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SREE SIDDAGANGA COLLEGE OF EDUCATION

SREE SHIVAKUMARA SWAMIJI ROAD, TUMAKURU-572 102.

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1. Detailed report of Co-operative Learning Strategy

SREE SIDDAGANGA COLLEGE OF EDUCATION

Sree shivakumara swamiji Road, Tumakuru-02

A Workshop on "Cooperative Learning Strategies"

17/03/2022 & 21/03/2022

COOPERATIVE LEARNING



Convener

Dr. Jagadeesh Kumar
Principal

Organiser

Dr. Jyothi. B. Panth
Assistant Professors

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Education, B.H. Road, Tumkur

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Objectives

- To acquaint student-teachers with different cooperative learning strategies
- To appreciate the cooperative learning strategies of teaching
- To prepare them to adopt these strategies during their practice teaching and internship programme
- To popularise the cooperative learning strategies in teaching-learning process
- To tap the talent of leadership qualities among the students
- To develop interpersonal relationship among the students
- To develop a sense of accountability in the process of learning
- To bring variety in the classroom teaching.



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A Report

Co-operative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning.

Cooperative learning is an organized and structured way to use small groups to enhance student learning and interdependence.

Advantages:

1. Cooperative learning is fun, so students enjoy it and are more motivated.
2. Cooperative learning is interactive, so students are engaged, active participants in the learning.
3. Cooperative learning allows discussion and critical thinking, so students learn more and remember what they've learned for a longer period.
4. Cooperative learning requires students to learn to work together, which is an important skill for their futures.
5. It can improve attitudes of students of different races, ethnicities, and academic abilities towards one another.
6. Students may explain things better to another student than a teacher to a class. Students learn how to teach one another and explain material in their own words.
7. Cooperative learning has the potential to meet more learning style needs more of the time than individualized direct instruction.
8. It has been shown to have a positive effect on student learning when compared to individual or competitive conditions.
9. Higher ability students can be experts, leaders, models and teachers; lower ability students get the benefits of having higher ability students in their group.
10. Positive interdependency is achieved as individuals feel that they cannot succeed unless everyone in their group succeeds
11. Interpersonal and collaboration skills can be learned in a cooperative learning activity
12. Sends the symbolic message that the class is egalitarian and classless

The above input was given to the student-teachers in Educational Technology class, the video of components of Cooperative learning strategy, and different types of cooperative learning strategies, their advantages and their implementation in the classroom situation was shown by scheduling a Zoom meeting, which is given below.



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Dr. Jyothi.B.Panth is inviting you to a scheduled Zoom meeting.

Date: 17th March 2022

Time : 8am

Paper: Educational Technology

Topic: Cooperative Learning Strategies

Join Zoom Meeting

<https://us02web.zoom.us/j/8625977000>

Meeting ID: 862 597 7000


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CC BY-SA OPEN EDUCATION FOR A BETTER WORLD Dr. Pargat Singh Garcha Dr. Ramesh C. Sharma (Mentor) OPEN EDUCATION FOR A BETTER WORLD

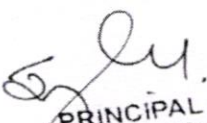
G. H. G. KHALSA COLLEGE OF EDUCATION
SIMPLE LIVING AND GREAT TEACHING

The video which I attended as a student in mooKIT course : Coperative Learning Pedagogy organised by G.H.G.Khalsa College of Education with International Branding (OE4BW-UNESCO Chair) was utilised to visualise them how different strategies can be utilised in the classroom situation (Prof. Usha Borkar was the speaker in those videos) <https://courses.mookit.in/course012/#/lecture/24>


After this, students were grouped into four, and asked to rehearse how different cooperative learning strategies can be adopted in teaching a content in the classroom. They were guided in planning and executing.

After that on 11th April 2022, in the Educational Technology Class, students were asked to enact the different strategies such as Jigsaw Strategy, Think Pair Share Strategy, Four Corner Strategy and Round the Robin Strategy. At the end of every presentation, interaction between the groups was facilitated and then feedback was given by the organiser Dr. Jyothi.B.Panth and motivated the students for its adoption during their practice teaching and internship.


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Group01: Think-Pair–Share Strategy	Group 02: Round Robin Strategy
<ol style="list-style-type: none"> 1. Ramya B.S. (enacted as a teacher) 2. Radha B. 3. Mamatha H.N. 4. Anitha Kumari H 5. Rumana Sadiya 6. Amruthavarshini B.N. 7. Nagendra K. 8. Thulasi J.P. 9. Kavya V. 10. Rakesh P. Nagaraja G.R. 	<ol style="list-style-type: none"> 1. Naresh S. 2. Bhavyashree K.M. 3. Varsha Pai B.H. enacted as a teacher) 4. Basavaraju M. 5. Shashikumar T. 6. Maruthi S.L. 7. Balakrishna K.J. 8. Usha C.J. 9. Lavanya H.B. 10. Raju
Group 03: Four Corner Strategy	Group 04: Jigsaw Strategy
<ol style="list-style-type: none"> 1. Chaitra P. 2. Shruthi B.S. (enacted as a teacher) 3. Thirumalesh Bhandari K.T. 4. Kavitha T. 5. Punya G.V. 6. Arpitha B.R. 7. Tasmiya Begum 8. Pavithra M.K. 9. Nisha K. 10. Chaitra K. 11. Nayan K.S. 12. Kushala.R. 13. Kavya U. 14. Lavanya.R. 	<ol style="list-style-type: none"> 1. Gangadhara A. 2. Shashikumar 3. Shreedevi A.P. 4. Akshatha H.R. 5. Chandana A.N. 6. Sushmitha Jain N.A. 7. Sushma Shetty 8. Bindushree P 9. Harshitha H.N. 10. Komala N.G. 11. Jyothi H. 12. Harshitha R.Shetty (enacted as a teacher) 13. Prema V. 14. Ranjitha D. 15. Preethi S.


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Co-operative Learning Strategies

Co-operative learning

Meaning

Co-operative learning is the instructional use of small groups so that students work together to maximize their own and each other's learning.

Co-operative learning is an organized and structured way to use small groups to enhance student learning and interdependence.


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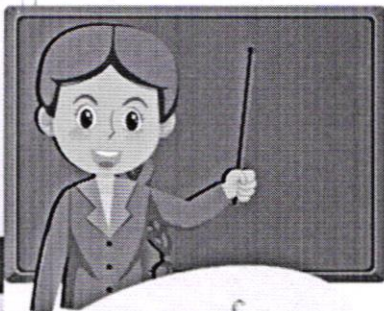
Point of difference	Collaborative	Cooperative
Roots	Roots in U.K.	Roots in U.S.A.
Epistemological Base	Group work on theories derived from studies about the social nature of human knowledge.	Motivational, Social Cohesion and Cognitive Perspective (Cognitive development & Cognitive elaboration).
Nature	Informal	Formal
Nature of work	Common inquiry	Delegation of Tasks
Training in small group Social Skills	No Training, its assumed that they have these skills	Students receive training before working in groups

Difference	COLLABORATIVE	COOPERATIVE
Type of tasks	Tasks are open and in form of complex questions	Group task are normally close ended and planned
Level	Mainly used at higher level	Mainly used at foundation level
Responsibility for structuring activities	Students organise their efforts between themselves (group-structured)	Each student is assigned a specific role (teacher-structured)
Source of material	Students share source material to help them complete the activity	Teachers supply information for students to read and analyse (or let pupils know where this info can be found)



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Difference	COLLABORATIVE	COOPERATIVE
Monitoring	The activity is not monitored by the teacher (although they can help when assistance is requested by the group)	Mainly teachers observe, listen and intervene where necessary in groups
Assessment	Students assess their own individual and group performance	Students submit work at the end of lesson for evaluation/assessment
Success	Success depends on individual strengths	The success of the group depends upon the efforts of everyone involved in a task



Role of
a Teacher

- ▶ Helper,
- ▶ facilitator,
- ▶ consultant,
- ▶ manager

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Elements of Co-operative Learning

➤ Positive interdependence	We can do it together
➤ Individual accountability	We all have to do our parts
➤ Interpersonal skills	How can we work together to accomplish the task in hand
➤ Face to face interaction	I will help you and we will finish together
➤ Group processing	What did we learn here

Characteristics of Co-operative Learning



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**Group should contain both
High and Low achievers
To have heterogeneity in the groups**

Ideally group contains
2-5 students
(depends on the strategies of learning)

Sink or Swim together

Positive interdependence

Shared Leadership



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• Good performer or high achievers

Are also accommodated nicely

i.e., they get the chance to explain

the content to others Or can get their doubt clarified

Promotes good mental health of Slow learners

Types of Co-operative Learning Strategies

Basic Jigsaw	Elliot Aronson, 1971
Jigsaw II	Robert Slavin, 1986



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Think-Pair Share

1. Think
2. Pair
3. Share

Round Robin

Round Robin has students brainstorm on a topic without elaborating, explaining, or questioning ideas.

- Group members take turns responding to a question with a word, phrase, or short statement.
- Students share their thoughts one at a time until all students have had the opportunity to speak.



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RallyRobin



In pairs, students alternate generating brief oral responses.

Examples:

- List adjectives to describe the character.
- List inert elements.
- Share steps of the experiment.
- Describe an event from the story.

Timed Pair Share



In pairs, students share with a partner for a predetermined time while the partner listens. Then partners switch roles.

Examples:

- What is the key thing that you learned?
- What is one literary technique you plan to use in your writing and how will you use it?

RoundRobin



In teams, students take turns responding orally.

Examples:

- What makes a good listener?
- List objects that float?
- What clubs or societies are you a member of?
- What is one of your favorite movies?

RallyCoach



Partners take turns, one solving a problem while the other coaches. Then partners switch roles.

- Useful for any process or procedure with a definite right/wrong.
- Solve multi-step word problems in math.
- Change each decimal into a simplified fraction.

StandUp, HandUp, PairUp



Students stand up, put their hand up and quickly find a partner with whom to share or discuss.

This structure is perfect for classbuilding, processing and reviewing information, energizing the class, forming random pairs or teams, lesson starts or wraps.

The End

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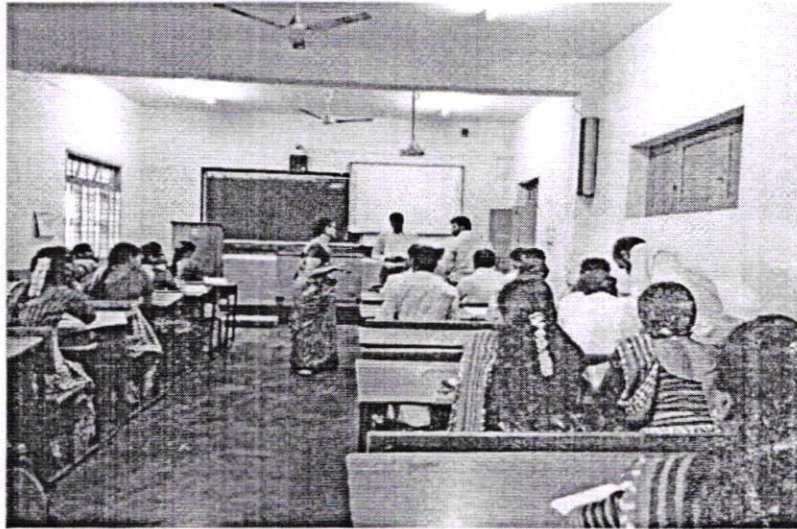
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2. Detailed report of Team Teaching

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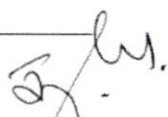
Team Teaching On Content Analysis



Organisers

Dr. Jyothi.B.Panth,
Assistant Professor

Sri.Kumar
Assistant Professor


Principal
Sree Siddaganga College of
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31ST OCTOBER 2022 , 02ND & 04TH NOVEMBER 2022


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Detailed report of Team Teaching

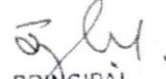
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28/10/2022

MEMO

All the student-teachers of II Semester are hereby informed that A **Team Teaching** will be conducted on the topic "**Content Analysis and its Forms**" by Dr. Jyothi.B.Panth and Sri Kumar K., Assistant Professors from 31st Oct to 04th Nov in the TMAP classes. Hence, you are informed to attend these classes without fail.



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Report

A Team Teaching was conducted on the topic – 'Content Analysis and its Forms' by Dr. Jyothi.B.Panth, and Sri Kumar.K., Assistant Professors, SSCE on 31st Oct, 02nd Nov, 04th Nov 2022 in the TMAP Class.

Team teaching is defined as follows:-

- Two or more teachers working together to plan, conduct, and evaluate the integrated outcomes, curriculum, learning activities, and assessments for the same group of learners.
- Two or more instructors teaching the same students at the same time within the same classroom and sharing equal levels of responsibility.

The scope of the content was –


- Meaning of content analysis
- Advantages
- Different Forms of content

We, both planned the content as follows:

1. Following were the objectives set for the content to be taught

Students will be able to:

- a. Acquire the knowledge of content analysis
 - b. Understand the meaning of content analysis
 - c. Understand the different forms of content
 - d. Distinguish among the forms of content
 - e. Classify the forms of content
 - f. Give examples for the different forms of content
2. We thought of preparing PPT on the content to be taught, and executed accordingly., Dr. Jyothi.B. Panth, prepared the ppt and the content was discussed with Sri Kumar and corrections were made, then finalised
 3. We discussed the task of responsibilities as follows:
Dr.Jyothi.B.Panth was assigned to
 - a. Explain the meaning and advantages of content analysis
 - b. Explain the meaning of following forms of content: phenomenon, hypothesis, formula, laws, principles, theories.
 - c. Examples for the forms of content in science and mathematics


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Sri. Kumar was assigned to

- a. Give examples for the concretisation of content analysis by considering examples from the subjects Social Science and English.
 - b. Explain the meaning of following forms of content: terms, concepts, facts, events, Rule, generalisation, assumptions.
 - c. Examples for the forms of content in Social Science and English.
4. Flow chart was prepared

Content analysis- Meaning & Advantages



Different forms of content



Terms



Concepts



Facts



Events



Assumptions



Generalisations




Formula



Rule




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Phenomenon



Hypothesis



Laws



Theories




Principles

5. It was decided to evaluate the teaching by formative and summative evaluation(Google form)

Execution stage:

The team teaching was executed as per the plan. Dr. Jyothi.B.Panth introduced the students about team teaching and began the deliberation by welcoming one and all to the class. At first Dr. Jyothi.B.Panth initiated the class by asking the students to go through the text books of 8th/ 9th standard, state syllabus and asked them to come out with their observations in the units. Then the content analysis was introduced to them and was concretised by taking the examples from the textbook. After which the students were motivated to understand the advantages of doing content analysis for a teacher. This was followed by Sri Kumar's presentation on assigned topics, then again by Dr. Jyothi.B.Panth. During, the presentations Examples were given by both in different subjects for different forms of content systematically. The doubts of the students were clarified by both. The entire content was taught in two periods with the use of ppt and textbooks. While one was teaching, the other use to supervise the student's activities and understanding. Students were appreciated for their active participation by asking relevant questions and responding to the questions asked by the teachers.

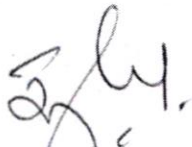
3. Evaluation stage:


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Students were assigned to study a unit and do content analysis, then to identify all possible forms of content in the unit selected.

At the end on 04th Nov 2022, a test for 12 marks(15 minutes) was conducted by the use of Google form with link <https://forms.gle/UFX95ugbDZwW2zUG>

This was administered with the help of mobile phone. All the students attended the test within the given time limit. Then the result was analysed and discussed. Four of the students didn't do well because of their absence to the team teaching class. They were taught the content once again on the same day during lunch hour.


Principal
Sree Siddaganga College of
Education, B.H. Road, Tumkur.


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Google Form – for the test

<https://forms.gle/kbDv5p2jfqjRGZLv6>

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II Semester – Nov 2022

Test- Content Analysis

“Any event that takes place in nature” is given by what form of content?

- Fact
- Phenomenon
- Term
- Generalization

It is a universally accepted truth- signifies

- The term
- Principle
- Fact
- Hypothesis

A statement/ question possessing independent and dependent variables.

- Theory
- Formula
- Law
- Hypothesis


Mathematical symbolization is done in which form of content?

- Theory
- Principle
- Law
- Assumption

A word possessing different meaning in different context- is coined as

- A term
- A concept
- An assumption
- A fact

Constantinople was captured by Turks in 1453- this statement is


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- An hypothesis
- A theory
- **A fact**
- Assumption

'Democracy'- this is an example for both concept & term

- **True**
- False

Which among the following is not a concept?

- Communism
- Volcano
- Reproduction
- **Feeling**

$E=mc^2$ is the symbolic form of representing the relationship between the concepts- this is a feature of


- A Law
- A Principle
- A Hypothesis
- **A Theory**

Metals are the good conductors of heat and electricity- this is an example of

- A Law
- **A Generalization**
- A Theory
- A Principle

Jallianwala bagh massacre took place on April 13, 1919 at Jallianwala Bagh, Amritsar, Punjab where 379 people including men, women, and children (Indians) were killed while 1,200 were injured in the indiscriminate firing ordered by Colonel Reginald Dyer. – this is

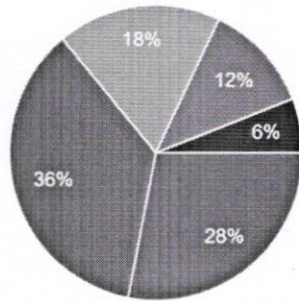
- A Hypothesis
- **An Event**
- A Generalization
- A Fact


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Google Form - Test Analysis

Pedagogy Subjects

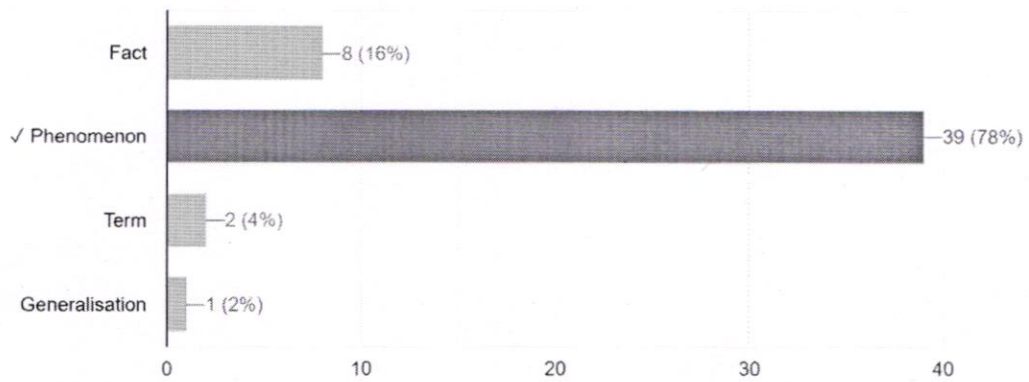
50 responses



- Physics/ Mathematics
- Social Science/ Kannada
- Social Science/ English
- Biology/ Chemistry
- Commerce/ English
- Social Science/ Sanskrit

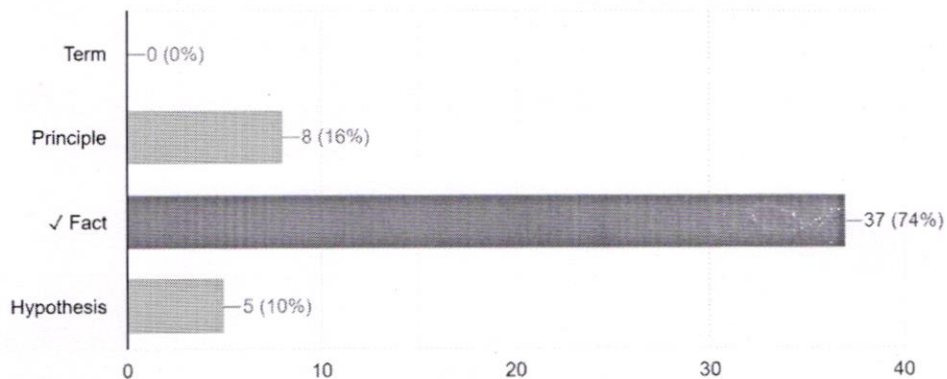
1. 'Any event that takes place in nature' is given by what form of content?

39 / 50 correct responses



2. 'It is a universally accepted truth- signifies'- signifies

37 / 50 correct responses

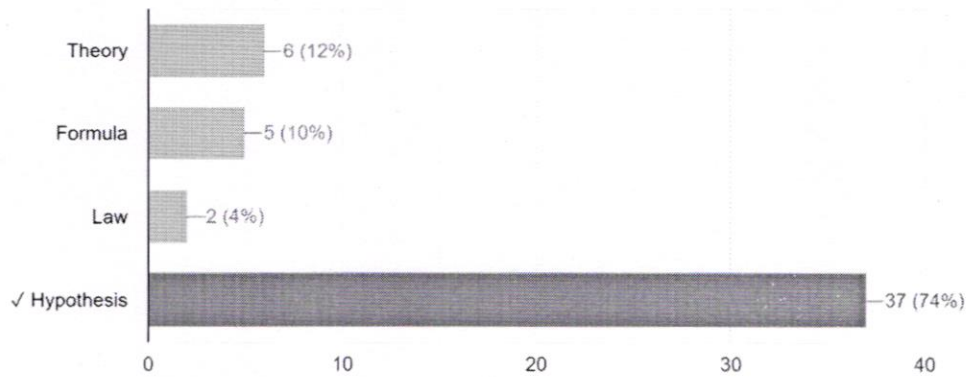


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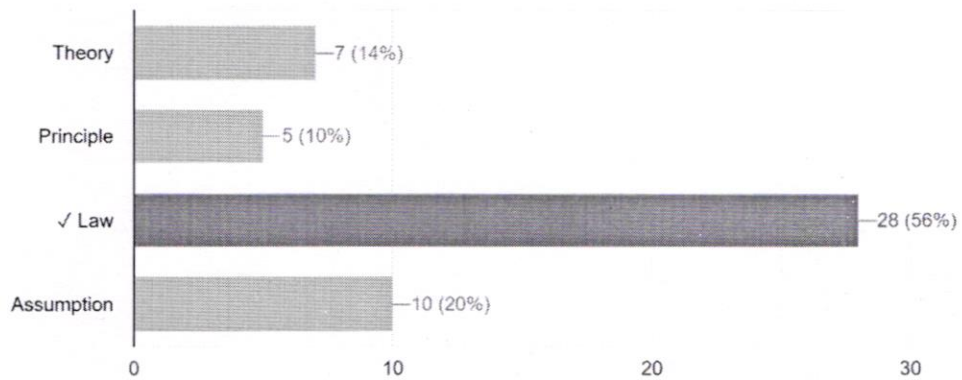
3. A statement/ question possessing independent and dependent variables.

37 / 50 correct responses



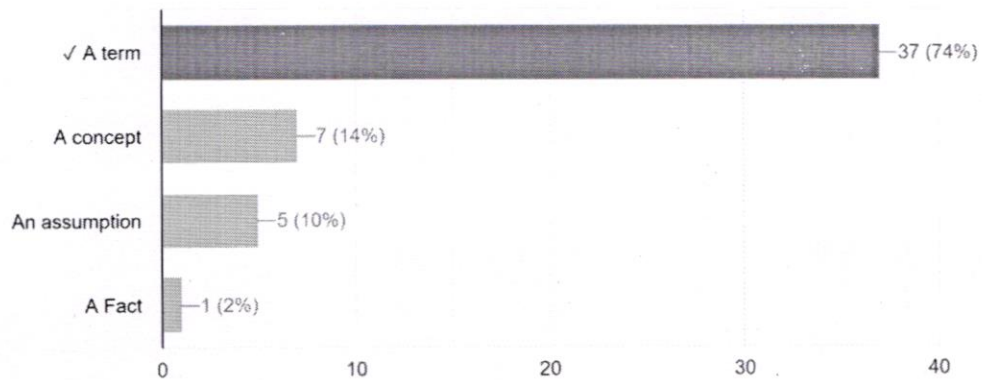
4. In which form of content Mathematical symbolization of a statement is done?


28 / 50 correct responses



5. A word possessing different meaning in different context- is coined as

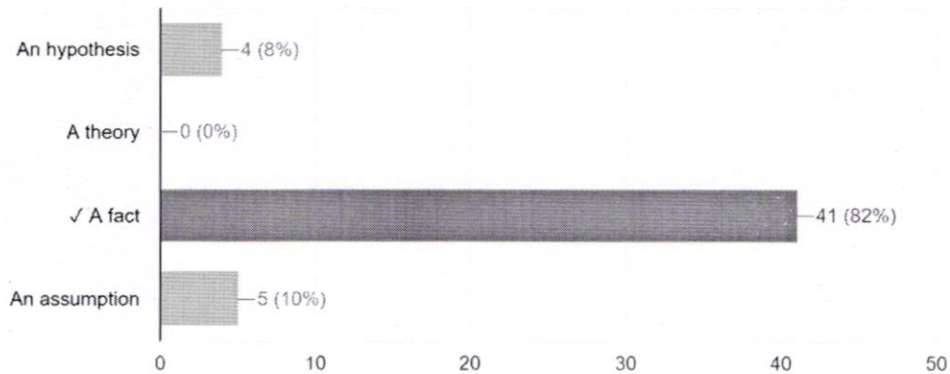
37 / 50 correct responses




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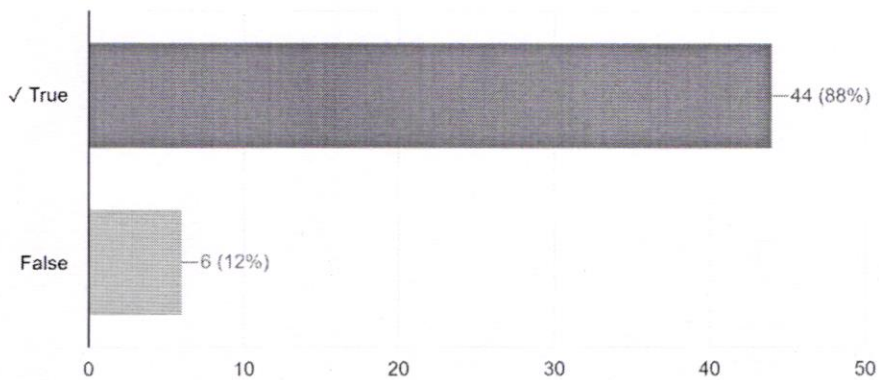
6. Constantinople was captured by Turks in 1453 A.D- this statement is

41 / 50 correct responses



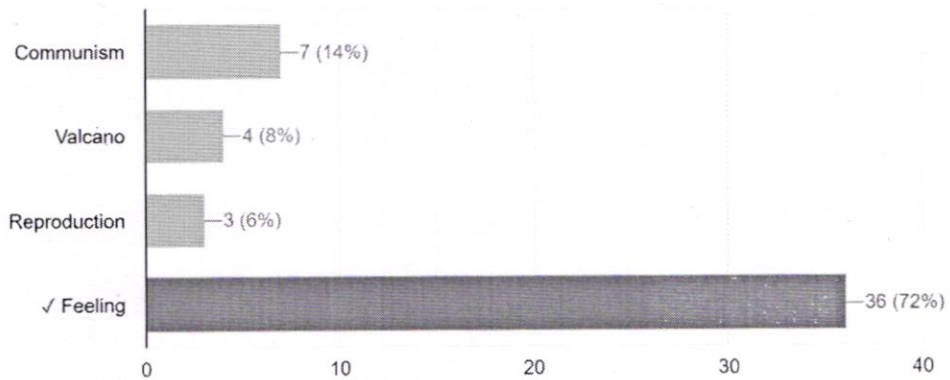
7. 'Democracy'- this is an example for both concept & term

44 / 50 correct responses



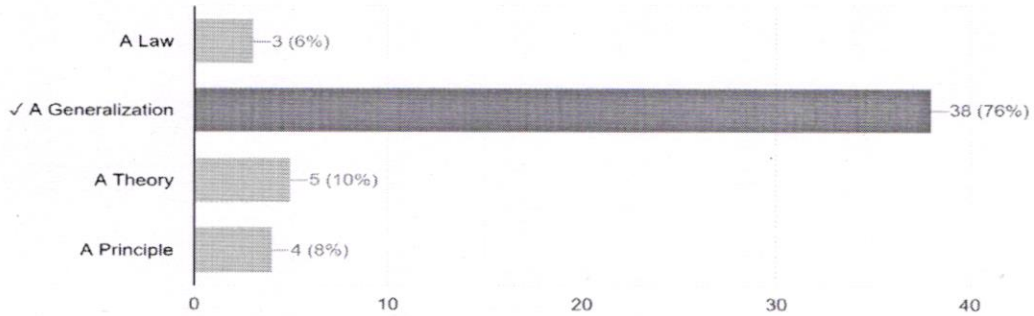
8. Which among the following is not a concept?

36 / 50 correct responses

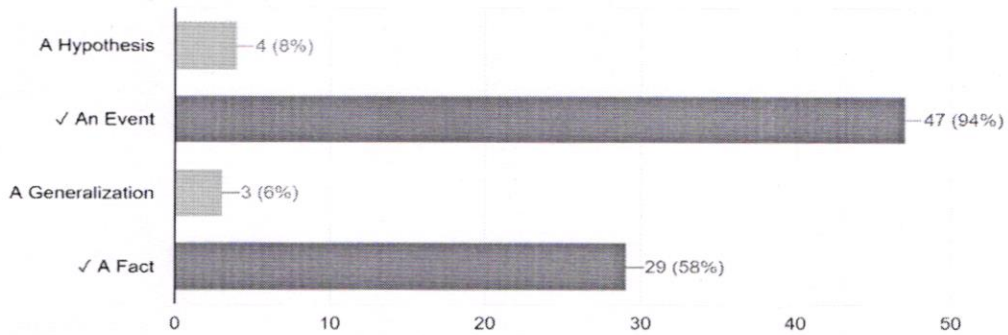



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10. Metals are the good conductors of heat and electricity- this is an example of
38 / 50 correct responses




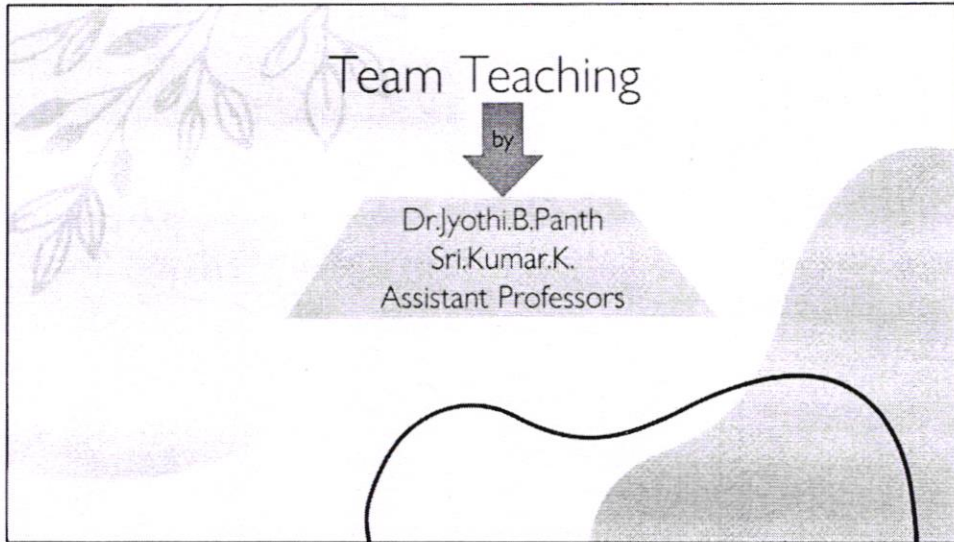
11. Jallianwala bagh massacre took place on April 13, 1919 at Jallianwala Bagh, Amritsar, Punjab where 379 people including men, women, and children were killed. The massacre was ordered by Colonel Reginald Dyer. – this is
26 / 50 correct responses



After assessing the performance of the students, we came to know that the content was very well understood by the students but only a few of them (29%) had confusion between 'A Fact' & 'An Event', which was clarified by taking a few more examples.

Ppt Used for Team Teaching


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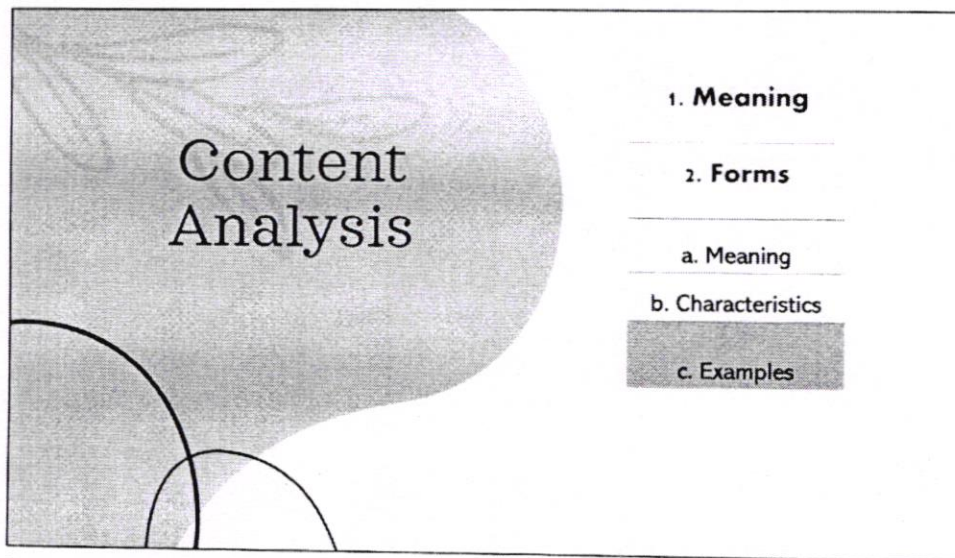
Team Teaching

↓
by

Dr.Jyothi.B.Panth
Sri.Kumar.K.
Assistant Professors

This slide features a decorative background with light purple floral patterns on the left and a wavy black line at the bottom. The text is centered and presented in a clean, sans-serif font.

1



Content Analysis

1. Meaning
2. Forms
 - a. Meaning
 - b. Characteristics
 - c. Examples

The slide has a decorative background with a large, light purple circular shape on the left and overlapping black circles at the bottom. The text is arranged in a structured list format on the right side.

2

¹
S. Jay.
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The signature is in green ink. Below it is a blue ink stamp with the text 'PRINCIPAL' and the college name and address.

Meaning

Content analysis is the analysis of content of the subject to be taught into its [redacted] and [redacted] them in [redacted] in logical sequence.

It is a process of splitting and analysing and arranging all the content into sub-topics in the form of **concepts, rules, generalization, law,** to have better impact on the learner.

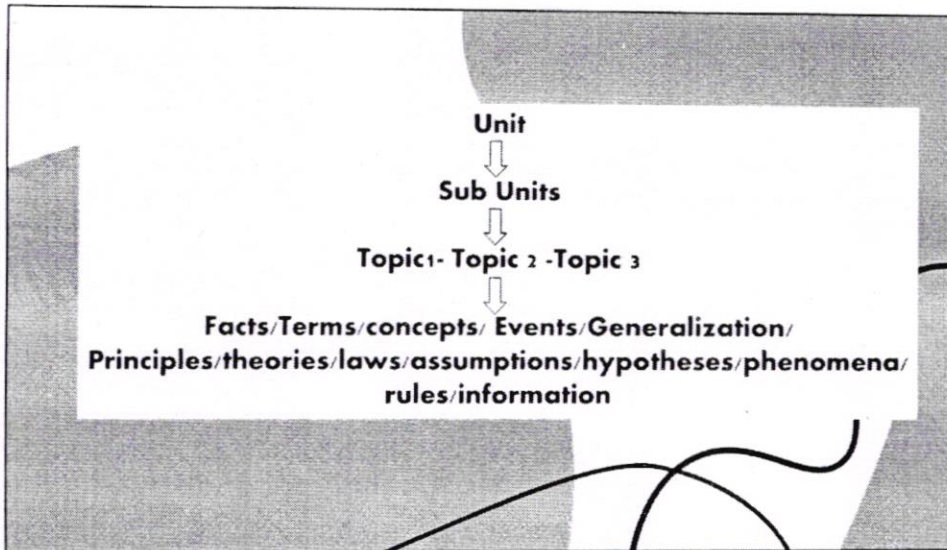


2022

TMAP

3

3



4

2

A handwritten signature in green ink, appearing to be 'S. S. S.', written in a cursive style.

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Fact(ವಾಸ್ತವಾಂಶಗಳು):

Characteristics:

- It is a basic building block of knowledge
- Fact is sometimes used synonymously with truth
- Facts are central to building scientific theories
- It is verifiable and objectively real
- It is real and indisputable piece of information

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9

9

Events(ಘಟನೆಗಳು) :

- It refers to the time, place and period.

Examples:

- Plassey war: It took place in the year 1757 between East India Company (Robert Clive) and Nawab of Bengal (Siraj-Ud- Daulah) at Plassey.
- Battle of Kalinga: it took place in the year 261 BC between the Maurya Empire under Ashoka and the state of Kalinga at Kalinga
- I war of Indian Independence
- I & II World War

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10



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Assumptions(ಊಹೆಗಳು):

It is a thing that is accepted as true or as certain to happen without proof.

Example:

Alexander the great had the assumption that India is famous for its purity, and one can attain moksha by stepping in the land of India.

In an equilateral triangle ABC, an angle A= 60° , angle B= 60° , then angle C= 60°

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11

11

Generalization(ಸಾಮಾನ್ಯೀಕರಣ):

• It is an inferential statement which expresses a relationship of two or more concepts. Generalisation is a process of framing principles, theories, and concepts by establishing a relationship between facts. Generalisations can be drawn out from the facts through its systematic analysis and interpretation.

Examples:

- Monocots have fibrous root system
- Metals are good conductors of electricity.
- Electrons are negatively charged particles
- Pronoun is the word used instead of a noun like he, she, they.

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Formula(ಸೂತ್ರ):

- It is a concise way of expressing information symbolically as in mathematical or chemical formula. It is the general construct of relationship between given quantities.
- Examples:
 - $F=ma$, newton's second law of motion. Where F = force, m = mass and a = acceleration.
 - $E=mc^2$, "Energy equals mass times the speed of light squared."

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13

13

Rule(ನಿಯಮ):

- It is a statement that tells us what is allowed or what will happen within a particular system. Rule is a piece of advice about the best way to do something. It is a prescribed guide for conduct or action.

Examples:

- Fleming's left hand rule: Fleming's Left-Hand Rule states that if we arrange our thumb, forefinger and middle finger of the left hand perpendicular to each other, then the thumb points towards the direction of the magnetic force, the forefinger points towards the direction of the magnetic field and the middle finger points towards the direction of the current.
- Rules of war: not to attack the opponent when he is without arms/tools, no war after sun set....

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14

14

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Phenomenon(ವಿದ್ಯಮಾನಗಳು):

- Any event that takes place in nature.

Examples:

- Photosynthesis, rainbow, glaciers, earthquake, volcano, rusting of iron, reflection, refraction, lighting, thundering, gravity, magnetism.

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15

15

Hypotheses(ಪ್ರಾಕಲ್ಪನೆಗಳು):

- It is a tentative guess stated in the form of a statement or question towards the solution of a problem.
- It is an expected relationship between an independent and dependent variable.

Example:

There is no relationship between gender and academic achievement of 9th grade students of Tumkur District.

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16

16

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Hypotheses(ಪ್ರಾಕಲ್ಪನೆಗಳು):

- **Characteristics:**
- It is stated based on sound reasoning
- Clear and understandable
- Simple and brief
- Testable and measurable (empirical statements)
- Possess dependent and independent variables
- It should agree with the observed facts
- It does not conflict with any law of nature which is known to be true
- It permits of the application of deductive reasoning

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17

17

Laws(ಕಾನೂನುಗಳು):

- A law is a generalized statement to explain a body of observation in the form of verbal or mathematical statement.
- The system of rules which a particular country or community recognizes as regulating the actions of its members and which it may enforce by the imposition of penalties.

Examples:

- "Shooting the birds is against the law"
- Newton's laws of motion:
 - Newton's third law of motion: for every action, there is equal and opposite reaction. $T=W$, where T = tension and W =weight

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18

18



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Laws(ಕಾನೂನುಗಳು):

- Hook's law of elasticity:
 - States that stress developed is directly proportional to strain produced in the body.
 - Mathematically, $F = -kx$, Where F = Force, x = Change in position and k = Spring constant.
- Mendel's law of segregation:
 - When an organism makes gametes, each gamete receives just one gene copy, which is selected randomly. This is known as the **law of segregation**.

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19

19

Theories (ಸಿದ್ಧಾಂತ):

- It is a well-substantiated explanation of some aspect of natural world that incorporates laws, hypotheses or facts. A theory is a set of facts, concepts, and principles which explains the underlying unobservable mechanisms, which affects the development of human knowledge.
- Theory is the analysis of a set of facts in their relation to one another in meaningful ways.

Example:

- Thorndike's trial and error learning theory.
- Pavlov's theory of classical conditioning (dog- salivation),
- Skinner's theory of learning (stimulus, response, reinforcement): it is based upon the idea that learning is a function of change in overt behaviour() reinforcers are important in the process of strengthening the learning.

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20

20

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Theories (ಸಿದ್ಧಾಂತ):

- Darwin's theory of evolution: Theory of evolution by natural selection Darwin's theory of evolution by natural selection entailed three crucial elements: variation, reproduction, and heritability.
- Lamarck's theory of evolution: inheritance of acquired characteristics, use and disuse theory
- Valence bond theory
- Atomic theory
- Dwaitha, Adwaitha, and Vishistadwaitha (ದ್ವೈತ, ಅದ್ವೈತ, ಮತ್ತು ವಿಶಿಷ್ಟಾದ್ವೈತ)

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21

21

Principle(ತತ್ವಗಳು):

- A principle states a relationship between classes of events, which enable us to predict the consequences, infer causes, control situations, or solve problems.
- It is a statement of relationship between two or more concepts.

Examples:

- Principles of Jainism, Buddhism, (Principles are the ideas suggested by the founders) Archimedes' Principle, Aufbau's Principle, Heisenberg Uncertainty Principle
- Heisenberg Uncertainty Principle: states that it is impossible to measure the exact position and exact momentum of a particle simultaneously. It states the relation between position and momentum.

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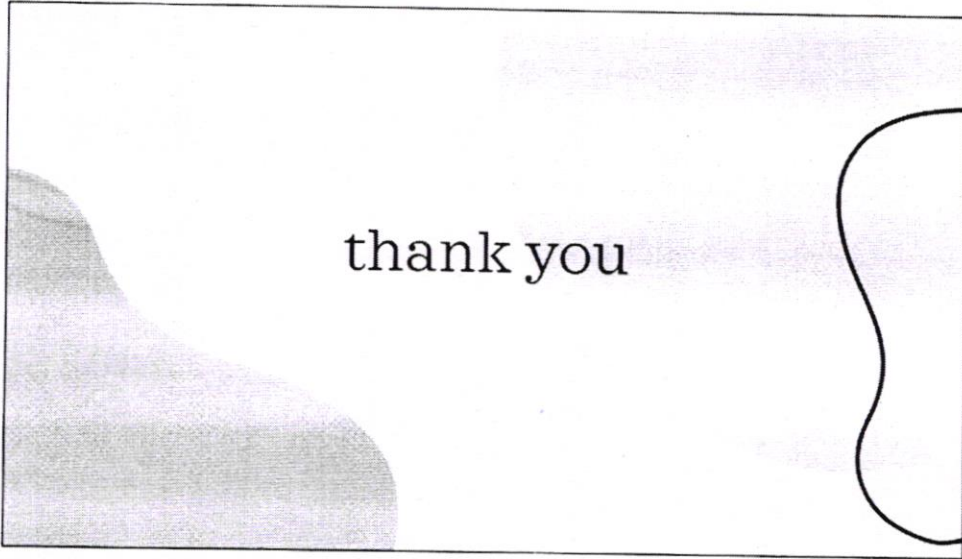
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22

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11

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