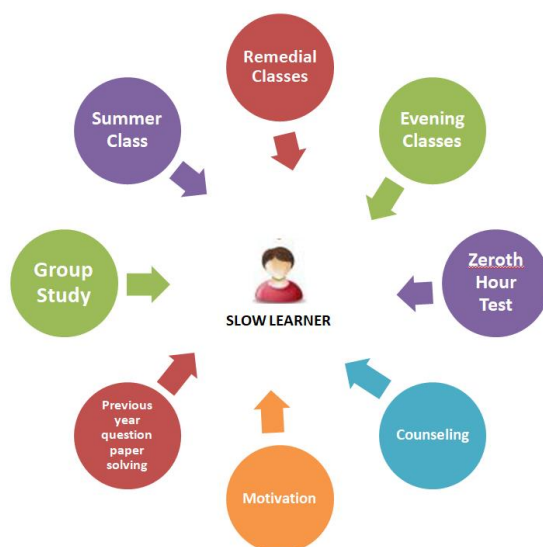
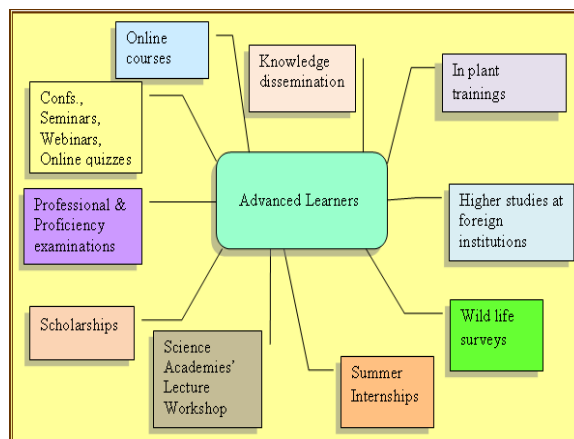
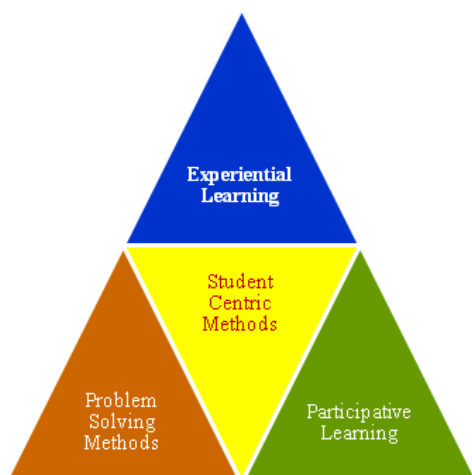




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S.NO.	CONTENT	PAGE NO.
1	STUDENT CENTERED ACTIVITY	1-9
2	ADVANCE / SLOW LEARNER ACTIVITY	10-72



Department: Education
Student Centered Activity

MAA BHARTI PG COLLEGE
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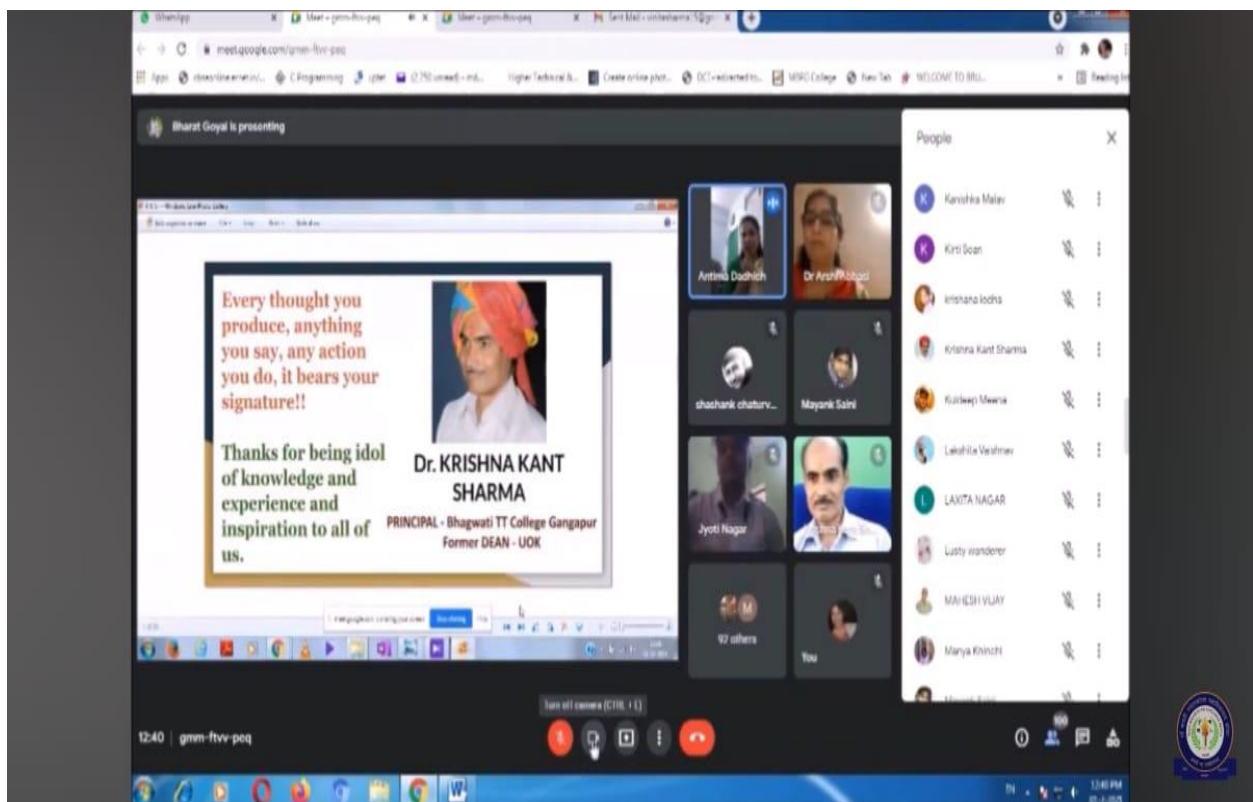
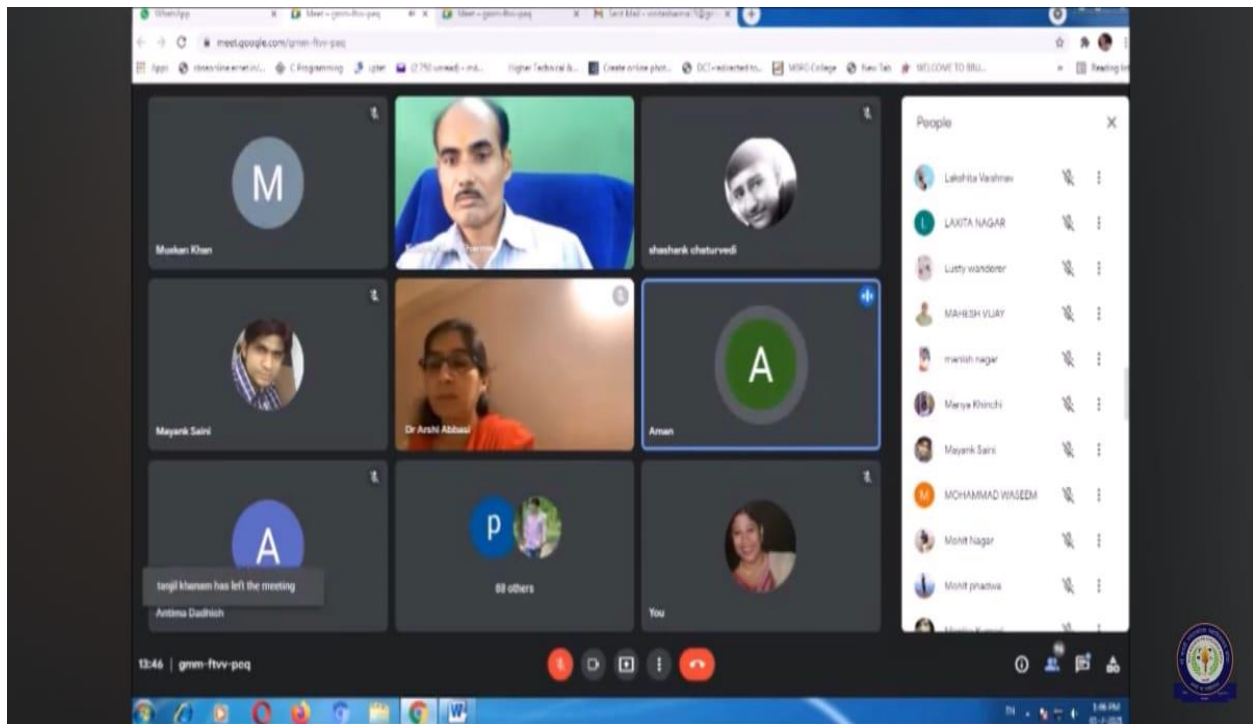


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CONTEMPORARY INDIA AND EDUCATION

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INSTRUCTIONAL SYSTEM AND EDUCATIONAL EVALUATION

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KNOWLEDGE AND CURRICULUM

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PEDAGOGY OF MATHS

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PEDAGOGY OF PHYSICS

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PEDAGOGY OF HINDI

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PEDAGOGY OF GENERAL SCIENCE

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PEDAGOGY OF SOCIAL SCIENCE

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PEDAGOGY OF GEOGRAPHY

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INCLUSIVE EDUCATION

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UNDERSTANDING DECIPLINARY AND SUBJECT

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GENDER SCHOOL AND SOCIETY

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PHYSICAL EDUCATION & YOGA

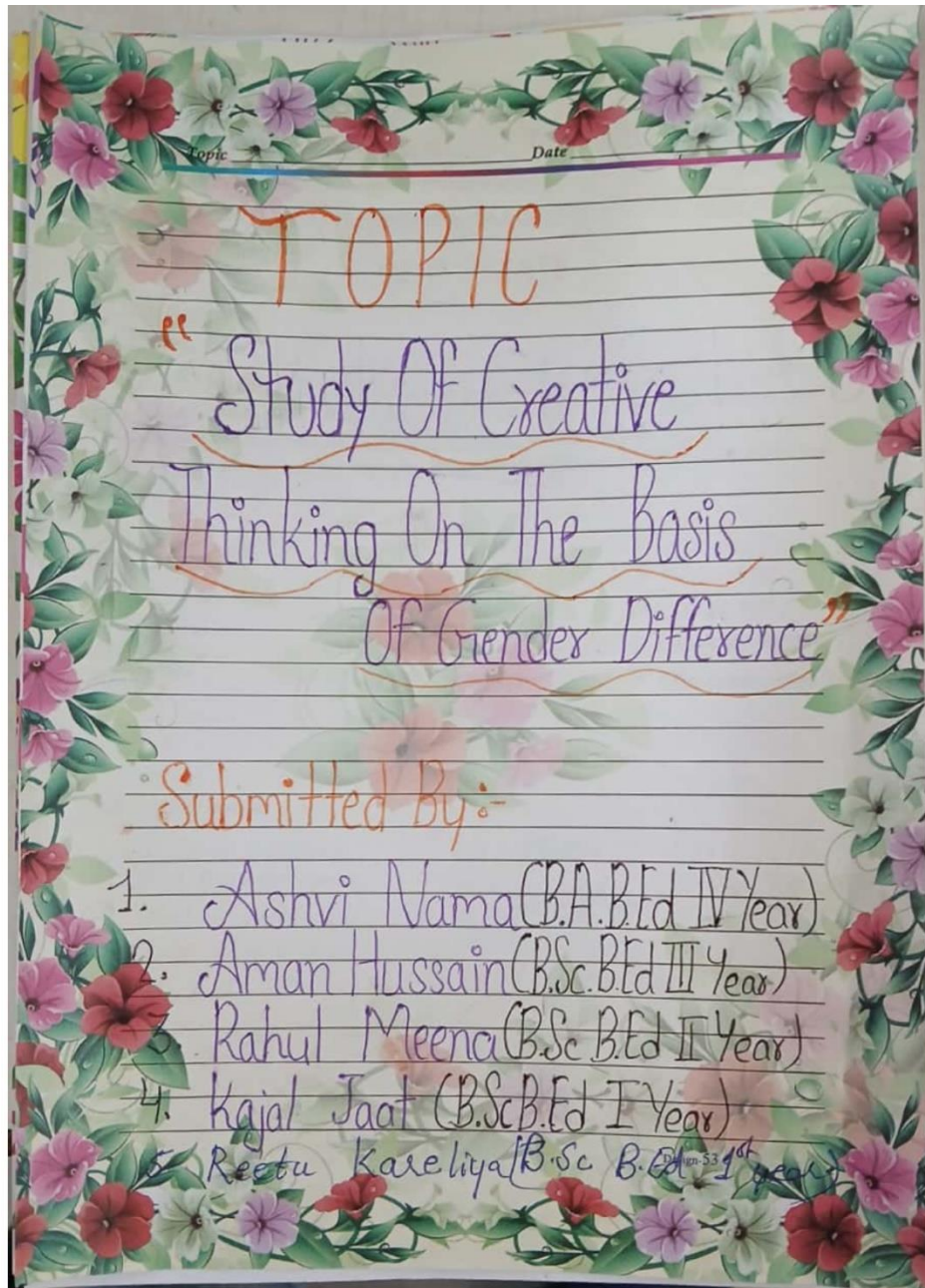
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ASSESSMENT FOR LEARNING

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Advance Learner Activities

Minor Research Project for Advance Learner Session-2022-23



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Department of Education

CERTIFICATE

This is to certify that Advance learner of Education department, the Pupil Teacher of class B.A. B.Ed./ B.Sc. B.Ed. I/II/III/IV year has successfully completed the project under the guidance of Dr. Arshi Abbasi during the year 2022-23 in the fulfillment of Advance learner activities/Psychological project conducted by Education Department.

Arshi
Supervisor
Dr. Arshi

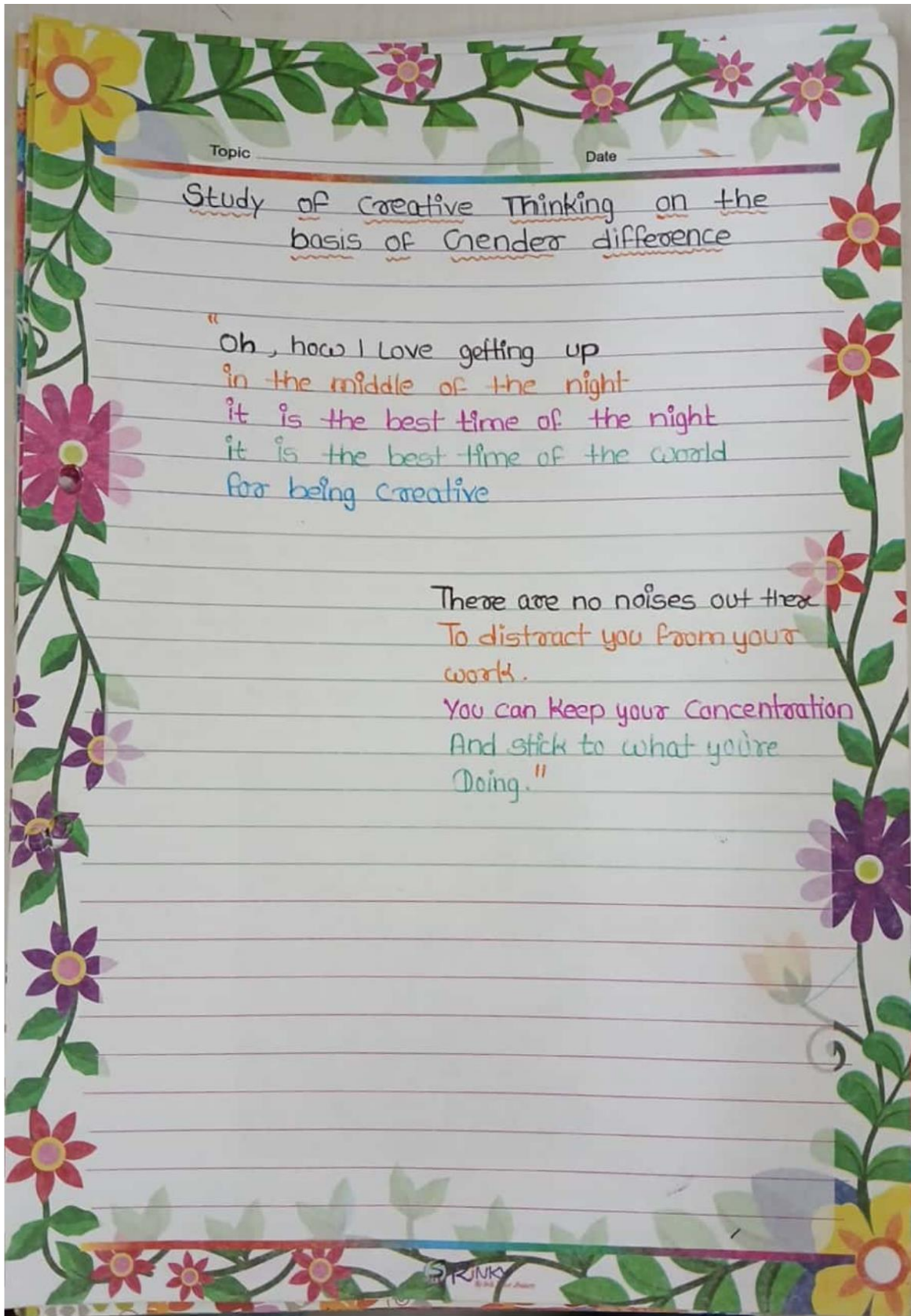
Shalini Shukla
Co-supervisor
Dr. Shalini Shukla
शालिनी शुक्ला
Shalini

Arshi
Dr. Arshi Abbasi
HOD of Education Dept.

Pupil Teacher Name:

1. Ashvi Nama
B.A B.Ed 4th year
2. Aman Hussain
B.Sc B.Ed 3rd year
3. Rahul Meena
B.Sc B.Ed 2nd year
4. Kajal Taat
B.Sc B.Ed 1st year
5. Reetu Kaur Liya
B.Sc B.Ed 1st year

Arshi
Aman
Rah
Kajal
Reetu



Topic _____

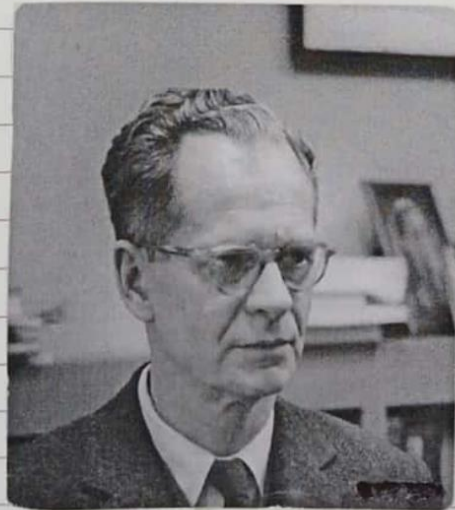
Date _____

I. Introduction

Creativity :- An ability to imagine or invent something new.

An attitude to accept change and newness, a willingness to play with ideas and possibilities, a flexibility of outlook the habit of enjoying the good, while looking for ways to improve it.

According to Skinner (1968) : Creative thinking means that the prediction and/or inference for the individual are new, original, unusual. The creative thinker is one who explores new areas and make new observation, new prediction & new inferences.



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According to Robert J. Sternberg

The creativity is in the large part a decision. In particular, it is a decision to buy low and sell high in the world of ideas. Creative people like good investors, generate idea that, at the time are viewed as novel and perhaps slightly ridiculous. The creative individual are metaphorical "buying low". Then, once their ideas have gained some acceptance, the creative individual "sell high" reaping the profit of their good idea and moving on the next unpopular idea.

Creative individual, by their nature tend to defy crowd. They resist merely thinking or doing what other are thinking or doing. Rather, they tend to go off in their own direction, seeking to propose idea that are both novel and useful in some way. The greatest to creativity, therefore, often is not exactly structures from others, but rather the limitation one places on one's own thinking. Such limitations, however, may derive from process of enculturation and socialization, so that it often is not clear whether restriction on creativity are internal or, down the line externally imposed.

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Date _____

Creative is a decision in the same way investing is. people are not born creative or uncreative. Rather, they develop a set of attitudes toward life that characterize those who are willing to go their own way.



Topic _____

Date _____

Nature of Creativity

- (i) Creativity is universal. Everyone of us possesses creative capacity to some degree.
- (ii) Although creative abilities are nature endowment they are capable of being nourished and nurtured by training or education.
- (iii) Through creative expression, something novel or new can be produced.
- (iv) Any creative expression is the source of joy and satisfaction for the creator.
- (v) In creative expression there is ego involvement.
- (vi) The field of creative expression is very wild.

Factor influencing creativity

1. Confront assumptions : people approach the problem in the life they bring in assumptions, that avoid fresh solutions, avoid assumption to proper understanding.

II. Review of Literature

Topic

Date

Gender differences in Creative thinking: behavioral and fMRI findings

Gender differences in creativity have been widely studied in behavioral investigations, but this topic has rarely been the focus of neuroscientific research. The current paper presents follow-up analysis of previous fMRI study (Abraham et al. *Neuropsychologia* 50(8) 1906-1917, 2012b), in which behavioral and brain-function during creativity conceptual expansion as well as General divergent thinking were explored. Here, we focus on gender differences within the same sample. Conceptual expansion was assessed in terms of response across both the alternate uses and object location task relative to n-back working memory tasks. While men and women were indistinguishable in terms of behavioral performances across all tasks, the pattern of brain activity while engaged in the task in question was indicative of strategy difference between the genders. Brain areas related to speech processing and social perception during Divergent thinking declarative memory related regions were strongly activated in men. While regions involved in theory of mind and self-referential processing were more engaged in women. The implications of gender difference in adopted strategies or cognitive style when faced with generative tasks are discussed.

Citizen Design-19

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Date _____

Gender and Creativity : An overview of the psychological and Neuroscience literature.

Research gender difference in creativity, including creativity test scores, creative achievement, and self-reported creativity is reviewed, as are theories that have been offered to explain such differences and available evidence that support or refutes such theories. This is a difficult arena in which to conduct research but there is a consistent lack of gender differences both in creative test scores and in the creative accomplishment of boys and girls which if anything tend to favour girls. As a result, it is difficult to show how innate gender differences in creativity could possibly explain later differences in creative accomplishment. At the same time, the large difference in the creative achievement of men and women in many fields make blanket environmental explanation inadequate, and the explanation that have been proposed thus far are at best incomplete. A new theoretical framework (The Apt model of creativity) is proposed to allow better understanding of what is known about gender difference in creativity.

Topic _____

Date _____

III Rational study

Creativity encompasses that ability to discover new and original ideas, connection, and solution to problems. It's a part of our drive as humans - fostering resilience, sparking joy, and providing opportunities for self actualization.

An act of creativity can be grand and inspiring, such as crafting a beautiful painting or designing an innovative company. But an idea need to be artistic or world-changing to count as creative. Life requires daily act of ingenuity and novel workaround, In this sense almost everyone possesses some amount of creativity.

Topic

Date

Gender

All humans are born with biological characteristics of sex, either male, female, or intersex. Gender, however, is a social construct and generally based on the norms, behaviors, and societal roles expected of individual based primarily on their sex. Gender identity describes a person's self-perceived gender, which could be male, female or otherwise. In recent years expanding the public understanding of gender has freed many to feel more comfortable in their own skin and live as the people they believe themselves to be. People whose gender identity corresponds to their biological sex may be referred to as cisgender. Transgender people have a gender identity that does not conform to the sex they were assigned at birth and people whose gender identity feels neither masculine nor feminine may identify as non binary, while those who feel no gender identity may refer to themselves as "agender".

IV statement of the problem :- creative thinking on the basis of gender differences.

V Operational Definition

1) Creativity :- The process of generative new ideas, possibilities, or alternatives that result in outcomes that are original and of value.

RINKY

2. Exhibit curiosity : to enhance creative abilities result in particular invention.

3. Imaginative : Highly imaginative.

4. Management practices : ensure creativity, allow person to work in free environment, clear strategic goals.

5. Risk taking : risk taking, ideas generation organization should have supportive evaluation plans for new ideas.

6. Involvement : Creative environment leads to involvement it has dynamic and inspiring equality achieve personal goals and organization goals.

7. Performance : research and development, individual and teams share innovative technologies.

8. Team Diversity : Brainstorming, barrier breaking Throughout the Organization.

Types of Thinking

Thinking is the Cognitive activities you use to process information, solve problems, make decisions, and create new ideas. You use your thinking skill when you try to make sense of experiences, organize information, make connection, ask question, make plans, or decide what to do.

There are several different types of thinking or ways to think.

Creative thinking - refers to the ability to conceive new and innovative ideas by breaking from established thoughts, theories, rules and procedures. It involves putting things together in new and imaginative ways. Creative thinking is often referred to as thinking outside the box.

Analytical Thinking :- Refers to the ability to separate a whole into its basic part in order to examine the part and their relationships. It involves thinking in a logical, step-by-step manner to break down a larger system of information into its parts.

Critical thinking :- Refers to the ability to exercise careful evaluation or judgment in order to determine the authenticity, accuracy, worth, validity, or value.

Topic _____

Date _____

of something. In addition to precise, objective analysis, critical thinking involves synthesis, evaluation, reflection and reconstruction. and rather than strictly breaking down the information, critical thinking explores other elements that could have an influence on conclusions.

Concrete Thinking :- Refers to ability to Comprehend and apply Factual knowledge. It is about thinking of object or ideas as specific item, rather than as a theoretical representation of a more general concept. It involves thinking only on the surface, always literal, and to-the-point.

Abstract thinking :- refer to the ability to use Concept to make and understand generalization then relating or connecting them to other items, event, or experience. It involves paying attention to the hidden meaning thus allowing you to observe and understand theories and possibilities.

Divergent thinking :- Refer to the ability to generate creative ideas by exploring many possible solutions in an effort to find one that work. It involves Bringing fact and data together from various sources and then applying logic and knowledge to solve problem or making decisions. It start from a Common point and moves outward in diverging.

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Convergent thinking :- Refer to the ability to put a number of different pieces or perspective of topic together in some organized, logical manner to find a single answer. It involves focusing on finite number of solution rather than proposing multiple solutions.

Sequential (linear) thinking :- Refer to the ability to process information in orderly prescribed manner. It involves a step-by-step progression where a response to a step must be obtained before another step is taken.

Holistic (nonlinear) Thinking :- refer to the ability to see the big picture and recognize the interconnected of various components that form the larger system. It involves expanding your thought process in multiple direction, rather than in one direction and understanding a system sensing its pattern.

Topic

Date

Gender and Creativity : An overview of Psychological and neuroscientific literature.

The topic of gender differences in creativity is one that generate substantial scientific and public interest but also courts considerable controversy. Owing to the heterogeneous nature of following / finding associated with this line of research, the general picture often appears puzzling or obscure. This article presents a selective overview of Psychological and neuroscientific literature that has a relevant bearing on the theme of Gender and Creativity. Topics that are explored include the definition and method of assessing creativity, a summary of behavioral investigations on gender in relation to Creativity, postulation that have been put forward to understand gender in relation to Creativity, achievement, Gender based difference in behavioral performance on task of normative Cognition, and neuroscientific studies of Gender and Creativity. The article end with a Detailed discussion of the idea that difference between men and women in creative Cognition are best explained with reference to the Gender-dependent adopted strategies or Cognitive style when faced with Generative task.

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Date

Page No.

VI Objective →

- (i) Assessment of Difference between creative thinking based on gender
- (ii) Study on creative thinking based on gender.

VII Research Question

Q1 What is the Difference in creative thinking Based on Gender ?

Q2 Find the Difference on creative thinking, based on Gender.

VIII Delimitations → This is as follow

In this testing we took male and female of 22-32 year age group, we apply our testing on them.

→ We choose the area for testing in our kota city. This is our sample we choose 40 people for this testing.

IX Methodology → This is as follow

i) Research design - we use Descriptive research and with this we used Survey method for data collection.

ii) Treatment of Data - After collecting data with Survey method. We use percentage method for data calculation with this we know the gender difference in Creativity.

iii) Sample and Sampling - we testing for data collection which we apply test on 40 peoples. 20 girl and 20 boys are in it.

iv) Tools -

We use Question for Survey. Some Question are in it Answer them. Maximum number give on best Answer and in this way. it Decided respectively 2 and 1 Number for other answers. This Question paper is Created by Dr Rama pal.

Topic _____

Date _____

(V) Reliability of test →

Table - showing Test-retest Reliabilities of Creativity Component and the total Creativity Scores (N=100 and 15 Days Interval)

Fluency	Flexibility	Originality	Total Creative
.961	.879	.792	.939

(VI) Validity of test :-

The Validity coefficient of the test against the teacher rating of (n=200) each component are found to be as -

Fluency	Flexibility	Originality	Total Creativity
.41	.35	.31	.37

The Validity Coefficient for Component scores and the total Creativity scores were found to be high enough (significant at .01 level) to place confidence in the use of the test.

SRN

Limitation of test - These are following

- (i) In this test we have taken a small sample taken
- (ii) They have been from the same age group and two different age group have not been included in it.
- (iii) This is impossible in itself and has to be divided into major area because their data collection is very high.
- (iv) In this diversity, this group have not seen more creative
- (v) The sample area is the same i.e. it is not taken from different place

XI Data Analysis and Interpretation

In this data we have collected, we separated male and female into two categories, and by making separated table, and we separate each data on percentage and later we combine the percentage of each and we find a result.

Topic _____

Date _____

Table

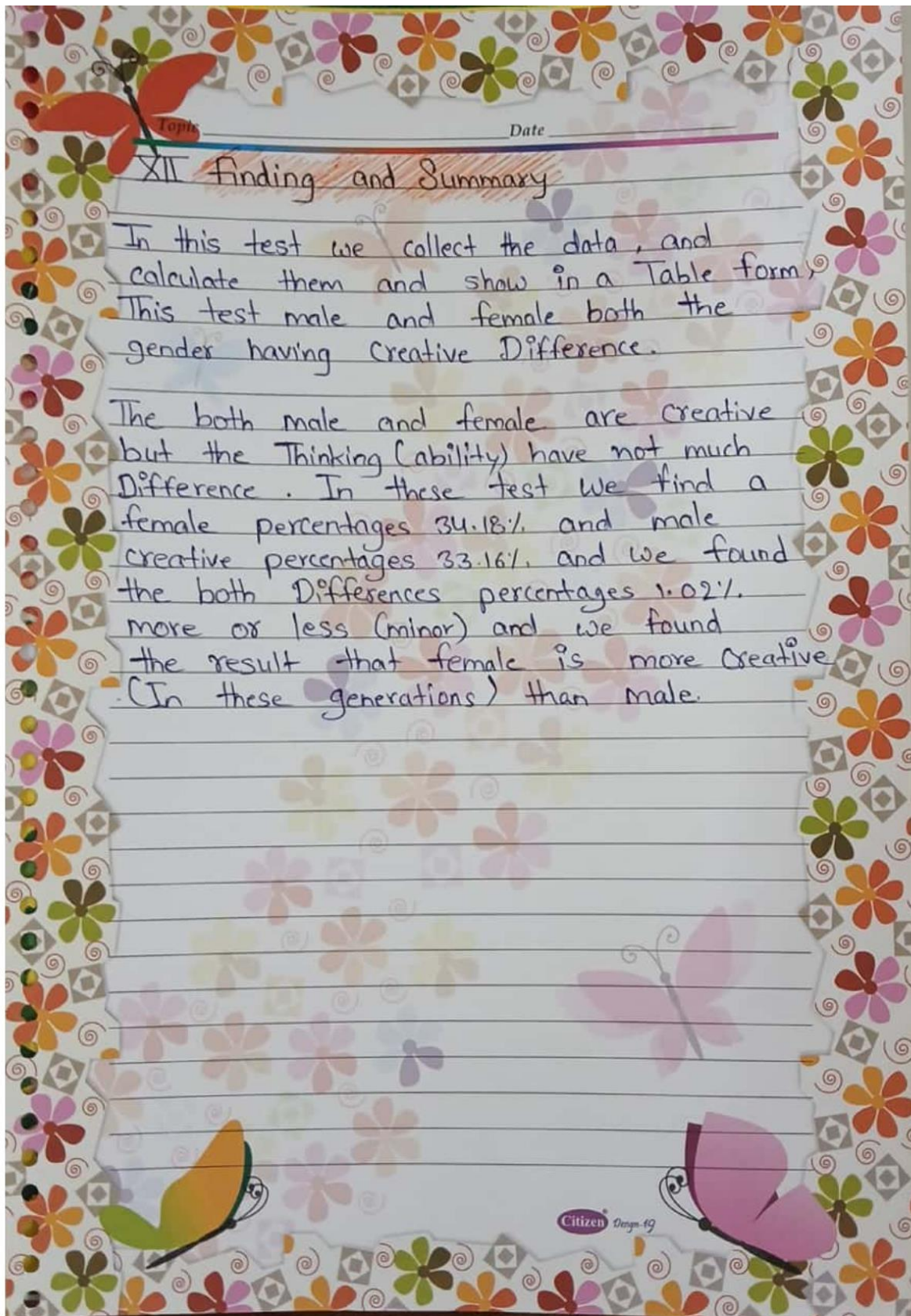
Female (♀)

male (♂)

S.N	Name	mark	%	S.N	Name	mark	%
1	Vashi	35	29.91	1	kishan	22	18.80
2	Paja	33	28.20	2	Piyush	47	40.17
3	Sadhna	42	35.89	3	Parashant	72	61.53
4	Navanki	25	21.36	4	Vishal	45	38.46
5	Radhika	40	34.18	5	Rahul	38	32.47
6	Aaradhna	50	42.73	6	Shyam	41	35.04
7	Madhu	43	36.75	7	Vinod	45	38.46
8	Samaj	30	25.64	8	Ashish	32	27.35
9	Ayushi	55	47.00	9	Suresh	47	40.17
10	Tanv	37	31.62	10	Aanand	50	42.73
11	shivi	30	25.64	11	Amit	42	35.89
12	Neena	45	38.46	12	Sachin	46	34.31
13	Vansha	26	22.47	13	Pankaj	36	30.76
14	Kanak	38	32.00	14	Jai	28	23.43
15	Reeta	55	47.00	15	Rinku	55	47.00
16	Prachi	42	35.76	16	Nilesh	43	36.75
17	Poonam	36	30.18	17	Vash	33	27.20
18	Shilpi	40	34.02	18	Deepak	23	19.65
19	Jyoti	48	40.73	19	Satish	20	17.04
20	Poorvi	50		20	Ankit	11	9.40

Total ⇒ Female - $808 \div 2340 = 34.18\%$ male - $776 \div 2340 = 33.16\%$ Difference ⇒ $34.18\% - 33.16\% = 1.02\%$

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Date _____

2. Gender difference in creative thinking

XIV (Appendix)

Hindi

A New Test of Creativity (VERBAL)

By
DR. ROMA PAL
Post Doctoral Fellow (Psychology)
AGRA UNIVERSITY, AGRA

Copyright : APMC, 1991

Published by :

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(3)

E. FL.

(9) ऐसे शब्द लिखिए जो कि 'अ' से प्रारम्भ होते हैं।

(10) ऐसे वाक्य लिखें जिनका सम्बन्ध 'तैम्प' से हो तथा एक वाक्य दूसरे से मिलता जुलता न हो।

(11) मुहावरों के अनेक अर्थ होते हैं। नीचे कुछ मुहावरे दिये हुए हैं। आप उनके संक्षिप्त अर्थ लिखें।

(क) एक फूल से माला नहीं बनती।

(ख) अन्त भला सो सन भला।

(ग) कर बुरा हो बुरा।

(घ) दूध का जला छल को भी फूँककर पीता है।

(च) नेकी कर दरिया में डाल।

(छ) बिना सेवा मेवा नहीं।

(ज) मुँह में राम, बगल में छुरी।

W. FL.

(12) निम्न अक्षरों से आरम्भ होने वाले शब्द लिखिये।

अ.....	म.....
ब.....	प.....
स.....	ल.....
द.....	न.....
क.....	र.....

Id. FL.

(13) अगर एक व्यक्ति को समाज से अलग कर दिया जाये तो उसके क्या-क्या परिणाम होंगे?

(4)

- (14) अगर मनुष्य के दो हाथ के स्थान पर चार हाथ होते तो उसके क्या-क्या परिणाम होते ?
- (15) अगर आपके पास साधन व योग्यता एक व्यवसाय को करने के लिए है तो आप अधिक लाभ प्राप्त करने के लिए क्या-क्या करेंगे ?
- (16) अगर आप विधायक (एम० एल० ए०) या लोकसभा सदस्य (एम० पी०) हो जाय तो आप क्या-क्या करेंगे ?
- (17) एक सुन्दर फूल को देखकर मन में कई भाव उठते हैं। आपके मन में कौन-कौन से भाव उठेंगे ?
- (18) अगर मनुष्य को धकान ही न आये तो उसके क्या-क्या परिणाम होंगे ?

भाग-2 FLX

समय कुल 32 मिनट

निर्देश—

इस भाग में 16 प्रश्न दिये हुए हैं जिन्हें आपको 32 मिनट में पूरा करना है (अर्थात् प्रत्येक प्रश्न के उत्तर के लिए दो मिनट का समय निर्धारित है)।

S. FLX.

- (1) चाकू का प्रयोग घर में सब्जी काटने के लिए होता है। इसके अलावा चाकू के विभिन्न प्रयोग और कौन-कौन से हो सकते हैं ?
- (2) रंगों के माध्यम से कपड़ों को नया रूप मिलता है। रंगों के और कौन-कौन से उपयोग हो सकते हैं।
- (3) अखबारों में भी पढ़ा है और बुर्जुओं का भी कहना है कि टेलीविजन (टी० वी०) हमारे लिए उपयोगी है। आपके विचार में टेलीविजन के अधिक से अधिक उपयोग कौन-कौन से हैं ?

(6)

- (6) मान लीजिए कि आप एक फर्म में नौकरी करते हैं और अचानक ही आपको उस फर्म से निकाल दिया जाता है और आपके घर में पैसों की आवश्यकता है तो आप उस परिस्थिति में क्या-क्या करेंगे।
- (7) मान लीजिए कि आपने किसी मित्र से काफी रुपया उधार लिया और आज उसे लौटाने का वायदा किया जिसके लिए आप बैंक से रुपया लेते हैं। परन्तु घर आने पर आपको पता चलता है कि रुपये गायब हैं ऐसी परिस्थिति में आप क्या-क्या करेंगे ?
- (8) माना कि आपके परिवार की महिला गैस पर खाना बना रही है और आपको गैस के लीक होने का आभास हो जाता है तो ऐसी परिस्थिति में आप क्या-क्या करेंगे ?

भाग-3 ORG

समय कुल 15 मिनट

निर्देश—

हर व्यक्ति अपनी इच्छाओं व आकांक्षाओं को कल्पनात्मक रूप अवश्य प्रदान करता है। कल्पना में रचनात्मक तत्व होना आवश्यक है क्योंकि मनुष्य एक विचारशील प्राणी है तथा उसके विचारों में नवीनता, मौलिकता व विविधता विद्यमान होती है। नीचे कुछ ऐसे ही प्रश्न दिये हुए हैं जिनका उत्तर आपको अपने मौलिक विचारों के अनुसार देना है। प्रत्येक प्रश्न के लिए 3 मिनट का समय है अर्थात् नीचे के पाँच प्रश्नों के उत्तर आपको 15 मिनट के अन्दर देना है। अब प्रारम्भ कीजिए।

- (1) अगर बिना पढ़े ही डिग्रियाँ मिल जायें तो शिक्षा का क्या स्वरूप होगा ?
- (2) कहते हैं मनुष्य जो कुछ भी करता है, पेट की ही खातिर करता है अगर मनुष्य को भूख ही न लगे तो उसके कौन-कौन से परिणाम होंगे ?
- (3) अगर सभी मनुष्य परखनली से ही उत्पन्न होने लगें तो ऐसे मनुष्यों के स्वभाव में कौन-कौन सी विशेषतायें होंगी ?
- (4) यदि अन्तरिक्ष में जीवन सम्भव हो तो वहाँ के मनुष्यों का जीवन कैसा होगा ?
- (5) अगर मनुष्यों के भी पक्षियों की तरह पंख होते तो उसके कौन-कौन से परिणाम होते ?

(5)

- (4) लिखने-पढ़ने में हम कागज का प्रयोग करते हैं। इसके अलावा कागज के और कौन-कौन से उपयोग हो सकते हैं ?
- (5) समाचार पत्रों के विभिन्न प्रयोग कौन-कौन से हो सकते हैं ?
- (6) टायर व ट्यूब के कौन-कौन से उपयोग हो सकते हैं ?
- (7) बड़ई मेज और कुर्सी बनाता है। इसके अलावा और कौन-कौन सी चीजें बना सकता है ?
- (8) गाँव हो या शहर पर्स का उपयोग सभी जगह होता है एवं सभी करते हैं। आपकी राय में पर्स के कौन-कौन से उपयोग हो सकते हैं ?

A. FLX.

- (1) रात के समय आप सो रहे हैं और आपके घर में चोर घुस जाता है तो आप इस परिस्थिति में क्या-क्या करेंगे ?
- (2) आप एक सकरी गली से जा रहे हैं। अचानक मोड़ पर एक बदमाश से आपका टकराव हो जाता है तो आप इस परिस्थिति में क्या-क्या करेंगे ?
- (3) मान लीजिए आप नौकरी करने घर से दूर जाते हैं जहाँ पर हिंसा भड़क उठी है। ऐसी परिस्थिति में आप क्या-क्या करेंगे ?
- (4) मान लीजिए कि आप घर की सफाई कर रहे हैं अचानक ऊपर से कोई चीज गिरती है। देखने पर पता चलता है कि वह काला नाग है। ऐसी परिस्थिति में आप क्या-क्या करेंगे ?
- (5) मान लीजिए एक बच्चा अपरिचित स्थान पर अपने माता-पिता से बिछड़ जाता है। उस परिस्थिति में वह क्या-क्या करेगा ?

XV References

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Research Coll. Agra

Citizen Design-19

Topic _____

Date _____

REPORT

*Group Members :- 1. Ashvi Nama (B.A B.Ed IV year)
2. Aman Hussain (B.Sc B.Ed III year)
3. Rahul Meena (B.Sc B.Ed II year)
4. Kajal Jaat (B.Sc B.Ed I year)

*Topic :- Study of creative thinking on the basis of gender difference.

*Sub-Topic :- (1) Introduction :- Creativity या सृजनात्मकता से आभीषाज जीवन के विभिन्न क्षेत्रों में नव-दृष्टिकोण माना है। वह समस्या के नव-समाधान खोजने में सफल रहता है।

(2) Review of Literature :- सृजनात्मकता की लैंगिक विभिन्नताओं का व्यवहार जाँच में व्यापक रूप से अध्ययन किया गया है।

(3) Rational Study :- आज के परिप्रेक्ष्य में हम कह सकते हैं कि दोनों genders के लिए काफी Creativity अथवा उत्पत्ति है।

(4) Types of Thinking :- (a). द्वन्द्वात्मक सोच
(b). पार्श्व सोच
(c). सौन्दर्यवादी सोच
(d). सिस्टम की सोच
(e). प्रेरणादायक सोच

Citizen

Designer 33

(5) Methodology :- यह निम्न प्रकार से है :-

(i) Research Design :- हमने Descriptive research का उपयोग किया है। इसमें हमने Data Collection के लिए Survey Method लगाया है।

(ii) Treatment of Data :- इसमें हमने Data Collection के लिए Percentage method का उपयोग किया।

(iii) Sample n Sampling :- इसमें हमने 40 लोगों पर Test लगाया है जिसमें 20 Boys व 20 girls हैं।

(iv) Tools :- Survey के लिए हमने प्रश्न-पत्र का उपयोग किया। इस पत्र के रचयिता Dr. Ram Pal हैं।

* Self-Inspection :- हम सभी को इस study पर काम करते हुए बहुत अच्छा लगा। हम सभी ने मिल-जुलकर कार्य को सम्पन्न किया तथा सभी ने अपना सहयोग दिया। इसके साथ हमें नए ज्ञान की प्राप्ति हुई साथ ही Group-work करना सीखा। हमारे Topic Study Of Creative thinking on the basis of gender difference के लिए Data Collection का कार्य Ashvi Nama द्वारा किया गया, एकत्रित data को लिखने का कार्य Rahul Meena ने किया Table Aman Hussain ने तैयार की। रिपोर्ट लिखने का कार्य Kajal Jadhav ने किया।

Maa Bharti P.G. College, M.N.III, Kota

Education Department

Advanced Learner Activity

Session- 2021-22

Class:- B.A.B.Ed./B.Sc.B.Ed. I year

S.No.	Student Name	Activity	Tacher Sign	Student Sign
1.	Harshita Agrawal	Artist Creativity	Vinod	harshita
2.	Lavisha	Extra additional resources	Kushi	Lavisha
3.	Satvish Gautam	Extra additional resources Anchoring /	Preeti	⑤
4.	Divya Verma	Workshop	Sunita	Divya
5.	Rahul Meena	Leadership Quality	Kushi	Rahul
6.	Aakifa	Extra additional resources	Vinod	Aakifa

Maa Bharti P.G. College, M.N.III, Kota

Education Department

Advanced Learner Activity

Session- 2021-22

Class:- B.A. B.Ed. / B.Sc. B.Ed. II

S.No.	Student Name	Activity	Tacher Sign	Student Sign
1-	Reshav Gauram	Religions activity	Vihot	Keshav
2.	Sushmita Sen	Games (Karate) Other girls guide	Mukti	Sushmita
3.	Saloni Dhoke	Craft activity	S	Saloni
4.	Aakansh Nigam	Cultural activity	Mahavira	Aakansh
5.	Aman Hussain	Leadership Presentation	KAnshi	Aman
6.	Nancy Soni	Extra additional resources	KAnshi	Nancy
7.	Satyamwarjan	Craft activity	S	Satyamwarjan

Maa Bharti P.G. College, M.N.III, Kota

Education Department

Advanced Learner Activity

Session- 2021-22

Class:- B.A.B.Ed / B.Sc.B.Ed.III

S.No.	Student Name	Activity	Tacher Sign	Student Sign
1	Devangi Goswami	Additional study material/workshop	Kaushi	Devangi
2	Chetangachari	Class Participation and responsiveness	Minakshi	Chetangachari
3	Aryan Tiwari	Additional study material	Shalini	Aryan
4	Vaishali Mishra	Anchoring / Craft activity	Shalini	Vaishali
5	Tikamchand	Workshop [Sudama charat]	S	Tikam
6	Preetna Goyal	Join NGOs / Fashion show activity	Kaushi	Preetna
7	Dashrath	Workshop	Kaushi	Dashrath

Maa Bharti P.G. College, M.N.III, Kota

Education Department

Advanced Learner Activity

Session- 2021-22

Class:- B.A. B.Ed. / B.Sc. B.Ed. IV

S.No.	Student Name	Activity	Tacher Sign	Student Sign
1.	Abhishek Tiwari	Council Member / computer know.	<u>Kushi</u>	<u>A Tiwari</u>
2.	Radhika Singh	Craft Creativity	<u>Kushi</u>	<u>R Singh</u>
3.	Bhawal Goyal	Leadership of open Air B Freshers	<u>Preeti</u>	<u>Bhawal</u>
4.	Vijay	Council member B.Sc. B.Ed.	<u>Vinod</u>	<u>Vijay</u>
5.	Priya Dogi	Additional study material	<u>Suniti</u>	<u>Priya</u>
6.	Khushi Sharma	Counselor - P.W. Coaching	<u>Sunita</u>	<u>K</u>
7.	Anukshi Sharma	Dance choreographer	<u>Kushi</u>	<u>An</u>

Maa Bharti P.G. College, M.N.III, Kota

Education Department

Advanced Learner Activity

Session- 2022-23

Class:- B.A.B.Ed. / B.Sc.B.Ed. I year

S.No.	Student Name	Activity	Tacher Sign	Student Sign
1	Ritik Kariya	Anchoring, stage management	Sunita	Ritik
2	Kajal Jat	Panned discussion / Additional resources	Pradeep	Kajal
3	Sanatan Roy	Class Participation program, music, band for video creating, You tube	Shobini	Sanatan
4	Janhvi Gautam	Cultural activity, Anchoring		Janhvi
5	Dirya Nagar	Pannel Discussion	Kushi	Dirya
6	Kranika Nambor	Extra Additional resource	Kushi	Kanak
7	Mahesh Meghwal	Class management	Shobini	Mahesh

Maa Bharti P.G. College, M.N.III, Kota
Education Department

Advanced Learner Activity

Session- 2022-23

Class:- B.A. B.Ed./B.Sc. B.Ed. II

No.	Student Name	Activity	Tacher Sign	Student Sign
1	Harshita Agarwal	Seminar Presentation	<u>KAnsh</u>	<u>harshita</u>
2	Rahul Meena	Leadership indifference activity	<u>S</u>	<u>Rahul</u>
3	Aakifa	Project work	<u>Shah</u>	<u>Aakifa</u>
4	Sasivesh Gautam	Anchoring, Leadership of stage program	<u>Preeti</u>	<u>P</u>
5	Divya Verma	Leader of Presentation group	<u>Bhavna</u>	<u>Divya</u>
6	Javisha Khinchi	Presentation of seminar	<u>Kushi</u>	<u>Javisha</u>

Maa Bharti P.G. College, M.N.III, Kota

Education Department

Advanced Learner Activity

Session- 2022-23

Class:- B.A. B.Ed. / B.Sc. B.Ed. III year

S.No.	Student Name	Activity	Tacher Sign	Student Sign
1	Himani Verma	Additional study material	Kaushi	Himani
2	Nancy Soni	Leader of presentation group	Maharaj	Nancy
3	Aman Hussain	Animated Lesson Plan [STEM]	Abadeep	Aman
4	Aakansha Nagari	STEM Lesson Plan	Kaushi	Aakansha
5	Saloni Shukla	Guidance for slow learners [STEM-LP]	Kaushi	Saloni
6	Sushmita Sen	Leadership / English speaking leader	Bharna	Sushmita
7	Keshav Gautam	Poetic speech [Motivate for publication]	Vinod	Keshav
8	Khemraj Lodha	Motivational speech	Kaushi	Khemraj Lodha

Maa Bharti P.G. College, M.N.III, Kota
Education Department

Advanced Learner Activity

Session- 2022-23

Class: ~~B.A. B.Ed~~ / B.Sc. B.Ed. IV year

S.No.	Student Name	Activity	Tacher Sign	Student Sign
1.	Arvind Malav	Animated powerpoint pres. I STEM L.P.	KAnshi	अरवि मलव
2.	Simran Chabra	Leadership of cultural activity	Kamini	Simran
3.	Vaishali Mishra	Archiving	Pharna	Vaishali
4.	Diksha Gautam	Additional resources	Minakshi	Diksha
5.	Anyan Tiwari	Additional resources	Minakshi	Anyan
6.	Devangi Goswami	Craft creativity / STEM L.P.	KAnshi	Devangi
7.	Bhresna Goyal	Peer group teaching / STEM L.P.	KAnshi	Bhresna
8.	Ashvi Nama	Event management	Prati	Ashvi
9.	Chetani Gocher	Class Participation and responsiveness	Vinod	चतन गौचर
10.	Tikamchandra Nigam	Poetic speech Motivate for publication	KAnshi	टिकम
11.	Ramswaroop	Poetic speech motivate for publication	Shahir	रामस्वरूप

Slow Learner Activity

B.A.B.Ed/B.Sc.B.Ed I YEAR (BATCH 2022)
EXAM SESSION 2022-23
PAPER -1. CHILD & GROW UP (02) 2. CONTEMP. IND & EDU. (03) 3. INST. SYST & EDU EVALU. (04)

DAYS	1-Jun-23	2-Jun-23	3-Jun-23	4-Jun-23	5-Jun-23	6-Jun-23	7-Jun-23	8-Jun-23	9-Jun-23	10-Jun-23	11-Jun-23
DATE	WED.	THURS.	FRI.	SAT	SUND	MON.	TUES	WEDNE	THURS	FRI	SATUR
I	04	04	02	02	OFF	03	03	DOUBT CLASS	DOUBT CLASS	ACHIEVEMENT TEST	ACHIEVEMENT TEST

Exam sess /
2022-23
Batch - 2022
I year

B.A.B.Ed/B.Sc.B.Ed II YEAR (BATCH 21)
EXAM SESSION 2022-23
PAPER -1. KNOW & CURRI (09) 2. LEARN & TEACH. (10) 3. PEACE EDU. (11)

DAYS	1-Jun-23	2-Jun-23	3-Jun-23	4-Jun-23	5-Jun-23	6-Jun-23	7-Jun-23	8-Jun-23	9-Jun-23	10-Jun-23	11-Jun-23	12-Jun-23
DATE	WED	THURS	FRI	SATU	SUN	MON	THU	WED	THURS	FRI	SATU	MON
II	09	09	10	10	OFF	11	11	DOUBT CLASS	DOUBT CLASS	ACHIEVEMENT TEST	ACHIEVEMENT TEST	ACHIEVEMENT TEST

Batch
2021
II year

B.A.B.Ed/B.Sc.B.Ed III YEAR (BATCH 20)
EXAM SESSION 2022-23
PAPER -1. LANGUAGE ACROSS THE CURRICULUM (17) 2. GUIDANCE AND COUNSELING IN SCHOOL (18) PEDAGOGY (22)

DAYS	1-Jun-23	2-Jun-23	3-Jun-23	4-Jun-23	5-Jun-23	6-Jun-23	7-Jun-23	8-Jun-23	9-Jun-23	10-Jun-23	11-Jun-23	12-Jun-23
DATE	WED	THURS	FRI	SATU	SUN	MON	TUES	WED	THURS	FRI	SAT	SUN
III	PEDAGOGY (22)	PEDAGOGY (22)	PEDAGOGY (22)	18	OFF	18	17	17	DOUBT CLASS	DOUBT CLASS	ACHIEVEMENT TEST	ACHIEVEMENT TEST

Batch
2020
III year

B.A.B.Ed/B.Sc.B.Ed IV YEAR (BATCH 2019)
EXAM SESSION 2022-23
PAPER -1. CREATING AN INCLUSIVE SCHOOL (25) 2. UNDERSTANDING DISCIPLINES AND SUBJECT (26)
3. PHYSICAL EDUCATION AND YOGA (27) 4. GENDER SCHOOL AND SOCIETY (28) P.S.S. FOR SLOW LEARNERS (29) PEDAGOGY (30)

DAYS	1-Jun-23	2-Jun-23	3-Jun-23	4-Jun-23	5-Jun-23	6-Jun-23	7-Jun-23	8-Jun-23	9-Jun-23	10-Jun-23	11-Jun-23
DATE	WED	THURS	FRI	SATU	SUN	MON	TUES	WED	THURS	FRI	SATU
III	28	28	29	29	OFF	25	25	PEDAGOGY 30	PEDAGOGY 30	DOUBT CLASS	DOUBT CLASS

Batch
2019
IV year

उपस्थिति पंजिका

कक्षा: G.A.B.E.D. I year

महावीर नगर तृतीय

B.Sc. B.Ed. I year

Perch 2022 - 5402

क्र.समानता के लिए
की जमा भूमिका है।
प्र.६- भारतीय संविधान के
संघीयता के तत्वों को रखा है।
प्र.७- धर्म और निकायों
को अलग रखे।
प्र.८- नैतिकता को
विधि में लाना है।
प्र.९- अधिकारों को बढ़ा
की समझ है।
प्र.१०- संतुलन को बनाए रखने के
उपाय बताए।

प्र. ८. सतत रूपेण आपक गुल्याकन
के उपयोग आसले।

महावीर नगर तृतीय

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Print 2021 15 years

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	INT. MARKS	ACHIEV MARK	INT. MARKS	ACHIEV MARK	INT. MARKS	ACHIEV MARK	
S.NO							EVALUATION PATTERN.
1	5	16	6	15	4	14	प्रश्न-निर्धारित प्रश्नों का चयन करना।
2	7	17	5	17	5	18	में अन्तःराष्ट्रीय स्तर पर।
3	4	15	8	14	7	17	अथवा गणितीय केन्द्रित पाठ्यक्रम।
4	6	14	7	13	6	16	के द्वारा बनाया।
5	8	18	6	16	8	15	प्रत्यक्ष माध्यम से निर्गमित न होना।
6	6	17	9	18	9	14	को स्पष्ट नहीं किया।
7	5	16	5	17	7	17	अथवा औद्योगिक तकनीकी क्षेत्रों में।
8							क्या कामकाज है।
9							प्रश्न-संग्रह करने वाले के रूप में।
10							विशेषज्ञता के क्षेत्र में।

[illegible]

Batch - 2019-2023
उपस्थिति पत्रिका

कक्षा विषय

माँ भारती
महावीर नगर तृतीय

[illegible]

Batch 2019	NE year 4
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[illegible]

प्र-1	अनुसंधान से आप क्या समझते हैं ? प्र-5	लुप्तप्राय वृक्षकर्म में पौधों को भी जो क्या बुझाता है ?	
प्र-2	कक्षा-कक्ष प्रबंधन में शिक्षक की क्या भूमिका है ?	प्र-6	उपचारित मानसिकता को बर्तन है।
प्र-3	प्रायोगिक विधियों को बतलें।	प्र-7	प्रायोगिक विधियों को बतलें।

[illegible]

प्र०-1- अनुशासन से आप क्या समझते हैं ?
 प्र०-2- कक्षा-कक्ष प्रबंधन में शिक्षक की क्या भूमिका है ?
 प्र०-3- प्राणमर्म के महत्व को बताएँ।

ADVANCE & SLOW LEARNER BCA DEPARTMENT

Process to Identify Slow and Advanced Learners

The process of identifying slow and advanced learners is as shown in the table. All students of a particular batch are assessed on following parameters:

- Problem Solving Skills.
- Previous University Exam Score
- Class Tests
- Attendance
- Assignments and tutorial
- Ability to answer the questions in class
- General awareness
- Attentiveness

Based on above assessed parameters students are classified into groups Slow learner and Advanced Learners

INITIATIVES FOR ADVANCED AND SLOW LEARNERS

Advanced Learners:

The following Special activities are conducted for Advanced Learners:

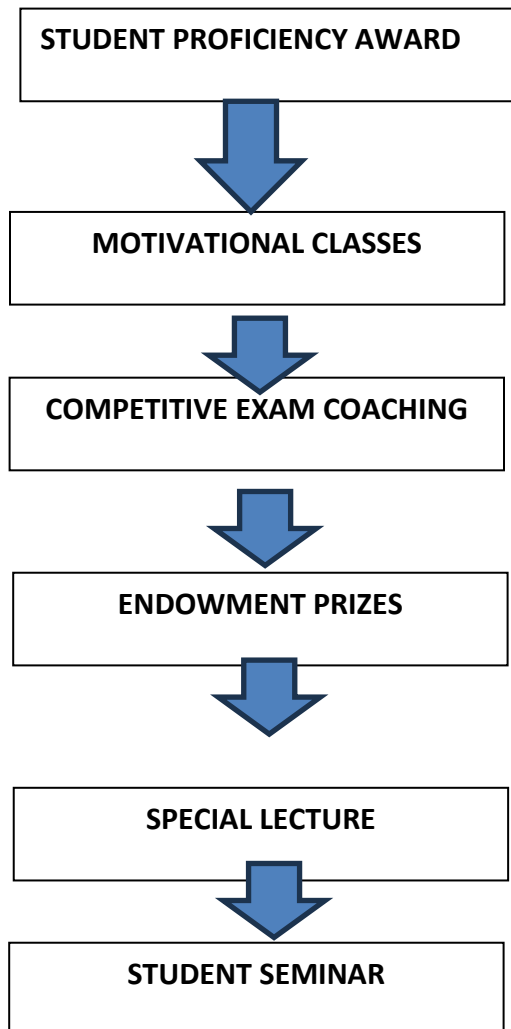
- Bright and diligent students are motivated and inspired to get university ranks.
- Class toppers and university rank holders are honored with certificates.
- Encouraging to participate in various symposiums like quiz, poster presentation, Conferences, inter institution competition etc.
- Guiding the students for GATE/Competitive Examinations.
- Guiding and encouraging to publish/present research papers in conferences/Journals Training programs for gaining advanced technical knowledge.
- Guiding for career planning and Project competition.

Slow Learners:

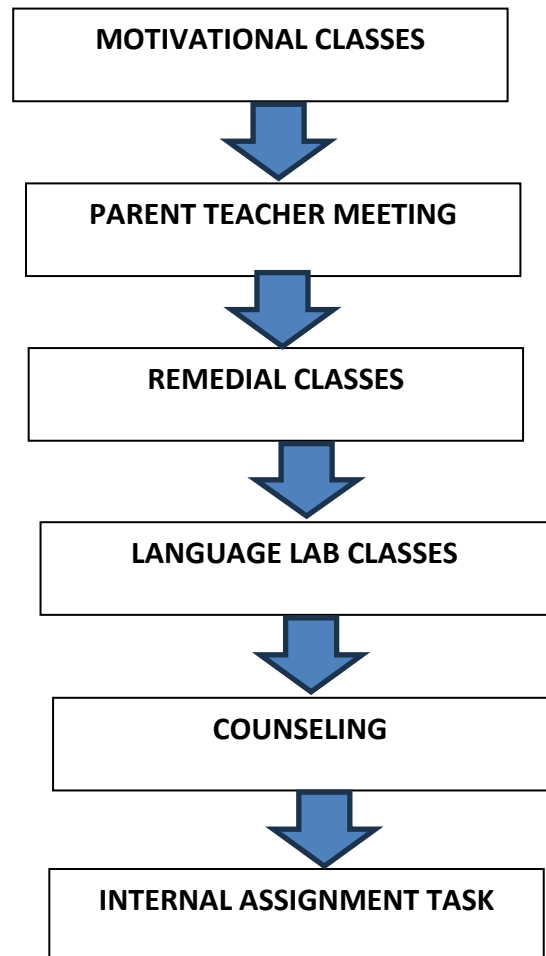
The following activities are conducted for slow Learners:

- Remedial classes conducted for Slow Learners.
- Special Coaching class and Counseling is given to slow learners.
- Previous year Question papers and Question Banks for all subjects are circulated among slow learners.
- Students are given repeated practice on important questions.

ADVANCE LEARNER



SLOW LEARNERS



[illegible]

उपस्थिति पंजिका				माँ भारती										स्नातकोत्तर महाविद्यालय																								
कक्षा : BCA-I विषय :				महावीर नगर गुप्तगंगा										माह : Feb सन् 20२१																								
क्र.	स्कोलर नं.	नाम	मोबाईल	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	अनुपस्थिति दिनों को सं.	विषय		
		1. SURAJ KUMAR	C, math	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P		
		2. SHUHAM SONI	C	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P		
		3. AMIT TOMER	C, math	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P		
		4. HARI OM MAHAR	C, math	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P		

उपस्थिति पंजिका			माँ भारती										स्नातकोत्तर महाविद्यालय																							
कक्षा : BCA-II विषय :			महावीर नगर गुप्तगंगा										माह : March सन् 20२२																							
क्र.	स्कोलर नं.	नाम	मोबाईल	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	अनुपस्थिति दिनों को सं.	विषय
		APOORV JOSHI	C, math	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
		ANMOL MEENA	C, math	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
		DHARUV	math	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
		MOHD. KAIF	math	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
		PRATAP	C, math	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
		PRATOSH GUPTA	C, math	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
		RUCHI GHATIA	C, math	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
		SURAY PRAKASH	math	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
		TANISHA SONI	C, math	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
		VIKAS SONI	math	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
BCA - II year																																				
		SURAJ KUMAR	DS, DE	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
		AMRIT ARYA	DS, DE	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
		SHUHAM SONI	DE	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
		PAWAN MEENA	DS, DE	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
III year																																				
		NIKKI KUMAR	JAVA	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
		EKTA SHARMA	VB	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P
		AARTI GUJAR	VB, JAVA	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P	P

BCA – II year
Model Paper (Unit 1 to 3)

Subject :- **Data Structure**

Unit- I

- Q1. Write difference between algorithm and sub algorithm?
- Q2. What is data structure ? explain primitive and non primitive?
- Q3. Explain Complexity of Algorithm?
- Q4. What is programming Notion?

Unit- II

- Q1. What is Array? Explain 1 –D and 2 –D with Example .
- Q2. What String ? Explain string Function with suitable Example.
- Q3. What is Stack data Structure? Explain its Operation .
- Q4. What is Queue Data Structure? Explain its Operation.

Unit- III

- Q1. What is Linked List ? Explain its Type.
- Q2. Explain Linked List Operation with suitable example.

MAA BHARTI P.G. COLLEGE

Page 1

Subject :- **Data Communication and Networking**

Unit- I

- Q1. What is Data Communication? Explain its Model.
- Q2. Explain Data Transmission with suitable Example?
- Q3. What signal Encoding Techniques?
- Q4. Write difference between modulation and demodulation?

Unit- II

- Q1. What is synchronous and asynchronous transmission.
- Q2. Explain Transmission Media with suitable Examples.
- Q3. Explain Multiplexing Techniques .
- Q4. Write short notes about:
 - a) Half and full duplex
 - b) Baud Rate
 - c) Band width
 - d) Channel

Unit- III

- Q1. What is Linked List ? Explain its Type.
- Q2. Explain Linked List Operation with suitable example.

Subject :- DBMS

Unit- I

- Q1. Explain the Overall Structure of DBMS?
- Q2. Explain the Role of DBA?
- Q3. What is DBMS? Also Explain purpose of DBMS.
- Q4. Explain Data Independency in DBMS?

Unit- II

- Q1. Explain process of reducing E-R diagrams to tables.
- Q2. Define E-R Diagram with Suitable Example .
- Q3. Explain Mapping Constraint with suitable Example .
- Q4. Write short notes about : 1) Generation 2) aggregation

Unit- III

- Q1. Write short notes about Integrity Constraint
 - a) Primary key
 - b) Foreign key and null
 - c) Candidate key and null
 - d) Alternate key and null
- Q2. Explain Domain and Relation with suitable example.
- Q3. Write short notes about :
 - 1) View
 - 2) Base Table
 - 3) Cate log

Subject :- Operating System

Unit- I

- Q1. What is Operating System? Explain its Types .
 - a) Real Time
 - b) Main Frame
 - c) Desktop
- Q2. Define the Single User and Multi User Operating System?
- Q3. Explain Function of Operating System.

Unit- II

- Q1. Explain System Component of OS.
- Q2. Write short notes about System Services .
- Q3. Explain Virtual Machine with Example .
- Q4. Write short notes about :
 - 1) System Program
 - 2) System Call

Unit- III

- Q1. Explain Types of Scheduling in Operating System.
- Q2. Define classical problems of synchronization.
- Q3. Explain Critical Section Problem?

MS-Word

1. What do you mean by Character Formatting and Paragraph Formatting? Explain both with example.
2. What do you mean by document Template? Write down the steps of using them in document?
3. Describe the steps to write on leave application to the HOD using mail merge option.
4. For a MS-Word document explain the previewing, printing and formatting with the help of an example
5. Explain the find replace features of MS Word with an Example.
6. What do you mean by formatting a document? Explain with an example in detail.
7. What is the role of word processing software? Describe any one in detail with important features.
8. Explain the steps to create and execute a macro in MS-WORD.
9. Explain the following in MS-Word :
 - a) Standard tool Bar
 - b) Formatting Bar
 - c) Spelling & Grammar
 - d) Page set up
 - e) Header & Footer
 - f) Tables
 - g) Drop cap :

DOS

1. Single User operating System and Multiuser Operating System?
2. Difference between internal and external DOS commands. Explain any five commands with syntax and examples.
3. Which files required for booting in DOS? Explain the booting process. And its type Cold Booting or Hot booting?
4. What do you mean by Operating System? Explain with any 5 examples.
5. What is DOS? Describe various versions of Dos.
6. Explain the Physical Structure of the disk
7. Explain the Logical Structure of the disk
8. Write short notes on:
 - a) FAT
 - b) Directory Structure
 - c) System Files
 - d) Naming Rules
 - e) Batch File

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Important Questions (2016 To 2022)

Subject - C Programming

Unit 1 to 5

Unit -1

- Q1. What is Error ? Explain types of Error ?
- Q2. Write short notes about Algorithm and Flow Chart?
- Q3. Write Algorithm to find largest number from Three Number?
- Q4. Write Algorithm to find number is Even or Odd .
- Q5. What are the Rules of Explicit type casting ? write a simple C program to show Explicit Casting.
- Q6. What are Constants in C ? How to declare a Constant in C.
- Q7. Explain bitwise and Logical Operator ?
- Q8. Write short notes about : 1) Data types 2) Variable 3) Keyword 4) Identifier .

Unit -2

- Q1. How to use a Character Array. Write a C program to show array of Characters in C.
- Q2. Write a C program to check if Entered Number is palindrome or not.
- Q3. Write a C program to check if Entered number is Prime or not.
- Q4. Write a C program to check if Entered Number is Armstrong or not .
- Q5. Write a C program to Search a Element from Array.
- Q6. Write a C program to find Addition of Two Matrix .
- Q7. Write a C program to find Multiplication of Two Matrix .
- Q8. Write a C program to find sum of Digits of a Number.
- Q9. Write a C program to find Transpose Matrix.
- Q10 . Write a C program to Sort Array Elements in Ascending Order.
- Q11. What are Looping statement ? Explain Looping Statement available in C.
- Q12. Write short notes about Conditional and Jumping Statement .

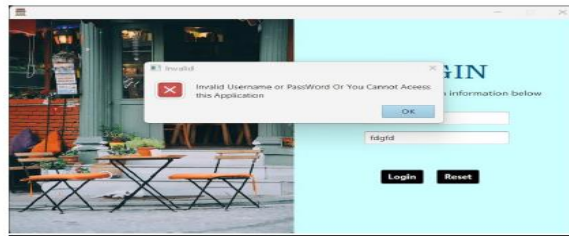
ADVANCE LEARNER STUDENT'S PROJECT

CAFE MANAGEMENT SYSTEM

A well designed and usefull cafe management system

That can perform the following tasks.

- 1.) Managing Inventory
 - a. Add Items
 - b. Delete Items
 - c. Update Itesm
- 2.) Managing Staff
 - a. Add a new employee
 - b. Delete/ Remove existing emp
 - c. Update employee details
- 3.) Manage Bookings
 - a. Book slot for parties and ocassions
 - b. Remove/Reject Bookings
- 4.) Menu
 - a. Show all menu items
 - b. Making bill and Order
- 5.) Dashboard
 - a. Employee Dashboard
 - i. Displays common features only
 - b. Manager Dashboard
 - i. Displays common features along with Graphs



- Logging as manager

Manager Dashboard



- Choose different views/feature

c. MySQL/H2 for database

Source Code : <https://github.com/Vishal-Bala907/Cafe-management-Sytem-Advance/tree/main>

A smaller version of the cafe management system

Source code and images :

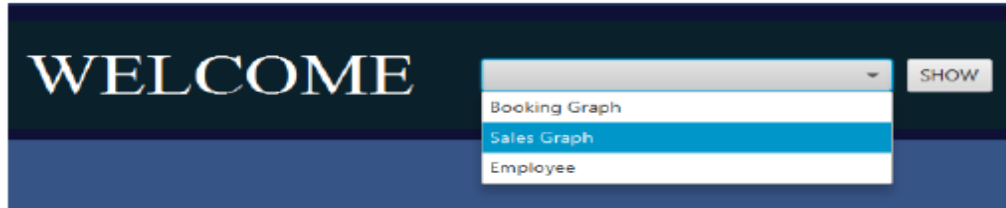
<https://github.com/Vishal-Bala907/Cafe-management-Sytem-lite>

Projects Snapshots and Images

1.) Splash Screen



2.) Login Page



For example, lets select the sales graph

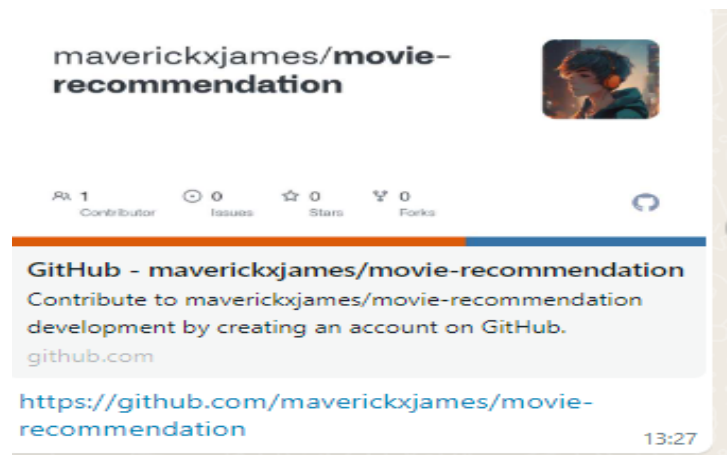


- Previous day data



- Last 7 Days

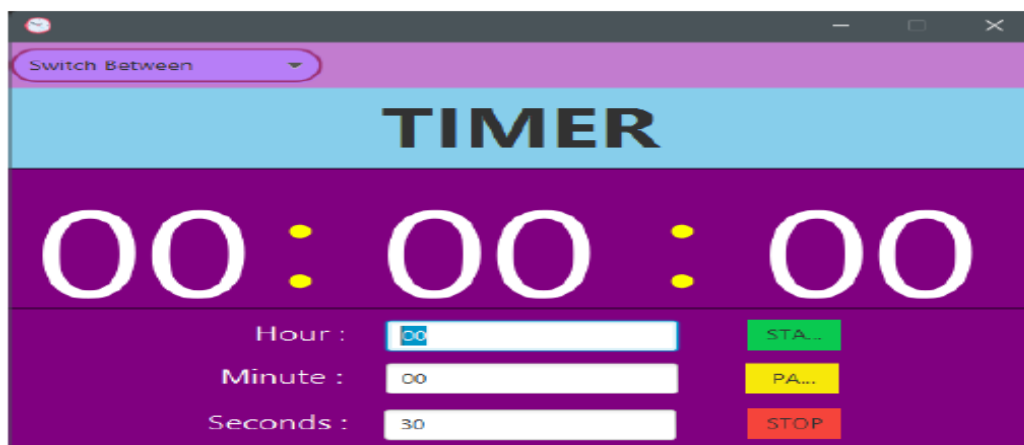
<https://github.com/maverickxjames/movie-recommendation>



2.) Timer:

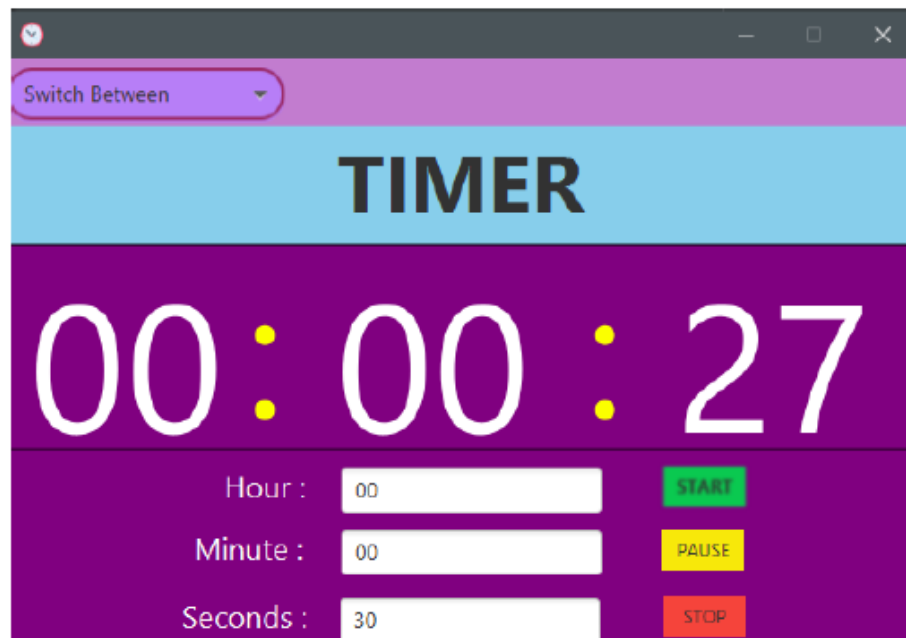
Now we have selected the timer option to use our time app

This is a very basic time App, But usefull enough



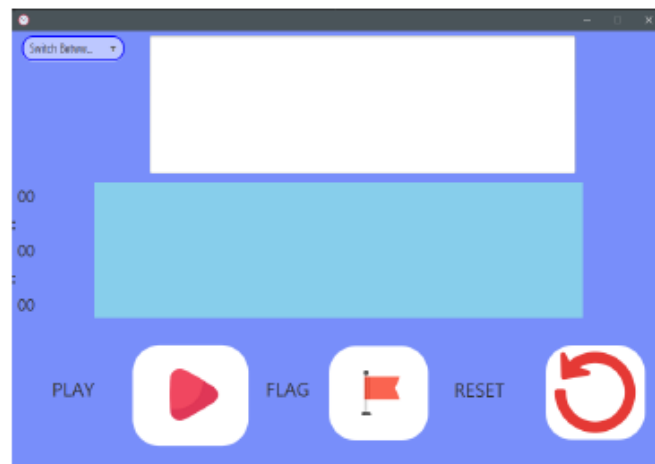
You Can enter time , in the textboxes. The default time is set to 30 seconds

You can press the **Start Button** start the timer, **Pause Button** to pause the time and **Stop** button to stop and reset the time



3.) Stopwatch

A simple and usefull stopwatch with anytime pause and flag button

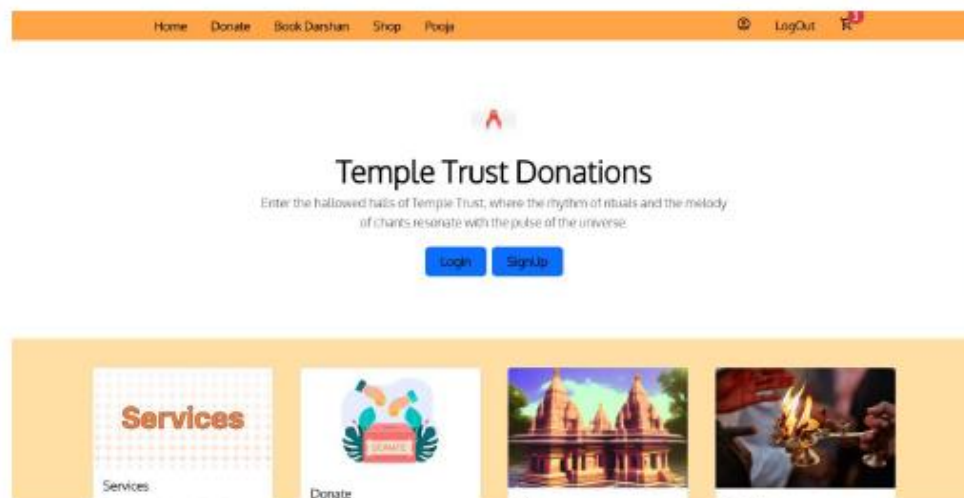


4.) Razorpay API for payment gateway integration

To check out the source code on GitHub, you can visit my repository at <https://github.com/Vishal-Bala907/Temple-Trust-Donations-WebApp>

This WebApp Contains All Basic Features With Beatiful Design and Responsive Layout

1.) Home page : This page can be viewed by anyone without any login or regitration. User will redirect the user to the login/signup page if he wants to access other resources of this webapp.



Manage Inventory

- Add New Employee

Name

ID

Post

Salary

Contact

Address

- Update Emp

Name

ID

Post

Salary

Contact

Address

UserName

PassWord

Name

ID

Post

Salary

Contact

Address

UserName

PassWord

ADVANCE LEARNER'S REPORT

Action Taken

1. Motivated the students to participate in various event and activities.
2. Given the complex problems and minor projects to enable them to enhance their problem-solving abilities.
3. Motivate the students to take the seminar in the class to improve the delivery method.
4. Encouraged the students to obtain the university ranks.
5. Guided them to enroll in the online programming projects.

Impact Observed

1. Increases in number of students participation in various contest.
2. Student has applied for online courses or Projects.
3. Increases in number of students went for the Advance Courses and training.
4. Advance Learner Students create their own Project/ Software.

Evaluation of Seminar Presentation by Rubric