

I.v	Who among the following is an organ of the Indian Parliament? A. The Lieutenant Governor B. The Comptroller and Auditor General C. The Election Commission of India D. Lok Sabha	1
I.vi	The only Steel factory in India before 1947 was..... A. Tata Iron and Steel, Jamshedpur B. Reliance Industries C. Adani Power Limited D. Dalmiya Interprises	1
I.vii	What is the total number of elected members in the Lok Sabha? A. 543 B. 553 C. 563 D. 573	1
I.viii	Which one of the following a feature of the Indian Constitution? A. Official Religion B. Separation of Powers C. Monarchy D. Unitary form of government	1
I.ix	Arrange the following historical events in chronological order and choose the option- 1. Battle of Plassey. 2. Mir Jafar became the Nawab for the Second time. 3. Mir Qasim became nawab. 4. Battle of Buxar. A. 2,3,4,1 B. 4,3,2,1 C. 3,2,4,1 D. 1,2,3,4	1
I.x	What is population pyramid? A. Graphical representation of age-sex composition of population. B. When the population density of an area increases so much that people live in tall buildings. C. Pattern of population distribution in large urban areas. D. Life expectancy of rural population.	1
I.xi	Article 17 of the Indian Constitution- A. Eradicates untouchability B. Eliminates equality C. Eliminates freedom D. Provides right to constitutional remedies	1
I.xii	Between whom was the treaty of Salabai signed? A. British and Mughals B. British and Marathas C. British and Rajputs D. British and Nawabs	1

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Xiaolong Qi



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the Next Generation Science Standards National Research Council, Division of Behavioral and Social Sciences and Education, Board on Science Education, Board on Testing and Assessment, Committee on Developing Assessments of Science Proficiency in K-12, 2014-05-29 Assessments understood as tools for tracking what and how well students have learned play a critical role in the classroom Developing Assessments for the Next Generation Science Standards develops an approach to science assessment to meet the vision of science education for the future as it has been elaborated in A Framework for K 12 Science Education Framework and Next Generation Science Standards NGSS These documents are brand new and the changes they call for are barely under way but the new assessments will be needed as soon as states and districts begin the process of implementing the NGSS and changing their approach to science education The new Framework and the NGSS are designed to guide educators in significantly altering the way K 12 science is taught The Framework is aimed at making science education more closely resemble the way scientists actually work and think and making instruction reflect research on learning that demonstrates the importance of building coherent understandings over time It structures science education around three dimensions the practices through which scientists and engineers do their work the key crosscutting concepts that cut across disciplines and the core ideas of the disciplines and argues that they should be interwoven in every aspect of science education building in sophistication as students progress through grades K 12 Developing Assessments for the Next Generation Science Standards recommends strategies for developing assessments that yield valid measures of student proficiency in science as described in the new Framework This report reviews recent and current work in science assessment to determine which aspects of the Framework's vision can be assessed with available techniques and what additional research and development will be needed to support an assessment system that fully meets that vision The report offers a systems approach to science assessment in which a range of assessment strategies are designed to answer different kinds of questions with appropriate degrees of specificity and provide results that complement one another Developing Assessments for the Next Generation Science Standards makes the case that a science assessment system that meets the Framework's vision should consist of assessments designed to support classroom instruction assessments designed to monitor science learning on a broader scale and indicators designed to track opportunity to learn New standards for science education make clear that new modes of assessment designed to measure the integrated learning they promote are essential The recommendations of this report will be key to making sure that the dramatic changes in curriculum and instruction signaled by Framework and the NGSS reduce inequities in science education and raise the level of science education for all students

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projects conducted by its principal investigators during its funding tenure as well as synthesizing thoughts on the entire endeavor This book not only marks the achievements of the eduLab programme but also serves as inspiration for future projects It presents Singapore education in action a continually evolving and adapting education system that delivers a system well known for its high quality as much as it is forward looking Teaching Science in Elementary and Middle School Joseph S. Krajcik,Charlene M. Czerniak,2014-01-23 Teaching Science in Elementary and Middle School offers in depth information about the fundamental features of project based science and strategies for implementing the approach In project based science classrooms students investigate use technology develop artifacts collaborate and make products to show what they have learned Paralleling what scientists do project based science represents the essence of inquiry and the nature of science Because project based science is a method aligned with what is known about how to help all children learn science it not only helps students learn science more thoroughly and deeply it also helps them experience the joy of doing science Project based science embodies the principles in A Framework for K 12 Science Education and the Next Generation Science Standards Blending principles of learning and motivation with practical teaching ideas this text shows how project based learning is related to ideas in the Framework and provides concrete strategies for meeting its goals Features include long term interdisciplinary student centered lessons scenarios learning activities and Connecting to Framework for K 12 Science Education textboxes More concise than previous editions the Fourth Edition offers a wealth of supplementary material on a new Companion Website including many videos showing a teacher and class in a project environment Study Skills and Homework Strategies for the Disorganized Mind Dawn Lucan,2014-01-18 It is never easy when you learn differently than anyone else in life However your teachers keep the same expectations for you as they do their other students in your class You begin to wonder how can I work around my disability and do great in school How can I can I take class notes more effectively How can I organize myself to complete a project Dawn Lucan is a preschool teacher with eighteen years of experience shares her own tips for handling homework and studying which work great for any disability that she discovered through keeping up with her students as they entered elementary school and beyond **International Conference on Science Education 2012 Proceedings** Baohui Zhang,Gavin W. Fulmer,Xiufeng Liu,Weiping Hu,Shujin Peng,Bing Wei,2014-05-06 This book contains papers presented at the International Conference on Science Education 2012 ICSE 2012 held in Nanjing University Nanjing China It features the work of science education researchers from around the world addressing a common theme Science Education Policies and Social Responsibilities The book covers a range of topics including international science education standards public science education and science teacher education It also examines how STEM education has dominated some countries science education policy ways brain research might provide new approaches for assessment how some countries are developing their new national science education standards with research based evidence and ways science teacher educators can learn from each other Science education research is vital in the

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