Arihant Education Foundation's

Name of the College : Arihant College of Education

Name of the Student : Jessica Pathak **Roll No :** 09

DECLARATION

My self Jessica Pathak **Roll No.** 09 declare that the practical submitted by me is original & written by me. I have done this practical under the guidance of **Prof** Anuradha Salvi There is no ambiguity of any kind. In case of any discrepancies occurred in my practical. I will be solely responsible for the consequences. The college will not be, in any kind of responsible for my failure.

Signature of the Student: Pathak
Date: 10 - 08 - 2022

Course No. B.Ed. 103

Practical : Experiment on (any 2) a. Learning, b. Attention or c. Fatigue.

EVALUATION SCHEME

Rating Scale - Excellent: 5 Good: 4 Satisfactory: 3 Average: 2 Unsatisfactory: 1

Sr. No.	Criteria	5	4	3	2	1
1	Initial information (Expt No. Date ,Aim of the Expt Apparatus & Material, Experimenter, Subject)					
2	Background					
3	Procedure					
4	Observation Table & or Graph					
5	Introspection					
6	Conclusions					
7	Treatment of Result & Educational importance					
8	Educational Implications					
	Total Marks out of 40					

Practical – Construct and Develop a Concept Map

EVALUATION SCHEME

Rating Scale - Excellent: 5 Good: 4 Satisfactory: 3 Average: 2 Unsatisfactory: 1

Sr.No.	Criteria	5	4	3	2	1
1.	Name of the topic and its justification		✓			
2.	Generation of the points for concept map		✓			
3.	Representation of the concept map					
	a) Neat and Clear Construction	✓				
	b) Content coverage	✓				
	c) Creativity and Attractiveness	✓				
4.	Interpretation of the concept map		✓			
5.	Strategy for implication		✓			
6.	Overall impression	✓				
	Total Marks out of 40	36				

Excellent :)

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NAME OF THE TOPIC

THE LEARNING CURVE

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JUSTIFICATION

A learning curve is a graphi representation of increase of learning (vertical axis) with experience (horizontal axis). The term learning curve is used in two main ways where the same task is repeated in series of trials or where a body of knowledge is learnt overtime.

Learning curve shows the rate of improvement in performing a task as a function of time. A graph that depicts rate of learning, especially a graph of progress in the mastery of a skill against the time required for such mastery.

The learning curve was chosen as my topic that is for construction of a concept map because a learning curve is very important and has a lot of key points that can be memorized much easily through a concept map. It helps students to track their progress, improve producti and improvement over time. This concep map will be useful for students who learn better visually and will be a powerful study strategy for all types of learn

GENERATION OF POINTS FOR CONCEPT MAP

* The concept map was drawn by using the below key points of the learning curve.

1. Meaning

2. STAGES - i) Period of Slow Progress
ii) Period of Rapid Progress
iii) Period of no Apparent Progress
iv) Sudden Rise
v) Leveling off

3. TYPES - i) Negatively Accelerating learning Curve.

ii) Positively Accelerating learning Curve

iii) S - Shaped learning Curve

iv) Plateau learning curve

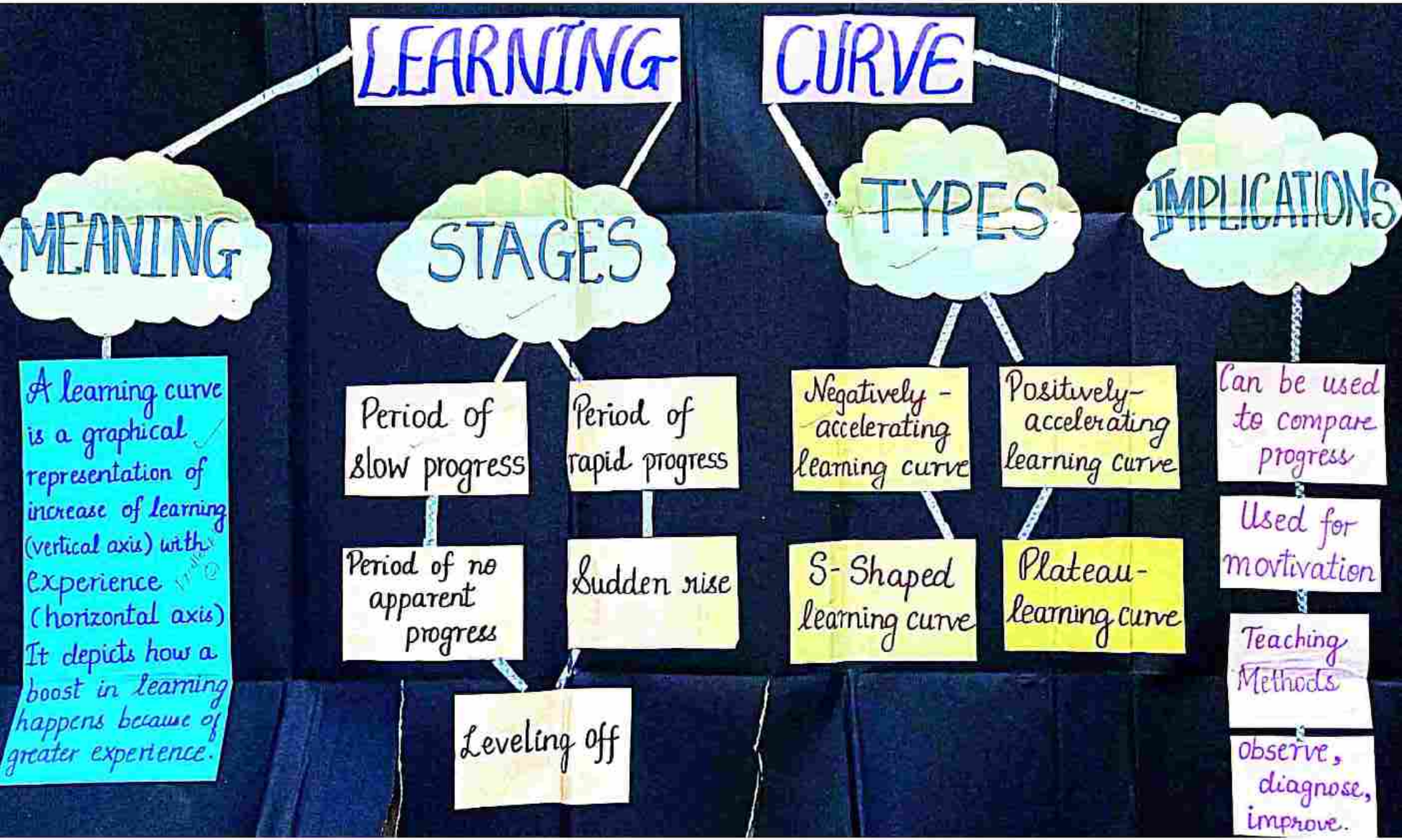
4. EDUCATIONAL IMPLICATIONS

1. Can be used to compare progress
2. Used for motivation
3. Teaching Methods
4. Observe, Diagnose and Improve.

OTHER IMPORTANT KEY WORDS

Along with the key points, its also necessary for the students to remember certain words 'key words' to have a thorough and in depth understanding of the concept 'The learning curve.'

1. graphical representation
2. vertical axis, horizontal axis
3. plateau
4. leveling
5. accelerating
6. physiological limit
7. ebbs and flows
8. no apparent progress
9. experience.


LEARNING CURVE
MEANING
A learning curve is a graphical representation of increase of learning (vertical axis) with experience (horizontal axis) It depicts how a boost in learning happens because of greater experience.
STAGES
Period of slow progress
Period of no apparent progress
Period of rapid progress
Sudden rise
Leveling off
TYPES
Negatively - accelerating learning curve
Positively- accelerating learning curve
S- Shaped learning curve
Plateau- learning curve
IMPLICATIONS
Can be used to compare progress
Used for motivation
Teaching Methods
observe, diagnose, improve.

INTERPRETATION OF THE CONCEPT MAP [THE LEARNING CURVE]

THE LEARNING CURVE

* MEANING

A learning curve is a graphical representation of the increase of learning (vertical axis) with experience (horizontal axis). A graph that depicts rate of learning, especially a graph of progress in the mastery of a skill against the time required for such mastery.

* STAGES

1. Period of Slow Progress

Generally when a person has to start the learning of a given activity from scratch, his early progress will be slow. This may be due to the fact that the learner has to master sub-skills before he can put them together into a complete performance.

Eg: learning to type.

2. Period of Rapid Progress

In this stage, the learner's output rises rapidly. It ordinarily represents learner's catching on to the purpose and nature of the task.

Eg. In typing, once the learner has developed co-ordination of movement fingers he shows rapid progress.

3. Period of No Apparent Progress

Learning Curves frequently disp what is known as a plateau or a pe of no apparent progress which is thin fourth followed by further gains. Per of no visible learning progress, preceded and followed by improvem are called plateaus.

Eg. In typing, a person after havi made rather consistent progress for some time may reach a point perhap where no apparent progress is made.

4. Period of Sudden Rise

At the end of the plateau, there is generally a spurt in achieve while on the plateau, the learner acq better techniques; which helps him later on to show rapid progress. The ups a downs may continue because of chan in motivation.

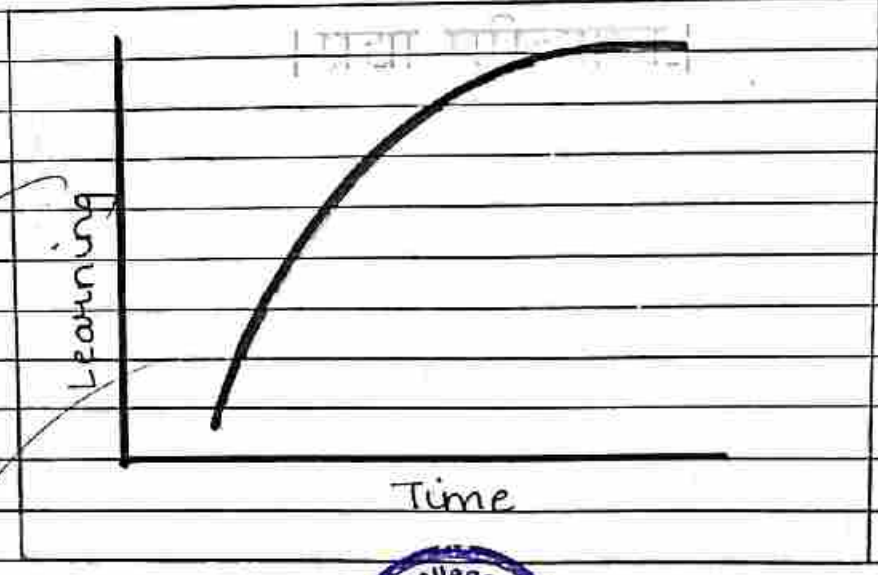
5. Leveling off

All learning will finally slow down to such an extent that it will ultimately reach a period of no improvement. No one can continue to improve indefinitely in any given situation. The learning curve will eventually reach a limit, where no further improvement is possible. This limit is known as physiological limit.

* TYPES OF LEARNING CURVE

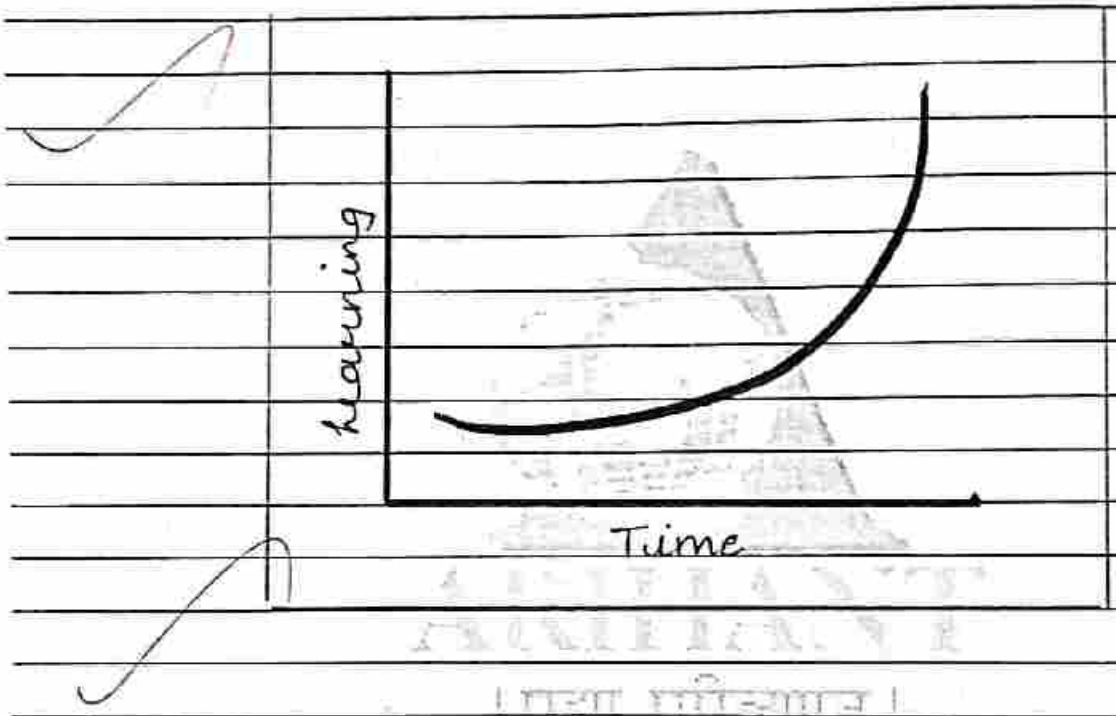
1. Negatively Accelerating Learning Curve

Initially, learners process and absorb information quickly. Subsequently, the pace of learning tapers off as the learner becomes more skilled and comfortable.



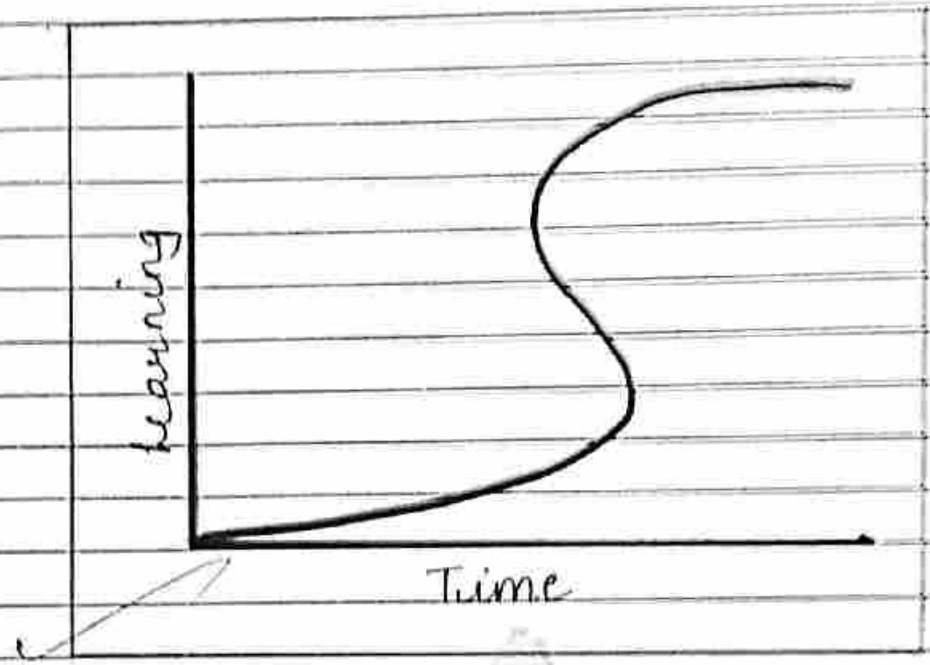
2. Positively Accelerating Learning Curve

Initially, learners process and absorb information relatively slowly. Ultimately, pace of learning picks up as the learner masters the complexities of whatever is about which he/she is learning.



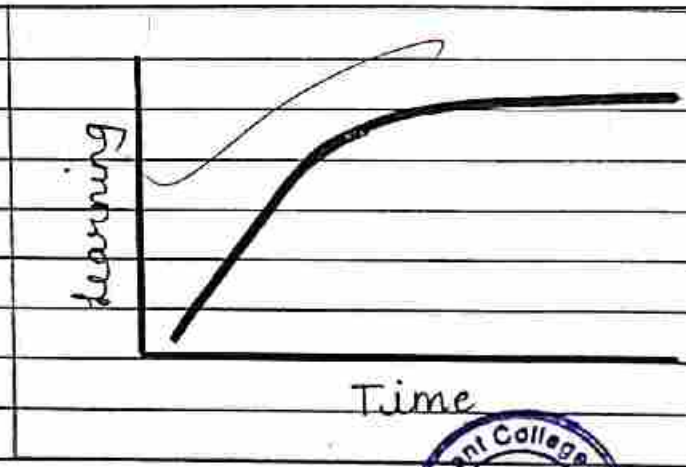
3. S - Shaped Learning Curve

S - Shaped Learning Curves combine elements of negatively and positively accelerating learning curves with S - shaped learning curves the pace of learning ebbs and flows as learners attain greater levels of competence through training as well as through hands on experience.



4. Plateau learning Curve

Plateau learning Curves are similar to positively accelerating learning curves in that learners process and absorb information quickly at first, but then the pace of learning slows significantly or even stops at least temporarily.



* EDUCATIONAL IMPLICATIONS OF THE LEARNING CURVE

1. Teacher can observe, diagnose and improve

In acquiring the basic skills in various subjects, the learner at time appears to mark time and shows no progress. The teacher can be of great help to the students at such moments. The teacher can observe the student's work and detect the part that give him trouble. The teacher should then provide encouragement in order to maintain motivation at high level

2. Can be used to compare progress

Learning curves give a graphical evidence of one's progress which is an effective motivational device for the learner. When progress is slow, the learner may be discouraged; he can then compare his curve with the curves of previous learners, and convince himself that occasional slow progress is typical of all learning.

3. Used for motivation

Most of our powers are exercised on a comparatively low plane. We acquire some skills and remain satisfied with it. But motivation does a miracle. We find that professional musicians, athletes, players who are highly motivated, continue their practice in order to beat their previous day's record. Teachers can make use of this miraculous device of motivation.

4. Appropriate Use of Teaching Methods

Occurrence of Plateaus can be minimized by using superior teaching methods. Pacing the learning is one of the devices. Let the child consolidate what he has learnt and then proceed further. Avoid introducing new material in a hurried fashion. Such material is likely to interfere with the barely learnt previous material.

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STRATEGY FOR IMPLICATION

Concept mapping is a graphical tool for organizing and representing knowledge. They include concepts usually enclosed in circles or boxes of some type, and relationships between concepts indicated by a connecting line linking two concepts.

* IN THE FOLLOWING WAYS I WILL USE MY CONCEPT MAP IN THE CLASSROOM.

1- New knowledge should be integrated into existing structures in order to be remembered and receive meaning. As a teacher, I will use this map as a learning tool so that students can remember concepts easily.

2. To show relationship between concepts. The learning curve has many phases, through the concept map I can teach which phase comes after which one and how are they related.

3. The learning curve has many types with their own diagrams. Through the concept map, I can display each type and diagram in a neat, concise and easy manner.

4. As an assessment tool. The concept map can also be used to detect and illustrate the misconceptions learners have. I can make students draw a concept map by watching mine to clear any misconceptions and to understand the relationships and the concept of learning curve in a better manner.

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NAME OF COLLEGE : ARIHANT COLLEGE OF EDUCATION

EXAMINATION : TUTORIAL EXAM ROLL NO. : 09

COURSE NO. : 103 DATE : 16-04-2022

COURSE NAME: Teaching and Learning INVIGILATOR'S SIGN. : 16/4/22

Q.NO.	01	02	03	04	05	06	07	08	09	10	Total Marks (In- Figures)	Total Marks (In- Words)	Signature
Marks Obtained	12	12½	7½	—	—	—	X	—	—	—	32/40	Thirty two	Geetanjali

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1.

TRANSFER OF LEARNING

The ability of an individual to apply one's prior expriences to new related ones is called as Transfer of learning.

Meaning : The essense of learning is to link past expriences with recent/new ones. The human mind is dynamic and hence linking knowledge helps to develop new skills and learn effectively. The influence of past expriences on new expriences is called as Transfer of learning.

Definition : B. L Bigge : "Transfer of learning occurs when a person's learning in one situation influences his learning or performance in other situation."

12

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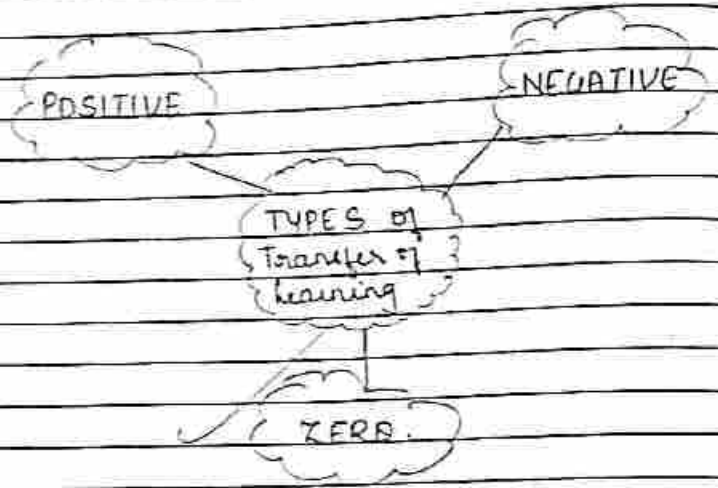

* Types of Transfer of learning
1. Positive Transfer
2. Negative Transfer
3. Zero Transfer.

1. POSITIVE TRANSFER

In a situation where a prior experience aids in the understanding of a new one, it is called as ~~Tra~~ positive Transfer. It not only aids in better understanding but also helps in developing new skills and knowledge. Positive Transfer of learning is said to be positive when the learning in one situation aids or is helpful in learning of another skill / knowledge.

Example: The knowledge and skills acquired in Typewriting will help in using a computer keyboard.

2. NEGATIVE TRANSFER.

When the past experience imparts negatively on the understanding of a new one, it is negative transfer. The past/prior experience hinders or interferes while learning a new skill or acquiring new knowledge. ~~B~~ Negative transfer of learning is said to be negative when learning in one situation hinders/interferes with the learning of a new skill / knowledge.

Example: i) The regional (language), mother tongue of a learner can interfere while learning the pronunciation / intonation of a foreign / new language.

ii) When the student wrongly connects information; negative transfer occurs.

3. ZERO TRANSFER

When there is no link between the old and new knowledge, it is zero transfer. There is no indication of zero Transfer; there is no positive or negative effect. Zero transfer of learning is said to be zero or nuetral when learning in one situation has no influence; positive or negative influence, on the learning in another situation.

Example: A ~~st~~ learns who knows football; his knowledge and skills in that sport will not help / hinder him in learning to play chess.

* IMPLICATIONS OF TRANSFER OF LEARNING FOR EFFECTIVE TEACHING.

1. Knowledge of Transfer of learning: The teacher should know that for a meaningful transfer of learning, there should a relation / connection between the old and new knowledge. The teacher should plan the lessons in a detailed an meaningful manner instead of the way of rote learning.

2. Practice a Subject Matter: The teacher should provide opportunities to students to practice the subject matter discussed in class along with him/her. If the student actively takes part in the teaching learning process he will able to apply learnt knowledge in other areas.

3. Emphasizing the Relationship: The teacher should always emphasize the relationship that exists between the old and new knowledge for effective learning and understanding.

4. Develop Positive Attitude: The teacher should develop positive learning attitudes so that the student looks forward to learning rather than avoiding it.

5. Incorporate Exercises: It is observed that students learn effectively when they can see, touch, manipulate an object or what they are learning. So the teacher should incorporate exercises that tasks / utilizes all the senses of a child.

6. Linking knowledge: The teacher should link new knowledge to familiar or real life situations of the learner; so that the students learns quickly and better.

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Q2.

Ans 2. BRAIN BASED LEARNING.

Brain Based learning is a natural, motivating and positive of teaching and learning. It is an approach that is based on the general belief that learning is accelerated and improved when the educater base how and what they teach on the science of learning rather than on past educational practices, established conventions and assumptions.

* Example: It was commonly believed that intelligence is a fixed characteristic that remains unchanged throughout a person's life. Recent discoveries in cognition science revealed that the brain physically develops when it learns.

* Meaning: Brain Based learning refers to teaching methods, lesson designs and school planning based on the latest scientific research on how the brain learns best.

* Definition: This is a Theory of learning that is based on the structure and function of the brain. As long as the brains ~~is~~ fulfilling is not prohibited from fulfilling its normal natural processes, learning occurs.

* ELEMENTS OF BRAIN BASED LEARNING.

① Relaxed Alertness ② Orchestrated Immersion ③ Active Processing

* Principles of Brain Based learning.

- Introduced or given by Caine and Caine in 1998.

1. Brain is a parallel Processor.
2. Learning Engages Entire Physiology.
3. The Search for Meaning is Innate.
4. The Search for meaning occurs through Patterning.
5. Emotions are crucial to Patterning.
6. Every brain simultaneously perceives and creates parts and wholes.
7. Learning involves both focused Attention and Peripheral Perception.
8. Learning always involves conscious and unconscious processes.
9. There are Two Types of Memory; Spatial Memory System and a set of Systems for Rote Learning.
10. The brain understands and learns best when facts and skills are embedded in natural spatial memory.
11. Learning is enhanced by challenge and inhibited by threat.
12. Every Brain is Unique.

1. Brain is a Parallel Processor.

1. The brain performs many functions simultaneously.

2. Thoughts, emotions, imaginations operate concurrently. They interact with other brain processes such as health maintainence and expansion of general social and cultural knowledge.

3. Educational Implications: The teacher needs a frame of reference that enables them to choose from a vast assay of approaches and methods that are available. This leads to good teaches which should orchestrate all dimensions of parallel processing.

2. Learning involves Entire Physiology

1. Like the heart, lungs, liver, the brain is a complex physiological organ functioning according to physiological rules.

2. Learning is as natural as breathing, and it possible to fo inhabit it or facilitate it.

3. Neuron growth, nourishment, stress, threat, happiness affects the brain.

4. The actual working of the brain is affected/influenced by school and life experiences.

5. The Anything that affects our physiological functioning affects our capacity to learn.

6. Educational Implications: Brain based education should facilitate, incorporate exercise, nutrition, stress management, drug educations and other facts relating to health.

3. The Search for Meaning is Innate.

1. Making sense of our expriences is a survival oriented and basic to our human brain.

2. The brain automatically registers the familiar and at the same time searches for novel stimuli.

3. People are meaning makers.

Educational Implication: Teaches should enable a environment of familiarity and stability.

The teaches should satisfy the curiosity and hunger of human brain to for novely, discovery, challenge etc.

4. The search for meaning occurs through patterning.

1. The brain is both scientist and artist, attempting to discern and patterns as they occur and giving expression to unique and creative patterns.

2. Learners are patterning in one way or another all the time.

Educational Implication: The teacher

should not stop students from patterning but influence its direction. The teacher should provide critical and problem solving skills.

5. Emotions are critical to patterning.
1. Emotions and Cognition cannot be separated.
2. Emotions are crucial to memory because the facilitate storage and recall of information. What we learn is influenced by our emotions and mindsets such as expectancy, self esteem, prior prejudice, personal bias, need for social interaction etc.

Educational Implication: The teacher should create a emotional climate marked by mutual respect and acceptance. Co-operative approach to learning should be adopted.

6. Every brain simultaneously perceives and creates parts and whole.
1. There is a difference between the left and right hemisphere of our brain.
2. The value of two brain doctrine is that it requires the educator to acknowledge the brain's separate but simultaneous and tendencies of organizing information. One is to reduce such information into parts and the other is to perceive or work with information as a whole or series of a whole.

Educational Implication: Good teaching builds skills over a period of time because it recognizes learning is co developmental and co
The teacher should teach grammar and vocabulary in genuine whole language for better understanding

* IMPLICATIONS OF ~~T~~ PRINCIPLES IN TEACHING LEARNING PROCESS.

1. Curriculum: The teacher should design lessons around student's interests and make learning contextual.

2. Instruction: The teacher should allow students to work in teams and also make them use peripheral learning. Teacher should structure lessons around real problems and encourage students to learn in a setting outside the classroom or school building.

3. Assessment: The since everyone is learning, assessment should allow students to know about their learning styles and preferences. Assessment should allow student to examine, monitor and modify, expand his learning processes.

4. Relaxed Alertness: Teacher should elimate fear, all the while maintaining a highly challenged atmosphere.

5. Orchestrated Immersion: Teachers should create an environment where students fully immerse in an educational experience.

6. Active Processing: Teachers should allow students to consolidate and internalize information by while actively processing it.

Et. Slow R.

Q3 = 3½ + 4 = 7½

Q5. Write notes on.

Ans: 1 Individual Factors of learning

a) Learning is a complex process which defies easy description and definition. Learning is influenced by the total situation. The total situation is affected by a number of factors.

a. Environmental factors: These factors are contextual factors, includes our surrounding, people around us, social culture, Customs etc.

b. Individual factors: These are intra or within us, includes interests, motivation, intelligence etc.

3½

* Individual factors of learning.

1. Individual differences in learning.
Every student has different approach, capabilities, abilities to learning. The individual preferences and differences (age, gender, caste, religion) affects the individual. Teacher should be sensitive to these differences and help to modify / expand them.

2. Physical and Mental Health of learner.
The learners physical and mental health affects the ability to learn. A simple headache, stomache, stress, tension affects / wreaks a havoc on the ability to learn. If the physical / mental health is not satisfactory, the results of learning

will not be satisfactory either.

3. Goals of life and Basic Potential of a learner.

Philosophy and goals of life affect learning. The basic potential of a learner also affects his learning abilities.

4. Motivation, Readiness and will to learn: If a learner is highly motivated and ready to learn no one can stop him. He will find ways to learn effectively.

Examples: Riya and Reema are classmates. Riya can solve any maths sums quickly and without any calculator but Reema takes a very long time to solve even a simple maths sum.

2) Ahmed loves to play cricket. He nurtures his dream even though his family doesn't support him. He has a good support with sports teacher. He attends, watches all matches and practices daily.

b) Educational Implications of Dual Coding Theory.

Introduced by Allan Pavio in late 1960's. Theory in cognition that gives equal importance to both visual and verbal learning.

* Implications:

1. Visual and Verbal learning are both important and related to each other. Teachers should plan lessons and involve methods that has both.
2. The teacher should give info that can be processed in different ways.
3. The teacher should use Gagne's 9 events of instruction for lesson planning for optimal outcomes.
4. Proper reinforcement & encouragement should be given to the students.
5. The teacher knowingly, unknowingly uses this method in her classroom.
6. In a technological classroom, teacher shows PPT which has pictures and videos and hence its visual and teacher uses lecture discussion method which leads to verbal learning.

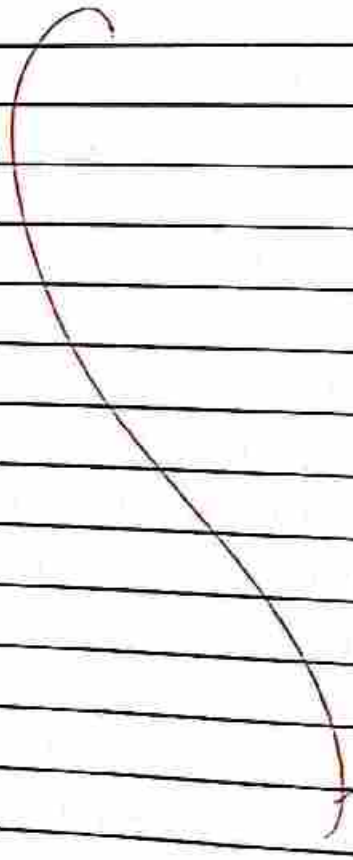
* For student:

1. The student feels very interested when both visual and verbal learning is used.
2. Under this theory, student actively

listing to lectures while viewing pictures and videos related to the lesson.

2. Technology plays a vital role in this method, students can surf images/videos pertaining to the lesson or see images given already by the teacher.

3. This type of learning is forever etched in the minds of the students and he doesn't forget it. Hence, it leads to a child-centric learning & and classro



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NAME OF COLLEGE : ARIHANT COLLEGE OF EDUCATION

EXAMINATION : Written Test ROLL NO. : 09

COURSE NO. : 103 DATE : 04-06-2022

COURSE NAME : Learning & Teaching INVIGILATOR'S SIGN. : Vaishali 04/06/22.

Q. NO.	01	02	03	04	05	06	07	08	09	10	Total Marks (In-Figures)	Total Marks (In-Words)	Signature
Marks Obtained	12	12	8	—	—	8	—	—	—	—	32/40	Thirty Two	2/7/22

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Q1. Q1 = 12

Ans:1. 21st Century Skills for Classroom Teaching.

To remain relevant and interesting, the teacher must possess 21st century skills. The teacher must possess them in order to survive in this 21st Century and to contribute towards the development of 21st century learners.

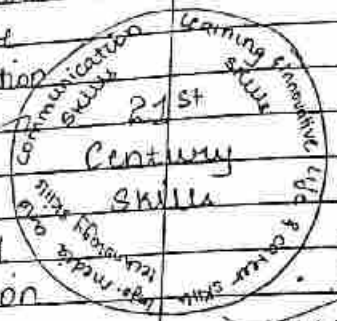
21st century skills are categorised into 4 parts.

- Ways of Thinking
  - Creativity
  - Critical Thinking
  - Decision-Making
  - Learning
- Ways of Working
  - Communication
  - Collaboration
- Tools for Working
  - Information literacy
  - ICT
- Skills for living in this world
  - Citizenship
  - life & career skills
  - Personal & social responsibility.

They are further categorised as

- teaming
- collaboration
- inter-personal skills
- glo local national and global orientedness
- interactive communication

- creativity
- curiosity
- critical thinking, problem solving
- risk taking



- visual and information literacy
- media literacy
- basic, economic, scientific and technological literacy
- multicultural literacy

- flexibility and adaptability
- leadership and responsibility
- productivity and accountability
- social and cross cultural skills
- ethical, social and moral, spiritual values
- initiative and self direction

(1) COMMUNICATION SKILLS

Effective communication skills are of utmost importance in today's world. The teacher must possess them and inculcate them in her students to make them future ready. Under this skill, there are different specific skills

a) teaming : Teamwork is very important and effective communication is the foundation of effective teamwork. The ability to work in an atmosphere of support and trust, to work together cohesively etc.

b) collaboration : to work together with others. Teachers need it to work with her colleagues and to make students work together

c) inter-personal skills: The ability to interact and tactful behaviours while talking to others. Understanding them and communicating effectively

d) local, national and global orientedness : The ability to be locally and globally relevant and bring able to have worldwide perspectives and orienting them altogether.

e) interactive communication: Being Exchange of ideas where both participants are active and have an effect on the other.

(2) LEARNING AND INNOVATION SKILLS

The teacher needs these skills to make her lessons / learning creative and innovative, to make teaching relevant and invoke spirit of curiosity

a) curiosity: the desire to know, an inquisitive interest to know all things.
b) creativity: to think out of the box
c) critical thinking and problem solving: Finding solutions to problems in a skillful and systematic manner.
d) risk-taking: Ready to take risky actions and decisions in hope of desired outcomes.

The teacher needs to use these skills in her classroom and inculcate them in her 21st century learner.

(3) LIFE AND CAREER SKILLS

The ability to navigate this complex life and work environments in an effective way needs life and career skills. The teacher must possess them herself and teach her students to make them future ready.

a) flexibility and adaptability: Flexibility and adaptability are qualities that help you to adjust to new changes and situations.

b) leadership and responsibility: To be able to take lead and lead others and be responsible for personal choices.

c) productivity and accountability: Being productive means to produce something in a given timeframe and being accountable means to be responsible.

d) social and cross cultural skills: Ability to interact, and understand and engage with other cultures.

e) ethical, moral and spiritual values: Inculcation and understanding of these three values will help to be a better person.

f) initiative and self-direction: Taking lead to help others and doing tasks without someone telling you to do so.

(4) INFORMATION, MEDIA AND TECHNOLOGY LITERACY SKILLS

These skills are of extreme significance in today's modern age. Possessing these skills will make it easy for one to navigate in today's world.

a) visual and information literacy: Visual literacy means making meaning of pictures and information skills means data, words etc.
b) media literacy: understanding methods and outlets of published information.
c) basic, social, scientific and economic skills: understanding scientific processes, economic concepts etc.
Technology skills: "computer skills", being able to handle computer and other technology
d) multicultural literacy: Being able to take in different perspectives to form a more human perspective.

* APPLICATION OF ANY 2 TEACHING SKILL

Q 2 = 12

1. Learning and Innovation SKILLS
A teacher can use these SKILLS everyday to teach all subjection. If she wants to teach Adjectives of Quality, she can do it by using an innovative model of teaching that is a 'Concept Attainment Model'. She will use creativity to make her chart, positive and negative examples to invoke curiosity, inductive method to use for critical thinking and risk taking for arriving at the topic and forming definitions. After using these skills, students will also be motivated and learn by following teacher's example.

2. Information, media and technology SKILLS
If a teacher wants to teach a history lesson. She can use information literacy to use to google information, visual literacy for making attractive power point presentations with historical pictures, media literacy to show them newspaper articles relevant to topic. She can do all this by using different technological SKILLS too.

Ans: 2 Jurisprudential Inquiry Model
- This model is developed by Bruce Joyce and Marsha Weil in 1986.
- Pedrusen (1990) modified the original Joyce and Weil model and developed a Jurisprudential Inquiry Model which binds itself to study of science, social and societal issues.
- Derived from the French word 'jurisprudence' which means knowledge of law
- It is a model from Social Family of model.
- It is a systematic discussion
- It is suited for social studies eg. history, geography.
- It is not teaching of subject but discussion of social issues relevant to the unit of that subject.

STEPS OF JURISPRUDENTIAL MODEL

1. Step I: Orienting the Issue/case.
In the first phase, teacher introduces the case materials to the students by reading a story or historical narrative out loud, reading newspaper articles, discussing incidents in the life of students, school or community. The second step is to review facts by outlining the events of the case, analyzing who did what and why etc.

Eg: If a teacher wants to discuss the social issue, 'Social Media, is a boon or a bane' then the teacher will show children youtube videos, newspaper articles which show the positive and negative effects of social media.

Educational Implication: Students are already motivated to analyze cases, provide facts etc which will help them develop crucial skills.

2. STEP II: Identifying the Issue

After surveying facts, the students will identify the public policy issue or social issues discussed and define them.

Eg: After watching the videos and articles, teacher will discuss with students and ask them to name the issue. The teacher will write the issue on the board - 'Is Social Media a boon or a bane'

Implication: Students will learn & to think critically and identify problems which will make them excellent problem-solvers.

3. STEP III: Taking Positions

The students will be asked to articulate a stance and take a positions on the issue. They will be asked to state the basis of their position. After taking their respective positions on the viewpoint of issue, teacher will divide the class into two groups and explain the procedure to them.

Eg. Teacher will ask make students take a position on the issue. Some students may lean towards 'Social Media is a Boon' whereas others will choose 'Social Media is a Bane'. The teacher will then divide them in their respective groups.

Implication: The students will learn to take a stand on the things they believe in and stand firm on it. It will inculcate decision-making skills.

4. STEP IV: Exploring the Stances Underlying the Position:

The stances will be explored. The teacher will take a confrontational style and ask challenging questions to the group. The students will discuss, debate, voice out their opinions, defend and counter opinions.

Eg: After groups are divided as 'Boon and Bane' teacher will ask questions to each group and write the answers on the board. They will clarify and defend their stance.

Implication: The students will develop debating and arguing skills, negotiating skills. They will develop tolerance for the differences in opinions and team spirit will be inculcated.

5. STEP V: Refining and Qualifying Positions

In this phase, positions will be refined and qualified. This ~~teacher~~ flows naturally between the dialogue of four phases but sometimes the teacher needs to prompt students to restate their opinions / positions. They will also examine similar situations in day to day life.
Eg: Here, teacher will ask if the students want to change their position. Some might go to ban and from ban some might go to ban.
Implication: This will help students to think critically over their decisions and realize if they are right or wrong. Effective decision making skills are also developed.

6. STEP VII: ~~Testing~~ Factual Assumptions.
In this phase, factual assumptions about the issue will be identified and examined carefully. The teacher will again test the position of the students by making it difficult for them.
Eg: Teacher will ~~ver~~ discuss facts and assumptions about social media. She will be neutral and test students again.
Implication: The students will learn to stand firm by their decisions and develop problem solving, critical thinking skills.

Q3 = 4+4 = 8

Q3 : Write short notes :

Ans: 1 Annual Plan

An annual plan is the outline of the teaching of a subject during an entire academic year.

* Need of an Annual Plan

1. Planning is pre-requisites for all activities.
2. Get an insight into scientific principles, laws, processes, difficulty levels of contents
3. Helps to understand which objectives are to be achieved.
4. Proper Allocation of Time
5. Tries to understand success and learning outcomes.

* Importance

1. The teacher understands the scope of the subject curriculum to be taught at the beginning of the year.
2. Provides knowledge about the allocation of periods for co-curricular and extra-curricular activities.
3. Have proper time to complete the syllabus
4. Proper speed to finish and teach the topic.
5. Helps to achieve the decided educational objectives.
6. Proper and sufficient time for revision and evaluation.
7. To bring similarities if teacher teaches other classes.

UNIT PLAN

The plan made of teaching made after taking into consideration the sub units, content, teaching techniques etc.

* Need

1. To ascertain the number of sub units
2. To plan teaching aids
3. To plan for evaluation
4. To plan and decide the objectives.

* Importance

1. Important to achieve desired objectives
2. Meaning and understanding of content
3. Continuity and cohesion of knowledge
4. To present the lessons in a systematic manner.
5. Proper and well-directed teaching learning.

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Ans. 2 Implications of Reflective Teaching.

1. Link between taught and learnt
The student can draw a link between what is taught, how it is taught and learnt etc.

2. Optimum learning Environment
The students gain knowledge from social, surroundings and understand the different effects.

3. Professional Development
It helps in the professional development of the teacher as they reflect on their shortcomings.

4. Future Role
Introspection and reflection help on their weaknesses and strengths help them in the future.

5. Problem - Solving.
Introspection guided by guidance helps tremendously. It helps them to become excellent problem solvers.