



Sri Nanak Jhira Saheb Foundation

GURU NANAK COLLEGE OF EDUCATION

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

College Website: www.gurunanakbed.org

E-Mail : Gurunanakbedcollege@gmail.com

E-Mail IQAC: iqacgnbedc@gmail.com

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

2. Peer Feedback / Tutoring

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Gurunanak College of Education

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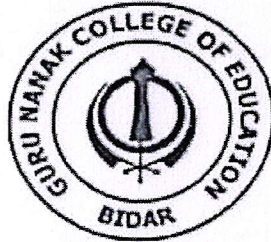
Gulbarga University Kalburgi

Sri Nanak Jhira Saheb Foundation's

GURU NANAK COLLEGE OF EDUCATION

Teachers Colony, Manhalli Road, BIDAR - 585403.(K.S.)

B.Ed. IIIrd Semester



24.2.A

REFLECTIVE DIARY

2022-2023

New Journals

Name: Sandhyarani Vijaykumar

Roll No. U04AV21E0015

Subject: Method-I Physical Science

Sandhyarani

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[Signature]

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GULBARGA UNIVERSITY



KALBURGI

GURU NANAK COLLEGE OF EDUCATION, BIDAR

Certificate

This is to Certify that Mr./Ms. Sandhyarani Vijaykumar

..... of Guru Nanak College
of Education, Bidar has satisfactorily completed the
Reflective Diary..... work entitled
Reflective Diary..... in the subject
Physical Science..... of Semester III..... for the academic
year 2023..... which is required for the fulfillment of the
B.Ed. Course as prescribed by the Gulbarga University, Kalburgi.

Signature of the Teacher

Davikisan

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Gurunank Education

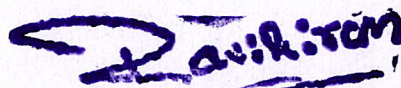
Signature of the PRINCIPAL

Guru Nanak College of Education
- BIDAR-585 403

GURU NANAK COLLEGE OF EDUCATION, BIDAR

Student Teacher : Preeti Ramakrishna Roll No. 05
 Practising School : Moxarji Desai Residential School, Mamoli Class : 6th
 Subject : Physical science Lesson No. : 03
 Topic/Concept : Flame Date : 3-7-23

OBSERVATION PART	WRITING PART
. Motivation Stage / Engage :	
. Social Introduction	Given
. Creating a situation	Created a Situation
. How many question	3 or 4
. Nature & types of questions	Short Answers
. Skills/Methods/Techniques/Maxims /Device used	Introducing a lesson
. Linking with the past experiences	linked with past Experience
. Attention/Interest/Curiosity drawn	Attention
. Statement of aim /Explore :	
. Declaration of the topic	Made
. Length of the topic	Appropriate
. Writing style	Good
. Place	Top of the Black Board
. Duration	
. Development Stage / Explain :	
. Appropriateness of the content (size)	Approximation
. Selection of the content	Good
. Content analysis	Content Analysis made was good
. Concept development & related activity	Taken Activity
. Achievement of instructional objectives	Achieved.



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PRESENTATION	
I. Questioning:	
a. Nature / Simple / Relevant	Relevant
Prompting / Critical focusing on points / Information eliciting	Focused on teaching points
b. How to ask questions speed/length /formation	Question formation was
c. Voice modulation / Distribution of question / structure of question / (wh,how, why)	Distributed among different students
d. Vague /double barreled question etc..	No
II. Explanation :	
1. Linking words	Yes
2. Begining & concluding statements .	Made Good
3. Examples speech, lacking in fluency continuity	Related to the topic
4. Methods, skill, maxims, techniques used	Used
5. Demonstration, Experimentation role playing, dramatization, devices, methods of teaching used.	Demonstration
6. Use of language etc.,	Better
RECAPITULATION AND BLACK BOARD SUMMARY / ELABORATE	
1. Number of questions	4 to 5
2. Their nature and types	short answers
3. Arrangements	Good
4. Black board summary & Its writing	Very Good.

(Signature)

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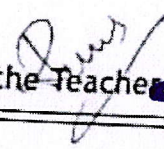

EVALUATION :	
1. Type of question	Objective type
2. Number of questions	5 to 6
3. How of evaluations	Made Good
4. Discipline	Good
CONTROL OVER THE CLASS	
	All students are activated participated did 4 appropriate
HOME WORK	
Wh questions	Given
How	Good
Why	
TEACHER STUDENTS RELATIONSHIP	
Teacher's behavior	Better
TEACHER'S INNOVATIONS	
	Moderated
TEACHER'S APPEARANCE	
	Used
STUDENTS BEHAVIOUR	
	Very Good.

[Handwritten Signature]

BLACK BOARD WORK :	
1. Use	Better
2. Writing	Very Good
3. Drawings	
4. Sketches	

CLASS ROOM MANAGEMENT	
1. Participation	Controlled or Good
2. Reinforcement	Approximation
3. Discipline	well maintained
4. Class Room Environment	Very Good

Reflections	

Signature of the Teacher  Signature of the Observer 



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3. Remedial Learning Engagement

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INTENAL QUALITY ASSURANCE CELL ORGANISING

REMIDIAL CLASSES


BY

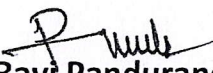
Guru Nanak College of Education Bidar

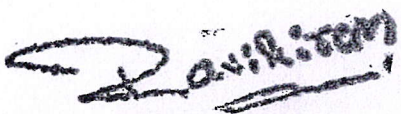
Date: 25/04/2018 To 02/05/2018

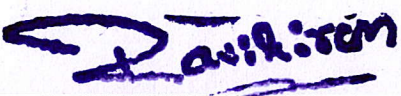
VENUE

Guru Nanak College of Education Bidar


Mareppa Kattimani
IQAC CO-ORDINATOR
Coordinator
GNCE BIDAR


Dr. Ravi Pandurang
Principal
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Date: 22/04/2018

Notice

All the B. Ed students here by informed that Remedial classes are conducted on 25th to 2nd April 2018, for those students who are weak in some subjects. So attend these classes as per your time table.

MMP
Coordinator
IQAC CO-ORDINATOR
GNCE BIDAR

[Signature]
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[Signature]
Principal
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Date : 02/05/2018

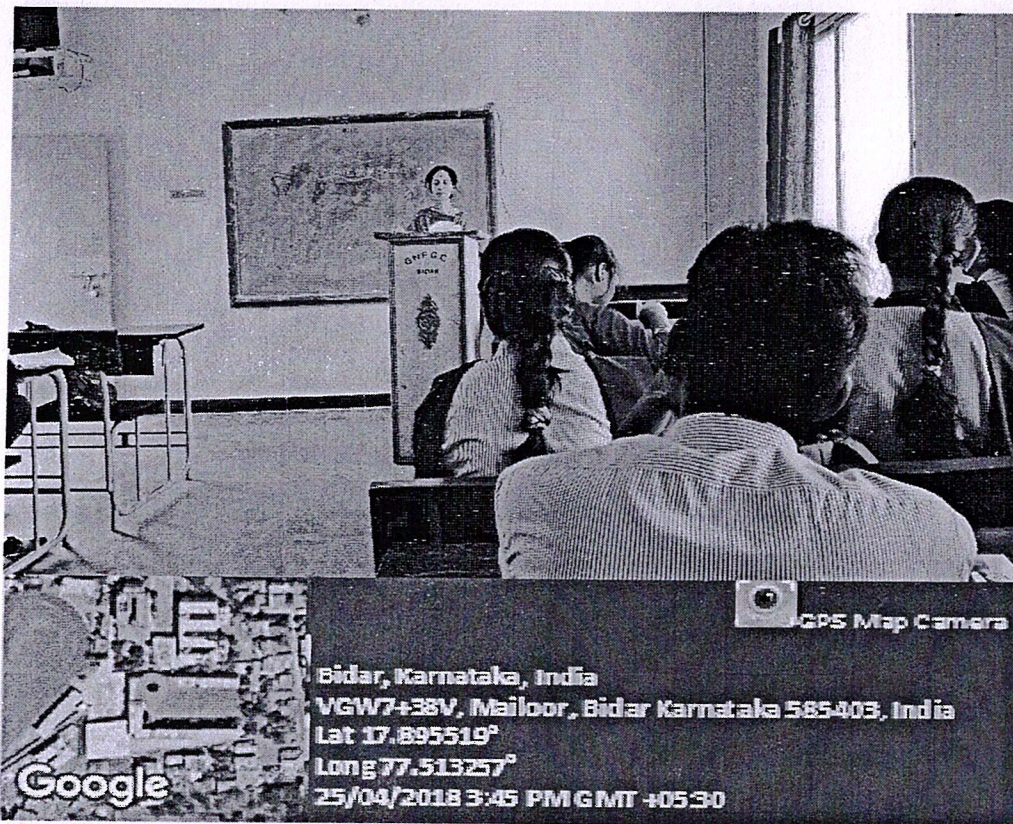
Report on

Remedial classes for students

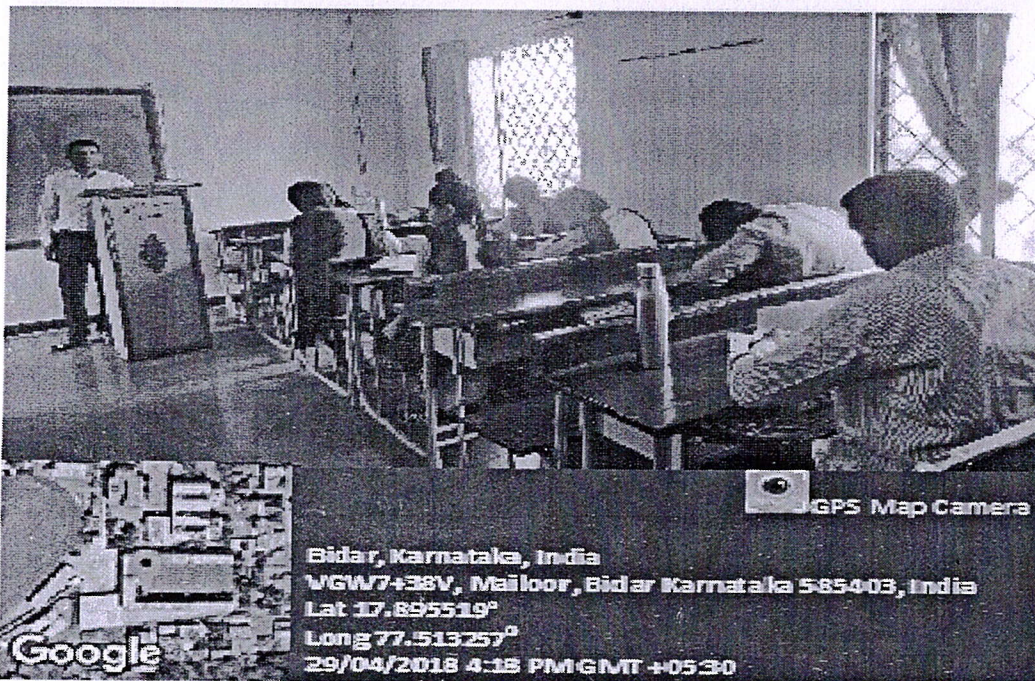
We the staff members of Guru Nanak B. Ed college of Education have conducted remedial classes for those student who are very weak in general as well as in method subject as per the syllabus we had a First internal test in relation to all the units the questionnaires had been formed and most of the students have not given the correct answers to those questions, after evaluating those scripts bifurcated the students on the merit of their score and we have prepared time table for the remedial classes.

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 VGW7+38V, Mailloor, Bidar Karnataka 585403, India
 Lat 17.895519°
 Long 77.513257°
 25/04/2018 3:45 PM GMT +0530



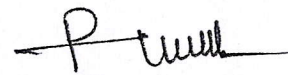
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Principal
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Time Table

Sl. NO	Subject	Time	Faculty	Date
1	CDP	4.30 To 5.30	O. Priya	25/04/2018
2	CDP	4.30 To 5.30	O. Priya	26/04/2018
3	Method 1	4.30 To 5.30	MK VK IT RM	27/04/2018
4	Method 1	4.30 To 5.30	MK VK IT RM	28/04/2018
5	Method 2	4.30 To 5.30	MD MD RM SR	30/04/2018
6	Method 2	4.30 To 5.30	MD MD RM SR	02/05/2018



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**List of the students enrolled for the Remedial Classes
2018-19**

Sl. No	Student Name	Signature					
		Day 1	Day 2	Day 3	Day 4	Day 5	Day 6
1	Ashwini	<i>Ash</i>	<i>Ash</i>	<i>Ash</i>	<i>Ash</i>	<i>Ash</i>	<i>Ash</i>
2	Shweta	<i>Shweta</i>	<i>Shweta</i>	<i>Shweta</i>	<i>Shweta</i>	<i>Shweta</i>	<i>Shweta</i>
3	Poojashri	<i>Pooja</i>	<i>Pooja</i>	<i>Pooja</i>	<i>Pooja</i>	<i>Pooja</i>	<i>Pooja</i>
4	Geeta	<i>Geeta</i>	<i>Geeta</i>	<i>Geeta</i>	<i>Geeta</i>	<i>Geeta</i>	<i>Geeta</i>
5	Mahananda	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>	<i>M</i>
6	Suma	<i>Suma</i>	<i>Suma</i>	<i>Suma</i>	<i>Suma</i>	<i>Suma</i>	<i>Suma</i>
7	Soniya	<i>Soniya</i>	<i>Soniya</i>	<i>Soniya</i>	<i>Soniya</i>	<i>Soniya</i>	<i>Soniya</i>
8	Sunanda	<i>S</i>	<i>S</i>	<i>S</i>	<i>S</i>	<i>S</i>	<i>S</i>
9	Shruti.	<i>Shruti</i>	<i>Shruti</i>	<i>Shruti</i>	<i>Shruti</i>	<i>Shruti</i>	<i>Shruti</i>
10	Shweta	<i>Shweta</i>	<i>Shweta</i>	<i>Shweta</i>	<i>Shweta</i>	<i>Shweta</i>	<i>Shweta</i>
11	Shilpa	<i>Shilpa</i>	<i>Shilpa</i>	<i>Shilpa</i>	<i>Shilpa</i>	<i>Shilpa</i>	<i>Shilpa</i>
12	Sridevi	<i>S</i>	<i>S</i>	<i>S</i>	<i>S</i>	<i>S</i>	<i>S</i>
13	Sudharani	<i>Sudha</i>	<i>Sudha</i>	<i>Sudha</i>	<i>Sudha</i>	<i>Sudha</i>	<i>Sudha</i>
14	Renuka	<i>R</i>	<i>R</i>	<i>R</i>	<i>R</i>	<i>R</i>	<i>R</i>
15	Shruti.V	<i>Shruti</i>	<i>Shruti</i>	<i>Shruti</i>	<i>Shruti</i>	<i>Shruti</i>	<i>Shruti</i>

Coordinator

IQAC CO-ORDINATOR
- GNCE BIDAR

P. Murali
Principal
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P. Murali
PRINCIPAL

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4. Learning Enhancement / Enrichment inputs

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NATIONAL SEMINAR PARTICIPATED STUDENTS LIST FOR THE YEAR-2018-19

Sl.No	Name of the student
1	Ambika Venkat
2	Sudharani Shankar
3	Ambadash Subhash
4	Malashree Prahlad
5	Ambekar Nagappa

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Partap College of Education, Ludhiana



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National Seminar

CERTIFICATE

This is certify that **AMBIKA VENKAT** Student of **GURU NANAK COLLEGE OF EDUCATION (B.Ed)** **BIDAR Karnataka** Participated/Presented Paper entitle **Micro Teaching Skill Development at Pratap College of Education, Ludhiana on 20th Sep-2018**

Prof. Balwant Singh
Director Partap College of Education Ludhiana
Chair, IPDA India

Dr. Manpreet Kaur
Principal, Partap College of Education Ludhiana

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COLLEGE OF EDUCATION (B.Ed) BIDAR Karnataka
Participated/Presented Paper entitle Micro Teaching Skill
Development at Pratap College of Education, Ludhiana on 20th Sep-
2018

Prof. Babwant Singh
Director, Partap College of Education, Ludhiana
Chair, IPDA India

Dr. Manpreet Kaur
Principal, Partap College of Education, Ludhiana

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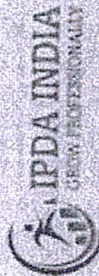
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Prof. Balwant Singh

Prof. Balwant Singh
Director, Partap College of Education, Ludhiana
Chair, IPDA India

Yashu

Dr. Manpreet Kaur
Principal, Partap College of Education, Ludhiana

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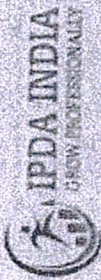
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Prof. Balwant Singh

Prof. Balwant Singh
Director, Pratap College of Education, Ludhiana
Chair, IPDA India

Manu

Dr. Manpreet Kaur
Principal, Pratap College of Education, Ludhiana

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Manu

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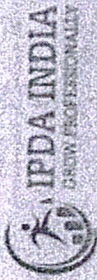
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Prof.

Prof. Balwant Singh
Director, Partap College of Education, Ludhiana
Chgo. IPDA India

Maam

Dr. Manpreet Kaur
Principal, Partap College of Education, Ludhiana

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Principal

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E-Mail IQAC: iqacgnbedc@gmail.com

WORKSHOP PARTICIPATED STUDENTS LIST FOR THE YEAR- 2021-22

Sl.No	Name of the student
1	Pavan Ashok
2	Varsha
3	Ranjeeta
4	Pooja Sunil
5	Swapna S

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 in Association with
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 Gulbarga University, Kalaburagi

Workshop on Capacity building through Institute-University Collaboration

Certificate

This is to certify that Mr./Ms *Poo Ja Veeranna*..... participated in the
 of *Gulbarga N.S.M.A.K. College of Education, Bidar*.....
 Capacity Building Workshop on "Capacity Building through Institute-University Collaboration"
 at Gulbarga University, Kalaburagi on 28.01.2019

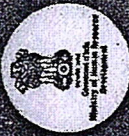
[Signature]
 Dr. S.N. Mulgi
 RUSA Nodal Officer
 Gulbarga University, Kalaburagi

[Signature]
 Dr. C. Somashekar
 Registrar
 Gulbarga University, Kalaburagi

[Signature]
 Prof. S.R. Niranjana
 Vice-Chancellor
 Gulbarga University, Kalaburagi

[Signature]
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Dr. S.A. Kori
 Executive Director, KSHEC &
 Chairman, RUSA TSG, Bengaluru



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Workshop on Capacity building through Institute-University Collaboration

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 of ...*Surya Natak College of Education, Bidar*..... participated in the
 Capacity Building Workshop on "Capacity Building through Institute-University Collaboration"
 at Gulbarga University, Kalaburagi on 28.01.2019

[Signature]
 Dr. S.N. Mulgi
 RUSA Nodal Officer
 Gulbarga University, Kalaburagi

[Signature]
 Dr. C. Somashekar
 Registrar
 Gulbarga University, Kalaburagi

[Signature]
 Prof. S.R. Niranjana
 Vice-Chancellor
 Gulbarga University, Kalaburagi

[Signature]
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Dr. S.A. Kori
 Executive Director, KSHEC &
 Chairman, RUSA TSG, Bengaluru



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Karnataka State Higher Education Council, Bengaluru



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of *Guru Nanak College of Education, Bidar* participated in the
Capacity Building Workshop on "Capacity Building through Institute-University Collaboration"
at Gulbarga University, Kalaburagi on 28.01.2019

S.N. Mulgi
Dr. S.N. Mulgi
RUSA Nodal Officer
Gulbarga University, Kalaburagi

S. C. Somashekar
Dr. C. Somashekar
Registrar
Gulbarga University, Kalaburagi

S.R. Niranjana
Prof. S.R. Niranjana
Vice-Chancellor
Gulbarga University, Kalaburagi

G. Ramamohan
PRINCIPAL
G. Ramamohan
Executive Director, KSHEC &
Chairman, RUSA TSG, Bengaluru



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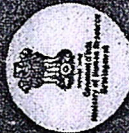
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 of *Guru Nanak College of Education, Bidar* participated in the
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S.N. Mulgi
 Dr. S.N. Mulgi
 RUSA Nodal Officer
 Gulbarga University, Kalaburagi

S. Somashekar
 Dr. C. Somashekar
 Registrar
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 Executive Director, KSHEC &
 Chairman, RUSA TSG, Bengaluru



Government of Karnataka
Karnataka State Higher Education Council, Bengaluru

In Association with
Rashtriya Uchchatar Shiksha Abhiyan (RUSA), MHRD and
Gulbarga University, Kalaburagi



Workshop on Capacity building through Institute-University Collaboration

Certificate

This is to certify that Mr./Ms A.Rash - P.S
of Gurunanak College of Education.....Biolal..... participated in the
Capacity Building Workshop on "Capacity Building through Institute-University Collaboration"
at Gulbarga University, Kalaburagi on 28.01.2019

for
Dr. S.N. Mulgi
RUSA Nodal Officer
Gulbarga University, Kalaburagi

Rashtriya

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Dr. Suresh Kumar
Gurunanak College of Education
Registrar
RUSA
Gulbarga University, Kalaburagi 585403

S.R. V.S.
Prof. S.R. Niranjana
Vice-Chancellor
Gulbarga University, Kalaburagi

Rashtriya

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Dr. S.A. Kori
Executive Director, KSHEC &
Chairman, RUSA TSG, Bengaluru



Sri Nanak Jhira Saheb Foundation

GURU NANAK COLLEGE OF EDUCATION

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

College Website: www.gurunanakbed.org

E-Mail : Gurunanakbedcollege@gmail.com

E-Mail IQAC: iqacgnbedc@gmail.com

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

5. Collaborative tasks

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Aphwini

Visiting to Residential School

Moraji Desai Residential School (MDRS)/Navoday School/ Kittur Channam School/ Other Residential School.

Suggestive format for visiting residential School

Introduction : About Moraji Desai Residential School:

Aims of MDRSs

Special Features of MDRSs → Hostel facilities, free education

Admission procedure to MDRSs → Exam, Sixth Entrance Exam → Counselling

Curriculum in MDRSs → State Syllabus

↓
Based on Merit

Recruitment of Principal → CET Basis

Recruitment of Teacher → CET Basis

Administration and Organization setup of MDRSs

The Scheme in Action

(a) Students, teachers and School Building

(b) Number of talukas Covered and Percentage Coverage of Moraji-Desai Residential Schools during 2016-2017

(c) The class-wise enrolment of students in MDRSs of _____ as on Nov/2017.

SC-90%, ST, OBC, other caste 10%

(d) Para-Setting Activities Undertaken by the Schools

Inclusion:

Reference:

Date of → 2008

Establishment

Praviritem

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Yamunawati
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Moraji Desai Residential School
Mentalli, Tal. & Dist. Bidar

Gulbarga University Kalaburagi.

Name of the Teacher Trainee: Ashwini

Roll No; - 46 (U04AY)

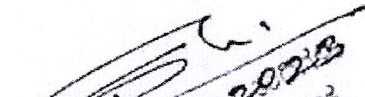
Name of the School: Tijamata High School

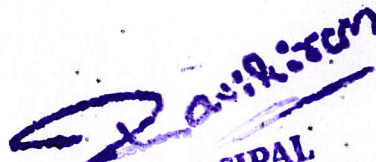
Subject: Internship (ಎರಡನೇ ಸೆಮಿಸ್ಟರ್ ಪ್ರಾಜೆಕ್ಟ್)

REPORT FORMAT OF Visit to B.E.O office/ CRC/DIET

Introduction

- I. Write brief introduction about you visited to above any of office
- II. Structure of B.E.O/ CRC/ DIET office.
- III. Administrative function of B.E.O/ BRC/ DIET. → 10/10/2023
- IV. Program initiated to bring quality improve of education.
- V. Write any two programmes initiated by B.E.O/ BRC/ DIET.
- VI. Challenges/ problems of B.E.O DIET in quality improvement of School Education.
- VII. Educational implications
- VIII. Conclusion
- IX. References


10/10/2023
ಪ್ರಾಜೆಕ್ಟ್ ಸಮಗ್ರ ವರದಿ
ಶಾಲೆ: ತಿಜಮತಾ ಹೈಸ್ಕೂಲ್
ಶಾ. ಜಿ. ಬಿ. ಬಿ. ಬಿ.


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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

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

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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.



David Kumar
PRINCIPAL
Gurunanak College of Education



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7. Multilingual interactions and inputs

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VED III SEM ①

pedagogy of school subject :- ENGLISH

IT I - Acquisition of Language Skills

INTRODUCTION :-

Learning a language is Learning a set of skills and not gaining knowledge of any subject matter. Language is a skill subject different from content subjects like science or mathematics, therefore teaching a language means making the pupils master the four basic skills - Listening, speaking, Reading and writing.

Language learning is essentially a habit forming process and constant and intensive practice is the basis of habit formation. The language skills are basically divided into Active & passive or Receptive and productive skills. The Receptive and passive skills are listening and reading and the productive and Active skills are speaking and writing.

Listening Skill :-

Listening is the basic skill of English language or any other language learnt. A good learner must be a good listener. The learner must be trained to listen to the language not for its meaning, but for its sounds. Listening is different from hearing. Hearing is casual

and general, whereas listening is focused and conscious. It is selective listening that will enable a learner to learn the essentials in a language.

The general principles for selective listening are:-

- ① Selective listening must begin from the beginning of a language learning.
- ② one should listen for only one feature at a time for a set of features.
- ③ one should listen successively to all the features of a language.
- ④ the order of listening to different features should be systematic.
- ⑤ one should concentrate particularly on those features which cause the learner difficulty in understanding or speaking.

So the learner of a language should understand the reasons for listening and enjoy the skill of listening. Hence why the listening is the basic skill of communication.

SUB SKILLS OF LISTENING

The following are the sub skills of listening
Ability to predict what people are going to talk about.

- ② Understood the spoken language properly.
- ③ Understand the speaker's attitude, Intell and Interest.
- ④ Ability to differentiate the changes in sound, word, meaning and production of sentences.
- ⑤ Understood the Intonation, rhythm and stress in the speech.

There are two types of listening :-

- ① Intensive listening
- ② Extensive listening.

① Intensive listening involves listening to the radio and T.V. programmes, conversations, discussion lectures, speeches, debates, seminars etc. It is purposeful like listening to the teachers in the classroom. With the help of intensive learning one gets to learn vocabulary, word order and standard pronunciation.

Extensive Listening :- It involves enjoyment, purposeful but general. The activity of listening reflects on the following skill, speaking. one should listen carefully, so that one would be able to learn to speak and also understand what is being spoken.

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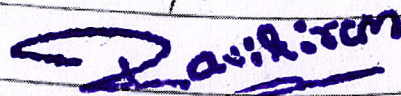
Materials and resources for developing the listening skill :-

Listening is a unique skill and ability that enables us to experience a language and develop in many areas like emotional, psychological, Intellectual and so. It develops a child concentration and attent and enables systematic learning listening paving way for systematic speaking.

- 1) Teachers should be an expert and be a model for spoken English.
- 2) He/she should motivate the pupils to listen good English programmes on the radio, T.V.
- 3) Lingua phone and gramophone should also be made use of.

The teacher has to provide a lot of drill and practices to imitate good speakers. Use of Audio-visual material plays a major role in the development of good pronunciation. Teachers may speak pairs of words and ask the pupil to differentiate.

Teacher may use the radio & Tape recorder and enable the students to listen to various voices & identify. Teacher may narrate the a story and pause at different places and enable student to predict or answer the questions, may ask to ensure keen listening.



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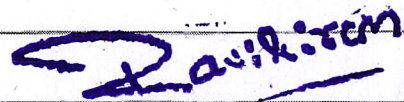
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Teachers can also arrange for activities like making objects, colouring objects etc.

With the help of flow charts, maps etc, the teacher can give number of instructions and directions and act in the class room.

To ensure their listening level and skill, dictation may be tried for the secondary students.

Listening to telephone call and writing down the message is another activity may be arranged.



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Speaking Skill

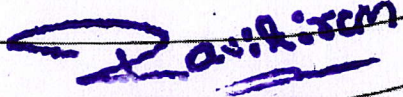
Importance :- Speech is the natural form of Language. In speech we make use of oral signs that are addressed to the ear. A child acquires the power of speech by responding to the sounds made by people around him and imitating them out of his need for communication.

So, the speaking ability of a child depends considerably upon his listening ability. A learner who gets a lot of practice in listening becomes good in the spoken aspect of the language.

Hence, a teacher should give due importance to spoken English. The demand for spoken English has increased enormously in the present position.

Speaking and listening are inter-related oral-aural skills. They cannot be attained without the other. They are the communication skills. They involve expression and comprehension. That is the communication process involves a speaker and a listener. Speaking is largely dependent on various audio-lingual activities in which a child is involved in the class room.

There are basically three types of communication:
Personal Communication
Social Communication
Mass Communication.


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Personal communication which is Intra and also Inter.

The Intra personal communication is thinking about one's own experiences, Ideas feelings etc.

The Inter personal communication is an interaction between two persons like a teacher and a student, a mother and a child, a telephonic conversations etc.


Social communication :- is that which is required in the society when one has to interact with many people.

Mass communication : is that where in the message of one person is conveyed to many at a time like on the T.V. or the radio.

Speaking is the skill that makes a learner active in the class. The teacher should provide a lot of opportunities for the learner to speak in the class. The pupil speaking time should be lot more than the teacher-speaking time when it is time for developing speech skill. The teacher should arrange for the student to speak the language learnt in meaningful situations.

There are certain factors which influence and affect listening and speaking.

Environment at home or school.


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- (2) Teacher personality, capability and sk communication.
- (3) Methods and techniques used in the class
- (4) Teacher pupil ratio.
- (5) Time devoted to develop communications
- (6) Availability of audio-visual aids.
- (7) Readiness on the part of the students to learn
- (8) Necessity and opportunities to develop the use of using the language.

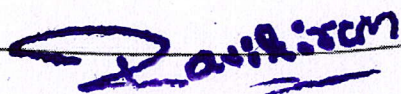
Sub-skills of Speaking skills.

Speaking skills consists of two main sub-

- (1) linguistic skills and
 - (2) communication skills.
- (1) Linguistic skills consist of phonology or the system which is pronunciation including stress and intonation.

Linguistic form system is the other which is grammar and vocabulary.

Linguistic skill are related to the sound and systems which are important in spoken English. To be able to speak well and correctly, the student need to know words, phrases, sentence and rules of grammar.



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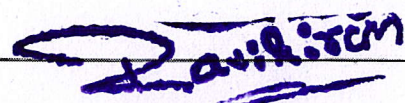
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Communication skills include fluency, power of expression, thought, pronunciation. Pronunciation includes intonation, stress, rhythm etc. Fluency is the ability to express oneself spontaneously and easily. A person who is able to speak well will be able to hold the attention of his audience and become popular too.

STRESS

Stress is a characteristic feature of the English language. By stress, it is meant that a syllable is uttered with more energy than the other syllables in a particular word. According to D. Jones "The degree of force with which a speaker pronounces a sound or syllable is called its stress - the music of the English language is formed - the rhythmic movement of stressed and unstressed syllables. It is stress that gives rhythm to English language.

Stress is also important to change the meaning, for example the word 'conduct' becomes a noun if the stress is on the first syllable and it becomes a verb if the stress is shifted to the second syllable. Some more examples are:



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object (Noun)
Subject (Noun)
Con'vert (Noun)

ob'ject (verb)
Sub'ject (verb)
Con'vert (verb)

Stress is of two Types (1) Word Stress (2) Sentence Stress.

① Word Stress: In English, two unstressed syllables rarely occur before a ~~strong~~ stressed one. In words with two syllables the stress pattern is very simple, because one is stressed and the other is unstressed.

Examples: damage, Casey, doctor, useful etc.
Here the stress is on the first syllable.

Example: mis'take, ex'tent, be'lieve, ag'ain
Here the stress is on the second syllable.

In words with more than two syllables there is a kind of stress besides the strong and weak stresses.

Knowledge of stress is very important & necessary for training the speaking voice properly and also determining the quality of vowels and consonants used in a word.

Sentence Stress: In the sentences that we find some words are more important than some others in the same sentence. This is

2). ಭಾಗ್ಯಭೂಷಣದ ನಿಷ್ಕರಣಾಧಿಕಾರಿ :

* ಭಾಗ್ಯ ಭೂಷಣ, ಭಾಗ್ಯ ಅಭ್ಯಾಸಕರ್ಮ ಅಭ್ಯಾಸಕರ್ಮ ಅಭ್ಯಾಸಕರ್ಮ.

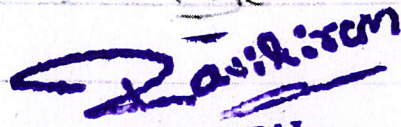
* ಭಾಗ್ಯ ಭೂಷಣ ಅಭ್ಯಾಸಕರ್ಮ, ಭಾಗ್ಯ ಭೂಷಣ ಅಭ್ಯಾಸಕರ್ಮ, ಭಾಗ್ಯ ಭೂಷಣ ಅಭ್ಯಾಸಕರ್ಮ, ಭಾಗ್ಯ ಭೂಷಣ ಅಭ್ಯಾಸಕರ್ಮ.

3). ಜನನೋತ್ಸವದ ದಿನಾಚರಣೆ ಕಾರ್ಯಕ್ರಮಗಳು :

* ಜನನೋತ್ಸವದ ದಿನಾಚರಣೆ ಕಾರ್ಯಕ್ರಮಗಳು, ಜನನೋತ್ಸವದ ದಿನಾಚರಣೆ ಕಾರ್ಯಕ್ರಮಗಳು, ಜನನೋತ್ಸವದ ದಿನಾಚರಣೆ ಕಾರ್ಯಕ್ರಮಗಳು.

* ಜನನೋತ್ಸವದ ದಿನಾಚರಣೆ ಕಾರ್ಯಕ್ರಮಗಳು, ಜನನೋತ್ಸವದ ದಿನಾಚರಣೆ ಕಾರ್ಯಕ್ರಮಗಳು, ಜನನೋತ್ಸವದ ದಿನಾಚರಣೆ ಕಾರ್ಯಕ್ರಮಗಳು.

* ಜನನೋತ್ಸವದ ದಿನಾಚರಣೆ ಕಾರ್ಯಕ್ರಮಗಳು, ಜನನೋತ್ಸವದ ದಿನಾಚರಣೆ ಕಾರ್ಯಕ್ರಮಗಳು, ಜನನೋತ್ಸವದ ದಿನಾಚರಣೆ ಕಾರ್ಯಕ್ರಮಗಳು.


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(1) ಶ್ವಾಸಾಭಿವೃದ್ಧಿಯ ಸಾಧನ ಯಾವುದೆ :-

* ನಾಸಿಕಾರೋಮಾ ಸುಷೋಮಿ ಭೃಷಣಿ ನೋಕರಣಿಯಾಗಿದೆ

* ತ್ರೇಳಿ - ನಾಸಿಕಾರೋಮಾ ತ್ರೇಳನಿವಿ ಯಮುಬಂಧುಗಳ್ಳು
ಇದರಾ ಪರೋಕ್ಷವಿಧಿವಿಧಿಗಳ್ಳು ಬಳಸಿಗೊಂಡಿರುತ್ತವೆ.

* ಉದಾಹರಣೆ - ಉತ್ತಮಾ ಯಿವಿಂ ಕಿಂಯುಯಿಸಿವಿವಿ
ಇದರಾ ಉಪಯೋಗಿಣಿ ವಾಂ ಪದವಿವಿವಿವಿವಿ

(2) ಶ್ವಿತ್ಸೇನಿಕೆ ನುಂ ಲಾಪ್ತಾಕನಿಭೃಷ್ಣಿ ಸಾಧನುತೈವಿ :-

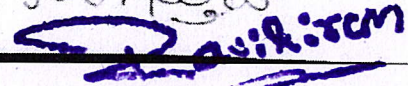
* ತಿಂಯಿ ಕುತ್ವೇನಿವಿ ಯುಂಕಿ ತ್ರೇಳಿಯಾದು ಶ್ವಿತ್ಸೇನಿಕೆ
ಲಾಪ್ತಾಕಿ ರಿಸುಂಕನಿಭೃಷ್ಣಿ ತಿಂಯಿ-ತಾರಯಾಗಿ ಲಾಪ್ತಾಕಿ
ಗಳ್ಳು ಬಳಸಿವಿವಿ ನೆರೆಯಾಗುತ್ತವೆ.

(3) ಇದುವಿ ಕಿಲ ಲಾಪ್ತಾಕಿ ಲಾಪ್ತಾಕಿ :-

* ಇದುವಿ ಕಿಲ ಲಾಪ್ತಾಕಿವಿವಿವಿ ಇದರಾ ಪರಿವಿವಿವಿವಿ.

* ಇದುವಿ - ಇದುವಿ ಸಾಧನುತೈವಿವಿವಿವಿವಿ.
ಸಾಧನುತೈವಿವಿವಿವಿವಿ ಇದುವಿ ಕಿಲ ಲಾಪ್ತಾಕಿವಿ.

* ಇಂನು ಯಮುಬಂಧು ಯಿವಿವಿವಿವಿವಿವಿವಿ
ಇದರಾ ಪರಿವಿವಿವಿವಿವಿ ನೆರೆಯಾಗುತ್ತವೆ.


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೧. ಶಾಲೆಯ ವಿದ್ಯಾರ್ಥಿಗಳ ಅಭಿವೃದ್ಧಿ

ಶಾಲೆಯ ವಿದ್ಯಾರ್ಥಿಗಳ ಅಭಿವೃದ್ಧಿ

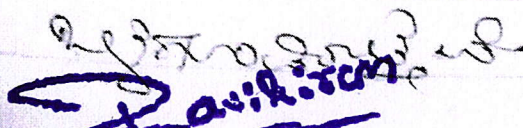
- * ಶಾಲೆಯ ವಿದ್ಯಾರ್ಥಿಗಳ ಅಭಿವೃದ್ಧಿ
- * ಶಾಲೆಯ ವಿದ್ಯಾರ್ಥಿಗಳ ಅಭಿವೃದ್ಧಿ
- * ಶಾಲೆಯ ವಿದ್ಯಾರ್ಥಿಗಳ ಅಭಿವೃದ್ಧಿ

ಶಾಲೆಯ ವಿದ್ಯಾರ್ಥಿಗಳ ಅಭಿವೃದ್ಧಿ

- * ಶಾಲೆಯ ವಿದ್ಯಾರ್ಥಿಗಳ ಅಭಿವೃದ್ಧಿ

೨. ಶಾಲೆಯ ವಿದ್ಯಾರ್ಥಿಗಳ ಅಭಿವೃದ್ಧಿ

೧. ಶಾಲೆಯ ವಿದ್ಯಾರ್ಥಿಗಳ ಅಭಿವೃದ್ಧಿ
೨. ಶಾಲೆಯ ವಿದ್ಯಾರ್ಥಿಗಳ ಅಭಿವೃದ್ಧಿ
೩. ಶಾಲೆಯ ವಿದ್ಯಾರ್ಥಿಗಳ ಅಭಿವೃದ್ಧಿ



II. ಕೆ.ಎ.ಎ. ಹಂತದ ಲಕ್ಷಣಗಳು:

1. ಭವಿಷ್ಯದ ವಿಷಯವನ್ನು ಕುರಿತು ಅಧ್ಯಯನ ಮಾಡುವುದು ಮತ್ತು ಅದರ ಮೂಲಕ ತೀರ್ಮಾನ ತೆಗೆದುಕೊಳ್ಳುವುದು.
2. ಪದವಿ ಪಡೆದುಕೊಳ್ಳುವುದು ಮತ್ತು ಅದರ ಮೂಲಕ ಅಧ್ಯಯನ ಮಾಡುವುದು.
3. ವಿದ್ಯಾರ್ಥಿಯು ವಿಷಯವನ್ನು ಕುರಿತು ಅಧ್ಯಯನ ಮಾಡುವುದು ಮತ್ತು ಅದರ ಮೂಲಕ ತೀರ್ಮಾನ ತೆಗೆದುಕೊಳ್ಳುವುದು.
4. ವಿದ್ಯಾರ್ಥಿಯು ವಿಷಯವನ್ನು ಕುರಿತು ಅಧ್ಯಯನ ಮಾಡುವುದು ಮತ್ತು ಅದರ ಮೂಲಕ ತೀರ್ಮಾನ ತೆಗೆದುಕೊಳ್ಳುವುದು.
5. ವಿದ್ಯಾರ್ಥಿಯು ವಿಷಯವನ್ನು ಕುರಿತು ಅಧ್ಯಯನ ಮಾಡುವುದು ಮತ್ತು ಅದರ ಮೂಲಕ ತೀರ್ಮಾನ ತೆಗೆದುಕೊಳ್ಳುವುದು.
6. ವಿದ್ಯಾರ್ಥಿಯು ವಿಷಯವನ್ನು ಕುರಿತು ಅಧ್ಯಯನ ಮಾಡುವುದು ಮತ್ತು ಅದರ ಮೂಲಕ ತೀರ್ಮಾನ ತೆಗೆದುಕೊಳ್ಳುವುದು.

→ ವಿದ್ಯಾರ್ಥಿಯು ವಿಷಯವನ್ನು ಕುರಿತು ಅಧ್ಯಯನ ಮಾಡುವುದು ಮತ್ತು ಅದರ ಮೂಲಕ ತೀರ್ಮಾನ ತೆಗೆದುಕೊಳ್ಳುವುದು.

→ ವಿದ್ಯಾರ್ಥಿಯು ವಿಷಯವನ್ನು ಕುರಿತು ಅಧ್ಯಯನ ಮಾಡುವುದು ಮತ್ತು ಅದರ ಮೂಲಕ ತೀರ್ಮಾನ ತೆಗೆದುಕೊಳ್ಳುವುದು.

→ ವಿದ್ಯಾರ್ಥಿಯು ವಿಷಯವನ್ನು ಕುರಿತು ಅಧ್ಯಯನ ಮಾಡುವುದು ಮತ್ತು ಅದರ ಮೂಲಕ ತೀರ್ಮಾನ ತೆಗೆದುಕೊಳ್ಳುವುದು.

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→ ಗೆದ್ದು. ತಿನ್ನಿಗ್ಗೆ ಉಪಾಂತರ ಉ.ಕಾ ವ್ಯಾಪ್ತಿ
- ಏಕೆಗೆ ಆದ್ರೆ ನಡವಿಲು.

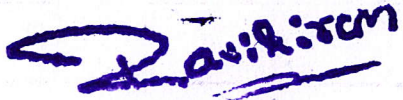
→ ಉತ್ತರ, ತ್ರಿಭುಜ, ಪರಿಮಾಣ, ಸಾಧಕಿ,
ಯೋಗ್ಯ ಸುಗಮವಿರಬೇಕು. ಬಾಲ್ಯಕಾಲ
ಯೋಗ್ಯ ಉಪಕರಣವಿರಬೇಕು. ಇನ್ನೂ ಸಾ
ಕ್ಷರ ಉಪಕರಣವಿರಬೇಕು.

→ ಪ.ಪ. ಹೆಚ್ಚು ಕ್ರಿಯಾತ್ಮಕ ಶ್ರಮ ಇಂತಹ
ಕೆಲಸವಿರಬೇಕು.

→ ಪರಿಭಾಷಣೆ ಎಂಬುದನ್ನು ಕೊಡು
ಬೇಕು.

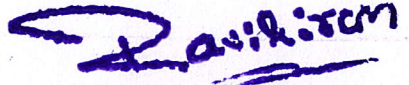
→ ಪ.ಪ. ಹೆಚ್ಚಿನಲ್ಲಿ ಇಂತಹ
ಕೆಲಸವಿರಬೇಕು.

→ M.P. ಎಂಬುದನ್ನು ಬರೆಯಬೇಕು
- ಬೇಕು.


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* ವಿವಿಧ ರೀತಿಯ ಅಕ್ಷರಗಳು :-

- I. ಭಜನಾ ಅಕ್ಷರ.
- II. ಶಿಶು ಕಾಂಡಿ ಅಕ್ಷರ.
- III. ಚಿಲುವೆಚಿ ಕಾಂಡಿ ಅಕ್ಷರ.
- IV. ಅಭಿಮತ ಅಕ್ಷರ.
- V. ಅಭಿಮತ ಅಕ್ಷರ.
- VI. ಸ್ವೀಕರಣಾತ್ಮಕ ಅಕ್ಷರ.
- VII. ಸಾಹಿತ್ಯ ಅಕ್ಷರ.
- VIII. ಅಂತರರಾಜ್ಯ ಸಂಪರ್ಕಾತ್ಮಕ ಅಕ್ಷರ.
- IX. ಸಂಸ್ಥೆ ಅಕ್ಷರ.
- X. ಅಭಿಮತ ಅಕ್ಷರ.
- XI. ಸಂಪರ್ಕಾತ್ಮಕ ಅಕ್ಷರ.
- XII. ಅಂತರರಾಜ್ಯ ಅಕ್ಷರ.
- XIII. ಅಂತರರಾಜ್ಯ ಅಕ್ಷರ.
- XIV. ಅಂತರರಾಜ್ಯ ಅಕ್ಷರ.
- XV. ಅಂತರರಾಜ್ಯ ಅಕ್ಷರ.
- XVI. ಅಂತರರಾಜ್ಯ ಅಕ್ಷರ.
- XVII. ಅಂತರರಾಜ್ಯ ಅಕ್ಷರ.


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* ಶಾಸ್ತ್ರೀಯ ಪರಿಷ್ಕರಣೆ 10 ಯೋಗಾಂಶಗಳು

1. ಭಾರತದ ಸ್ವಾತಂತ್ರ್ಯ ಹೋರಾಟದ ಅರಿವು
2. ಸಂವಿಧಾನದ ಅನ್ವಯ ಬೋಧನೆ.
3. ಶಾಸ್ತ್ರೀಯ ಪ್ರತಿಷ್ಠೆ ಹೊರತುಳಿ ಕುರಿತು ಅರಿವು.
4. ಭಾರತದ ನಾಡುಗಳ ಸಾಂಸ್ಕೃತಿಕ ಹಿರಿತರಿ.
5. ಸಂವಿಧಾನ, ಪ್ರಜಾಪ್ರಭುತ್ವ, ಭಾಷಾಳಿಪ್ಪತಿ.
6. ಸ್ವಾತಂತ್ರ್ಯ - ಸ್ವಾತಂತ್ರ್ಯ ಸಂವಿಧಾನ.
7. ಪರಿಷ್ಕರಣೆ ಸಂವಿಧಾನ.
8. ನಾಡುಗಳಿಗೆ ತ್ರಿವಿಧಾತ್ಮಕ ನಿಯಮನೆ.
9. ಅಂತರರಾಜ್ಯ ವಾಣಿಜ್ಯ
10. ಅಧಿಕಾರಕ್ಕೆ ಅನುಸಾರವೆ ಪಾಲನೆ.



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