.....Veena.....

Date: 15-3-2022

Course.....BED I<sup>st</sup> Sem.....

Session.....I<sup>st</sup>.....

Instructor Name:-Rajendra.....

E-mail.....veena08.vt@gmail.com.....

Contact.....9141019691.....

#### 1. Reason for Counseling :

\* Attendance

\* Communication

\* Dress/Uniform

\* Academics ✓

\* Attitude

\* Stress

\* Safety

\* Personal Issue

#### 2. Student Response :

\* Impairment of psychological, social, self-concept, values  
contribution of philosophy

#### 3 Teacher (Instructors Comments):

\* Implication of social stages & human values  
following of naturalism & pragmatism of phylor

4 Date of follow up : Instructor Signature: [Signature]

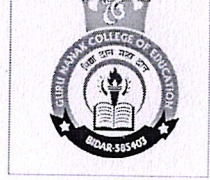
[Signature]

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Student Signature: ...Veena.V...

Davidson

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### Academic Counseling Form

Students Name..... Nikita

Date: 5-12-2022

Course..... B.Ed

Session.....

Instructor Name:- Mr. Mareppa IS

E-mail..... Aleekitalb@gmail.com

Contact..... 7338046105

1. Reason for Counseling :

\* Attendance

\* Communication

\* Dress/Uniform

\* Academics

\* Attitude

\* Stress

\* Safety

\* Personal Issue

2. Student Response :

..... Student improvement and response is good improved

3 Teacher (Instructors Comments):

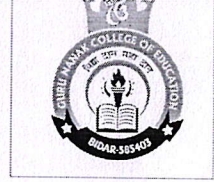
..... Students Attendance maintained the regular class

4 Date of follow up : Instructor Signature: MR

Student Signature: Nikita



[Signature]  
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## Academic Counseling Form

Students Name..... Akshata

Date: 6-12-2022

Course..... B.Ed

Session..... morning

Instructor Name:- Mr. Rajendra S

E-mail..... Akshata

Contact.....

1. Reason for Counseling :

\* Attendance

\* Communication

\* Dress/Uniform

\* Academics

\* Attitude

\* Stress

\* Safety

\* Personal Issue

2. Student Response :

..... communication English Improve

3 Teacher (Instructors Comments):

..... communication skills

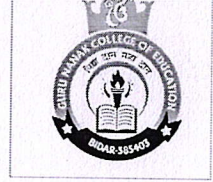
4 Date of follow up : Instructor Signature: MR

Student Signature: Akshata



Principal  
PRINCIPAL  
Guru Nanak College of Education  
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### Academic Counseling Form

Students Name..... Shweta

Date: 6-12-2022

Course..... B.Ed

Session..... Morning

Instructor Name:-..... Mrs. Maseppa, G.

E-mail..... swetaswamy4@gmail.com

Contact..... 9980201255

1. Reason for Counseling :

\* Attendance

\* Communication

\* Dress/Uniform

\* Academics

\* Attitude

\* Stress

\* Safety

\* Personal Issue

2. Student Response :

student response is good Improved

3 Teacher (Instructors Comments):

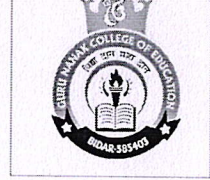
To improve the daily attendance

4 Date of follow up : Instructor Signature: [Signature]

Student Signature: Shweta



[Signature]  
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Guru Nanak College of Education  
BIDAR-585 403



Sri Nanak Jhira Saheb Foundation

## GURU NANAK COLLEGE OF EDUCATION (B.Ed)

Teachers Colony Manhalli Road Tq & Dist : Bidar-585 403

College Website: [www.gurunanakbed.org](http://www.gurunanakbed.org)

Mail : [Gurunanakbedcollege@gmail.com](mailto:Gurunanakbedcollege@gmail.com)

E-Mail IQAC: [iqacgnbedc@gmail.com](mailto:iqacgnbedc@gmail.com)

### Academic Counseling Form

Students Name..... Somnath

Date: 7-12-2022

Course..... B.Ed

Session..... Morning

Instructor Name:-..... Mrs. Marappa K.

E-mail..... BagadalkarSomnath1995@gmail.com

Contact..... 9164426832

1. Reason for Counseling :

\* Attendance ✓

\* Communication

\* Dress/Uniform

\* Academics

\* Attitude

\* Stress

\* Safety

\* Personal Issue

2. Student Response :

Students Response is good

3 Teacher (Instructors Comments):

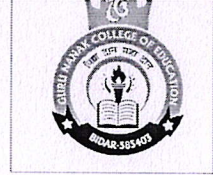
To improve the Attendance

4 Date of follow up : Instructor Signature: MR

Student Signature: Somnath



[Signature]  
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### Academic Counseling Form

Students Name..... Priyanka

Date: 1-12-2021

Course..... B.ED

Session..... Morning

Instructor Name:..... mareplak

E-mail..... Priyankajadhav@gmail.com

Contact..... 7259546167

1. Reason for Counseling :

\* Attendance

\* Communication

\* Dress/Uniform ✓

\* Academics

\* Attitude

\* Stress

\* Safety

\* Personal Issue

2. Student Response :

Students Response is good.

3 Teacher (Instructors Comments):

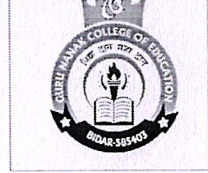
Regular Dress code to Improve & Maintain the

4 Date of follow up : Instructor Signature: MR

Student Signature: .....



[Signature]  
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## Academic Counseling Form

Students Name..... Mesisha

Date: 1-12-2021

Course..... BED

Session..... 1st term

Instructor Name: Rajendra S

E-mail..... mesishamsk@gmail.com

Contact..... 9900547491

1. Reason for Counseling :

- \* Attendance
- \* Dress/Uniform
- \* Attitude
- \* Safety
- \* Communication
- \* Academics
- \* Stress
- \* Personal Issue

2. Student Response : Students Response is

3 Teacher (Instructors Comments): Students response is to improve regular attendance

4 Date of follow up : Instructor Signature: [Signature]

Student Signature: [Signature]



[Signature]  
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### Academic Counseling Form

Students Name..... Sandhyarani

Date: 2-12-2021

Course..... B.Ed

Session..... Morning

Instructor Name:..... P. Jendral

E-mail..... sandhyaraniibd's@gmail.com

Contact..... 7259546167

1. Reason for Counseling :

\* Attendance

\* Communication

\* Dress/Uniform

\* Academics

\* Attitude

\* Stress

\* Safety

\* Personal Issue

2. Student Response :

Student's Response is good

3 Teacher (Instructors Comments):

To Improve the Attendance

4 Date of follow up : Instructor Signature: [Signature]

Student Signature: [Signature]



[Signature]  
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### Academic Counseling Form

Students Name..... Pooja

Date: 3-12-2021

Course..... B.Ed

Session..... Morning

Instructor Name:- Vilas Rao

E-mail..... Pooja1252000@gmail.com

Contact..... 7760467637

1. Reason for Counseling :

\* Attendance

\*  Communication

\* Dress/Uniform

\* Academics

\* Attitude

\* Stress

\* Safety

\* Personal Issue

2. Student Response :

Communicate English Improve

3 Teacher (Instructors Comments):

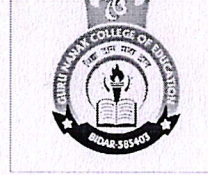
Improve the English subject  
Skills

4 Date of follow up : Instructor Signature: Vilas Rao

Student Signature: Pooja



Principal  
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### Academic Counseling Form

Students Name: Vaishnavi

Date: 4-12-2021

Course: B. Ed

Session: morning

Instructor Name: mareppa K

E-mail: joshivishnavi53@gmail.com

Contact: 9845624038

1. Reason for Counseling :

\* Attendance

\* Communication

\* Dress/Uniform

\* Academics

\* Attitude

\* Stress

\* Safety

\* Personal Issue

2. Student Response :

Students Response is good

3 Teacher (Instructors Comments):

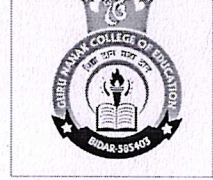
To improve the attendance

4 Date of follow up : Instructor Signature: MP

Student Signature: Vaish



[Signature]  
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### Academic Counseling Form

Students Name.....Priyanka

Date: 14-12-2020

Course.....B.Ed

Session.....morning

Instructor Name:-Renuka M

E-mail.....Priyankajadhav@gmail.com

Contact.....7090560210

1. Reason for Counseling :

- \* Attendance
- \* Dress/Uniform
- \* Attitude
- \* Safety
- \* Communication
- \* Academics
- \* Stress
- \* Personal Issue

2. Student Response :

.....  
.....

3 Teacher (Instructors Comments):

.....  
.....

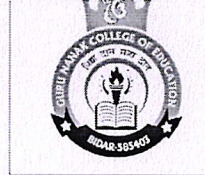
4 Date of follow up : Instructor Signature: .....

Student Signature: .....



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### Academic Counseling Form

Students Name.....*Shreuti*

Date: *14-12-2020*

Course.....*B. Ed*

Session.....*Rajendra Morniny*

Instructor Name:-.....*Rajendra Sheelke*

E-mail.....*Shreutigh123@gmail.com*

Contact.....*9731916273*

1. Reason for Counseling :

\* Attendance

\* Communication

\* Dress/Uniform

\* Academics

\* Attitude

\* Stress

\* Safety

\* Personal Issue

2. Student Response :

.....*Academic Achievement Improve*  
.....*the course*

3 Teacher (Instructors Comments):

.....*Academic Achievement Improves*  
.....*regularly*

4 Date of follow up : Instructor Signature: .....

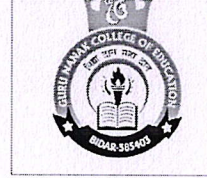
Student Signature: *Shreuti*



*[Signature]*

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### Academic Counseling Form

Students Name... Ashwini.....

Date: 15-12-2020

Course... Bed.....

Session... morning.....

Instructor Name:- Renuka M.....

E-mail... Ashwinidodda24@gmail.com

Contact... 9026648365.....

1. Reason for Counseling :

\* Attendance

\*  Communication

\* Dress/Uniform

\* Academics

\* Attitude

\* Stress

\* Safety

\* Personal Issue

2. Student Response :

..... Communication Skill Development  
..... of Camp .....

3 Teacher (Instructors Comments):

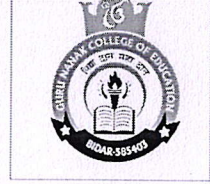
..... Communication Skill use  
..... of this activity .....

4 Date of follow up : Instructor Signature: Renuka

Student Signature: A



Renuka  
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## Academic Counseling Form

Students Name... Deeraj Bendre

Date: 15-12-2020

Course... B.ed

Session... 1st

Instructor Name:- P. J. D. Shelika

E-mail... @gmail.com

Contact... 9353623358

1. Reason for Counseling :

\* Attendance

\* Communication

\* Dress/Uniform

\* Academics

\* Attitude

\* Stress

\* Safety

\* Personal Issue

2. Student Response :

Regularly maintain the attendance

3 Teacher (Instructors Comments):

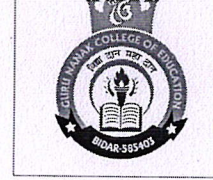
Attendance A divide out of course

4 Date of follow up : Instructor Signature: [Signature]

Student Signature: [Signature]



[Signature]  
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### Academic Counseling Form

Students Name.....*Sainath*.....

Date: *15-12-2020*

Course.....*B.ed*.....

Session.....*morning*.....

Instructor Name:.....*Mr. Rajendera S.*.....

E-mail.....*Sainathbidar2@gmail.com*.....

Contact.....*8824289810*.....

#### 1. Reason for Counseling :

\* Attendance

\* Communication

\* Dress/Uniform

\* Academics

\* Attitude

\* Stress

\* Safety

\* Personal Issue

#### 2. Student Response :

.....*communicating skills improve the*.....  
.....

#### 3 Teacher (Instructors Comments):

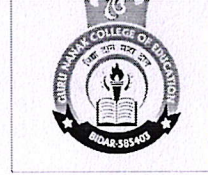
.....*communicating skills improve the*.....  
.....*Academic Achievements*.....

4 Date of follow up : Instructor Signature: .....

Student Signature: .....



*[Signature]*  
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### Academic Counseling Form

Students Name... AKshata

Date: 8-12-2019

Course... B. Ed

Session... morning

Instructor Name:- Mr. Rajendera S

E-mail... AKshetab21@gmail.com

Contact... 9734046005

1. Reason for Counseling :

\* Attendance

\* Communication

\* Dress/Uniform

\* Academics

\* Attitude

\* Stress

\* Safety

\* Personal Issue

2. Student Response :

To improve the attendance regular classes.

3 Teacher (Instructors Comments):

Regular your attendance maintenance

4 Date of follow up : Instructor Signature: .....

Student Signature: AKshata



Dr. J. S. J.  
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Academic Counseling Form

Students Name.....*Priyanka*.....

Date: *9-12-2019*

Course.....*Bed*.....

Session.....*morning*.....

Instructor Name:-.....

E-mail.....*priyanka10@gmail.com*.....

Contact.....*9538557900*.....

1. Reason for Counseling :

\* Attendance

\* Communication

\* Dress/Uniform

\* Academics ✓

\* Attitude

\* Stress

\* Safety

\* Personal Issue

2. Student Response :

.....*Academic Regularity Achievements*.....

3 Teacher (Instructors Comments):

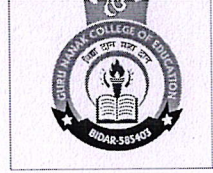
.....*Improve the Academic Achievements*.....

4 Date of follow up : Instructor Signature: .....

Student Signature.....*Priyanka*.....



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### Academic Counseling Form

Students Name..... Pooja

Date: 9-12-2019

Course..... B.ed

Session..... morning

Instructor Name:-..... Mr. Rajendra S. <sup>O. Priya</sup>

E-mail..... Aksheta b21@gmail.com

Contact..... 8971549014

#### 1. Reason for Counseling :

\* Attendance

\* Communication

\* Dress/Uniform

\* Academics

\* Attitude

\* Stress

\* Safety

\* Personal Issue

#### 2. Student Response :

Academic Achievement Improve  
Regular

#### 3 Teacher (Instructors Comments):

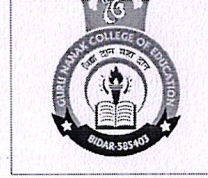
Students Academic Achievement  
Regular classes

#### 4 Date of follow up : Instructor Signature: .....

Student Signature: *[Signature]*



*[Signature]*  
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## Academic Counseling Form

Students Name..... Sujata.....

Date: 10-12-2019

Course..... B.ed.....

Session..... morning.....

Instructor Name:-..... Mrs. Vilas Rao.....

E-mail..... Sujata.sangam5@gmail.com.....

Contact..... 7406401223.....

#### 1. Reason for Counseling :

- \* Attendance
- \* Dress/Uniform
- \* Attitude
- \* Safety
- \*  Communication
- \* Academics
- \* Stress
- \* Personal Issue

#### 2. Student Response :

..... improve the communication skills.....

#### 3 Teacher (Instructors Comments):

..... development of all English skills.....

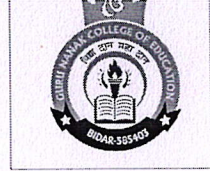
4 Date of follow up : Instructor Signature: [Signature]

Student Signature: [Signature]



[Signature]  
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### Academic Counseling Form

Students Name Nahomi.....

Date: 10-12-2019

Course B.ed.....

Session Monday.....

Instructor Name:- Maregg K.....

E-mail Aanahomi897@gmail.com.....

Contact 7411532918.....

1. Reason for Counseling :

\* Attendance ✓

\* Communication

\* Dress/Uniform

\* Academics

\* Attitude

\* Stress

\* Safety

\* Personal Issue

2. Student Response :

Maintain the regular  
Attendance

3 Teacher (Instructors Comments):

Regular maintain the  
Attendance

4 Date of follow up : Instructor Signature: MS

Student Signature: (Signature)



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### Academic Counseling Form

Students Name..... Ambika

Date: 10-12-2018

Course..... B.ED

Session..... Morning

Instructor Name:-..... Mr. Mareppa K

E-mail..... Ambika@1234gmail.com

Contact..... 8844752175

1. Reason for Counseling :

\* Attendance

\* Communication

\* Dress/Uniform

\* Academics

\* Attitude

\* Stress

\* Safety

\* Personal Issue

2. Student Response :

..... Improve the Attendance Regularly.

3 Teacher (Instructors Comments):

..... maintain the regular students Attendance

4 Date of follow up : Instructor Signature: MR

Student Signature: Al

Pravikishan

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### Academic Counseling Form

Students Name: Ashwini

Date: 10-12-2018

Course: B.ed

Session: Afternoon

Instructor Name:-.....

E-mail: Pashwini86@14gmail.com

Contact: 9901254188

1. Reason for Counseling :

\* Attendance

\* Communication

\* Dress/Uniform

\* Academics

\* Attitude ✓

\* Stress

\* Safety

\* Personal Issue

2. Student Response :

Students Believes maintenance to attitude

3 Teacher (Instructors Comments):

All responsibility attitude to responsible

4 Date of follow up : Instructor Signature: .....

Student Signature: Ashwini

Pavikishan

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Academic Counseling Form

Students Name..... Anuradha  
Course..... B.ed

Date: 10-12-2018

Session.....

Instructor Name:-.....

E-mail..... Anuradha200@gmail.com

Contact..... 9965874215

1. Reason for Counseling :

- \* Attendance
- \* Dress/Uniform
- \* Attitude
- \* Safety
- \* Communication
- \* Academics ✓
- \* Stress
- \* Personal Issue

2. Student Response :

..... Academic achievement improved so  
regularly .....

3 Teacher (Instructors Comments):

..... Academic achievements maintained .....

4 Date of follow up : Instructor Signature: .....

Student Signature: Anuradha

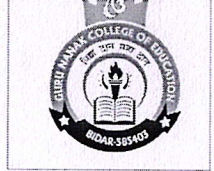
Ravikiran

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GURU NANAK COLLEGE OF EDUCATION (B.Ed)

Teachers Colony Manhalli Road Tq & Dist : Bidar-585 403

College Website: [www.gurunanakbed.org](http://www.gurunanakbed.org)

Mail : [Gurunanakbedcollege@gmail.com](mailto:Gurunanakbedcollege@gmail.com)

E-Mail IQAC: [iqacgnbedc@gmail.com](mailto:iqacgnbedc@gmail.com)

### Academic Counseling Form

Students Name..... Masuti

Date: 11-12-2018

Course..... B.ed

Session..... morning

Instructor Name:- P. J. Dhe - J

E-mail..... masuti32@gmail.com

Contact..... 8878451232

1. Reason for Counseling :

\* Attendance

\* Communication

\* Dress/Uniform

\* Academics

\* Attitude

\* Stress

\* Safety

\* Personal Issue

2. Student Response :

slow learn to phisicaps subject  
to pass the next academic year

3 Teacher (Instructors Comments):

to pass the benesse to kids.  
to pass the year as a student

4 Date of follow up : Instructor Signature: P. J. Dhe - J 11-12-2018

Student Signature: Masuti

*(Handwritten signature)*

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*(Handwritten signature)*  
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## GURU NANAK COLLEGE OF EDUCATION (B.Ed)

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E-Mail IQAC: [iqacgnbedc@gmail.com](mailto:iqacgnbedc@gmail.com)

### Academic Counseling Form

Students Name... shweta.....

Date: 11-12-2018

Course... B.ed.....

Session... morning.....

Instructor Name:- Mrs. Vilas Rao

E-mail... shweta.92@gmail.com

Contact... 9987456874

1. Reason for Counseling :

\* Attendance

\* Communication

\* Dress/Uniform

\* Academics ✓

\* Attitude ✓

\* Stress

\* Safety

\* Personal Issue

2. Student Response :

activities improve the all college level

3 Teacher (Instructors Comments):

improve the your attitude

4 Date of follow up : Instructor Signature: [Signature] 11-12-2018

Student Signature: [Signature]

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[Signature]  
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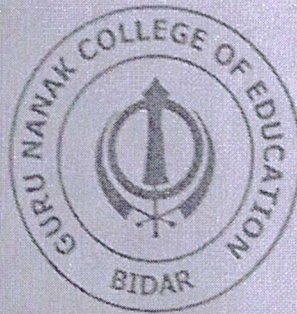
॥ ਸਿੱਖਿਰ ਪੁਸ਼ਟਿ ॥

Gulbarga University Kalburgi

Sri Nanak Jhira Saheb Foundation's

**GURU NANAK COLLEGE OF EDUCATION**

Teachers Colony, Manhalli Road, BIDAR - 585401.(K.S.)



**MICRO - TEACHING LESSON PLANS**

&

OBSERVATION SCHEDULE

2022-2023

*Geeta  
Dhawan*

Name : Ashwini. L

Roll No. U04-AY22E0036

Method - I Physical Science Method - II Mathematics

*[Signature]*

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Education

Gulbarga University Kalburgi

Sri Nanak Jitendra Sahitya Foundation's

# GURU NANAK COLLEGE OF EDUCATION

Teachers Colony, Minhalli Road, BIDAR - 585401, (K. S.)



## Certificate

This is to Certify that Ashwini L

has successfully Completed

Micro Teaching Practical COM-I-3 Lessons and COM-II-3 Lessons

Date: 24-03-2019

*Ravikiran*

TAMMO  
Principal  
PRINCIPAL

Date: 24-03-2019


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BIDAR-585401



# INDEX

- \* Introduction.
- \* Meaning of micro-teaching.
- \* Definition of micro-teaching.
- \* Fundamental principles of micro-teaching.
- \* Diagrammatic representation of micro-teaching.
- \* Advantages of micro-teaching.
- \* Disadvantages of micro-teaching.
- \* Skills of micro-teaching
- \* Conclusion.

  
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# Introduction:

Layman interprets the meaning of teaching as an occupation or profession undertaken by an individual to help an individual to learn (or) to acquire some knowledge skills, attitudes and interests etc.

However, the meaning or concept of teaching is not so simple as interpreted above. It is quite complex, social, cultural and ethical process designed in a social or cultural contents.

Teaching is quite complex activity which includes many activities to be performed, many skills to be performed within present context the nature of training given to the teacher trainers in the training college is global, in nature and vague, They do not train the trainers to meet the specified objectives of professional education.

*Praviram*

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In the program of teacher training student teacher occupies a vital place. unless the teacher can be effective in classroom, the knowledge of theory and other things are of no use. Unless the teacher can teach effectively in the classroom his training the cannot be called completed.

### Meaning of micro-teaching:

Microteaching is one of the most recent innovation in teacher education programmes, which aim to modify teacher's behavior according to the specified objectives. In micro-teaching microteaching procedure the trainees is engaged in a scale down teaching situation.

\* It is scaledown teaching in terms -

- 1) size of the class.
- 2) Tasks of teaching.
- 3) Duration of teaching.

It reduces the size of the class 5 to 10 pupils the lesson in scaledown in terms of teaching task.


## Definition of Microteaching:

According to the Allen (1966) scale down teaching encounter in class size and class time.

According to David B Young "A device which provide the novice and experienced teacher like new opportunities to improve teaching.

According to M.C Knight "As a scale down teaching encounter designed to develop new skills and refine old ones scale down in terms of class size length of the lesson, teaching time & teaching complexity.

According to M.B. Buch (1968) A teacher education technique which allows teachers to apply well defined teaching skill to a carefully prepared lesson in a planned series to time to ten minutes encounter with a small group of real classroom students of ten with an opportunity to objective the performance on video tape.

David:son

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## Fundamental Principles of Micro-teaching

The fundamental principles of micro-teaching are as follows -

1) The principle of enforcement  
Feedback and re-teaching makes teaching perfect.

2) The principle of practice & repetition  
Like surgery teaching also is a complex activity which needs constant skills and practise microteaching efforts practice in each small task (or) skill and there by the pupil teacher gain mastery.

3) The principle of continuity:

Microteaching is a continuous process teaching, feedback, reteaching, refeedback till perfection is attained.

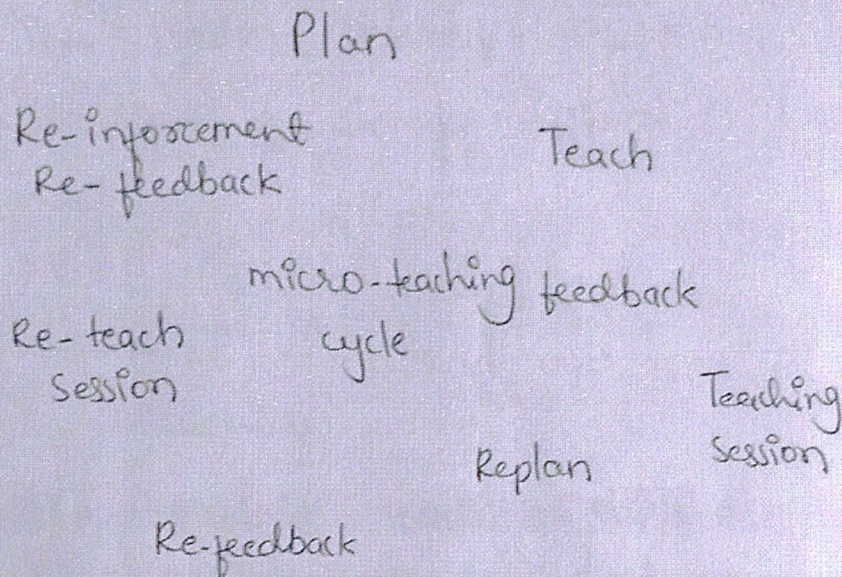
4) Principle of microscopic Supervisor:

The supervisor has an observation schedule which he fills up while supervising and which makes assessment on a rating scale.

*Pravika.com*

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# Diagrammatic Representation of the Micro-teaching :



## Total Duration of micro-teaching

- 1) Teaching session - 6 minutes.
- 2) Feedback session - 6 minutes.
- 3) Replan session - 12 minutes.
- 4) Re-teach session - 6 minutes.
- 5) Re-feedback session - 6 minutes.

Total → 36 minutes.

## Advantages of micro-teaching:

- 1) It is real teaching and an effective instrument for all the modification on teachers behavior.

*Ranjana*

- 2) It is a relatively simple device because only one skill is selected and practised at a time.
- 3) The student teacher can form attention or clearly defined skill of teaching.
- 4) Micro-teaching allows for the increased command over specific of teaching.
- 5) The specific teaching skills are developed by the micro-teaching experience i.e reinforcement skills probing questions etc.

~~~~~

Inpite of its popularity we can't equate microteaching with the entire internship program.

It is not substitute but just a suppliment. It is elimination are-  
1) Lectures in educational colleges require special training in micro-teaching before it is implemented in our country on a large scale.

*D. Anil Kumar*

## Skill of Micro-teaching :

Teaching is very complex process. It is not so simple to analyse the behavior involved in this complex process. In other days a global view of this complex process was taken into account to evaluate, the teaching ability of teachers. This procedure was subjective and there was lot of the variation among evaluations.

In order to overcome this difficulty an attempt has been made by a number of researchers to analyse the process of teaching into number of components, i.e. skills of teaching.

There are 7 main skills -

- 1) Skill of introducing a lesson.
- 2) Skill of explanation.
- 3) Skill of illustrating with example.
- 4) Skill of probing questions.
- 5) Skill of Re-inforcement.
- 6) Skill of stimulus variation.
- 7) Skill of using black board.

  
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## 1) Skill of introducing a lesson:

It may be defined as a proficiency in the use of verbal & non-verbal behaviour teaching aids & appropriate device to make the pupils realize the needs of studying the lesson by establishing co-ordination & effective rapport with them.

### Components:

Using previous knowledge/experiences of the pupils proper use of devices like questioning, story telling, explanation, examples, demonstrations etc...

## 2) Skill of Explanations:

A teacher has to learn the skill of explaining in order to make the students understand many ideas, concepts/principles which need explanation.

Explanation is nothing but a few inter-related appropriate statement. The skill of explanation may be defined.

### Components:

using appropriate beginning & concluding statement, using explaining links, covering all essential points, keeping continuity using relevant statement lacking continuity in statements.

*Pravir:scm*

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### 3) Skill of illustrating with examples:

The proper use of examples in any way necessary to learn it as skill and thus skill of illustrating with examples may be defined as the art of judicious selection and proper presentation of the suitable examples in order to generalise a concept of idea/principle with view to understanding and proper applications.

#### Components:

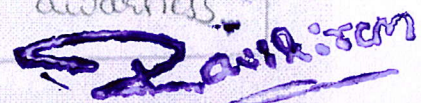
Formulating simple examples  
Formulating relevant examples to the content concepts  
Formulating the interesting examples  
Effective use of appropriate approach.

### 4) Skill of probing Questions:

It refers to being deep in the matter in hand consequently the skill of probing questions may be defined as the art of response management comprising a set of behaviour/techniques for being deep into pupils response.

#### Components:

Prompting techniques  
Sinking further information  
Refocusing technique, re-direction  
Teaching & increasing critical awareness techniques.



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## Skill of re-inforcement:

Re-inforcement is a technique belongs to the area of psychology of the learning & help in influencing in the response of the learner. There are 2 types of re-inforcement positive & negative.

### Desirable Behaviour:

Use of the verbal re-inforcement, use of -ve verbal re-inforcement, use of extra +ve verbal and non-verbal re-inforcement use of -ve verbal & non-verbal re-inforcement.

### Undesirable behaviour:

Use of wrong re-inforcement, use of unsuitable re-inforcement.

## 6) Skill of stimulus variation:

It is variation change in the stimulus available learner environment provides an answer this, it is defined as set of behaviour for bringing desirable changes at variation in stimulus used to secure & certain pupils attention towards classroom activities.



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## Components:

Movements, gesture, change in voice, focusing change in interaction pattern / style, pausing student physical participations, use of audio-visual aids.

## 7) Skill of using Black-board:

Blackboard is said to be the right hand of a teacher. It is the most simple, suitable, convenience to teacher & widely used teaching aid that is employed in the teaching & learning of almost all the subjects & teaching topics. Therefore, a teacher has to learn the art of skill of using black-board as effectively as the possible.

## Components:


The skill of using blackboard involves the following main components -

- ① Neatness of the blackboard work.
- ② Adequacy of the blackboard work with reference to content covered.

## Conclusion:

Micro-teaching is an innovative technique in the teacher education. It is a technique of training in which one learns the skills of teaching. It is a skills of teaching. It is a scale-down technique which reduce the class size duration of period & size of topic content. It provides immediate feedback for trainees performance.

Micro-teaching is a grouping of such desirable micro-teaching which constitute teaching skill, micro-behaviour contents various activities like framing a question, thinking, standing, position, facing the class etc.

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Geen  
Sewals

# SKILL OF INTRODUCING A LESSON

## MICRO TEACHING LESSON PLAN

Name of the Trainee: Ashwini, L

Date:

Roll No: 36

Time: 6 min

Subject: Science

Teach/Re-Teach

Topic: Sound

| Content | Teacher Student Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Components                                                                           |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|--------------------------------------------------------------------------------------|
|         | <p>Teacher: Good morning students</p> <p>Student: Good morning mam</p> <p>Teacher: Dear student today I am going to ask some questions, are you ready to answer?</p> <p>Student: Yes mam</p> <p>Teacher: where do we all live?</p> <p>Student: we all live on the Earth.</p> <p>Teacher: How many types of organisms?</p> <p>Student: There are 02 types.</p> <p>Teacher: which are the 02 types of organisms?</p> <p>Students: living organism &amp; non-living organisms.</p> <p>Teacher: what is living organism?</p> <p>Student: when it performs the different life process in one form to another.</p> <p>Teacher: Give Eg. of living organism</p> <p>Student: Human being</p> | <p>use of Previous Knowledge</p> <p>use of previous questions</p> <p>Explanation</p> |

Sound

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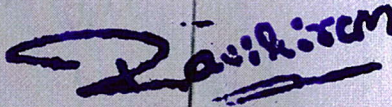
# SKILL OF INTRODUCING A LESSON

## MICRO TEACHING LESSON PLAN

Name of the Trainee: Ashwini L  
 Roll No. 36  
 Subject: Science  
 Topic: Sound

Date: \_\_\_\_\_  
 Time: 6 min  
 Teach/Re-Teach

| Content                                                           | Teacher Student Activity                          | Comments  |
|-------------------------------------------------------------------|---------------------------------------------------|-----------|
| Sound                                                             | Teacher: Can you name some of the organs?         |           |
|                                                                   | Student: Yes mam, They are legs, hands, heart etc |           |
|                                                                   | Teacher: How many sense organs?                   | using     |
|                                                                   | Student: five sense organs.                       | relating  |
|                                                                   | Teacher: Name the five sense organ?               | questions |
|                                                                   | Student: Ear, Eye, Nose, skin and tongue.         | to read   |
|                                                                   | Teacher: what is the work of Eye?                 | out the   |
|                                                                   | Student: Seeing.                                  | topic now |
|                                                                   | Teacher: what is the work of Ear?                 |           |
|                                                                   | Student: Hearing                                  |           |
|                                                                   | Teacher: What does an Ear Hear?                   |           |
|                                                                   | Students: Any type of sound                       |           |
| Teacher: So student today we are going to study the lesson sound. |                                                   |           |
| Student: OK mam.                                                  |                                                   |           |

  
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# OBSERVATION SCHEDULE

Name of the Trainee: Ashwini. L  
 No. 36

Topic: Sound

Time Duration: \_\_\_\_\_

Session/Teach/Reteach: \_\_\_\_\_

| Components                  | Teaching Session | Reteaching Session |
|-----------------------------|------------------|--------------------|
| Use of previous knowledge   |                  |                    |
| Use of Appropriate Devices  |                  |                    |
| a) Questioning              |                  |                    |
| b) Story telling            |                  |                    |
| c) Explanation              |                  |                    |
| d) Examples                 |                  |                    |
| e) Demonstration            |                  |                    |
| f) Experiment               |                  |                    |
| g) Use of Audio visual Aids |                  |                    |

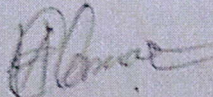
Creative Suggestions

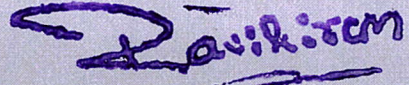
Teach Session

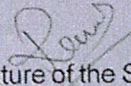
Examples were good  
 Given more information

Re-Teach Session

Good Teaching

  
 Signature of the Observer

  
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 Signature of the Supervisor



# SKILL OF EXPLANTATIONS

## MICRO TEACHING LESSON PLAN

Name of the Trainee: Ashwini L  
 Roll No: 36  
 Subject: Science  
 Topic: Gravitation

Date: \_\_\_\_\_  
 Time: 6 min  
 Teach: \_\_\_\_\_

| Content     | Teacher Student Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                           | Components                                                  |
|-------------|----------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------|
| Gravitation | T: Good morning students.                                                                                                                                                                                                                                                                                                                                                                                                                                                                          | using appropriate begining and the conclusion statement.    |
|             | S: Good morning mam                                                                                                                                                                                                                                                                                                                                                                                                                                                                                |                                                             |
|             | T: Students today we are going to study about Gravitation.                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                             |
|             | S: Ok mam.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         |                                                             |
|             | T: Students have you heard the name of sir Isaac Newton who is a scientist?                                                                                                                                                                                                                                                                                                                                                                                                                        | Use of linking words.<br><br>Testing student understanding. |
|             | S: Yes mam.                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        |                                                             |
|             | T: Ok, let me tell you about him. once he was sitting under an apple tree & an apple fell on him. then he started thinking about why the apple fell down instead of going up. also he though about the revolution of all planets around sun in the solar system. He started thinking if there exist form of attraction bet <sup>n</sup> them. It might be same in all the cases. Yes then he got to know about the force of atteaaction between two objects & he called it as gravitational force. |                                                             |
|             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                             |
|             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                             |
|             |                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                    |                                                             |

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## SKILL OF EXPLANATIONS MICRO TEACHING LESSON PLAN

Name of the Trainee: Ashwini L  
 Roll No: 36  
 Subject: Science  
 Topic: Gravitation

Date:  
 Time: 6 min  
 Teach:

| Content            | Teacher Student Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                | Component                                                     |
|--------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------------------------------|
| <u>Gravitation</u> | <p><u>Defination</u>: Gravitational force is the force of attraction between any two objects.</p> <p><u>Gravitation: (Universal law of Gravitation)</u>:<br/>                     The universal law of gravitation states that every object in the universe attracts every other object with a force which is directly proportional to product of masses &amp; inversely proportional to the squares of the distance between them.</p> $F \propto \frac{m \times M}{d^2} \quad \text{or} \quad F = G \frac{mM}{d^2}$ <p>G - const. of proportionality<br/>                     SI unit of G is <math>\text{Nm}^2/\text{kg}^2</math> &amp; its value - <math>6.673 \times 10^{-11} \text{Nm}^2/\text{kg}^2</math></p> <p>T: What is the value of G?<br/>                     S: <math>G = 6.673 \times 10^{-11} \text{Nm}^2/\text{kg}^2</math></p> <p>T: SI unit of G?<br/>                     S: <math>\text{Nm}^2/\text{kg}^2</math> or <math>\text{Nm}^2/\text{kg}^2</math></p> <p>T: What is gravitational force?<br/>                     S: Force of attraction between two objects, is known as gravitation.</p> | <p>Covering all essential point</p> <p>Keeping continuity</p> |

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# OBSERVATION SCHEDULE

Name of the Trainee: Ashwini. L

Topic: Gravitation

Roll No. 36

Time Duration: 6 min

Class

Session/Teach/Reteach:

|    | Components                                         | Teaching Session | Reteaching Session |
|----|----------------------------------------------------|------------------|--------------------|
| 1. | Using appropriate beginning & concluding statement |                  |                    |
| 2. | Use of Linking words                               |                  |                    |
|    | Testing student Understanding                      |                  |                    |
|    | Covering all essential point                       |                  |                    |
|    | Keeping continuity                                 |                  |                    |

Creative Suggestions

Teach Session

Re-Teach Session

*Ravikiran*

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*[Signature]*  
Signature of the Observer


*[Signature]*  
Signature of the Supervisor

# SKILL OF ILLUSTRATING WITH EXAMPLES

Name of the Trainee Ashwini L  
 Roll No 36  
 Subject Mathematics  
 Topic Number System

Date:  
 Time: 6 min  
 Teach/Re-Teach:

| Content              | Teacher Student Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                         | Components                        |
|----------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-----------------------------------|
| <u>Number System</u> | <p>T: Good morning students.<br/>                     S: Good morning mam.<br/>                     T: Today's topic is the number system, shall we start?<br/>                     S: Yes mam.<br/>                     T: Number system means it is a system of different kinds of numbers. for eg you know the counting numbers 1, 2, 3, ... etc. They are called natural number similar the number 0, 1, 2, 3, ... etc are called whole number we also have integers, rational numbers, irrational numbers. In previous class we learn upto rational numbers. In this class we learn about irrational number and operation on them.<br/> <u>Defination</u>: The number which are not rational number are called irrational number.<br/>                     Eg: <math>\sqrt{2}</math>, <math>\frac{1}{\sqrt{3}}</math>, <math>5-\sqrt{7}</math> ... etc.</p> | <p>Formulating Simple Example</p> |
|                      | <p>Formulating relevant example to the content concept.</p>                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                      |                                   |

  
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# SKILL OF ILLUSTRATING WITH EXAMPLES

Exercise 1.1  
 Page 26  
 Skill (Rationalising)  
 The student, when

See  
 Page 26  
 Illustration

| Case                 | Illustration                                                                                                                                                                                                                                                                                                                                                                        | Comments                                                                      |
|----------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------|
| <u>Number System</u> | <p>Rationalise the following-</p> <p>(1) <math>\frac{1}{\sqrt{2}}</math></p> <p><math>\rightarrow \frac{1}{\sqrt{2}} \times \frac{\sqrt{2}}{\sqrt{2}}</math></p> <p><math>\rightarrow \frac{\sqrt{2}}{\sqrt{2} \times \sqrt{2}} = \frac{\sqrt{2}}{2}</math></p> <p><math>\rightarrow \frac{\sqrt{2}}{2}</math></p> <p>This is how we rationalise the denominator.</p>               | <p>Effect of multiplication of numerator &amp; denominator by same number</p> |
|                      | <p>(2) <math>\frac{1}{5-\sqrt{3}}</math></p> <p><math>\rightarrow \frac{1}{5-\sqrt{3}} \times \frac{5+\sqrt{3}}{5+\sqrt{3}}</math></p> <p><math>\rightarrow \frac{5+\sqrt{3}}{(5-\sqrt{3})(5+\sqrt{3})}</math></p> <p><math>\rightarrow \frac{5+\sqrt{3}}{25-3}</math></p> <p><math>\rightarrow \frac{5+\sqrt{3}}{22}</math></p> <p>This is how we rationalise the denominator.</p> | <p>Formula for the difference of two squares</p>                              |

**Davittam**

**PRINCIPAL**  
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# OBSERVATION SCHEDULE

Name of the Trainee: *Ashwini L*

Topic: *Number System*

Roll No: *36*

Time Duration: *6 min*

Class:

Session/Teach/Reteach:

|   | Components                                                | Teaching Session | Reteaching Session |
|---|-----------------------------------------------------------|------------------|--------------------|
| 1 | Formulating Simple Examples                               | <i>    </i>      | <i>    </i>        |
| 2 | Formulating relevant Examples to the content Concepts.    | <i>   </i>       | <i>   </i>         |
| 3 | Formulating the interesting Example                       | <i>    </i>      | <i>   </i>         |
| 4 | Effective Use of appropriate Approach for examples        | <i>    </i>      | <i>    </i>        |
| 5 | Utilising Example through inductive or deductive approach | <i>    </i>      | <i>   </i>         |

Creative Suggestions

Teach Session

Re-Teach Session

*Teaching was good  
given more information*

*Good teaching*

***Praviram***

**PRINCIPAL**

**Gurunanak College of Education**

**BIDAR-585403**

*Pranav*  
Signature of the Observer

*Praviram*  
Signature of the Supervisor

# SKILL OF PROBING QUESTIONS

## MICRO LESSON PLAN

Name of the Trainee

Ashwini. L

Date :

Roll No.

36

Time : 6 min

Subject

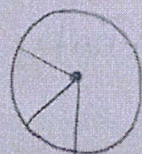
Mathematics

Teach/Re-Teach :

Topic

Introduction to graph

| Content                      | Teacher Student Activity                                         | Components                        |
|------------------------------|------------------------------------------------------------------|-----------------------------------|
| <u>Introduction to graph</u> | T: Good morning students                                         | Prompting<br>Technique            |
|                              | S: Good morning mam.                                             |                                   |
|                              | T: What is graph?                                                |                                   |
|                              | S: Graph is combination of vertices & lines.                     |                                   |
|                              | T: How many types of graph?                                      | Seeking<br>further<br>information |
|                              | S: There are several types of graph.                             |                                   |
|                              | T: Name the graph, which we commonly use?                        |                                   |
|                              | S: Commonly used graph are bar graph, line graph, pie graph etc. |                                   |
|                              | T: Where we use bar graph?                                       |                                   |
|                              | S: A bar graph is used to show a comparison among categories.    |                                   |
|                              | T: Represent the pie graph?                                      |                                   |
|                              | S:                                                               |                                   |



*D. Ashwini*

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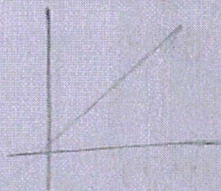
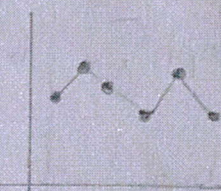
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# SKILL OF PROBING QUESTIONS MICRO LESSON PLAN

Name of the Trainee  
Roll No.  
Subject  
Topic

Date :  
Time :  
Teach/Re-Teach :

| Content                             | Teacher Student Activity                                                                                                       | Components                                     |
|-------------------------------------|--------------------------------------------------------------------------------------------------------------------------------|------------------------------------------------|
| <p><u>Introduction to graph</u></p> | <p>T: Where are pie graph used?<br/>S: A pie graph is used to compare parts of a whole.</p>                                    | <p>Refocusing Technique</p>                    |
|                                     | <p>T: Represent the histogram?<br/>S:</p>    |                                                |
|                                     | <p>T: Represent the line graph?<br/>S:</p>  | <p>Increasing Critical Awareness Technique</p> |
|                                     | <p>T: How many types of coordinates?<br/>S: There are 2 types of co-ordinates.</p>                                             |                                                |
|                                     | <p>T: They are x &amp; y-axis<br/>What does coordinates do?<br/>S: Coordinates use for a fixing a point on a graph.</p>        | <p>Increasing Critical Awareness Technique</p> |
|                                     |                                                                                                                                |                                                |



# OBSERVATION SCHEDULE

Name of the Trainee

Topic :

Time Duration :

Session/Teach/Reteach :

| Components                              | Teaching Session | Reteaching Session |
|-----------------------------------------|------------------|--------------------|
| Prompting Technique                     |                  |                    |
| Seeking Further Information             |                  |                    |
| Refocusing Technique                    |                  |                    |
| Re direction Technique                  |                  |                    |
| Increasing Critical Awareness Technique |                  |                    |

Creative Suggestions

Teach Session

Re-Teach Session

It was good

Re-teach was well good teaching

*David Iron*

**PRINCIPAL**

**Gurunanak College of Education**

BIDAR-585403

*Almar*  
Signature of the Observer

*[Signature]*  
Signature of the Supervisor

# SKILL OF RE-INFORMENT MICRO TEACHING LESSON PLAN

Name of the Trainee  
No. 36

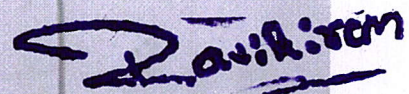
Ashwini.L

Subject Mathematics  
Topic Rational Number

Date: \_\_\_\_\_  
Time: 6 min  
Teach/Re-Teach: \_\_\_\_\_

| Teacher | Student Activity                                           | Components                               |
|---------|------------------------------------------------------------|------------------------------------------|
| T:      | Good morning student.                                      | use of positive verbal Re-inforcement    |
| S:      | Good morning mam.                                          |                                          |
| T:      | Today I will ask you some questions?                       |                                          |
| S:      | Ok mam.                                                    |                                          |
| T:      | 1, 2, 3, 4, 5, ... what are this number called?            | use of positive non-verbal reinforcement |
| S:      | 1, 2, 3, 4, 5, ... are called natural number.              |                                          |
| T:      | 0, 1, 2, 3, 4, 5, ... are the which numbers?               |                                          |
| S:      | The numbers 0, 1, 2, 3, 4, 5, ... are called whole number. |                                          |
| T:      | Yes, good.                                                 |                                          |
| T:      | 2, 4, 6, 8, ... are the which numbers?                     |                                          |
| S:      | These are even numbers.                                    |                                          |
| T:      | Good.                                                      |                                          |
| T:      | What is this we called? $\longleftrightarrow$              |                                          |
| S:      | Straight line                                              |                                          |
| T:      | Yes right.                                                 |                                          |

Rational Number



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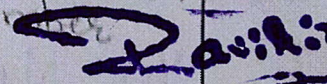
# SKILL OF RE-INFORMENT

## MICRO TEACHING LESSON PLAN

Name of the Trainee: Ashwini L  
 Roll No. 36  
 Subject: Mathematics  
 Topic: Rational numbers

Date: \_\_\_\_\_  
 Time: 6 min  
 Teach/Re-Teach: \_\_\_\_\_

| Content                       | Teacher Student Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Components                                                                                               |
|-------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|----------------------------------------------------------------------------------------------------------|
| <p><u>Rational Number</u></p> | <p>T: Can be represent no. on line</p> <p>S: Yes mam.</p> <p>T: Good</p> <p>T: <math>\leftarrow \begin{array}{c}           \\ 1 \ 2 \ 3 \ 4 \ 5 \end{array} \rightarrow</math><br/>                     what is this number line?</p> <p>S: This line is called as natural number line.</p> <p>T: Excellent.</p> <p>T: <math>\leftarrow \begin{array}{c}           \\ 0 \ 1 \ 2 \ 3 \ 4 \end{array} \rightarrow</math> what is this number line called as?</p> <p>S: This number line is called as whole number.</p> <p>T: Yes, very nice.</p> <p>T: <math>\leftarrow \begin{array}{c}           \\ 2 \ 4 \ 6 \ 8 \ 10 \end{array} \rightarrow</math> what is this number line called?</p> <p>S: This number line is called even number line.</p> <p>T: Yes, Very good.</p> <p>T: <math>\leftarrow \begin{array}{c}           \\ -\frac{2}{3} \ -\frac{1}{3} \ 0 \ \frac{1}{3} \ \frac{2}{3} \end{array} \rightarrow</math> what is this number line called?</p> <p>S: This number line represent the Rational number.</p> <p>T: Yes, Excellent.</p> | <p>use of more positive verbal and non-verbal reinforcement</p> <p>Use of un-suitable reinforcement.</p> |

  
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# OBSERVATION SCHEDULE

Name of the Trainee: *Shubh - L*

Name of the Observer: *S...*

Date: *26/8/19*

Time Duration: *4:45*

Subject/Topic/Plenary:

| Comments                                               | Teacher's Score | Observer's Score |
|--------------------------------------------------------|-----------------|------------------|
| <b><u>DESIRABLE BEHAVIOR</u></b>                       |                 |                  |
| Use of positive verbal Reinforcement                   | <del>111</del>  | <del>101</del>   |
| Use of positive Non-verbal reinforcement               | 111             | 101              |
| Use of more positive verbal & non-verbal Reinforcement | 1111            | 101              |
| Use of Negative Verbal Reinforcement                   | 1111            | 1111             |
| Use of Negative Non-verbal Reinforcement               | <del>111</del>  | 111              |
| <b><u>UNDESIRABLE BEHAVIOR</u></b>                     |                 |                  |
| Use of wrong Reinforcement                             |                 |                  |
| Use of un-suitable Reinforcement                       |                 |                  |

Other Suggestions:

Teach Session

*Gives more information*

Co-Teach Session

*Teaching Good*

*Signature*

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**Gurunanak College of Education  
BIDAR-585403**

*Signature*  
Name of the Observer

*Signature*  
Signature of the Supervisor

# SKILL OF STIMULUS VARIATIONS

Name of the Trainee Ashwini L

Date :

No. 36

Time: 6 min

Subject Science

Teach/Re-Teach :

Topic law of motion

| Content                                                                            | Teacher Student Activity                                                                                                                                                                                               | Components                            |
|------------------------------------------------------------------------------------|------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|---------------------------------------|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">law of motion</p> | <p>T: Good morning students.<br/>S: Good morning mam.<br/>T: So, students today I am going to teach you about law of motion.<br/>S: OK mam.</p>                                                                        | <p>Movements</p>                      |
|                                                                                    | <p>T: There are three law of motion, so first law of motion, second law of motion &amp; third law of motion.</p>                                                                                                       | <p>Gestures</p>                       |
|                                                                                    | <p>So 1st we will learn about<br/>* <u>1st law of motion</u>:<br/>Every body remains in a state of rest or uniform motion, at constant velocity unless acted upon by a net external force.<br/>Eg: law of inertia.</p> | <p>Change in Interaction Pattern.</p> |

*D. Ravikiran*

# SKILL OF STIMULUS VARIATIONS

Name of the Trainee: Ashwini L  
 Roll No: 36  
 Subject: Science  
 Topic: law of motion

Date:  
 Time: 6 min  
 Teach/Re-Teach:

| Content                                                                                    | Teacher Student Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                        | Components                                                              |
|--------------------------------------------------------------------------------------------|-------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------------------------|
| <p style="writing-mode: vertical-rl; transform: rotate(180deg);">Law of motion for 9th</p> | <p><u>Second law of motion</u></p> <p>The amount of acceleration of a body is proportional to the acting force &amp; the inversely proportional to the mass of the body.</p> $a \propto \frac{F}{m} \rightarrow \textcircled{1} \quad a = \frac{1}{m} \rightarrow \textcircled{2}$ <p>Comparing <math>\textcircled{1}</math> &amp; <math>\textcircled{2}</math></p> $a \propto \frac{F}{m}$ $a = k \frac{F}{m}$ $am = F$ <div style="border: 1px solid black; padding: 2px; display: inline-block;"> <math display="block">F = ma</math> </div> | <p>Focussing</p> <p>Pausing</p> <p>student Physical Participation</p>   |
|                                                                                            | <p><u>Third law of motion:</u></p> <p>for every action there is an equal and opposite reaction. If an object A exerts a force on object B, then object B will exert an equal but opposite force on object A.</p> <p>i.e., <math>F_1 = -F_2</math><br/> <math>m_1 a_1 = -m_2 a_2</math></p>                                                                                                                                                                                                                                                      | <p>PRINCIPAL</p> <p>Gurunank College of Education</p> <p>DAR-585403</p> |

# OBSERVATION SCHEDULE

Name of the Trainee

Topic:

Job:

Time Duration:

Session/Teach/Reteach:

| Components                      | Teaching Session | Reteaching Session |
|---------------------------------|------------------|--------------------|
| Movements                       |                  |                    |
| Gestures                        |                  |                    |
| Change in voice                 |                  |                    |
| Focussing                       |                  |                    |
| Change in Interaction Pattern   |                  |                    |
| Pausing                         |                  |                    |
| Student Physical Participations |                  |                    |
| Use of Audio-visual Aids        |                  |                    |

Constructive Suggestions

Teach Session

Good  
Nice

Re-Teach Session

was good

*Davidson*

**PRINCIPAL**

Gurunatak College of Education

BIDAR-585403

*Almar*

Signature of the Observer

*Davidson*

Signature of the Supervisor

**SKILL OF ACHIEVING CLOSURE**  
**MICRO TEACHING LESSON PLAN**

Name of the Trainee: Ashwini L

Date:

No. 36

Time: 6 min

Subject: Mathematics

Teach/Re-Teach:

Topic: Factorisation

| Content | Teacher Student Activity | Components |
|---------|--------------------------|------------|
|---------|--------------------------|------------|

T: Good morning students.  
S: Good morning mam.  
T: Today we will study about factorisation.

Def<sup>n</sup> of factorisation

When we factorise an algebraic expression, we write it as a product of factors, these factors may be numbers, algebraic variables (or) algebraic expression this is called as factorisation.

for Examples:

(I)  $5xy + 3x$  the term has been formed by the factors i.e., it has a factor

$$5xy = 5, x, y, 5x, 5y, 5xy$$

$$3x = 3, x, 3x$$

$$5xy + 3x = 5, x, y, 5x, 5y$$

$$5xy, 3, x, 3x$$

Spacing between letters words and lines.

Clarity of letters (or) diagrams & legibility.

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# SKILL OF ACHIEVING CLOSURE MICRO TEACHING LESSON PLAN

Name of the Trainee Ashwini  
 Roll No. 36  
 Subject Mathematics  
 Topic factorisation

Date :  
 Time : 6 min  
 Teach/Re-Teach :

| Content | Teacher Student Activity                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                                             | Components                                            |
|---------|--------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------------|-------------------------------------------------------|
|         | <p>Using factorisation we will solve some problem,</p> <p>⊕ Factorise <math>12a^2b + 15ab^2</math><br/>                     we have,</p> <p><math>12a^2b = 2 \times 2 \times 3 \times a \times b \times b \times a</math><br/> <math>15ab^2 = 3 \times 5 \times a \times b \times b</math></p> <p>The two terms have, 3, a &amp; b as common factors<br/> <math>\therefore</math></p> <p><math>12a^2b + 15ab^2 = (2 \times 2 \times 3 \times a \times a \times b \times b) + (3 \times 5 \times a \times b \times b)</math><br/> <math>= 3 \times a \times b^2 [(2 \times 2 \times a) + (5 \times 1)]</math><br/> <math>= 3ab^2 [4a + 5]</math></p> <p><math>\therefore</math> This is the required factorisation &amp; factors.</p> | <p>Linking Present knowledge with future learning</p> |

*(Signature)*

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# OBSERVATION SCHEDULE

## MICRO TEACHING LESSON PLAN

Name of the Trainee: Ashwini. L

Topic: Factorisation

No. 36

Time Duration: 6min

Class

Session/Teach/Reteach:

| Components                                                                               | Teaching Session | Reteaching Session |
|------------------------------------------------------------------------------------------|------------------|--------------------|
| Consolidation of the Major points by the teacher or Students                             |                  |                    |
| Providing opportunities for pupils to apply present knowledge in various new Situations. |                  |                    |
| Linking Present Knowledge with Future Learning                                           |                  |                    |
| Linking Past Knowledge with Present knowledge                                            |                  |                    |

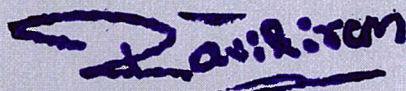
Constructive Suggestions

Teach Session

It was good  
given more information

Re-Teach Session

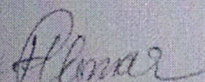
Good teaching

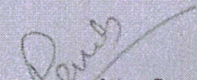


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Signature of the Observer

  
Signature of the Supervisor