



BLDEA'S JSS COLLEGE OF EDUCATION VIJAYAPUR
DETAILS OF PROVISIONS FOR IMPROVEMENT AND
BILINGUAL ANSWERING

In our institution, the mechanism of internal assessment is characterized by transparency and robustness in both frequency and mode.

The frequency of internal assessments is structured both in English Medium and Kannada Medium to provide regular and timely feedback on students' progress.

In regular classes formative assessment is done to know the strengths and weaknesses of student-teachers in both Kannada and English Medium classes separately.

Usually on an Average 50% of the admitted Students are studied in Rural Degree Colleges and from the marked Socio-Economic Status. So provision is made to establish good rapport in Kannada language too for academic counseling through Mentoring Mechanism.

Entry behavior Tests are printed in both Kannada and English Medium, so as to answer in any of the two languages. There is option to write answers in either English or Kannada language in Internal Tests, as Questions are printed in both media. Student-Teachers can opt Kannada or English Medium for practicing Microteaching skills and also School Lessons in particular medium Practice Teaching schools. In Time Table Mentoring period is there to look after the academic improvements and to counsel towards growth of personality development of student-teachers.

Library has a plenty of Resources both in Kannada and English Medium, thereby creating an opportunity to enhance their knowledge Horizon. Collection of Old Question Papers of the Programme (ICUB) is available in bilingual form.

IQAC Co-ordinator
BLDEA's JSS College of Education
Vijayapur

Principal,
J.S.S. College of Education
VIJAYAPUR,



B.L.D.E. Association's
JNYANAYOGI SHRI SIDDHESHWAR GWAMIJI
COLLEGE OF EDUCATION, VIJAYAPUR.
 MAAC Recognized "B4"



APPLICATION FOR ADMISSION TO B.ED. COURSE.

502

For the Year 20__-20__

OFFICIAL USE ONLY : Percentage _____ Category : _____ Roll No : _____

1) Name of the applicant & Surname : _____
 (In Block letters)
 Father's Name : _____ Mother's Name : _____
 Occupation : _____ Income : _____ Rural/Urban
 Income/Caste RD No. : _____ Blood Group : _____

2) Sex : Male / Female : _____ 3) Date of Birth & Place : _____

4) Nationality : _____ 5) Reservation/Minority : _____

6) Religion : _____ 7) Category : _____

8) Caste : _____ 9) Mother Tongue : _____

10) Contact No : _____ 11) Address No : _____

12) E-mail : _____

13) Bank Details : Branch _____ Name of the Bank _____

Account No _____ IFSC Code _____

14) ACADEMIC QUALIFICATION :

1) Degree Exam Passed B.A./B.Sc./Any Other Degree 2) Year of Passing _____

3) Reg. No. (Final Year) _____ 4) Subject studied at _____

	UG level		PG level
I. _____	II. _____	III. _____	IV. _____
V. _____	VI. _____	VII. _____	VIII. _____

5) Methods offered in B.Ed. Course I) _____ 2) _____

(i)	Marks	In year Theory (I & II Sem. Test Including I.A. Marks)	End year Theory (III & IV Sem. Test Including I.A. Marks)	End year Theory (V & VI Sem. Test Including I.A. Marks)	Total Marks
(i)	Maximum Marks				
(ii)	Marks Obtained				
(iii)	Aggregate percentage of Marks(Including I.A. Marks)				

(i)	Marks	In year PG	End Year PG	Total Marks
(i)	Maximum Marks			
(ii)	Marks Obtained			
(iii)	Aggregate percentage of Marks(Including I.A. Marks)			

IQAC Co-ordinator
BLDEA's JSS College of Education
Vijayapur

Principal
BLDEA's JSS College of Education
Vijayapur

15) Name of the University _____

Last attended College _____

16) Postal Address _____

Phone No. _____

Cell No. _____

17) (i) Medium of Examination _____

(ii) Kannada / English _____

(iii) Medium of Practice Teaching _____

(iv) Kannada/English / Urdu / Marathi _____

18) Applicant belongs to either than:
B.O. University Bologai _____

(i) Eligibility Certificate No. _____

(ii) Migration Certificate No. _____

19) Is the Applicant a deputed teacher _____

Yes / No

20) (i) Length of teaching experience _____

(ii) Name of the Institute _____

NOTE :

The attached copies of Degree Certificate of Course, Group, Items, B.E.E.C, mark statements of the three years Degree Exam, and Post graduate External employment to be enclosed.

I declared that the particulars furnished above are true & correct to the best of my knowledge and belief and I agree to abide by the rules and regulations of the College.

Place : _____

Date : _____

Signature of the Applicant _____


(For applicant in Service)

The applicant should submit their application through their employment of the Institute/Dept. etc.

Place : _____

Date : _____

Signature and Designation _____


IOAC Co-ordinator
ALDEA's JSS College of Education
Vijayapur


Principal,
J.S.S. College of Education
VIJAYAPUR.



BLDEA ANNUNCIATION

JAYANAYOGI SHRI VIDYASIRMAI SWAMIN

COLLEGE OF EDUCATION, VIJAYAPUR

MSAC (Approved) "B"

APPLICATION FOR ADMISSION TO B.ED. COURSE

370

For the Year 2023-2024



OFFICIAL USE ONLY: Percentage: Category: Roll No: 21

1) Name of the applicant & Surname (in block letters) | Subbala Shankar B. Hrudaya
Father's Name: Shankar Hrudaya Surname: Shankar Hrudaya
Occupation: Farmer Income: 25000 Address:
Income Certificate No: B/01/32159/05/2022 Blood Group:

2) Sex: Male/Female Female | Date of Birth & Place: 23/10/2000

3) Nationality: Indian | Religion: Hindu

4) Region: India | Category: B.E

5) City: Kodaikanal | Other Temp: Kodaikanal

10) Contact No: 9380131211 | Mobile No: 9866 0193 6698

11) Email: subbala.hrudaya2000@gmail.com

12) Bank Details: Branch: Kodaikanal | Name of the Bank: SBI | Account No: 94031466947 | IFSC Code: KVL00003007

13) ACADEMIC QUALIFICATION:

1) Degree Exam Passed: B.A./B.Sc./Any Other Degree | 2) Year of Passing: 2023

3) Reg. No. (First Year): B2023296 | 4) Subject studied at: UG Level: PG Level:

i) Kannada ii) English

iii) History iv) Political Science

v) Sociology vi) _____

vii) _____

8) Subjects offered in B.Ed. Course: i) Kannada ii) History

Sl	Mark	Ist year Theory (I & II Sem. Test) (Including I.A. Marks)	2nd year Theory (III & IV Sem. Test) (Including I.A. Marks)	3rd year Theory (V & VI Sem. Test) (Including I.A. Marks)	Total Marks
i)	Maximum Marks	1200	1100	1100	3400
ii)	Marks Obtained	1034	934	1275	3267
iii)	Aggregate percentage of Marks (including I.A. Marks) 87.89%				

Sl	Mark	Ist Year (T)	2nd Year (T)	Total Marks
i)	Maximum Marks			
ii)	Marks Obtained			
iii)	Aggregate percentage of Marks (including I.A. Marks)			

IQAC Co-ordinator
BLDEA's JSS College of Education,
Vijayapur

Principal,
J.S.S. College of Education
VIJAYAPUR,

15) Name of the University AKKANA KADAVI UNIVERSITY
 Last attended College S. H. S. N. S. College, 2, Vijaya Puram, Vijaya Puram
 16) Postal Address Post Ukkali
To, Kasavan Bagewadi, Vi - Vijaya Puram
 Phone No. 9380127291
9446 3795605544

17) **Medium of Examination:** Kannada / English
Medium of Practice Teaching: Kannada/English / Urdu / Mirathi **Kannada**

18) Applicant belongs to other state: R.C. University, Belgavi
 17) Eligibility Certificate No. _____
 18) Migration Certificate No. _____

19) Is the Applicant a deputed teacher: Yes / No

20) 1) Length of teaching experience:
 2) Name of the Institution:

NOTE :
 The attested copies of Degree Certificate of Course, Group, Income, S.B.L.C. marks statements of the three years Degree Exam, and Post graduate Exam if any should be enclosed.
 I declare that the particulars furnished above are true & correct to the best of my knowledge and belief and I agree to abide by the rules and regulations of the College.

Place: Vijaya Puram Date: 4-1-2024 Signature of the Applicant: S.S. Hurdanad

(For applicants in Service)
 The employers should submit this notification through their employment of the Institution Dept. etc.


 IQAC Co-ordinator
 BLDEA's JSS College of Education
 Vijayapur


 Principal,
 J.S.S. College of Education
 VIJAYAPUR



B.L.D.E.A. ASSOCIATION'S
JNYANAYOGI SHRI SIDDHESHWAR SWAMJI
COLLEGE OF EDUCATION, VIJAYAPUR.

B.A.C. (Recognized "B")



APPLICATION FOR ADMISSION TO B.ED. COURSE.

For the Year 2023-2024.

Name: Shradha Jitli Roll No. 23
 Percentage: _____ Category: _____
 Address of the Applicant & Parents (In Block letters): _____
 Father's Name: Chandrashekhar Mother's Name: Shasthikala
 Occupation: Teacher Income: ₹ 42,000/- Per Annum
 Income Code HD No: 1218142047316 Blood Group: B+ve
 2) Sex: Male / Female: Female 3) Date of Birth & Place: 3-03-2000
 4) Nationality: Indian 5) Karnataka domicile: Karnataka
 6) Religion: Hindu 7) Category: SC-B
 8) Caste: Ganiga 9) Mother Tongue: Kannada
 10) Contact No: _____ 11) Phone No: 9116 3090 1003
 12) E-mail: _____
 13) Bank Details - Branch: _____ Name of the Bank: _____
 Account No: _____ IFSC Code: _____

14) ACADEMIC QUALIFICATION:
 1) Degree Exam Passed: B.A. B.Sc. Any Other Degree (2) Year of Passing: _____
 2) Reg. No. (First Year) _____ (3) Subject studied at _____
 _____ (UG level) _____ (PG Level)
 i) English ii) Kannada iii) _____
 iv) Chemistry v) Mathematics vi) _____
 vii) Physics viii) _____
 3) Subjects offered to B.Ed. Course: i) Mathematics ii) Physical Science.

(1) Marks	1st year Theory (70 & 30 hrs, Total Including I.A. Marks)	2nd year Theory (70 & 30 hrs, Total Including I.A. Marks)	3rd year Theory (70 & 30 hrs, Total Including I.A. Marks)	Total Marks
(i) Maximum Marks	1600	1600	1800	5000
(ii) Marks Obtained	1200	1280	1276	3756
(iii) Aggregate percentage of Marks (Including I.A. Marks)				
(2) Marks	1st year PG	2nd Year PG	Total Marks	
(i) Maximum Marks				
(ii) Marks Obtained				
(iii) Aggregate percentage of Marks (Including I.A. Marks)				

(Signature)
IQAC Co-ordinator
B.L.D.E.A.'s JSS College of Education
Vijayapur

(Signature)
Principal,
J.S.S. College of Education
VIJAYAPUR.

Digitally signed by Shradha Jitli, DN: cn=Shradha Jitli, o=JSS College of Education, c=KARNATAKA, email=shradha.jitli@jsscollegeofeducationvijayapur.org



16) Name of the University Post Graduate University
 Last attended College S.R.Dils P.K.P. Science college Vijaya
 Home No 23 Siddhaganga Nagar Vijaya
Haripurath Medical College Vijayapur
 Phone No. 0861272411



17) I) Medium of Examination 1) Kannada / English
 II) Medium of Practical Training 1) Kannada/English / Urdu / Marathi

18) Applicant belongs to other than
 R.O. University, Belgaum 17) Eligibility Certificate No.
18) Migration Certificate No.

19) Is the Applicant a retired teacher? Yes / No

20) 1) Length of teaching experience
 2) Name of the institutions

NOTE:

The attached copy of Degree Certificate of Course, Group, Website, B.S.L.C, marks statements
 of the course (with Degree Exam and Post graduate Exam) if any should be enclosed.
 I declare that the particulars furnished above are true & correct to the best of my knowledge
 and belief and I agree to abide by the rules and regulations of the College.

Name: Vijayashree

Date: 8/12/23

(Signature)
 Signature of the Applicant

(For applicants in Service)

The employees should submit their application through their employer/head of the Institution/Dept. etc.

Name:

Date:

Signature and Designation

(Signature)
 IQAC Co-ordinator
 J.S.S. College of Education
 Vijayapur

(Signature)
 Principal,
 J.S.S. College of Education
 VIJAYAPUR.

STATE COLLEGE OF EDUCATION, VILVAPUR
NEW BILINGUAL TIME TABLE 2022-23



Sl. No.	Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Time
1	8:30 AM to 10:00 AM	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	8:30 AM to 10:00 AM
2	10:00 AM to 11:30 AM	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	10:00 AM to 11:30 AM
1st Year B.A. (H)				1st Year B.A. (H)				
3	11:30 AM to 1:00 PM	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	11:30 AM to 1:00 PM
1st Year B.A. (H)				1st Year B.A. (H)				
4	2:00 PM to 3:30 PM	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	2:00 PM to 3:30 PM
5	3:30 PM to 5:00 PM	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	3:30 PM to 5:00 PM
6	5:00 PM to 6:30 PM	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	5:00 PM to 6:30 PM
7	6:30 PM to 8:00 PM	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	6:30 PM to 8:00 PM

Coordinator: Dr. S. S. S. S. S.
 Director of Studies: Dr. S. S. S. S. S.
 Head of Department of English: Dr. S. S. S. S. S.
 Head of Department of Tamil: Dr. S. S. S. S. S.

Principal: Dr. S. S. S. S. S.
 J.S. College of Education, Vilvapur

SOAC Co-ordinator
 SOAC, SOE of Education
 Vilvapur

Principal
 S. S. S. S. S.
 J.S. College of Education,
 VILVAPUR

STATE COLLEGE OF EDUCATION, VILVAPUR
NEW BILINGUAL TIME TABLE 2022-23



Sl. No.	Time	Monday	Tuesday	Wednesday	Thursday	Friday	Saturday	Time
1	8:30 AM to 10:00 AM	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	8:30 AM to 10:00 AM
2	10:00 AM to 11:30 AM	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	10:00 AM to 11:30 AM
3	11:30 AM to 1:00 PM	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	11:30 AM to 1:00 PM
4	2:00 PM to 3:30 PM	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	2:00 PM to 3:30 PM
5	3:30 PM to 5:00 PM	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	3:30 PM to 5:00 PM
6	5:00 PM to 6:30 PM	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	5:00 PM to 6:30 PM
7	6:30 PM to 8:00 PM	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	1st Year B.A. (H)	6:30 PM to 8:00 PM

Coordinator: Dr. S. S. S. S. S.
 Director of Studies: Dr. S. S. S. S. S.
 Head of Department of English: Dr. S. S. S. S. S.
 Head of Department of Tamil: Dr. S. S. S. S. S.

Principal: Dr. S. S. S. S. S.
 J.S. College of Education, Vilvapur

*Time Table indicating Bilingual
 (Kannada Medium and English Medium)
 Periods simultaneously.*

SOAC Co-ordinator
 SOAC, SOE of Education
 Vilvapur

Principal
 S. S. S. S. S.
 J.S. College of Education,
 VILVAPUR

Module 20

Physical Science

Answer the following questions in brief.

1. What is the value of 0°C on Kelvin scale?
The absolute zero of temperature is 0 K.
2. What do you call for the state that has a definite shape and fixed volume?
Solid state.
3. What is the symbol of doublet?
It is a pair of electrons.
4. Which planet is known as Red Planet?
Mars.
5. Which comet appears once in 56 years?
Halley's comet.
6. What are the Green House Gases?
CO₂, CH₄, N₂O, etc.

7. Write the Equation for Velocity-Time Relation.

8. What is Atomic Number?

9. Write the Atomic Energy Level.

10. Write the SI Unit of Velocity.

11. Match the followings

A

B

1. Cathode rays
2. Electron
3. Nuclear fission
4. Neutron
5. Energy level

- (a) James Chadwick
- (b) Niels Bohr
- (c) J.J. Thomson
- (d) E. Goldstein
- (e) Rutherford
- (f) Dalton

Internal Quality Assurance Cell (IQAC)

FED STUDENTS ENTRY BEHAVIOUR TEST - 2022 - 2023

Teaching Aptitude Test

Time: One Hour

Marks: 40

Date: 07/11/2023

Note: All questions are compulsory. *ಎಲ್ಲ ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರಿಸಿ.*

Tick only one option among four. *ಒಂದು ಉತ್ತರವನ್ನು ಮಾತ್ರ ಒಂದು ಉತ್ತರವನ್ನು ಕಟ್ಟಿ.*

1. Those teachers are popular among students who-

- A) Develop intimacy with students
- B) Help students to solve their academic problems
- C) Award good grades to students
- D) Help students to solve their personal problems

೧. ಈ ಪ್ರಕಾರ ಪ್ರಶ್ನೆಗಳಿಗೆ ಉತ್ತರಿಸಿ.

- A) ಅಧ್ಯಾಪಕರು ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಸಮೀಪವಾಗಿರುತ್ತಾರೆ
- B) ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ಶಿಕ್ಷಣದ ಸಮಸ್ಯೆಗಳನ್ನು ಪರಿಹರಿಸಲು ಸಹಾಯಿಸುತ್ತಾರೆ
- C) ಉತ್ತಮ ಗುಣದ ಶಿಕ್ಷಣವನ್ನು ಕೊಡುತ್ತಾರೆ
- D) ವಿದ್ಯಾರ್ಥಿಗಳಿಗೆ ವೈಯಕ್ತಿಕ ಸಮಸ್ಯೆಗಳನ್ನು ಪರಿಹರಿಸಲು ಸಹಾಯಿಸುತ್ತಾರೆ

2. The essence of an effective classroom environment is

- A) A variety of teaching aids
- B) Lively student-teacher interaction
- C) Pin-drop silence
- D) Strict discipline

೨. ಉತ್ತಮ ಶಿಕ್ಷಣದ ಪರಿಸರವನ್ನು ಕಲ್ಪಿಸುವುದರಲ್ಲಿ ಮುಖ್ಯವಾದುದು

- A) ವಿವಿಧ ಶಿಕ್ಷಣದ ಸಾಧನಗಳು
- B) ವಿದ್ಯಾರ್ಥಿ-ಅಧ್ಯಾಪಕರ ನಡುವಿನ ಚಿರುಪ್ರವೃತ್ತಿ
- C) ಕಿವಿ ಸದ್ದಿಲ್ಲದ ಸದ್ದಿ
- D) ಕಟ್ಟುನಿಟ್ಟಿನ ಶಿಸ್ತು

3. On the first day of his class, if a teacher is asked by the students to introduce himself,

he should-

- A) Ask the students to meet after the class
- B) Tell the students about himself in brief
- C) Ignore the demand of students and start teaching
- D) Scold mildly the students for this unwanted demand

4. Suppose a student wants to share his problems with his teacher and he visits the teacher's house for the purpose, the teacher should

- A) Contact the student's parents and solve his/her problem
- B) Suggest him that he/she should never visit his house
- C) Suggest him/her to meet the principal and solve the problem
- D) Extend reasonable help and boost his/her morale

5. The ability of students can best be understood by evaluating the

- A) Competencies
- B) Knowledge
- C) Skills
- D) Motivation

6. The best way to prepare students to learn is

- A) Train self-study habits
- B) Join students for additional coaching
- C) Make them study rigorously
- D) Encourage to make friendship with bright students

7. The best way to prepare students to learn is

- A) Train self-study habits
- B) Join students for additional coaching
- C) Make them study rigorously
- D) Encourage to make friendship with bright students

8. The best way to prepare students to learn is

- A) Train self-study habits
- B) Join students for additional coaching
- C) Make them study rigorously
- D) Encourage to make friendship with bright students

no goal of a school should be

- A) Offering multiple courses
- B) Preparing students with values

- C) Getting good results
- D) Developing good study habits

- A) Use good teaching methods
- B) Use process-oriented
- C) Use good teaching materials
- D) Use various activities

8. The schools should promote the role models of those

- A) Who have worked for the good of common people
- B) Who have achieved heights in business
- C) Who have made good name in the society
- D) Who have become popular

9. Group activity which is organized for providing occupational information to large numbers of students is called

- A) Career Conference
- B) Orientation talk
- C) Career talk
- D) Guidance sessions

9. Group activity which is organized for providing occupational information to large numbers of students is called

- A) Career Conference
- B) Orientation talk
- C) Career talk
- D) Guidance and Counseling

10. In a school during mid day meal time some students are asked to sit away from others

- A) Social inclusion
- B) Social exclusion
- C) Social isolation
- D) Social expression

10. In a school during mid day meal time some students are asked to sit away from others

- A) Social isolation
- B) Social inclusion
- C) Social exclusion
- D) Social expression

11. In a school during mid day meal time some students are asked to sit away from others

- A) Social inclusion
- B) Social exclusion
- C) Social isolation
- D) Social expression

11. Some students in a class exhibit great creativity for learning. It may be because such children

- A) Are gifted children
- B) Come from rich families
- C) Show artificial behavior
- D) Create indiscipline in the class

12. The most important quality of a good teacher is

- A) Extraordinary
- B) Broad educational background
- C) Perfect personal character
- D) Sensing ability, communication

13. The most important quality of a good teacher is

- A) Sound knowledge of subject matter
- B) Good communication skills
- C) Concern for students' welfare
- D) Effective leadership qualities

14. The primary attention of the teacher should be on improving

- A) Physical facilities
- B) Mid-day meals
- C) Co-curricular activities
- D) Teaching-learning process

15. The primary attention of the teacher should be on improving

- A) Physical facilities
- B) Mid-day meals
- C) Co-curricular activities
- D) Teaching-learning process

16. The child who needs more attention of teacher is

- A) A challenging child
- B) A talented child
- C) A slow learner
- D) A gifted child

17. The child who needs more attention of teacher is

- A) A challenging child
- B) A talented child
- C) A slow learner
- D) A gifted child

18. A good classroom is one where

- A) There is pin drop silence
- B) The students are under the control of teacher
- C) The students enjoy the most
- D) There is good academic interaction

16. The most important limitation of using smart classes, when compared to traditional teaching is

- A) There is less scope for human touch
- B) There is less scope for asking questions
- C) There is less scope for immediate clarification of doubts
- D) There is scope for students getting bored

16. The most important limitation of using smart classes, when compared to traditional teaching is

- A) There is less scope for human touch
- B) There is less scope for asking questions
- C) There is less scope for immediate clarification of doubts
- D) There is scope for students getting bored

17. Physical education should be mandatory in schools because

- A) It is one of the important aspects of the curriculum
- B) It contributes for the personal health of the students
- C) It has been made mandatory by the government
- D) Without Physical education school's time table is incomplete

17. Physical education should be mandatory in schools because

- A) It is one of the important aspects of the curriculum
- B) It contributes for the personal health of the students
- C) It has been made mandatory by the government
- D) Without Physical education school's time table is incomplete

18. The best component of teaching is to

- A) Encourage students to ask questions
- B) Encourage students to answer the questions
- C) Encourage students to listen attentively
- D) Encourage students to get their doubts clarified

18. The best component of teaching is to

- A) Encourage students to ask questions
- B) Encourage students to answer the questions
- C) Encourage students to listen attentively
- D) Encourage students to get their doubts clarified

18. മേൽപ്പറഞ്ഞവയിൽ ഏതാണ് ശരിയായത്?

- A) അധ്വാനം ചെയ്യാൻ പ്രോത്സാഹിക്കുന്ന മാർഗ്ഗമാണ്.
- B) അധ്വാനം ചെയ്യാൻ പ്രോത്സാഹിക്കാൻ മാർഗ്ഗമാണ്.
- C) അധ്വാനം ചെയ്യാൻ പ്രോത്സാഹിക്കാൻ മാർഗ്ഗമാണ്.
- D) അധ്വാനം ചെയ്യാൻ പ്രോത്സാഹിക്കാൻ മാർഗ്ഗമാണ്.

19. Schools should concentrate on

- A) Catering to the academic needs of inclusive children
- B) Achieving good results
- C) Maintain good discipline
- D) Giving individual attention

20. മേൽപ്പറഞ്ഞവയിൽ ഏതാണ് ശരിയായത്?

- A) അധ്വാനം ചെയ്യാൻ പ്രോത്സാഹിക്കുന്ന മാർഗ്ഗമാണ്.
- B) അധ്വാനം ചെയ്യാൻ പ്രോത്സാഹിക്കാൻ മാർഗ്ഗമാണ്.
- C) അധ്വാനം ചെയ്യാൻ പ്രോത്സാഹിക്കാൻ മാർഗ്ഗമാണ്.
- D) അധ്വാനം ചെയ്യാൻ പ്രോത്സാഹിക്കാൻ മാർഗ്ഗമാണ്.

20. The advantages of field trips from teachers' point view is

- A) It helps to keep students lively
- B) It satisfies some of the curricular objectives
- C) It helps to understand students better
- D) It gives scope for entertainment

21. മേൽപ്പറഞ്ഞവയിൽ ഏതാണ് ശരിയായത്?

- A) അധ്വാനം ചെയ്യാൻ പ്രോത്സാഹിക്കുന്ന മാർഗ്ഗമാണ്.
- B) അധ്വാനം ചെയ്യാൻ പ്രോത്സാഹിക്കാൻ മാർഗ്ഗമാണ്.
- C) അധ്വാനം ചെയ്യാൻ പ്രോത്സാഹിക്കാൻ മാർഗ്ഗമാണ്.
- D) അധ്വാനം ചെയ്യാൻ പ്രോത്സാഹിക്കാൻ മാർഗ്ഗമാണ്.

21. The teacher should praise the student

- A) When a correct answer is given
- B) When the given responsibility is taken up properly
- C) Whenever there is an opportunity
- D) When does not disturb the class

20. Which one of the following is not suitable for teacher-student relationship?

- A) Informal and strict
- B) Informal and strict
- C) Informal and strict
- D) Informal and strict

- B) Informal and strict
- D) Informal and strict

21. Which one of the following behavior of the teacher is not suitable for teacher-student relationship?

- A) Informal
- B) Affectionate and strict
- C) Cordial respectful
- D) Indifferent and firm

22. Which one of the following is not suitable for teacher-student relationship?

- A) Informal and strict
- B) Informal and strict
- C) Informal and strict
- D) Informal and strict

23. The academic performance of students can be improved if parents are encouraged to

- A) Supervise the work of their wards
- B) Arrange for extra tuition
- C) Remain neutral
- D) Interact with teachers frequently

24. If a student approaches the teacher to do some favour to his/her ward, the teacher should

- A) Try to help him
- B) Ask him not to talk in those terms
- C) Refuse him rudely to go away
- D) Ask him rudely to go away

25. Teachers classroom behavior should be good because

- A) Students will become more attentive
- B) It will set an example
- C) Environment should be conducive to learning
- D) Students appreciate it

25. Which of the following is the most effective method of teaching?

- A) Lecture method
- B) Discussion method
- C) Case study method
- D) Project method

26. For maintaining an effective discipline in the class, the teacher should

- A) Allow students to do what they like
- B) Deal with the students strictly
- C) Give with students some problems to solve
- D) Deal with students politely but firmly

27. Which of the following is the most effective method of teaching?

- A) Lecture method
- B) Discussion method
- C) Case study method
- D) Project method

28. Which of the following is the projected aid?

- A) Blackboard
- B) Chart
- C) Flashcard
- D) Globe

29. Which of the following is the most effective method of teaching?

- A) Lecture method
- B) Discussion method
- C) Case study method
- D) Project method

30. A teacher is said to be fluent in asking questions, in a fixed time.

- A) Meaningful question
- B) As many questions as possible
- C) Maximum number of questions in a fixed time
- D) Many meaningful questions in a fixed time

31. Which of the following is the most effective method of teaching?

- A) Lecture method
- B) Discussion method
- C) Case study method
- D) Project method

The best way to understand students is

- A) Observation them in different situations
- B) Talking to them regularly
- C) Administering different types of Psychological tests
- D) Getting information about them from different sources

മികച്ച വിദ്യാർത്ഥികളെ മനസ്സിലാക്കാനുള്ള മികച്ച മാർഗ്ഗം

- A) അവർക്ക് പരസ്പരം വ്യത്യസ്ത സാഹചര്യങ്ങളിൽ നിരീക്ഷിക്കുക
- B) അവർക്ക് പരസ്പരം സംസാരിക്കുക
- C) വ്യത്യസ്ത തരം പсихോളജിക്കൽ പരീക്ഷകൾ നൽകുക
- D) വിവിധ സ്രോതസ്സുകളിൽ നിന്ന് അവർക്കു കുറിച്ച വിവരങ്ങൾ ശേഖരിക്കുക

30. The main goal of evaluating student is to

- A) Give them feedback for further learning
- B) Find out how much marks one can score
- C) To maintain progress record
- D) To send the progress report to parents

30. വിദ്യാർത്ഥികളെ വിലയിരുത്തുന്നതിന്റെ പ്രധാന ലക്ഷ്യം

- A) അവർക്ക് കൂടുതൽ പഠനത്തിന് ഫീഡ്ബാക്ക് നൽകുക
- B) ഒരാൾക്ക് എത്ര മാർക്ക് നേടാനാകും അത് മനസ്സിലാക്കുക
- C) പ്രവൃത്തി നിലവാരം നിലനിർത്തുക
- D) പ്രവൃത്തി നിലവാരം പേരുകൾക്ക് അറിയിക്കുക

31. One of the major characteristics of a good school leader is

- A) Getting high marks in examination
- B) Concern for and co-operation with the fellow students
- C) Doing the assigned work with responsibility
- D) Commanding voice and adhering to disciplinary rules

31. മികച്ച സ്കൂൾ നേതാവിന്റെ പ്രധാന സവിശേഷതകളിൽ ഒന്നാണ്

- A) പരീക്ഷകളിൽ ഉയർന്ന മാർക്ക് നേടുക
- B) തങ്ങളുടെ കൂട്ടുകാരെ സംബന്ധിച്ചുള്ള താല്പര്യം
- C) ഉത്തരവ് നൽകുന്നതിൽ ഉത്തരവാദിത്വം
- D) കഠിന ശബ്ദം ഉപയോഗിക്കുകയും അനുകൂല നിയമങ്ങൾ അനുസരിക്കുകയും ചെയ്യുക

32. The inevitable trait of the school is

- A) Effective instrument
- B) Aided teacher staff
- C) Good administration
- D) Supervisory body

33. The most important characteristic of a learning aid is

- A) It should contribute to develop clarity of the concepts to be learnt
- B) It should be colorful and motivate students for further learning
- C) It should retain the students to read more about the concept
- D) It should provoke the students to read more about the concept

34. The most important characteristics of a learning aid is

- A) It should contribute to develop clarity of the concepts to be learnt
- B) It should be colorful and motivate students for further learning
- C) It should retain the students to read more about the concept
- D) It should provoke the students to read more about the concept

35. The focus of teacher in the classroom is to

- A) Help students to construct knowledge
- B) To transmit the knowledge effectively
- C) Help students to get good score in the examination
- D) Prepare good citizens

36. The focus of teacher in the classroom is to

- A) Help students to construct knowledge
- B) To transmit the knowledge effectively
- C) Help students to get good score in the examination
- D) Prepare good citizens

37. Teaching of communication and language has to be emphasized in the curriculum of

- A) Visually impaired
- B) Hearing impaired
- C) Physically impaired
- D) Cerebral palled

38. Teaching of communication and language has to be emphasized in the curriculum of

- A) Visually impaired
- B) Hearing impaired
- C) Physically impaired
- D) Cerebral palled

A) අදාළ අනුකූලතාවයන්

B) පුද්ගලික අනුකූලතාවයන්

C) අදාළ අනුකූලතාවයන්

D) සමස්ත අනුකූලතාවයන්

36. Which of the following makes way for efficient use of manpower and greater economy?

A) Educational guidance

B) Personal guidance

C) Social guidance

D) Vocational guidance

37. විකල්පයක් ලෙසින් පවතින විද්‍යාත්මක පර්යේෂණයකදී, කුමක් යම් යම් පරිදි පවතින පරාධර්මයක්?

A) අදාළ පරාධර්මයක්

B) අදාළ පරාධර්මයක්

C) සමස්ත පරාධර්මයක්

D) සමස්ත පරාධර්මයක්

38. The best outcome of maintaining good garden in the school

A) Provides good school climate

B) Develops environmental values

C) Give good aesthetic appearance

D) Develops co-operation among students

39. විකල්පයක් ලෙසින් පවතින විද්‍යාත්මක පර්යේෂණයකදී, කුමක් යම් යම් පරිදි පවතින පරාධර්මයක්?

A) අදාළ පරාධර්මයක්

B) අදාළ පරාධර්මයක්

C) සමස්ත පරාධර්මයක්

D) සමස්ත පරාධර්මයක්

40. The value of co-operative should be develops among students

A) To improve the same one's personality

B) To make school work easy

C) To contribute for the growth of personality

D) To follow the words of great people

41. සමාජයේ කුමක් පවතින පරාධර්මයක්?

A) අදාළ පරාධර්මයක්

B) සමස්ත පරාධර්මයක්

C) අදාළ පරාධර්මයක්

D) සමස්ත පරාධර්මයක්

42. ICT should be part of teaching in schools because

A) It is of the modern trends

B) Everyone should get ICT skills

C) It contributes for clarity in learning

D) It is easy for the both teacher and students

43. කුමක් යම් යම් පරිදි පවතින පරාධර්මයක්?

A) අදාළ පරාධර්මයක්

B) සමස්ත පරාධර්මයක්

C) සමස්ත පරාධර්මයක්

D) සමස්ත පරාධර්මයක්

40. A teacher is said to be effective in teaching to the test

- A) Makes students think
- B) Helps students to score more marks
- C) Loves students most
- D) Listens to students doubts and clarifies

41. Which of the following is not a characteristic of a good teacher?

- A) Consistent classroom discipline
- B) Consistent use of verbal and non-verbal communication
- C) Consistent use of feedback
- D) Consistent use of assessment tools

Assignment

Questions

- 1) Write differences between Measurement & Evaluation
ವಿಷಯ ಮತ್ತು ಅಳವಡಿಕೆಯ ನಡುವಿನ ವ್ಯತ್ಯಾಸವನ್ನು ವಿವರಿಸಿ
- 2) Explain the Process of Evaluation
ಅಳವಡಿಕೆಯ ಪ್ರಕ್ರಿಯೆಯನ್ನು ವಿವರಿಸಿ
- 3) Explain the characteristics of Good Question Paper
ಉತ್ತಮ ಪ್ರಶ್ನೆ ಪತ್ರದ ಲಕ್ಷಣಗಳನ್ನು ವಿವರಿಸಿ
- 4) Explain Grading Concept in Evaluation System
ಅಳವಡಿಕೆಯ ವ್ಯವಸ್ಥೆಯಲ್ಲಿ ಗ್ರೇಡಿಂಗ್ ಕಲ್ಪನೆಯನ್ನು ವಿವರಿಸಿ
- 5) Explain the importance of Summative Evaluation in T-I-Process
T-I-ಪ್ರಕ್ರಿಯೆಯಲ್ಲಿ ಅಂತಿಮ ಅಳವಡಿಕೆಯ ಮಹತ್ವವನ್ನು ವಿವರಿಸಿ
- 6) Discuss the interrelationship between Objectives, Evaluation and learning experiences
ಲಕ್ಷ್ಯಗಳು, ಅಳವಡಿಕೆ ಮತ್ತು ಅಭಿವೃದ್ಧಿಯ ಅನುಭವಗಳ ನಡುವಿನ ಸಂಬಂಧವನ್ನು ವಿವರಿಸಿ
- 7) Explain the various types of Objective type test items, characteristics and examples
ವಸ್ತುವಿಧ ಪ್ರಶ್ನೆಗಳ ವಿವಿಧ ರೀತಿಗಳನ್ನು, ಲಕ್ಷಣಗಳನ್ನು ಮತ್ತು ಉದಾಹರಣೆಗಳನ್ನು ವಿವರಿಸಿ
- 8) Explain the importance and meaning of formative evaluation
ರೂಪಾಂತರ ಅಳವಡಿಕೆಯ ಮಹತ್ವ ಮತ್ತು ಅರ್ಥವನ್ನು ವಿವರಿಸಿ
- 9) Differentiate between formative evaluation and summative evaluation
ರೂಪಾಂತರ ಅಳವಡಿಕೆ ಮತ್ತು ಅಂತಿಮ ಅಳವಡಿಕೆಯ ನಡುವಿನ ವ್ಯತ್ಯಾಸವನ್ನು ವಿವರಿಸಿ
- 10) Explain the meaning and importance of Evaluation
ಅಳವಡಿಕೆಯ ಅರ್ಥ ಮತ್ತು ಮಹತ್ವವನ್ನು ವಿವರಿಸಿ
- 11) What is Blue print and prepare balanced Question paper on the topic of your own choice
ಬ್ಲೂ ಪ್ರಿಂಟ್ ಅಂದರೆ ಏನು? ತನ್ನ ಆಯ್ಕೆಯ ವಿಷಯದ ಮೇಲೆ ಸಮತೋಲಿತ ಪ್ರಶ್ನೆ ಪತ್ರವನ್ನು ತಯಾರಿಸಿ
- 12) Discuss various types of test items in detail
ವಿವಿಧ ಪ್ರಶ್ನೆಗಳ ವಿವಿಧ ರೀತಿಗಳನ್ನು ವಿವರಿಸಿ
- 13) Differentiate between Teacher made tests and standardised tests
ಇವುಗಳ ನಡುವಿನ ವ್ಯತ್ಯಾಸವನ್ನು ವಿವರಿಸಿ

BLDEA'S
BSS COLLEGE OF EDUCATION, VIJAYAPUR
IV Semester B.Ed Ist Internal test -2023
Sub: Techniques, Methods and Approaches of Pedagogy

Time Duration : 1 Hr
 Date : 17-11-2023

Max. Marks: 20

SECTION -A/ Section -A

Answer any Three questions out of Two questions. Each answer should not be more than one page.

ಪ್ರತಿ ಪ್ರಶ್ನೆಗೆ ಒಂದು ಪುಟಕ್ಕಿಂತ ಹೆಚ್ಚಿನ ಉತ್ತರ ನೀಡಬಾರದು. ಒಂದು ಪ್ರಶ್ನೆಗೆ ಒಂದು ಪುಟಕ್ಕಿಂತ ಹೆಚ್ಚಿನ ಉತ್ತರ ನೀಡಬಾರದು.

1. What are the inputs for Education System.
 ಶಿಕ್ಷಣ ವ್ಯವಸ್ಥೆಗೆ ಅಗತ್ಯವಿರುವ ಅಂಶಗಳು.
2. Explain the factors affecting our learning.
 ನಮ್ಮ ಅಭಿವೃದ್ಧಿಯನ್ನು ಪ್ರಭಾವಿಸುವ ಅಂಶಗಳು.
3. Discuss Time management with its importance and benefits.
 ಸಮಯ ನಿರ್ವಹಣೆಯ ಅಗತ್ಯತೆ ಮತ್ತು ಲಾಭಗಳನ್ನು ಚರ್ಚಿಸಿ.

SECTION -B/ Section -B

Answer One question with internal choice. It should be answered in about 2 to 3 pages.

ಒಂದು ಪ್ರಶ್ನೆಗೆ ಒಂದು ಆಂತರಿಕ ಆಯ್ಕೆ ನೀಡಲಾಗಿದೆ. ಇದನ್ನು 2 ರಿಂದ 3 ಪುಟಗಳಲ್ಲಿ ಉತ್ತರಿಸಬೇಕು.

- 4a) Write an essay on system approach with reference to
- I. Meaning and definition.
 - II. Types
 - III. Basic parameters

- 4b) Write an essay on the importance of time management.
- I. Why it is important.
 - II. Benefits
 - III. How to manage time.

Or/ವಿಧಿ

- 4a) Discuss Teaching competencies with respect to
- I. Significance
 - II. Components
 - III. NCTE identified Competencies

- 4b) Discuss the importance of time management.
- I. Why it is important.
 - II. Benefits
 - III. How to manage time.

BUCAS
JSS COLLEGE OF EDUCATION VIJAYAPUR
B Ed II Semester Second Internal Test - 2021

Subject: Opt. Guidance and Counseling

Time: 2 Hours

Marks: 60

Date: 10.12.2021

Section -A

Answer any five questions out of six questions. Each should be answered in not more than one page. First one question should be compulsory. (4x5= 20)

1. What is Guidance? Explain its need for Teachers.
ವಿಷಯವೇನು ಮತ್ತು ಅದರ ಅಗತ್ಯವೇನು.
2. Explain the difference between Guidance and Counseling.
ಇವುಗಳ ನಡುವಿನ ವ್ಯತ್ಯಾಸವೇನು.
3. Discuss Teacher student relationship in Counseling and Guidance.
ಇವುಗಳಲ್ಲಿ ಶಿಕ್ಷಕ-ವಿದ್ಯಾರ್ಥಿ ಸಂಬಂಧವೇನು.
4. Explain the types of Observation briefly.
ಇವುಗಳ ವಿಧಗಳನ್ನು ಸಂಕ್ಷಿಪ್ತವಾಗಿ ವಿವರಿಸಿ.
5. Write the importance of Cumulative Record.
ಇದರ ಮಹತ್ವವೇನು.
6. How do you define Intelligence Quotient? Calculate Intelligent Quotient, if chronological age of Aditi is 12 years and Mental age is 14 years.
ಇದರ ಅರ್ಥವೇನು? ಅದನ್ನು ಲೆಕ್ಕಿಸಿ, ಅದರಲ್ಲಿ ಕಾಲಾಂತರದ ವಯಸ್ಸು 12 ವರ್ಷ ಮತ್ತು ಮನಸ್ಸಿನ ವಯಸ್ಸು 14 ವರ್ಷ.

Section -B

Answer any two questions with Internal choice. Each should be answered in about 2-3 pages. (2x10= 20)

- I. A. Clarify the Intelligence Tests broadly and explain in detail about each intelligence test.
ಇವುಗಳನ್ನು ವಿಸ್ತೃತವಾಗಿ ವಿವರಿಸಿ ಮತ್ತು ಪ್ರತಿ ಪ್ರಕಾರವನ್ನು ಸಂಕ್ಷಿಪ್ತವಾಗಿ ವಿವರಿಸಿ.

OR

- B. Write an essay on with reference to following on Questionnaire-
(a) Meaning (b) Types (c) Characteristics (d) Importance
ಅಥವಾ (i) ಅರ್ಥ (ii) ವಿಧಗಳು (iii) ಲಕ್ಷಣಗಳು (iv) ಮಹತ್ವ

- I. A. Explain the types of Guidance.
ಇವುಗಳ ವಿಧಗಳನ್ನು ವಿವರಿಸಿ.

OR

- B. What is counseling? Explain Aim, Principal and Need of Counseling.
ಇದರ ಅರ್ಥವೇನು. ಅದರ ಉದ್ದೇಶ, ಮುಖ್ಯ ಅಂಶ ಮತ್ತು ಅಗತ್ಯವೇನು.



25/04/22

Section - A

3

11) The characteristics of good science text book

→ A good text book should be judged at first by author, qualification and experience.

→ The cover page, and paper used and binding of the text book should be attractive.

→ It should be hard and durable.

→ The printing of the text book should be clear and appropriately spaced.

→ The size of the printing the letters and long-ways should suit the age of the child.

→ The headings and sub-headings are given in the bold letters.

→ There should be a consistency in the subject matter.

→ Subject matter should be developed as far as possible in psychological order.

→ Text book should satisfy the objectives of science teaching.

→ Each text book should contain detailed table of content and page number index.



- Text book should contain schematic diagrams, formulae, pictures and sketches.
- The price of text book should be offered to all.
- Each chapter should contain assignment at the end.
- The language of the text book should be clear, simple scientific and precise.
- Index should mention the sub-topics and page number.

W.P.

⇒ Meaning of teaching:

- Meaning of teaching can be defined as the series of presenting difficult facts, issues, concepts and principles to make them easy to understand in the class room teaching.
- The general principles which act as guide lines in teaching process to reach the objective of teaching are known as Meaning of teaching.
- Meaning of teaching can be said as the result of cooperation in the classroom teaching.
- Meaning of teaching helps to increase the interest of students in the learning process.

There are some maxims of teaching :-

- 1) Known to unknown.
- 2) Simple to complex
- 3) Easy to difficult
- 4) Particular to general
- 5) Whole to part
- 6) Part to whole
- 7) Definite to indefinite
- 8) Psychological to logical
- 9) Near to far
- 10) Inductive to deductive.

1) Known to unknown :

In the classroom situation, teacher should ask questions which are related to the subject matter which is known. By doing this they connect a new knowledge which is unknown to the old knowledge which is known.

Thus, we call this maxim of teaching as known to unknown.

2) Simple to complex :

Teacher should divide the subject into two parts, first one simple and another one complex. Teacher should proceed from simple concept to complex concept. It means teacher should teach simple concept first then to teach complex one.

3) Easy to difficult :

This is important maxim of teaching in the teaching process. In this technique, teacher has to teach first easy one and later difficult concept.



40 Concrete to abstract:

In this manner of teaching, teacher should teach about concrete content first, then towards the abstract one. From this, students will able to understand the abstract things in the classroom teaching.

52 Particular to general:

This is also one of the important methods of teaching, in this technique teacher has to explain about particular concept and later about general concepts.

WZ

Section - B

45 Principles of curriculum construction:

- 1) Principle of child centredness.
- 2) Principle of community centredness.
- 3) Principle of activity.
- 4) Principle of motivation.
- 5) Principle of adaptation of individual differences.
- 6) Principle of integration.
- 7) Principle of conservation.
- 8) Principle of flexibility.
- 9) Principle of creativity.
- 10) Principle of utility.

11 Principle of child centredness:

→ Curriculum should be based on the needs of the pupils.

→ It should be within the chronological age and mental age.

→ For example, suppose curriculum has more activity based than the student are shows interest in doing that activities.



a) Principle of community endorsement:

- Curriculum should be relevant to the needs of the community and society.
- For curriculum to be based on needs of community then it makes a child ready to enter the scientific age of the students. Thus, child will be able to develop the needs and abilities of the society.

b) Principle of activity:

- child is active by nature.
- child learn more easily through the direct experience.
- For example, curriculum should contain those activities which make children to show interest in actively participation to these activities.

c) Principle of motivation:

- The organization of content in the curriculum should create interest and motivate the students towards the learning.

→ For example, curriculum should involve not only about subject matter but also about the society, through this children gets motivated to learn actively in the classroom.

d) Principle of adaptation of individual difference:

- The organization of content should cater to the needs of different categories of children.
- For example, curriculum should not be different for different categories of students, it should be same for all the categories of students.



3) Principle of Integration:

→ curriculum should integrate the needs of a child on one hand, needs of the nation on other hand.

→ Example: Curriculum should not only be based on the needs of the child but also the needs of the nation. It means curriculum should involve all the subject which makes children to understand about the nation.

4) Principle of Localization:

→ curriculum helps in preserving and transmitting the traditional standards of conduct on which culture depend.

But culture without a nation is like a body without a soul. It means that curriculum should not explain only about subject matter, it should also include our culture, custom and tradition for the future of the children.

5) Principle of Flexibility:

→ It should be flexible to cater to the needs of different kind of children.

For example: Curriculum should be flexible as far as possible. It should not only be helpful for the students but also helpful to the novice teacher with their teaching.





Q) Principles of creativity:

- curriculum should encourage the child's creative mind.
- For example, curriculum should include both the conventional and non-conventional activities to foster the creativity of the pupils.

Q) Principles of life:

- curriculum should not only concentrate for the present life of the children but also future life of the children.

Ex - curriculum should contain those activities and subjects which are meaningful and useful for not only present life as well as the future life of the pupils.

9

Srinivas
IBAE Coordinator
JSS College of Education
Mysore

Prakash
Principal
JSS College of Education
Mysore

Handwritten mark

**S.L.D.E.A.
ASS COLLEGE OF EDUCATION, BJIAPUR**



Internal TEST 2024
 Date: 24/03/2024 Time: _____
 Paper: II Section: _____
 Subject: Education Evaluation
 Roll No: 25 Mark: _____

Educational

10/20

I 10

1) 15, 18, 16, 14, 17, 18, 24, 22, 21, 15
 14, 8, 6, 9, 15, 20, 19, 23, 12, 11
 20, 16, 14, 19, 10

5, 9, 11, 10, 11, 12, 13, 14, 15, 16, 17, 18, 19, 20, 21, 22, 23, 24, 25
 15, 18, 16, 14, 17, 18, 24, 22, 21, 15
 14, 8, 6, 9, 15, 20, 19, 23, 12, 11
 20, 16, 14, 19, 10 = N = 25

ಅವ್ಯಕ್ತಿ ವಿತರಣಾ ಕೋಷ್ಟಕ

C - I	ಆವರ್ಗಗಳು	ಅವ್ಯಕ್ತಿ
5 - 9	✓	05 ✓
10 - 14	✓	07 ✓
15 - 19	✓	09
20 - 24	✓	06 ✓

ΣF = 25 ✓

ವಿಚಲನಾಂಕ = 5

5



3) 18, 24, 19, 25, 20, 22, 21, 17, 25

$$n = 9$$

$$\text{Mean S.D} = \sqrt{\frac{\sum d^2}{n}}$$

ಇಲ್ಲಿ ಮೂಲಕೇಂದ್ರ ಸಂಖ್ಯೆಯ ಮೇಲೆ ಸ್ವಲ್ಪವೇ ತಿದ್ದುಪಡಿ ಮಾಡುವಂತೆ ಆಯ್ಕೆ ಮಾಡಿದೆ.

$$\text{ಸಂಖ್ಯೆಯ} = \frac{\sum x}{n}$$

$$\text{Mean} = \frac{18 + 24 + 19 + 25 + 20 + 22 + 21 + 17 + 25}{9}$$

$$\text{Mean} = \frac{189}{9}$$

$$\text{Mean} = 21$$

$$\text{ಸಂಖ್ಯೆಯ} = 21$$

x	d = x - M	d ²
18	18 - 21 = -3	9
24	24 - 21 = 3	9
19	19 - 21 = -2	4
25	25 - 21 = 4	16
20	20 - 21 = -1	1
22	22 - 21 = 1	1
21	21 - 21 = 0	0
17	17 - 21 = -4	16
25	25 - 21 = 4	16

$$\sum d^2 = 60$$

$$\text{S.D} = \sqrt{\frac{\sum d^2}{n}}$$

$$9 = \sqrt{\frac{60}{9}}$$



$$\sigma = \sqrt{6.80}$$

$$\sigma = 2.98$$

ಮಧ್ಯಮಾನ ಸಂಖ್ಯೆ = 2.58

ಇದು ಸಾಮಾನ್ಯ ವಿತರಣೆಯಾಗಿದೆ ಎಂದು

II

5] ಸೂಚನೆ

C - I	F	M(x)	Fx
50 - 54	2	52	104
45 - 49	2	47	94
40 - 44	3	42	126
35 - 39	4	37	148
30 - 34	6	32	192
25 - 29	3	27	81
20 - 24	4	22	88
15 - 19	2	17	34
10 - 14	2	12	24

$$N = 28$$

$$\Sigma Fx = 891$$



ಸೂಚಕ ಅಳತೆ :-

Mean ಸೂಚಕವನ್ನು ಮಾತೃಸಂಖ್ಯೆ ಮತ್ತು ಸೂಚಕವನ್ನು ಸಂಖ್ಯೆಯಿಂದ ಭಾಗಿಸಿದಾಗ ಉಂಟಾಗುವ ಫಲಿತವಾಗಿ ಅಂದಾಜು ಮಾಡಿದ ಸೂಚಕ.

$$\text{Mean} = \frac{\sum fx}{N}$$

$\sum fx$ = ಒಟ್ಟು ಫಲಿತಗಳ ಮೊತ್ತ
 N = ಒಟ್ಟು ಅಳತೆಗಳ ಸಂಖ್ಯೆ

$$\text{Mean} = \frac{\sum fx}{N}$$

$$\text{Mean} = \frac{891}{28}$$

$$\text{Mean} = 31.82$$

∴ ಸೂಚಕ = 31.82

ವ್ಯತ್ಯಾಸ ವಿಚಾರ :-

C-I	F	X	FX	d = x - \bar{x}	d ²	Fd ²
50-54	2	52	104	52-31.82=20.18	407.23	814.46
45-49	2	47	94	47-31.82=15.18	230.43	460.86
40-44	3	42	126	42-31.82=10.18	103.63	310.89
35-39	4	37	148	37-31.82=5.18	26.83	107.32
30-34	6	32	192	32-31.82=0.18	0.32	0.17
25-29	5	27	135	27-31.82=-4.82	23.23	69.09
20-24	4	22	88	22-31.82=-9.82	96.43	385.72
15-19	2	17	34	17-31.82=-14.82	219.63	439.26
10-14	2	12	24	12-31.82=-19.82	392.83	785.66
	N=28		$\sum fx = 891$			$\sum Fd^2 = 3372.85$



ಉದಾಹರಣೆ -
 ವ್ಯವಸ್ಥಾಪಕರುಗಳ ಸರಾಸರಿ ವಯಸ್ಸಿನ ಯೇ ಮೇಲ್ಕಂಡ
 ಉದಾಹರಣೆಯಾಗಿದೆ.

$$\text{ಸರಾಸರಿ} = \frac{\sum fx}{N}$$

$$\text{Mean} = \frac{221.28}{28}$$

$$\text{Mean} = 31.82$$

$$\text{SD} = \sqrt{\frac{\sum fd^2}{N}}$$

$$\sigma = \sqrt{\frac{3374.0582}{28}}$$

$$\sigma = \sqrt{120.50}$$

$$\sigma = 10.987$$

$$\text{S.D} = 10.97$$

$\sum fd^2$ ವ್ಯಯ

N ಸರಾಸರಿ

ಸರಾಸರಿ

ವ್ಯಯ

ವ್ಯಯ

ವ್ಯಯ



ವ್ಯವಸ್ಥಾಪಕರುಗಳ ಸರಾಸರಿ ವಯಸ್ಸಿನ ಯೇ ಮೇಲ್ಕಂಡ
 ಉದಾಹರಣೆಯಾಗಿದೆ.

→ 385.72



Activities

INFRASTRUCTURE

The college has a spacious building which provides adequate accommodation for class rooms, lecture halls, laboratories, library and administrative blocks.



The College has developed a rich library with more than 19500 books on its racks. The collection comprises of books on core papers, method papers and optional papers both in Kannada and English medium. The collection includes Text books, Reference books, Encyclopedias, Dictionaries, and research survey books etc., related to B.Ed., M.Ed. courses and Researches. The library has subscribed for more than 21 National and International Educational Journals, periodicals which are of immense use to students as well as teachers and research scholars.

Facilities are available in the college to Xerox material from the Library. Three books are issued at a time to each student for a period of one week besides the facilities of library; the college has section for Book Bank. These books will be issued to student for the full academic year, with permission of the principal. The library is open on all working days between 10 A.M. to 5.00 P.M. Books in greater demand are listed by the Librarian and will be issued for two days only. The library has seating capacity of 100 students. extra books will be provided to sc, st and gifted students.


The College has made provision for separate Audio Visual section, Science Laboratory, Educational Psychology Laboratory, Educational Technology Laboratory, Computer Laboratory and Language Laboratory for the benefit of faculty, researcher and student-teachers.

LABORATORIES

The college has made provision for separate Science laboratory, Psychology laboratory, Language laboratory, Educational technology and Computer laboratory.

Curriculum Laboratory:

This laboratory is equipped with all the necessary apparatus, equipment, chemicals, models and specimens needed for the teacher trainees to practice their demonstrations and experiments. These equipments are provided to teacher trainees for practicing lessons.


IQAC Co-ordinator
BLDEA's JSS College of Education
Vijayapur


Principal
BLDEA's
JSS College of Education
VIJAYAPUR.



**RANI CHANNAMMA UNIVERSITY
BELAGAVI**



NAAC Accredited at "B" Level

B.L.P.E. Association's

JNYANAYOGI SHRI SIDDESWAR SWAMIJI

COLLEGE OF EDUCATION,

VIJAYAPUR-586 101

BACHELOR OF EDUCATION

Year: 2023



SEMINAR

NAME: SHREEDevi BAGALT ROLL No. 39

SUBJECT: INCLUSIVE EDUCATION

VIJAYAPUR-586 101



NAAC-II Grade



B.L.D.E.A's

Jayantayogi Shri Siddeshwar Swamiji

College of Education

VJAYAPUR - 556 101

Name : SHREEDEVI BAGALI

Roll No. : 39 Semester : IIIrd sem

Subject : INCLUSIVE EDUCATION

Assignment / Gr. Activity : 2-1


Signature of the candidate


Signature of the Staff member

1: ಏಕೆಲ ಟೇಲೆವಿಷನ್ ಮಕ್ಕಳ ವೆಂಕಲ್ನನೆ ಗುರುತಿಸುವರೆ ವೋಟೆಲೆ
 -ಣ, ಲಕ್ಷಣಗಲ್, ಐರಣಗಲ್, ಸಾಮೆಸ್ಯಗಲ್, ತೆಡೆಗಿಟ್ಟುತರೆ,
 ಶ್ರುತ್ತಿಣಕ ಪ್ರವಣಾನಗಲ್



1. ಹೈಕರೆ ಸವಾಲಗಲ್ಕೆ ಮಕ್ಕೆಲ್
2. ಹೈಕರೆ ಸವಾಲಗಲ್ಕೆ ಮಕ್ಕೆಲ್
3. ಶ್ರುವಣ ಹೆಗಲ್ಕೆ ಮಕ್ಕೆಲ್
4. ಭಾವ್ಯ ಸವಾಲಗಲ್ಕೆ ಮಕ್ಕೆಲ್
5. ಲ್ಲಸಣ್ಣಗಲ್, ಸೈಕರೆ ಸಮೋದಯ, ವೋಟೆಲೆ ಕುವೆಂಪು,
 ಏಂಜಿನ್ಯ ಹೆಗಲ್ಕೆ ಮಕ್ಕೆಲ್ ಗಾಲ್ಕೆಗಲ್ಕೆ ಮಕ್ಕೆಲ್ ಹೊಂದಾಲೆ
6. ಮನಣಿ ಸವಾಲಗಲ್ಕೆ ಮಕ್ಕೆಲ್
7. ಸೂಕ ಸವಾಲಗಲ್ಕೆ ಮಕ್ಕೆಲ್

ಏಕೆಲಟೆಲೆನಲು :-

ಪಂಚೆಲ್ನನೆ: ಶಾಲಾ ಸೆಕ್ಟರ್ನಿಂಚೆಲ್ಲಾ ಶಾಲಾನ್ಯ ಮಕ್ಕಲ್ಕೆಗಲ್ಕೆ ಏಕೆಲ್ಕೆ
 ಲಗಲ್ಕೆ ಮಕ್ಕೆಲ್ಕೆ ಮಕ್ಕೆಲ್ಕೆ ಕುಣಾತ್ಲೆವೆ. ಏದಲ್ಕೆ ಪ್ರವಣಾನವಾಲೆವೆಕಿ
 -ದರೆ ಏಕೆಲಟೆಲೆನಲು. ಏಕೆಲಟೆಲೆನಲು, ಕುಕಿಂಚೆಲ್ಲಾ ಕಿಂಚೆಲ್ಲಾ
 -ವೆಲ್ಕೆ ಲಯಣಾಣ ಸಾಧಕಲ್, ಲ್ಲಕಿಣ, ಏದಲ್ಕೆ ಮಕ್ಕಲ್ಕೆವೆವೆಕಿ
 -ಂದರೆ ಏಕೆಲಟೆಲೆನಲು.

ಹೆಡೆದಿ ಏಕೆಲಟೆಲೆನಲು ಭಾಗ್ಯವೆಣ ಏಕೆಲಟೆಲೆ
 ಒಕ್ಕಣಾಣಿಲ್ಲೆ. ಶಾಲಾನ್ಯವೆ ವೆಗಲ್ಕೆವೆ ಕೆಲ್ಕೆ ಕಾಂಚಿಂಚೆಲ್ಲಾ
 ಮೆಗಲ್ಕೆವೆ ಕಾಡ್ಕೆವೆಗಲ್ಕೆವೆ ಏಕೆಲಟೆಲೆನಲು ಶಾಲಾನ್ಯವಾಣಿ ಇವೆಲ್ಕೆ
 ಕೈನ್ಯ ಕಾಲ್ಕೆಲ್ಕೆ ಒಡ್ಕೆವೆ ಏಕೆಲಟೆಲೆನಲು ಸಿಂಚಿಂಚೆಲ್ಲಾ ಲ್ಲಕಿಣ
 ಭಾಗ್ಯವೆಣ ಏಕೆಲಟೆಲೆನಲು ಕುಣಿಂಚಿಂಚೆಲ್ಲಾ.



ಮೂಲಕಂ ವೆಲಸೈರ್ ಸಫಿಂಟಿಸ ಪ್ರಕಾರ - " ದೈವ
ಕೊಂಡಿಯ್ಕೆ, ಏತ್ಯೆ ಆವೆವದೆಯ್ಕೆ ಸಾವೆನ್ಯೆ ವೆಗನವನು
ಮಾಡುವೆ ದೈವ ಕಾರ್ಯಗಳನ್ನು ವೆಗವೆಲಗಡ ವ್ಯಕ್ತಿಗಳನ್ನು
ವಿಶೇಷಿಸೆನೆಯೆ " ಎಂದಿದೆ.

ವಿಶೇಷಿಸುವ ವ್ಯಕ್ತಿಗಳ ಗುಣಗಳೆಂದರೆ :-

ಉಳಿ ಸೌಜಯ್ಯ ವಿಶೇಷಿಸುವ ವ್ಯಕ್ತಿಗಳ ಗುಣಗಳೆಂದರೆ
ಒಳಿವೆಯಾಗುತ್ತವೆ. ಉಳಿ ಸಾವೆನ್ಯೆ ವ್ಯಕ್ತಿಗಳ ಆವೆವನ್ನು
ಕುರಿತು ಒಡೆನಿ ನೆತ್ತಿಯು ಸಾಧ್ಯವು. ಉಳಿವೆಲಗಿ ಸತ್ಯವೆಲವೆ
ಉಳಿವೆ ನುಡಿಸುವ ಮೂಲಕ ಉಳಿ ಒಳಿ ವಿಶೇಷಿಸು
ಗವೆನಿ ಕುರಿತು ವೆಲವೆ ವಿಶೇಷಿಸು ಕುರಿತು
ತಾಳಿವೆವೆ ವೆಗವೆನೆಯೆ.

- 1) ಮೂಲಕ - ಕುಳಿಗಳ ಸವೆನೆಯೆ ದೈವ ಸೌಜಯ್ಯ ಕೊಂಡಿಯೆ
- 2) ಮೂಲಕ - ಕುಳಿಗಳ ಸೌಜಯ್ಯ ವ್ಯಕ್ತಿಗಳ ಸೌಜಯ್ಯ
ಉಳಿವೆ ಸಾವೆನ್ಯೆ ಸೌಜಯ್ಯವೆಂದಿದೆ.
- 3) ವಿಶೇಷಿಸುವ ವ್ಯಕ್ತಿಗಳ ಸೌಜಯ್ಯ ಉಳಿವೆಯೆಂದಿದೆ.
- 4) ವಿಶೇಷಿಸುವ ವ್ಯಕ್ತಿಗಳ ಸೌಜಯ್ಯ ಕುಳಿವೆ ವ್ಯಕ್ತಿಗಳ.
- 5) ಕುಳಿಗಳ ವ್ಯಕ್ತಿಗಳ ಉಳಿವೆಯೆ ಸೌಜಯ್ಯವೆಂದಿದೆ.
- 6) ವಿಶೇಷಿಸುವ ವ್ಯಕ್ತಿಗಳ ಸೌಜಯ್ಯ ಉಳಿವೆಯೆ ಸೌಜಯ್ಯವೆಂದಿದೆ.

ಅಕಾಲೇಷನ ವ್ಯಕ್ತಿ ವರ್ಗೀಕರಣ :-



- 1) ಅನಾಥರ ವ್ಯಕ್ತಿ ಕೈರಾಣಿ ಹಾಗೂ
- 2) ವಿದ್ಯಾ ಮೂಲಕ ಅಕಾಲೇಷನ
- 3) ಮನುಷ್ಯರ ಅಕಾಲೇಷನ
- 4) ಸ್ವಾಮ್ಯದ ಅಕಾಲೇಷನ
- 5) ಕ್ರಮದ ಅಕಾಲೇಷನ
- 6) ಮನುಷ್ಯರ ಅಕಾಲೇಷನ

ಅಕಾಲೇಷನ ವ್ಯಕ್ತಿ ಲಕ್ಷಣಗಳು :-

- * ಕೆಲವುಗಳನ್ನು ಅಡ್ಡಕಿವಿಯಾಗಿ ಅರಿವಿನ ಸ್ವಾಭಾವಿಕ ಸ್ವಾಭಾವಿಕ ಅನುಭವವಾಗಿ ಕುಳಿತುಕೊಳ್ಳುವ ಅಥವಾ ಮೂಲಕವಾಗಿರುತ್ತದೆ.
- * ಸರಿಯಾದವು ಸ್ವಲ್ಪ ಸಮಯ
- * ಅನುಭವದ ಮೂಲಕ ವ್ಯಕ್ತಿಗೆ ಅರಿವು, ಅರಿವು ಸಮಯದ ಮೂಲಕವಾಗಿರುತ್ತದೆ.
- * ಅರಿವುಗಳು ಕಾಯಕ, ಕೆಲವು ವ್ಯಕ್ತಿ ಸ್ವಲ್ಪವಾಗಿ ಅರಿವು
- * ಅರಿವು ವ್ಯಕ್ತಿ ಕೆಲವುಕೊಳ್ಳುವ ಅರಿವುಗಳ ಅರಿವು.

ಅಕಾಲೇಷನ :-

- 1) ಗುಣದ ಮೂಲಕ ಮೂಲಕ ಅರಿವು ಸ್ವಲ್ಪ ಅರಿವು ಅರಿವು
- 2) ಅರಿವು ವ್ಯಕ್ತಿ ಅರಿವು ಅರಿವು ಅರಿವು ಅರಿವು ಅರಿವು
- 3) ಅರಿವು ಅರಿವು ಅರಿವು ಅರಿವು ಅರಿವು
- 4) ಅರಿವು ಅರಿವು ಅರಿವು ಅರಿವು ಅರಿವು
- 5) ಅರಿವು ಅರಿವು ಅರಿವು ಅರಿವು ಅರಿವು



ಕೃಷಿ ಮತ್ತು ಮೀನುಗಾರಿಕೆ:

- ಸರ್ಕಾರದ ಅನುದಾನದ ಮೂಲಕ ಕೃಷಿ ಮತ್ತು ಮೀನುಗಾರಿಕೆ ಉದ್ಯಮಗಳನ್ನು ಪ್ರೋತ್ಸಾಹಿಸುತ್ತದೆ.
- ವಲಸೆ ಕೆಲಸದ ಸಲಹೆ, ಸರ್ಕಾರದ ಮೂಲಕ ಮೀನುಗಾರಿಕೆ ಮತ್ತು ಮರಳುಗಣಿ ಸುಧಾರಣೆ ಮೂಲಕ ಜನರ ಸ್ವಾವಲಂಬಿತ್ವವನ್ನು ಉತ್ತೇಜಿಸುತ್ತದೆ.
- ಉದ್ಯೋಗ ಮತ್ತು ಸೌಕರ್ಯಗಳನ್ನು ಮತ್ತೆ ಸಾಮಾನ್ಯಕ್ಕೆ ತರುವುದರಲ್ಲಿ ಸರ್ಕಾರದ ಯಶಸ್ವಿ ಪ್ರಯತ್ನಗಳನ್ನು ಉತ್ತೇಜಿಸುತ್ತದೆ.
- ಅಭಿವೃದ್ಧಿಗಾಗಿ ಅನುದಾನದ ಮೂಲಕ ಕೃಷಿ ಮತ್ತು ಮೀನುಗಾರಿಕೆ ಉದ್ಯಮಗಳನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸಲು ಮತ್ತು ಪ್ರೋತ್ಸಾಹಿಸಲು ಸರ್ಕಾರದ ಪ್ರಯತ್ನಗಳನ್ನು ಉತ್ತೇಜಿಸುತ್ತದೆ ಮತ್ತು ಅಂತಹ ಯೋಜನೆಗಳನ್ನು ಕೈಗೆತ್ತಿಕೊಳ್ಳುತ್ತದೆ.

ಇತರ ಕಾರ್ಯ:

ಮಾನವ ಸಂಪನ್ಮೂಲವನ್ನು ಅಭಿವೃದ್ಧಿಪಡಿಸಲು ಮತ್ತು ಉತ್ತಮ ಅನುದಾನದ ಮೂಲಕ ಕೃಷಿ ಮತ್ತು ಮೀನುಗಾರಿಕೆ ಉದ್ಯಮಗಳನ್ನು ಪ್ರೋತ್ಸಾಹಿಸುವುದರಲ್ಲಿ ಸರ್ಕಾರದ ಪ್ರಯತ್ನಗಳನ್ನು ಉತ್ತೇಜಿಸುತ್ತದೆ. ಅಂತಹ ಯೋಜನೆಗಳನ್ನು ಕೈಗೆತ್ತಿಕೊಳ್ಳುವುದರಲ್ಲಿ ಸರ್ಕಾರದ ಪ್ರಯತ್ನಗಳನ್ನು ಉತ್ತೇಜಿಸುತ್ತದೆ ಮತ್ತು ಅಂತಹ ಯೋಜನೆಗಳನ್ನು ಕೈಗೆತ್ತಿಕೊಳ್ಳುವುದರಲ್ಲಿ ಸರ್ಕಾರದ ಪ್ರಯತ್ನಗಳನ್ನು ಉತ್ತೇಜಿಸುತ್ತದೆ.

೧) ಉತ್ತಮ ಸಾಧನಗಳ ಬಳಕೆ: ಉತ್ತಮ ವ್ಯಕ್ತಿಯು ಉತ್ತಮ ವಾಕ್ಯಗಳನ್ನು ಉತ್ತಮ ಸಾಧನಗಳ ಬಳಕೆಯಿಂದ ಉತ್ಪಾದಿಸುತ್ತಾನೆ. ಉತ್ತಮ ವಾಕ್ಯಗಳನ್ನು ಉತ್ಪಾದಿಸಲು ಸಾಧನಗಳನ್ನು ಬಳಸುವುದು ಉತ್ತಮ ವ್ಯಕ್ತಿಯ ಸಾಧನಗಳನ್ನು ಬಳಸುವುದು.



- ೧) ತರಬೇತಿಗೆ ಸಾಧನಗಳನ್ನು ಬಳಸುವುದು ಉತ್ತಮ ವ್ಯಕ್ತಿಯ ಸಾಧನಗಳನ್ನು ಬಳಸುವುದು.
- ೨) ತರಬೇತಿಗೆ ಸಾಧನಗಳನ್ನು ಬಳಸುವುದು ಉತ್ತಮ ವ್ಯಕ್ತಿಯ ಸಾಧನಗಳನ್ನು ಬಳಸುವುದು.
- ೩) ಉತ್ತಮ ವ್ಯಕ್ತಿಯು ಉತ್ತಮ ವಾಕ್ಯಗಳನ್ನು ಉತ್ಪಾದಿಸುತ್ತಾನೆ.
- ೪) ಉತ್ತಮ ವ್ಯಕ್ತಿಯು ಉತ್ತಮ ವಾಕ್ಯಗಳನ್ನು ಉತ್ಪಾದಿಸುತ್ತಾನೆ.

ತರಬೇತಿ ಪಾಠ್ಯ:-

- * ತರಬೇತಿ ಪಾಠ್ಯವು ಉತ್ತಮ ವ್ಯಕ್ತಿಯು ಉತ್ತಮ ವಾಕ್ಯಗಳನ್ನು ಉತ್ಪಾದಿಸುತ್ತಾನೆ.
- * ತರಬೇತಿ ಪಾಠ್ಯವು ಉತ್ತಮ ವ್ಯಕ್ತಿಯು ಉತ್ತಮ ವಾಕ್ಯಗಳನ್ನು ಉತ್ಪಾದಿಸುತ್ತಾನೆ.
- * ತರಬೇತಿ ಪಾಠ್ಯವು ಉತ್ತಮ ವ್ಯಕ್ತಿಯು ಉತ್ತಮ ವಾಕ್ಯಗಳನ್ನು ಉತ್ಪಾದಿಸುತ್ತಾನೆ.
- * ತರಬೇತಿ ಪಾಠ್ಯವು ಉತ್ತಮ ವ್ಯಕ್ತಿಯು ಉತ್ತಮ ವಾಕ್ಯಗಳನ್ನು ಉತ್ಪಾದಿಸುತ್ತಾನೆ.
- * ತರಬೇತಿ ಪಾಠ್ಯವು ಉತ್ತಮ ವ್ಯಕ್ತಿಯು ಉತ್ತಮ ವಾಕ್ಯಗಳನ್ನು ಉತ್ಪಾದಿಸುತ್ತಾನೆ.
- * ತರಬೇತಿ ಪಾಠ್ಯವು ಉತ್ತಮ ವ್ಯಕ್ತಿಯು ಉತ್ತಮ ವಾಕ್ಯಗಳನ್ನು ಉತ್ಪಾದಿಸುತ್ತಾನೆ.

Reference
Reference is not written
H. S. Kulkarni
Principal

IQAC Co-ordinator
VLSI College of Education
VLSI

B. L. S. S. S.
VLSI College of Education
VLSI

RANI CHANNAMMA UNIVERSITY

BELAGAVI



NAAC Accredited at "B" Level

B.L.D.E. Association's

JNYANAYOGI SRI SIDDESHWAR SWAMIJI

COLLEGE OF EDUCATION,

VIJAYAPUR-586 101



BACHELOR OF EDUCATION

Year: 2013-14

ASSIGNMENT

Handwritten signature and date: 20/2/24

NAME: Gayatri S. Koduru ROLL No. 11

SUBJECT: Education Evaluation



NAAC-B Grade

B.D.E.A.'s

Jyotsiyogi Shri Siddheshwar Swamiji

College of Education

VIJAYAPUR - 585 101



Name : Gyatsi L. Kudam

Roll No: 14 Semester: 3rd Sem/10

Subject : Education Evaluation

Assignment / Gr. Activity: Assignment

Signature of the candidate

Signature of the
Staff incharge

Preparation of objective question, short answer question and Essay types question on Chapter 1.2. Friction



Objective type questions:

- 1) Friction opposes the _____ between the surfaces in contact to each other.
- 2) Friction depends on the _____ of surfaces.
- 3) Friction produces _____.
- 4) Sprinkling of powder on the carrom board _____ friction.
- 5) Sliding friction is _____ than the static friction.
- 6) What is a friction?
- 7) Name the device which is used to measure the force acting on surface.
- 8) Which material is used to reduce the friction of machines, wheels?
- 9) What happens in friction related to fluid?
- 10) What is the relationship between friction & roughness of surface?



10) Name the types friction related fluid

11) What happens, when roughness of surfaces is reduced?

12) Short answer type questions.

1) Write definition of friction? write two example.

2) What are the type of friction?

3) What is the role of Ball Bearing in wheels?

4) Define fluid friction, with one example.

5) What is the meaning of interlocking in friction?

6) Write two uses of lubricants.

7) Define rolling friction, with one example.

8) Define sliding friction with two example.

9) What is the meaning of static friction.

10) Define fluid, write two example.

11) Write the five use of friction in daily life.

12) List the different types of frictions observed in daily life.



Essay type questions:


- 1) Explain why object moving in fluids must have shapes.
- 2) Explain why sliding friction is less than static friction.
- 3) Explain why sportsman use shoes with spikes.
- 4) What is friction. Explain the different types of friction with examples.



Bibliography Write it as reference



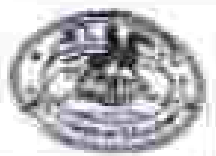
- 1) Raymond Marland - Educational Evaluation
- 2) Paul K. Leavell - Educational Evaluation
"Theory and practice" - Harcourt
Publishing, New York
- 3) Payton W. (1992) - "Educational Evaluation"
Bacon publications, New York
- 4) Smith (1993) - "Measurement &
Evaluation in Education"
Prentice Hall, Ltd.


IQAC Co-ordinator
B.L.D.E.A.S. College of Education
Vijayapur


Principal
B.L.D.E.A.S.
College of Education
VIJAYAPUR.



J.S.S. COLLEGE OF EDUCATION, VIJAYAPUR



5 E LESSON PLAN

Name of Teacher/Teacher-in-charge: Annapurna Reddy
Name of the Operating School/Institution: Mallikarjuna High School Vijayapur
Subject: English
Date: 25 February 2023
Topic: 5E - Independence Day

Learning Objectives: Students will be able to explain the significance of Independence Day and the role of the Government of Karnataka.
Skills: Students will be able to explain the significance of Independence Day and the role of the Government of Karnataka.

Content Analysis: Explain about the Government of Karnataka.

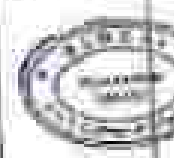
Resources: Pictures of Government of Karnataka, flash cards.


SES	Learning Points	Teacher Activities	Activities - Learning		Teacher's Role	Cognitive Skills and Processes	Assessing Learning
			Teacher Activities	Student Activities			
3 Engage		Questioning Method	Facilitation will ask questions based on what was said in previous class Students begin to think institution is bigger than individuals? What is needed to control the industry? Who is needed for the genetic production to happen?	Students will give the answer Institution is always bigger than organizations and always bigger than the individuals Government is needed to control it Geneticists are the ones to produce		Facilitator	

SES	Learning Points	Teacher Activities	Activities - Learning		Teacher's Role	Cognitive Skills and Processes	Assessing Learning
			Teacher Activities	Student Activities			
3 Explain	Model Reading Meaning of unfamiliar words		Facilitation will give the picture of Baruch S. Lind University Facilitation will do the model reading with proper tone and intonation Can do it Facilitation will give the meaning of unfamiliar words	Students will able to read more information on about Baruch S. Lind University Students will listening to the pronunciation reading Students will learn meaning of unfamiliar words with the meaning		Observer	

REF	Learning Focus	Learning Objectives	Activities - duration		How many times the topic was taught	Resources Used and Technology (if any)	Reflexion Time for Teacher and Student
			Teacher Activities (approx. duration)	Student Activities (approx. duration)			
	Student Reading		<p>Quasi - reads</p> <p>Umbak - umbrella</p> <p>tingit - bought</p> <p>Capitan</p> <p>fatamaly - kindly</p> <p>program - I - Cori</p> <p>- rumah</p> <p>disposal - instead</p> <p>Discussion with girl about Reading in the Students</p>	<p>Students will Read the text slowly have their own</p> <p>can do it</p>			

REF	Learning Focus	Learning Objectives	Activities - duration		How many times the topic was taught	Resources Used and Technology (if any)	Reflexion Time for Teacher and Student
			Teacher Activities (approx. duration)	Student Activities (approx. duration)			
	Reading Lead & Repetition	Quasi - ng - ng - ng	<p>Quasi brought out today to India</p> <p>Andre brought bananas Linda</p> <p>Orinally?</p> <p>factually with the about fourth and fifth stanza</p> <p>I have - - -</p> <p>- - can do it</p> <p>factually with explain about the grammar topic (Article) 'The'</p>	<p>Journalist</p> <p>Andre brought</p> <p>Andre made</p> <p>Andre make</p> <p>student will listening to the text factually was saying</p> <p>student will able to understanding the detail 'the'</p>			

REV	Learning Area	Learning Objectives	Activities - Assessment		Resources	Evaluation Tools and Techniques	Assessment Tools and Techniques	
			Teacher Activities	Student Activities				
23	Science	Students will be able to...	<p>Explain, identify, manipulate, and count - individual</p> <p>Students will ask the students to check their understanding</p> <p>When to count - dit successions - two to count of science</p> <p>Who founded the - science - science</p>	<p>Students will...</p> <p>Students will...</p> <p>Students will...</p>				

REV	Learning Area	Learning Objectives	Activities - Assessment		Resources	Evaluation Tools and Techniques	Assessment Tools and Techniques	
			Teacher Activities	Student Activities				
			<p>Who started the chemical and pharmaceutical industries</p> <p>Who started the chemical industry</p>	<p>Who started the chemical industry</p> <p>Who started the chemical industry</p>				

Notes on visit about University of Hida Banaras



Notes

Handwritten note or signature.

Program

- Components of student in India
- Self-organizing system in India

Foundation - Basic - Intermediate - Graduate
 → Classroom - On-line - Self-study

→ Some Model reading by students - 1 Hour - 1000 pages
Self-study

(4) Statistical Classrooms - English

INTERNAL EXAMINER

Principal
H.A. College of Education
Banaras

IOAC
Coordinator
Block in 20 College of Education
Banaras
 EXTERNAL EXAMINER



KUDRETA'S
J.S.S. COLLEGE OF EDUCATION, VIJAYAPUR

5 E LESSON PLAN



Name of Teacher/Topic/Class/Date: _____
 Name of Outlining School/Working Area: _____
 Subject: _____ Date: _____
 All Rights Reserved _____
 Author's Personal Knowledge _____

Reference/Book/Source: _____
 Specific Objectives: _____

- Objective - _____
- RPO - _____
- Strategy - _____

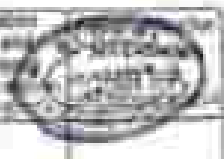
Content/Subject/Topic: _____
 1. _____
 2. _____
 3. _____

Teaching/Aid/Equipment: _____

No.	Learning Area	Learning Objectives	Activities - Duration		Learning Resources	Evaluation Tools and Techniques	Assessment/Grading	
			Teacher Activities (10 minutes)	Student Activities (10 minutes)				
101	Mathematics	1. Understand the concept of area. 2. Calculate the area of a rectangle. 3. Calculate the area of a square. 4. Calculate the area of a triangle.	1. Measure the length and width of a rectangle. 2. Calculate the area of a rectangle. 3. Calculate the area of a square. 4. Calculate the area of a triangle.	Area of a rectangle = length x width Area of a square = side x side Area of a triangle = 1/2 x base x height	Area of a rectangle = length x width Area of a square = side x side Area of a triangle = 1/2 x base x height	Area of a rectangle = length x width Area of a square = side x side Area of a triangle = 1/2 x base x height	Area of a rectangle = length x width Area of a square = side x side Area of a triangle = 1/2 x base x height	Area of a rectangle = length x width Area of a square = side x side Area of a triangle = 1/2 x base x height

No.	Learning Area	Learning Objectives	Activities - Duration		Learning Resources	Evaluation Tools and Techniques	Assessment/Grading
			Teacher Activities (10 minutes)	Student Activities (10 minutes)			
102	Mathematics	1. Understand the concept of perimeter. 2. Calculate the perimeter of a rectangle. 3. Calculate the perimeter of a square.	1. Measure the length and width of a rectangle. 2. Calculate the perimeter of a rectangle. 3. Calculate the perimeter of a square.	Perimeter of a rectangle = 2 x (length + width) Perimeter of a square = 4 x side	Perimeter of a rectangle = 2 x (length + width) Perimeter of a square = 4 x side	Perimeter of a rectangle = 2 x (length + width) Perimeter of a square = 4 x side	Perimeter of a rectangle = 2 x (length + width) Perimeter of a square = 4 x side

ID#	Learning Period	Teacher Activity	Activities - objectives		Assessment	Enrichment	Other
			Teacher Activities	Student Activities			
105			<p>Teacher Activities</p> <ul style="list-style-type: none"> 1. Present a short video on the topic of the lesson. 2. Distribute worksheets and discuss the answers. 3. Monitor student progress during the activity. 4. Provide feedback and encouragement. 	<p>Student Activities</p> <ul style="list-style-type: none"> 1. Listen to the video and take notes. 2. Complete the worksheet. 3. Participate in class discussions. 			



ID#	Learning Period	Teacher Activity	Activities - objectives		Assessment	Enrichment	Other
			Teacher Activities	Student Activities			
105			<p>Teacher Activities</p> <ul style="list-style-type: none"> 1. Review the previous lesson. 2. Introduce the new concept with a real-life example. 3. Guide students through the problem-solving process. 	<p>Student Activities</p> <ul style="list-style-type: none"> 1. Participate in a group activity. 2. Solve the problems on the worksheet. 3. Present their solutions to the class. 			



Sl. No.	Lesson Title	Topic/Chapter	Activities - Assessment		Teacher's Remarks	Student's Remarks	
			Teacher Activities (Sl. No.)	Student Activities (Sl. No.)			
1			(1) Introduction (2) ... (3) ... (4) ... (5) ... (6) ... (7) ... (8) ... (9) ... (10) ...	(1) ... (2) ... (3) ...			

Sl. No.	Lesson Title	Topic/Chapter	Activities - Assessment		Teacher's Remarks	Student's Remarks	
			Teacher Activities (Sl. No.)	Student Activities (Sl. No.)			
			(1) ... (2) ... (3) ...	(1) ... (2) ...			

Company Name: ABC Company Ltd

Product Type:

Market Segment:

Customer Segment:

Key Features / Benefits:

Price:

Internal Examiner

Principal

External Examiner

INTERNAL EXAMINER

EXTERNAL EXAMINER



Principal,
J.S.S. College of Education
VIJAYAPUR.

B.L.D.E Association's
JNYANAYOGI SHREE SIDDHESHWAR SWAMIJI COLLEGE OF EDUCATION
P.G STUDIES IN EDUCATION AND RESEARCH CENTRE
VIJAYAPUR - 586101

NAAC Re-Accredited @ 'B' Level

39th Annual Miscellany

Inspired Roots
2018-19



Editor - In - Chief : *Dr. Basavaraj S. Hiremath*

Technology Can't replace teachers



- Ambika Ambiger

In the era of modern epoch, technology is replacing almost everything. We do not need papers and pens, as software can be used to write on, we do not need physical books because of the advent of e-books and PDFs and do not need chalk - duster instead of advanced Modern Classrooms. So, the question arises - Can this modern technology replace teachers too? Is this technology sophisticated enough to teach children the way virtual teachers do? Is the need for human teachers being eliminated?

Everyone has their own perception. But my opinion to the above arguments is a big 'No'. Technology cannot replace a teacher. Technology is merely an augmentation to a teacher. It can help the process of learning better, but it certainly cannot replace the role of the teacher. No matter how advanced or smart a computer program is, it cannot replace a teacher. Technology cannot come close to the knowledge and life experience a teacher brings.

Technology can make it easy to get educated by sitting at home but education too is provided by a teacher. Even in online courses, we see that teachers are necessary to give lectures, whether in the form of videos, forums etc. Children still need to learn computers to operate those online courses, which of course are taught by teachers.

It is significant that we remember, a teacher is more than just a facilitator of knowledge. A teacher also acts as a guide, a mentor and an inspiration for students, a role that cannot be replaced by technology of any kind. Taking practical skills into account like decision making, time management etc, a child needs a teacher as the technology cannot teach these human skills.

It is much obvious that technology is assisting students in their learning and it is playing a crucial role in the field of education. But, as of now, it does not have the power to replace teachers because human interaction cannot be replaced by computers and human skills cannot be taught by technology.

"Technology will not replace teachers. Teachers who use technology will probably replace those who do not"

– Ray Clifford



IQAC Co-ordinator
DEA's JSS College of Education
Vijayapur



Principal,
J.S.S. College of Education
VIJAYAPUR



ಅಹಿಂಸೆಯಿಂದಲೇ ಸ್ವಾತಂತ್ರ್ಯವನ್ನು ಗೆದ್ದುಕೊಂಡು ಭಾರತೀಯ ಸ್ವಾತಂತ್ರ್ಯ ಸಂಗ್ರಾಮದ ಸಾಹಸ ಇತಿಹಾಸದ ಮಹತ್ವದ ಘಟನೆ. ವ್ಯಾಪಾರಕ್ಕಿಂತ ಭಾರತ ನೆಲದಲ್ಲಿ ಕಾಲಿಟ್ಟು ನಂತರ ಇಲ್ಲಿಯ ಸ್ವಾತಂತ್ರ್ಯಕ್ಕಾಗಿ ಕೈಗೆತ್ತಿಕೊಂಡ ದ್ರುಪದರು ನಿರುದ್ಯುತ ಪುಟ್ಟಕೊಂಡ ಪ್ರತಿರೋಧ ಪಡೆದುಕೊಂಡ ಕ್ರಿಯಾವಿಧಗಳು ಹಲವು ಬಗೆ. ಸುಮಾರು ಮೂರು ಶತಮಾನಗಳ ಕಾಲ ಭಾರತವನ್ನು ತನ್ನ ವ್ಯಾಪಕ ಸಲುವನ್ನಾಗಿದ್ದ ದ್ರುಪದ ಪ್ರಭುತ್ವದ ಮೇಲೆ ಭಾರತೀಯರು ಆಂದೋಲನಕ್ಕಿಳಿದರು. ಹೋರಾಟದ ಜಗರಕ್ಕೆ ಅಸಂಖ್ಯ ನದಿಗಳು ಸೇರಿಕೊಂಡುವು ಅವುಗಳಲ್ಲಿ ಇಂಗ್ಲೆಂಡಿನ ತೊರೆಗಳು ವಿವೇಕಿ ಕಾಲಾವೆಗಳು ಇದ್ದು ವಿವೇಕ.

ಭಾರತೀಯರಲ್ಲಾದವರೂ ಭಾರತದ ಜನರಿಗೆ ಕೈ ಹೋರಿಸಿದವರು. ನಮ್ಮ ದೇಶದ ಸಾಮಾಜಿಕ, ಸಾಂಸ್ಕೃತಿಕ ವಿಳಿಗೆಗೆ ನೋರವರು. ಕೆಲವು ವಿವೇಕಿಯರಂತೂ ಭಾರತವನ್ನು ತಮ್ಮ ಇನ್ನೊಂದು ಮನೆಯನ್ನಾಗಿ ನಂಬಿಗೊಂಡಿದ್ದು ಇರುಗುವ. ಭಾರತವನ್ನು ತಮ್ಮ ಹೃದಯಕ್ಕೆ ಹತ್ತಿರವಾಗಿ ಕೊಂಡು, ಜನತೆಯರು ಭಾರತದಲ್ಲಿ ಸ್ವಯಂ ಆಡಳಿತ ಬರುವಂತೆ ಮಾಡಲು ಆ ಕಾಲದಲ್ಲಿ ರೂಪುಗೊಂಡ ಅನೇಕ ಚಳುವಳಿಗಳಲ್ಲಿ ಸಕ್ರಿಯವಾಗಿ ಪಾಲ್ಗೊಂಡವರಲ್ಲದೆ ಸೇವಾಸವನ್ನು ಅನುಭವಿಸಿದರು. ಭಾರತೀಯ ಸ್ವಾತಂತ್ರ್ಯ ಚಳುವಳಿಯು ಕಷ್ಟ-ಸಜ್ಜಗಳಿಗೆ ಸಿದ್ಧವರು.

ದ್ರುಪದವಂತ ವಿಶ್ವಾಸ್ ಎನ್ನಿಸಿಕೊಂಡು ಕೆಲವು ದಿನಗಳಲ್ಲಿ ಅಧ್ಯಾಸವನ್ನು ಮುಗಿಸಿದ. ೨೦೦೬ ಅಂದಿತ್ತರಾ ಕ್ಷೇತ್ರ ಮಿಷನರಿಯಿಂದ ವೇಮಕವಾಗಿದ್ದು ದೆಹಲಿಯ ಸಂತ ಸ್ವೀಚ್ ಕಾಲೇಜಿಗೆ ಜನಕ್ಕೆ ಕಾಲಿಟ್ಟು ಕೆಲವೇ ದಿನಗಳಲ್ಲಿ ಅಂದಿತ್ತರಾ ಅವರಿಗೆ ಭಾರತೀಯರ ಕಷ್ಟ ಕೊಟಲೆಗಳ ಕೊನೆಯು. ಸ್ವಾತಂತ್ರ್ಯ ಚಳುವಳಿಯು ಅವರ ಅರಿವಿಗೆ ಬಂತು. ಕಾರಣವಾಯಿ ನವರೋಧ ಪತ್ತರರು ಆರಂಭಿಸಿದ್ದ ಸ್ವರಾಜ್ಯ ಆಂದೋಲನಕ್ಕೆ (1906) ಒತ್ತಾಯವಾಗಿ ನಿಂತ ಅಂದಿತ್ತರಾ, (ಹಜಾರಕ್ಕಷ್ಟ ಗೋಖಲೆ, ರವೀಂದ್ರನಾಥ ಟ್ಯಾನ್ಕೋಲ್, ಮಹಾತ್ಮಾ ಗಾಂಧಿ ಅವರ ಒಡನಾಟ ನುಕೊಂಡರಲ್ಲದೆ ಭಾರತ ಮಾತ್ರವಲ್ಲದೆ ದಕ್ಷಿಣ ಅಫ್ರಿಕಾ, ಭವಿಗಳಲ್ಲಿ ಭಾರತೀಯರು ನಡೆಸುತ್ತಿದ್ದ ಕೊಠಾಟದಲ್ಲಿ ತಮ್ಮನ್ನು ತೊಡಗಿಸಿಕೊಂಡರು. ಭಾರತಾದ್ಯಂತ ಸಂಚರಿಸಿ ಬಹವರ ನೋವಿಗೆ ಪರಿಹಾರ ಕೊಡಲು ಮುಂದಾದ ಅಂದಿತ್ತರಾ ಕಾರ್ಮಿಕ ಸಂಘಟನೆಯಲ್ಲೂ ಸಕ್ರಿಯವಾಗಿ ಪಾಲ್ಗೊಂಡರು.

ದಿನಬಂಧು ಎಂದು ಕರೆಸಿಕೊಂಡ ಅಂದಿತ್ತರಾ, ಗಾಂಧೀಜಿ ಅವರೊಂದಿಗೆ ಅನೇಕ ಘಟನೆಗಳಲ್ಲಿ ಭಾಗವಹಿಸಿದವರಲ್ಲದೆ ಐತಿಹಾಸಿಕ 'ದುಂದು ಮೇಡಿಸ ಪರಿಷತ್ತಿನಲ್ಲಿ' ಭಾವು ಪಡೊಂದಿದ್ದು ಭಾರತದ, ಭಾರತೀಯರ ಸಂಕಷ್ಟಗಳಿಗೆ ಸ್ಪಂದಿಸಿದರು.

ಫಿರೋಸಾಬಿಕಲ್ ತೆಕ್ಕಗಳನ್ನು ಪ್ರಚಾರ ಮಾಡಲು ಭಾರತಕ್ಕೆ ಲಗ್ನಮಿಸಿದ ಅನಿವೇಶಂ ಸೇರಿಯರ ಸ್ಥಿತಿ ಕಂಡು ಮರುಗೆ ಹಲವು ಎದ್ದಾಸಂಸ್ಥೆಗಳನ್ನು, ಸಾಮಾಜಿಕ ಸಂಘಟನೆಗಳನ್ನು

ಸ್ವಾತಂತ್ರ್ಯದ ಭಾರತಕ್ಕೆ ರಾಜಕೀಯ ಸ್ವಾತಂತ್ರ್ಯ ನೀಡಬೇಕೆಂದು ಒತ್ತಾಯಿಸಿದ ಬ್ರಿಟಿಷರ ವೈ ಮುಂಚೂಣಿಯಲ್ಲಿ ನಿಂತರು. ಲಂಡನ್ನಲ್ಲಿ ಬ್ರಿಟಿಷ್ ಸರ್ಕಾರ ಸಂಸತ್ ಸಮಿತಿ ಮುಂದೆ ಎಲ್ಲಾ ಕಾರ್ಯ ಭಾರತದ ಸಂವಿಧಾನವನ್ನು ಬ್ರಿಟಿಷ್ ಸರ್ಕಾರ ರಚಿಸಲು ಸಾಧ್ಯವಿಲ್ಲವೆಂದು ಘೋಷಿಸಿದ ದಿಬ್ಬ ಮುಳುಕು ಕುದುರೆಗೆ.

ಭಾರತದ ಆಧ್ಯಾತ್ಮ ಕ್ರಮಾಂತರಿಗೆ ಪಾರುಯೋಗಿ ಸ್ವಾಮಿ ವಿವೇಕಾನಂದ ಅನುಯಾಯಿಯಾಗಿ ಅವರಿಂದಲೇ ಸಹೋದರ ನಿವೇದಿತಾ ಎಂದು ಕರೆಯಲಾದ ಮಾರ್ಗಲೀಲಾ ನೋಬಲ್ ಭಾರತೀಯರ ಪರವಾಗಿ ದುರಿ ಎತ್ತಿದ ಇನ್ನೊಬ್ಬ ಬ್ರಿಟಿಷ್ ಮಹಿಳೆ. ಕಾಂಗ್ರೆಸ್ ಸಹಾವೇಶಗಳಲ್ಲಿ ಭಾಗವಹಿಸಿ ತಮ್ಮ ಪ್ರಖರ ವಾಕ್ಯಗಳಿಂದ ಭಾರತೀಯರಿಗೆ ಸ್ವಾತಂತ್ರ್ಯ ನೀಡಬೇಕೆಂದು ಒತ್ತಾಯಿಸಿದ ಸೋದರ ನಿವೇದಿತಾ ಸ್ವಾತಂತ್ರ್ಯ ಮುಚುಗೊಂದಿಲ್ಲದ ಒಪ್ಪುಕೊಡು ಎಲ್ಲಾ ಮುಂದಾಳುಗಳ ಸಂಪರ್ಕದಲ್ಲಿಯೂ ಕೂಡುವಾಗಲೂ, ವಾಚನ, ಪರಮಗಣಿ ಮೂಲಕ ಜೋರಾಡಿದರು.

ಇಂಗ್ಲೆಂಡಿನಲ್ಲಿಯೇ ಇಂಡಿಯನ್ ಲೀಗ್ ಸ್ಥಾಪಿಸಿ ಅದರ ಅಧ್ಯಕ್ಷರಾಗಿದ್ದುಕೊಂಡು ಭಾರತದ ಸ್ವಾತಂತ್ರ್ಯ ಚಳುವಳಿಯ ಬೆಂಬಲಕ್ಕೆ ನಿಂತವರು ಪ್ರಸಿದ್ಧ ಬರಹಗಾರ ಬಕ್ಸಿಂಗ್ ರಾಜ್. ಇಂಗ್ಲೆಂಡಿನ ರಾಯಲ್ ಸೊಸೈಟಿ ಫೆಲೋ ಆಗಿದ್ದರೂ ಭಾರತ ಪರ ಸಹಾನುಭೂತಿ ಇಟ್ಟುಕೊಂಡು ಭಾರತಕ್ಕೆ ಸ್ವಾತಂತ್ರ್ಯ ನೀಡಬೇಕೆಂದು ಬಲವಾಗಿ ಪ್ರತಿಪಾದಿಸಿದರು.

ಭಾರತೀಯ ಕ್ರಾಂತಿಕಾರಿಗಳಿಗೆ ನೆರವಾಗಿ ಹಸ್ತ ನೀಡಿ ಸ್ವಾತಂತ್ರ್ಯ ಅಂದೋಲನಕ್ಕೆ ರಜ್ಜುರ ಖ್ಯಾತ ಸಾಹಿತಿ ಮಾಕ್ಸ್ ಗಾರ್ಡ್ ಬೆಂಬಲ ನೀಡಿದರು. ರಷ್ಯಾ ನೇಪಾಲ ಲೆನಿನ್ ಜಲಿಯನ್ ಜಾರಜಾನ್ ಹತ್ಯಾಕಾಂಡವನ್ನು ವಿಂಡಿಸಿ ಆಮೆಜ್ ಬಜಾರ್ ಪತ್ರಿಕೆ ಲೇಖನ ಬರೆದವರಲ್ಲದೆ ಭಾರತೀಯ ಕ್ರಾಂತಿಕಾರಿ ನಾಯಕರನ್ನು ಜರ್ಮನಿಯಲ್ಲಿ ಸಂಭೂಷಿಸಿ ಅವರಿಗೆ ಆಗತ್ಯ ಸಹಾಯ ನೀಡಿದರು.

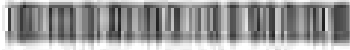
ಸುಪ್ರಸಿದ್ಧ ವಿಜ್ಞಾನಿ ಐನ್ ಸ್ಟೀನ್. ಖ್ಯಾತ ವಿಜ್ಞಾನಿ ವಿಲಿಯಂ ಹೋಲ್ಸ್, ಅಂಗ್ಲೀ ಇಂಡಿಯನ್ ಮುಖಂಡ ಹೆನ್ರಿ ಹೆಚ್ಚೆ ಭಾರತದಲ್ಲಿ ಆಧುನಿಕ ಮಿಷನರಿಗಳ ಸ್ಥಾಪನೆ ವಿಲಿಯಂ ಕ್ಯು ಮೊದಲಾದವರು ವ್ಯಕ್ತಿಗತವಾಗಿ & ಸಂಘಟನೆಗಳ ಮೂಲಕ ಭಾರತವನ್ನು ಪರಡಾಸುಂಡ ಮುಕ್ತಗೊಳಿಸಲು ಕಟಿಬದ್ಧರಾಗಿದ್ದರು. ಜಾಹೂರಿ ಅವರ ಸತ್ಯಾಪ್ತ, ಅಂದೋಲನದಲ್ಲಿ ಸಂಯೋಜನಾ ತೊಡಗಿಕೊಂಡ ಅಧೀಶ್ ಸರ್ ಎಡ್ವರ್ಡ್ ಸಾರ್ಲೆ ಅವರ ಪಾತ್ರಿ ಮಾರ್ಷ್ಲೀನಿ ಮೂರು ಟರಿ ಷೈಲವಾಸವನ್ನು ಅನುಭವಿಸಿದರು.



IQAC Co-ordinator
BLDEA's JSS College of Education
Vijayapur



Principal,
J.S.S. College of Education
Vijayapur



42722/B020

Reg. No.

--	--	--	--	--	--	--	--

II Semester B.Ed. (Theory) Degree Examination, January - 2022

KNOWLEDGE AND CURRICULUM**Paper : C - II
(Regular)****Time : 3 Hours****Maximum Marks : 80****SECTION - A****Part - A**

Answer any 12 questions out of 15 questions. Each should be answer is not more than One Page. (12×5=60)

1. What are the activities of multiculturalism in School. Explain.
ವಿವಿಧ ಸಾಂಸ್ಕೃತಿಕ ಸಂಸ್ಥೆಗಳ ಶಿಕ್ಷಣದಲ್ಲಿನ ಪಾತ್ರವನ್ನು ವಿವರಿಸಿ.
2. What are the factors affected on Modernisation. Explain.
ಉದಾರೀಕರಣದ ಮೇಲೆ ಪ್ರಭಾವ ಬೀರಿದ ಅಂಶಗಳನ್ನು ವಿವರಿಸಿ.
3. Write the characteristics of Good Teaching.
ಉತ್ತಮ ಶಿಕ್ಷಣದ ಗುಣಗಳನ್ನು ವಿವರಿಸಿ.
4. Explain the Nationality and its relationship with education.
ರಾಷ್ಟ್ರೀಯತೆ ಮತ್ತು ಶಿಕ್ಷಣದ ನಡುವಿನ ಸಂಬಂಧವನ್ನು ವಿವರಿಸಿ.
5. What is Industrialization? Write the educational changes due to Industrialization.
ಉದಾರೀಕರಣವೇನು? ಉದಾರೀಕರಣದಿಂದಾಗಿ ಶಿಕ್ಷಣದಲ್ಲಿನ ಬದಲಾವಣೆಗಳನ್ನು ವಿವರಿಸಿ.
6. Distinguish between Knowledge and Skill.
ಜ್ಞಾನ ಮತ್ತು ಕೌಶಲ್ಯದ ನಡುವಿನ ವ್ಯತ್ಯಾಸವನ್ನು ವಿವರಿಸಿ.

(P.T.O.)

QUESTION

10

QUESTION

- 1. The
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.

ANSWER

10

ANSWER

- 1.
- 2.
- 3.
- 4.
- 5.
- 6.
- 7.
- 8.
- 9.
- 10.