



SUPPORTING DOCUMENT

FOR

2.3.2

**TEACHERS USING ICT ENABLED TOOLS FOR EFFECTIVE TEACHING
LEARNING PROCESS**



TABLE OF CONTENTS

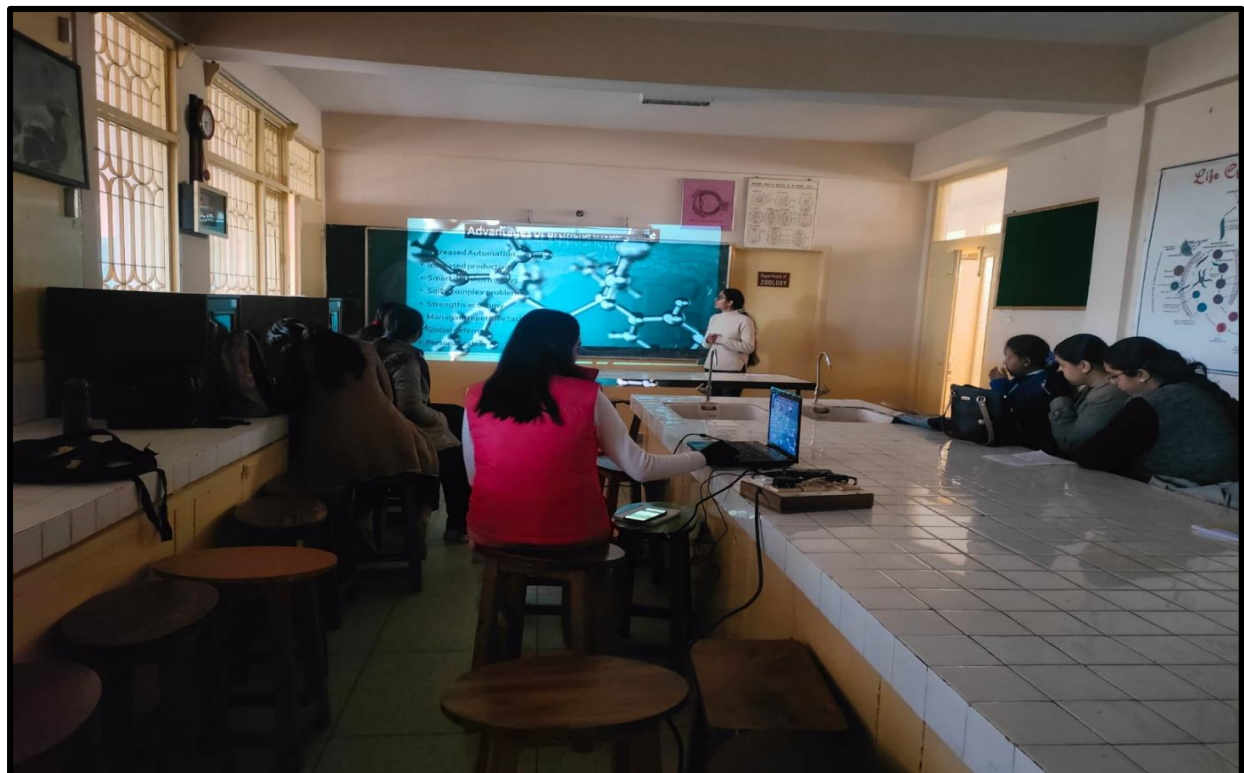
Sr. No.	CONTENT	PAGE NUMBER
1.	Use of Digital Infrastructure (Projectors/ Screens)	1-10
2.	Power Point Presentations	11-14
3.	Web Based Learning (Tools)	15-21
4.	Software (Python, Java Script, Html, C, C++, Asp.Net, Spss, Chemsketch, Erdas, Arc Gis, Qgis, Zeiss)	22-34
5.	MS Access	35-36
6.	Question Banks	37-42
7.	E-Resources Browsing	43-45
8.	Hybrid Learning	46-48
9.	Virtual Skill Lab	49-50



Use of Digital Infrastructure



Seminar Room



Presentation using Projectors in Zoology Laboratory; February 16, 2024



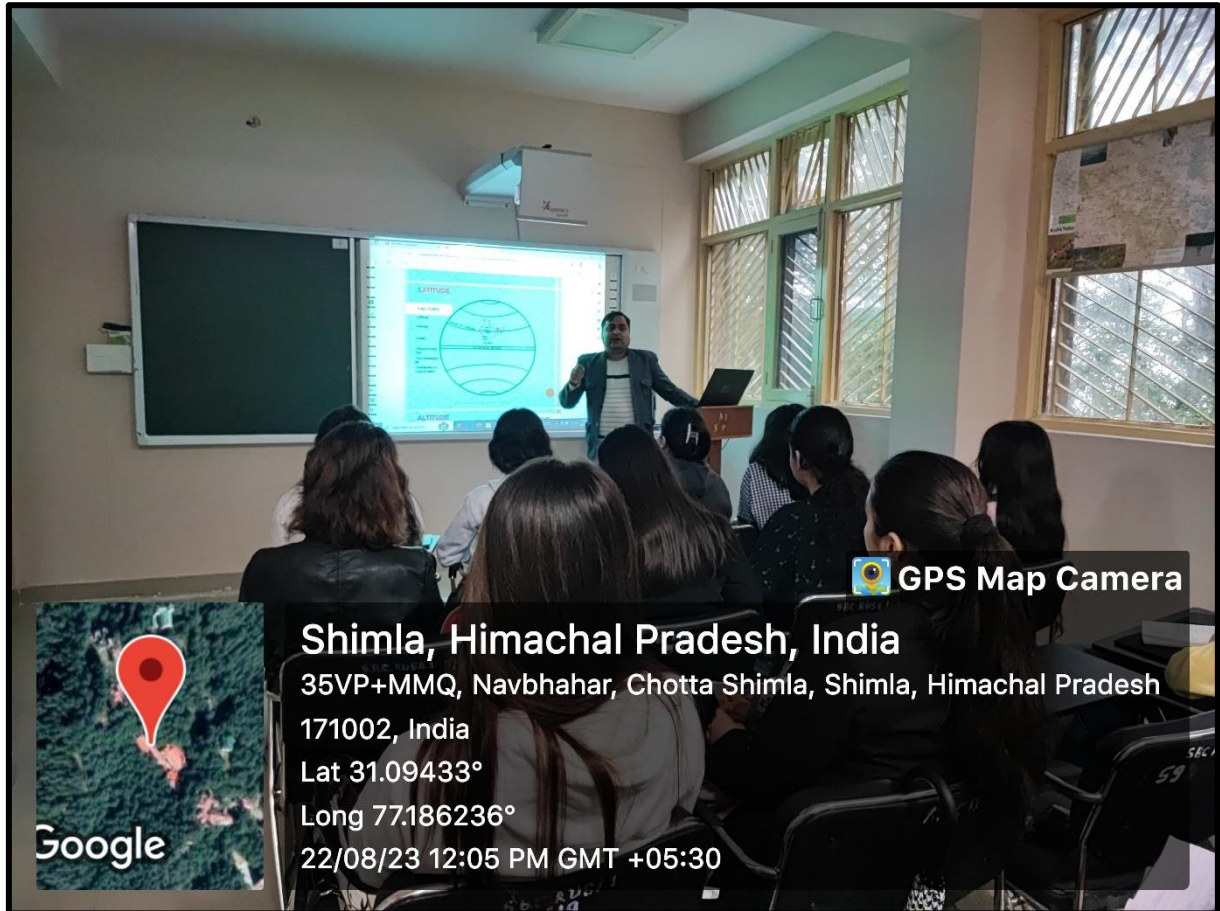
Department of Economics Using Projectors to Enhance the Learning



Department of Political Science: Smart Board



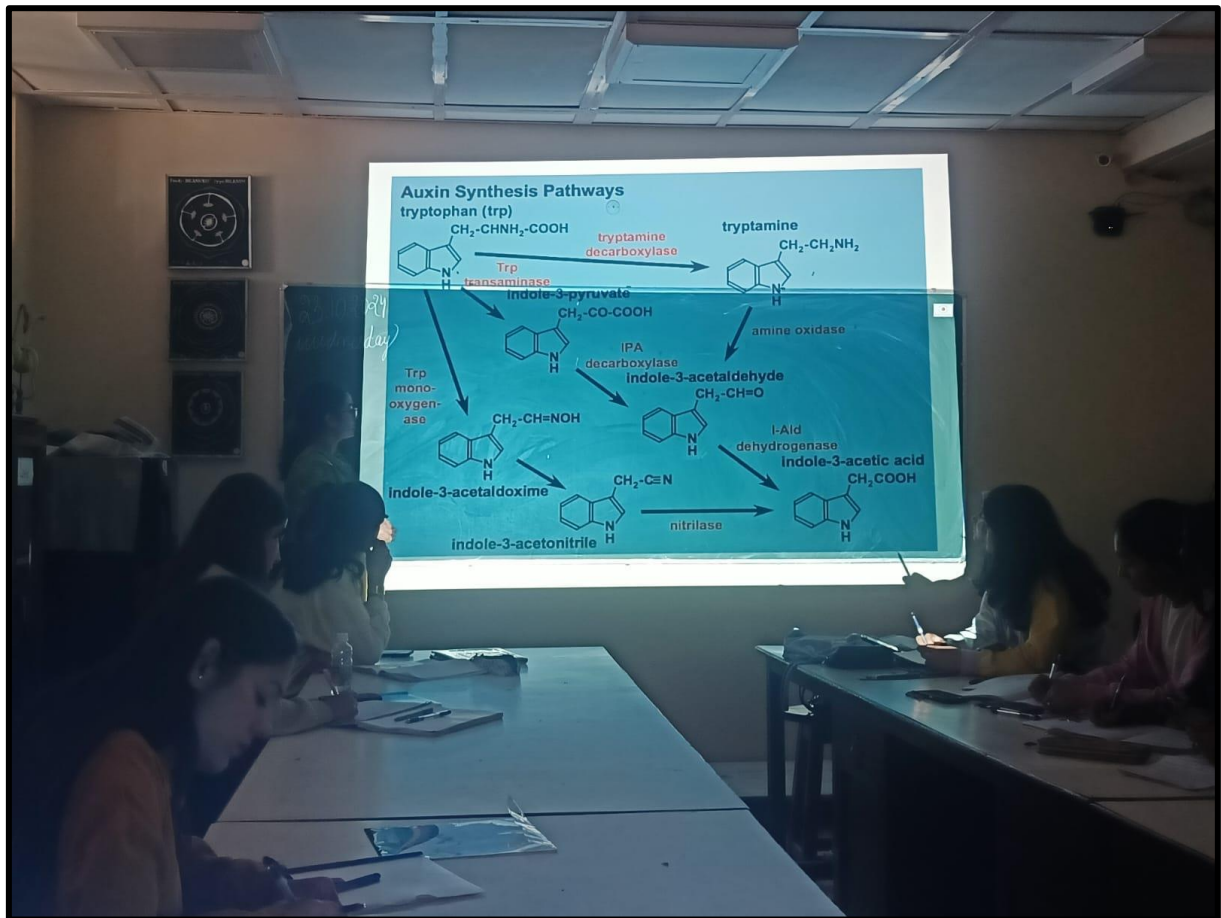
Department of Biotechnology: Interactive Panel



Geography Laboratory: Smart Board



Computer Laboratory



Use of Projectors; Department of Botany



DATA PROCESSING METHODS

There are three Data Processing Method:

- Aerial Data Processing
- Mechanical Data Processing
- Electronic Data Processing

GPS Map Camera

Shimla, Himachal Pradesh, India
35VP+MMQ, Navbhahar, Chotta Shimla, Shimla, Himachal Pradesh
171002, India
Lat 31.094134°
Long 77.186575°
23/09/23 11:22 AM GMT +05:30

Google

Use of Projectors in Computer Laboratory

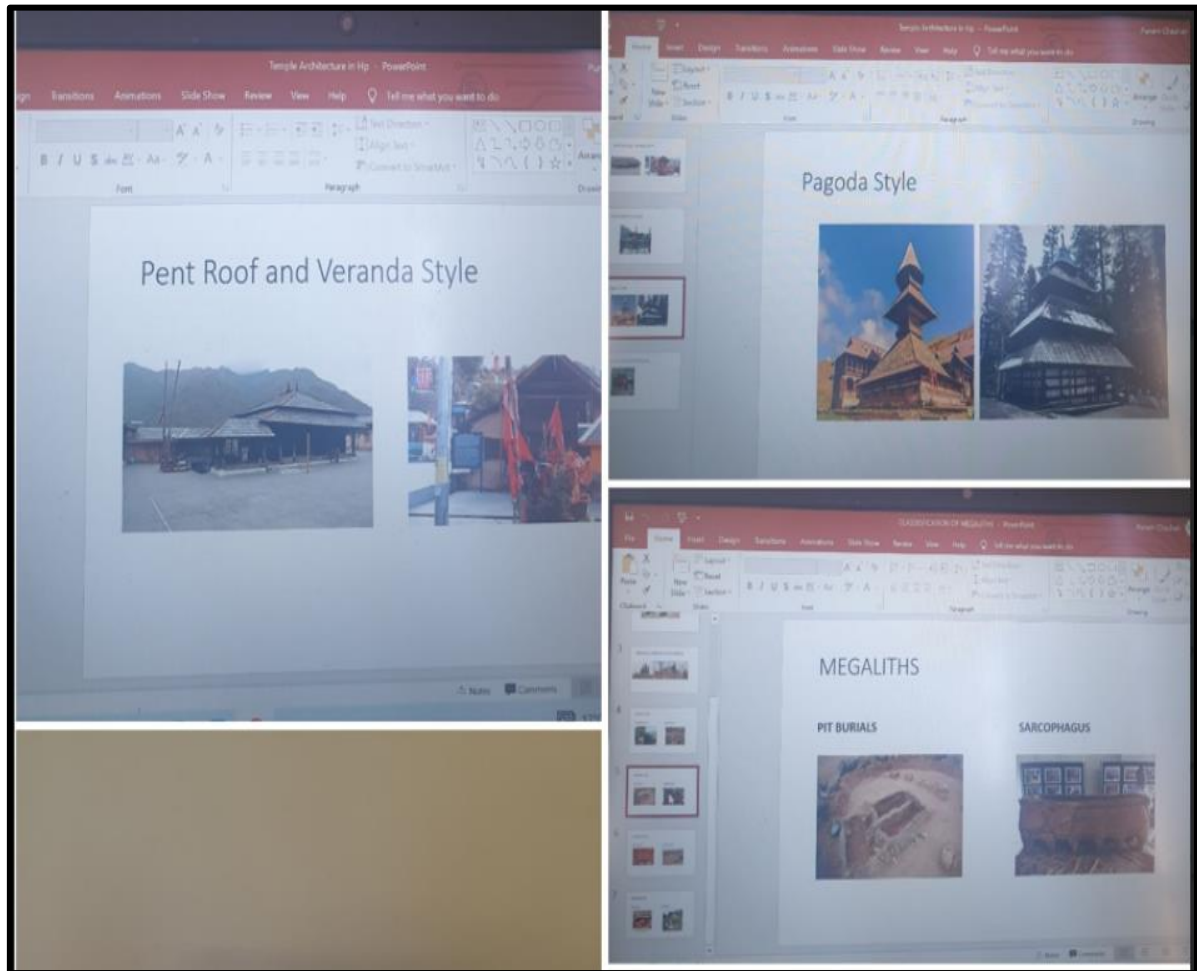


Auditorium

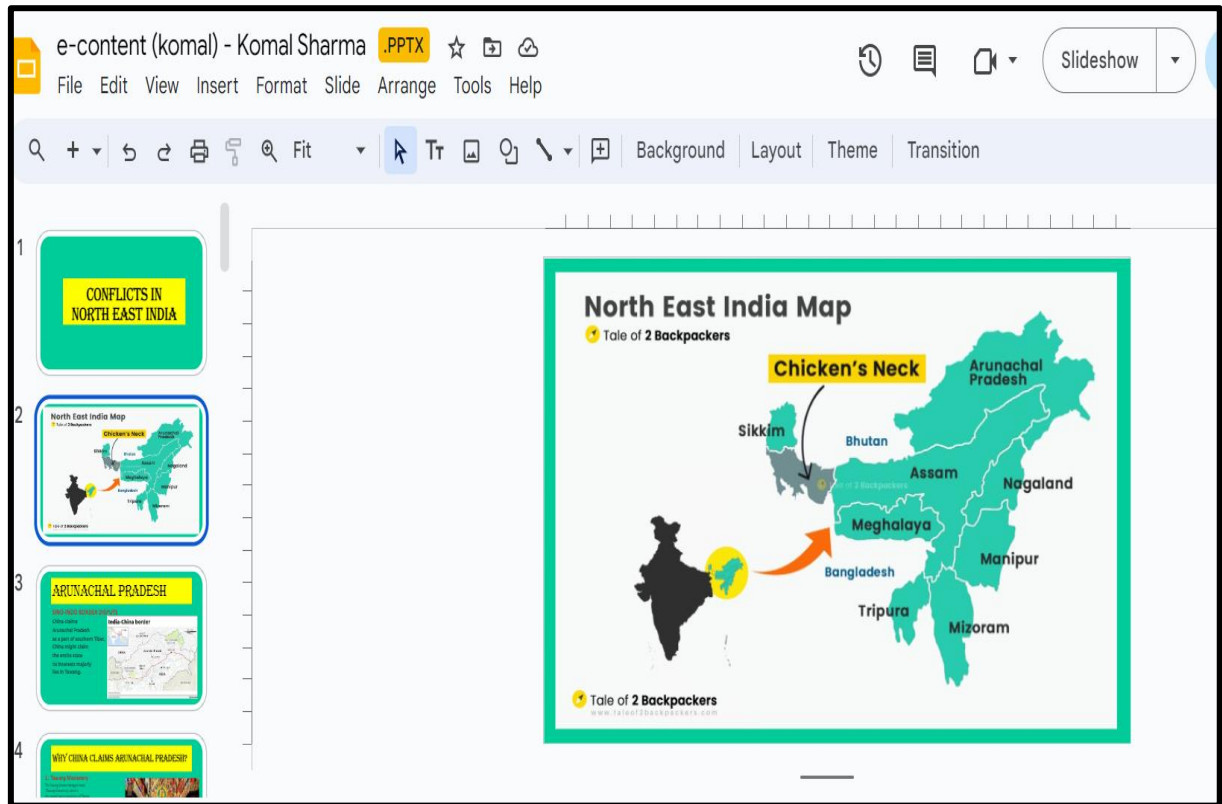


Power Point Presentations

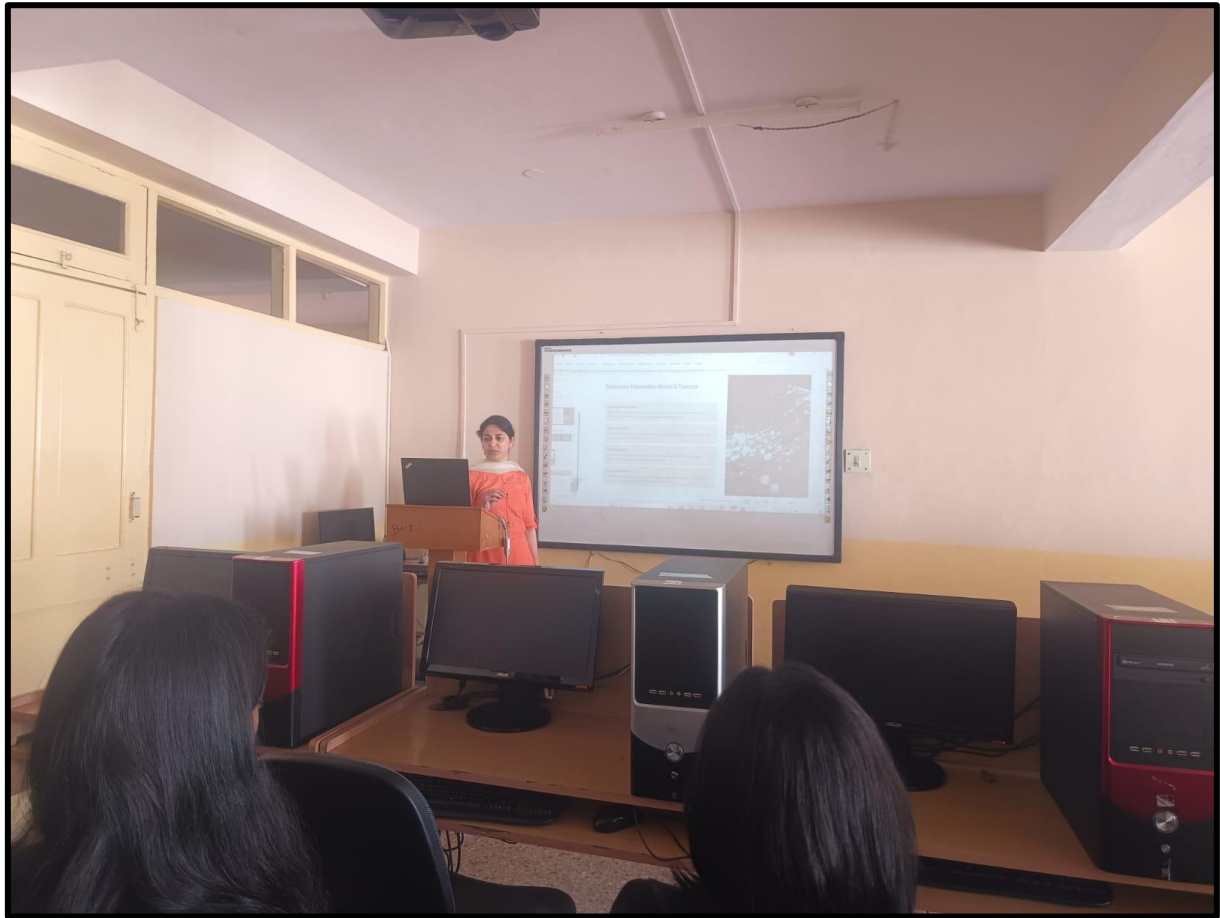
Teachers enhance their teaching learning through power point presentations, some samples are



Power Point Presentation by Department of History



12



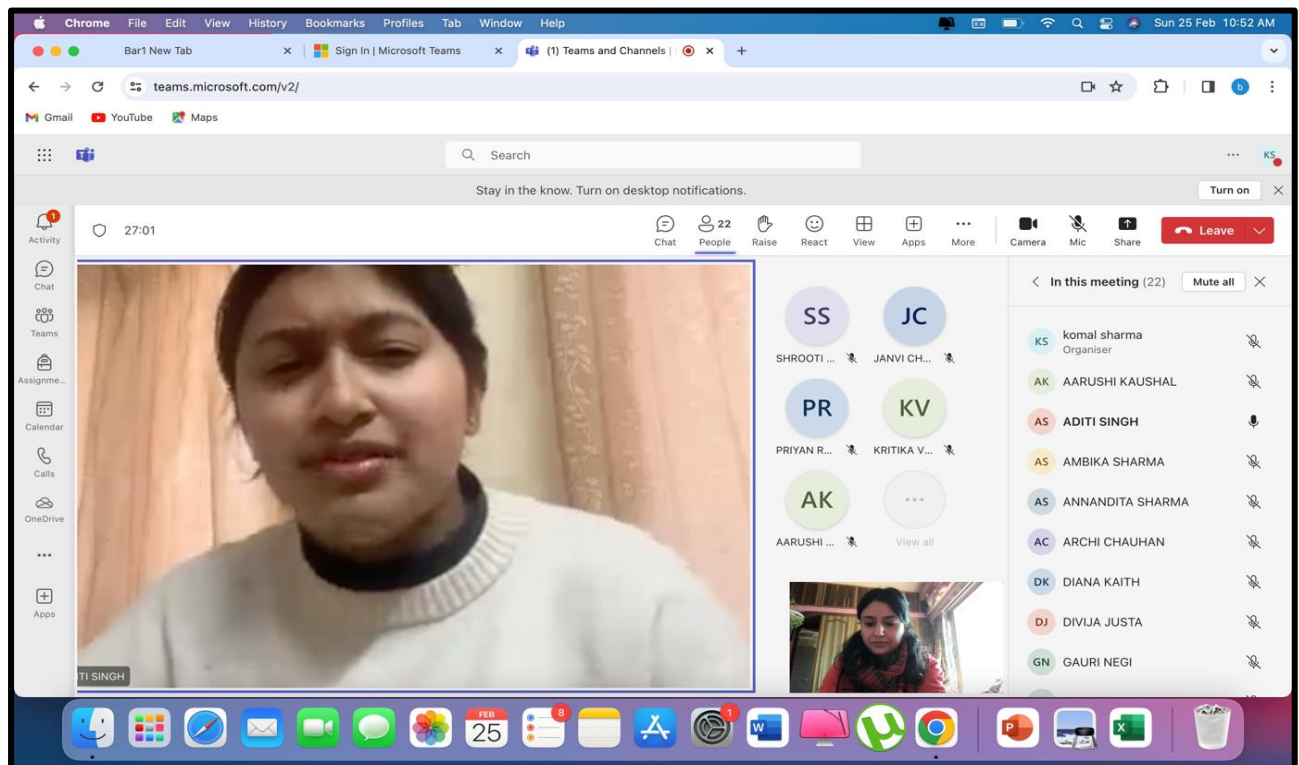
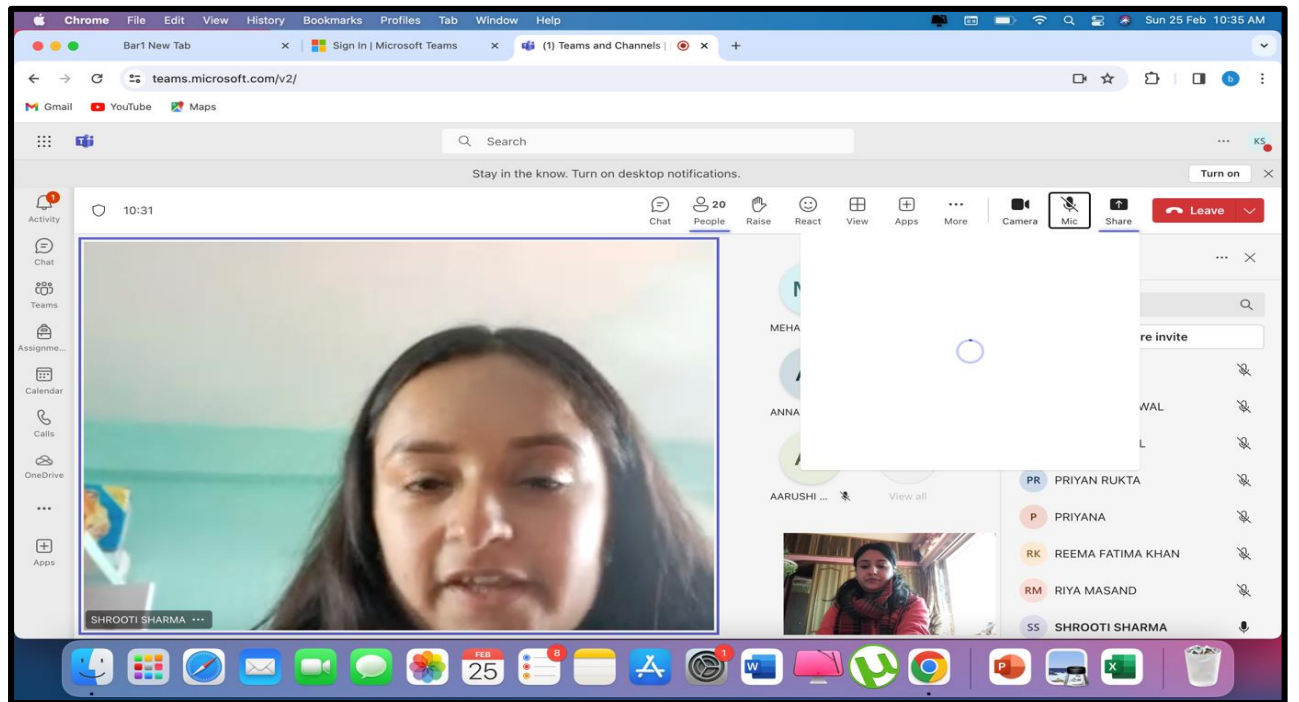
Power Point Presentation by Department of Computer Science



Power Point Presentations by Mathematics Department; March 14, 2024



Web Based Learning (Tools) (Learning Management System)



Online Presentations through MS-Teams by Political Science Department



Search (Cmd+Opt+E) MU

Verma, Mannat

Edit Close

Activity Chat Teams Assignments Calendar Calls OneDrive Apps

Labour Productivity and Nutrition

Nutrition:
The act or process of nourishing or being nourished. Specifically: the sum of the processes by which an animal or plant takes in and utilizes food substances.

Labour Productivity:
It represents the total volume of output (measured in the terms of Gross Domestic Product, GDP) produced per unit of labor (measured in terms of number of employed persons or hours worked) during a given time reference.

→ The primary goal of individual, family and society is to be healthy and productive. Production requires a labor force. Only an individual with full physical, spiritual and social well-being will implicitly contribute to production.

Many researches have found that students' good study habits, focus and overall health leading to increased productivity.

• Following are some research papers that have analyzed relationship b/w nutrition and labor productivity:

① Title: The Relationship b/w nutrition and labor productivity

Student Work

Returned View History

labor & nutr.pdf

Take action in student view

Feedback

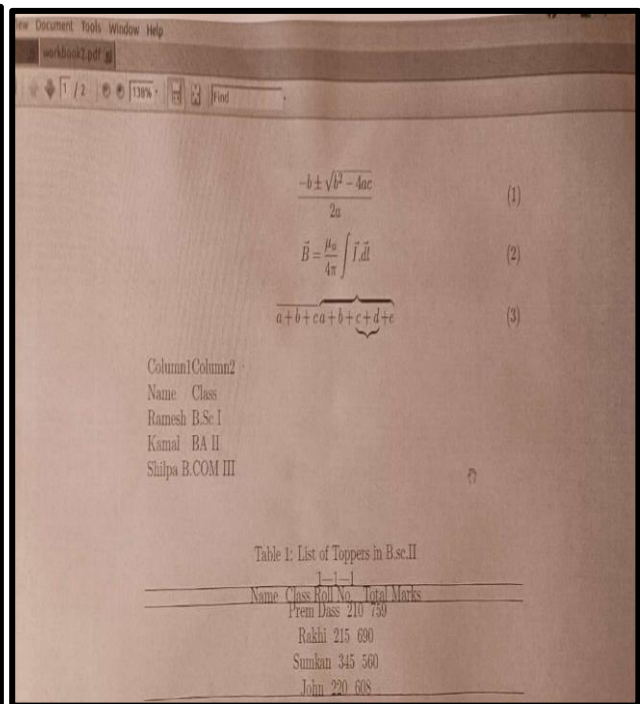
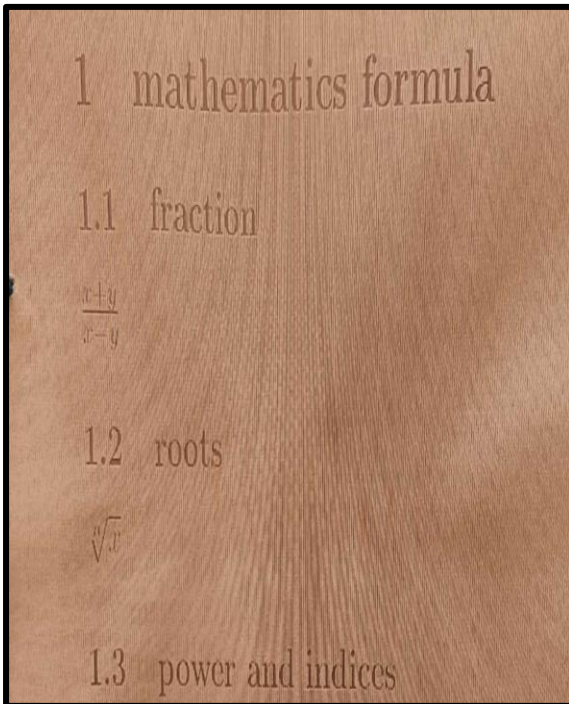
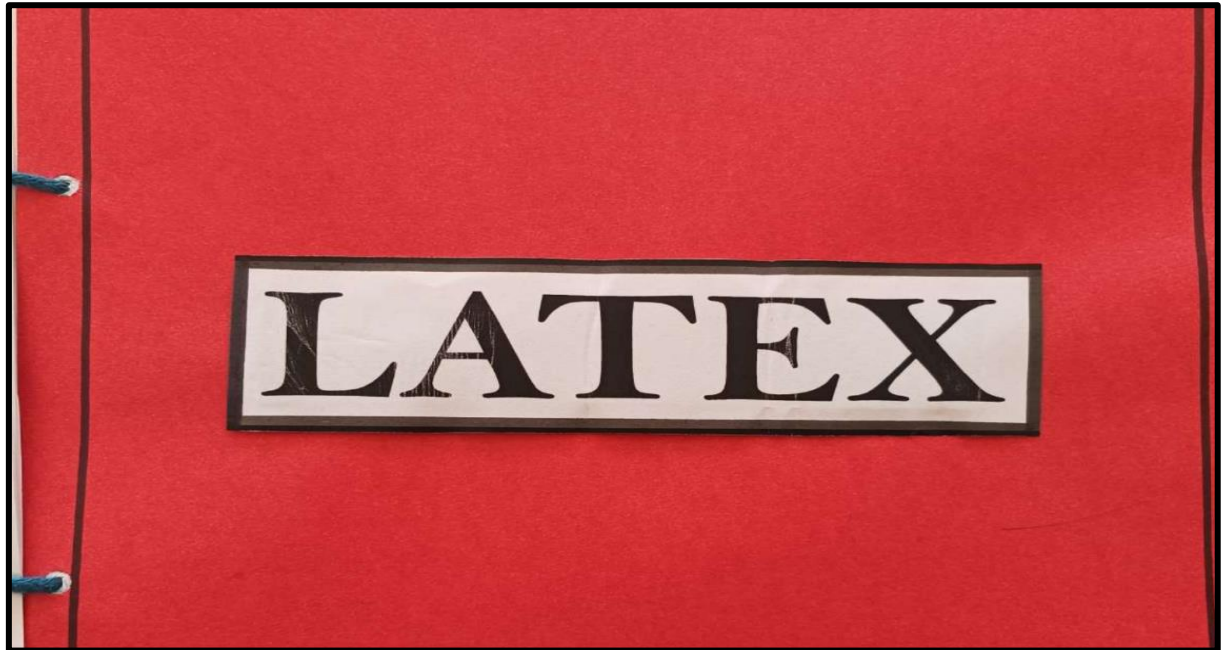
Enter feedback

Points

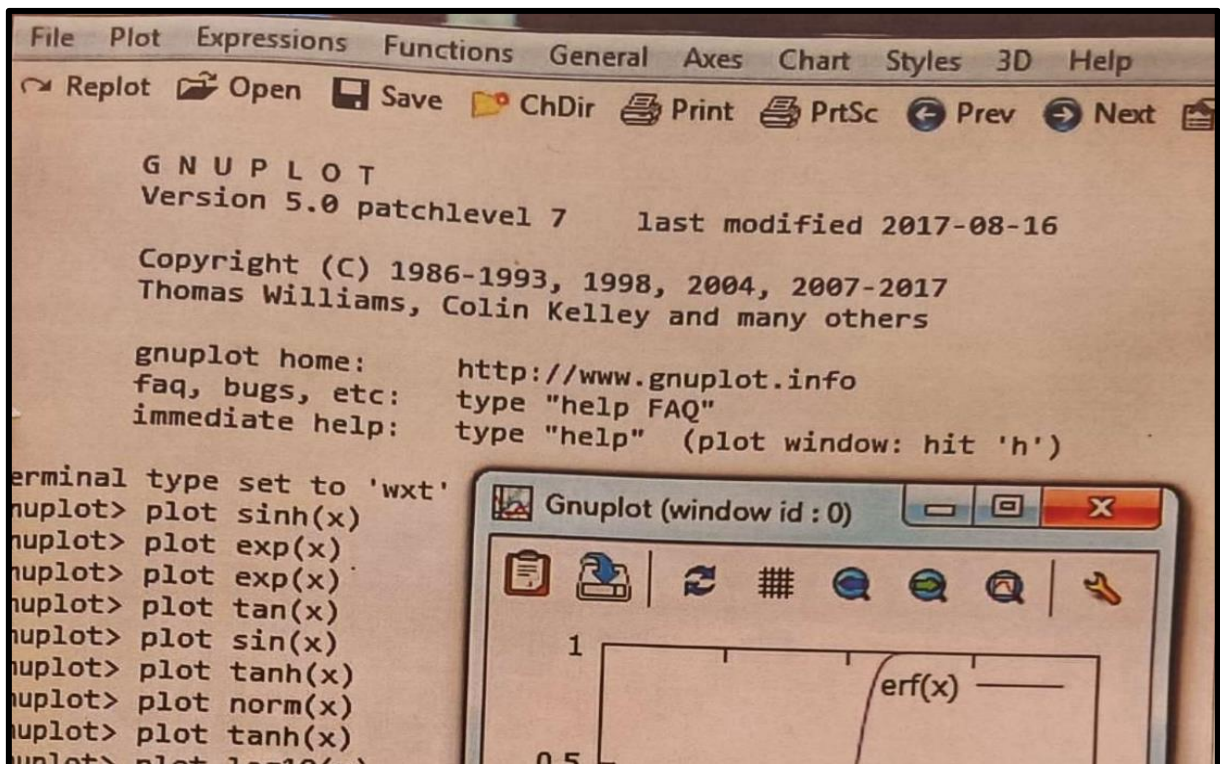
9.5 / 10 ✓

Return

Assignments Submitted in MS Teams by Economics Department



Use of LATEX by Physics Department



GNU Plot; Department of Physics



10:37
◀ WhatsApp 4G

Nuclear Magnetic Resonance Spectroscopy (NMR)

NMR:
Spectroscopy: Interaction of electromagnetic radiations with matter
NMR helps in structure elucidation of various organic molecules

NMR Spectroscopy | Introduction | Principle | Lecture 1 | Z1 Tutorials

3.2K views · 3 yr ago #spectroscopy ...more

NIAJ Media 3.6K

142 | Share | Remix | Download

Comments 10
Add a comment...

Nuclear Magnetic Resonance Spectroscopy (NMR)

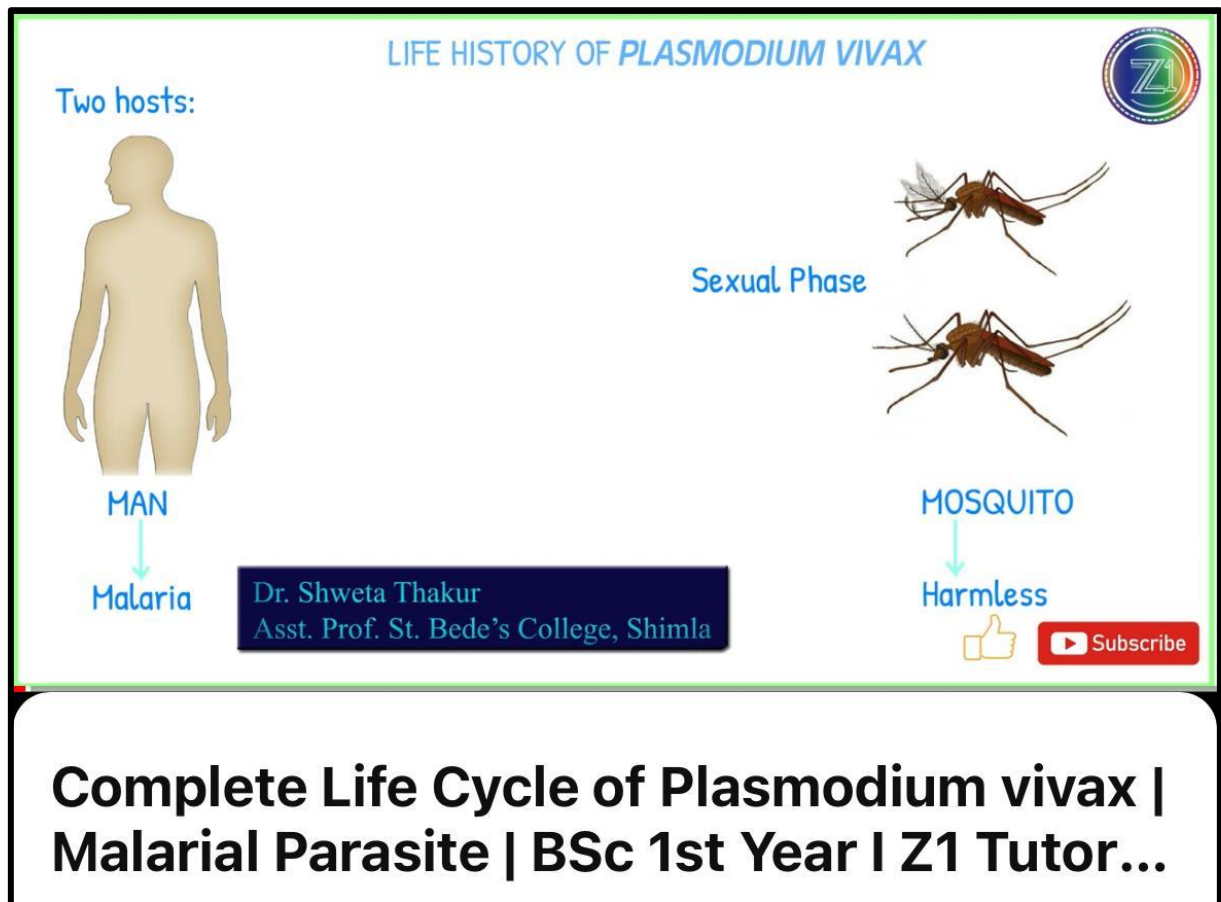
Absorption of Energy:

Energy difference
 $E_2 - E_1 = \Delta E = h\nu$
 $^{35}\text{Cl} \quad I = 3/2$
 Number of spin orientations
 $= 2I + 1 = 2 \times 3/2 + 1 = 4$
 $+3/2, +1/2, -1/2, -3/2$

18:30

NMR Spectroscopy | 1-HNMR | PMR | Mechanism of Absorption of Energy...

YouTube Videos; Department of Chemistry



YouTube Learning; Department of Zoology



YouTube Learning; Department of Botany



Software

Erdas Imagine 9.1

Erdas Imagine 9.1 is powerful remote sensing and image analysis software widely used in geospatial data processing. It provides tools for visualizing, interpreting, and analyzing satellite and aerial imagery.

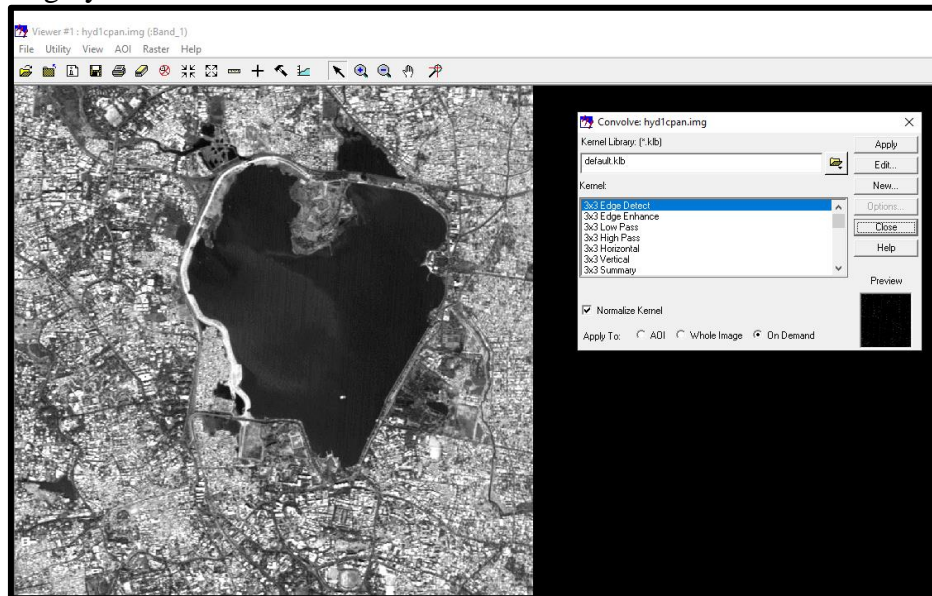
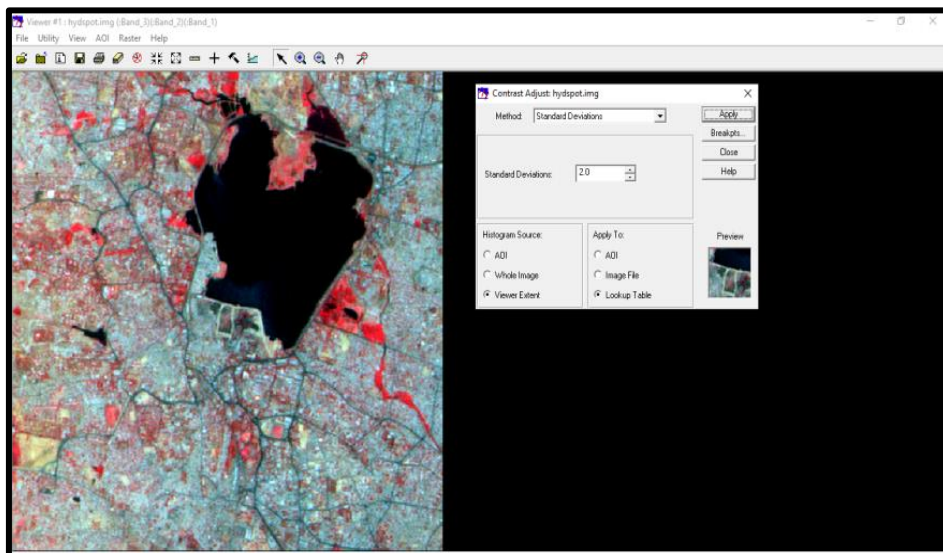
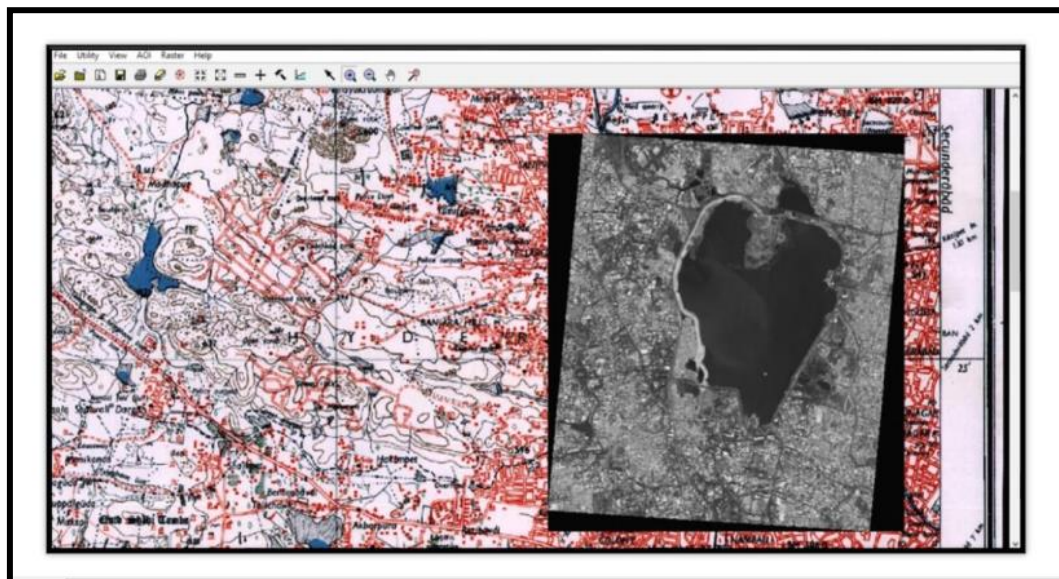


Image Enhancement Done Using Erdas Software by the Students



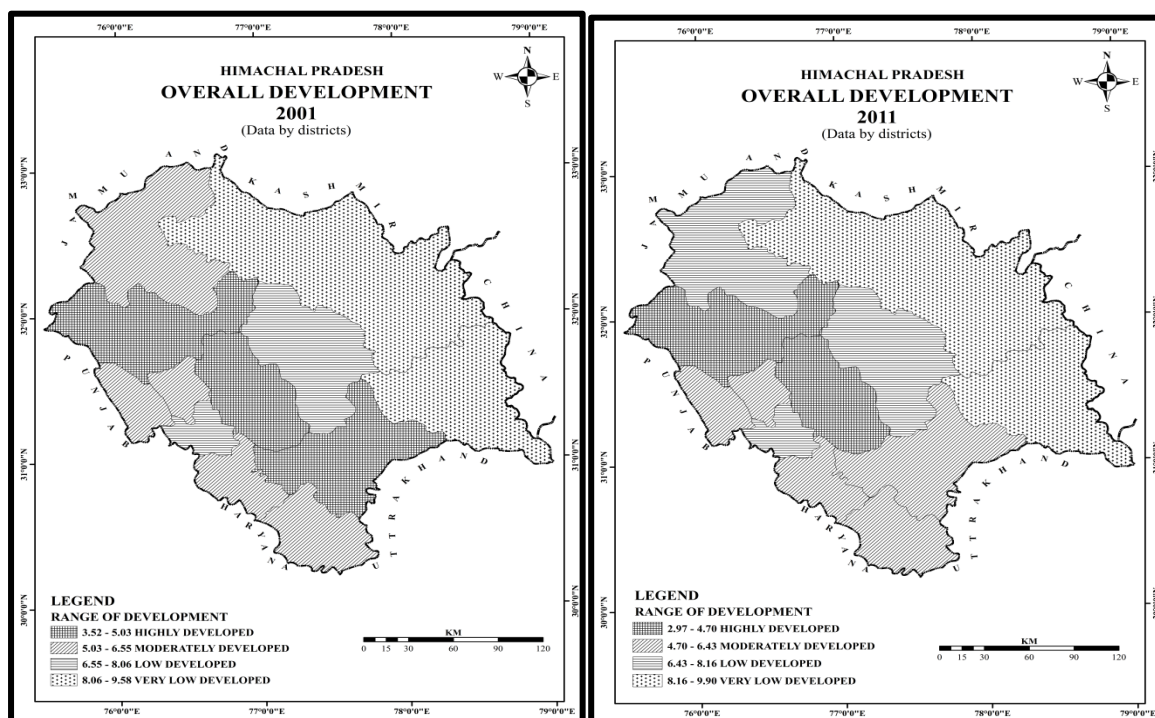
3D Visualization of Satellite Images Using the Software



Overlay Analysis Done by Students Using the Software

ArcGIS 10.3

ArcGIS 10.3 is a significant release in Esri's suite of geographic information system (GIS) software, providing users with powerful tools for mapping, analysis, and data management.

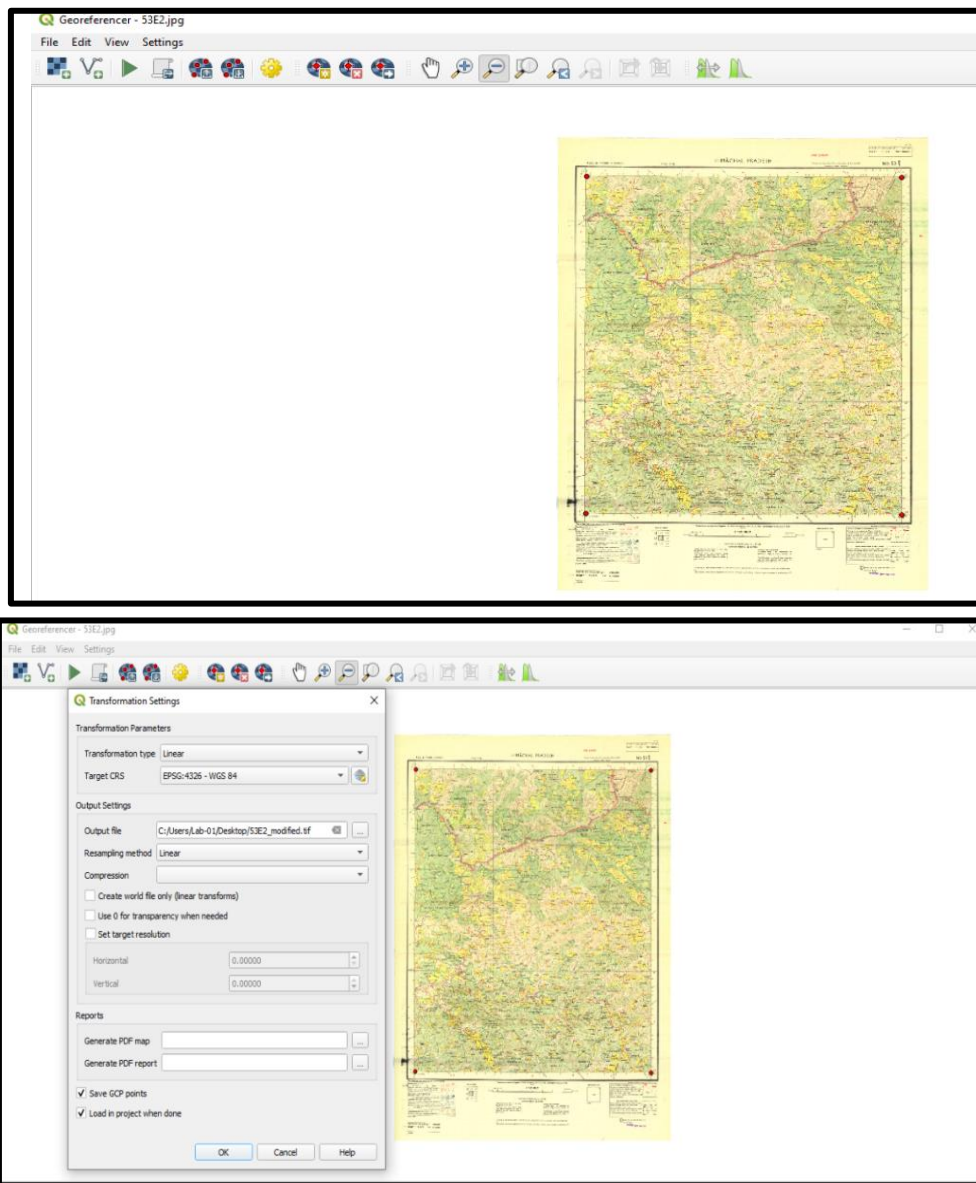


Map Prepared by Students on Arc GIS



Quantum GIS (QGIS)

QGIS (Quantum GIS) is a powerful, open-source geographic information system that allows users to visualize, analyze, and interpret spatial data. It is widely used in various fields such as urban planning, environmental management, and disaster response.



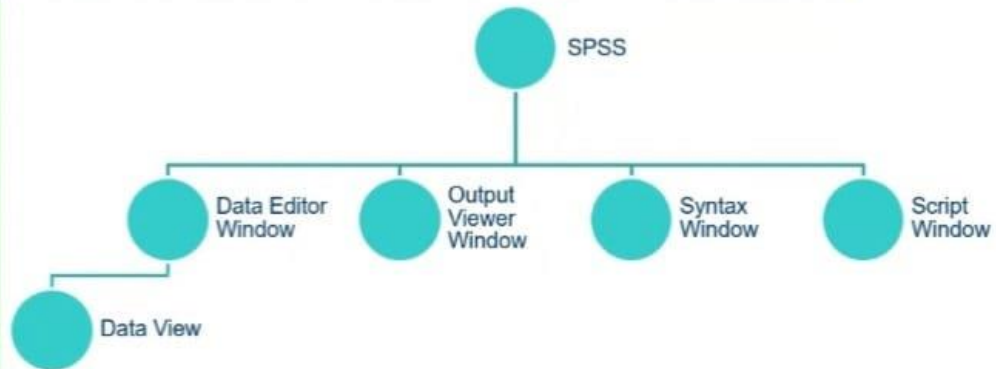
Maps Prepared by the Students on QGIS



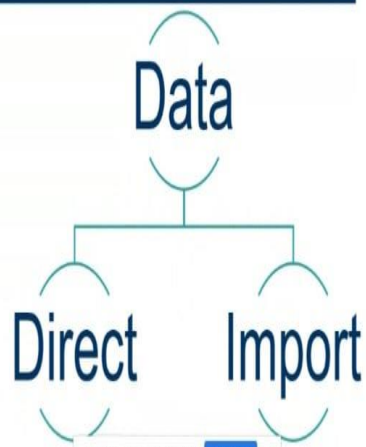
ZEISS Microscopy Software Enhances Students Understanding of Cell Types through Advanced Imaging, Enabling Precise Visualization of Cellular Structures by Zoology Department; November 15, 2023



Basic Structure of SPSS



Entering Data



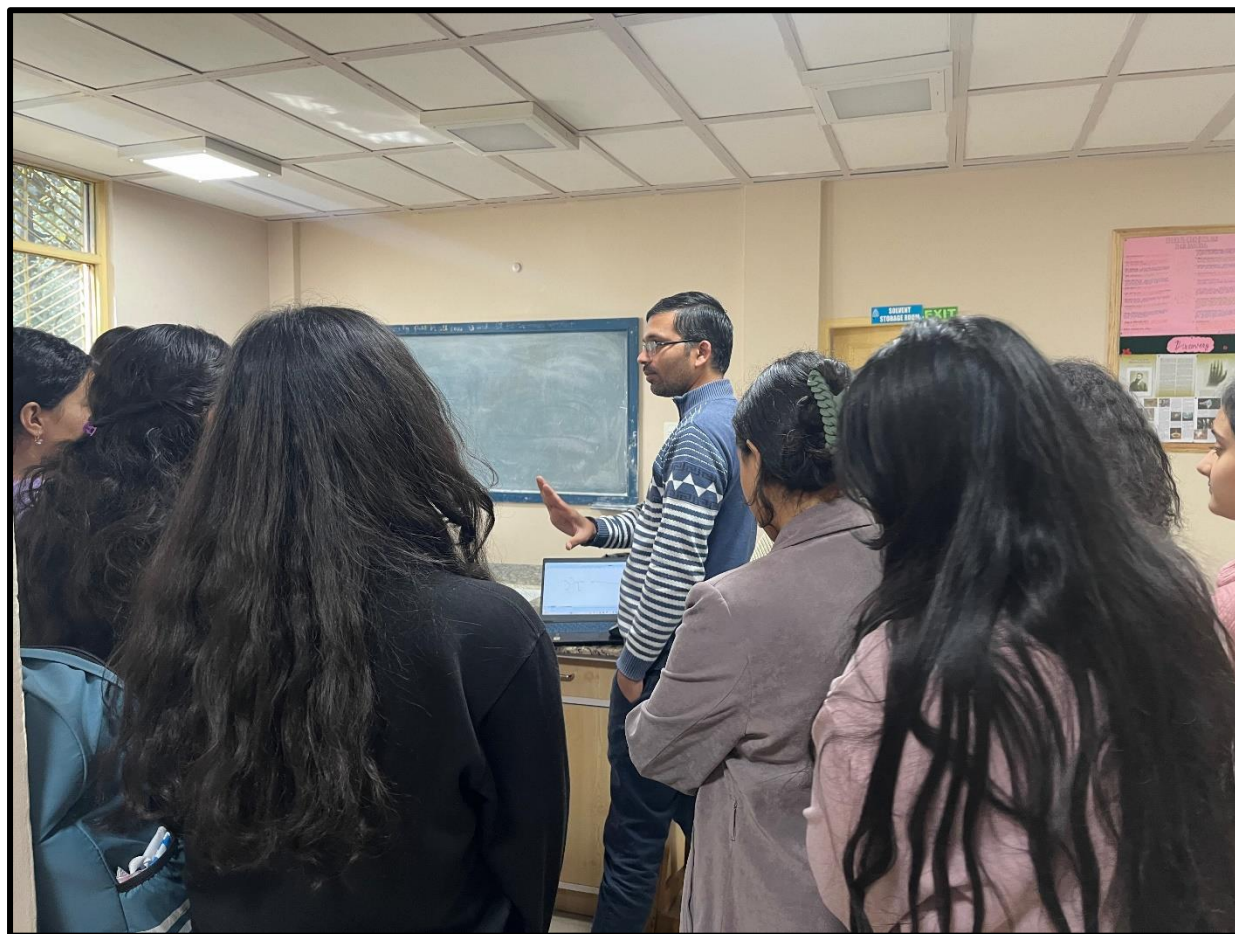
Basics

Name IBM SPSS Statistics (2009)

- Statistical Package for the Social Sciences
- Norman H. Nie, C. Hadlai Hull and Dale H. Bent (1968)

Version 27 (2020), 28 (2021), 29 (2023)

SPSS Software



Learning Chems sketch Software



Digital Linguistic Mentor

PURPOSE-DRIVEN LANGUAGE LAB

Constructive Learning via Participative Instruction

The Digital Linguistic Mentor (DLM) is a revolutionary software-driven language learning laboratory that blends time-tested methodologies with interactive technology to deliver a superb teaching and learning experience. The methodology is LSRW or Listening-Speaking-Reading-Writing in tandem with appropriate learning materials brought to you through easy-to-use yet state-of-the-art information technology that is preprogrammed to run seamlessly across multiple operating systems while making the learning process interactive and enjoyable. DLM is indeed an effective evaluation tool for the mentor and an efficient communication boon for the mentee.

DLM works across a network of computers with one Mentor Console and multiple Mentee Consoles.

Digital Linguistic Mentor

DLM integrates the latest technology around practical approach to learning that have been advocated by scientists, theorists, and educational psychologists for years. Virtual reality, visualization, digital modeling, digitization, simulation, games, virtual worlds and intelligent one-on-one tutoring systems dramatically enhance teaching and learning of diverse contents by motivating students into real-world contexts and providing customized instruction and individualized assessments. However, Mentors and Mentees will be perfectly at ease with DLM as no specialized IT skills are required in the comfortable teaching and learning environment provided by our interface.


FUNCTIONAL DLM

Among the four macro skills of language learning, listening and reading are receptive skills whereas speaking and writing are the productive skills. These skills can be improved effectively, when the learner learns at his own pace. With the help of the functional tools integrated into the Mentor Console, language skills can be taught, practiced and evaluated through the techniques followed.

- Listening**
The primary form of linguistic communication is speech and listening is the most important receptive (and learning) skill for foreign language students. An ability to listen and interpret many shades of meaning from what is heard, is a fundamental communicative ability. Teaching listening involves training in some 'enabling skills' - perception of sounds, stress, intonation patterns, accents, attitudes and so on, as well as 'practice' in various styles of listening comprehension.
- Perception / Pronunciation**
Accurate perception of the sounds of the language is the first stage which leads to interpretation and comprehension. When listening to a foreign language, we need to know the sounds, rhythms, tunes and stress patterns of that language. All the pronunciation work which we do will benefit the Mentees' listening ability.
- Interpretation**
The sounds of the English language can be written down using the International Phonetic Alphabet (IPA) which is used in all Longman dictionaries. Use of minimal pair perception exercises (ship/sheep, ten/then) helps students learn the sounds of English. Pronunciation exercises can be well practiced with the help of the language lab software.
- Speaking**
We listen to interpret meaning. Most of the exercises which students will do focus on listening comprehension, which is interpreting meaning from spoken language.
- Recording**
Mentees' speech evaluation is possible through the digital recorder modules in DLM. Mentees' audio recordings can be saved for later evaluation. The Mentor can Record their own voice notes that Mentee can hear later as they review their work.
- Digital Recorder**
This software module allows Mentees' to experience interactive multimedia programs while simultaneously recording their own voices for practice. Using this, Mentees, feel like they are interacting with a live native speaker and they can increase their comprehension, vocabulary and speaking skills. By adding subtitles, reading skills are also increased. Quizzes and tests can be prepared by using text, graphics, video and audio materials. These quizzes are graded automatically.
- Reading & Writing**
The key to learning a language is the frequent exposure and use of vocabulary and grammar. The average person must be exposed to a word or phrase 100s of times before integrating it into fluent conversation. This is easily made possible through DLM by picking up a basic vocabulary of approximately 500 words by learning the rules of grammar, practicing vocabulary lessons, doing grammar exercises and listening to interactive stories/situations.

Track learning progress through DLM
DLM provides Mentor with a number of methods for evaluating Mentee - performance and tracking their progress by using writing, listening, recorded and web-based activities to stimulate learners to make use of their growing oral and written language skills while storing results for comparison over time, so that progress can be measured.

Lesson Maker
Provided in the Mentor Console is an excellent tool to make a customized interactive and automatic lesson. These lessons can contain text, graphics, audio & video. This allows teacher to use virtually any media available to create tests and evaluate the learners. Ex. Question types may include multiple choices, true/false, fill in the blanks and essay. Speaking can also be evaluated through digital recorder module. Mentee's working on assignments or conversations in groups can be evaluated. Their audio recordings can be saved for evaluations.



www.englishlanguagelabsoftware.in



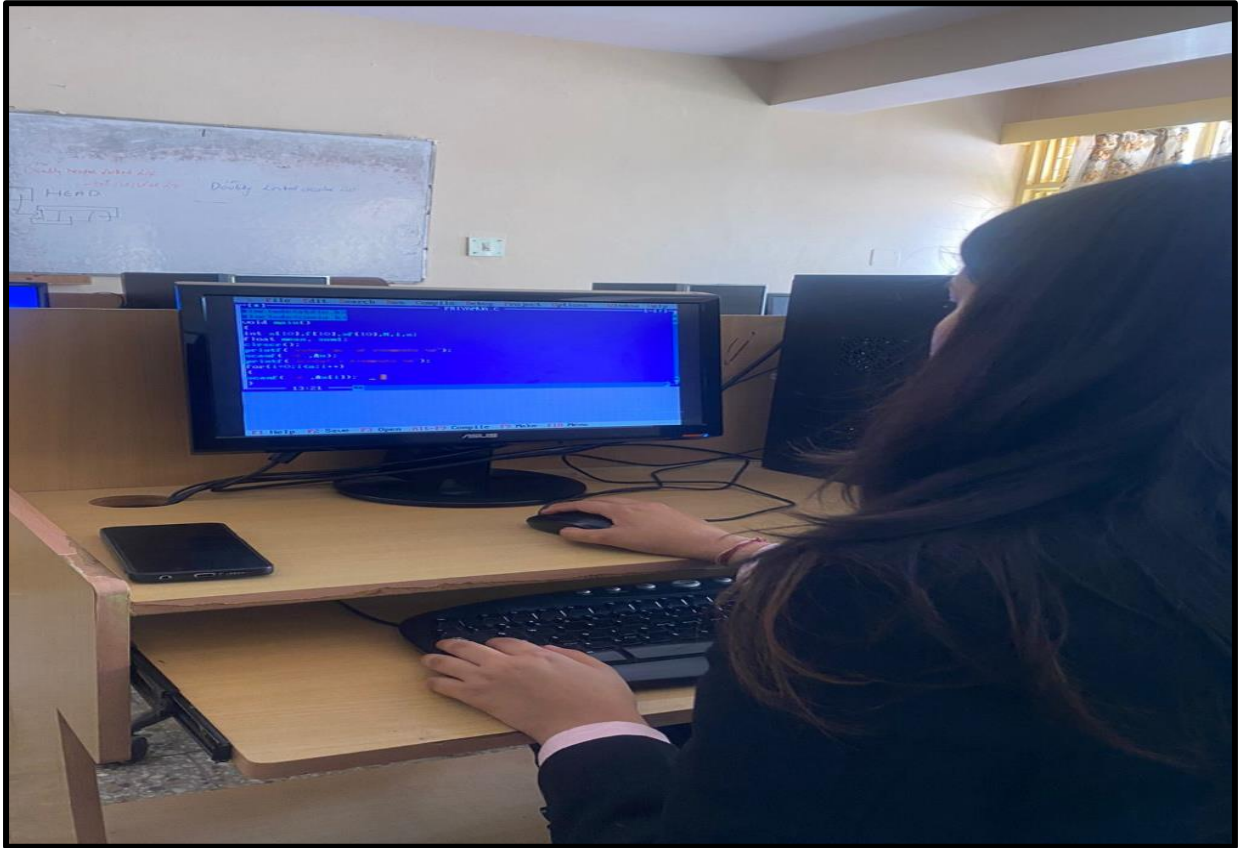
Digital Linguistic Mentor

Perfect platform for Language teaching. Participation rather than Instruction. Offer complete control over Mentees / Students. Variety of course contents from elementary to advanced levels. Facility to add third party content. Lesson maker for creating own lessons with audio/ video and text.

Usage of Digital Linguistic for Proficiency in English



Usage of Digital Linguistic for Proficiency in English



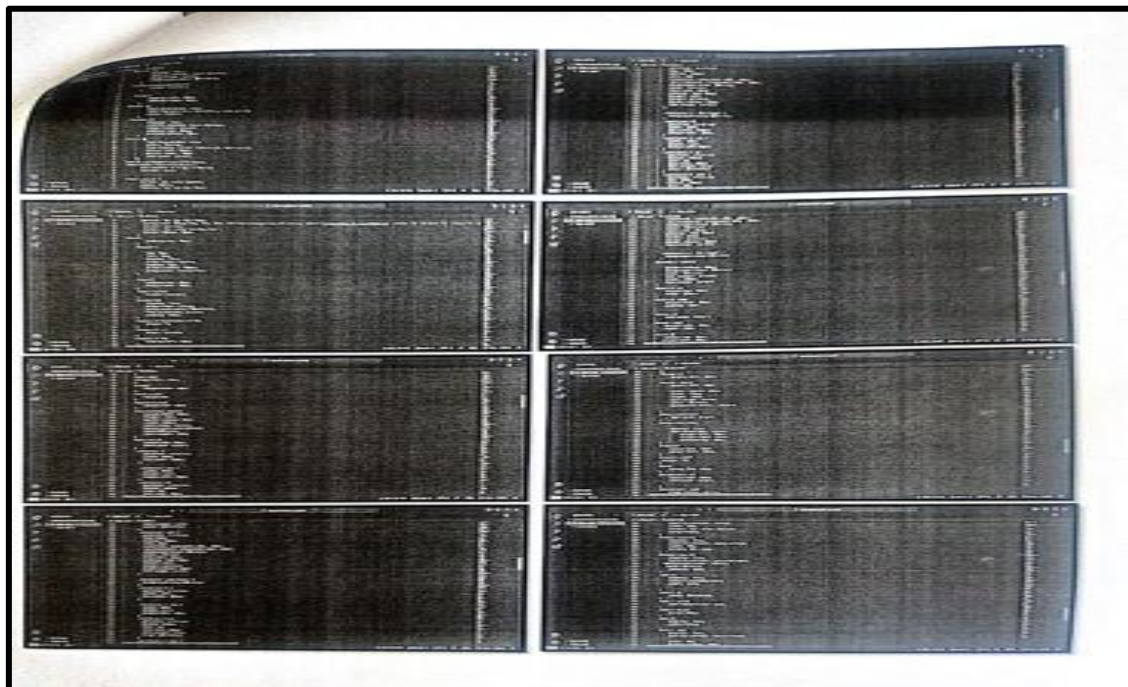
Learning C and C++ Software



```
nike.css
File Edit View

#navban-1{
  display: flex;
  justify-content: space-between;
  align-items: center;
  background-color: #f5f5f5;
}
.jordan,#nikelogo:hover{
  cursor: pointer;
}

.margin{
  padding-left: 40px;
  padding-right: 40px;
}
#links a{
  text-decoration: none;
  color: #111;
}
#navban-2{
  display: flex;
  justify-content: space-between;
  align-items: center;
  padding-top: 10px;
  padding-bottom: 10px;
}
#list a{
  text-decoration: none;
  color: #111;
  margin-left: 10px;
  margin-right: 10px;
  font-size: larger;
}
search bar[type="search"]:focus,
input[type="search"]:focus {
  box-shadow: 0 0 3px 0 gray;
  outline: none;
}
input.search {
  border: 1px solid #555;
  width: 100.5;
}
```



HTML/CSS/JAVA SCRIPT; Department of Computer Science



The screenshot displays a Google Colab notebook titled "Hardika verma(BCA project to_do_application)". The notebook is divided into two main sections: a code editor and an output viewer.

Code Editor: The code defines a class `ToDoListManager` with the following methods:

- `__init__(self)`: Initializes `self.todo_list` as an empty list and `self.filename` as `"todo.txt"`.
- `load_from_file(self)`: Checks if the file exists and reads its contents into `self.todo_list` using `file.readlines()`.
- `save_to_file(self)`: Writes the contents of `self.todo_list` to `self.filename` using `file.write()`.
- `view_todo_list(self)`: Prints the contents of `self.todo_list` if it is not empty, or a message indicating it is empty.

Output Viewer: The output shows the execution of the `main()` function, which displays a menu and prompts the user for a choice. The output is as follows:

```
if __name__ == "__main__":
    main()

...
TODO List Menu:
1. View TODO List
2. Add Item to TODO List
3. Mark Item as Completed
4. Clear Completed Items
5. Exit
Enter your choice: 1
TODO List is empty!

TODO List Menu:
1. View TODO List
2. Add Item to TODO List
3. Mark Item as Completed
4. Clear Completed Items
5. Exit
Enter your choice: 1
TODO List is empty!

TODO List Menu:
1. View TODO List
2. Add Item to TODO List
3. Mark Item as Completed
4. Clear Completed Items
5. Exit
Enter your choice: 
```

The status bar at the bottom indicates the execution progress: "Executing (32s) <cell line: 86> > main() > run() > raw_input() > _input_request() > select()".

Python; Department of Computer Science



DOSBox 0.74, Cpu speed: max 100% cycles, Frameskip 0, Program: TC

File Edit Search Run Compile Debug Project Options Window Help

NONAME01.CPP 2=[+]

```
#include<stdio.h>
main()
{
    int a,b;
    printf("enter first number");
    scanf("%d",&a);
    printf("enter second number");
    scanf("%d",&b);
    if(a>b)
        printf("largest number=%d and smallest number=%d\n",a,b);
    else
        printf("largest number=%d and smallest number=%d\n",a,b);
    return 0;
}
```

13:1

File Edit Search Run Compile Debug Project Options Window Help

NONAME01.CPP 1=[+]

```
#include<stdio.h>
main()
{
    int a,b;
    printf("enter the first number");
    scanf("%d",&a);
    printf("enter the second number");
    scanf("%d",&b);
    if(a>b)
        goto large;
    else
        goto small;
    large:
    printf("largest number=%d,smallest number=%d",a,b);
    goto end;
    small:
    printf("largest number=%d,smallest number=%d",a,b);
    goto end;
    end:
    printf("\n");
}
```

21:2

F1 Help Alt-F8 Next Msg Alt-F7 Prev Msg Alt-F9 Compile F9 Make F10 Menu

C- Programming



Turbo c\c++ IDE for Windows 7\vista by AKKI

```

      / \  ( ) / \  ( ) ( )  / \  ( \ ( ) / \  ( ) ( )
    / ( ) \ (   ( \ \ ( ( ) ) / ( ) \ (   ) \ \ ( ( ) )
  ( ) ( ) ( ) \ ( ) / ( )  ( ) ( ) ( ) ( ) \ ( ) / ( ) ( )
enter the first number5
enter the second number10
largest number=5,smallest number=10
enter the first number

```

C++ programming

```

Automatic Problem Solver 3.0 - Academic Edition
Run Edit View Panels Scoring Help

Cancer_03 - Model
Language: C++ Use Labels Text only Save Code

int apsModel(double d[])
{
    const double ROUNDING_THRESHOLD = 0.5;

    const double g1c0 = -7.889344;
    const double g1c1 = 4.994385;
    const double g1c2 = -8.034484;
    const double g1c3 = 7.537537;
    const double g1c4 = 9.406738;
    const double g1c5 = -8.096527;
    const double g1c6 = 8.773957;
    const double g1c7 = -6.373321;
    const double g1c8 = -5.701142;
    const double g1c9 = 2.053314;
    const double g2c0 = 5.949921;
    const double g2c1 = -5.778076;
    const double g2c2 = -0.859681;
    const double g2c3 = -6.448822;
    const double g2c4 = -3.01831;
    const double g2c5 = -6.811341;
    const double g2c6 = -9.796906;
    const double g2c7 = -9.049163;
    const double g2c8 = 3.388641;
    const double g2c9 = 6.370666;

    double dblTemp = 0.0;
    dblTemp = (exp((((g1c1>d[5]?g1c1:d[5])-(d[2]-g1c0))-d[8]))*d[7]);
    dblTemp += (((d[1]+d[0])*((d[4]+d[2])<d[1]?d[4]+d[2]:d[1]))+d[2]);
    return (dblTemp >= ROUNDING_THRESHOLD ? 1.0);
}

Name: Cancer_03 File: Cancer_03.gsp Model 2 is active 06/03/2004 18:24

```

Asp.Net



MS Access

Design View

Field Name	Data Type
Roll Number	Number
Tuition Fee	Currency
Library Fund	Currency
Transport Allowance	Currency
Building Fund	Currency
Boarding Fee (if any)	Currency
Miscellaneous	Currency

Field Properties:

Property	Value
Format	Standard
Decimal Places	Auto
Input Mask	
Caption	
Default Value	
Validation Rule	
Validation Text	
Required	No
Indexed	No
Searchable	No
Text Align	General

Department of Computer Science



Database Management System

Ques1:

EMPLOYEE_ID	LAST_NAME	FIRST_NAME	EMAIL	PHONE_NUMBER	HIRE_DATE	JOB_ID	REPORTING_MANAGER_ID	SALARY	COMMISSION_PCT	DEPARTMENT_ID
103	Deena		DEENA	916 555 1234	2011-09-01	SA_REP	101	3000	0.25	20
104	John		JOHN	916 555 1235	2011-09-01	SA_REP	101	2600	0.25	20
105	James		JAMES	916 555 1236	2011-09-01	SA_REP	101	2400	0.25	20
106	Wendell		WENDELL	916 555 1237	2011-09-01	SA_REP	101	2500	0.25	20
107	Pat		PAT	916 555 1238	2011-09-01	SA_REP	101	2500	0.25	20
108	Alvin		ALVIN	916 555 1239	2011-09-01	SA_REP	101	2500	0.25	20
109	Samuel		SAMUEL	916 555 1240	2011-09-01	SA_REP	101	2000	0.25	20
110	Belmont		BELMONT	916 555 1241	2011-09-01	SA_REP	101	2600	0.25	20

1. Display those employee details those who belong to Kota or Alwar.

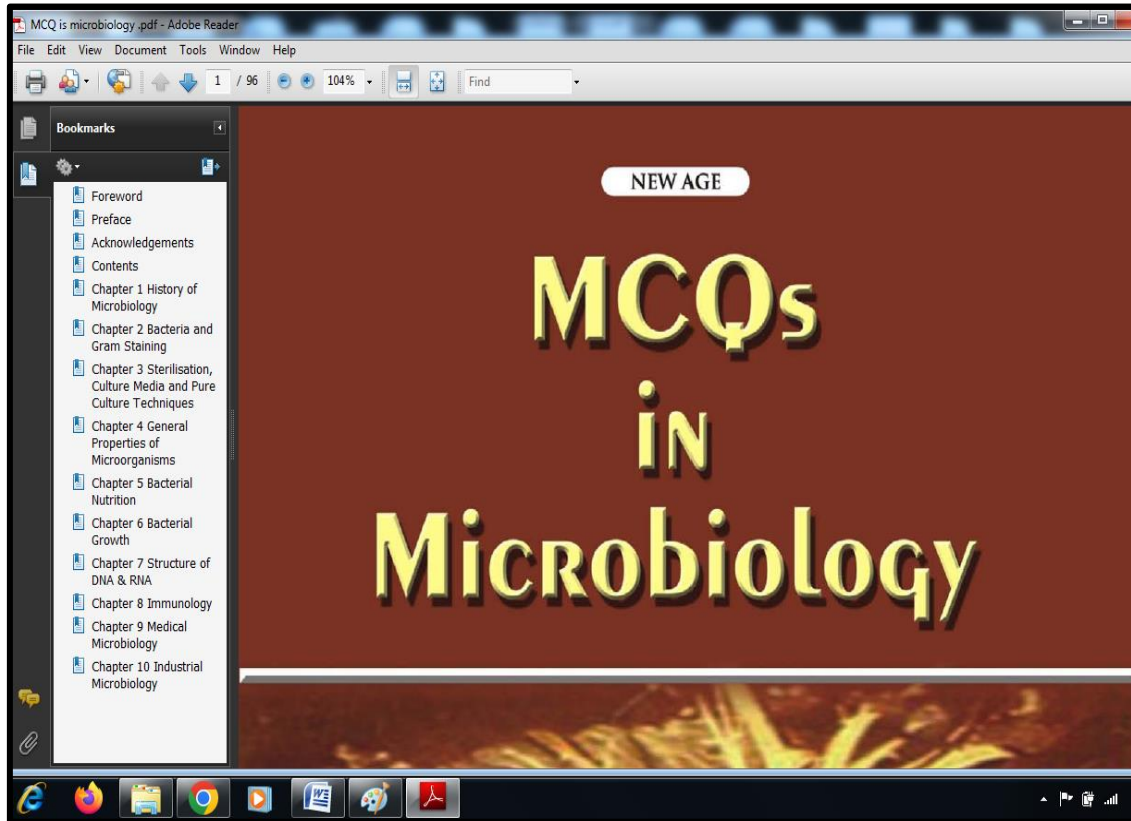
Ans1: Select * from EMPL where city in ('kota', 'alwar');

EMPLOYEE_ID	LAST_NAME	FIRST_NAME	EMAIL	PHONE_NUMBER	HIRE_DATE	JOB_ID	REPORTING_MANAGER_ID	SALARY	COMMISSION_PCT	DEPARTMENT_ID
103	Deena		DEENA	916 555 1234	2011-09-01	SA_REP	101	3000	0.25	20
104	John		JOHN	916 555 1235	2011-09-01	SA_REP	101	2600	0.25	20
105	James		JAMES	916 555 1236	2011-09-01	SA_REP	101	2400	0.25	20
106	Wendell		WENDELL	916 555 1237	2011-09-01	SA_REP	101	2500	0.25	20
107	Pat		PAT	916 555 1238	2011-09-01	SA_REP	101	2500	0.25	20
108	Alvin		ALVIN	916 555 1239	2011-09-01	SA_REP	101	2500	0.25	20
109	Samuel		SAMUEL	916 555 1240	2011-09-01	SA_REP	101	2000	0.25	20
110	Belmont		BELMONT	916 555 1241	2011-09-01	SA_REP	101	2600	0.25	20

Department of Computer Science



Question Bank



Department of Microbiology



Question Bank Zoology

2023-24

DIGESTION

1. If digestion occurs within a cell, then it is called
 - 1) Intracellular digestion
 - 2) Extracellular digestion
 - 3) Partial digestion
 - 4) Complete digestion
2. Rugae are the folds of
 - 1) Tongue
 - 2) Stomach
 - 3) Small intestine
 - 4) Large intestine
3. The boneless tongue is made up of
 - 1) Smooth muscles
 - 2) Cardiac muscle
 - 3) Skeletal muscles
 - 4) Longitudinal muscles.
4. Which of the following organs is called the 'metabolic mill' of the body?

Accessibility: Good to go

Department of Zoology



QUESTION BANK

BA I (Pass Course)

DSC PAPER I HIST (A) 101

Short Questions

1. Name the oldest Vedas? How many hymns does it contain?
2. Who is the author of *Rajatarangini*?
3. What is the most plausible theory for the origin of Aryans. Who propounded it?
4. What are Four noble Truths?
5. What do you mean by *Chetumochola Parvatasana*?
6. What are *Tripitakas* in Jainism?
7. What are *Tripitakas*?
8. What were the contemporary civilizations of Indus Valley?
9. Name the only Indus site where the remains of a horse have actually been found.
10. What do you about the burial practices of Indus Valley people?
11. What is the importance of the *X Mandal* of Rigveda?
12. Give two important sources for knowing the history of *Mauryas*.
13. What was Ashoka's *Dhamma*?
14. Name the two Tamil Epics.
15. How Ashoka was responsible for the decline of Mauryan Empire.
16. Who composed "*Sargajayanti*"?
17. Give any two features of Gandhara School of Art.

Long Questions

- Q1. Give account of the sources of Ancient Indian History.
- Q2. Discuss the contribution of the Nationalist writers in studying the Ancient Indian History.
- Q3. Discuss the main features of the Mesolithic Culture.
- Q4. Write an essay on the Rock-Art of pre-historic period in India.

- Q8. Give a detailed account of the social and political condition of the Early Vedic Aryans.
- Q9. Examine the religious and economic life of Later Vedic Aryans.
- Q10. Write a detailed note on Megalithic Culture in India.
- Q11. Explain the causes for the rise of Magadha.
- Q12. Give a brief account of the life of the life and teachings of Buddha. What were the causes of his popularity?
- Q13. What are main doctrines of Jainism?
- Q14. Describe the main principles of Ashoka's Dhamma & what steps did were taken for its spread?
- Q15. Discuss briefly the main causes of the disintegration of Mauryan Empire. How far Ashoka can be held responsible for it.
- Q16. Give an account of the life and achievements of Gautam Buddha.
- Q17. Discuss the contribution of Kanishka towards the promotion of Religion, Art & literature.
- Q18. Discuss the Social Life of people in Sangam Age.

DSC PAPER II (HIST (A) 102)

Short Questions

- Q1. Give any four sources for the Gupta Age.
- Q2. Who is known as the Indian Napoleon and Why?
- Q3. Give any four works of Kalidas.
- Q4. What do you know about the origin of Guptas?
- Q5. Who was *Kuchipudi*?
- Q6. What are the different theories for the origin of *Pallavas*?
- Q7. What do you know about local administration under *Pallavas*?
- Q8. Give any four works of Harsha Vardhana.
- Q9. Name the two famous scholars at the Pallava court.
- Q10. Give any two achievements of Pulakesin II.

3. Describe the military exploits or achievements of Samudragupta. Why is he known as the Indian Napoleon?
4. Describe the achievements of *Vishakhadatta* in the field of *politics, art* and literature.
5. Briefly discuss the *Pallavas*. Assess their contribution in the field of Art & administration.
6. Discuss the social, economic and cultural life under the *Chalukyas* of Badami.
7. Describe the tripartite struggle for the control of *Kannauj* by the *Pratihara*, the *Palas* and the *Chalukyas*.
8. Give a brief account of the administration of Harsha.
9. Describe the main features of the Chola administration.
10. Give an estimate of the achievements of Raja I and Rajendra I.
11. Why did *Rajputs* fail in establishing a permanent empire in India.
12. Discuss the main features of Rajput civilization.
13. Discuss the causes, events and effects of the Arab invasion of Sindh.
14. Critically examine the effects of the Ghaznavi invasions on the political social and economic life of North India.
15. Give an account of the character and achievements of Muhammad Ghori.
16. Critically examine the causes for the defeat of *Rajputs* or the success of Turks in India.

BA II (DSC III - HIST (A) 203)

Short Questions

1. Who laid the foundation of Delhi Sultanate and *where*?
2. Who was known as "Lakh Bakshi" and why?
3. What was *iqbal* System. Who introduced it?
4. Which two Persian traditions were stated by Bulhan in India?
5. Which new taxes were introduced by Ala-ud-din *Khalji*?
6. Who is known as the "wisest fool of the *golden world*," *Why*?
7. Who laid the foundation of *Vijayanagara* Empire?
8. When and by whom *jizya* was abolished?

Department of History



**QUESTION BANK
OF
PUBLIC FINANCE**

Very short answer type questions

(1 mark each)

Q.1 Public economics scope is wider than public finance. (True/False)

Q.2 Fiscal and monetary policies are now the most important macroeconomic policy instrument. (True/False)

Fill in the blanks

Q.3 The practice by Governments in which government spends more money than it receives as revenue is referred to as _____

Q.4 Redeemable debt is also called _____ loans.

Q.5 The Securities and Exchange Board of India (SEBI) was established under _____

Q.6 The Finance Commission of India is appointed by _____

Q.7 Business activity in an economy is usually characterized by fluctuations of a nature:

- a) Regular
- b) Cyclical
- c) Irregular
- d) Basic



Department of Political Science

St. Bede's College, Shimla

**Question Bank
Indian Government and Politics
B.A. I**

Short Questions

1. What is Secularism.
2. India is a Secular state. Explain.
3. What are Fundamental Rights?
4. How many Schedules and Parts in Indian Constitution?
5. When was Indian Constitution Adopted?
6. What are DPSP?
7. Who appoints the Prime Minister?
8. What is the theory of class struggle of Karl Marx?
9. What are Political Parties?
10. What are Pressure Groups?
11. What is Feminist Movement?
12. What is Planned Development?

Page 1 / 2

Political Science Department



इकाई -1

- 1.समाचार का अर्थ स्पष्ट करते हुए, समाचार के तत्वों ,विशेषताओं पर प्रकाश डालिए।
- 2.समाचार के विभिन्न स्रोतों का विवरणात्मक परिचय दीजिए।
- 3.समाचार मूल्य पर विस्तृत चर्चा कीजिए।
- 4.समाचार संकलन क्या है? समाचार 'संग्रह पद्धति' पर प्रकाश डालिए।
- 5.समाचार लेखन की प्रक्रिया का विवेचन कीजिए।
- 6.समाचार लेखन में विकासशील और जनरुचि की दृष्टियों पर प्रकाश डालिए।

इकाई -2

- 1.समाचार संकलन में संवाददाता की भूमिका, अर्हताएं, श्रेणियां और प्रकार्यों पर प्रकाश डालिए।
- 2.रिपोर्टिंग क्या है ? रिपोर्टिंग के विभिन्न प्रकारों की चर्चा कीजिए।
- 3.राजनीति पत्रकारिता का आशय स्पष्ट कीजिये। एक राजनीति पत्रकार में किन गुणों का समावेश होना चाहिए ?

4.लेखन पद्धतियों पर संक्षेप में प्रकाश डालिए।

Department of Hindi

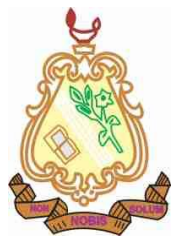


E-Resources Browsing

Browsing done in the session 2023-24

Name	Username	Department	Month	Year	Times Log	Page Views
Jaisai Shek	162jaisals	M.A. Engli	3	2024	3	5
Muskan Si	2003musk	B.A.Psych	3	2024	4	14
Ms. Annet	annettejar	English	3	2024	7	9
MR. Ashis	ashishrko	Commerce	3	2024	1	4
Yashasvi S	savisky91	B.A.Psych	3	2024	3	7
Ms. Ruchi	azadruchi	Library	3	2024	7	16
CHANDAN	chandanm	English Ho	3	2024	3	8
Ms. Unnat	chauhan.u	Economics	3	2024	3	5
Himani Th	himanitha	Botany	3	2024	4	6
Manya Pa	manyaapa	Economics	3	2024	1	1
Mohit Jan	mkjangaar	Psycholog	3	2024	1	2
Picksy Jan	picksyjang	B.A.Psych	3	2024	2	3
Sanjeev K	s.k.kumar1	geography	3	2024	2	7
Jaisai Shek	162jaisals	M.A. Engli	2	2024	9	22
Ms. Annet	annettejar	English	2	2024	1	1
Ayushi	ayushicha	M.A. Engli	2	2024	1	1
CHANDAN	chandanm	English Ho	2	2024	2	5
Himani Th	himanitha	Botany	2	2024	2	4
Sanjeev K	s.k.kumar1	geography	2	2024	1	3

E-Resource 2023-24



Ms. Annet	annettejar	English	2	2024	1	1
Ayushi	ayushicha	M.A. Engli	2	2024	1	1
CHANDAN	chandanr	English Ho	2	2024	2	5
Himani Th	himanitha	Botany	2	2024	2	4
Sanjeev K	sk.kumar1	geography	2	2024	1	3
Jaisal Shel	162jaisals	M.A. Engli	5	2024	2	2
Ms. Komal	95komal0	Political Sc	5	2024	10	23
Ms. Annet	annettejar	English	5	2024	1	2
Ms. Ruchi	azadruchi	Library	5	2024	8	25
Ms. Unnat	chauhan.1	Economics	5	2024	1	2
Dr. Gitanj	gitanjali.m	English	5	2024	3	8
Himani Th	himanitha	Botany	5	2024	1	1
Ms. Preeti	preetikaur	Botany	5	2024	3	6
Sanjeev K	sk.kumar1	geography	5	2024	1	3
Swati Kapi	swati.kapi	Economics	5	2024	4	10
Yamuna k	yamunaka	M.Sc Bota	5	2024	1	2
Jaisal Shel	162jaisals	M.A. Engli	4	2024	7	18
Ms. Annet	annettejar	English	4	2024	5	9
Ms. Ruchi	azadruchi	Library	4	2024	4	4
CHANDAN	chandanr	English Ho	4	2024	1	2

E RESOURCES -2023-24 (1)



E-Resource 2023-24



ProQuest Ebook Central™

Home Search Bookshelf Profile Language ? Sign Out

Page 64 of 350

Samuelsonian Economics and the Twenty-First Century

by Michael Szenberg, Lail Ramrattan, and Aron A. Gottesman

PUBLISHER
Oxford University Press, Incorporated

DATE
2006-11-09

More...

Search within book

TABLE OF CONTENTS

- Intro
- Contents
- List of Contributors
- Ten Ways to Know Paul A. Samuelson

analysis of adjusting income taxes for inflation (1975), has not generated much response that I am aware of. And his introduction of the LeChatelier principle into economics (1947) helped my optimal tax paper with Mirrlees.

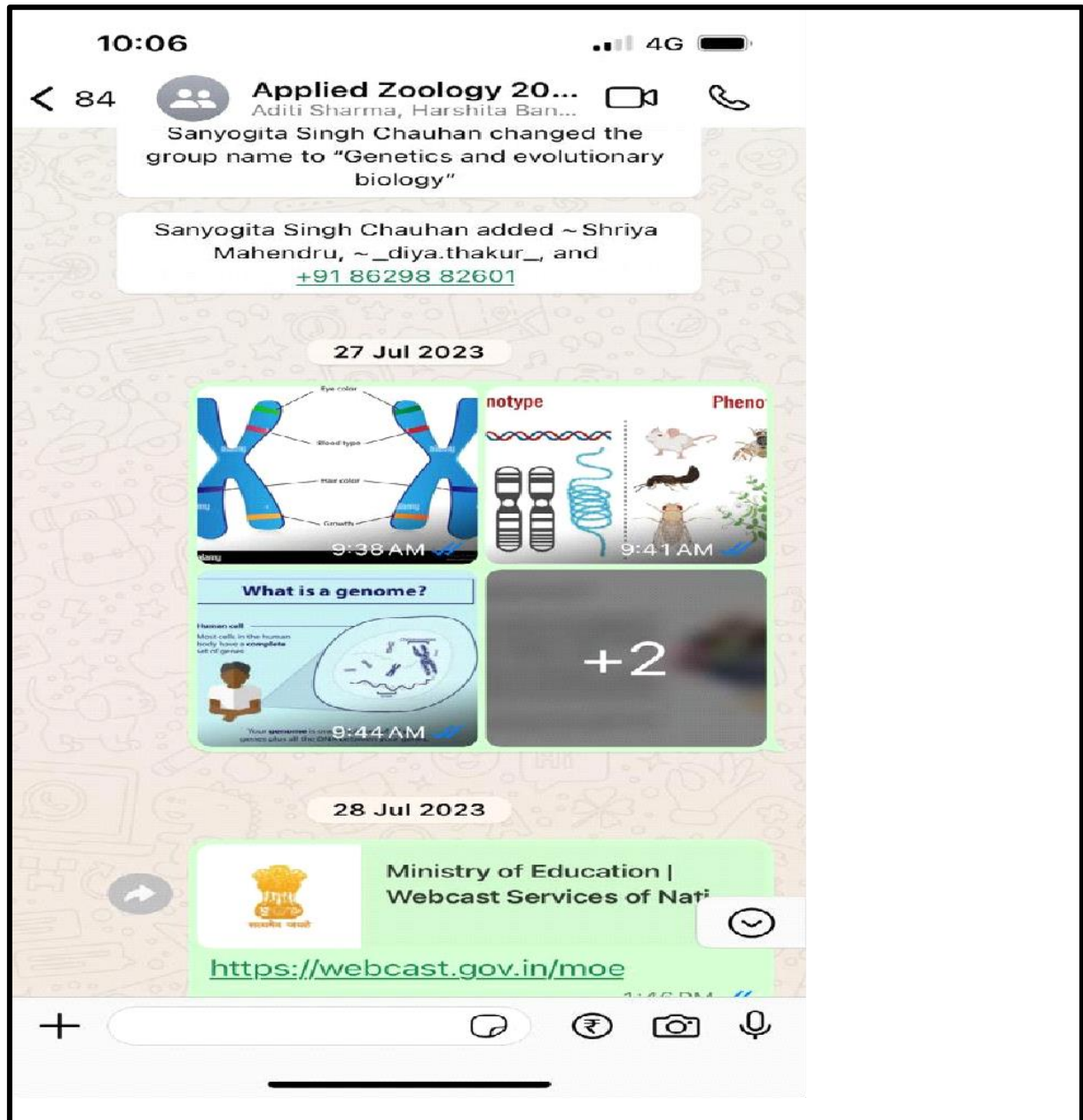
5. I ignore any possible impact on employer-provided pensions.
6. In 1995, the individuals and families in the top quintile of people in cash income have incomes above \$71,510 (CBO, 1998). These are estimated to pay 71 percent of the individual income tax and 41 percent of social insurance taxes (Table 5). (They also pay 66 percent of the corporate income tax.) Social insurance taxes include the uncapped Medicare tax, and perhaps the unemployment insurance tax, as well as the capped Social Security tax. Ignoring unemployment insurance and using SSA data (2002) to convert the percentage of total payroll taxes into the percentage of Social Security payroll taxes (since almost all of Medicare taxes due to earnings above the Social Security taxable maximum of \$61,200 are paid by the top quintile in cash incomes, we calculate as if all of it were), we estimate that those in the top quintile pay 37 percent of the relevant payroll tax. Thus approximately one-third of exactly offsetting income and payroll tax changes would be a redistribution between the top quintile and the other four quintiles.
7. For an interpretation of the historic record, see Diamond and Orszag (2004, pp. 47-54).
8. A longer working paper version of this paper includes examination of a

Screenshot of Browsing done by Economics Department



Hybrid Learning

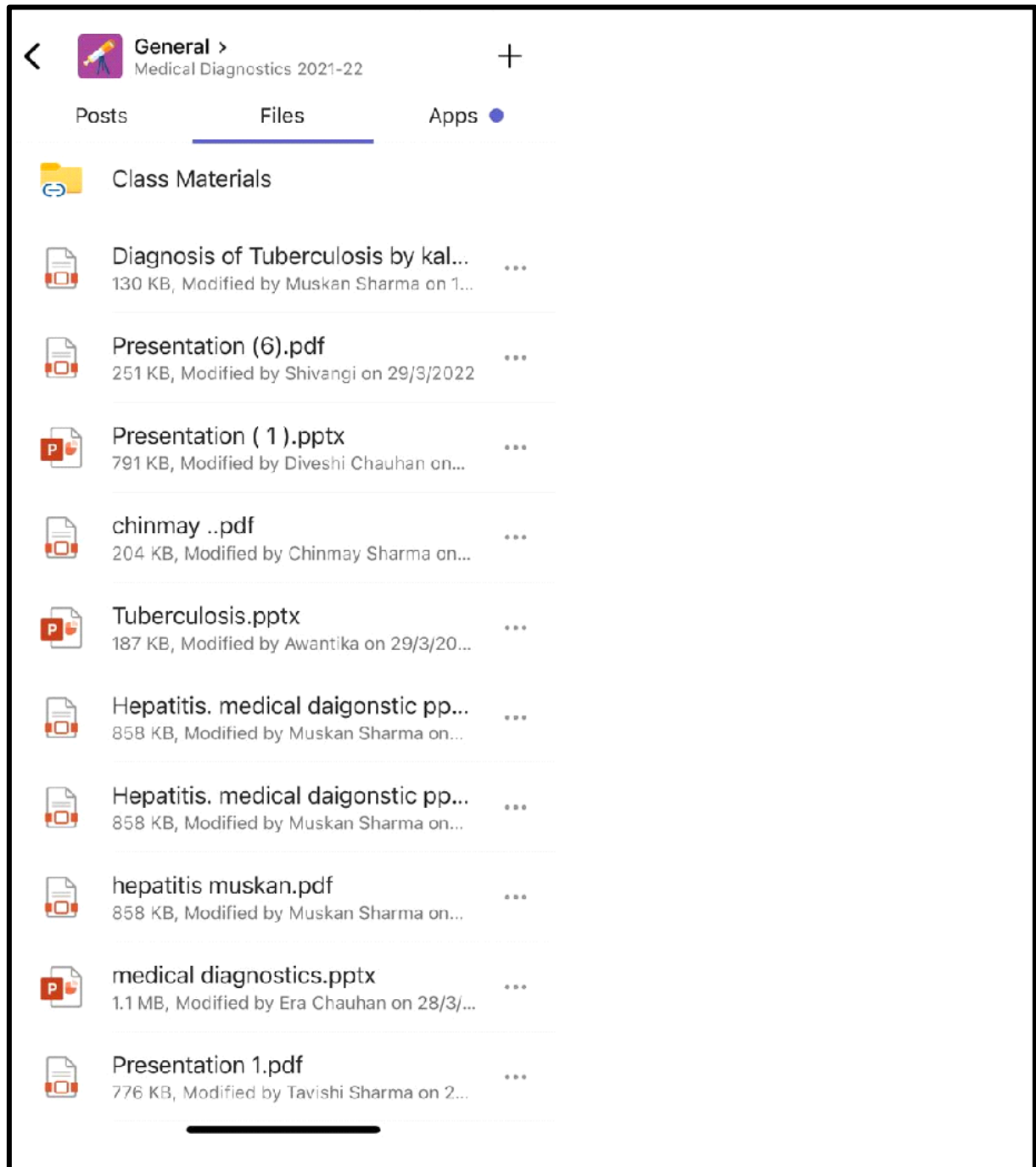
Taking queries of students through WhatsApp groups



Department of Zoology



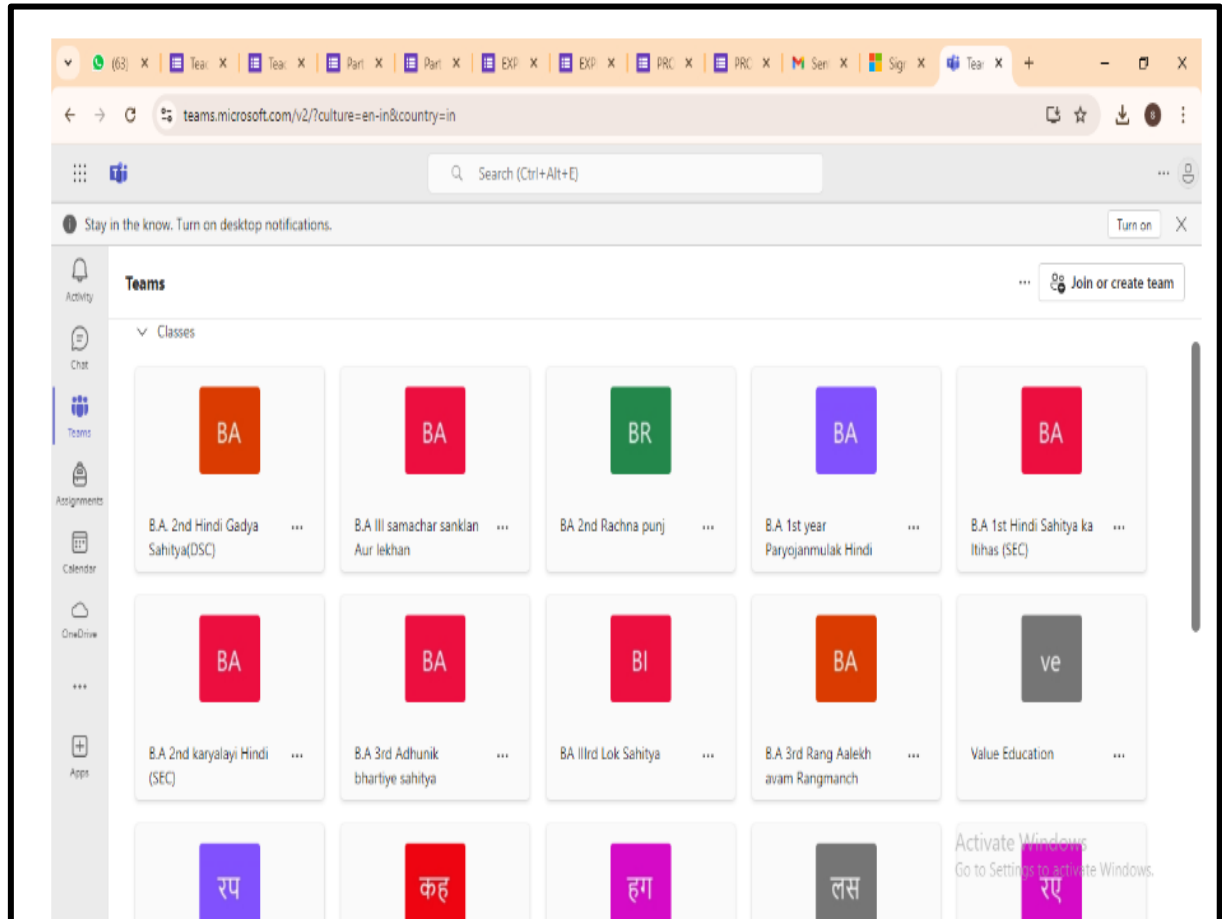
Sharing of study material on MS Teams



Department of Zoology



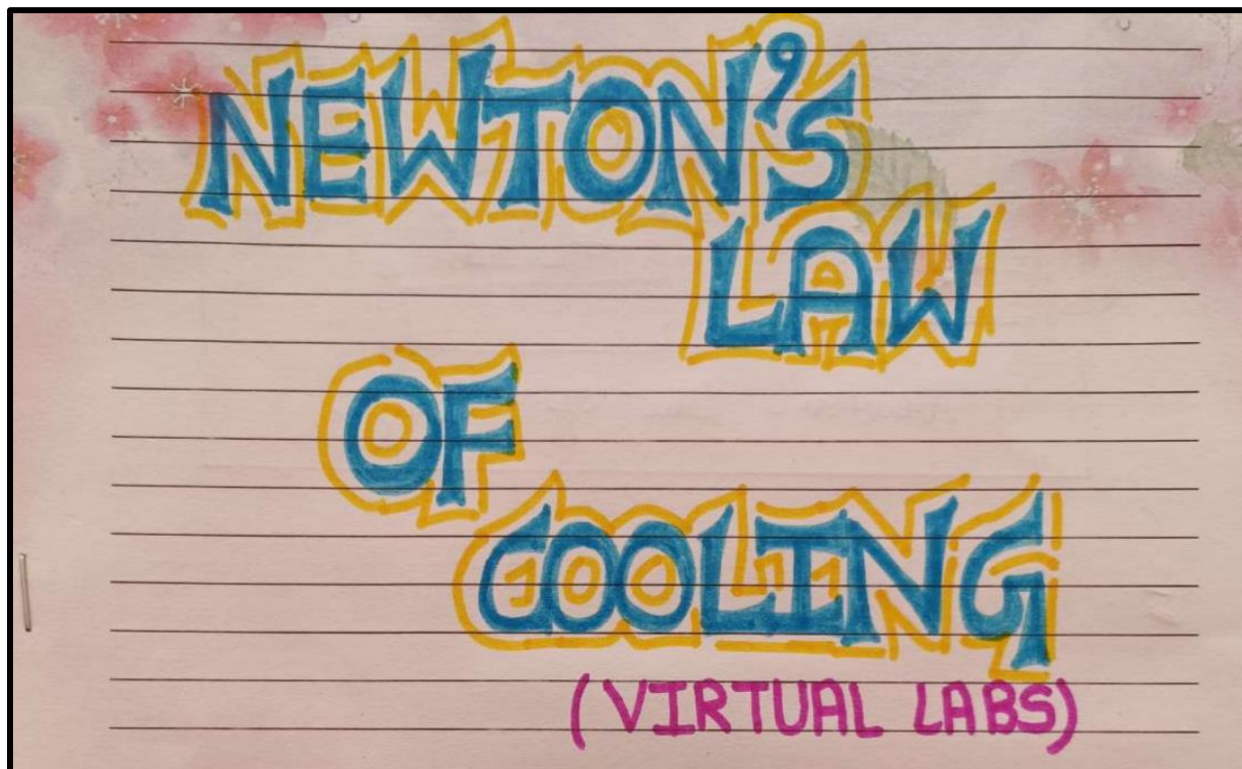
Classes in MS Teams



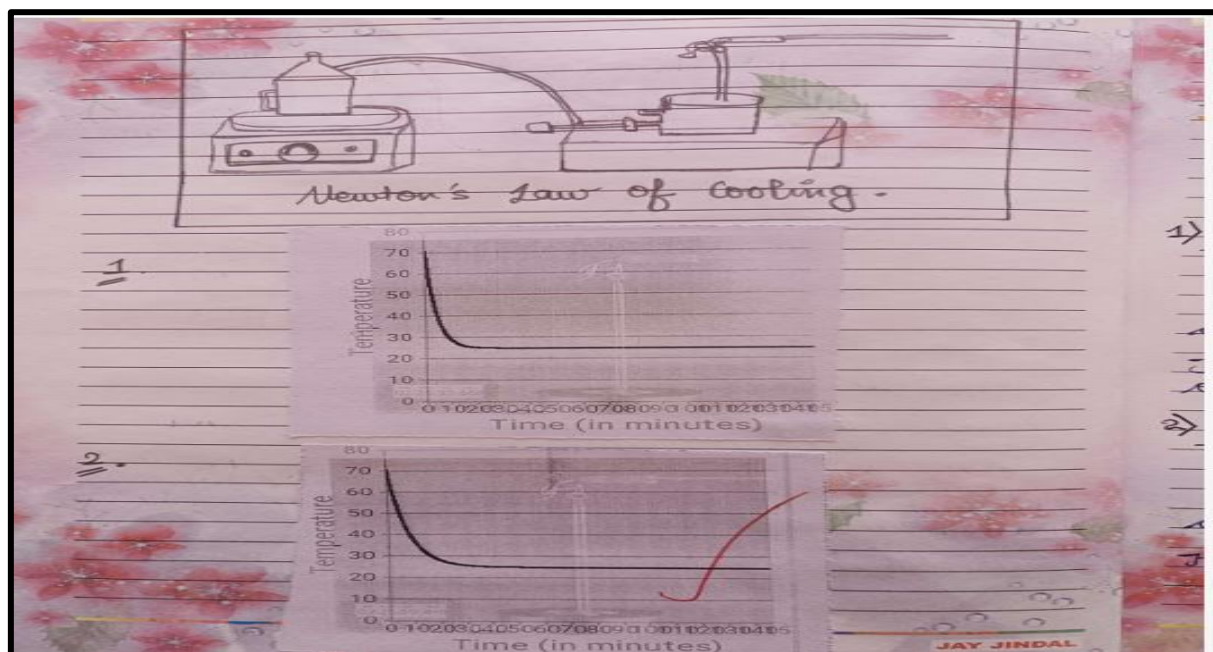
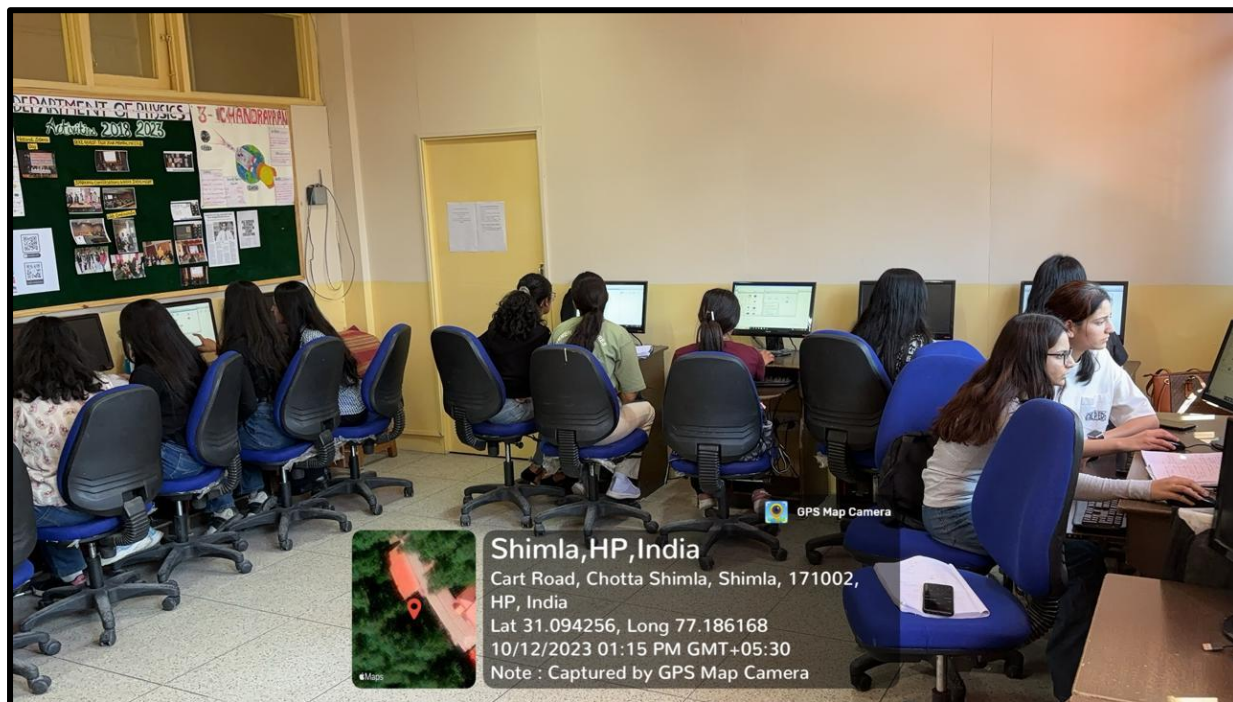
Department of Hindi



Virtual Skill Labs



Department of Physics



Department of Physics