



Sri Nanak Jhira Saheb Foundation

GURU NANAK COLLEGE OF EDUCATION

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

College Website: www.gurunanakbed.org

Mail : Gurunanakbedcollege@gmail.com

E-Mail IQAC: iqacgnbedc@gmail.com

A variety of assignments given and assessed for theory courses through

- 1. Library work.**
- 2. Field exploration.**
- 3. Hands-on activity.**
- 4. Preparation of term paper.**
- 5. Identifying and using the different sources for study.**



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2.4.7 A variety of assignments given and assessed for theory courses through

1. Library work.
2. Field exploration.
3. Hands-on activity.
4. Preparation of term paper.
5. Identifying and using the different sources for study.

One Day Workshop on Women's Empowerment under Student Development (Date :26-02-2023)

Guru Nanak College of Education Bidar, organized a one day workshop under Student Development on 26 February 2023. During this period Women's Empowerment is essential for everyone. So to develop self-confidence among women we organized this activity **in** our college.

The objective to organize this activity was to develop courage. Confidence and defensive skills among the girls in school as well as in our student teachers.

Mrs. Nirmala S Dr.Amarnath Reddy guidance on the subject of women's self-defense. He guided by giving actual demonstrations on how to fight adversity and protect ourselves. From them our students learnt different ways to protect themselves.


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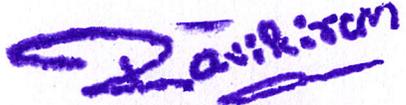
E-Mail IQAC: iqacgnbedc@gmail.com

Date: 25/02/2023

Notice

All the Students are informed to that Guru Nanak College of Education Bidar. **One Day Workshop on Women's Empowerment under "Student Development"** Dated on 26-02-2023 at 11.00 pm.

Venue: College seminar Hall.


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Report on Empowerment of Women Development Workshop at Guru Nanak College of Education, Bidar **Date: 26th –Feb-2023**

Location: Guru Nanak College of Education, Bidar

On the 26thFeb-2023 Guru Nanak College of Education in Bidar hosted a workshop focused on the Empowerment of Women Development. This initiative aimed to equip female students and staff with the necessary skills and knowledge to enhance their personal and professional growth, fostering a supportive environment that promotes gender equality and empowerment.

Workshop Overview

The Empowerment of Women Development workshop was a comprehensive, day-long event that featured a blend of motivational talks, skill-building sessions, and interactive activities. The workshop addressed various aspects of women's empowerment, including leadership, entrepreneurship, and personal development, along with practical skill development.

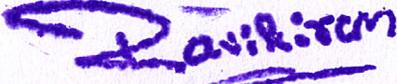
Participants

The workshop was attended by:

- Female students from various education programmes at Guru Nanak College of Education.
- Female faculty members and administrative staff.
- Guest speakers and facilitators with expertise in women's empowerment and skill development.

Key Components

- **Inaugural Session:** The workshop began with an inaugural session featuring speeches from the college principal and distinguished guests who emphasized the importance of women's empowerment and skill development. This session set the tone for the day, highlighting the objectives and expected outcomes of the workshop.


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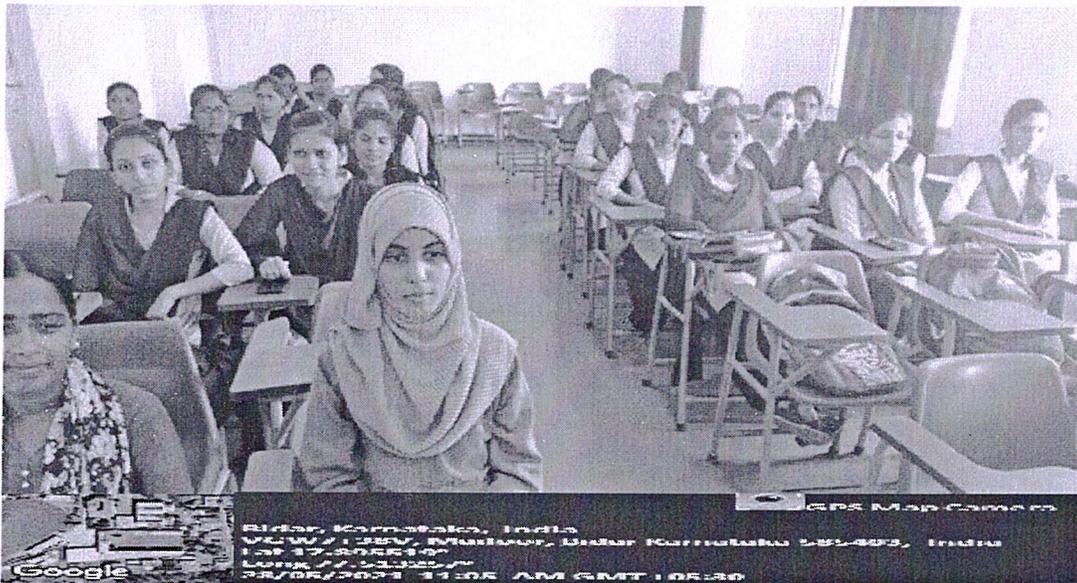
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Empowerment of Women Development Workshop



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2.4.7 A variety of assignments given and assessed for theory courses through

1. Library work

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GULBARGA



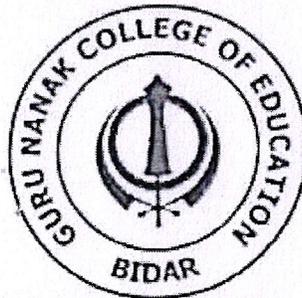
UNIVERSITY

KALBURGI

Sri Nanak Jhira Sahib Foundation's

GURU NANAK COLLEGE OF EDUCATION

Teachers Colony, Manhalli Road, BIDAR - 585403. (Karnataka)



ASSIGNMENT

Paper : Educational Management And Organisation
Topic : Educational Administration And Management : Conceptual Framework

2021 -20 22

SEMESTER I/II/III/IV

Name :

Mubeena Begum

Roll No. :

Ed202116

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UNIVERSITY

KALBURGI

Department of Studies and Research in Education Kalbu

GURU NANAK COLLEGE
OF EDUCATION

1. Name of the Student..... *Mubeena Begum*
2. Roll No. *EJ100116*
3. Semester. *IV*
4. Subject *Educational Management And Organiz*
5. Topic *Educational Administration And Management
Conceptual Framework*

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Teachers Colony, Manhalli Road, BIDAR - 585403. (Karnata

Year 2021 to 2022

D. Ravikiran

PRINCIPAL

Gurunanak College of Education



KALBURGI

DEPARTMENT OF STUDIES AND RESEARCH IN EDUCATION KALBURGI

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Assignment

Educational Management And

Organisation

Pravirisingam

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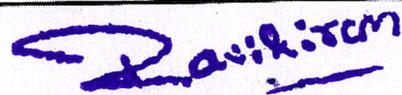
2

Educational

Administration

And Management:

Conceptual Framework



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INTRODUCTION And Meaning:-

Educational organization has multiple meanings according to the field and setting in which it is being applied. In the educational psychology, educational organization is organization within the scope of education. It deals with the theory of organization as it applies to education of the human mind. In school reform, educational organization is the way an educational system operates.

Educational organization is defined as the necessary combination of human efforts

Characteristics Of An Ideal School Organization:-

Simplicity: This means there should be clarity of the roles, duties, responsibilities and powers on the part of each person working in a school.

Flexibility: An ideal school organization is one in which any kind of change can take place without disturbing any other activity.

Stability: A school organization should be dynamic but it does not mean that it should be in fluid condition without any norm or standard roles and the regulations.

Pravaram

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Clarity about powers and duties: There should be clear understanding of the powers and duties of the individuals working together in a school.

Scope of School Organization:-

The scope of the school organization can be understood from the following points.

• Organization of academic and administrative work of a school: This includes the major area like planning the teaching work, organization of learning resources such as library, e-content and also organization of co-curricular activities.

5

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The Concept Of Importance Of Educational Administration:-

Introduction And Meaning:-

The term here educational administration is very comprehensive it is concerned with the formulation, execution and appraisal of the educational policies. French, Hull and Dool's compare it with a lens. Just as lens brings about everything into focus, similarly the administration focuses everything of the school. The term administration is derived from the Latin word 'Monistic' which means service rendered to other for their welfare.

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Importance Of Educational Administration:

The importance of the educational administration is a nut shell is as follows. It is concerned with all those activities undertaken for people set up and fullest utilization of both men and material resources for education.

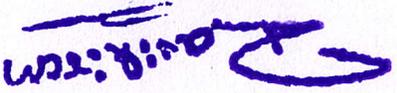
It mainly laid down emphasis on making all efforts to work various agencies together in harmony.

It works in the realization of the aims and objectives of education.

It is rendering service to society in its progress and that of the individuals.

The Concept And Importance Of Educational Management:-

Introduction and Importance: While education is the provision of a skill of learning experiences to students in order to impart knowledge, values, attitude and skills with the ultimate aim of making them productive members of society. Educational Management is the process of planning, organising, directing and controlling the activities of an institution of utilization human and material resources so as to effectively and efficiently accomplish function.



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Aims Of Educational Management:-

showing an institution's objectives, improving the process of planning, organizing and implementing within the institution building, enhancing and maintaining a positive public image of the institution. Optimal utilization of human resources (administrators, non-teaching staff, and students). Enhancing the efficiency and effectiveness of the infrastructure, providing job satisfaction, leading and maintaining a congenial and healthy atmosphere.

Differentiate between Management & Administration

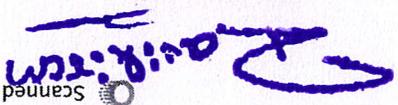
Management

An organized way of a managing people and things of a business organization is management.

Administration

It is the process of administering an organization by a group of people

* It works at middle and lower level	* It works at the top level.
* Prescriptive in nature	* Descriptive in nature
* It works under the administration	* It has full control over activities of the organization.
* Policy Implementation	* Policy Formulation
* Managing work	* Making best possible allocation of resources



Guru Nanak College of Education, Bidar
Moorarji Desai Residential School, Bagdal Bidar

Class:- 8th
Subject:- science. Date:-26/09/2023. Marks:- 25

Time:- 45 min

Instructions:- 1. Write all.

question compulsory. 2. Mention the correct question number.

Q1. Fill in the blanks. 1×5=5

1. Crop is harvested in October.
2. The crops that are grown in the monsoon season are called..... crops.
3. Removing the chaff from the grain is called.....
4. Growing a particular kind of plant in a particular season and place is called.....
5. Farmers friend is.....

2. Match the following. 1×5=5

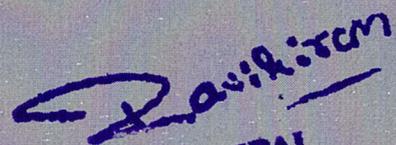
A	B
<ol style="list-style-type: none">1. Kharif crops2. Rabi crops3. Chemical fertilizers4. Organic manure5. Sources of irrigation	<ul style="list-style-type: none">• Ponds, Lake, river, etc• Urea and super phosphate• Animal excreta, cow dung, urine and plant waste• Wheat, gram, pea• Paddy and maize

Q3. Answer the following questions. 2×5=10

1. What is crops?
2. What is the manure and fertilizers?
3. What is irrigation?
4. Write the sources of irrigation?
5. What is harvesting?

Q4. Answer the following question in 4 to 6 sentence. 1×5=5

1. Difference between fertilizers and manure?



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Name - Navnath S.J.
Roll no - 19
class - VIIIth

Time - 40 min

Unit - test

25

25

I) Fill in the blanks:

- 1) reactive
- 2) good conductor of electricity
- 3) more high more
- 4) Hydrogen gas.
- 5) Iodine

II)

- 1) Gold → Jewellery
- 2) Iron → Machinery
- 3) Aluminium → wrapping food
- 4) Carbon → fuel
- 5) Mercury → Thermometre.

III) Give reason for the following.

- 1) Aluminium foils are used to wrap food items because it has high malleability.
- 2) Immersion rods for heating liquids are made up of metallic substances because they are good conductors of heat.
- 3) Sodium and potassium are stored in kerosene because it is inert and does not react with atmospheric oxygen. Because of this reason copper is stored in kerosene.

Navnath S.J.

③ Copper cannot displace zinc from its salt solution because copper is less reactive than zinc.

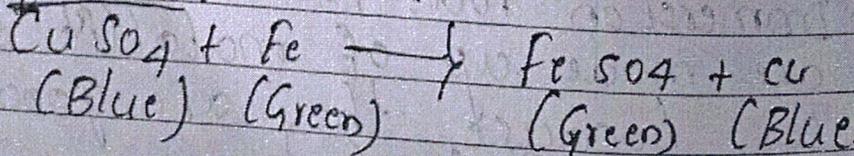
⑤ No, we cannot store lemon pickle in the aluminium utensil because it gets react with citric acid and lemon pickle will spoils.

IV)

1) Dilute sulphuric acid is poured in a copper plate. no reaction take place in between dilute sulphuric acid and copper.

② When Iron nails are placed in a copper sulphate the blue colour of solution is turned into a green solution. And it is turned to Iron sulphate.

Equation:



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Sr. no.	Students Name	Total Mark	Minimum marks	Obtained marks.
1.	Navnath S.J	25	09	25
2.	Harish	25	09	24
3.	Syed satiyam	25	09	24
4.	Abhi	25	09	24
5.	chetan	25	09	23
6.	Tushar Modiwal	25	09	23
7.	santoshi	25	09	23
8.	prajwal	25	09	23
9.	kartik Reddy	25	09	24
10.	Arun	25	09	21
11.	Sai kiran	25	09	23
12.	Pavan	25	09	05
13.	shivprasad	25	09	17
14.	vishwa	25	09	21
15.	Rukmini	25	09	20
16.	Sanjeev Reddy	25	09	22
17.	shradha panchal	25	09	18
18.	Radha	25	09	14
19.	Maheboob ali	25	09	11
20.	vidhyashree	25	09	22
21.	Rohit	25	09	18
22.	Sadhana	25	09	



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2.4.7 A variety of assignments given and assessed for theory courses through

2. Field exploration

SEMESTER: I

Paper Code: PC-I CHILDHOOD AND ADOLESCENCE PSYCHOLOGY

Paper Code: PC-I

Credit: 4

Total No. of Hours: 60

Total Marks: 80+20= 100

Objectives

Student-Teacher will be able to:

- 1) Understand the nature and scope of development and domains.
- 2) Understand the nature, scope and methods of educational Psychology.
- 3) Understand the approaches, process of development and domains.
- 4) Critically analyze the theoretical approaches with respect to developmental variations among children.
- 5) Comprehend adolescence as a period of transition and threshold of adulthood.
- 6) Analyze different factors influencing child development.
- 7) Facilitating hands on experiences, engage with the field as part.

Unit 1: Introduction to Educational Psychology

8 hrs

- 1.1. Meaning and Definition of Psychology.
- 1.2. Branches of psychology and Educational psychology
- 1.3. Nature and Scope of Educational psychology.
- 1.4. Knowledge of Educational psychology to the classroom teacher.
- 1.5. Methods of studying human behavior – Introspection, Observation, Case study and experimental method: meaning, steps, uses and limitations

Unit 2: Concept and approaches to Human Development.

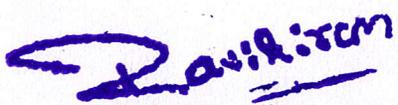
20 hrs

A. Concept:

- 2.1 Human development as a discipline from infancy to adulthood.
- 2.2 Concepts and Principles of development.
- 2.3 Development of Human- Stages (Prenatal, Infancy, Childhood, Adolescence, Adulthood development)
- 2.4 Nature vs. Nurture.
- 2.5 Domains (Physical, Sensory- perceptual, Cognitive, Socio-emotional, Language & Communication, Social relationship)

B. Approaches:

- 2.6 Cognitive & Social- cognitive theories (Piaget, Vygotsky, Bruner, Bandura) and their educational implications.
- 2.7 Psychosocial Theory (Erikson) and its educational implications.
- 2.8 Psychoanalytic Theory (Freud) and its educational implications.
- 2.9 Ecological Theory (Bronfrenbrenner) and its educational implications.
- 2.10 Holistic Theory of Development (Steiner) and its educational implications.


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Unit 3: Early Childhood Development, (Birth to Eight Years)

12 hrs

- 3.1 Prenatal development: Conception, stages and influences on prenatal development.
- 3.2 Birth and Neonatal development: Screening the newborn - APGAR score, Reflexes and responses, neuro-perceptual development.
- 3.3 Milestones and variations in Development.
- 3.4 Environmental factors influencing early childhood development.
- 3.5 Role of play in enhancing development.

Unit 4: Early Adolescence Development, (Nine to Eighteen Years)

20hrs

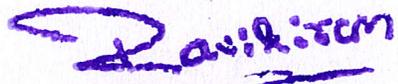
- 4.1 Emerging capabilities across domains of physical, social and emotional.
- 4.2 Emerging capabilities across domains related to cognition – meta-cognition, creativity and ethics.
- 4.3 Issues related to puberty.
- 4.4 Gender and development.
- 4.5 Influence of the environment (social, cultural, political) on the growing child.
- 4.6 Transitions into Adulthood.
 - a. Psychological well-being.
 - b. Formation of identity and self concept.
 - c. Emerging roles and responsibilities.
 - d. Life Skills and independent living.
 - e. Career Choices.

Learning activities:

Engage with the field as a part of course.

- Observe children in various settings and identify milestones achieved.
- Seminar on human development.
- Writing Journal for reflection and case study.

Note: In addition to the above learning activities colleges are free to assign any other assignments topics and seminar activities related to the all units of the subject.


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References:

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3. Cobb, N. J. (2001). The child infants, children and adolescents. Mayfield Publishing Company, California.
4. Hurlocl, E. B. (2005). Child growth and development. Tata Mc.Graw Hill Publishing Company, New York.
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10. Santrock, J. W. (2006). Child Development., Tata Mc.Graw Hill.
11. Kavyakishore P B (2011), Fundamentals of Educational Psychology; Learning and Instruction, Anmol Publication Pvt. Ltd. New Deelhi.
12. Kavyakishore P B (2012), Science Education and Psychological factors; Centrum Press. New Delhi
13. S S Chauhan: Advanced educational psychology, Vikas publications, New Delh


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SEMESTER: I

Paper Code: PC-II PHILOSOPHICAL AND SOCIOLOGICAL BASES OF EDUCATION

Paper Code: PC-II

Credit: 4

Total No. of Hours: 60

Total Marks: 80+20= 100

Objectives

Student-Teacher will be able to:

- 1) Understand the interrelationship between philosophy and education.
- 2) Develop the appreciation of the basic trends of philosophy in education.
- 3) Appreciate the roles of schools of philosophy in education.
- 4) Understand the relationship between sociological bases for education.
- 5) Understand the constitutional provisions for education in state.

Unit 1: Philosophical Foundation of Education

10 hrs

- 1.1 Meaning and Scope of Philosophy.
- 1.2 Branches of philosophy
- 1.3 Need of Philosophy in Life and for Teaching Practical.
- 1.4 Meaning and various Definitions of Education.
- 1.5 Interrelationship between Philosophy and Education.

Unit 2: Schools of Western Philosophy

20 hrs

- 2.1 Idealism, Naturalism, Pragmatism.
- 2.2 Education Implications of these Schools -Aims and objectives and Curriculum Methodology, Teachers Pupil Relationship and Discipline, Meaning of Values.
- 2.3 Contribution of selected philosophers- Mahatma Gandhi, Rabindranath Tagore, Aurobindo Ghosh, Swami Vivekanand and Jiddu Krishnamurthy
- 2.4 Human Values and Education: - Types of Various Spiritual, Moral, Social, Authentic Human Values.
- 2.5 National Values as Mentioned In the Indian Constitution

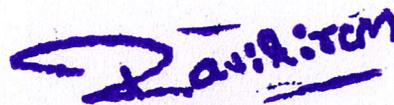
Unit 3: Sociological bases for Education

15 hrs

- 3.1 Relationship of sociology and education.
- 3.2 Concept, scope and functions of educational sociology.
- 3.3 Sociology of education- education as a social sub system.
- 3.4 Inter relationship among School, family, community and society
- 3.5 Specific characteristics which make for social harmony.

Unit 4: State and Education

15 hrs


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- 4.1 Education-State Provisions in Indian Constitution.
- 4.2 Education and Democracy, National Integration through Education.
- 4.3 Education for International Understanding.
- 4.4 Education in relation with human culture religious polices modernization role of culture in provisional development in education and culture.
- 4.5 Changes in India with special reference to changes in Indian education and social change, social stratification and socio-psychological education and its responsibilities for social changes.

Learning Activities:

Engage with the field as a part of course.

- Philosophy and Education.
 - Human Values and Education.
 - Sociology and education.
 - Education-State Provisions in Indian Constitution.
 - Education and its responsibilities for social changes.
1. Identification of components of Philosophical foundation in secondary school curriculum content.
 2. Preparation of report on sociological foundations of secondary school curriculum
 3. Thoughts and reflections of Western Philosophical schools and its relevance to the present day Indian Education – A Report
 4. Organizing and Conducting street plays in the local community with emphasis on role of education and media in addressing the problem of social exclusion
 5. Exposure to Educational Films, Documentaries, Slide shows on Social Exclusion
 6. A study on Reflecting on the Readings on any two thinkers on Education
 7. Pre independence Education period: Problems, and Issues

Note: In addition to the above learning activities Colleges are free to assign any other assignments topics and seminar activities related to all units of the subject

References:

1. Sociological Approach In Indian Education – Vinod Putak Mandira Agra By SS Mathur
2. The Philosophical and Sociological Foundations of Education (Doaba House Book Sellers And Publication Delhi 11006) By Kamal Bhatia And Baldevbhatia
3. Ground Work of Theory of Education By Ross
4. Modern Philosophy of Education – By Brabacher
5. Foundation of Education – VP Bokil
6. Educational Sociology – Brown
7. The Schooling Society – Eran Illich


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SEMESTER: I

Paper Code: PC-III EDUCATIONAL TECHNOLOGY

Paper Code: PC-III

Credit: 4

Total No. of Hours: 60

Total Marks: 80+20= 100

Objectives

Student-Teacher will be able to:

- 1) Understand the basic concepts and scope of Educational Technology.
- 2) Understand the place and use of different media of Educational Technology in education.
- 3) Acquaint with innovations in Educational Technology.
- 4) Integrate ICT into teaching-learning process, administration and evaluation.
- 5) Design and develop learning materials and use in teaching-learning process.

Unit 1: Basics of Educational Technology

10 hrs

- 1.1 Educational technology- Meaning, Nature, Scope, objectives, and Importance.
- 1.2 Instructional technology and teaching technology: Meaning, nature and scope.
- 1.3 Approaches of educational technology –Hardware, Software and Systems approach.
- 1.4 Cybernetics: Meaning and use in the development of instructional designs.

Unit 2: Media in Education

15 hrs

- 2.1 Print media- Books, Journals, Magazines and newspapers.
- 2.2 Digital Media- Documentaries, still pictures, websites, webpage etc,
- 2.3 A-V Aids: definition, types audio aids, and visual aids, A-V aids (Radio, T.V. and Films).
- 2.4 Multi-media: Meaning & concept, scope and importance. Multi-sensory approach- Relationship of Learning and Experiences, Dales cone of experience and step learning experiences model

Unit 3: Systems of Educational technology:

20 hrs

- 3.1 e-learning, co-operative learning, mobile learning-concept, advantages and limitations.
- 3.2 Teleconferencing: Audio and Video, Interactive white board- uses & advantages.
- 3.3 Web services: e-mail, chat, online forums, blog, wiki, and e-library.
- 3.4 Resource centers and services in educational technology: CIET (NCERT), SIET, EMMRC, UGC-CEC, TEINDIA, KOER, NROER, EDUSAT, NME ICT, NPTEL, IT@SCHOOL, GYAN DARSAN, INFLIBNET.

Unit 4: Understanding of ICT in Education

15 hrs

- 4.1 Concept of ICT and Principles of using ICT in teaching learning process.
- 4.2 Impact of ICT in education (impact of ICT in social, cultural, economic).
- 4.3 Role of teacher (administrator, facilitator, tutor, mentor, counselor, and evaluator) in ICT enabled education.
- 4.4 Issues and concerns related to ICT.
- 4.5 Concept, meaning and merits in Education: Computer Assisted Instruction (CAI), Computer


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Managed Instruction (CMI), Computer Mediated Communication (CMC), Computer simulation, Blended learning, Educational podcast, Web- based learning, Cloud computing.

Learning Activities

1. Visit websites (Khans academy, E-Gyankosh, Shodhaganga, NCTE, NCERT, DSERT, UGC) Collecting Documents like Polices, plans, statistics, scholarships, issue and trends and writing reports.
2. Free website development and usage (Webs.com).
3. Recording- Audio/Video lectures discussions, and presentations etc, editing and writing report on procedures.
4. CAI- Development and reporting.
5. Blog- development and related activities
6. Login in to you tube-download and upload.
7. Writing a report on TV Lessons and discussions.
8. Writing a report on Radio lessons and discussion.
9. List out the content related different learning experiences Mobile learning- related activities lie use of blue tooth, SMS, MMS and other features.

Note: In addition to the above learning activities colleges are free to assign any other assignments topics and seminar activities related to the all units of the subject.

References:

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SEMESTER: I

Paper Code: PM-IV/V UNDERSTANDING DISCIPLINE AND PEDAGOGY: ENGLISH LANGUAGE

Paper Code: PM-IV/V

Credit: 4

Total No. of Hours: 60

Total Marks: 80+20= 100

Objectives

Student-Teacher will be able to:

1. Understand the meaning of language and its components.
2. Understand the language as a medium of instruction respective English.
3. Understand the Language and Literacy in the Context of School and Language acquisition.
4. Understand the Language as a process with respect to classroom context.
5. Differentiate the Curriculum, Syllabus and Text book.

Unit 1: General Introduction on Language and its policies and politics

15 hrs

- 1.1 Meaning of Language, Various components of language; Functions of language, linguistic principles.
- 1.2 Critical analysis of the terms: Dialect, Standard and Non-standard language, classical Language.
- 1.3 Characterizing mother tongue, first language, and second language, bilingual and multi-lingual.
- 1.4 Power, identity and politics of language; Language as a medium of instruction and debates about English as a medium of instruction.
- 1.5 The recommendations of NCF-2005 on language education.
- 1.6 Recommendations of Kothari commission on Three Language formula

Unit 2: Language and Literacy in the Context of School and Language Acquisition.

20 hrs

- 2.1 Language environment of school and the varied nature of Indian classrooms; Language Learner's profile: language environment at home.
- 2.2 Characterizing bilingualism and multilingualism; Notions about interference or bridge; School's Expectations: Views relating to child's home language and literacy practices.
- 2.3 What is viewed as "right" and "wrong" language in schools and the underlying assumptions; critically understanding "errors" and the insights they provide.
- 2.4 Language learning in early childhood; Language and Cognition: Piaget, Vygotsky, And Chomsky on language acquisition and relevance of their views for the language teacher; Second language acquisition.


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Unit 3: Language Processes and the Classroom Context**15 hrs**

- 3.1 Oral language in the classrooms; Participation in the classroom; Facilitating language interaction and independence.
- 3.2 Creating secure classroom environment for language use; Space for “risk taking”; Reading: Engaging with books of different Types; Comprehension of stories and non-fiction (content area texts); Response to literature: Aesthetic and emotive aspect of reading;
- 3.3 writing as a composing process: Problem solving, developing a sense of audience, purpose, and understanding the process of writing.

Unit 4: Examining the language curriculum**10 hrs**

- 4.1 Curriculum-meaning and principles of curriculum construction.
- 4.2 Syllabus of different languages; Review of textbooks, use of literature in language textbooks, critical analysis of exercises.
- 4.3 Moving beyond the textbook: Children’s literature for different age groups; Classroom practices in India.

Learning activities:

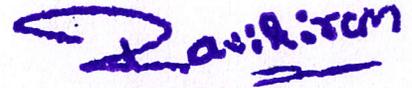
1. Language environment can be carried out from home.
2. Language development in the school is the responsibility of all the teachers.
3. English Language teaching in India-present scenario
4. Should English be the medium of instruction in schools in India.
5. Phonological structure in English.
6. Content analysis of 8th /9th English text books.
7. Theories of Piaget, Vygotsky and Chomsky on language acquisition and their views for the language teacher.
8. Write a report on the stages of language learning from infancy to adulthood.
9. Critical analyses of 8th /9th English test books.
10. Preparation of mini dictionary.
11. Preparation of a report on NCF 2005 on language education.
12. Construct a glossary of content words in language using synonyms and antonyms.
13. Visit 5 schools and prepare a report on three language formula being implemented in schools.

Note: In addition to the above learning activities colleges are free to assign any other assignments topics and seminar activities related to the all units of the subject.


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References:

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E-Mail IQAC: iqacgnbedc@gmail.com

2.4.7 A variety of assignments given and assessed for theory courses through

3. Hands-on activity

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೧೯ ನೇ ಶತಮಾನದ ಶಿಕ್ಷಣ

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B. Ed. IIIrd Semester

ಲಲಿತ ಕಲೆ ಮತ್ತು ರಂಗಭೂಮಿ
Fine Art & Theater



ಹೆಸರು/Name : Bhagyashree G. Kulkarni

ಕಾಲದ ಸಂಖ್ಯೆ/Roll No. : E2200149

ವಿಷಯ/Subject : Fine Art

ಶಿಕ್ಷಣ ಸಂಖ್ಯೆ/Topic : Theater Artists

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Signature of the Teacher

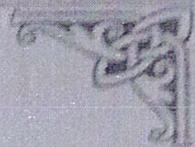
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Signature of the Principal

Principals

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GULBARGA



UNIVERSITY

KALBURGI

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This is to Certify that Mr./Ms. *Bhagyashree* *Kulkarni* of

Guru Nanak College of Education, Bidar has satisfactorily completed the *Final*

..... *ART* work entitled

..... *Theater* *Artist's* in the subject

..... *Final* of Semester *IIIrd* for the academic year *2021-2022* which

is required for the fulfillment of the B.Ed. Course as prescribed by the

Gulbarga University, Kalburgi

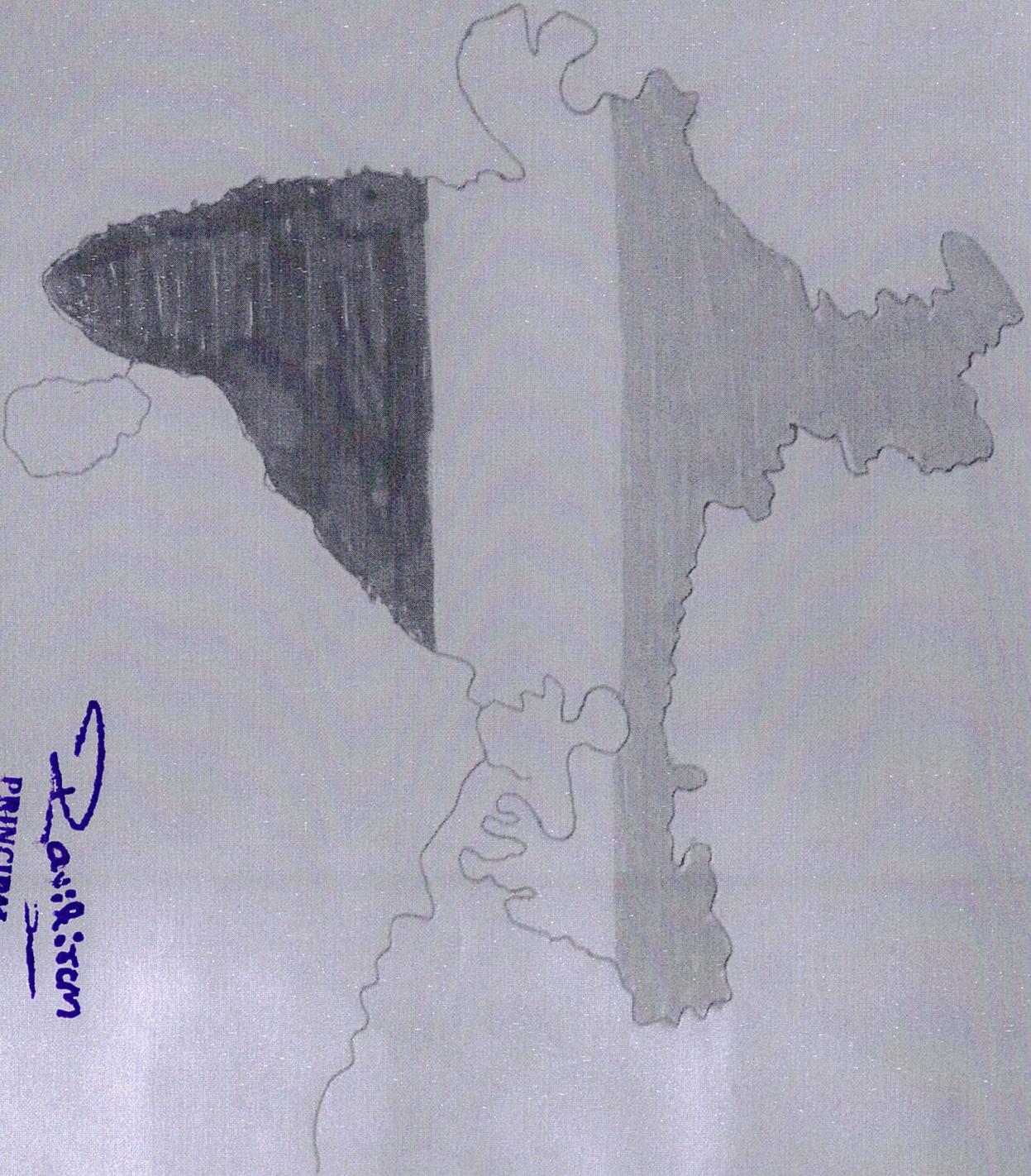
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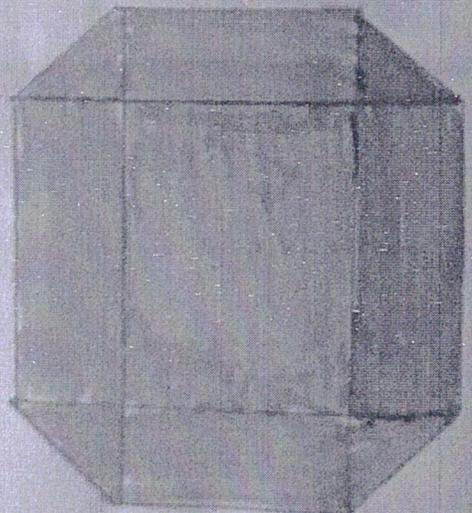
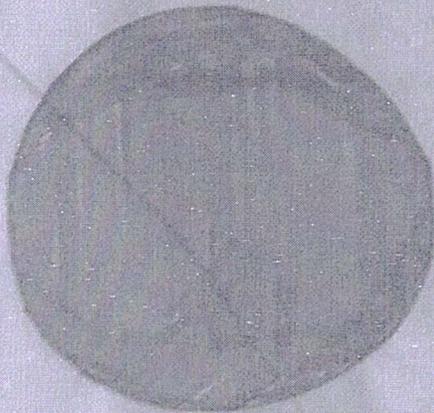
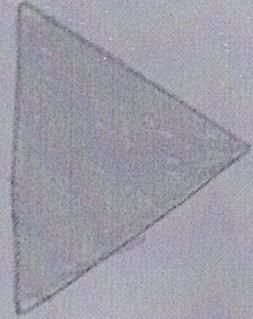
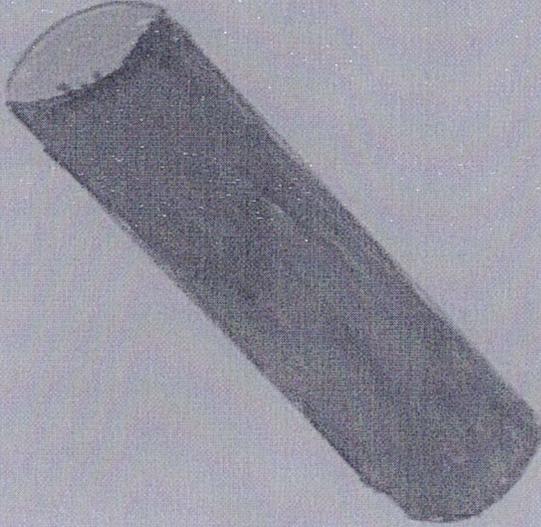
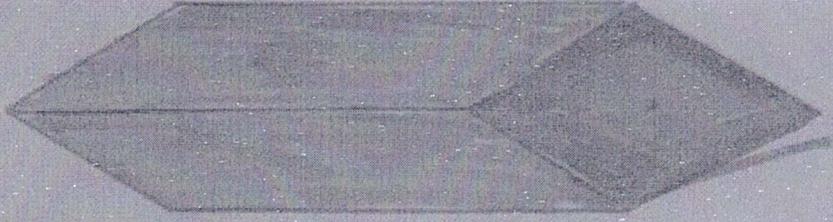
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Praviraj

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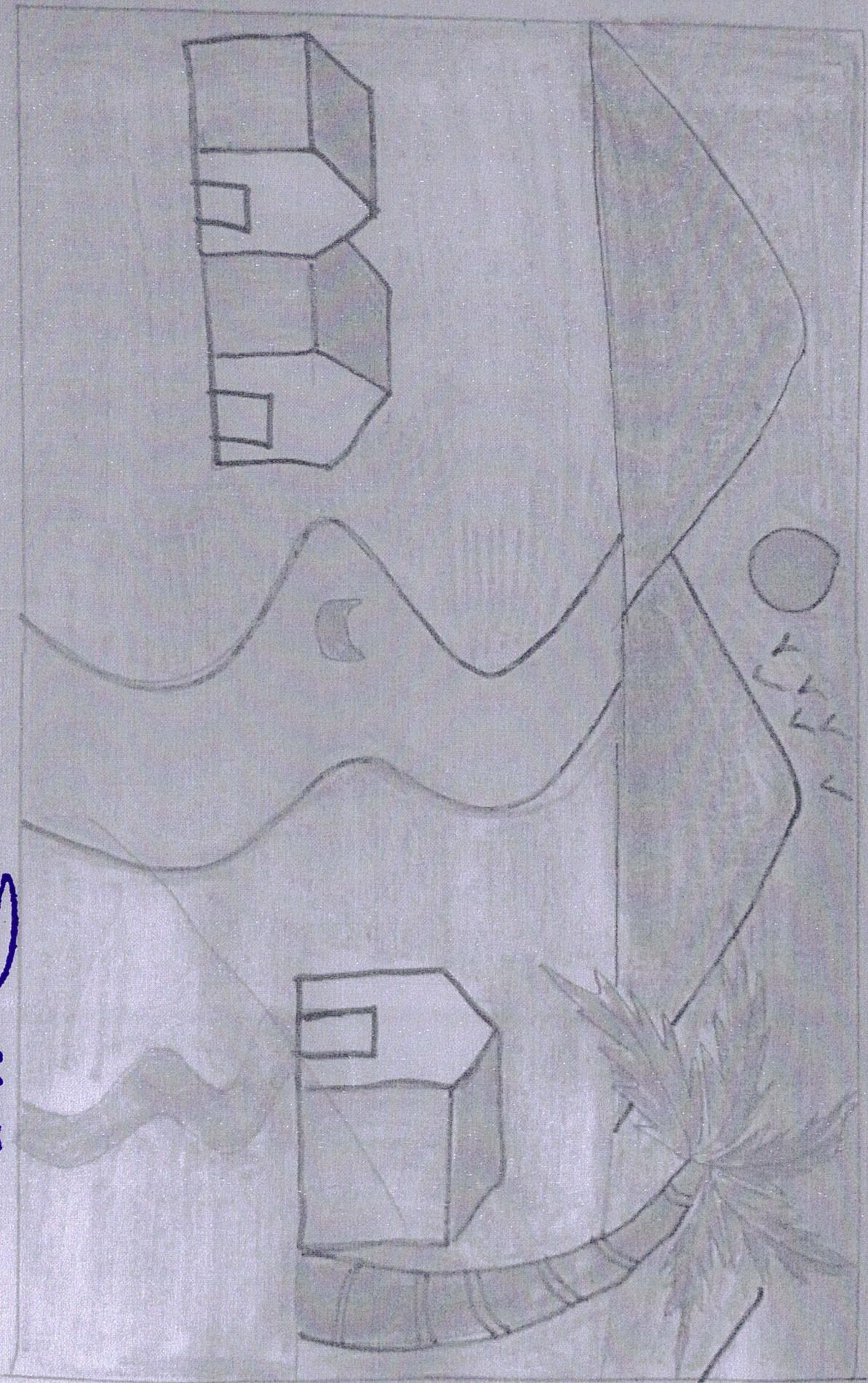
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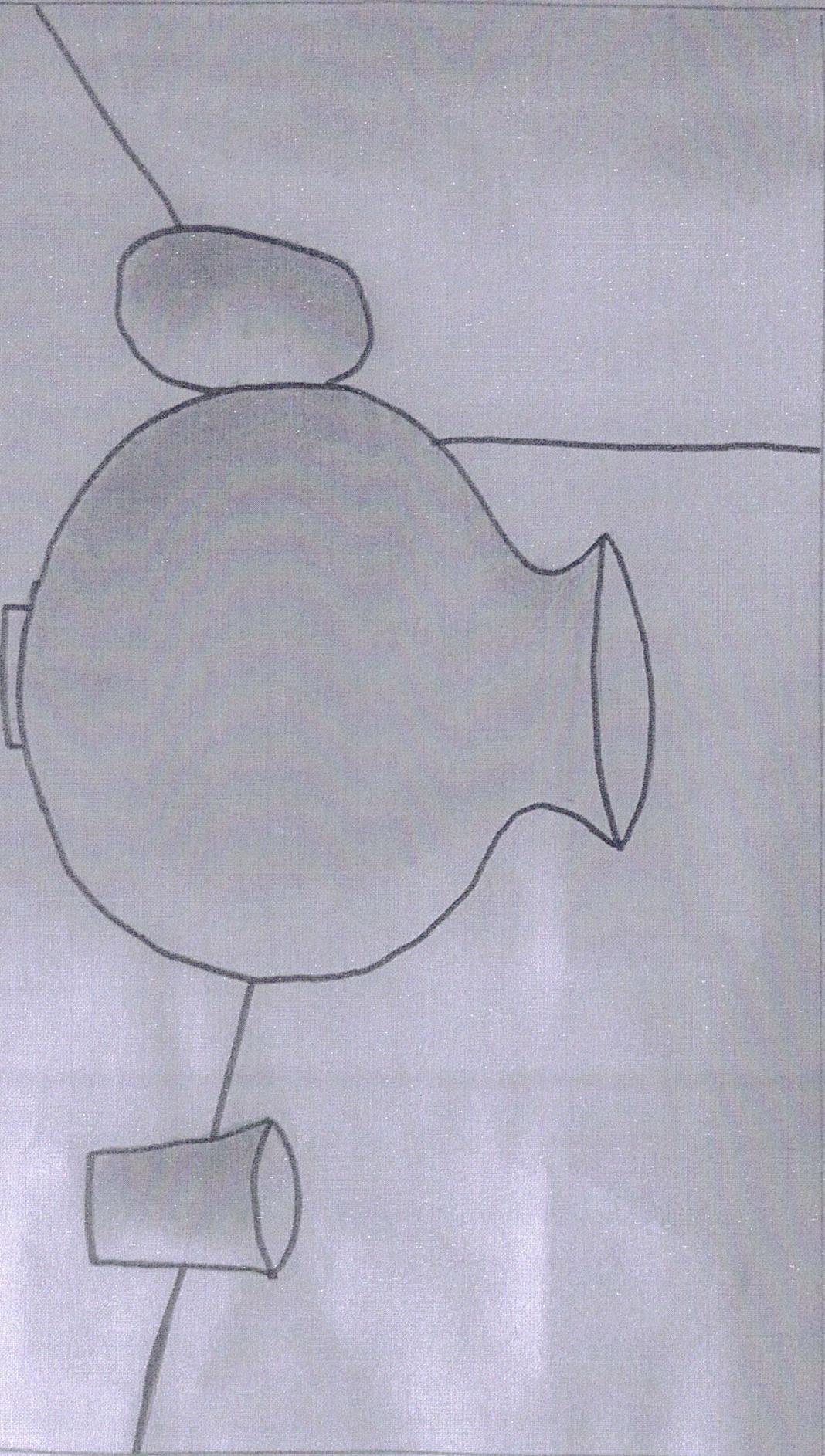
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Principal
Gurukul College of Education
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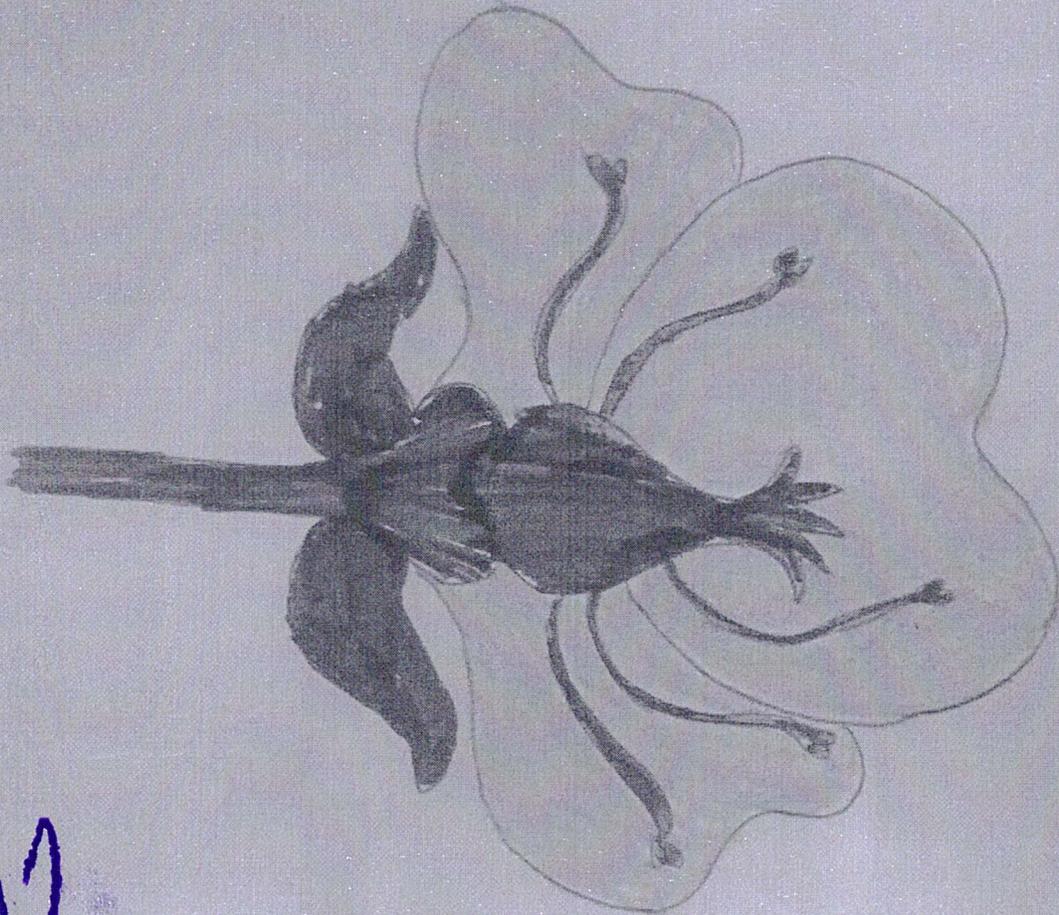


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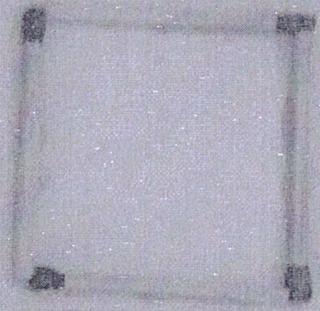
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Praviram
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Square



Rectangle



Triangle



Pentagon



Hexagon



Prasanna
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1) Fine art -

This category includes works of art that are created primarily for aesthetic reasons. Fine art includes

Drawing: charcoal, chalk, crayon, pastel, pencil, pen & ink

Painting: oil, water colour, ink & wash

Screen painting -

Sculpture - Bronzes, stone, marble

Calligraphy - Beautiful & stylized handwriting

2) Visual arts -

The visual art includes all the fine art in addition to the following, new media, digital art, computer graphics, computer animation

* Photography Art

* Environmental Art

* Contemporary form of expression


Ravikiran

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3) Plastic art -

The term plastic art includes art works that are modeled and hold necessary plastic, objects. This category consist of three dimensional work like clay, plaster stone metal.

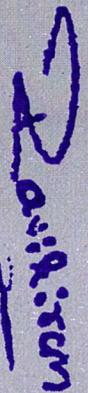
4) Performance Art-

This classification consist of an art form that to public performance event which occur mostly in the theatre performance art include

- * Traditional performance art: Theatre, opera, music
- * Contemporary performance art: Mime.

5) Applied art -

The category encompasses the application of aesthetic design to everyday functional objects applied art intended for the use of career, it includes architecture, computer art, photography, industrial design graphic design, fashion design and interior design

D. S. R. S. R.

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6) Decorative Art - This classification refers to functional but ornamented Art formed, such as jeweler, ceramics, mosaic, art is art & other items that are embellished by ornaments as other design it also includes work in glass, clay, wood, metal, etc.

* Importance of Art in education for children -

Art is fun for kids dividing into those finger points & making beautiful picture to hang on the fridge is awesome acting in a play is decoration but the art also help kids develop on many fundamental levels

* There are top 10 ways that arts helps kids learn & grow -

1) Creativity -

This may seem like a non-brainer but the art allow kids to express themselves better than math or science. As the Washington post says in a Art program, your child will be asked to recite a monologue in six different ways

 P. Ravikiran

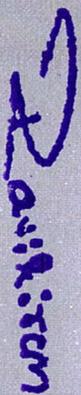
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2) Improved Academic Performance -

The arts don't just develop a child's creativity. The skills they learn because of them spill over into academic achievement.

PBS says, "A report by Americans for the Arts that young people who participate regularly in the Arts [Three hours a day on three days each week through one full year] are four times more likely to be recognized for academic achievement to participate in a math and science & art to win an award for writing an essay or poem children who do not participate

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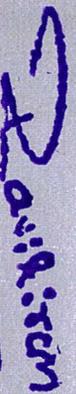
3) Motor skills -

This applies mostly to younger kids who do art or play an instrument simple things like holding a paint brush & scribbling with a crayon are an important element to development of a child's fine motor skills.

According to the national institutes of Health, Developmental milestones at age three should include drawing.

4) Confidence -

While mastering a subject certainly builds a student's confidence, there is something special about participating in the arts, getting up on a stage and singing gives kids a chance to step outside their comfort zone.

Dr. Arishem

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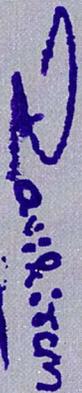
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7) Preservance -

I know from personal experience that the arts can be challenging.

When I was trying to learn and master the elements there were many times when I became so frustrated that I wanted to quit but I didn't.

After practising hard, and preservance pay off. This mindset will certainly master.



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2.4.7 A variety of assignments given and assessed for theory courses through

4. Preparation of term paper

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ಗುರು ನಾನಕ ಚಿಕ್ಕಣ ಮತ್ತು ಘಟಕ ಪರೀಕ್ಷೆ
ಮಹಾವಿದ್ಯಾಲಯ

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ಘಟಕ ಯೋಜನೆ ಮತ್ತು ಘಟಕ ಪರೀಕ್ಷೆ
UNIT PLAN AND UNIT TEST

ಹೆಸರು/Name : POOJA TANGA

ಹಾಜರಿ ಸಂಖ್ಯೆ/Roll No. : 8

ವಿಷಯ/Subject : CHEMISTRY

ಪಠ್ಯ ಸಂಖ್ಯೆ/Topic : Coal and Petroleum

ಅಧ್ಯಾಪಕರ ಸಹಿ
Signature of the Teacher

ಪ್ರಾಂಶುಪಾಲರ ಸಹಿ
Signature of the Principal

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Introduction

A unit plan is very useful for both teaching and learning processes and has a lot of advantages for students it helps the teachers to prepare his daily lesson plan.

It is been designed as per the formula in a systematic way unit plan can be used several school and several teachers a unit the need interest and ability of students it is 4plan prepared on a unit. In its simple meaning unit plan stands for the planning of the session by dividing the prescribed syllabus into some well-defined and meaningful units.

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Concept of Unit Plan

According to Braxton: A unit large of related to can over viewed by the learner.

According to Sanford: A unit an online of carefully subject matter which has been isolated of its relationship to pupil.

A unit is a comprehensive and significant aspect of the environment of organised science and arts.

A unit is an organised body of information and experience designed to affect the significant outcome for the learner.

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Steps Of Unit Plan

- 1) Content analysis
- 2) General and specific objectives
- 3) Learning experience
- 4) Evaluation.

1) Content analysis: The process of identifying of concepts and analysis the content of that unit is called content analysis. It is the analysis of a topic to be taught into its elements and arrange them in logical sequence. In this, the teacher has to select one unit and master over the content.

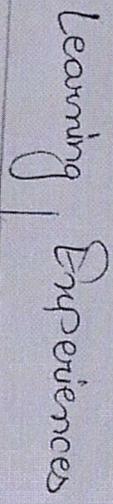
2) General and specific objectives: The purpose behind any activity is the development of healthy behavioural changes.

Dr. Arvind

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Learning Outcomes are expected behavioural changes that are to be brought among the children by teaching.

37 Learning Experiences: In classroom, teaching-learning process



• Teacher activity: The role played by the teacher in class to cause learning is teacher activity.

• Pupils activity: The system of education is viewed around a child takes place in classroom.

47 Evaluation: The purpose of unit plan is the achievement of the best result of teaching-learning process, so the teacher should have appropriate evaluation tool to know whether his objectives are achieved or not.

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Format of Unit Plan

- 17 Information
- 27 Subject format
- 37 Nature and objectives of unit
- 47 Outline of Unit
- 57 Instructional objectives
 - a) General objectives
 - b) Specific objectives
- 67 Motivation
- 77 Development or Presentation
- 87 Activities
- 97 Teaching Aids
- 107 Correlation
- 117 Unit test
- 127 Conclusion
- 137 References

P. Anil Kumar

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67 Developmental Stage

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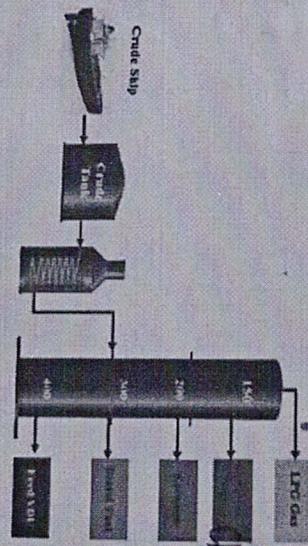
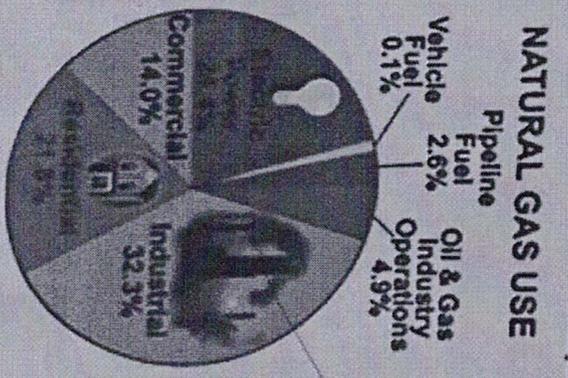
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Sl No	Sub Unit	Activities	Teaching Aids	Correlation	Time
1	Natural and Man-made material.	<ul style="list-style-type: none"> Teacher explain about Natural and Man-made material and she the chart of different material. 	<p>Natural Materials</p> <p>Man-Made Materials</p> <p>Daily life</p>		40 min
2.	Coal	<ul style="list-style-type: none"> Teacher explains about story and define coal. Teacher shows chart of products of coal. 	<p>Coal</p> <p>Solid → Coke → Used to Make Iron and Other Metals</p> <p>Liquid → Coal tar → Used to Make Dyes, Drugs, Perfumes</p> <p>Gas → Coal gas → Used as fuel in Industries</p> <p>Chemistry</p>		40 min.

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S.No	Sub-unit	Activities	Teaching Aids	Co-relation	Time
3	Petroleum	<ul style="list-style-type: none"> Teacher explain about Petroleum Teacher shows Chart of refinery Petroleum. 		Chemistry	40 min.
4	Natural Gas	<ul style="list-style-type: none"> Teacher explains about Natural gas. Teacher shows Chart which include uses of Natural gas. 		Chemistry	40 min.

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Sl.No	Sub-Unit	Activities	Teaching Aids	Co-relation	Time
5	How to Conserve Natural resources	Teacher explains about Natural resources and its conservation through chart		Biology	40 min

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Types of Questions

The various type of questions present in the question are,
 One word or one sentence,

Short answer type

Long answer type.

Blue Print

Weightage of questions:-

Types of question	N.O. of question	Marks	%.
Long answer type	1	5	20%
Short answer type	5	2	40%
Objective	10	10	40%
Total	15	25	100%

Dr. Anil K. Sharma
 28

Merphage of Objectives

OBJECTIVES	QUESTIONS	MARKS	PERCENTAGE
Knowledge	6	7	28%
Understanding	6	9	36%
Application	2	6	21%
Skill	2	3	12%
Total	16	25	100%

Principals

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Topic Sub Unit	Knowledge			Understanding			Application			Skill			Total	%		
	O	S	E	O	S	E	O	S	E	O	S	E				
Sub Unit-I	2(2)												4(5)	5(11)		
Sub Unit-II	3(3)	2(4)											1(2)	1(5)	7(14)	
Total Percent- age	5(5)	2(4)											3(6)	1(5)	1(5)	12(25)

() → Marks inside Bracket
 2(4) → No. of Question

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MORARJI DESAI RESIDENTIAL SCHOOL BAGDAL

UNIT TEST

SUBJECT: CHEMISTRY (COAL AND PETROLEUM)

CLASS: VIII

MAX. TIME: 40 MIN

MARKS: 25

TOTAL

All questions are compulsory

I. Answer in one word or one sentence

1x10=10 M

1. Name some renewable source of energy.
2. Give some examples of fossil fuel.
3. Name the elements present in carbon, oxygen, and Sulphur.
4. Which are the 2 main techniques of mining?
5. Expand PCRA.
6. What kind of pollution is caused by fossil fuel?
7. Write the full form of LPG?
8. What is the purest form of carbon?
9. Which gas is produced when coal is burnt in air?
10. What are inexhaustible resources?

II. short answer

2x5=10M

1. What is fuel?
2. Define fossil fuel and give the example.
3. What is coal and write its 2 uses?
4. Why is natural gas preferred over petrol as a transport fuel?
5. State the uses of natural gas.

III. Long answer

1x5=5M

1. Explain in detail the products of coal?



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Name: Tushar Madhwal, Class: 8th, Roll No: 44.

1) There are renewable source of energy.
 1) solar energy 2) wind energy.

2) Coal, Carbon, petrol, Diesel carbon, sulphur, O₂

3) Coal, oil, natural gas.

4) Surface and underground mining.

5) Petrol Conservation Research Association

6) Carbon dioxide, Carbon monoxide etc.

7) Liquefied petroleum gas.

8) Coke is the purest form of carbon

9) Carbon dioxide is produced when coal is burnt

10) The resources which are present are limited in natural called non-renewable

II. Two or three sentence.

1) The substance which are from forms from the dead remains of animals & plants.

2) Coal is used to generate electric power.

3) Coal is used for cooking (fuel).

4) Natural gas is preferred over petrol as a less pollution fuel. It is a cleaner fuel.

5) Natural gas is used as transport & more vehicles. Used as CNG and LPG gas.

III. Write sentence

1) Coke, coal, tar, and coal gas.

2) Coke is almost pure form of carbon. It is used in the manufacture of iron & steel.

3) Coal gas - It is produced when coal is burnt in a closed container.

iii) Coal tar is a thick dark liquid which is a by-product of the production of coke and coal gas from coal.
→ used for production of chemicals and coal-tar products.

⑤

Strenger

Pravikiran

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9
25
Sange

4) forest, coal, petroleum

5) Petroleum Conservation Research Association (1)

7) Liquid petroleum gas (1)

9) Carbon dioxide (1)

10) These resources are present in unlimited quantity in nature is called Inexhaustible ex: sunlight air (1)

11) Fossil fuels were formed from the dead remains of living organisms millions of years ago (2)

12) It is a tough, porous and black substance. It is an almost pure form of carbon. ex: coke is used in the manufacture of steel and in the extraction of many metals. (2)

13) Natural gas is used for power generation. It is now being used (1)

Sange

Sai Kiran

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Lakshik (210)
BIDAR 585403

Moraaji Desai Residential School Bagdad 2023

UNIT TEST

Duration: 40 min

Marks :- 25

I Answer in 1 word or 1 sentence. 1x10=10M

Name some Renewable Source of Energy.
Give some Example of fossil fuel.

Name the elements present in Carbon, Oxygen and sulphur.
which are the 2 main technique of mining?

Expand PERA?
what kind of polluting is caused by fossil fuel?

Write the full form of LPG?
what is the purest form of carbon?

which gas is produced when coal is burnt in air?
what is Greenhouse Resources?

Short answer 2x5=10
what is fuel?

Define fossil fuels and Give the example.
what is coal and write its 2 uses.

why is Natural Gas preferred over petrol as transport fuel?

State the uses of Natural Gas

Long answer 1x5=5
explain in detail the products of coal.

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SL No	Students Name	Total Mark	Minimum mark	Obtained marks
1.	Kartik	25	9	11
2.	Siddhu	25	9	13
3.	Shraddha.B	25	9	20
4.	Sandeep	25	9	18
5.	Sai Kiran.S	25	9	9
6.	Ritesh	25	9	15
7.	D. Prajwal	25	9	19
8.	Chaleppa	25	9	22
9.	Akshata	25	9	20
10.	Mouna Priya	25	9	21
11.	Rohit	25	9	21
12.	Shubham	25	9	14
13.	Navnath S. Jadhav	25	9	19
14.	Tushar. Madiwal	25	9	25
15.	Sanjeev Reddy	25	9	24
16.	Sadhana	25	9	20
17.	Arun	25	9	18
18.	Vishwa	25	9	23
19.	Santoshi	25	9	24
20.	chetan	25	9	20

1 X 10 = 10 M

I Water, wind, solar

2 coal, petroleum, natural gas

3 carbon, oxygen and sulphur.

4 surface mining and Underground mining.

5 petroleum Conservation Research Association.

6 Air pollution

7 liquefied Petroleum Gas

8 Coke

9 CO₂

10 Inexhaustible Resources are the ~~resources~~ ^{resources} which are unlimited in quantity.

11 2 X 5 = 10

12 Anything that burns to produce energy in an efficient manner is called a fuel.

13 Natural fuels that are made up by burial of living organisms under deep

14 down the earth for over a long period of time are called fossil fuels.

15 Coal is a hard black combustible substance. It is used as a fuel in homes. It is used

16 as a fuel at thermal power plants.

17 CNG is cleanest of all fossil fuels. It produces harmless gases as ~~products~~ ^{products}

18 petrol hence CNG is preferred over petrol. It produces harmless gases as ~~products~~ ^{products}

19 used as source of energy for heating

20 used as fuel for vehicles and electricity generation.

21 1 X 5 = 5 M

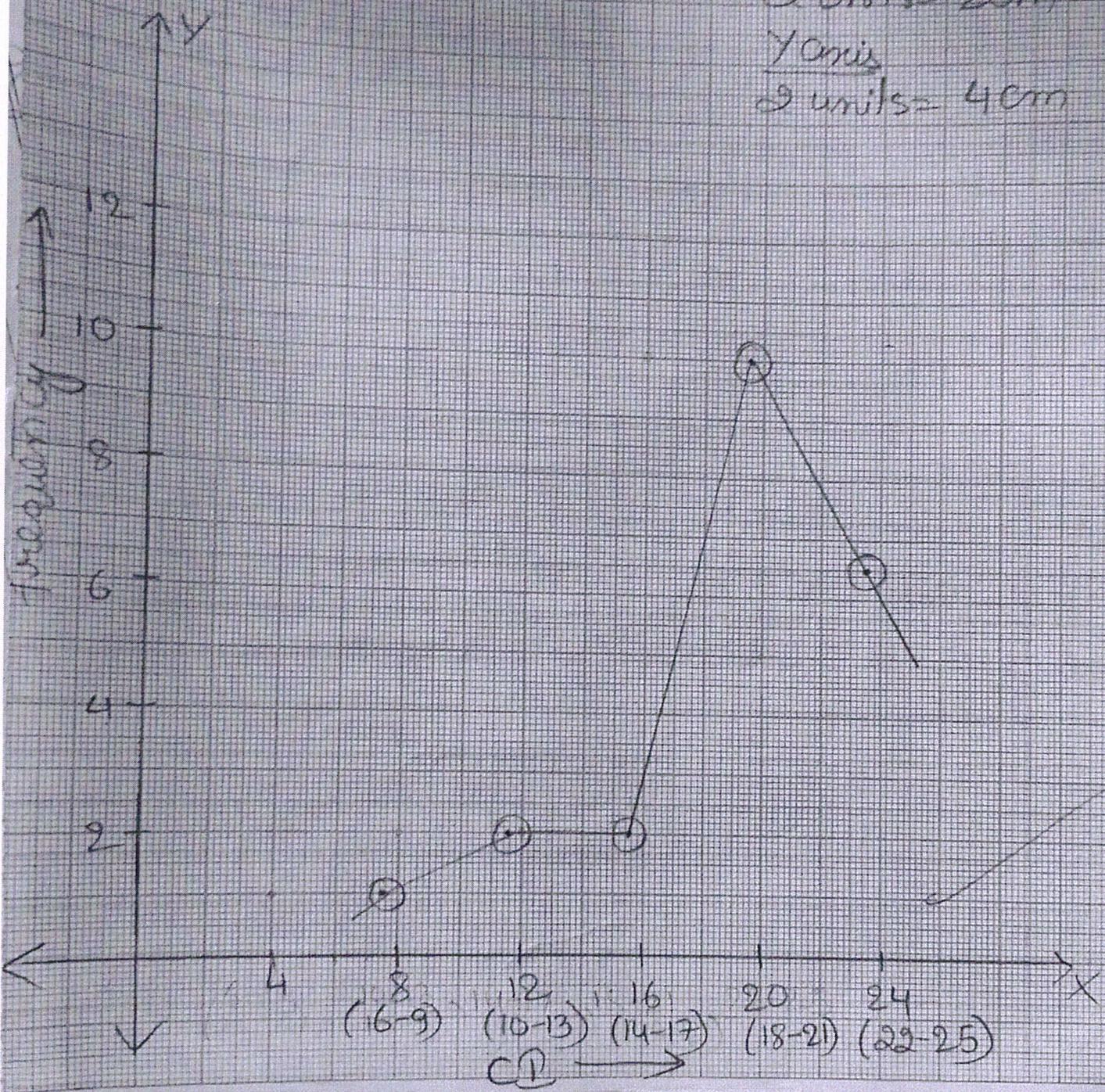
22 coke, coal gas, coal tar.

Scale: X-axis

2 units = 20cm

Y-axis

2 units = 4cm



Pravika.com

8th Std marks

Calculation

11, 13, 20, 18, 9, 15, 19, 22, 20, 21, 21, 14, 19, 25,
24, 20, 18, 23, 24, 20.

$L=9$, $H=25$
Range = $25-9 \Rightarrow 16$

C.I	F	π	Σf_n	CF
6-9	1	7.5	7.5	1
10-13	2	11.5	23	3
14-17	2	15.5	31	5
18-21	10	19.5	195	15
22-25	5	23.5	117.5	20
N=20				

Mean = $\frac{\Sigma f_n \pi}{N}$
 $= \frac{374}{20} \Rightarrow 18.7$

Mean ≈ 18.7

C.I	Tally Marks	F
6-9		1
10-13		2
14-17		2
18-21		10
22-25		5
N=20		

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(Signature)

Median

$$\begin{aligned} \text{Median} &= l + \left[\frac{\frac{N}{2} - cf}{f_m} \right] \times i \\ &= 17.5 + \left[\frac{10 - 5}{5} \right] \times 4 \\ &= 17.5 + [1 \times 4] \\ &= 17.5 + 4 \Rightarrow 19.0 \\ \text{Median} &= \underline{19.0} \end{aligned}$$

Result

$$\begin{aligned} \text{Mean} &= 18.7 \\ \text{Median} &= 19.0 \\ \text{Mode} &= 19.6 \end{aligned}$$

Mode

$$\begin{aligned} 3 \times \text{Median} - 2 \times \text{Mean} \\ &= 3 \times 19.0 - 2 \times 18.7 \\ &= 57 - 37.4 \\ &= 19.6 \end{aligned}$$

Interpretation

The central tendencies are:
 Mean = 18.7
 Median = 19.0
 Mode = 19.6
 \therefore Highest value - lowest value
 $= 19.6 - 18.7 \Rightarrow 0.9$
 Hence, it follows ~~NIPD~~ Curve, \therefore it is in range 0-1.

CONCLUSION

Unit test consists of concepts and learning goals that are taught a period of time and are worked together often over weeks and includes several skills concepts and desired outcomes for making the teaching process more effective.

References

- 17 Science Class VIII textbook.
- 27 Google.com


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29/1



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2.4.7 A variety of assignments given and assessed for theory courses through

5. Identifying and using the different sources for study

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UNIT TEST

Pravir Singh

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Meaning of unit test :-

Unit test are the test which is organised by the teacher after completion of a unit of any subject. The unit tests are series of interactive activities.

Definitions :-

A unit test is one of the important evaluation tool. It is constructed, administered and evaluated by the teacher after teaching a particular unit to a group of students whom he taught.

Unit test is a type of achievement test meant for particular unit of teaching by the class room teacher.

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Characteristics of Unit Test :-

- * Based on only one unit
- * conducted in fixed period of time
- * Has fixed marks
- * Has specific objectives
- * Based on blueprint
- * Only for specific group / class students
- * Achievement Test
- * Part of CCE

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Steps of Unit test :-

The perfect and valid unit test must have the following steps.

I Plan the design of the test :-

Planning of an activity is important to achievement of the test results so it also very important to plan the design of the unit test.

A. Unit Analysis :- Based as the scope and significance the unit must organised into convenient number of sub units

B. Content Analysis :- It can be done for each sub unit by identifying and analyzing important ~~for~~ aspects

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- c. Weight age of objective :- on the basis of NCERT norms the suitable weight age should be given all important objectives of teaching materials.
- d. Weightage to the content :- Depending on the scope of the lesson proper weightage should be given to all subunits and no unity left in the weightage.
- e. Weightage to the questions :- Proper weight age are should be given to all type of questions like objective type short answer type and essay type.


Dr. Ravinder

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2] Editing the Unit test :-

A. Construction of Item :- The teacher should construct all possible number of questions on the unit under different objective type. The item must be of objective type. Very short answer type short and essay type.

B. Solution of test item :-
Based on the blue print the teacher has to

Select required number of test item.

C. Instruction of test item :- For each type of question instruction must be written clearly i.e. what to do how much answer to be written

Dr. Arjun Singh

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Blue Print

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Meaning :-

The blueprint is the mirror of question paper it is three dimensional chart showing the weightage given to the content types to questions of objectives in terms of marks. Blueprint is called Table of specification as it relates out comes to the content and indicate the relative weightage give to each area.

In this the units or the content spread along vertical axis while the objectives are listed on horizontal axis.


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Uses :-

- * It helps to improve the content validity.
- * It defines as clearly as possible the scope and importance of the test.
- * It relates the objectives to the content
- * It lays before the tester to complete picture of the test he is going to prepare.
- * It helps good questions papers by valuing the characteristics of the test.
- * It helps the teacher which are supposed to leave or without covering while teaching.

Weightage of objectives :-

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S.No	Objectives	Questions	Marks	Percentage
1	Knowledge	7	9	35%
2	Understand	7	9	35%
3	Applying	01	5	20%
4	Skill	01	02	10%
	Total	16	25	100%

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Blue print :-

weightage of questions :-

S.No	Types of questions	questions	marks	Percentage
1	Objective type questions	10	10	40%
2	Short answers	05	10	40%
3	essay type questions	01	05	20%
	Total	16	25	100%


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Weightage of questions :-

S.No	Name sub units	questions	marks	Percentage
1	The little busy be I	06	15	60%
2	The little busy be II	10	10	40%
	Total	16	25	100%

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Fill in the blanks $5 \times 1 = 5$

How doth the little ---

And gather --- all the day

How skillfully she --- her cell!

And --- hard to store it well.

I with the --- she makes!

Opposite words $5 \times 1 = 5$

- 1] come
- 2] Morning
- 3] Give
- 4] close
- 5] ever

II Answer the following question in one word $5 \times 1 = 5$

- 1] Who is the poet speaking about?
- 2] Why does bee sit on the flower?
- 3] How does the bee build her cell?
- 4] 'I would be busy too'; who does 'I' refer to?
- 5] What does 'sweet food' mean in the context.

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IV Complete the poem given below 5x

In work - - - - -

- - - - -

- - - - -

- - - - hands to do.



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Ravikiran

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Answer key

- 1] busy bee
- 2] Honey
- 3] build
- 4] labour
- 5] sweet food

- 1] Go
- 2] Evening
- 3] Take
- 4] open
- 5] Never

- 1] The poet speaking about 'Bee'
- 2] The bee sit on the flower to collect honey.
- 3] Bee builds her cell skillfully.
- 4] I refers to the poet.
- 5] 'sweet food' means Honey

മുൻപ് പുറം :-

11, 12, 22, 21, 23, 21, 17, 10, 9, 13, 13, 14, 16, 11, 7, 10, 5, 14, 9, 12

$R = 4.5 - 25$

$R = 23 - 7$

$C.I = \frac{R}{SCT} + 1$

$C.I = \frac{16+4}{3} = 6.3$

$R = 23$
 $L5 = 7$
 $[R = 16]$

$[C.I = 6]$

C.I	f	X	fX	fC
7-9	3	8	24	3
10-12	8	11	88	11
13-15	3	14	42	14
16-18	2	17	34	16
19-21	2	20	40	18
22-24	2	23	46	20

$N = 20$ $\Sigma fX = 214$

Davidson

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$$\text{Mean ಸರಾಸರಿ} = \frac{\sum fx}{N} = \frac{274}{20} = 13.7$$

$$\frac{N}{2} = \frac{20}{2} = 10$$

$$L = 12.5$$

$$fc = 3$$

$$fn = 11$$

$$\text{ಸರಾಸರಿ} \quad md = L + \left[\frac{N/2 + fc}{fn} \right] \times i$$

$$md = 12.5 + \left[\frac{10 - 3}{11} \right] \times 3$$

$$md = 12.5 + \left[\frac{7}{11} \right] \times 3$$

$$md = 12.5 + 0.63 \times 3$$

$$md = 12.5 + 1.89$$

$$\frac{1}{1 \quad 1 \quad 2 \quad 9}$$

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$$\text{mode} = 3x \text{ md} - 2x \text{ mn}$$

$$\text{mode} = 3 \times 1439 - 2 \times 13.7$$

$$\text{mode} = 43.17 - 27.4$$

$$\text{mode} = 15.71$$

Shiv
Shiv

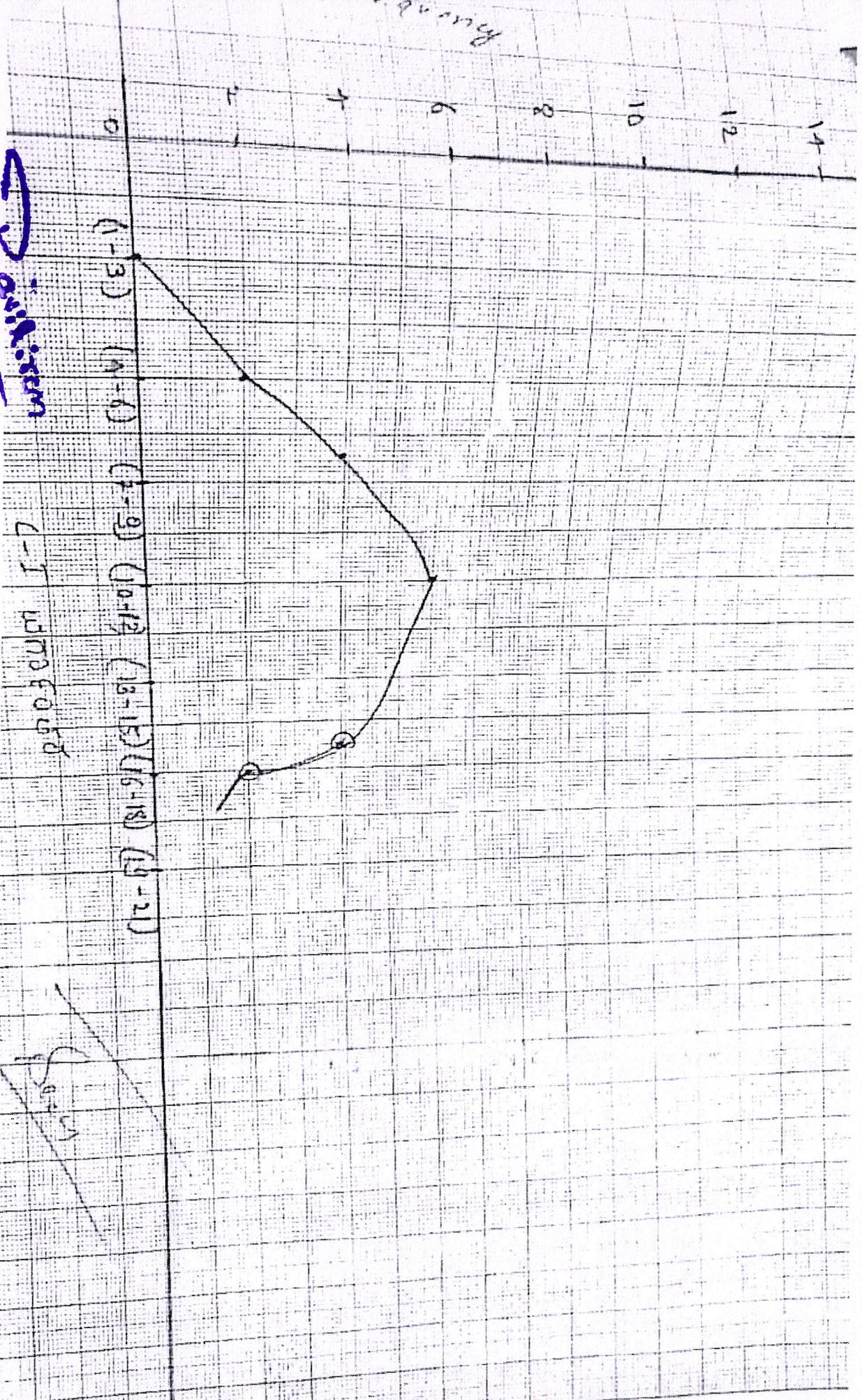
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Dr. Ashish Kumar

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