



**Reshmi Educational and Charitable Trust ®**  
**Sri Murugha Rajendra Swamiji B.Ed and M.Ed College**  
Saraswatipura, Kusnoor Road, Kalaburagi  
(Permanently affiliated to Gulbarga University, Kalaburagi and Accredited NAAC 'B' Grade)  
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## 1. Performance Tests

All internal question papers are set by the college faculty and end semester examination question paper given by Gulbarga University, Kalaburagi-585 106, Karnataka of the respective departments. The question paper carries short answer type questions and the long answer type questions with internal choice to test the skills of the student; it also motivates the students to prepare for the entire syllabus and discourages selective study. Practical examinations are conducted every semester.

Conduction of Teaching Aptitude Test pertaining to the rudimentary aspects of education and training, teaching profession, and methodological competences.

**Class Tests:** These tests are conducted on a regular basis and the performance of students of different levels is evaluated by test scores.

## 2. Oral Assessment

Conduction of Unit Test /Oral test for the purpose of monitoring the academic progress of the students. Conduction of feedback sessions to get feedback from the students regarding their progress and difficulties helps a lot for taking substantial measures in order to bring improvement in the performance of the students. In addition to this, unit tests and oral tests are conducted by the faculty members to get feedback on the performance of the students. As a result, necessary steps would have been taken to remove the deficiencies shown by them. Principal of the institute does the interactive session with the students to know the hard spots identified by them and makes the arrangement of special classes as per the convenience of teachers for clarification of the learning difficulties faced by the students. However, the institution administers two feedback questionnaires on the students to know the classroom performance of the teachers and another on the structure, organization and incorporation of the subjects of the B. Ed. and M.Ed. curriculum with its other aspects. As a result, it becomes easy to take further steps for improvement in the performance of the students.

## 3. Observation modes for individual and group activities

Regarding the details of practice teaching in schools, a student teacher generally delivers two/four lessons covering one composite method subject she / he opted per day. These are observed by the teacher educators or concerned subject teachers and maintain the record of their observations in the supervisor observation book known as Supervision Book. So far the feedback and monitoring mechanisms are concerned, principal of the institution use to go to the various practice teaching schools to discuss with the head master, teacher educators, school teachers and the student teacher regarding the progress of this task. Besides , through interaction with the head master and the school teachers in respect to their concerned subjects he gets the feedback about student-teachers class room performance and also interacts with the teacher educators as his colleagues regarding the progress and the problems the student –teachers are facing in taking and managing the classes . After

completion this practice teaching in schools , a feedback session is conducted in the institution in the presence of the principal and the teacher educators as faculty members to share with the student-teachers regarding their experiences in the schools and to give some suggestions for further improvement in their teaching performance .

#### **4. Teacher made written tests essentially based on subject content**

Periodical visit by the principal of the institution to different practice teaching schools for interaction with the student-teachers, school heads and the subject teachers available for development in the said purpose. The lesson plan of practice teaching classes are developed by the student teachers in collaboration with the subject teacher of the concerned school and the supervisor allotted by the institution in a co-operative manner. Before the delivering of the prepared lesson it must be pre-approved and modified by the teacher educators in advanced.

The institution encourages the student teachers for use of ICT in their classroom teaching for which they are given both theoretical and practical exposure in the computer laboratory. They are facilitated to prepare their micro-teaching, macro- teaching lessons through the use of technology in teaching. In addition to this they use to have one Computer Assisted Presentation (CAP) carrying 25 marks as per the new curriculum through power point presentation. The institution also acquaints them with the use of OHP, different CDs by the faculty members through their classroom teaching and acquaints them with the different transparencies meant for different subjects. These are the major initiatives undertaken by the institution for encouraging the student teachers to adopt technology where it is available in the practice teaching schools.



  
**PRINCIPAL**  
Sri Murugha Rajendra Swamiji  
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**SHRI MURUGHARAJENDRA SWAMIJI B.ED AND M.ED COLLEGE**

Kusnoor Road, Saraswatipura Kalaburagi

B.Ed-I Semester: First Internal Test-2022

PM-IV/V: Understanding Discipline and Pedagogy-Commerce

Date: 25-05-2022

Max. Marks: 20

Duration: 1 Hrs

**Section-A**

I. Answer the following Questions with internal choice 10x1=10

a) Discuss Meaning and Types of Commerce

ವಾಣಿಜ್ಯದ ಅರ್ಥ ಮತ್ತು ವಿಧಗಳನ್ನು ಚರ್ಚಿಸಿ

Or

b) Explain Relationship of Commerce with business and Trade

ವ್ಯಾಪಾರ ಮತ್ತು ವ್ಯಾಪಾರದೊಂದಿಗೆ ವಾಣಿಜ್ಯದ ಸಂಬಂಧವನ್ನು ವಿವರಿಸಿ

**Section-B**

II. Answer the following questions with internal choices 6x1=06

a) Discuss linkages of commerce with Economics

ಅರ್ಥಶಾಸ್ತ್ರದೊಂದಿಗೆ ವಾಣಿಜ್ಯದ ಸಂಪರ್ಕಗಳನ್ನು ಚರ್ಚಿಸಿ

Or

b) Discuss Ethics and Values of Commerce

ವಾಣಿಜ್ಯದ ನೈತಿಕತೆ ಮತ್ತು ಮೌಲ್ಯಗಳನ್ನು ಚರ್ಚಿಸಿ

**Section-C**

III. Answer the following questions with internal choices 4x1=04

a) Role and Importance of Entrepreneurship

ಉದ್ಯಮಶೀಲತೆಯ ಪಾತ್ರ ಮತ್ತು ಪ್ರಾಮುಖ್ಯತೆ

Or

b) Interrelationships within Commerce with Accountancy

ಅಕೌಂಟೆನ್ಸಿಯೊಂದಿಗೆ ವಾಣಿಜ್ಯದೊಳಗಿನ ಪರಸ್ಪರ ಸಂಬಂಧಗಳು

Roll no: 104H721E0007

NAME	ARCHANA	TOTAL MARKS
CLASS	SUBJECT	Understanding Discipline & Pedagogy - Commerce
ROLL No.	DATE	25/05/2022

19  
20

Section - A

Explain Relationship of Commerce with business & Trade.

Meaning of Commerce :-

Commerce means Buying & Selling of a product & Goods & Services and providing up to last consumer from manufacturers

Business and Commer. Relation

- ship is more <sup>com</sup> in Commerce  
The business will comes

Business is Continuous process  
Buying and Selling of goods and services is Business

Meaning of Business :-

Business is defined as an organisation or enterprising entity engaged in a commercial Industrial or professional activity Business can be for profit entities or non-profit organisation



SRI MURGHRAJENDRA SWAMIJI B.Ed & M.Ed COLLEGE

SARSWATIPUR KUSNOOR ROAD KALABURAGI

B.Ed III<sup>rd</sup> Sem

I<sup>st</sup> INTERNAL

SUBJECT: Pedagogy of School subject: English

Time: - 1 Hour

Max Marks: - 20

Section-A

QI) Answer the following questions with internal choice. 10x1=10

1) Explain the ways of developing correct speech habits and where the resources for developing the correct speech habits.

OR

2) Write the approaches to develop aural & oral skills and what are the sub skills of listening skills.

Section-B

QII) Answer the following questions any one 6x1=6

1) Write the meaning and approach of Bilingual approach.

OR

2) What are the ways of teaching structures.

Section-C

QIII) Answer the following questions any one 4x1=4

1) Importance of dictionary in improving reading skills.

OR

2) Write 10 lines on Azadi ka Amrit Mohotsav ( 15<sup>th</sup> year of Indian Independence.

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NAME	Jyothi Sidnamreddy	TOTAL MARKS
CLASS	III	SUBJECT : English
ROLL NO	E2202451 : 24/05/22	

18  
20

Section-A

T) 2)

Language is basically an instrument of communication. It includes all those verbal & non-verbal actions of human beings that are related to the communication of ideas.

The teacher who has command over a language can impress his students. Language shapes the fate of a man. The meaning of a language can be well understood through the definitions given by the various linguists.

Definition: -

According to the B.M.H. Strong "Language is an articulated system of signs primarily in the medium of speech".

O. Jespersen states that "Language is a set of human habits, the purpose of which is to give expression to thoughts & feelings."

The skills of listening serves as a basis to develop comprehension & oral communication skills. An English teacher should provide listening tasks to his students so that they can develop the basic skill of listening, in a systematic manner.



NAME	SUBJECT	TOTAL MARKS
CLASS	DATE : 23-05-2022	
ROLL No.		

Name : Poiganka Ramanna

Roll No. : E2202439

Sub : Inclusive education

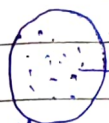
Section - A

(PC X)

Q 2)

Meaning of Inclusive :

Inclusive is derived from the word "Include", this means the part of something,



→ include.

In the whole the part of something.

Education :

The Education is derived from the "Latin" word Educare which is nothing but the drawing out, and Educandum means teaching or Training.

Def<sup>n</sup> :

According to Puri and Abraham "Inclusive means joining the children in common schools, there is no discrimination between the students, caste, creed, and other things."

Def<sup>n</sup> :

Education is nothing but drawing out the best in the child.

20  
 19  
 20

Sign: P

SECTION - A

Q → I] 2).  
 Ans: → I] 2)

ಪ್ರಸ್ತಾವನೆ:

ಶಿಕ್ಷಣವು ಮಗುವಿನ ಸರ್ವತೋಮುಖ  
 - ಬಾಡೆ ಬೆಳವಣಿಗೆಯನ್ನು ಮೊದಲಿಸಿ.  
 ಅಭಿವೃದ್ಧಿಯನ್ನು ಒದಗಿಸಿ ಕಡಿಗಿ ಸಾಧಿಸುವುದು  
 ಅದು ಶಿಕ್ಷಣದಿಂದ ಮೊತ್ತ ಸಾಧ್ಯವಾಗುತ್ತದೆ.

ಸಮಸ್ತಿಯ ಶಿಕ್ಷಣದಲ್ಲೂ ಯಾವುದೇ  
 ಆತಂಕದ ಅಂಶವನ್ನು ಮೊದಲು ಸಾಧ್ಯವಾಗುವ  
 - ಒಂದು ಈ ಒಂದು ಶಿಕ್ಷಣದಲ್ಲೂ ಎಲ್ಲರೂ ಒಂದೇ  
 ಯಾವುದೇ ಒಂದು - ಒಂದು ಆದರವಿಲ್ಲ.

∴ ಸಮಸ್ತಿಯ ಶಿಕ್ಷಣದಲ್ಲೂ ಎಲ್ಲರೂ  
 ಒಂದೇ ಒಂದು ಪರಿಗಣಿಸಬೇಕಾಗುತ್ತದೆ.

ಸಮಸ್ತಿಯ ಶಿಕ್ಷಣದ ಅರ್ಥ:

ಸಮಸ್ತಿಯ ಶಿಕ್ಷಣ ಎಂದರೆ ಸಾಮಾನ್ಯ  
 ಮಕ್ಕಳು ಮತ್ತು ಎಲ್ಲವೂ ಅಗತ್ಯವಿಲ್ಲ ಮಕ್ಕಳಿಗೆ  
 ಎಲ್ಲವೂ ವಾದಿಸಿದ ಶಾಲೆಯಲ್ಲಿ ಸಮಾನವಾದ  
 ಆಳವುಳ್ಳ ಶಿಕ್ಷಣವನ್ನು ಸಮಸ್ತಿಯ  
 ಶಿಕ್ಷಣ. ಎಂದೇ ಅರ್ಥವಾಗುತ್ತದೆ.

ಸಮಸ್ತಿಯ ಶಿಕ್ಷಣದ ವ್ಯಾಖ್ಯಾನಗಳು:

ಆತ್ಮವಿವೇಕ ಎಂಬುದು ಪ್ರಕಾರ:  
 ಸಾಮಾನ್ಯ ಶಾಲೆಯ, ಸಾಮಾನ್ಯ  
 ಮಗುವಿನಲ್ಲಿ ಸಾಮಾನ್ಯ ಮಕ್ಕಳೊಂದಿಗೆ  
 ಅಸಾಮಾನ್ಯ ಮಕ್ಕಳಿಗೂ ಎಲ್ಲರಿಗೂ ಸಮಾನವಾದ  
 ಶಿಕ್ಷಣವನ್ನು ಕಲ್ಪಿಸುವುದಾಗಿದೆ.



## BLUE PRINT

A blue print is a reproduction of a technical drawing, an architectural plan, or an engineering design using a contact point process on ~~light~~ - sensitive sheets.

The blue print process was characterized by white lines on

a blue print process was

characterised by white lines on a blue background. a negative

of the original. The process was not able to reproduce colour or shades of grey.

The term blue print is also

used less formally to refer to

any floor plan & even less formally

any type of plan.

## BLUE PRINT

Units -	knowledge			Understanding			Skills			Application			Total
	E	S.A	O	E	S.A	O	E	S.A	O	E	S.A	O	
Sub unit													
Sub unit - I Human nervous System	-	-	2(2)	-	2(2)	-	-	-	1(1)	-	2(1)	-	7(1)
Sub unit - II Brain	-	-	1(1)	4(1)	-	1(1)	-	-	-	-	-	-	6(2)
Sub unit - III Working of Brain	-	2(1)	1(1)	-	2(1)	-	-	2(2)	-	-	-	-	7(5)
Sub unit - IV Functions of brain	-	2(1)	-	-	-	1(1)	-	-	-	-	2(1)	-	5(3)
Total	8(6)			10(3)			3(3)			4(2)			25(16)

E → Essay . S.A → short answer O → objective

What to learn	Why to learn			
Teaching skills	Objectives			
Objectives	Learning skill	Knowledge	Understanding	Applicable
<u>Knowledge</u> Students recall about the nervous system	Nervous System and its parts	To make students understand about Nervous system	Students understand about various nervous system parts.	Students recognised different parts and functions of brain & spinal cord.
<u>Understanding</u> Students understood about nervous system.				
<u>Application</u> Students understood and applied to daily life process				
<u>Skill</u> : Students recognised parts of nervous system				

How to learn			
Interest	Teacher's Activity	Student's activity	Evaluation
Students have been interested about nervous system	1) Teacher asked few questions on previous knowledge 2) Teacher introduced the chapter 3) Teacher explained the chapter while reading 4) Teacher asked questions in the middle 5) Teacher asked recapitulation Qn 6) Teacher revised the chapter	1) Students answered 2) Students understood the lesson 3) Students concentrated on lesson 4) Students were answering 5) Answering 6) Students did homework	<u>Fill in the blank</u> 1. Brain is divided into — parts 2) Nervous system is divided into — — Answers: 1. 3 parts 2. Brain, Spinal cord.



what to learn

why to learn

Main objectives

Objectives

Objectives	learning activities	knowledge	Understanding	Skill	Application
<p><u>Knowledge:</u> Students understood about nervous system</p> <p><u>Understanding</u> Students understood about working of nervous system</p> <p><u>Applicable-</u> Students applied various parts of nervous system</p> <p><u>Skills:-</u> Students understood</p>	Human nervous system and its division	Human nervous system	Students gained information about human nervous system	Students working understood by working of nervous system	Students got interest in human nervous system.

How to learn		
Learning activities		
Teachers activities	Students activities	Evaluation
<p>1) Teacher asked few questions in previous knowledge</p> <p>2) Teachers introduced the chapter</p> <p>3) Teacher explained the chapter while reading</p> <p>4) Teacher asked question in middle</p> <p>5) Teacher asked recapitulation</p> <p>6) Teacher gave home work.</p>	<p>1) Students answered</p> <p>2) Students concentrate on lesson</p> <p>3) Students were answering</p> <p>4) Answering</p> <p>5) Answering</p> <p>6) Students did home work.</p>	<p><u>Fill in the blanks</u></p> <p>1) Brain is protected by _____</p> <p>2) Brain is divided into _____ parts</p> <p>3) Brain helps in _____</p> <p><u>Answers:</u></p> <p>1) Skull</p> <p>2) 3 parts</p> <p>3) Vision</p>

Objective Related chart :-

Sl. No	Objectives	Questions	Marks	%
1)	Knowledge	6	8	32%
2)	Understanding	5	10	40%
3)	Skill	3	3	12%
4)	Applicable	2	4	16%
	Total	16	25	100%

Sub unit Related chart :-

Sl. No	Sub unit	Question number	Marks	%
1)	Human nervous system	5	7	28%
2)	Brain	3	6	24%
3)	Spinal cord	5	7	28%
4)	Functions of Brain	3	5	20%
	Total	16	25	100%



## Question Based Chart :-

S/No	Question type	Marks	Question No.	%
1)	Essay model	4	1	16%
2)	Short model	12	6	45%
3)	objective	9	9	36%
	Total	25	16	100%

Blue Point Common details :-

Time allotted for Exam	45 min
Unit test exam maximum marks	25 marks
<del>Subject selected for exam</del>	Biological Science
Unit test total question number	16
Selected unit	Human nervous system.

Sl. No.	Question No.	Question type	Sub. unit
A		objective	I sub unit
1	1	"	I sub unit
2	2	"	"
3	3	"	"
4	4	"	"
5	5	"	"
B			I sub unit
6	1	"	I sub unit
7	2	"	"
8	3	"	"
9	4	"	"
C		short answer	I, III sub unit
10	1	"	II sub unit
11	2	"	II sub unit
12	3	"	III sub unit
13		Essay model	II unit
14	1	"	"
15		short answers	II, III unit

<u>Question</u>	<u>Hardness</u>	<u>level</u>		
Objectives	Hard level	Marks	Time	
Knowledge	Simple	1	1 min	
Knowledge	Simple	1	"	
Knowledge	Simple	1	"	
Understanding	Simple	1	"	
Understanding	Medium	1	"	
Knowledge	Simple	1	"	
Understanding	Simple	1	"	
Applicable	Simple	1	"	
Applicable	Medium	1	"	
Understanding	Medium	2	4 min	
Understanding	Simple	2	"	
Applicable	Hard	2	"	
Knowledge	Medium	2	"	
Knowledge	Hard	2	"	
Skill	Simple	4	7 min	
Skill	Simple	2	4 min	
Total		25	40 min	



Class Exam

Students existing marks in Exam  
 these are the signs in the  
 exam.

25, 21, 22, 23, 24      25, 26, 27, 28, 29  
~~22, 21, 21, 23, 24~~      ~~26, 28, 28, 28, 29~~  
~~19, 22, 22, 22, 23, 24~~      ~~21, 21, 21, 21, 22~~  
 16, 17, 25, 26, 25      23, 23, 24, 25, 25

Sl No	Student name	Marks	Marks	Marks	Marks
1		25	9		
2		25	7		
3		25	9		
4		25	9		
5		25	9		
6		25	9		
7		25	9		
8		25	9		
9		25	9		
10		25	9		
11		25	9		
12		25	9		
13		25	9		
14		25	9		
15		25	9		
16		25	9		
17		25	9		
18		25	9		
19		25	9		
20		25	9		

Sl	Signature	Emarking	Marks	Total
8-9	W W	10	7	70
10-12	W W W	30	12	360
13-14	W W W	30	7	10
20-24	W W W	10	27	270
25-29	W W W	10	27	370
	W W			

Sl No.	Student name Father name	Marks	Marks	Marks	Marks
1		25	9		
2		25	9		
3		25	9		
4		25	9		
5		25	9		
6		25	9		
7		25	9		
8		25	9		
9		25	9		
10		25	9		
11		25	9		
12		25	9		
13		25	9		
14		25	9		
15		25	9		
16		25	9		
17		25	9		
18		25	9		
19		25	9		
20		25	9		

Unit Exam (test)

Students scoring marks in Exam  
These are the score in the  
exam.

25, 21, 22, 23, 24      11, 12, 13, 15, 15  
22, 21, 21, 13, 16      16, 16, 18, 18, 20  
18, 18, 20, 20, 23, 15      21, 21, 21, 21, 22  
16, 12, 25, 11, 15      23, 23, 24, 25, 25

Cf	Compare	Brackets	Middle	fix	cf
5-9	HT HT	10	7	70	10
10-14	HT HT	20	12	240	30
15-19	HT HT HT	30	17	110	60
20-24	HT HT HT	20	22	440	80
25-29	HT HT HT HT HT HT	10	27	270	90

$$\begin{aligned} \text{Equal} &= \frac{\sum fx}{N} \\ &= \frac{1530}{90} \end{aligned}$$

$$\boxed{\text{Equal} = 17}$$

$$= \frac{2 + N/2 - CE}{f}$$

~~$$\text{Median} = \frac{14.5 + 45 - 30 \times 5}{3}$$~~

~~$$= \frac{14.5 + 75 - 150}{30}$$~~

~~$$= 14.5 + 2.5$$~~

Median

~~$$= 3 \text{ median} - 2 \text{ equal}$$~~

~~$$= 3 \times 7 - 2 \times 17$$~~

~~$$= 51 - 34$$~~

~~$$= 17$$~~



CI	f	cf
5+9	10	10
10+14	20	30
15+19	30	60
20+25	20	80
25+29	10	90

$$Q_1 = L + \left[ \frac{N - cf}{2f} \right]$$

$$= 9.5 + \left[ \frac{29.5 - 10}{20} \right]$$

$$= 9.5 + \frac{11.5 \times 5}{20}$$

$$= 9.5 + 2.875$$

$$= 12.375$$

$$Q_2 = L + \left[ \frac{\frac{3N}{4} - cf}{f} \right] + 1$$

$$N/4 = \frac{3 \times 20}{4} = 22.5 = 61.5$$

$$F = 19.5$$

$$cf = 60$$

$$f = 20$$

$$i = 5$$

$$L + \left[ \frac{\frac{3N}{4} - cf}{f} \right] + 1$$

$$= 19.5 + \left[ \frac{17.5 - 60}{20} \right] + 5$$

$$= 19.5 + \frac{75 \times 5}{20}$$

$$= 19.5 + 1.875$$

$$= 2.375$$

Conclusion:-

Unit Test plant helps teacher and students. They are many benefits. They reach the level of students. It should be made according to the level of the students.

$$Q_2 = Q_3 - Q_1$$

$$21 = \frac{3 + 5 - 12.375}{2}$$

$$= \frac{94.5}{4}$$

$$Q_2 = 4.5$$

Understanding

$$1) Q_1 = 12.375$$

$$2) Q_3 = 21.375$$

$$3) Q_2 = 4.5$$

**Sri Murugharajevendra Swamiji School**  
**Saraswati Kusnoor Road Kalabugri.**

Subject:-English

Class:-9<sup>th</sup>

Total marks:-20

I. Answer the following questions for any five. 5 marks

- 1) Why did the invisible being laugh at Arjun.
- 2) How did the king treat the wounded person.
- 3) Why did the king give money?
- 4) How would public notices need be changed according to author?
- 5) What was Arjuna's advice to the freedom fighters?
- 6) What was the treatment the foolish king to doctor & physician?

II. Write an essay on any one. 5 marks

a) Newspaper

Or

b) Sports and Games

III. Answer the following questions 8-10 sentences. 5 marks

- a) Why did Yudhishthira choose Nakula in preference to Bhishma?
- b) What according to the hermit time & business?