

LIBRARY WORK 2021-2022

B.S.S. B.Ed. TRAINING COLLEGE ALATHUR, PALAKKAD-DT, KERALA



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14/3/22

**EDU 102 COURSE ON EPC 1 :
LANGUAGE ACROSS CURRICULUM –
READING AND REFLECTING ON TEXTS**

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Epc 1 : Language Across Curriculum

Reading And Reflecting ON Texts

Task 1 : Activity 1

"Preparation of list of Terminologies
in English and local language of a
subject text book."

Submitted to
Neema Teacher



Submitted By
Praveena-P
Social Science
Roll - No : 6.

Terminologies in English	Terminologies in Malayalam
Social Science	- സാമൂഹ്യശാസ്ത്രം.
Independence	- സ്വാതന്ത്ര്യം
Refugees	- അഭയാർത്ഥികൾ
Integration of princely states	- നാട്യാഭ്യന്തരങ്ങൾ സംയോജനം.
General Election	- പൊതു തിരഞ്ഞെടുപ്പ്.
Linguistic Reorganization of States	- ഭാഷാസംഹാരത്തിൽ അനുസരിച്ച് നാട്യാഭ്യന്തരം രൂപീകരണം.
Economic Sector	- സാമ്പത്തിക മേഖല
Planning Commission	- ആസൂത്രണ കമ്മീഷൻ
Foreign policy	- വിദേശ നയം.
Renaissance	- നവോത്ഥാനം.
Imperialism	- സർവ്വഭരണം.
Raiding	- വാശിയടയ്ക്കൽ
Peaceful co-existence	- സമാധാനപരമായ സഹവർത്തിത്വം.
Non-alignment	- ചേരിചേരാധാരം.
Territorial Integrity	- ഭൂമിയിലെ അതിർത്തി.
Cultural Scenario	- സാമൂഹികാവസ്ഥ.
Instrument of Accession	- ലഭനപത്രം
State Reorganization Commission	- സംസ്ഥാന പുനഃസംഘടന കമ്മീഷൻ
Political dominance	- രാഷ്ട്രീയ അധിപത്യം.
Land Lords	- നാട്ടുവാഴികൾ.
Lion of Kerala	- കേരളമുഖി.
Pozhassur Revolts	- പാട്ടക്കൽക്കലാപം.
Veluthambi dalawa	- വേലുത്തമ്പി ദളവ്
Kandera Proclamation	- കണ്ണൂർ പ്രഖ്യാപനം.

decline	- പതനം.
Property	- സ്വത്ത്.
Natural resources	- പ്രകൃതി വിഭവങ്ങൾ
Exploit	- ഉപയോഗിക്കുന്നു.
Administration	- ഭരണം.
Society	- സമൂഹം.
Reform movement	- പുനർനിർമ്മാണ പ്രസ്ഥാനങ്ങളിൽ
Social changes	- സാമൂഹിക മാറ്റങ്ങൾ.
Law caste	- ന്യായ ജാതി.
Un touchable	- തൊടുകേടായവർ.
unapproachable	- അടുക്കുകയായവർ.
evils and superstitions	- അനാചാരങ്ങളും അജ്ഞാതങ്ങളും.
modern education	- ആധുനിക വിദ്യാഭ്യാസം.
ideologies	- ആശയങ്ങൾ.
social reform movement	- സാമൂഹിക പുനർനിർമ്മാണ പ്രസ്ഥാനം.
Struggles	- സമരങ്ങൾ
caste disparity	- ജാതിഭേദം
religious Adversion	- മതദ്വേഷം.
Fraternity.	- സൗഹൃദ സഹായം.
popular protest	- ജനകീയ സമരങ്ങൾ
Temple entry proclamation	- ക്ഷേത്ര പ്രവേശന വിളംബരം.
right to worship	- ആരാധനാ സ്വതന്ത്ര്യം.
National movement	- ദേശീയ പ്രസ്ഥാനം.
Unified form	- ഏകീകൃത രൂപം.
Political Agitation	- രാഷ്ട്രീയ സമരങ്ങൾ
Political conference	- രാഷ്ട്രീയ സമ്മേളനങ്ങൾ

State	- രാജ്യം.
political Science	- രാജ്യഭരണ ശാസ്ത്രം.
Implementation	- നടപ്പാക്കൽ.
Internal conflict	- ആഭ്യന്തര യുദ്ധം.
public welfare Activities	- ജനക്ഷേമ പ്രവർത്തനങ്ങൾ
Socio-political Institutions	- സാമൂഹ്യ-രാഷ്ട്രീയ സ്ഥാപനങ്ങൾ
Universal	- സർവ്വലോകീയം.
powerful	- ശക്തം.
Indispensable Institution	- ഉപേക്ഷിക്കാനാവാത്ത
Permanent settlement	- സ്ഥിരവാസം.
western philosopher	- പാശ്ചാത്യ ചിന്തകൻ.
Territory	- ഭൂപ്രദേശം.
Sovereign governments	- സ്വതന്ത്രരാഷ്ട്രങ്ങൾ രാജ്യങ്ങൾ.
Formation.	- രൂപീകരണം.
mutual understanding	- പരസ്പരബോധം.
interdependence	- പരസ്പരശേഷ്യം.
common public interest	- പൊതു താൽപ്പര്യം.
migration	- കുടിയേറ്റം.
Human resource	- മനുഷ്യ വിഭവ ശേഷി.
Unemployment	- തൊഴിൽ ഇല്ലായ്മ.
poverty	- ദാരിദ്ര്യം.
high population	- അധിക ജനസംഖ്യ
boundaries	- അതിർത്തികൾ
land Area	- ഭൂപ്രദേശം, കര
water bodies	- ജലശൃംഖല
Coastal Area	- തീരപ്രദേശം

Epc1: Language Across
Curriculam

Reading And
Reflecting ON Texts

Task 6 Engaging with Subject
related Reference

Submitted TO
Neema Teacher



Submitted By
Praveena-P
Roll-No: 6
Social Science

Report

As a part of EPC we got a task. That "Engaging with subject related reference books. This task is done by option wise. We all selected the topic "Buddhism" for to do this task. For the reference of this topic we selected the famous book of R.C. Mazumdar that is "The History of Ancient India". After selecting the book, everyone first did an individual reading. Through this individual reading everyone took note of the important points of Buddhism like as lecture notes. The next stage of this task was to conduct option meet for the discussion session. It was attended by all and everyone explained the different part of Buddhism. Clearly. Through this session we got a clear picture about the "Buddhism". As part of this session a summary of Buddhism was prepared.

The next stage of this task was to conduct a general meet. All options were present at this meet

Bibliography

Name of the book: The history of
Ancient India

Name of the Author: R. C. Mazumdar

Year of publications: 1927

Reference :- google :- <http://gnca.gov.in>
:- 646 Pages.

and each options explained their topic in ppt format. The commerce options topic was "The 14 principles of management" and the English option selected a topic that is "the black art movements". The topic of maths option was "sets" and the physical science selected the topic "The structure of nucleus". After presenting over all the options, next was the question answer session. Everyone participates and the question was asked and also the answer was given by the presenter.

Through this session we were able to develop listening skill and communicating skills. This was an every informative and interesting session to us.

EDU 01 - EDUCATION IN
CONTEMPORARY INDIA

Task 2: Study on the usefulness of government sponsored programme and policies in the locality of the students.

Submitted to
Meera teacher

Submitted by
Sneha.S.
Mathematics
Roll. No: 8.



AMRUT

Jawaharlal Nehru National Urban Renewal Mission was renamed to Atal Mission for Rejuvenation and Urban Transformation (AMRUT) and then relaunched by Prime minister of India Narendra Modi in June 2015 with the focus to establish infrastructure that could ensure adequate robust sewage networks and water supply for urban transformation by implementing urban revival projects.

Rajasthan was the first state to in the country to submit State Annual Action Plan under Atal Mission for Rejuvenation and Urban Transformation. The scheme is dependent with public-private partnership model.

The purpose of Atal Mission for Rejuvenation and Urban Transformation is to ensure that every household has access to a

tap with assured supply of water and a sewerage connection, increase the amenity value of cities by developing greenery and well maintained open spaces and reduce pollution by switching to public transport or constructing facilities for non-motorized transport.

About 1 lakh crore rupees investment on urban development under Smart Cities Mission and the Atal Mission for Rejuvenation and Urban Transformation of 500 cities has already been approved by the government.

MIDDAY MEAL SCHEME

The Midday Meal Scheme is a school meal programme in India designed to better the nutritional standing of school-age children nation wide. The programme supplies free

lunches on working days for children in primary and upper primary classes in government, government aided, local body, Education Guarantee Scheme, and alternate innovative education centres and National Child Labour Project Schools run by the ministry of labour. Serving 120 million children in over 1.27 million schools and Education Guarantee Scheme Centres, the Midday Meal Scheme is the largest of its kind in the world.

Under article 24, paragraph 2c of the Convention on the Rights of the child, to which India is a party, India has committed to yielding adequate nutritious food for children. The programme has undergone many changes since its launch in 1995. The Midday Meal Scheme is covered by the National Food

Security Act, 2013. The legal backing to the Indian school meal programme is akin to the legal backing provided in the US through the National School Lunch Act.

AYUSHMAN BHARAT YOJANA

Ayushman Bharat Pradhan Mantri Jan Arogya Yojana is a national public health insurance fund of the Government of India that aims to provide free access to health insurance coverage for low income earners in the country. The programme is part of the Indian government's National Health Policy and is means-tested. It was launched in September 2018 by the Ministry of Health and Family Welfare. It is a centrally sponsored scheme and is jointly funded by both the union government and the states. By offering services to 50 crore

people, it is the world's largest government sponsored healthcare programme.

The Indian government first announced the Ayushman Bharat Yojana as a universal health care plan in February 2018 in the 2018 Union budget of India. The Union council of ministers approved it in March. In his 2018 Independence day speech Prime Minister Narendra Modi announced that India would have a major national health programme later that year on 25 September, also commemorating the birthday of Pandit Deendayal Upadhyaya.

ANTYODAYA ANNA YOJANA

Antyodaya Anna Yojana is the sponsored scheme of Government of India to provide highly subsidised food to millions of the poorest families. This scheme was developed by the then Union Food and Civil Supplies Minister, Shanta Kumar. It was launched by the NDA government

On 25 December 2000 and first implemented in the Indian state of Rajasthan.

After identifying the poorest of the poor through surveying, the government began providing them an opportunity to purchase upto 35 kilograms of rice and wheat at a highly subsidised cost of Rs. 3 per kilogram of rice and Rs. 2 per kilogram of wheat. Poor families were identified by their respective state rural development facilities through the use of surveys. The scheme has been extended twice, once in June 2003 and then in August 2004, adding an additional 5,000,000 BPL families each time and bringing the total number of families covered upto 20,000,000. After this additional 50 lakh families were added in 2003.

Once a family is recognized as eligible, they are given a unique Antyodaya Ration Card. This card, also called the public distribution card,

acts as a form of identification, proving that the bearer is authorized to receive the level of rations the card describes. The colour of the card is yellow.

NATIONAL SERVICE SCHEME

The National Service Scheme (NSS) is an Indian government sponsored flagship for public service programme conducted by the Ministry of Youth Affairs and Sports of the Government of India. Popularly known as NSS, the scheme was launched in Gandhiji's Centenary year in 1969. Aimed at developing student's personality through community service, NSS is a voluntary association of young people in colleges, universities and at +2 level working for a campus-community linkage.

The programme aims to instilling the idea of social welfare in students, and to

provide service to society without bias. NSS volunteers work to ensure that everyone who is needy gets help to enhance their standard of living and lead a life of dignity. In doing so, volunteers learn from people in villages how to lead a good life despite a scarcity of resources. It also provides help in natural and man-made disasters by providing food, clothing and first aid to the disaster's victims.



EDU 06: PERSPECTIVES ON
EDUCATION

Task : Detailed report on the various agencies
of education in the socialization process
of an individual.



Submitted to
Meera teacher.

Submitted by
Sneha.S.
Mathematics
Roll.No: 8

AGENCIES OF EDUCATION IN SOCIALIZATION PROCESS OF AN INDIVIDUAL

Brown describes socialization as an interacting process between the individual and his total environment through which he becomes a person. Cook refers to socialization as a process as a result of which children take themselves the various social roles, social learning and development tasks.

Some of the anthropologists regard socialization as a process of acculturation or the process of taking on the culture of a group. Culture refers to habits, attitudes, traditions, folkways and customs of a group. It is the total way of life of people - that complex whole which includes knowledge, beliefs, art, morals, law, customs and other capabilities and habits acquired by man as a member of society.

Education is a methodical socialization of the younger generation. Sociologically, education is the process of socialising the child.

Education has to perpetuate the social and cultural heritage which the present generation has inherited from other generations.

Education is conceived as a social process carried out formally by the formal educational agencies of the society - especially by schools and colleges, which are created by the society for the transmission of the cultural and social heritage to the younger generation.

AGENCIES OF EDUCATION

- Family
- School
- Community
- State
- Media

FAMILY

Family is the most fundamental primary group in any society. It is considered as the fundamental informal agency for education.

Family is an intimate close-knit group. It has always been a place responsible for the upbringing of children. Family is the first social institution in the history of man. There are two types of families. They are joint family and nuclear family.

The educational functions of family are varied in nature. The child learns the language used in the family. It is through language that he expresses himself. By living in the family he learns how to live in the society, though life in the society is not the same as it is in the family.

It was said that the main function of family is the socialization of the child.

Socialization is the process of internalisation of the culture of the group, the society and of the family. The child should learn the social norms, habits and ways of life in the society. This acculturation process of the child is done by the family.

SCHOOL

School in the modern time is treated as the most suitable, active and formal agency of education. As per the changing need of the hour, school develops and grows with specific goals. It is emerged out of the demand for education.

The school in modern times is rightly conceived as a part of the social system. It is a part of the system of education, which itself is a social institution that forms part of the social system. As in the case with other types of social sub systems, the school also

has its own obligations to be fulfilled and objectives to be achieved for the sake of betterment of the society.

The school is the most important formal agency for the education of the growing generation. Schools have multifarious functions to discharge in the modern world. In short, the school should be an idealised epitome, a model for the community.

COMMUNITY

Community is a unit of society. It is a group of people leading a common interdependent life in a definite locality. It is the largest informal social organization. Community is different from society. Society is a network of hidden social relationships and hence is an abstract concept. On the other hand, community is concrete and an end in itself. Community

is a group of people living together in a locality and sharing common traditions, folkways and customs.

Community socializes the child. It teaches its members desirable behaviour, patterns and values. It assesses the developmental needs of the area and provides appropriate educational facilities. Community establishes different types of educational institutions suitable to the locality. Community exercises the control over education by formulating the objectives, the curriculum, etc. Community lays down the educational standards of the pupils in schools. It provides educational and vocational guidance and encourages research and experimentation in various fields of education.

STATE

The role of state in education has been a subject of great controversy. Many held the view that education must be left to the

private sector. This is why education has become the concern of voluntary agencies like trusts, societies and associations.

The state is expected to aim at the welfare of the citizens and hence it becomes the duty of the state to make provisions for the best possible kind of education. Whenever the people fail to create educational institution, the state should step in and fill in the vacuum. In addition to this, it is desirable that the state should retain some control over education in order to ensure the realisation of the goals. It is the duty of the state to determine the proper syllabi and provide good text books for state institutions as well as for other institutions, with a view to prescribe and maintain standards.

MEDIA

Mass media has been identified with technology oriented - Electronic media such as Radio, Television, Cinema, Internet, etc. along with


well established print media. Although mass media have been widely utilised in adult education, development activities, agriculture and family planning, yet their use for formal education, that is, primary, secondary or tertiary education has hardly been systematic or effective.

Mass media are the educational medium for the mass and mass education. Irrespective of caste, colour, geographical - sociological - economical diversities mass media prove as an important means for the education to all. Mankind get a great deal of information from the widespread mass media, that is, newspapers, TV, radio, magazines, journals, films and internet. Of the different agencies of education, media in today's context perhaps plays the most vital role in socialisation, acculturation or information dissemination.

ASSIGNMENT

SUBJECT : DEVELOPMENT OF THE LEARNER
AND FACILITATING LEARNING

TOPIC : SOCIAL DEVELOPMENT - INFLUENCE
OF PARENTS, FAMILY AND PEER
GROUP.

Submitted To: 
Jini Ma'am

Submitted By:
K. Roshini
English
Roll no: 114

Introduction

Development is a significant factor that helps in the moulding of personality of an individual. It occurs step by step, following development of various kinds at each stage. According to Elizabeth Hurlock, "the term development means" progressive series of changes that occur in an orderly predictable pattern as a result of maturation and experience."

According to J. E. Anderson (1950), "development is concerned with growth as well as those changes in behaviour which results from environmental situations." There are different dimensions for development across different stages. They are:

- a) Physical and Motor Development-
- b) Cognitive Development-
- c) Emotional Development-
- d) Social Development-
- e) Moral Development-
- f) Language Development-

Social Development refers to the process of development which helps a child in acquiring necessary attitudes, values and skills that makes him an acceptable member of the group to which he belongs.

There are certain factors that influence the social development of a child. They may be personal and environmental factors. These factors determine the social development of a child.

SOCIAL DEVELOPMENT : INFLUENCE OF PARENTS, FAMILY AND PEER GROUPS

Social development is one of the aspects of development that result in the effective moulding of personality of an individual. Social development if attained properly lead to the proper socialisation of an individual. It takes place at different levels. It differs at each stage like infancy, early childhood, later childhood, adolescence etc.

Personal and Environmental factors determine social development. Parents, Family, Peer groups play a significant role and they are included in environmental factors.

PARENTS

The child learns the first lesson of social qualities from his parents. The child starts imitating the way parents do and other family members do. Thus they pick up many good and bad characteristics of their parents. According to E.L. Berk, the educational styles of parents lead to different types of social development in the children. They are:

- a) Authoritarian: Parents keep everything under control. They do not even show emotions of love and care. It leads the child unable to develop high level of pro-social behaviour, but their behaviour gets filled with aggressions, bad temper etc.

- (b) Authoritative : Parents show care, sensitive nature to the needs of child. child thus have a positive image and may acquire high academic success.
- (c) Indifferent : Parents tend to be indifferent to the child and does not care for them. It results in children neglecting themselves.
- (d) Indulgent : Parents tend to care and pamper their children. This leads to the spoiling up of children. The child becomes impulsive, irritable, spoiled and without self-control.

Here the different kinds of parents lead to good and bad social behaviours of children. The children tends to be good and assert in the case of authoritative parents and other tend to be liable ones.

FAMILY

Family exerts lot of influence on children's social development. It is important to observe it in the context of the family. The social patterns of behaviours, positive and negative, which a child uses in interactions with peers are outcomes of the social relations that the child acquired in the family.

According to Steinberg and Silk, families with the open communications in between the members, the children develop desirable social skills and capabilities in solving problems. The stability of a family and the emotional bonding between members help the social development in children. It becomes the first step for the children to adapt to socialisation.

PEERS

Peer groups comprises of people with similar age, education or social status, consisting of people of similar taste. They play an important role in the social development of an individual. If the peer group is bad, it may lead to unacceptable social behaviours of an individual. The friendship present among peers, instill warmth and trust in an individual. Some children feel neglected in a group. They become more hyperactive, aggressive, egotistic, lonely and shy.

Similarly, the child who receives maximum attentions from all is seen friendly, communicative, good sense of humour, high self respect and cheerful

word. They have close knit friendships. This makes children open to better social relationships. Peer group thus increases the tolerance, trust, cooperation and intimacy between the individuals.

A healthy company thus leads to the development of social skills among the individuals. Parents and teachers remain vigilant to guide children in maintaining a good company.

EDU 07 : Facilitating learning

ASSIGNMENT

Topic : Differentiate between Multiple -
Intelligences and Learning Styles

Submitted to,

Jini Teacher



Submitted by,

Neetha - U

Social Science.



One common misconception about multiple intelligences is that it means the same as "learning styles". Instead, multiple intelligences represent different intellectual abilities, while learning styles represent different approaches to tasks. They have been categorised in a number of different ways - visual/auditory/kinaesthetic, impulsive/reflective, right brain/left brain, etc. Gardner argues that the idea of learning styles does not contain clear criteria for how one would define a learning style, where the style comes, and how it can be recognised/assessed. He phrases the idea of learning styles as "a hypothesis of how an individual approaches a range of materials".

Everyone has all eight types of the intelligences listed above at varying levels of aptitude (perhaps even more that are still undiscovered), and all learning experiences do not have to relate to a person's strongest area of intelligence. For example, if someone is skilled at learning new languages, it doesn't necessarily mean that they prefer to learn through lectures. Someone with high visual-spatial intelligence,

such as a skilled painter, may still benefit from using rhymes to remember information. Learning is fluid and complex, and it's important to avoid labelling students as one type of learner. As Gardner states, "when one has a thorough understanding of a topic, one can typically think of it in several ways".

Semester - 1.

UNDERSTANDING DISCIPLINES AND SUBJECTS

Task 2: Interdisciplinary
subjects and its chief
characteristics

Submitted To
Mrs. Rasmi Rajesh

Date: 27-01-2021



Submitted By
Sneha. S.
Mathematics

INTERDISCIPLINARY SUBJECTS

An interdisciplinary approach is one in which two or more disciplines are brought together, preferably in such a way that the disciplines interact with one another. A disciplinary approach is to give practical shape to the knowledge of various subjects. Interdisciplinary approach is a technique or tool that establishes reciprocal relationship for better understanding of the subject. In the interdisciplinary research different disciplines are integrated in such a way that the overlap creates its own theoretical, conceptual and methodological identity, reflecting strong disciplinary coherence.

Interdisciplinary approach enables teachers and learners to make connections in their learning through exploring clear and relevant links across the curriculum. It supports the use of and application of what has been taught and

learned in new and different ways and provides opportunities for deepening learning. Learning beyond subject boundaries provides learners with the opportunity to experience deep, challenging and relevant learning.

Some of the multidisciplinary/interdisciplinary subjects are Forensic Science, Chemical Physics, Global Studies, Cognitive Science and Mathematical Biology.

Semester-1

UNDERSTANDING DISCIPLINES AND SUBJECTS

Task 1: Select a topic from school subject and sketch the development of the topic into an elaborated form in a discipline.



Submitted To

Mrs. Rasmi Rajesh

Date : 15-02-2021

Submitted By

Sneha.S.

Mathematics.

INTRODUCTION.

A subject refers to a branch or field of study or knowledge. The concepts of school subjects represents a group of core subjects meant to be taught as a part of school education from primary level to higher secondary level. The school subjects are often adjusted to accommodate the goals of education.

Discipline refers to a branch of academic study. It is the deep study, or focused study of a particular academic field. It is affiliated with an academic department of a university formulated for the advancement of research, scholarship and professional training of researchers, academicians and specialists.

It is believed that school subjects and academic disciplines are two sides of a same coin. Though they share some common features, the two concepts are entirely different. The school subjects form the basic foundation on which academic disciplines are built.

INTRODUCTION.

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TOPIC SELECTED FROM SCHOOL SUBJECT

COMPLEX NUMBERS

Complex numbers is a topic which is studied as a small chapter in school level. Complex number system is an extension of real number system. Complex numbers is introduced in school curriculum when it was impossible to find the solution of the equation $x^2 + 1 = 0$ in the real number system.

A new symbol i is introduced here which is equal to $\sqrt{-1}$. Here, i is the solution of the quadratic equation $x^2 + 1 = 0$.

In school curriculum, the main objectives of complex studying complex numbers is to solve the quadratic equation $ax^2 + bx + c = 0$, where $b^2 - 4ac < 0$. It is not possible to find the solution of such an equation in real number system. So the complex number system and the symbol i corresponding to it was introduced.

The number of the form $a+ib$, is called a complex number. Here a and b are real numbers and i is called the imaginary number. Usually, a complex number is denoted by z .

Algebra of complex numbers.

The addition, difference, multiplication and division of complex numbers are defined. The fundamental laws of addition such as closure law, commutative law, associative law, existence of additive identity, and existence of additive inverse also discussed without the proof. Similarly, the laws of multiplication such as closure law, commutative law, associative law, existence of multiplicative identity, existence of multiplicative inverse and distributive laws are also given.

The power of i , in general, is defined as follows. For any integer k , $i^{4k} = 1$, $i^{4k+1} = i$,
 $i^{4k+2} = -1$, $i^{4k+3} = -i$.

Many algebraic identities which are true for

all real numbers can be proved to be true for all complex numbers also.

Modulus and conjugate of a complex number.

The new terms modulus and conjugate are introduced here. The modulus of a complex number, denoted by $|z|$, is defined to be the non-negative real number $\sqrt{a^2+b^2}$, i.e., $|z| = \sqrt{a^2+b^2}$.

Conjugate of a complex number z is denoted by \bar{z} and is defined as the complex number $a-ib$. i.e., $\bar{z} = a-ib$. Some of the important results corresponding to modulus and conjugate are discussed which is further used to solve the problems to find inverse of a complex number and to express a given number in the form $a+ib$.

Argand plane.

The complex number $x+iy$ which corresponds to the ordered pair (x,y) can be represented geometrically as a unique point in the XY plane and vice-versa. The plane having a complex

number assigned to each of its point is called complex plane or argand plane. The x axis in argand plane is called the real axis and the y axis is called imaginary axis.

Polar representation

In this section, a student studies to represent a complex number in its polar form. Substituting $x = r \cos \theta$ and $y = r \sin \theta$ in $z = x + iy$, we get $z = r(\cos \theta + i \sin \theta)$. This is said to be the polar form of a complex number. Here, $r = \sqrt{x^2 + y^2}$ is the modulus and θ is called the argument.

Quadratic equations

Method to find the solutions of the quadratic equation $ax^2 + bx + c$ with real coefficients a, b, c , $a \neq 0$ and discriminant $b^2 - 4ac < 0$ is discussed under this topic.

In school curriculum, only fundamental concepts of complex numbers are discussed. The main aim of complex numbers here is to find the roots of quadratic equations with negative discriminant:

EDU 10 : GENDER, SCHOOL AND SOCIETY

Assignment : The rights of a girl child
are being violated.

Submitted To,
Neema Teacher

Neema

Submitted By,
Sreeshna.M
Mathematics
Roll No: 9

THE RIGHTS OF A GIRL CHILD ARE BEING VIOLATED

In many cultures and societies, the girl child is denied her human rights and some times her basic needs. She is at increased risk of sexual abuse and exploitation and other harmful practices that negatively effect her survival, development and ability to achieve to her fullest potential. The status of girls is significantly less than that of boys in some countries. This makes girls more vulnerable to discrimination and neglect.

Girls are more likely to be denied education. Girls from poor and rural households are especially likely to be denied education.

Yet there are many benefits of investing in girls education. Educating girls is a supportive, gender sensitive environment is critical to achieve gender equality.

Child marriage is another human rights violation. In India, 47% of women

married before 18 years of age. Child marriage is a form of sexual abuse that separates girls from family and friends, isolates them socially, restricts education and leaves them vulnerable.

Female genital mutilation is a widespread practice in parts of the world. It includes all procedures that involve partial or total removal of the external female genitalia, or other injury to the female genital organs for non medical reasons. It is a practice that violates a series of well established human rights principles, norms and standards.

Sexual exploitation, prostitution and trafficking are some of the present risk to the girl child's mental and physical health. It includes the exploitation, forced labour or services, slavery or the removal of organs.

Thousands of girl children around the world are killed each year. Motives for honor killing have included; suspicion of adultery or some other relationship between a woman and man; being a victim of rape; refusing to enter an arranged marriage; seeking divorce or

Trying to escape marital violence; and falling in love with someone who is unacceptable to the victim's family according to the global campaign to stop killing and stoning women.

Apart from the above explained violation of girl child rights, there are many more violations. The human rights of female children are protected on paper, but are violated in practice. A comprehensive campaign is needed against gender based inequalities, discrimination, exploitation, abuse, violence and its human values.

Suma

FIELD EXPLORATION 2021-2022

EDU 01 - EDUCATION IN CONTEMPORARY INDIA.

Task 1: Visit an institution having more than 50 years of history and study its development and present report.

Submitted to
Meera teacher.

Submitted by

Sneha S.
Mathematics
Roll. No: 8.

SREE NARAYANA COLLEGE, ALATHUR



Sree Narayana College, Alathur, affiliated to the University of Calicut was established by the Sree Narayana Trust in 1970 to fulfill the long-felt need of the people of Alathur to have a full-fledged college to meet the rising demand for the greater facilities in the field of higher education. The college is situated at Erattakulam on Thrissur-Palakkad National highway in Kavassery village, Palakkad. It has a sprawling campus of

25 acres with a green, serene environment that imparts an added charm to this center of learning.

The college was inaugurated by Sri. R. Sankar, former chief minister and founder secretary of the S.N. Trusts, Kollam on 8th July 1970. The institution which started as a junior college was upgraded in 1977.

The college offers undergraduate courses in Mathematics, Zoology, Environment and Water Management, Microbiology, Botany, Chemistry, Commerce, Economics and Functional English. The college was elevated to the status of post-graduate institution in 1984, with the introduction of M.Sc. course in Mathematics followed by M.Com in 1995, M.Sc. Zoology in 2001 and M.A. English in 2013.

Dr. R. Bindu is the present principal of the institution. Since its inception, the college has made great strides in catering to the educational aspirants of thousands in Palakkad district.

The National Assessment and Accreditation Council, an autonomous institution of the University Grants Commission evaluated and assessed the academic performance and the infrastructure facilities and re-accredited this institution with a 'B' grade in 2015.

MISSION

The college aims at achieving the lofty ideals of Sri Narayana Guru, the world renowned social reformer and saint philosopher of modern India. "Seek of freedom and enlightenment through education" is the motto of this college. Imbibing the great teachings of Guru, the institution trains the

youth in inculcating resourcefulness, initiative, self confidence and leadership qualities and helps the students to keep abreast of the modern age of science and technology by moulding them as competent and committed citizens. The college aims at the upliftment and advancement of youth, especially those who belong to economically and socially backward areas and communities.

MANAGEMENT

The management of the college is vested in the Sree Narayana trusts, Kollam. The board of management consists of the members of the executive council of the S.N. Trusts, Sri. Vellapally Natesan as the present manager. There is also a Regional Development Committee to assist the trusts in the management of the college.

FACILITIES

There is a well equipped central library in the college divided into two sections, reference section and general section.

A well set up computer lab with adequate computers and internet connectivity provides a rich environment for the students and staff to access information quickly. The facilities provided help them in meeting the academic requirements and for academic updating.

The college canteen provides vegetarian and non-vegetarian food to the staff and students at a reasonable price. The canteen committee takes measures to ensure the quality of food and services provided in the canteen.

Sree Narayana study centers is a center for students, teachers and non-teaching staff of the college which provides a common platform to learn, study and discuss the core of Narayana Guru's philosophy that has great relevance at all times.

Several clubs are functioning in the college. Nature club for ingenerating awareness on the need for conserving nature and inequipping the younger generation against the perils of environmental pollution and exploitation of natural resources, literary and reading club to cultivate an interest in reading and to provide guidance for the proper selection and purchasing of personal books and also to familiarise new trends in literature especially in Malayalam and English, Science club to inculcate a scientific

culture and temper among students, the sports club to promote sports and games in the campus and for identifying and nurturing young talents, film club to view the film industry - its pageantry and politics - with both academic flavour and artistic sensibility, the Red Ribbon club to create awareness about HIV and AIDS and to promote voluntary blood donation, tourism club for generating awareness about the socio-economic importance and potentiality of tourism industry in employment, Entrepreneurship development club to inculcate an entrepreneurial attitude among the students, health education club to give necessary health awareness to the students. All the clubs are functioning actively. They conduct various programmes every year.

There is a career guidance and placement cell functioning in the college. It provides necessary inputs regarding job opportunities and career information through seminars, lectures, demonstrations, brochures, notification notices, etc. It also organizes lectures and workshops on personality development and communicative skills.

The walk with a scholar programme aims at giving necessary orientation to selected students, to prepare them for employment and give them motivation and moral support to identify appropriate areas for higher studies as well as employment.

Sree Narayana College aims at the upliftment and advancement of youth, especially those who belong to economically and socially backward areas and communities.

This institution trains the youth in inculcating resourcefulness, initiative, self-confidence and leadership qualities and helps the students to keep abreast of the modern age of science and technology by molding them into useful and committed citizens.

EDU 12

Creating An Inclusive School

Task :

Consider the special education and general education teacher in the school identify experience and expertise that these teachers can offer to others as inclusive programme are developed or improved

Submitted to

Jim mam

Submitted by
Alkhila C.
Mathew
No. 3

Inclusion

Inclusive education also called inclusion, it means that all students attend and are welcomed by their neighbourhood schools in age-appropriate, regular classes and are supported to learn, contribute and participate in all aspects of life at schools.

Inclusion is both a process and an outcome. The process involves creating school policy, building staff capacity and creating a culture and makes it possible for every student to learn. The outcome is students with disabilities being able to learn academically and enjoy social aspects of life at school.

In low and middle income countries like India, investing in inclusion is an essential pathway to improve outcomes for children with disabilities. Research shows that most students both with and without disabilities, learn and perform better when they are in an inclusive school.

Report

As a part of our B Ed curriculum, a task was assigned concerning general education and special education teachers, the experience and expertise these teachers can offer to others as inclusive programmes are developed or improved were identified. In order to complete our task students, teachers were divided into 5 groups each group prepared questionnaire. Interview was conducted with inclusive education teachers - one general education teacher. My reflections and understanding of the inclusive education and administrative changes made in school to minimise resistance was learnt out and analysed. Through these session one understand the importance and relevance of inclusive education and its present conditions.

Many sessions with special education and general education teachers were attended. An interactive session was made with Jagadiphat special educator, BKR Resource Center, Kollengode.

Ms. Maral M, general educator, Block resource center, Kuzhalmandan, Sainy teacher, Nirmala Sadan special school Muvattupuzha.

Our group educated a session with Sainy teacher. She is a special education teacher from Nirmala Sadan special school. Teacher cleared out doubts regarding the program inclusive education, the difference b/w an inclusive education and a special education. Both programmes have different aim. The environment created by children with special needs in the type of educational institution is different.

The kind of behaviour and interaction strategies adopted for children is based on what kind of disabilities they have, like mental retardation, cerebral palsy, low vision, blindness etc. are some disabilities. Many parents are not accepting the disabilities of their children and do not allow their children to go to school. Teacher says,

it is one of the biggest challenges for special education. There are many awareness classes and training provided to parents to cope up with the resistance they provide to CSN to attend school.

Many questions were asked in the questionnaire session, they were like.

1. What's the biggest challenges / reward in working with disabled students?
2. What method do you use to maintain discipline in your classroom environment?
3. What experience you had in your life that helped you prepare for this job?
4. How do you build routine and procedure in classroom?
5. How do you plan to include the students with significant disabilities in to your classroom instruction?

Teachers says that the CSN needs just-
help, they do these works in a little but-
different way from a normal child and-
they just need a little bite more care. A-
Teacher should care for them without ignoring
them so that they could learn something
even if it is just a small thing. Even-
children with special needs CSN have-
right to educaⁿ. They must not be ignored.

The general educaⁿ teacher said that
the concept inclusion is not wrong. but-
unlike is specialised school, practically it is-
difficult in a regular school as it is a-
new programme. to all. In a classroom, were-
other children would do a task in a minute-
there CSN may take an hour to complete it
but we must think about positive since that-
through slowly they are growing

A special educaⁿ teacher said that-
inclusion is not completely of disadvantages-
as these children will be able to grow in an

enrolment with regular students - that will help them become more competent and productive towards the growth of national income and - if not that at least independent and educated which is not possible in a specialised school, they would get a closed environment with children of similar disabilities which may retard their growth.

with the development of inclusive education there are many challenges and resistance from the members of school, but with the advent of this programme all children with / without disabilities and exceptionalities will get an equal opportunity to study in a regular school and gain education.

Both general education and special education teachers shared their valuable experience with teaching children with special needs. and we realised the role of a teacher in bringing changes in the life of these students. A special education teacher said in the end of her

summary that what I want from the future -
teachers is that atleast they will show a soft
corner to these CSR students and will not ignore
them if they will get such a students in their
class these differently abled students just want
some more attention than the regular students.

From these sessions, it was realised -
that it is everybody's responsibility to -
support the cause of Inclusion. It is not
just the teacher's responsibility but also -
of a parent and community's duty to -
encourage them and support them and make -
the inclusion a reality.

By

Hands on Activity 2021-2022

WORKSHOP
RECORD

INDEX

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PREPARATION OF
TEACHING
LEARNING
MATERIALS

INTRODUCTION

A workshop is a place where work is preferred or a seminar or group of meetings and discussions in a particular field. It can be a room, area or small establishment where manual or light industrial work is done. It can also be a brief intensive course for a small group, emphasizes on problem solving. It also means a course or meeting at which a work in progress, often a story, poem, or script discussed by a group of writers.

The meaning of workshop in educational aspect is a usually brief educational program for relatively small group of people that focuses especially on techniques and skills in a particular field. A good teacher become a great teacher by going beyond the call of duty and beyond textbooks. For this, it is necessary that teachers should continue their education. Conference, discussions, workshops, etc. gives an extra help for the student trainees as well as teachers to get updated with the technology for their students. Workshop helps to develop the skill of writing charts, making models and other effective learning aids

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WORKSHOP ON
PREPARATION OF
CHARTS



WORKSHOP ON PREPARATION OF CHARTS

The workshop on preparation of charts was held on 5/7/21. All student teachers were attended the workshop through online. We assembled in the virtual platform with the blue prints that are already prepared and checked by the teachers. We were ready with all the required materials for chart work shop. Each student has to prepare five different charts within five hours. And after each one hour students have to upload it in the google classroom. For the chart workshop, I have selected:

1. Descriptive chart
2. Tabular chart
3. Profile chart
4. Diagram chart
5. Flip chart.

DESCRIPTIVE CHART

The charts which are written to define or give meaning about a concept are called Descriptive charts.

For writing descriptive chart, I chose the topic "Tajmahal". The blue print was prepared for understanding the space management. and it was shown to the concerned teachers for correction. To prepare the descriptive chart, I chose its smooth surface and drew a four side border using pencil, and then using marker I drew lines just like four line copy to manage space according to the content. Then, wrote the content with pencil and later with marker. I erased the lines drawn with pencil. and my first chart was prepared.

TAJMAHAL

TajMahal is one of the most beautiful monuments of India. It was built by Mughal Emperor Shah Jahan in the memory of his beloved wife Mumtaz Mahal after her death.

TABULAR CHART

A tabular chart is a chart that organizes information in rows and columns.

For writing a tabular chart, I chose the topic 'synonyms and antonyms'. The blue print was prepared for understanding space management and it was shown to the concerned teachers for correction. To prepare the tabular chart, I chose its smooth surface and drew four side border using pencil, and then with marker. I drew two columns and lines were drawn to manage space according to content. Then wrote the content with pencil and later with marker. I erased the lines drawn with pencil and completed my tabular chart.

SYNONYMS AND ANTONYMS

SYNONYMS

*synonyms are words with similar meaning

*Examples: begin - start,
new - novel

*Not usually formed by adding prefixes.

ANTONYMS

*Antonyms are words with opposite meanings.

*Examples: Honest - dishonest
new - old

*Some antonyms are formed by adding a prefix

PROFILE CHART

A profile chart is a chart which gives an idea of the profile of a person.

For the profile chart, I chose the profile of author "Anton Pavlovich Chekhov". I drew a four line border in the smooth surface. using marker. Lines were drawn using pencil for the space management. Name of the author was given as title, below that I pasted the photograph of Anton Pavlovich Chekhov. on the side of photograph I wrote the birth and death dates. below that I wrote other details of the author. using marker. I erased the lines drawn with pencil.

ANTON PAVLOVICH CHEKHOV

(1860-1904)

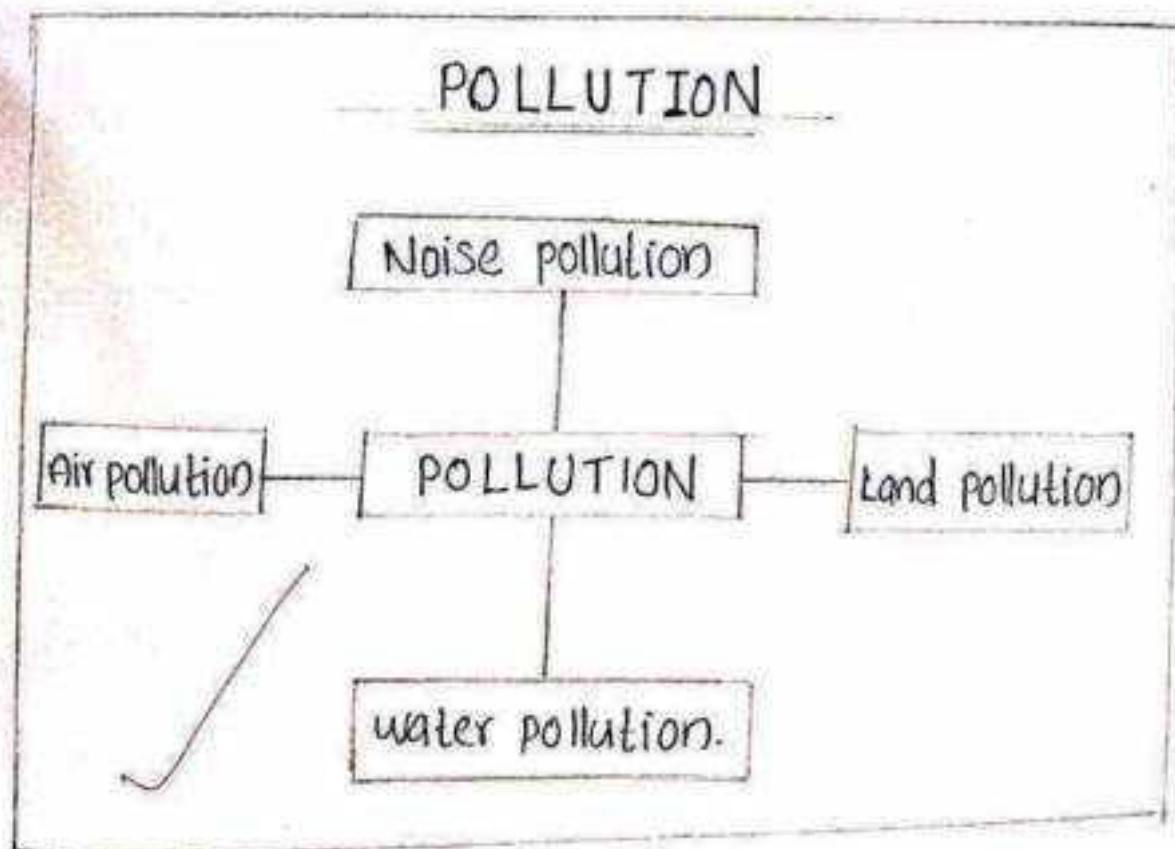


He was a Russian physician and writer who is considered to be among the greatest writers of short stories. His career as a dramatist produced four classics and his best short stories are held in highest esteem by writers and critics.

DIAGRAM CHART

A Diagram chart is a chart which explains or illustrates something by showing how the parts relate to each other.

For writing a diagram chart I chose the topic "pollution". The blue print was prepared for understanding space management. And it was shown to the concerned teachers for correction. To prepare the diagram chart, I chose its smooth surface and drew four side border using pencil, and then with marker. I wrote the topic in the centre of the chart and then drew hands and wrote the parts related to the topic. I wrote the content using pencil first and then with marker.



FLIP CHART

The flip chart consist of a number of charts. It could made include various contents. It can can be a combination of certain types of charts or can be a same set of flips. It represents the content which can be taught in one hour class.

For the preparation of flip chart, I chose the topic 'parts of speech'. The prepared blueprint was verified by the teacher. The charts were devided into four equal pieces. on the smooth surface the border was drawn. Lines were drawn using pencil for space management. At the first page 'parts of speech' was written and the content were written the following flips using marker. I erased the lines drawn with pencil. I included nine flips in the flip chart. Atlast the charts were spiral binded and made such a way to place it on a table using cardboard.

0 0 0 0 0 0 0 0 0 0

PARTS OF SPEECH

NOUN

Names a person, place thing or idea.

Example: Ram, Delhi, bat

PRONOUN

Used in place of a place, person, thing or idea.

Example: they, he, she

ADJECTIVE

Describes a noun or a pronoun.

Example: Little, fun

VERB

Shows action or state of being. An action word.

Example: Go, speak

ADVERB

Describes an adjective verb or another adverb.

Example: quickly, loudly

INTERJECTION

Expresses a strong feeling of emotion.

Example: wow! Great

CONJUNCTION

joins two words, phrases, ideas or clauses together.

Example: so, and, or, but

PREPOSITION

Shows relationship between words.

Example: At, in, from

नाम

WORKSHOP ON
PREPARATION OF
MODELS



WORKSHOP ON PREPARATION OF MODELS

The workshop on preparation of models was held on 8/7/21. All the student teachers were assembled in the google meet. Each student procured the necessary materials like cardboard, glue, tape, colour papers etc in their home. We have to make three models including one working model and two still models. The concept that I chosen for making models are: related to English subject.

MODEL-1 [STILL MODEL]

The still model was prepared based on the chapter 'Tolstoy Farm'. My idea of still model was the model of Tolstoy farm to introduce the chapter.

MATERIALS REQUIRED

- cardboard.
- scissors
- colour papers
- Glue
- ice-cream stick
- paint
- cumin seeds.

PREPARATION

I cut the cardboard in an appropriate shape to make a farm, then joined it using glue. Then I cut the colour paper in the shape of window and door and paste it on the correct place. Then I drew trees and painted it. After that the trees were attached on the background of the farm. Finally I pour the glue on the floor of the cardboard and spread some cumin seeds. To make it more beautiful I cut the papers and made some grass and a flower tree. And my first still model was prepared.

CONCLUSION

Workshops are the place where work is performed, or a seminar or group of meetings and discussions in a particular field. The workshop of charts and models gave a creative space for developing creative activities of student teachers. This would be helpful for them during the teaching practice. This could be used for preparation of effective classroom demonstration aids which helps in bringing up the creative aspect that are present in the students.

Adelma

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HANDS-ON ACTIVITY 2021-2022

EIDU 302 COURSE
ON EPC 2:
DRAMA AND
ART IN
EDUCATION



INDEX

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TASK-1

WORKSHOP ON SPRAY PAINTING


Submitted
To,
Reshmi mam

Submitted By
Vaseena.K.V
Commerce OPTION
Roll No: 12

SPRAY PAINTING

Painting is one of the types of fine art study which alleviates the negative emotions and provides pleasure and happiness for the individual. Painting boosts self-esteem and inspires people to reach new levels of skills of creativity and engagement in different ways from what is usually taught in the school. A part from this art has a wide range of uses and influences on students. It improves motor skills. Simple things like mastering a paint brush or using crayons and pencils help to develop fine motor skills, especially in young children. It fosters collaboration and group learning. It helps to improve decision making, boost the self-confidence and make children more self-assured, as they learn about what appeals to them and they directly influence


how their final product will look.

Spray painting is excellent if we are looking to achieve an even coverage with out any brush strokes. it is a much faster way of painting a surface.



TASK-4

COMIC STRIP


Submitted
To,
Reshmi mam

Submitted
by
Vasena.k.v
Commerce Option
Roll No: 12

COMIC STRIP

A Comic Strip is a sequence of drawings arranged in interrelated panels to display brief humour or form a narrative, often serialized with text in balloons and captions traditionally, though out the 20th century and into the 21st century these have been published in newspapers and magazines with horizontal strips printed in black and white in daily news papers, while Sunday news papers offered longer sequences in special colour comic sections with the development of the internet they began to appear online as web comics.

PURPOSE OF COMIC STRIP IN EDUCATION

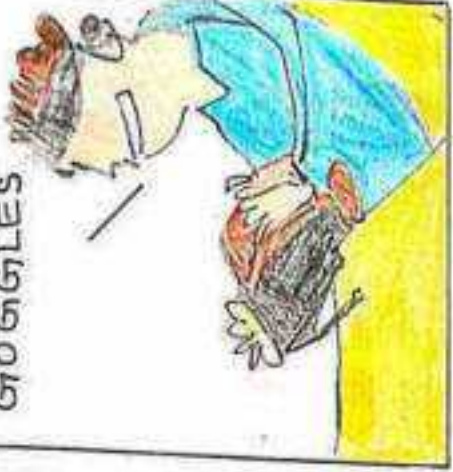
- * Comic strips are effective instructional tools to use in class with students from different grades
- * it helps to engage students in meaningful learning experience.
- * Comics promote a wide variety of skill, cognitive, intellectual, social and cultural.
- * it can be used to teach different school subjects
- * Can keep students to develop higher order thinking skill (sequencing, predicting, inferring, synthesising, analysing, evaluating etc...)
- * Visually illustrated content is much easier to process understood and remember.
- * Can be used to teach reading, writing, listening and speaking skills.
- * You can use comic strips to introduce a topic and have students brainstorm ideas.
- * Use comic strip to raise students awareness to topic such as racism, digital citizenship etc....

OUR BRAND IS
(IN DECLINE - WHAT'S
OUR PLAN?

THE
METAVERSE



HERE, PUT
ON THESE
GOGGLES



AND ENTER
A VIRTUAL
WORLD



WHERE EVERY
ONE LOVES
BRANDS



IT'S THE
FUTURE
OF
MARKETING.



I NEVER WANT
TO TAKE THESE
OFF



WHY
WOULD
WE?



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Alexander P. O'Neil
Kaysville, UT 84041

PREPARATION OF TERM PAPER

2021-2022

ACHIEVEMENT TEST 1



ACHIEVEMENT TEST

1. PLANNING OF THE TEST

Subject : MATHEMATICS

Chapter : IDENTITIES

Time : 40 minutes Maximum Score: 25

Learning outcomes

1. Explaining multiplying a sum by a sum
2. Explaining square of a sum.
3. Explaining square of a difference
4. Explaining properties of perfect square.
5. Expressing number relations using algebra.

2. PREPARATION OF A DESIGN FOR THE TEST

Weightage to learning outcomes.

Sl. No.	Learning outcomes	Score	Percentage
1.	Explaining multiplying a sum by a sum.	2	8
2.	Explaining square of a sum	11	44
3.	Explaining square of a difference	4	16
4.	Explaining properties of a perfect square.	5	20
5.	Expressing number relations using algebra.	3	12
Total.		25	100

Weightage to thinking skills.

Sl.No.	Thinking skills	Score	Percentage
	LOTS		
	Remembering	1	4
	Understanding	3	12
	Applying	10	40
	HOTS		
	Analysing	3	12
	Evaluating	5	20
	Creating	3	12
	Total	25	100

Weightage to forms of questions

Sl.No.	Form of questions	No. of questions	Score	Percentage
1.	Objective type	5	5	20
3.	Short answer type	5	15	60
3.	Essay type	1	5	20
	Total	11	25	100

Weightage to difficulty level.

Sl.No.	Difficulty level	Score	Percentage
1.	Easy	5	20
2.	Average	14	56
3.	Difficult	6	24
	Total	25	100

3. PREPARATION OF BLUEPRINT

Thinking skills form of questions Learning outcomes	LOTS						HOTS						Total items	Total Score			
	R		U		A		An		E		C						
	O	S	O	S	O	S	O	S	O	S	O	S					
Explaining multiplying a sum by a sum					2 ⁽²⁾										2	2	
Explaining square of a sum						3 ⁽¹⁾							5 ⁽¹⁾		3	11	
Explaining square of difference															2	4	
Explaining properties of perfect square						1 ⁽¹⁾										3	5
Expressing number relations using algebra																1	3
Total items	1	1	1	1	6	1	1	1	1	1	1	1	1	1	11		
Total score	1	1	3	10	5	3	5	3	5	3	3	3	3	25			

Note:

- R-Remembering
- U-Understanding
- A-Applying
- An-Analysing
- E-Evaluating
- C-Creating

*Number inside bracket indicate questions and number outside the bracket indicates marks.
 O-Objective type / S-Short answer type / E-Essay type.

MATHEMATICS

Class : VI

Time : 40 minutes

Maximum score : 25

Instructions:

1. Five minutes is given as cool off time.
2. Answer all questions.
3. Answer the questions according to the score and time.

PART - A

(5 × 1 = 5 marks)

1. $x^2 - y^2 = \underline{\hspace{2cm}}$
2. Find 98^2 .
3. Find $100^2 - 99^2$.
4. $(x + 1)(y + 1) = \underline{\hspace{2cm}}$
5. Find the value of 21×31 .

PART - B

(5 × 3 = 15 marks)

6. (a) What number should be added to $x^2 + 6x$ to get $(x + 3)^2$?

(b) Expand $(x + \frac{1}{2})^2$.

7. $3 = 2^2 - 1^2$

$$5 = 3^2 - 2^2$$

$$7 = 4^2 - 3^2$$

(a) Write the next line of the above pattern.

(b) Explain the general principle using algebra.

8. (a) $(3a + b)(3a - b) = \underline{\hspace{2cm}}$,

(b) Find $9.8^2 - 0.2^2$.

9. Prove that in the sequence of natural numbers, the product of any two alternative numbers is one less than the square of the skipped number.

10. (a) What is to be subtracted from $a^2 + b^2$ to get $(a - b)^2$?

(b) Find 199^2 .

PART - C

(1 × 5 = 5 marks)

11. Prove that the square of any natural number which is not a multiple of 3, leaves remainder 1 on division by 3.

SCORING KEY AND MARKING SCHEME

Q.No	Answer key / value point	Score	Total
1.	$(x+y)(x-y)$	1	1
2.	$98^2 = (100-2)^2 = 100^2 - (2 \times 100 \times 2) + 2^2 = 9804$	1	1
3.	$100^2 - 99^2 = (100+99) \times (100-99)$ $= 199 \times 1 = 199$	1	1
4.	$xy + x + y + 1$	1	1
5.	$21 \times 31 = (20+1) \times (30+1)$ $= (20 \times 30) + 20 + 30 + 1$ $= 651$	1	1
6(a)	$(x+3)^2 = x^2 + 6x + 9$ 9 should be added to x^2+6 to get $(x+3)^2$.	1	3
(b)	$(x + \frac{1}{2})^2 = x^2 + (2 \times x \times \frac{1}{2}) + (\frac{1}{2})^2$ $= x^2 + x + \frac{1}{4}$	1	
7(a)	$9 = 5^2 - 4^2$	1	3
(b)	LHS = $2x+1$ RHS = $(x+1)^2 - x^2$ $= x^2 + 2x + 1 - x^2 = 2x+1$	1	

Q.No	Answer key / value point	Score	Total
	$2x+1 = (x+1)^2 - x^2$	1	
8 (a)	$(3a+b)(3a-b) = (3a)^2 - b^2$ $= 9a^2 - b^2$	1	3
b)	$(9.8)^2 - 0.2^2 = (9.8+0.2) \times (9.8-0.2)$ $= 10 \times 9.6$ $= 96$	1	
		1	
9.	<p>Let x and $x+2$ be the two alternate numbers.</p> $1 \times 3 = 3 = 2^2 - 1$ $2 \times 4 = 8 = 3^2 - 1$ $3 \times 5 = 15 = 4^2 - 1$ $x(x+2) = x^2 + 2x$ Skipped number is $x+1$. $(x+1)^2 - 1 = (x^2 + 2x + 1) - 1 = x^2 + 2x$ $\therefore x(x+2) = (x+1)^2 - 1$	1 1 1	3
10 a)	$(a-b)^2 = a^2 + b^2 - 2ab$ $2ab$ is to be subtracted from $a^2 + b^2$ to get $(a-b)^2$.	1	
b)	$199^2 = (200-1)^2 = 200^2 - (2 \times 200 \times 1) + 1^2$	1	

Q.No	Answer key / value point	Score	Total
	$= 40000 - 400 + 1$ $= 39600 + 1$ $= 39601$	1	3
11.	<p>Any natural number which is not a multiple of 3 can be written as $3n+1$ and $3n+2$</p> $(3n+1)^2 = (3n)^2 + (2 \times 3n \times 1) + 1^2$ $= 9n^2 + 6n + 1$ $= 3(3n^2 + 2n) + 1$ $(3n+2)^2 = (3n)^2 + (2 \times 3n \times 2) + 2^2$ $= 9n^2 + 12n + 4$ $= 9n^2 + 12n + 3 + 1$ $= 3(3n^2 + 4n + 1) + 1$ <p>The remainder when divisible by 3 is 1</p>	<p>1</p> <p>$1\frac{1}{2}$</p> <p>$1\frac{1}{2}$</p> <p>1</p>	5

QUESTION WISE ANALYSIS

Q. No.	Learning Outcome	Learning outcome number	Thinking skills	Specific thinking skills	Forms of questions	Score	Percentage	Time in Minutes
1.	Sum and difference	4	LOTS Remembering	Recall	Objective	1	4	1
2.	Product of differences	3	LOTS Applying	Solve	Objective	1	4	2
3.	Sum and difference	4	LOTS Applying	Solve	Objective	1	4	2
4.	Product of sums	1	LOTS Applying	Complete	Objective	1	4	2
5.	Product of sums	1	LOTS Applying	Solve	Objective	1	4	2
6.	Square of sum	2	LOTS Applying	Illustrate	Short answer	3	12	5

Q. No.	Learning Outcome	Learning outcome number	Thinking skills	Specific thinking skills	Form of questions	Score	Percentage	Time in Minutes
7	Square of a sum	5	HOTS Creating	Formulate	Short Answer	3	12	4
8	Sum and differences	4	LOTS Applying	Calculate	Short answer	3	12	5
9	Square of a Sum	2	LOTS Understanding	Explain	Short answer	3	12	6
10	Product of differences	3	HOTS Analysing	Analyse	Short answer	3	12	4
11	Square of a sum	2	HOTS Evaluating	Justify	Essay	5	20	7

A
F-Chinh

TEACHER PLANNER

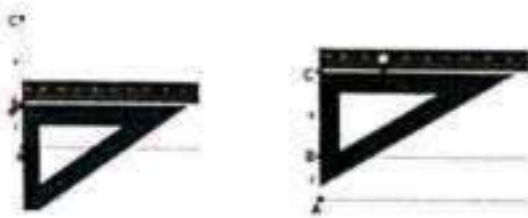
Name of the student teacher : GOPIKA, G	Standard : 9
Name of the school	Date :
Subject : Mathematics	Time : 40 minutes
Unit : Parallel Lines	
Topic : Parallel Division	
Theme	Ratios of parallel lines
Learning Outcomes	To understand the concept that three or more parallel lines cut any two lines in the same ratio
Ideas	Parallel lines, Triangle division
Facts	1. Lines which are at the same distance everywhere, and do not meet anywhere are called parallel lines. 2. All triangles with the same base and the third vertex on a line parallel to the base have the same area.
Concept	Proving three or more parallel lines cut any two lines in the same ratio on the basis of triangle division in the lesson area.
Principle	Three or more parallel lines cut any two lines in the same ratio
Process Skill	Drawing skill, Problem solving skill
Values and Attitudes	Disciplinary value, Aesthetic value, Practical value, Vocational value
Learning Resources	PPT

Slide 3

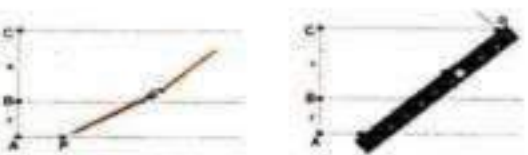


Students carefully observed the steps and drawn on their notebook

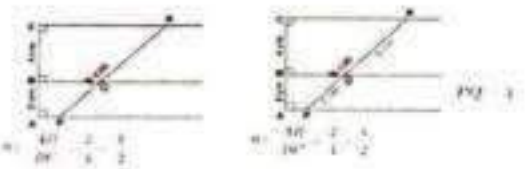
Slide 4



Slide 5

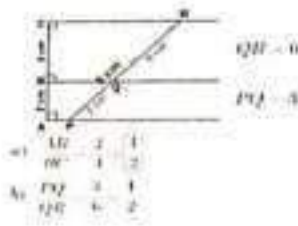


Slide 6

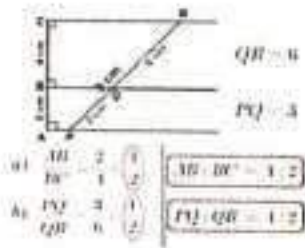


Slide 7

Students find out the value my measuring the line:



Slide 8

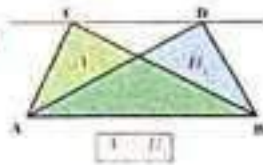


Students actively answered

ACTIVITY 2

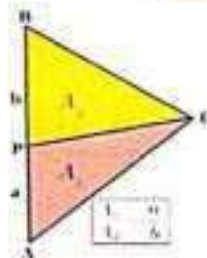
Slide 9

All triangles with the same base and the third vertex on a parallel to the base have the same area



Slide 10

A line from the vertex of a triangle divides the length of the opposite side and the area of the triangle in the same ratio.

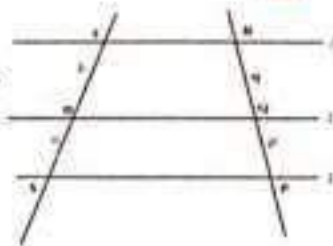


By showing these two slides mentor make the students familiar with the facts that used to arrive at the concept.

Then mentor shows the next slide to start the proof

Slide 11

Do three parallel lines cut any two lines in the same ratio?



Then mentor explains that here l_1, l_2, l_3 are parallel. Here we have to check $a/b = p/q$

For that we have to join the point A and Q and C and Q. While saying that mentor presenting the next slide.

Slide 12

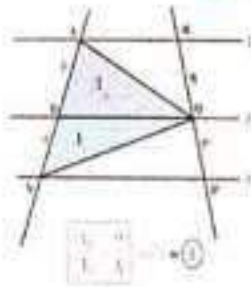
Students had the previous knowledge about the principle. They answered perfectly.

Responded very well

Here

Area of triangle
 $AQB = A1$

Area of triangle
 $BQC = A2$



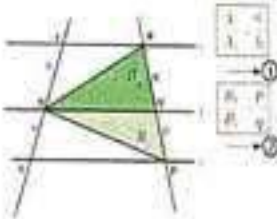
Then mentor asks, does this image related to any figure we just discussed?
Yes the second figure.

Slide 13

Here

Area of triangle
 $PQB = B1$

Area of triangle
 $BQR = B2$

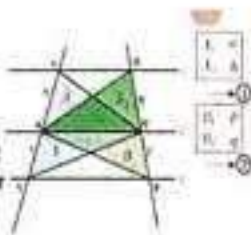


Then mentor shows the next slide which containing, both the triangles join together.

Slide 14

Here join the two
triangles.

Check whether $A1 / A2$
and $B1 / B2$ are equal or
not.



Slide 15

Just consider the parallel lines AP and BQ. What do you observe from this?
Here you have to consider base as BQ

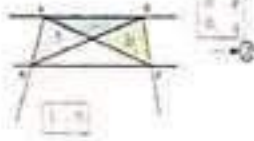
The second figure

Students responded partially

Consider the base as BQ

Here the area of triangle BQA and BQP are equal.

So $A_1 = B_1$



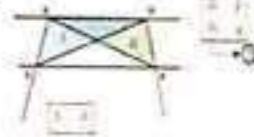
Slide 16

Now consider the upper part

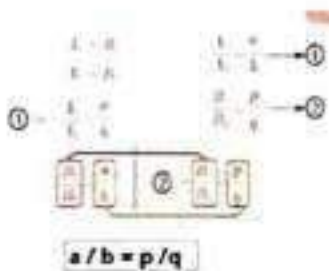
Consider the base as BQ

Here the area of triangle BQA and BQP are equal.

So $A_1 = B_1$



Slide 17



What about more than three lines?

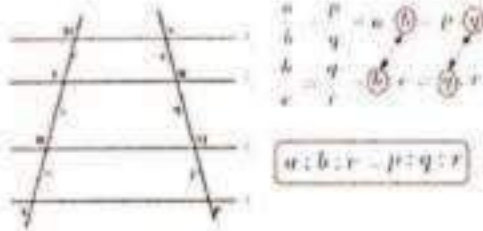
mentor presenting another slide which contain more than three parallel lines cut any two lines in the same ratio.

Slide 18

What about more than three lines?



Slide 19



CODIFICATION

Then mentor codifies the topic by showing the another slide

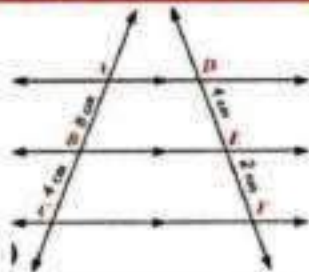
Slide 20

Three or more parallel lines cut any two lines in the same ratio.

CONCLUDING ACTIVITY

Mentor asks the students to find the ratio between the parallel lines

Find the ratio between the lines



Answer

$AB : BC = 4:8 = 1:2$

$PQ : QR = 2:4 = 1:2$

FOLLOW UP ACTIVITY

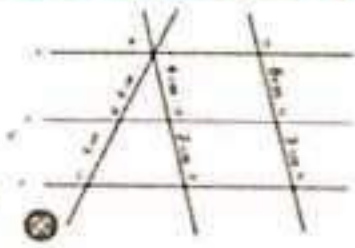
Mentor gives a follow up question to the students

Students carefully observed and one of them read the principle

Actively completed the activity



Find the ratio between the lines



**EDU.401 COURSE ON EPC 3 :
CRITICAL UNDERSTANDING OF ICT
TASKS - CONDUCT THREE WORKSHOPS**

1. Digital TextBook / e - resources
2. ICT Integration With Pedagogy
3. E- Content Development

Prepared By,
Rari.B
Mathematics
Roll No. 5

Rari.B

Rari.B

PRINCIPAL,
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Alathur (PO), Palakkad-DK
Kerala - 678 841.



WORKSHOP 3

E - content development

E content development

DAY 4

Phase 1- Integrating Images, Audio and Videos for e-content Authoring by using Open Free Software.

Product Needed

A directory of selected images, Audio and Videos

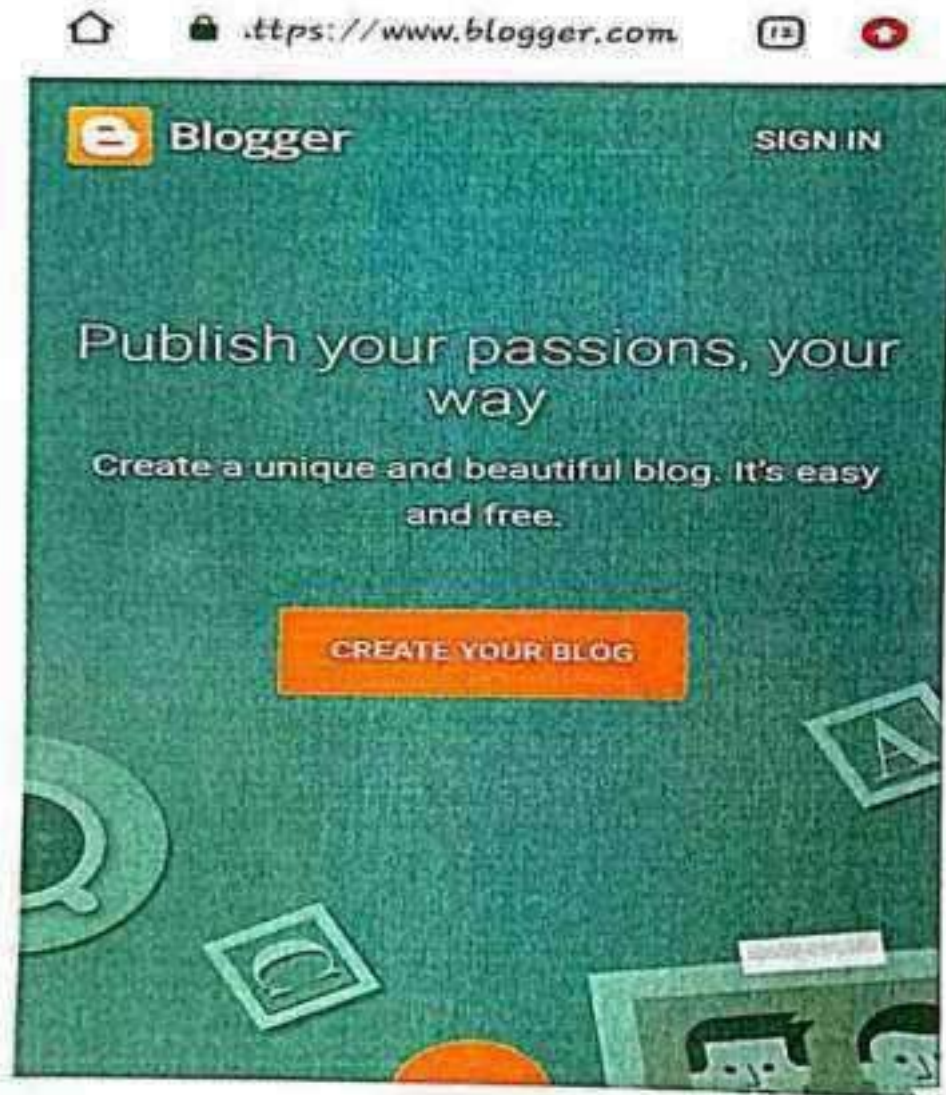
STEP 1

Sign into blogger



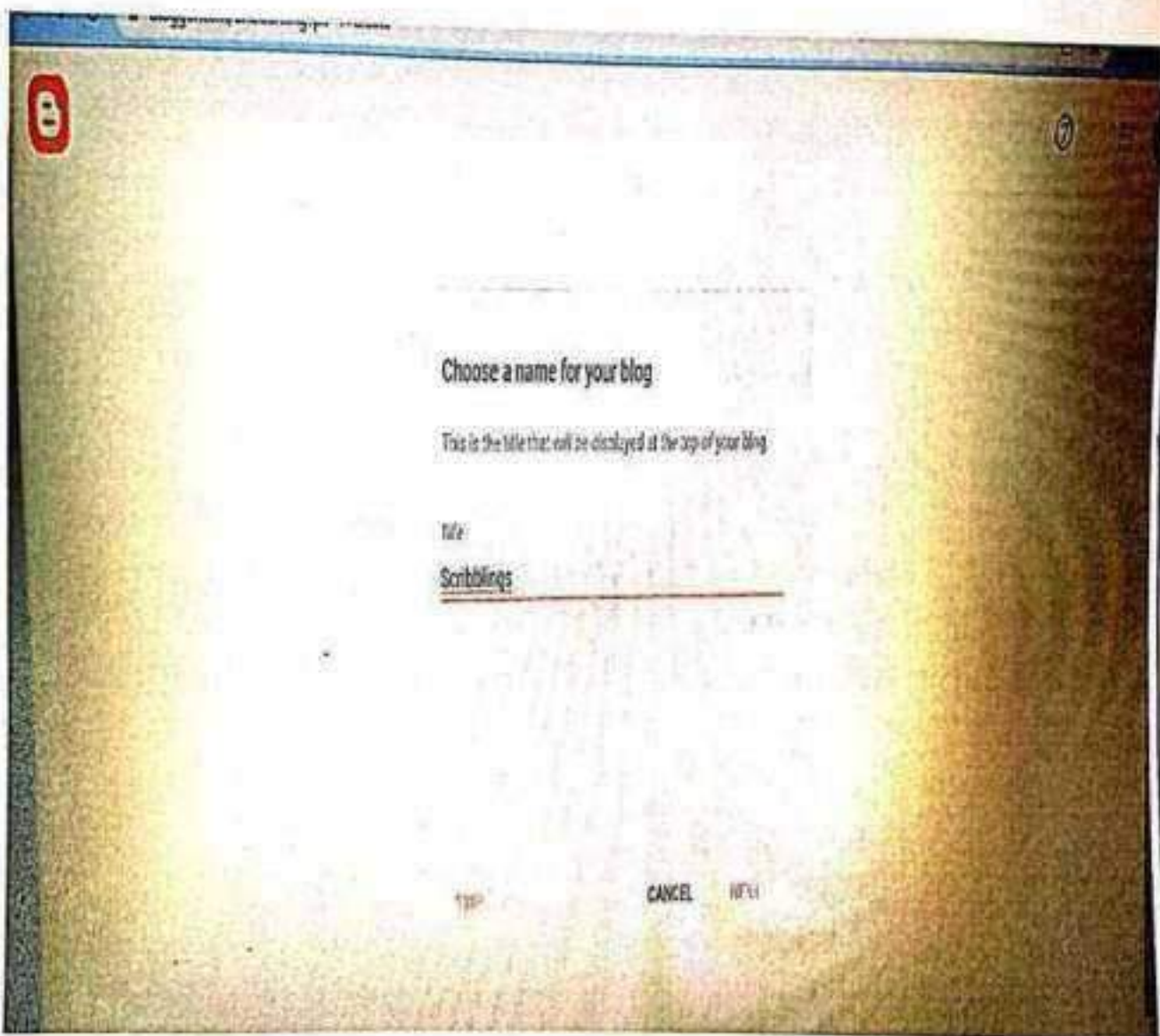
STEP 2

On the left, click the Down arrow and click new blog.



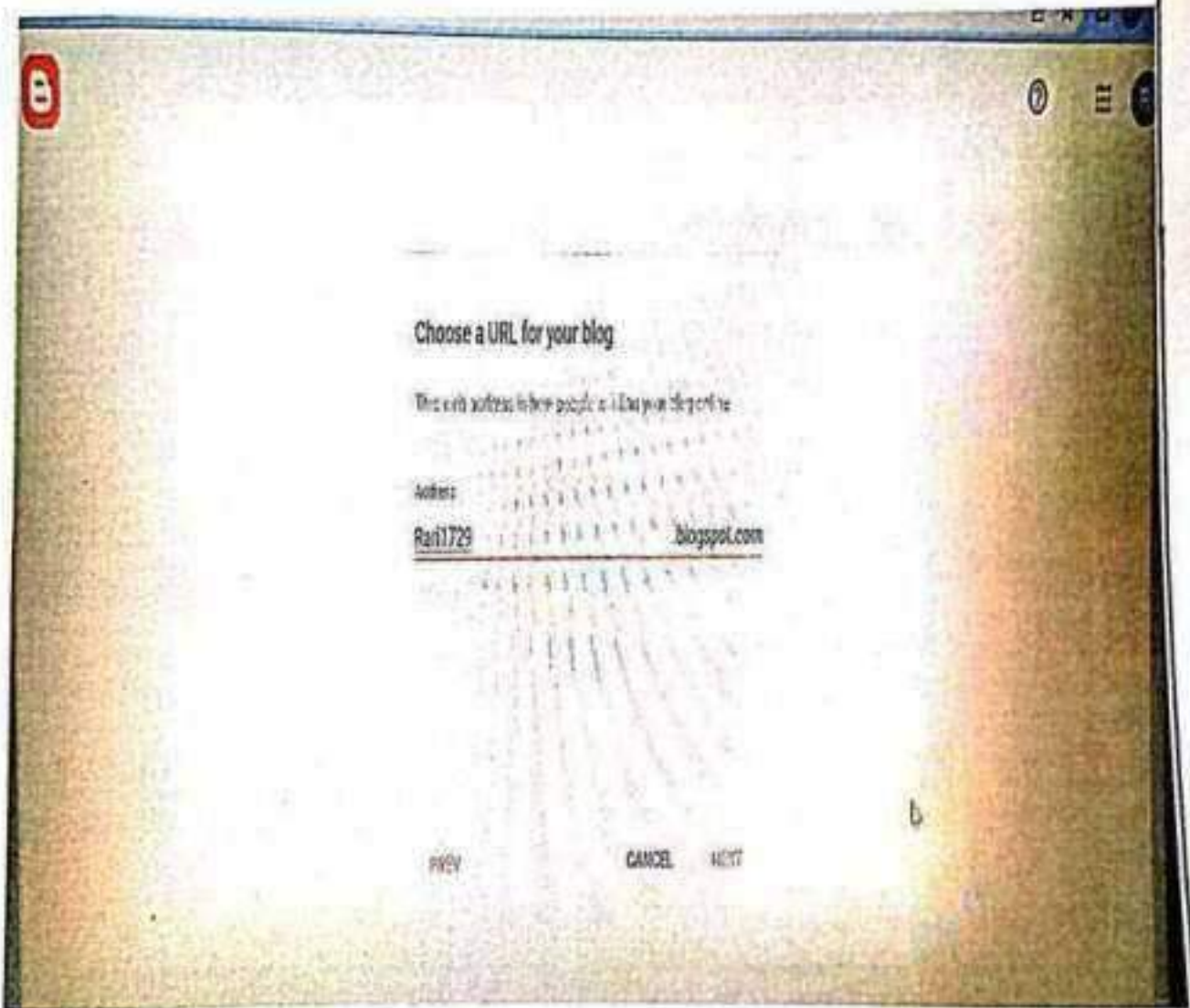
STEP 3

Enter a name for your blog and click next



STEP 4

Choose a blog address or URL.



STEP 5

Type content in your blog.

