Name : Dr. Anita Belapurkar

Program: B.Ed.

ADVANCE ORGANIZER MODEL: LESSON PLAN

SUB: SCIENCE

TOPIC: CHEMICAL CHANGE

FOCUS: Explaining the Chemical Change

SYNTAX	**TEACHERS ACTIVITY**	**STUDENTS ACTIVITY**	**SUPPORT SYSTEM**
PHASE-1 Presenting Advance Organizer ➢ Clarifying aim of the lesson. ➢ Presenting organizer. ➢ Identify defining attributes. ➢ Give examples, provide context. **PHASE 2:** **Presentation of learning task or**	Teacher clarifies the aim of the lesson. Teacher presents Advance organizer before the students. Teacher gives idea about organizer, various elements of organizer by asking questions to the students. Teacher defines the chemical change. Teacherexplains the attributes. Teacher shows demonstrations of changes. Students repeat the definition. Teacher shows examples	Students listen Students observe the organizer carefully. Students answer Students try to understand Students observe Students define Students observe and answer	Advance organizer ppt Slides, chart Material and apparatus necessary for demo

material: ➢ Presenting material ➢ maintaining attention ➢ Making organizations ➢ Explaining about characteristics **PHASE 3: STRENGHTENING COGNITIVE ORGANIZATIONS** ➢ Using principle of integrative reconciliation ➢ Active reception learning. ➢ critical approach to subject matter	of chemical change along with some examples of physical change. Burning of sugar, Dissolving sugar in water, cutting paper, burning paper, ripening of fruit etc. Teacher repeats the attributes of chemical change. Teacher shows some examples and ask about their characteristics. Teachers asks the students to justify the answer.	Students try to understand Students observe Students justify	Chemicals, apparatus, slide etc. Sugar, fruits, paper etc. Chart, Power point presentation
Teacher gives home assignment.			

Advance Organizer used

Preparation of a Blue Print

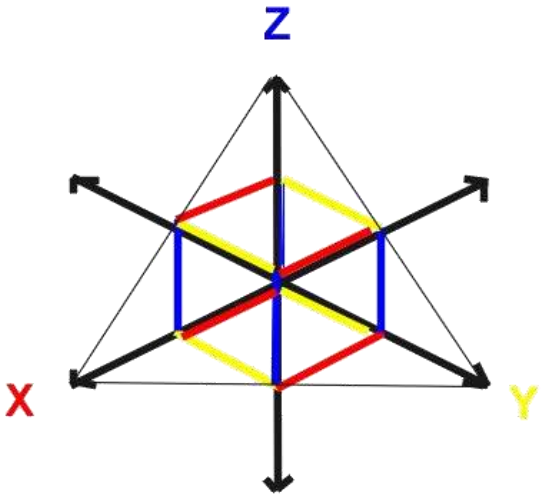
BY

Dr. Madhuri Yadav

Definition of Blue Print:

Blue print is a three dimensional chart which covers all three aspects like:

1. Weightage given to different area of content,
2. Objectives to be tested, and
3. The type of questions to be framed.



Procedure for setting a Good Question Paper

1. Preparation of a design
2. Preparation of Blue Print
3. Designing Questions
4. Editing Question Paper
5. Preparation of Scoring Key and the Marking Scheme
6. Question wise Analysis of the Paper

Dr. Madhuri Yadav

Preparation of a Design:

1. Weightage to objectives
2. Weightage to different areas of content
3. Weightage to different forms of questions
4. Scheme of options
5. Sections in the question paper

For Ex. Unit test to be constructed for the unit Motion of std. IX

Area of content are general concept of motion and its three types: Simple, Rotational and Oscillatory

This test is for 20 marks
There will be no options and no sections

Dr. Madhuri Yadav

Table 1
Weightage to different area of content

Content area	Weightage	Percent weightage
Motion	2	10%
Simple Motion	6	30%
Rotational Motion	6	30%
Oscillatory Motion	6	30%
Total	**20**	**100%**

Table 2
Weightage to Objectives to be tested

Objectives	Weightage	Percent weightage
Knowledge	6	30%
Understanding	8	40%
Application	6	30%
Skill	0	00%
Total	**20**	**100%**

Table 3
Weightage to Type of Questions to be tested

Type of Questions	Weightage	Percent weightage
Objective type	6	30%
Essay type	0	0
Short Answer	14	70%
Total	**20**	**100%**

Blue Print

Objectives	Knowledge			Understanding			Application			Skills			Total	%
Form of question	O	E	S	O	E	S	O	E	S	O	E	S		
Motion			1(2)										2	10
Simple						1(2)	1(2)		1(2)				6	30
Rotational	1(1)		1(2)			1(2)			1(1)				6	30
Oscillatory	1(1)			1(2)		1(2)	1(1)						6	30
Total	**2**		**4**	**2**		**6**	**3**		**3**				**20**	**100**

Dr. Madhuri Yadav

Thank You

Dr. Madhuri Yadav

Name: Dr. Anita Belapurkar

Program: B.Ed.

CONCEPT ATTAINMENT MODEL: LESSON PLAN

SUB: SCIENCE

TOPIC: CHEMICAL CHANGE

FOCUS: TO ATTAIN THE CONCEPT OF CHEMICAL CHANGE

SYNTAX	TEACHERS ACTIVITY	STUDENTS ACTIVITY	SUPPORT SYSTEM	PRINCIPLES OF REACTION
• Information about common things	Teacher shows some specific examples of 'yes' & 'no' type. Teacher tells them to make a list of 'yes'& 'no' type examples.	Students observe the examples, listen and make list like, Yes- ripening of mango, burning of sugar….. No- dissolving sugar into water……	Things used to show, sugar ,fruits curd,milk,ornaments etc.	Teacher observes students behavior.
• **Comparing**	Teacher asks them to think about the properties of yes and no examples and compare.	Students observe and compare	Chart	Teacher observes students behavior.
• **Defining the concept**	Teacher writes essential characteristics of the concept	Students define	Slide presentation.	

• **Identifying the correct examples** • **Testing of the definition made by students** • **Testing about the concept attainment.** • **Analysis of thinking process.** • **Evaluation**	. Teacher tells students to define the concept of chemical change. Teacher writes the definition on the board. Teacher shows some slides on LCD and asks to identify the yes ones. Teacher also tells to justify the answer. Teacher asks why they thought in the way they have answered. Teacher tells them to give other examples of their own. Teacher asks them to analyze the process of thinking.	Students justify the answers. Students justify. Students give their own examples. Students discuss and test the definition again. Students observe and answer.	board	observation

	Teacher asks questions on the concept.			

Evaluation:

1).State whether the following changes are chemical or physical.

- boiling water
- tearing clothes
- tarnishing silver
- lighting a match
- chewing a food
- breaking a stick
- rusting nail
- burning gas in a stove
- melting ice cream
- sawing wood
- oxidizing food for energy
- stretching a rubber band

2). Find three examples of Chemical and Physical Changes in everyday life. Explain why each of these changes are either chemical or physical.

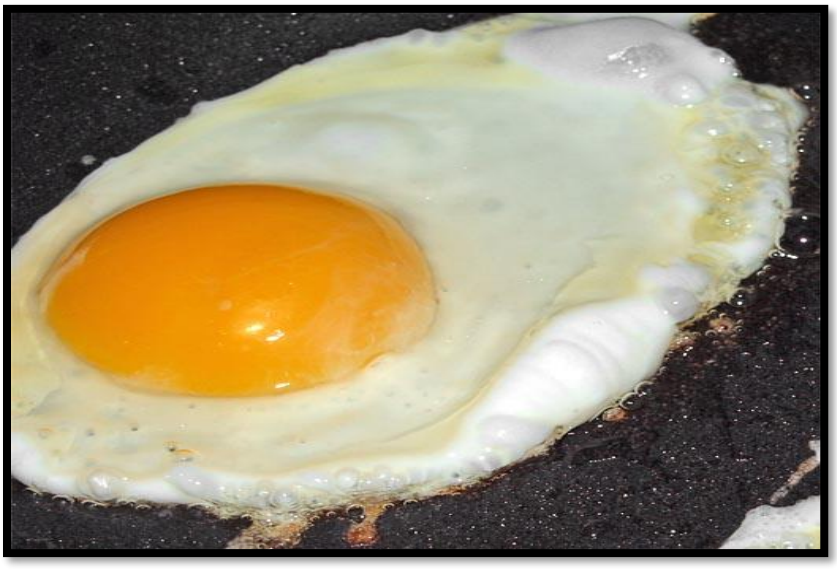
FIRST LIST

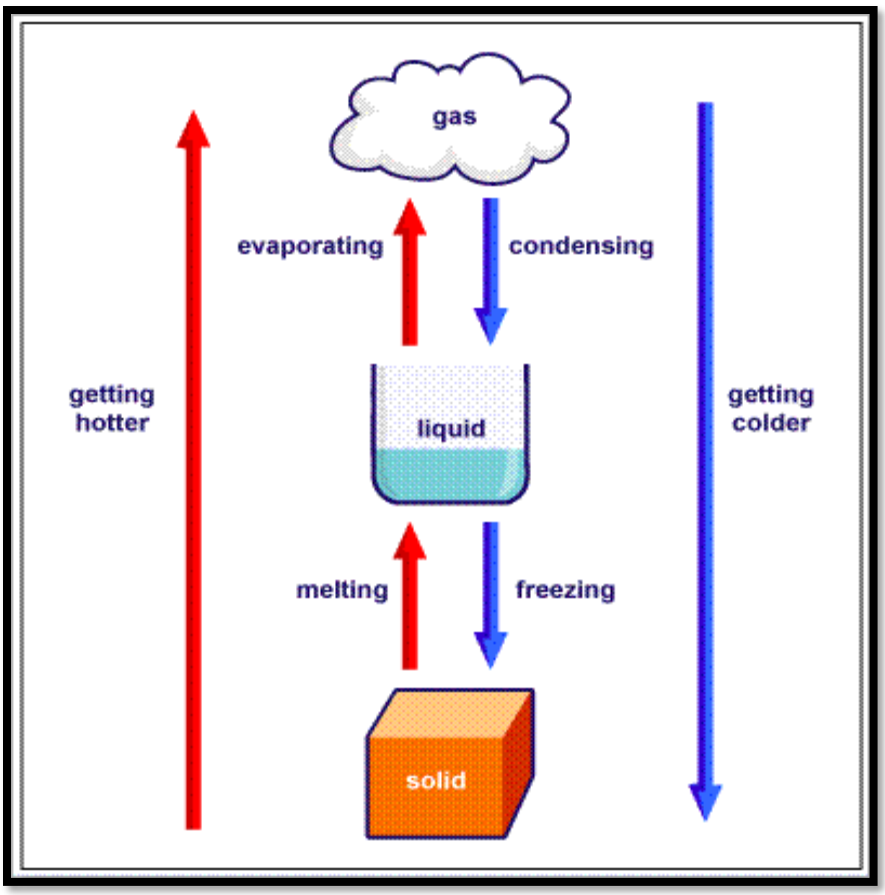
YES	NO
Burning of sugar	Dissolving sugar in water
Milk to curd	Boiling of milk
Digestion	Cutting fruits
Burning a matchstick	Melting of wax
Ripening of fruit	Making fruit salad
Rusting of iron	Making gold ornaments
Roasting chapati	Making ice

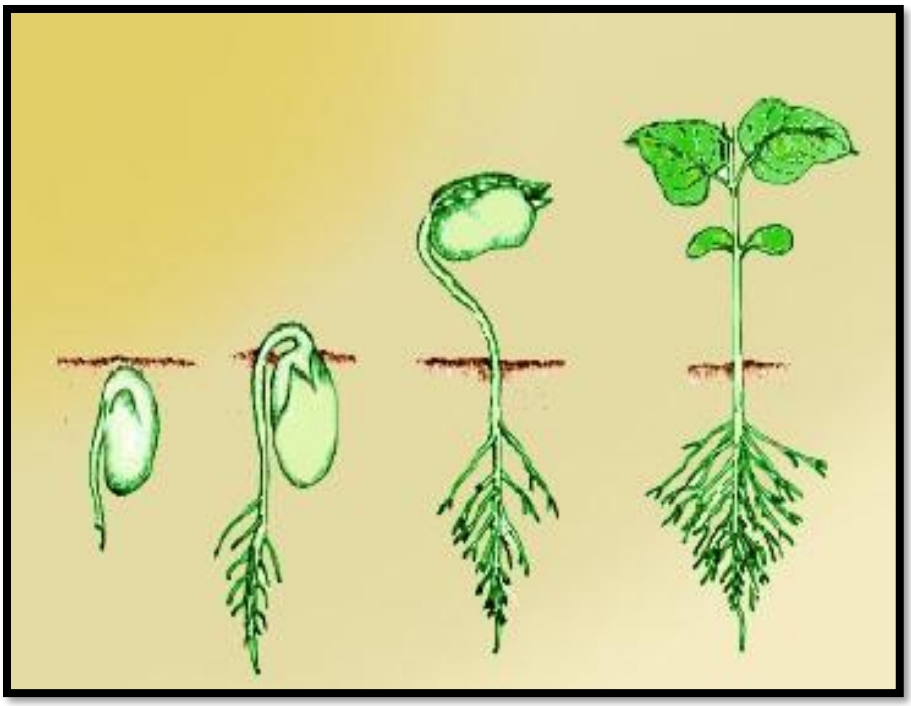
SECOND LIST

1. Pulling copper into a thin wire
2. Mixing different solids
3. Explosion of fireworks
4. Tearing a piece of tin foil
5. Burning a magnesium strip
6. Cooking rice
7. Absorption of water into a towel
8. Chewing/digesting food
9. steel becomes rust
10. tearing clothes

Images used for explaining the difference




gas
evaporating
condensing
getting hotter
liquid
getting colder
melting
freezing
solid



Name: Asst. Prof. Shaheen Ansari
Program: M.Ed.

Learning styles

The Information enters your brain three main ways:
(1) sight, (2) hearing and (3)touch.
The way a person prefers to learn is called his/her **"Learning Style."**
There is no right or wrong, good or bad learning style.
A person's learning style has nothing to do with intelligence or skills. It has everything to do with the way a person's brain works to learn and store information efficiently. Since everyone learns differently, understanding learning styles can help you become a better learner and teacher .

It is very essential for the learner and the teacher to know the various learning styles. Discovering your own learning style is an important step.

There are various inventories available online which can help you assess your learning styles.

Following are few links which can be used to find ones learning style:

https://www.mbaea.org/media/documents/learningstyleinventory_survey_1F84C345CE750.pdf

http://www.vark-learn.com/english/index.asp.

The following are the categories of learning styles.

The Visual/ Verbal Learning Style

You learn best when information is presented visually and in a written language format. In a classroom setting, you benefit from instructors who use the blackboard (or overhead projector) to list the essential points of a lecture, or who provide you with an outline to follow along with during lecture. You benefit from information obtained from textbooks and class notes. You tend to like to study by yourself in a quiet room. You often see information "in your mind's eye" when you are trying to remember something.

Learning Strategies for the Visual/ Verbal Learner:

- To aid recall, make use of "color coding" when studying new information in your textbook or notes. Using highlighter pens, highlight different kinds of information in contrasting colors.
- Write out sentences and phrases that summarize key information obtained from your textbook and lecture.
- Make flashcards of vocabulary words and concepts that need to be

memorized. Use highlighter pens to emphasize key points on the cards. Limit the amount of information per card so your mind can take a mental "picture" of the information.

- When learning information presented in diagrams or illustrations, write out explanations for the information.
- When learning mathematical or technical information, write out in sentences and key phrases your understanding of the material. When a problem involves a sequence of steps, write out in detail how to do each step.
- Make use of computer word processing. Copy key information from your notes and textbook into a computer. Use the print-outs for visual review.
- Before an exam, make yourself visual reminders of information that must be memorized. Make "stick it" notes containing key words and concepts and place them in highly visible places --on your mirror, notebook, car dashboard, etc.

The Visual/ Nonverbal Learning Style

You learn best when information is presented visually and in a picture or design format. In a classroom setting, you benefit from instructors who use visual aids such as film, video, maps and charts. You benefit from information obtained from the pictures and diagrams in textbooks. You tend to like to work in a quiet room and may not like to work in study groups. When trying to remember something, you can often visualize a picture of it in your mind. You may have an artistic side that enjoys activities ha ving to do with visual art and design.

Learning Strategies for the Visual/ Nonverbal Learner:

- Make flashcards of key information that needs to be memorized. Draw symbols and pictures on the cards to facilitate recall. Use highlighter pens to highlight key words and pictures on the flashcards. Limit the amount of information per card, so your mind can take a mental "picture' of the information.
- Mark up the margins of your textbook with key words, symbols, and diagrams that help you remember the text. Use highlighter pens of contrasting colors to "color code" the information.
- When learning mathematical or technical information, make charts to organize the information. When a mathematical problem involves a sequence of steps, draw a series of boxes, each containing the appropriate bit of information in sequence.
- Use large square graph paper to assist in creating charts and diagrams that illustrate key concepts.
- Use the computer to assist in organizing material that needs to be memorized. Using word processing, create tables and charts with graphics that help you to understand and retain course material. Use spreadsheet and

database software to further organize m aterial that needs to be learned.
- As much as possible, translate words and ideas into symbols, pictures, and diagrams.

The Tactile/ Kinesthetic Learning Style

You learn best when physically engaged in a "hands on" activity. In the classroom, you benefit from a lab setting where you can man ipulate materials to learn new information. You learn best when you can be physically active in the learning environment. You benefit from instructors who encourage in-class demonstrations, "hands on" student learning experiences, and field work outside t he classroom.

Strategies for the Tactile/ Kinesthetic Learner:

- To help you stay focused on class lecture, sit near the front of the room and take notes throughout the class period. Don't worry about correct spelling or writing in complete sentences. Jot down key words and draw pictures or make charts to help you remember the information you are hearing.
- When studying, walk back and forth with textbook, notes, or flashcards in hand and read the information out loud.
- Think of ways to make your learning tangible, i.e. something you can put your hands on. For example, make a model that illustrates a key concept. Spend extra time in a lab setting to learn an important procedure. Spend time in the field (e.g. a museum, hi storical site, or job site) to gain first-hand experience of your subject matter.
- To learn a sequence of steps, make 3'x 5' flashcards for each step. Arrange the cards on a table top to represent the correct sequence. Put words, symbols, or pictures on your flashcards -- anything that helps you remember the information. Use highlighter pens in contrasting colors to emphasize important points. Limit the amount of information per card to aid recall. Practice putting the cards in order until the sequence becomes automatic.
- When reviewing new information, copy key points onto a chalkboard, easel board, or other large writing surface.
- Make use of the computer to reinforce learning through the sense of touch. Using word processing software, copy essential information from your notes and textbook. Use graphics, tables, and spreadsheets to further organize material that must be learned.
- Listen to audio tapes on a Walkman tape player while exercising. Make your own tapes containing important course information.

The Auditory/ Verbal Learning Style

You learn best when information is presented auditory in an oral language format. In a classroom setting, you benefit from listening to lecture and

participating in group discussions. You also benefit from obtaining information from audio tape. When trying to remember something, you can often "hear" the way someone told you the information, or the way you previously repeated it out loud. You learn best when interacting with others in a listening/speaking exchange .

Strategies for the Auditory/ Verbal Learner:

- Join a study group to assist you in learning course material. Or, work with a "study buddy" on an ongoing basis to review key information and prepare for exams.
- When studying by yourself, talk out loud to aid recall. Get yourself in a room where you won't be bothering anyone and read your notes and textbook out loud.
- Tape record your lectures. Use the 'pause' button to avoid taping irrelevant information. Use a tape recorder equipped with a 3-digit counter. At the beginning of each lecture, set your counter to '000.' If a concept discussed during lecture seems particu larly confusing, glance at the counter number and jot it down in your notes. Later, you can fast forward to that number to review the material that confused you during lecture. Making use of a counter and pause button while tape recording allows you to avoid the tedious task of having to listen to hours and hours of lecture tape.
- Use audio tapes such as commercial books on tape to aid recall. Or, create your own audio tapes by reading notes and textbook information into a tape recorder. When preparing for an exam, review the tapes on your car tape player or on a "Walkman" player whenever you can
- When learning mathematical or technical information, "talk your way" through the new information. State the problem in your own words. Reason through solutions to problems by talking out loud to yourself or with a study partner. To learn a sequence of steps, write them out in sentence form and read them out loud.

  As a teacher, knowing the diversity in learning styles is essential. It will help the teacher understand the way a child learns affects his/her entire personality and development.
  Understanding learning styles will help teachers and students to better communicate.
  Understanding learning styles will help teachers to differentiate instruction.
  In a nutshell we have to understand that No one learning style is better than another.
  We all have characteristics of each learning style; some characteristics are just stronger than others.
  Learning about each style will help us in better understanding of our students.

References and further reading :

- Vark learning quiz: www.vark-learn.com/english/page.asp?p=questionnaire.
- Learning activities: http://www4.ncsu.edu/unity/lockers/users/f/felder/public/ILSdir/styles.htm.
- LSU website for learning strategies and more: http://appl003.lsu.edu/cas/learningjourney.nsf/StudentHome?OpenForm.
- A great discussion on how to appeal to specific learning styles: http://www2.gsu.edu/~dschjb/wwwmbti.html.
- A recent article about the design of a Web-based Educational system with Learning Style Adaptation. (available through Cornell): Popescu, E. J. of Computer Assisted Learning, 2010, 26, 243.
- A recent article highlight some of the skepticism about learning styles. Martin, S. Teaching and Teacher Education, 2010, 26, 1583.

Learning Style Inventory
Directions: Circle the letter before the statement that best describes you.

1. If I have to learn how to do something, I learn best when I:
(V) Watch someone show me how.
(A) Hear someone tell me how.
(K) Try to do it myself.

2. When I read, I often find that I:
(V) Visualize what I am reading in my mind's eye.
(A) Read out loud or hear the words inside my head.
(K) Fidget and try to "feel" the content.

3. When asked to give directions, I:
(V) See the actual places in my mind as I say them or prefer to draw them.
(A) Have no difficulty in giving them verbally.
(K) Have to point or move my body as I give them.

4. If I am unsure how to
(V) Write it in order to determine if it looks right.
(A) Spell it out loud in order to determine if it sounds right.
(K) Write it in order to determine if it feels right.

5. When I write I:
(V) Am concerned with how neat and well spaced my letters and words appear.
(A) Often say the letters and words to myself.
(K) Push hard on my part or pencil and can feel the flow of the words.

6. If I had to remember a list of items, I would remember it best if:
(V) Wrote them down.
(A) Said them over and over to myself.
(K) Move around and used my fingers to name each item.

7. I prefer teachers who:
(V) Use a board or overhead projector while they lecture.
(A) Talk with lots of expression.
(K) Use hands on activities.

8. When trying to concentrate, I have a difficult time when:

(V) There is a lot of clutter or movement in the room.
(A) There is a lot of noise in the room.
(K) I have to sit still for any length of time.
9. When solving a problem I:
(V) Write or draw diagrams to see it.
(A) Talk myself through it.
(K) Use my entire body or move objects to help me think.

10. When given written instructions on how to build something, I:
(V) Read them silently and try to visualize how the parts will fit together.
(A) Read them out loud and talk to myself as I put the part together.
(K) Try to put the parts together first and read later.

11. To keep occupied while waiting, I:
(V) Look around, stare, or read.
(A) Talk or listen to others.
(K) Walk around, manipulate things with my hands, or move/shake my feet as I sit.

12. If I had to verbally describe something to another person, I would:
(V) Be brief because I do not like to talk at length.
(A) Go into great detail because I like to talk.
(K) Gesture and move around while talking.

13. If someone were verbally describing something to another person, I would:
(V) Try to visualize what he/she was saying.
(A) Enjoy listening but want to interrupt and talk myself.
(K) Become bored if her/his description got too long and detailed.

14. When trying to recall names, I remember:
(V) Faces but forget names.
(A) Names, but forget faces.
(K) The situation where I met the person rather than the person's name or face.

Scoring instructions: Add the number of responses for each letter and enter the total below. The area with the highest number of responses is your primary mode of learning.

Visual Auditory Kinesthetic
V = _____ A = _____ K = _____

***** Adapted from, Learning to Study Through Critical Thinking, J.A. Beatrice***

Literature- Qualities of good Literature.

Name-Asst.Prof.Nilofar N. Patel

Program-B.A.B.Ed (Integrated)

Course-Acc 406 –Introduction to Literary Criticism (S4 English)

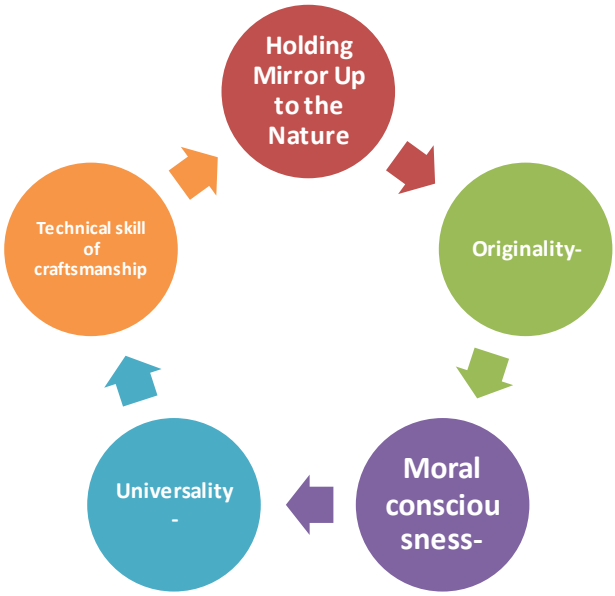
Literature-

In English the word Literature is used in two different ways, simply means anything i.e. is written(examples Newspaper ,Advertisement, Notice etc.),While using this term we need to be very carefully-" Literature is written material which expresses and communicates thoughts, feelings ,emotions and attitudes towards life."

Definitions -

- "Writing in verse or prose whose value lies in their intense personal experience of life"-A.F.Scott.
- "Writing is not literature unless it gives to the reader a pleasure which arise not only from the things said but from the way in which they are said"-Stopford A.Brook.
- "Writing whose values lies in beauty of form and emotional effects"-Oxford dictionary.
- "When writer gives us not only facts, but his peculiar sense of facts, we have a literature"-Walter Patter.

Qualities of good literature-



- **Holding Mirror Up to the Nature-**
  A good literature should reflect real life; literature should be criticism of real life. Holding mirror up to the Nature it's experienced in a sonnet by Michael Drayton, sonnet gives us real life experiences. The feeling of helplessness or loneliness its real life experience which we experience in the poem "Fingers in the door" by David Holbrook.
- **Originality-**
  It's a difficult task to find Original work, because writer already dealt with almost every emotion. Novelist can see old stories with new ideas. None of the Shakespeare plays were original. Hamlet, Macbeth was real historical characters. Othello was invented by Italian Novelist but the plays Shakespeare made out of these figures were truly original. In this sense Shakespeare showed old characters and stories in a new and fascinating light.
- **Moral consciousness-**
  The work of good literature remind us Good and Evil are real, we cannot be neutral towards it. Good writers are aware of moral values.
- **Universality-**
  A good literature is universal. It goes beyond the time and place. Permanence and Universality are two sides of one coin.
- **Technical skill of craftsmanship-**

Craftsmanship can be described as art of putting the right words at right places. Writing not only a matter of ideas and inspiration but also practice and technique

References-

Atherton Carol-Defining Literature and Literary Criticism –Palgrave 2005
Harrison Jr,O.B-Medival Literary Criticism –Translation and Interpretation, New york; Frederick Ungar,1974
Thorat Ashok and other. Spectrum of literary Criticism(Frank Bros) 2001

PROBLEM BASED LEARNING

NAME: Asst. Prof. Pushpa Patil

PROGRAM: B.Ed.

COURSE: BED 105

Problem-based learning (**PBL**) is a student-centered pedagogy in which students learn about a subject through the experience of solving an open-ended problem.

It is a careful inspection of methods, which are permanently successful in formal education. - John Dewey (1916)

Problem based learning explained as "The learning that results from the process of working toward the understanding and resolution of a problem"- Barrows (1980)

Figure 1 Elements of PBL

STEPS OF PROBLEM-BASED LEARNING

Step 1: Explore the issue.

Gather necessary information; learn new concepts, principles, and skills about the proposed topic.

Step 2: State what is known.

Individual students and groups list what they already know about the scenario and list what areas they are lacking information.

Step 3: Define the issues.

Frame the problem in a context of what is already known and information the students expect to learn.

Step 4: Research the knowledge.

Find resources and information that will help create a compelling argument.

Step 5: Investigate solutions.

List possible actions and solutions to the problem, formulate and test potential hypotheses

Step 6: Present and support the chosen solution.

Clearly state and support your conclusion with relevant information and evidence.

Step 7: Review your performance.

Often forgotten, this is a crucial step in improving your problem-solving skills. Students must evaluate their performance and plan improvements for the next problem.

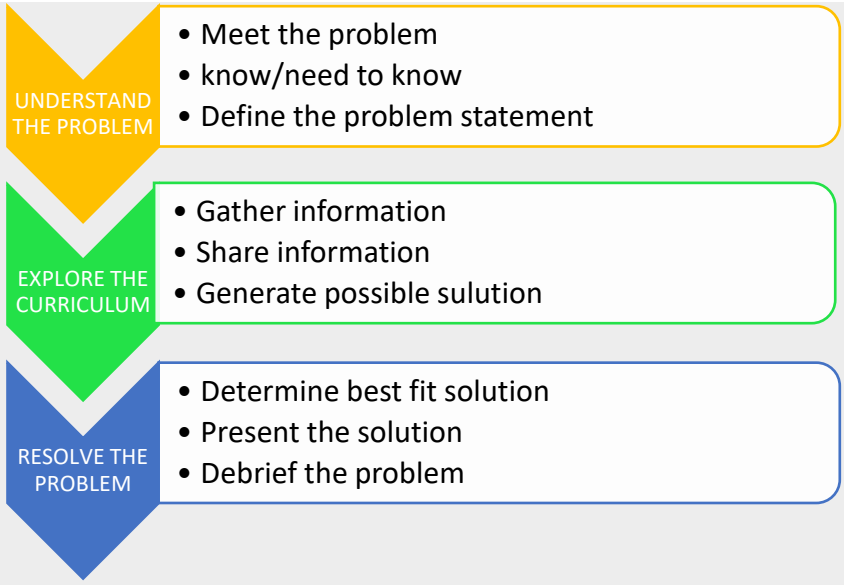


Figure 2 PBL Teaching & Learning Template

DESIGNING CLASSROOM INSTRUCTION

- Take the curriculum and divide it into various units. Decide on the types of problems that your students will solve. These will be your objectives.
- Determine the specific problems that most likely have several answers; consider student interest.
- Arrange appropriate resources available to students; utilize other teaching personnel to support students where needed (e.g., media specialists to orientate students to electronic references).
- Decide on presentation formats to communicate learning (e.g., individual paper, group PowerPoint, an online blog, etc.) and appropriate grading mechanisms (e.g., rubric).
- Decide how to incorporate group participation (e.g., what percent, possible peer evaluation, etc.).

TEACHER'S ROLE IN PBL

As previously mentioned, the teacher determines a problem that is interesting, relevant, and novel for the students. It also must be multi-faceted enough to engage students in doing research and

finding several solutions. The problems stem from the unit curriculum and reflect possible use in future work situations.

- Determine a problem aligned with the course and your students. The problem needs to be demanding enough that the students most likely cannot solve it on their own. It also needs to teach them new skills. When sharing the problem with students, state it in a narrative complete with pertinent background information without excessive information. Allow the students to find out more details as they work on the problem.
- Place students in groups, well-mixed in diversity and skill levels, to strengthen the groups. Help students work successfully. One way is to have the students take on various roles in the group process after they self-assess their strengths and weaknesses.
- Support the students with understanding the content on a deeper level and in ways to best orchestrate the various stages of the problem-solving process.

THE ROLE OF THE STUDENTS

- Analyze the problem and the issues it presents. Break the problem down into various parts. Continue to read, discuss, and think about the problem.
- Construct a list of what is known about the problem. What do your fellow students know about the problem? Do they have any experiences related to the problem? Discuss the contributions expected from the team members. What are their strengths and weaknesses? Follow the rules of brainstorming (i.e., accept all answers without passing judgment) to generate possible solutions for the problem.
- Construct the problem statement in your own words and take into account the team's knowledge and experience as previously discussed as well as what else needs to be known to solve the problem. Proceed through the following steps:
    - Get agreement from the team members regarding the problem statement?
    - Put the problem statement in written form.
    - Solicit feedback from the teacher.
    - Be open to changing the written statement based on any new learning that is found or feedback provided.

- Generate a list of possible solutions. Include relevant thoughts, ideas, and educated guesses as well as causes and possible ways to solve it. Then rank the solutions and select the solution that your group is most likely to perceive as the best in terms of meeting success.
- Establish a timeline with concrete actions.
    - Include what needs to be known and done to solve the identified problems.
    - Prioritize the various action steps.
    - Consider how the steps impact the possible solutions.
    - See if the group is in agreement with the timeline; if not, decide how to reach agreement.
- Generate a list of what else your team needs to know about the problem to solve it. Consider what information the teacher can provide.
    - What resources are available to help (e.g., textbooks, primary/secondary sources, Internet).
    - Determine research assignments per team members.
    - Establish due dates.
- Organize and write the team's report (draft/final) of the problem solution. Make sure to add supporting documents. Follow the teachers' instructions as to the format and expectations of the report.
    - Determine how your group will present the problem solution and also identify the audience. Usually, in PBL, each group presents their solutions via a team presentation either to the class of other students or to those who are related to the problem.
    - Both the process and the results of the learning activity need to be covered. Include the following: problem statement, questions, data gathered, data analysis, reasons for the solution(s) and/or any recommendations reflective of the data analysis.
- It is important to note that a goal of PBL is to present the conclusions as well as the foundation for them that the team worked on. Thus, it is essential to be aware of the following:
    - A well-stated problem and conclusion.
    - The process undertaken by the group in solving the problem, the various options discussed, and the resources used.

    - Your solution's supporting documents, guests, interviews and their purpose to be convincing to your audience.
    - In addition, be prepared for any audience comments and questions. Determine who will respond and if your team doesn't know the answer, admit this and be open to looking into the question at a later date.
- Reflective thinking and transfer of knowledge are important components of PBL. This helps the students be more cognizant of their own learning and teaches them how to ask appropriate questions to address problems that need to be solved. It is important to look at both the individual student and the group effort/delivery throughout the entire process. From here, you can better determine what was learned and how to improve. The students should be asked how they can apply what was learned to a different situation, to their own lives, and to other course projects.

ADVANTAGES OF PBL

- Active learning: learning by doing.
- Increases student motivation.
- Relevant issues and learning (real life problems).
- Greater use of library and other resource material.
- Less use of memorization/ short term recall.
- Increased faculty-student interaction.

DISADVANTAGES OF PBL:

- It is very difficult and expensive to use as a teaching technique, when the class size is large.
- Students require orientation to perform the role of a learner in PBL setting.
- Evaluation is quite difficult and sometimes may be subjective.
- Resource expensive.

References:

https://educationaltechnology.net/problem-based-learning-pbl/

https://teach.its.uiowa.edu/sites/teach.its.uiowa.edu/files/docs/docs/Steps_of_PBL_ed.pdf

https://en.wikipedia.org/wiki/Problem-based_learning#:~:text=Problem%2Dbased%20learning%20(PBL),problem%20found%20in%20trigger%20material.

M.C.E. Society Pune's

H.G.M. AZAM COLLEGE OF EDUCATION

Azam Campus, Camp, Pune – 411 001

B.Ed. Course

INTEGRATION LESSON NOTE

Name of the Student / Roll No. / Exam No _____

Name of the School: H.G.M Azam College of Education

Name of the Guide: Mrs. Mumtaz Shaikh

Subject: Urdu Method Lesson Number: _____

Std: VI Division: _____ Period: _____ Date: _____

Previous Knowledge:

طلبا دنیا کے (دیسی وبین الاقوامی) سیر وسیاحت وتاریخی مقامات کے بارے میں معلومات رکھتے ہیں۔

Statement of aim:

تو بچوں آج ہم 'پیٹھن کی سیر' اس سبق کا تفصیلی مطالعہ کرینگے۔ جس میں پیٹھن شہر کی خصوصیات بیان کی گئی جسکے مصنف "احمد اقبال" ہے۔

B.B.Work

جماعت: ششم

مضمون: اُردو

عنوان: پیٹھن کی سیر

نئے الفاظ	محاورے	مرکزی سوال: پیٹھن شہر کی خصوصیات بتایئے۔			
قابل دید ذوق تسکین	سنگ بنیاد رکھنا لطف اندوز ہونا	الفاظ	ضد	واحد	جمع
		قدیم ملکی	جدید غیر ملکی	ماہر طائر	ماہرین طیور

Home Work :

مہاراشٹر کے مختلف تاریخی مقامات کی معلومات مع تصاویر جمع کیجئے۔ وان کی حفاظت کے لئے مختلف تدابیر لکھیے۔

Name of the Supervisor: Mumtaz Shaikh

Signature : _____

Date: _____

Teaching	Objectives & Specification	Aid & References
پیٹھن کی سیر (احمد اقبال) اورنگ آباد–تاریخی شہر—56 کلومیٹر دور گوداوری ندی کے کنارے آباد–جائیکوڑی ڈیم– ایشیاکا سب سے بڑا بند–ستائس دروازے –لمبائی 10 کلومیٹر— 1965 میں وزیر اعظم شاستری سنگ بنیاد رکھی—ماہرین طیور— ذوق و تسکین کے لئے آتے ہیں۔ گیانیشور گارڈن—برندلدن باغ و شالیمار گارڈن— کے ہازیر— بچے لطف اندوز یہ شہر پیٹھنی— ساڑیوں کے خاص— شہرت قدیم صنعت— مہاراشٹر حکومت —پیٹھن کو—سیاحتی مرکز بنانے پر توجہ دے رہی ہے۔	Knowledge: ☆طلباء مختلف مقامات وسیاحتی مراکز کی معلومات رکھتے ہیں۔ Understanding: ☆طلباء دی گئ معلومات کو سمجھتے ہیں۔ ☆طلباء نئ معلومات حاصل کرنے میں دلچسپی رکھتے ہیں۔ Comprehension: ☆طلباء دی گئ معلومات کو پرانی معلومات سے جوڑتے ہیں۔ Application: ☆طلباء دی گئ معلومات نئے الفاظ، محاورے وغیرہ کو روزمرہ زندگی میں استعمال کرتے ہیں۔ Skill: ☆معلّمہ بلند خوانی کرتی ہیں۔ ☆طلباء خاموش خوانی کرتے ہیں۔	نقشہ، تصاویر، ڈسٹر، کھڑیا، PPT، وغیرہ
	Generalization	
	پیٹھن کی سیر (احمد اقبال) پیٹھن شہر اورنگ آباد کے قریب 56 کلومیٹر دوری پر واقع ہے جو کے گوداوری شہر کے کنارے آباد ہے۔ یہاں جائیکوڑی ڈیم جو ایشیا کا سب سے بڑا بن ہے۔ گیانیشور گارڈن یہاں کا خاص تفریحی مقام ہے۔ پیٹھن شہر پیٹھنی ساڑی کے لیے خاص شہرت رکھتا ہے۔	

Core Elements & Value	Teacher – Pupil Activity
☆ہندوستان کا تہذیبی وثقافتی ورثہ۔ ہندوستان مختلف تاریخی معلومات واُن کی خصوصیات کی بناء پر صدیوں سے اپنی مثال آپ ہیں۔ جن کی حفاظت ہر ہندوستانی کی ذمّے داری ہیں۔	معلّمہ تمہیدی سوالات پوچھتی ہیں۔ ۔بچّوں آپ گرمی وسردیوں کی چھٹیوں میں کیا کرتے ہیں؟ ۔آپ نے اب تک کون سے مقامات کی سیر کی ہیں؟ ۔چند تاریخی مقامات وشہروں کے نام بتایئے۔جن کی آپ نے سیر کی ہیں۔ ۔مہاراشٹر کے چند تاریخی مقامات کے نام بتایئے۔ ۔معلّمہ اظہار مقصد کرتی ہیں۔ تو بچّوں آج ہم ایسے ہی ایک تاریخی شہر امقام کی مزید معلومات "پیٹھن کی سیر" اس سبق میں حاصل کرینگے۔جسکے مصنف احمد اقبال ہیں۔ ☆معلّمہ بلند خوانی کرتی ہیں۔ ☆معلّمہ خاموش خوانی کی ہدایت کرتی ہیں۔ ☆معلّمہ مرکزی سوال لکھتی ہیں۔ پیٹھن شہر کی خصوصیات بتایئے۔ ☆معلّمہ سبق کا تفصیلی مطالعہ کرتی ہیں اور دوران مطالعہ آئے نئے الفاظ،واحد،جمع،محاورے وغیرہ متعارف کرواتی ہے۔ ☆معلّمہ سبق کا خلاصہ اہم نکات کی مدد سے کرتی ہے۔ ☆معلّمہ اہم نکات لکھنے کی ہدایت کرتی ہے۔
	☆معلّمہ جانچ کے سوالات پوچھتی ہے۔ ☆معلّمہ گھر کام دیتی ہے۔ Evaluation: 1۔مندرجہ ذیل سوالات کے جوابات دیجیے۔ ☆ماہرین طیور پیٹھن کیوں آتے ہیں؟ ☆مہاراشٹر حکومت پیٹھن کو سیاحتی مرکز بنانے پر خصوصی توجہ کیوں دے رہی ہیں؟