



Sri Nanak Jhira Saheb Foundation

GURU NANAK COLLEGE OF EDUCATION

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

College Website: www.gurunanakbed.org

College Website : www.gurunanakbed.org

E-Mail IQAC: iqacgnbedc@gmail.com

3.1.4 Institution has created an eco-system for innovations and other initiatives for creation and transfer of knowledge that include.

- 1. Participative efforts (brain storming, think tank, etc.) to identify possible and needed innovations.**
- 2. Encouragement to novel ideas.**
- 3. Official approval and support for innovative try-outs.**
- 4. Material and procedural supports.**

Innovation is any new idea, creative thought or new imagination in the form of a device or method or activity Guru Nanak College of Education. The college aims at providing opportunities for students to come out with new ideas, as trying innovations increase students chances to react to changes and discover new opportunities

Objectives

To offer both cognitive and affective experience

To build their constructive thinking

* To come up with new ideas that increase productivity

* To develop the creativity of students

Nature of activities

Organizing Different Co-Curricular Activities

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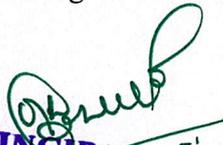
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BIDAR-585403**

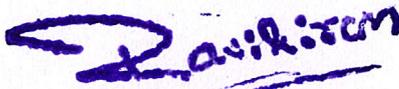
Students of the college get opportunities from time to time to participate in different activities like open discussion method and best out of waste where they get an opportunity to brainstorm and come up with their novel ideas in different situations and celebration different days.

Students at Guru Nanak College of Education. Colleges celebrate different National and International Days like Women's Day, World Environment Day. Yoga Day, and Aids Day on the specified dates. The students come up with their novel ideas and implement them to bring out some innovative work. This exercise is done on a continuous basis by the students to make the objectives of constructive thinking, creativity, and developing cognitive and aesthetic sense.

Our college further promotes research in multiple ways. It encourages staff members to go for research by providing financial aid for the various research projects and for research activities like seminars, conferences and workshops obtained from the bodies like Gulbarga University Kalburgi and our institution.

For effective creation and transfer of knowledge, activity-based learning such as project works, internships, educational trips and field visits in collaboration with other related bodies are undertaken. The college also encourages the students to widen their exposure and nourish their talents through different activities.


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Open Discussion session on

How to increase the maths and science result in school

On 09/04/2019, Guru Nanak College hosted a seminar on **How to increase the maths and science result in school** led by Renuka.M. During their practice teaching at various schools, students from Guru Nanak Group of Institutions observed that students in 9th and 10th grades were facing challenges in science and mathematics, resulting in sub-optimal academic performance. Notably, the students struggled to grasp complex concepts, leading to a lack of 100% results in these subjects. Recognizing this issue, the trainee teachers held discussions and divided themselves into teams to brainstorm and develop innovative solutions.

The teams proposed several strategies to address the challenges faced by the students. These included incorporating interactive teaching methods, such as using multimedia tools and hands-on activities, to make the subjects more engaging and easier to understand. They also suggested implementing personalized tutoring sessions to provide additional support for students struggling with specific topics. Furthermore, the teams emphasized the importance of continuous assessment and feedback to monitor students' progress and adjust teaching strategies accordingly. These innovative approaches aimed to enhance the learning experience for students, improve their understanding of science and mathematics, and ultimately help them achieve better academic outcomes. The initiative by the trainee teachers reflects a proactive effort to address educational challenges and improve student performance in crucial subjects.




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Open Discussion session on Observations and Solutions by Guru Nanak Group of Institutions' Students

On 09/07/2019, **Guru Nanak College** hosted a seminar on **Observations and Solutions by Guru Nanak Group of Institutions' Students** led by **Dr. Sanjay Mainale**. During the recent practice teaching program, students from the Guru Nanak Group of Institutions visited various schools to observe and assist in the teaching of 9th and 10th-grade students. The primary objective was to identify the challenges faced by students in Science and Mathematics and to devise strategies to enhance their learning experience and outcomes.

Observations

A significant number of students struggled with the foundational concepts in both Science and Mathematics. This lack of understanding led to difficulties in grasping more complex topics and contributed to lower academic performance. Many students exhibited a fear of these subjects, which often resulted in a lack of interest and motivation. This fear was particularly evident in Mathematics, where students were intimidated by complex problem-solving tasks. The traditional lecture-based teaching methods were not engaging enough for the students. The absence of interactive and practical learning opportunities made it challenging for students to relate theoretical concepts to real-world applications. Some schools had limited access to modern teaching aids and resources, such as interactive whiteboards, laboratory equipment, and digital learning tools, which could enhance the teaching and learning experience.

Discussions and Team Formation

After identifying these issues, the student-teachers convened to discuss potential solutions. They were divided into teams, each tasked with developing innovative ideas to address the identified challenges. The teams focused on creating strategies that could be implemented within the classroom setting to improve student engagement and understanding.

Proposed Solutions

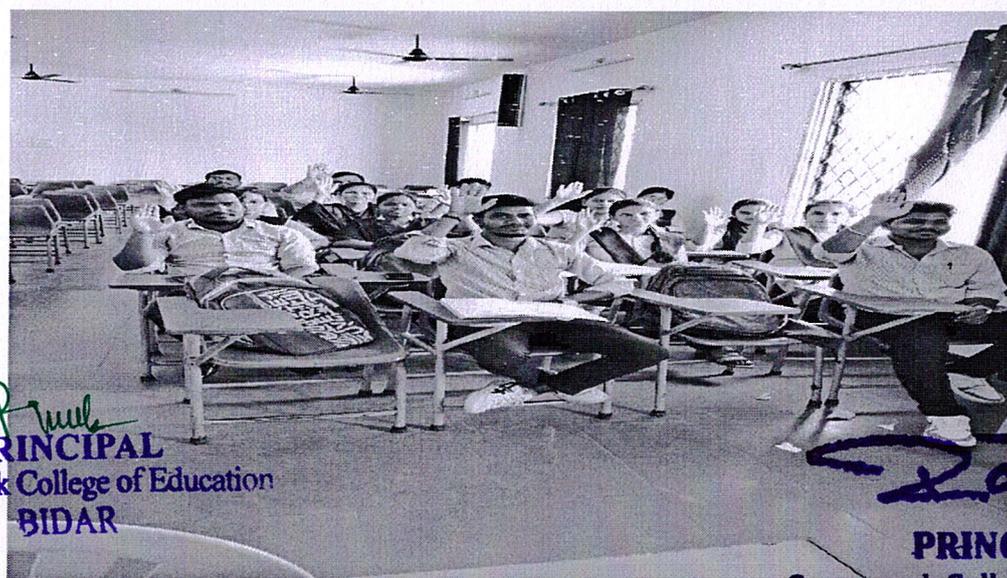
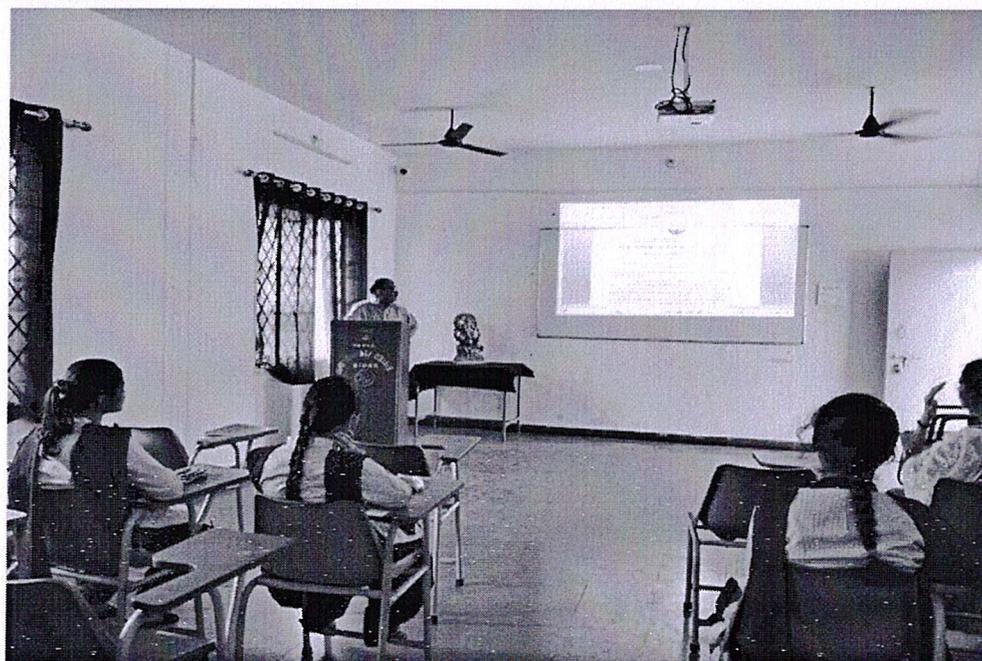
One of the primary solutions proposed was the incorporation of interactive learning methods. This included the use of visual aids, such as videos and animations, to explain complex scientific concepts. Additionally, the use of educational games and quizzes was suggested to make learning more enjoyable and engaging. To bridge the gap between theory and practice, the teams proposed incorporating more practical activities into the curriculum. For example, conducting simple experiments in Science classes or using real-life examples in Mathematics to illustrate abstract concepts. The concept of peer tutoring was introduced, where students who excelled in certain topics would assist their peers who were struggling. This not only provided

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academic support but also fostered a collaborative learning environment. Group work was also encouraged to promote teamwork and problem-solving skills. The teams suggested integrating technology into the classroom, such as using educational apps and online resources. They proposed the use of digital platforms for assignments and assessments, allowing for immediate feedback and a more dynamic learning experience. Recognizing the role of teachers in this process, the teams recommended additional training for teachers in modern teaching methods and the use of technology. Workshops and seminars could be organized to keep teachers updated on the latest educational tools and techniques.

Conclusion

The practice teaching experience provided valuable insights into the challenges faced by 9th and 10th-grade students in Science and Mathematics. The student-teachers from the Guru Nanak Group of Institutions not only identified these issues but also collaborated to develop practical solutions. By implementing these innovative ideas, there is potential for significant improvements in student engagement, understanding, and overall academic performance in these critical subjects. The proposed strategies emphasize a more interactive, practical, and technology-enhanced approach to education, aiming to foster a more engaging and effective learning environment.



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Open Discussion session on R & D Paper writing by Guru Nanak Group of Institution Students

On 02/11/2021, **Guru Nanak College** hosted a seminar on **R & D Paper writing by Guru Nanak Group of Institution Students** led by **Prof. Mareppa Kattimani**. Research and Development (R&D) is a critical component in advancing knowledge and innovation across various fields. At the Guru Nanak Group of Institutions, students have been actively engaged in R&D paper writing, contributing to scholarly discourse and advancing their understanding of complex subjects. This report outlines the process, challenges, and strategies employed by the students in writing R&D papers.

Process of R&D Paper Writing

The first step in the R&D paper writing process is selecting a relevant and impactful topic. Students are encouraged to choose subjects that align with their interests and have significant research potential. Topics are often selected based on current trends, technological advancements, or pressing societal issues. Once a topic is selected, students conduct an extensive literature review to understand the existing body of work in the chosen area. This involves analyzing previous studies, identifying gaps in the literature, and defining the research question or hypothesis. The next step involves designing the research methodology. Students choose appropriate research methods, whether qualitative, quantitative, or a mix of both. They also determine the tools and techniques required for data collection and analysis. Students gather data through experiments, surveys, simulations, or other relevant methods. The collected data is then analyzed using statistical or computational tools to draw meaningful conclusions. This step is crucial for validating the research hypothesis and understanding the implications of the findings. With the data analyzed, students proceed to write the paper. The structure typically includes an abstract, introduction, methodology, results, discussion, and conclusion. Each section is crafted to communicate the research objectives, methods, findings, and implications clearly and concisely. Before final submission, the paper undergoes a peer review process. Fellow students and faculty members provide feedback on the content, structure, and clarity of the paper. Based on this feedback, revisions are made to improve the overall quality of the work. Finally, the completed paper is submitted to relevant journals, conferences, or academic forums. Students may also present their findings at seminars, workshops, or symposiums to disseminate their research to a broader audience.

Challenges Faced

One of the significant challenges is conducting a comprehensive literature review. Students often struggle to access the latest research papers and journals due to subscription barriers. Collecting accurate and sufficient data can be challenging, especially for empirical research. Issues such as limited access to resources, time constraints, and ethical considerations may pose obstacles. Writing a research paper requires a formal and concise style, which can be challenging for students unfamiliar with academic writing conventions. Ensuring clarity and coherence while avoiding plagiarism is another critical challenge. Some research areas require advanced technical skills and knowledge, such as programming, statistical analysis, or

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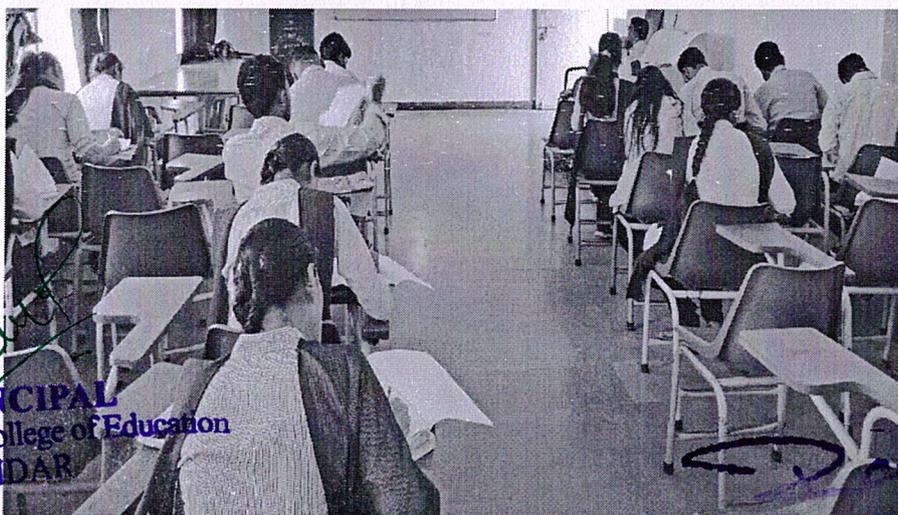
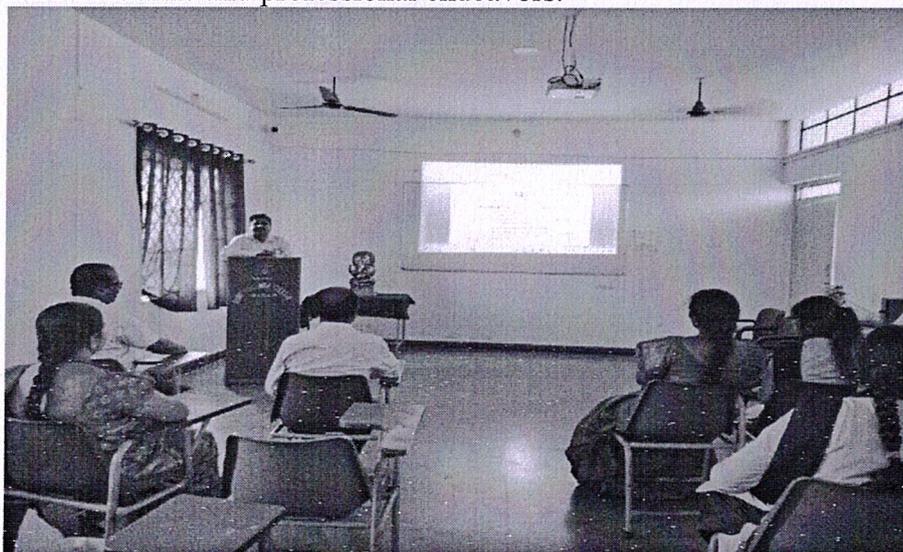
specialized software. Students may need to acquire these skills to conduct their research effectively.

Strategies for Improvement

The institution offers workshops and training sessions on research methodologies, academic writing, and data analysis tools. These sessions equip students with the necessary skills and knowledge to conduct high-quality research. Efforts are made to provide students with access to online journals, research databases, and other academic resources. Collaborations with libraries and research institutions are also pursued to expand resource availability. Faculty members and experienced researchers provide mentorship and guidance throughout the research process. This support helps students navigate challenges and refine their research focus. Encouraging collaborative research allows students to work in teams, leveraging diverse skills and perspectives. This approach enhances the quality of the research and fosters a collaborative learning environment.

Conclusion

The R&D paper writing process at the Guru Nanak Group of Institutions is a rigorous and enriching experience for students. Despite the challenges, the institution's support systems and resources enable students to conduct meaningful research and contribute to academic discourse. The emphasis on workshops, mentorship, and collaborative efforts ensures that students develop the necessary skills and knowledge to excel in research and development. Through these initiatives, the institution aims to foster a culture of innovation and critical thinking, preparing students for future academic and professional endeavors.



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Open Discussion session on Strategies to Improve Reading Skills

On 04/10/2021, **Guru Nanak College** hosted a seminar on **Strategies to Improve Reading Skills** led by **Dr. Mallikarjun.S.** Reading is a fundamental skill that plays a crucial role in academic success and personal development. Improving reading skills is essential for comprehension, critical thinking, and overall literacy. This report outlines effective strategies for enhancing reading skills, particularly among students, by focusing on various aspects of the reading process, from decoding words to understanding complex texts.

Identifying the Challenges

Before implementing strategies to improve reading skills, it is essential to identify the common challenges faced by readers: A limited vocabulary can hinder comprehension, as students may struggle to understand the meaning of unfamiliar words. Even when students can decode words, they may have difficulty understanding the meaning of sentences, paragraphs, or entire texts. Slow and laborious reading can affect comprehension and make reading a less enjoyable experience. A lack of interest in reading can result from difficulty with reading skills or a lack of exposure to engaging and relevant materials. A lack of background knowledge on a subject can impede comprehension and make it difficult for students to connect new information with what they already know.

Strategies to Enhance Reading Skills

Teaching new words explicitly, including their meanings, usage, and context, can significantly enhance vocabulary. This can be done through direct instruction, word games, and flashcards. Encouraging students to infer the meaning of unfamiliar words from the context in which they appear helps build their vocabulary naturally. Teaching students to engage actively with the text by asking questions, making predictions, and summarizing can improve comprehension. Annotating the text and taking notes can also aid in understanding. Using graphic organizers, such as mind maps, story maps, and Venn diagrams, helps students organize information and visualize relationships between concepts. Repeated reading of the same text helps students become more familiar with the words and improve their reading speed and accuracy. Reading aloud with a partner or group allows students to practice fluency and pronunciation in a supportive environment. Allowing students to choose reading materials based on their interests and providing a diverse range of genres and topics can increase motivation and engagement. Reading aloud to students and engaging them in storytelling can spark their interest in books and literature. Before reading a text, discussing relevant background information and key concepts can help students connect new information with prior knowledge. Incorporating reading materials related to subjects like science, history, and social studies can broaden students'

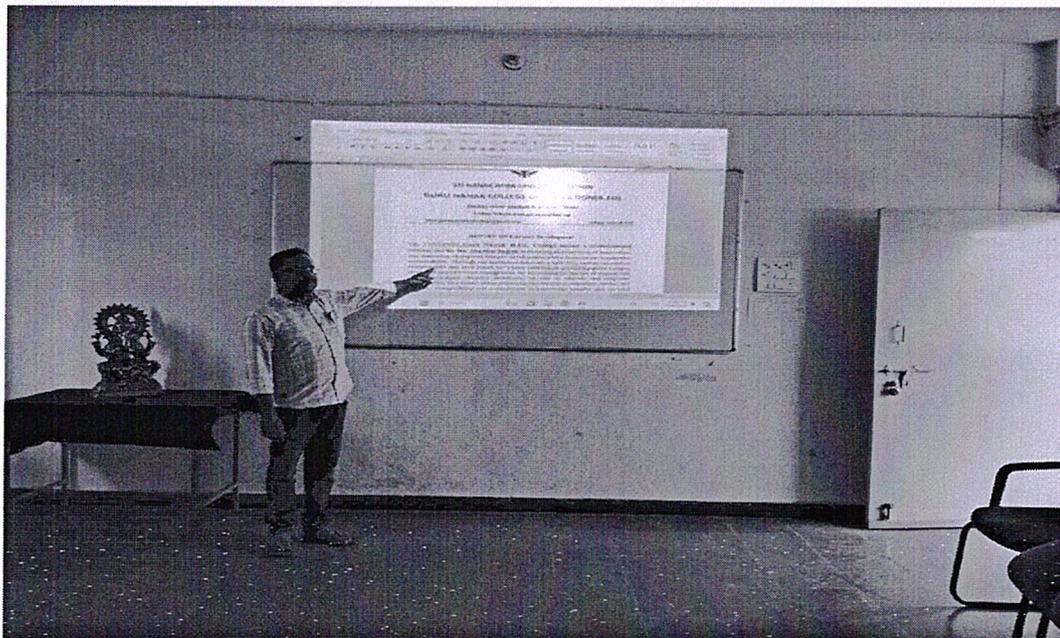
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knowledge base and enhance comprehension. E-books, audio books, and digital reading apps can provide interactive and engaging reading experiences. Features like text-to-speech, highlighting, and interactive quizzes can support diverse learning needs. Supplementing reading with multimedia resources can enhance understanding and provide different perspectives on the same topic. Setting aside regular time for independent reading in the classroom and at home encourages consistent practice and improvement. Organizing reading challenges and book clubs can create a community of readers and foster a positive reading culture.

Conclusion

Improving reading skills requires a multifaceted approach that addresses the various challenges students face. By focusing on vocabulary building, comprehension strategies, fluency enhancement, and fostering a love for reading, educators can create an environment that supports the development of strong reading skills. Additionally, integrating technology and multimedia resources can provide diverse and engaging learning experiences. With consistent practice and encouragement, students can develop the skills and confidence needed to become proficient readers, setting a strong foundation for lifelong learning and academic success.





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Open Discussion session on

Addressing the Needs of Slow Learners of Guru Nanak Group of Institutions' Students

On 15/04/2022, **Guru Nanak College** hosted a seminar on **Addressing the Needs of Slow Learners by Guru Nanak Group of Institutions' Students** led by **Dr. Pratibha Panth**. During the practice teaching program, students from the Guru Nanak Group of Institutions observed various classrooms and identified challenges faced by slow learners, particularly in the subjects of Science and Mathematics. Slow learners, who grasp new concepts at a slower pace compared to their peers, often face difficulties in keeping up with the standard curriculum. This report outlines the observations made, the challenges identified, and the innovative strategies developed to support slow learners in the classroom.

Observations

The student-teachers noted several key characteristics and challenges associated with slow learners. Slow learners often struggle with understanding and retaining new information. They require more time and repetition to fully comprehend concepts, especially in subjects like Science and Mathematics, which involve abstract thinking and problem-solving. Repeated failures and difficulties can lead to a lack of confidence and motivation among slow learners. This can result in a passive attitude towards learning, where they might avoid participating in class or attempting challenging tasks. Traditional teaching methods, which often cater to the average student, may not effectively engage slow learners. These students may find it challenging to follow along at the same pace as their peers, leading to disengagement and lack of interest. In some cases, slow learners may exhibit behavioral issues, such as disruptive behavior or withdrawal, as a coping mechanism for their academic struggles. These behaviors can further hinder their learning and create additional challenges for teachers.

Discussions and Team Formation

Upon identifying these issues, the practice teaching students engaged in discussions to develop strategies to support slow learners. They were divided into teams, each focusing on different aspects of the problem, including teaching methods, classroom management, and emotional support.

Proposed Solutions

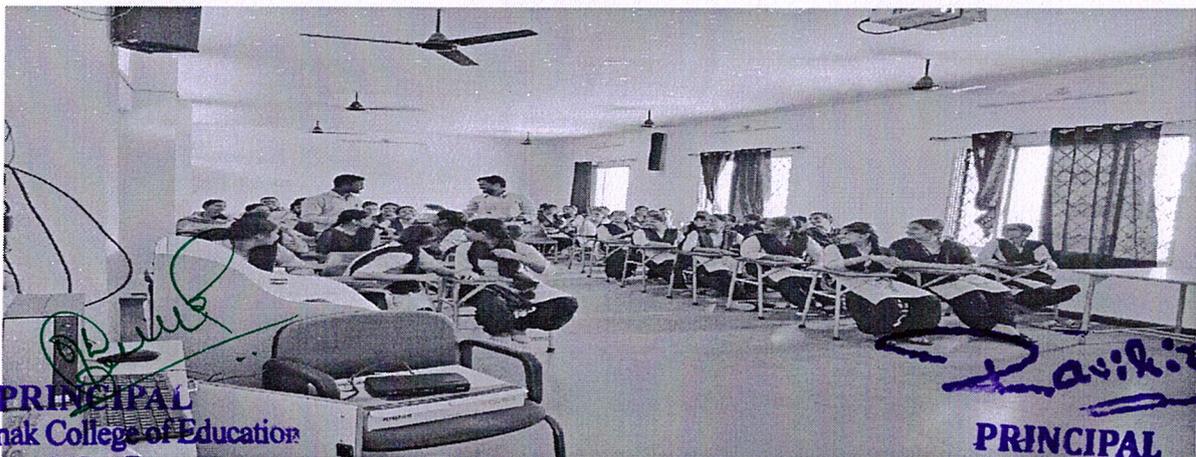
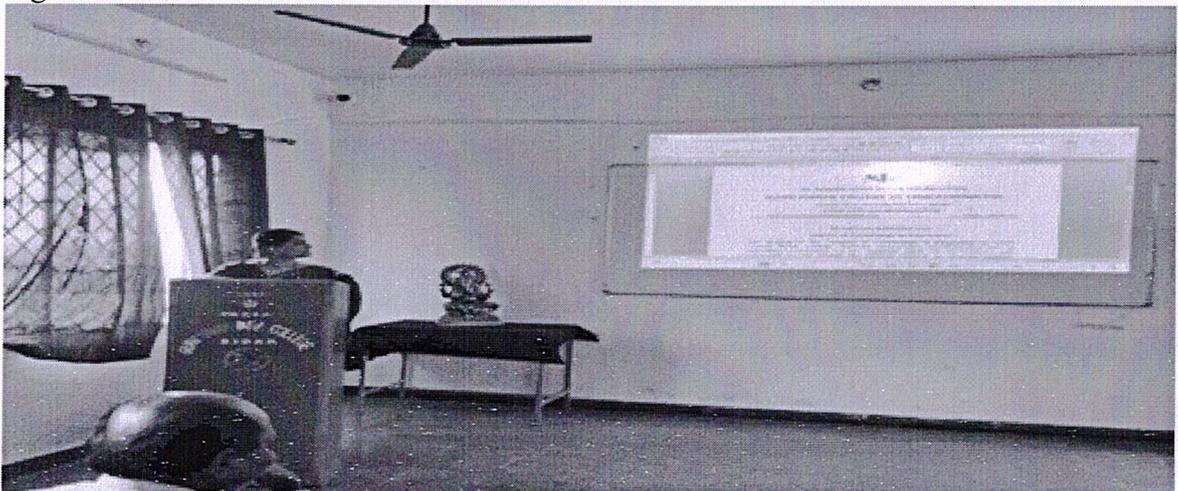
One of the key strategies proposed was differentiated instruction, which involves tailoring teaching methods and materials to meet the diverse needs of students. For slow learners, this could include simplifying complex concepts, using visual aids, and providing hands-on activities to reinforce learning. Providing individualized attention was emphasized as a crucial approach. Teachers could work one-on-one with slow learners to address their specific needs.

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difficulties, provide additional explanations, and offer personalized feedback. This helps build a strong teacher-student relationship, boosting the student's confidence and willingness to engage. Incorporating technology, such as educational software and interactive apps, was suggested to make learning more engaging and accessible. These tools can offer interactive exercises, visual simulations, and immediate feedback, which can be particularly beneficial for slow learners. Encouraging peer support and collaborative learning was another strategy. Pairing slow learners with supportive peers in group activities can help them learn at their own pace while benefiting from peer explanations and encouragement. This also promotes a sense of inclusion and belonging. Recognizing and celebrating small achievements was highlighted as a way to motivate slow learners. Positive reinforcement, such as praise and rewards, can boost their self-esteem and encourage them to continue putting in effort. The teams proposed using flexible assessment methods, such as oral exams, project-based assessments, and open-book tests. These alternatives to traditional testing can help slow learners demonstrate their understanding in a less stressful environment. Involving parents in the learning process was also recommended. Regular communication between teachers and parents can help monitor the student's progress, address concerns, and provide consistent support both at school and at home.

Conclusion

The practice teaching experience provided valuable insights into the challenges faced by slow learners and the importance of tailored support. The students from the Guru Nanak Group of Institutions proposed a range of strategies to create an inclusive and supportive learning environment. By implementing differentiated instruction, individualized attention, technology integration, and positive reinforcement, teachers can better address the needs of slow learners. These strategies aim to foster a more engaging and supportive classroom atmosphere, ultimately helping slow learners achieve their full potential. The commitment to understanding and supporting all students underscores the institution's dedication to holistic and inclusive education.



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Open Discussion session on Usage of Smartphones by Children: Benefits and Drawbacks

On 04/03/2023, **Guru Nanak College** hosted a seminar on **Usage of Smartphones by Children: Benefits and Drawbacks** led by **Dr. Rajashekara.B.Almaje**. The widespread availability and affordability of smartphones have led to their pervasive use among children. While smartphones offer numerous benefits, they also present potential drawbacks. This report explores the positive and negative aspects of smartphone usage by children, providing a balanced perspective on whether it is beneficial or detrimental to their development.

Benefits of Smartphone Usage

Smartphones provide access to a vast array of educational apps and resources. Children can use these tools to enhance their learning, access interactive content, and reinforce concepts learned in school. Educational games and quizzes can make learning engaging and enjoyable, promoting a deeper understanding of subjects. Smartphones enable children to stay connected with family and friends, fostering a sense of belonging and support. This is particularly important for children with family members living far away. Additionally, smartphones can be a valuable tool for parents to stay in touch with their children, ensuring their safety and well-being. Many smartphone apps and games are designed to develop various skills, such as problem-solving, critical thinking, and creativity. For example, puzzle games can enhance cognitive abilities, while art and music apps can nurture creativity and artistic expression. Smartphones provide instant access to information, allowing children to explore their interests and satisfy their curiosity. They can research topics, watch educational videos, and learn about current events. This easy access to information can help broaden their knowledge and awareness of the world. Smartphones offer practical tools like calendars, reminders, and note-taking apps, which can help children develop organizational skills. These tools can assist with managing homework, extracurricular activities, and personal schedules.

Drawbacks of Smartphone Usage

Excessive smartphone use can lead to physical health issues, such as eye strain, headaches, and poor posture. Additionally, prolonged screen time can disrupt sleep patterns, contributing to sleep deprivation and related problems. Overuse of smartphones, especially for social media and gaming, can negatively impact children's mental health. It may lead to issues like anxiety, depression, and reduced attention span. Social media, in particular, can contribute to feelings of inadequacy and low self-esteem due to constant comparisons with peers. The internet can expose children to inappropriate content, such as violence, explicit material, and harmful ideologies. Without proper supervision and parental controls, children may inadvertently access

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such content, which can negatively influence their behavior and beliefs. Smartphones can be highly addictive, leading to excessive use and dependency. This addiction can interfere with academic performance, physical activity, and face-to-face social interactions. Children may become easily distracted by their devices, neglecting important tasks and responsibilities. Children may not fully understand the importance of privacy and security, making them vulnerable to online predators, cyberbullying, and identity theft. Sharing personal information and engaging in risky online behavior can have serious consequences.

Balancing Smartphone Usage

To maximize the benefits and minimize the drawbacks of smartphone usage, a balanced approach is essential. Parents and educators play a crucial role in guiding children's use of smartphones. Here are some recommendations: Establish clear rules and limits for smartphone use, including screen time restrictions and guidelines for appropriate content. Promote a healthy balance between online and offline activities. Encourage children to participate in physical activities, hobbies, and face-to-face social interactions. Utilize parental control features and regularly monitor children's smartphone usage. Discuss online safety and privacy, and educate children about the potential risks. Encourage the use of educational apps and resources. Engage in discussions about what children are learning and experiencing online. Parents and educators should model responsible smartphone use. Demonstrating balanced and mindful use of technology can set a positive example for children.

Conclusion

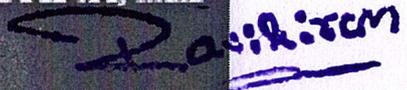
Smartphone usage by children presents both benefits and challenges. While these devices can enhance learning, communication, and skill development, they also pose risks to physical and mental health, expose children to inappropriate content, and can lead to addiction. A balanced approach, involving guidance, supervision, and responsible use, is essential to ensure that children can safely and effectively benefit from smartphone technology. By fostering a healthy relationship with smartphones, children can harness the advantages while mitigating the potential negative impacts.



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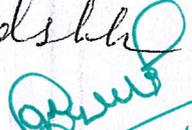
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Sl no	Title of the periodical	Periodicity	PriceinRs
	2024 journal supply (Renewal)		
1	International Journal of Advanced Educational Research	2/y	3,000
2	International Journal of Educational Research and Development	4/y	3,500
3	International journal of Linguistics Litareture and Culture	2/y	3,000
4	Eurasian Journal of Studies of Langauge Teaching and. Linguistics Studies	2/y	3,500
5	Educational World (Magazine Rs 2,500) 12/y	12/y	2,500
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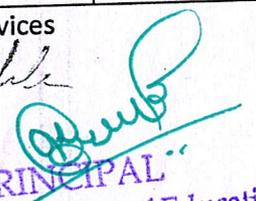
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1	International Journal of Advanced Educational Research	2/y	3,000
2	International Journal of Educational Research and Development	4/y	3,500
3	International journal of Linguistics Litareture and Culture	2/y	3,000
4	Eurasian Journal of Studies of Langauge Teaching and. Linguistics Studies	2/y	3,500
5	Educational World (Magazine Rs 2,500) 12/y	12/y	2,500
	Total		Rs 15,500
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	2022 journal supply (Renewal)		
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2	International Journal of Educational Research and Development	4/y	3,500
3	International journal of Linguistics Litareture and Culture	2/y	3,000
4	Eurasian Journal of Studies of Langaage Teaching and. Linguistics Studies	2/y	3,500
5	Educational World (Magazine Rs 2,500) 12/y	12/y	2,500
	Total		Rs 15,500
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Chandshila
Proprietor

Ravikiran
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BIDAR-585403

Ravikiran
PRINCIPAL
Guru Nanak College of Education
BIDAR-585403

Invoice

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ADITI MEDIA SERVICES

Mob:9108229330

42/7 2ND Floor 3rd Main JnanaganagarJnanabharahi Post Bangalore – 560056

No:009

Date: Jan 17, 2021

To
Principal
Guru Nanak College of Education,
Survey no 19- A Teachers colony, Manhalli Road,
Bidar-585403

Sl no	Title of the periodical	Periodicity	Price in Rs
	2021 journal supply		
1	International Journal of Advanced Educational Research	2/y	3,000
2	International Journal of Educational Research and Development	4/y	3,500
3	International journal of Linguistics Litareture and Culture	2/y	3,000
4	Eurasian Journal of Studies of Langaage Teaching and. Linguistics Studies	2/y	3,500
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For Aditi Media Services

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Handwritten signature of the Proprietor in blue ink.

Proprietor

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