2.7.4

A variety of sample assignments given and assessed for theory courses through

1. Library work

Course	Subject	Assignment
B.Ed.	CC1: Childhood and growing up	Discuss the Characteristics and problems of childhood and adolescence
B.Ed.	CC2: Education in India: status, problem & issue	What is the educational importance of co-curricular activities in school programmes? How can effective co-curricular activities be dragonised in schools?
B.Ed.	CC 6: Language Across the Curriculum part-1	Write the meaning and definition of Essay, Describe the types of essays and write essay on a one type
B.Ed.	EPC 1: Reading & Reflecting on Texts	What do you mean by Reading?
M.Ed.	Course 2: Educational Research - I	Define sampling. What are the characteristics of a good sample? Describe the different techniques of sampling.
M.Ed.	Specialization Course: Advance Level Course - I Educational Administration	Approaches to education administration & planning
B.Ed.	PC (4) : Pedagogy of a School Subject Social Sciences	1. Prepare the Plan for practising a micro-lesson with multiple-teaching skills 2. Draw the structure of a lesson plan

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GULAB BAI YADAV SMRITI SHIKSHA MAHAVIDYALAYA BORAWAN

SESSION-2021-22

SUBJECT - CC1: Childhood and Growing Up

Assignments Topic:-

Discuss the characteristics & problems of Childhood and Adolescence.

Guided By

Dr. PARINITA RATNPARKHI

Submitted By

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Que.1:- Discuss the characteristics & problems of childhood and Adolescence.

Ans: ⇒ **INTRODUCTION :⇒**

Childhood is the period from birth till before puberty, when most mental and physical growth of Human beings occurs, whereas adolescence is the period starting from puberty and continues up to adulthood, During this time the development and maturation of primary and Secondary Sexual characters take place.

Adolescence is the period of transition between childhood and adulthood. children entering adolescence are going through many changes in their bodies and brains. These include physical, intellectual psychological and social challenges, as well as development of their own moral compass.

* Child Development Stages *

MEANING OF CHILDHOOD & ADOLESCENCE

Child development refers to the biological, psychological and emotional changes that occur in human beings between birth and the end of adolescence, as the individual progresses from dependency to increasing autonomy. it is a continuous process with a predictable sequence yet having a unique course for every child. It does not progress at the same rate and each stage is affected by the preceding types of development.

Adolesecence the period of time in a person's life when they are developing in to an adult:-

good

1. She had a troubled adolescence.

2. yet another novel developing form childhoods to maturity. growing up characteristic of adolescence immature.

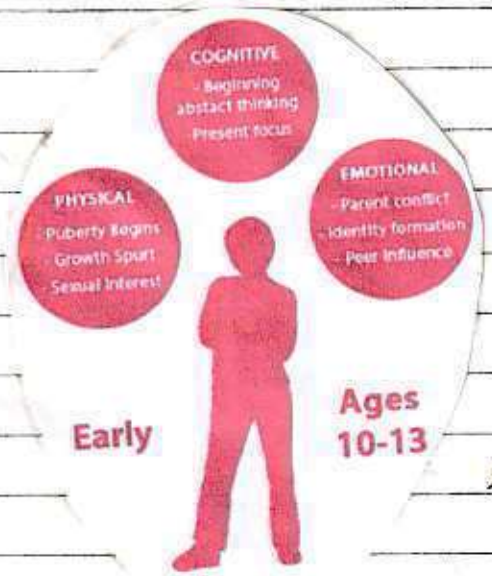
The child that was ~~life~~ up to childhood tends

to be stronger, the Selfish Tendency is changed in to a feeling for other's intolerance changs to greater forbearance, clumsiness is changed in to smartness, unsocialness gives place to greater Co-operativeness.

Duration of Adolescence:-

Narmally adolescence sets in round about the age of eleven, twelve or thirteen. In girls this starts this earlier than in boys. the following periods have been mentioned for adolescence. in boy and girls.

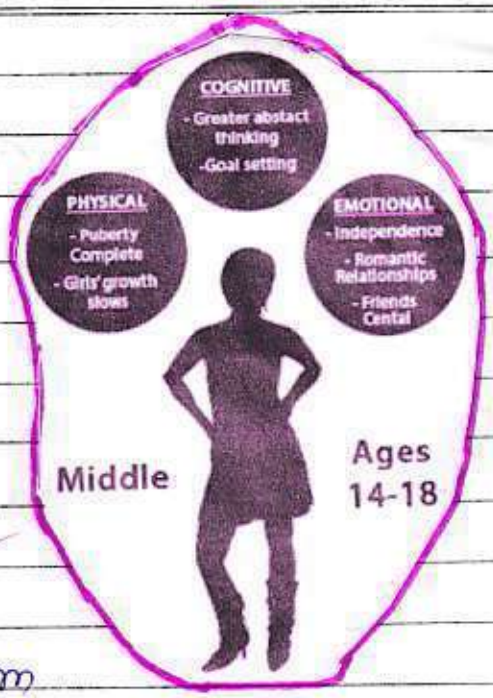
IN BOYS :-



* Early Adolescence - from 11 to 12½ or 13 year of Age.
* Middle Adolescence from 13 to 18 year of Age.
* Late Adolescence from 18 to 21 year of Age or So.

good

IN GIRLS :⇒



* Early Adolescence from 10 to 11 year of Age.

* Middle Adolescence from 12 to 15 year of Age.

* Late Adolescence from 16 to 20 or 21 year of Age or So.

Adolescence a strange period of life Adolescence is a strange period of life. this is a stage at which the individual is neither regarded as a child nor as an Adult.

The Adolescent faces many such situations in his life when he finds himself in a fix and is not able to know the path that he should follow. He tries to behave like an Adult and He errs. When he behaves like a child he is scolded. the adolescent feels shy in various situations this shyness is seen more in girls than in Boys.

THE CONCEPT OF ADOLESCENCE :⇒

Preadolescence - is a stage of human development following early childhood and preceding adolescence. It generally ends with the beginning of puberty, but may also be defined as ending with the start of the teenage years.

good

This is the period which begins with puberty and ends with the general recession of growth. it emerges from childhood and merges into adulthood. this is also known as the "teenage period". This is the period of transition from childhood to maturity.

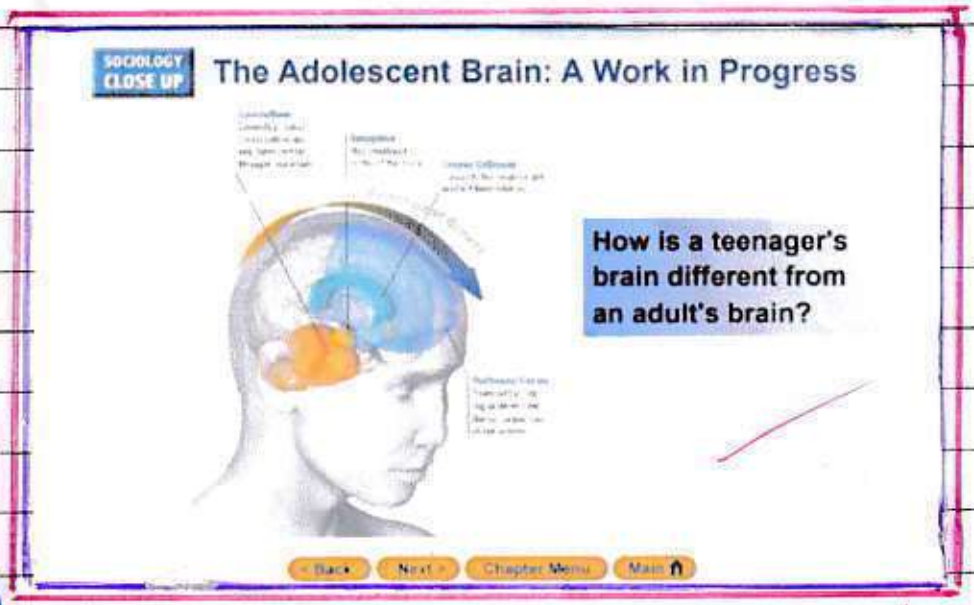
DEFINITION :⇒ ① G. Stanley Hall.

"Adolescence is a dynamically evolving theoretical construct informed through physiologic, psychosocial, Temporal and cultural lenses."

(2) * Adolescence is the period between the normal onset of puberty and the begining of adulthood.

* Puberty is the physical maturing that makes an individual capable of sexual reproduction.

* In the United States, it is generally from ages 12 to 19.



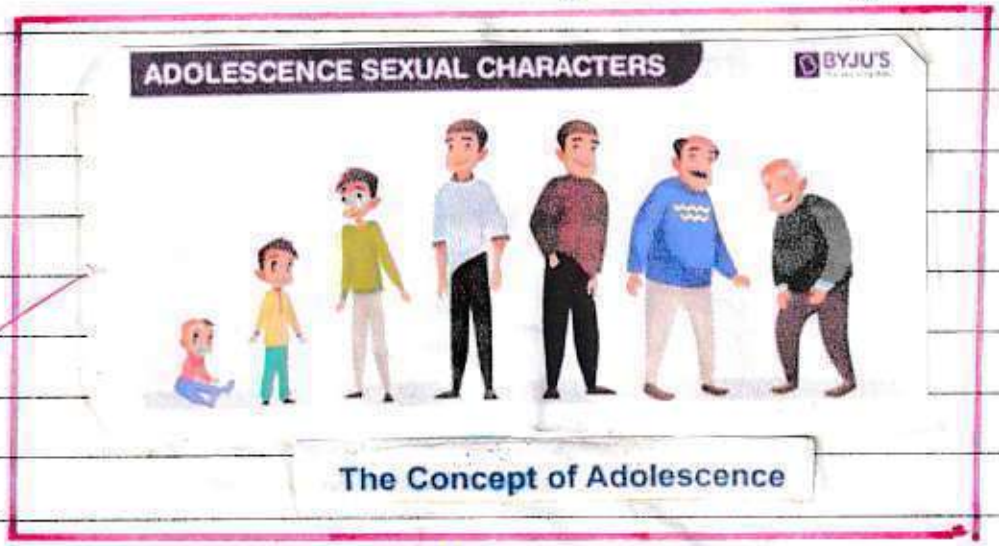
Very good

(3) Adolescence is derived from the "Latin word" adolescere" meaning to grow into maturing. the world Health organisation defines adolescence as any person between the age of 10th and 19th. It is between childhood and adulthood and is closely related to the teen age years.

ADOLESCENCE GROWTH & DEVELOPMENT :⇒

As a part of Growth and maturity the body undergoes many changes both in men and women. Especially during adolescence, development is at a faster rate.

for the purpose of reproduction, there are some different characteristics which can be observed in boys and girls.



Adolescence Growth & Development ⟹

- → Transitional Period
- → Period of change
- → Age of Search for Identity
- → Time of Unrealism

good

CHARACTERISTICS OF CHILDHOOD & ADOLESCENCE :⇒

Childhood is the state of being a child which usually refers to the period between infancy and adolescence. the child labour prohibition and Regulation Act, 1986 state, " a child is a person who has not completed 14 years of age."

① During childhood, there is slow physical growth as compared to the infancy period. However, in girls, it is relatively faster.

② During the childhood stage, the child's audio and visual senses develop completely by the age of 8 and 9.

③ This is also the period when children tend to develop various interests but they do not necessarily have to be permanent interests.

④ Childhood is also the period when children witness some rapid changes in their social behavior.

⑤ According to piaget, childhood is a period when children also develop the sense of what is right and what is wrong through adults.

(6) Childhood is the stage when there is a rapid development of memory and imagination as well.

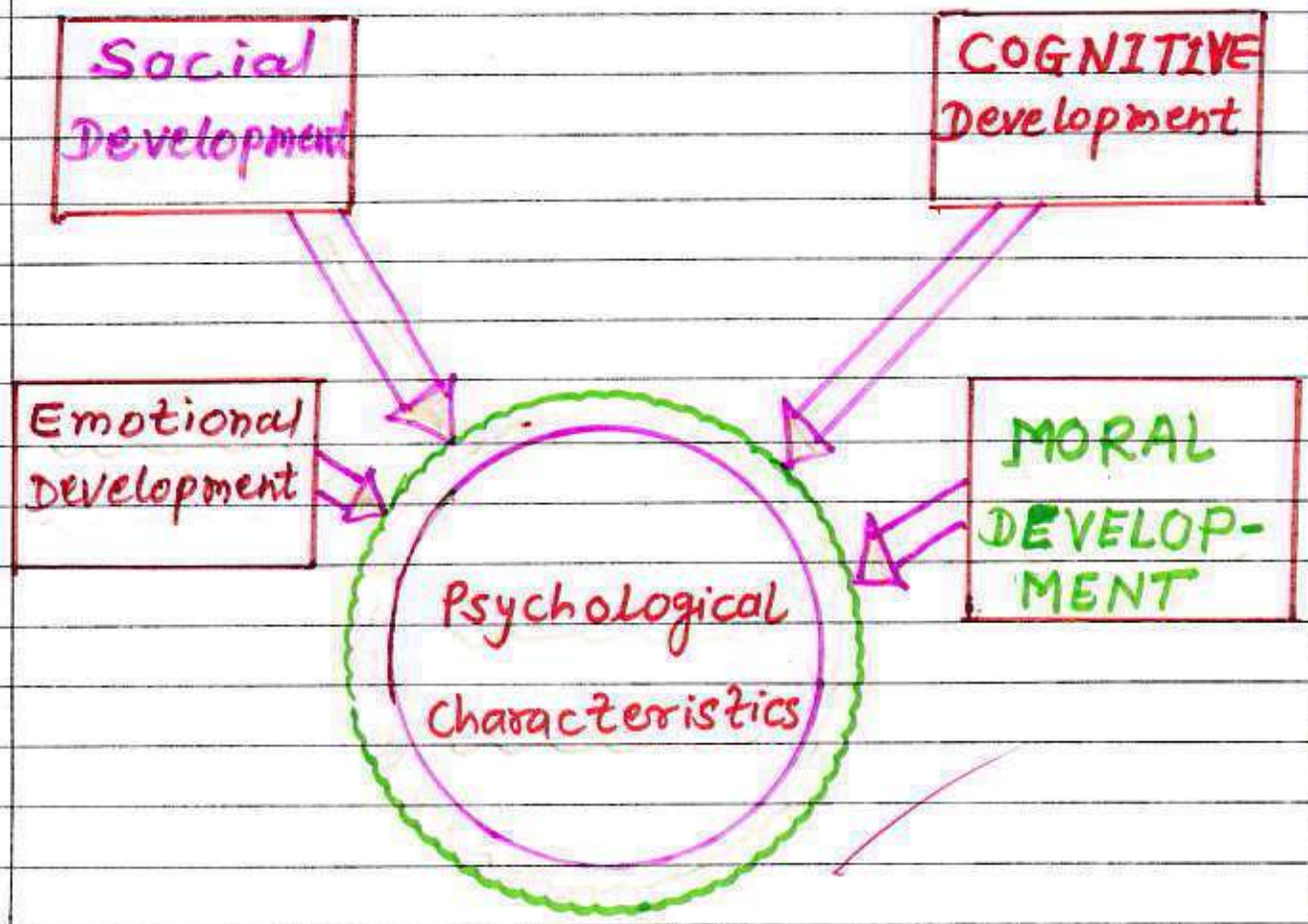
(7) In this stage, children try to imitate their elders and develop interest in collecting things.

CHARACTERISTICS OF ADOLESCENCE :⇒

Adolescence is a transition period between childhood and adulthood. It is one of the most critical periods of development, Adolescence is a period of rapid growth and development concerning physical, mental, social, emotional, sexual etc.

Five characteristics that generally apply to all Adolescents. ⇒

1. Biological Growth & Development
2. Undefined Status
3. Increased Decision Making
4. Increased pressures
5. Search for self



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1. Biological Growth & Development :⇒

- the beginning of adolescence is typically marked by the onset of puberty.

- Teen will experience growth, Voice change

- Almost all teenager's develop Some form of

- These Change Sometimes Cause anxiety Of embarrassment which is particularly

true when the physical development of the individual is much faster or slower than other of the same age.

2. Undefined Status :=>

- The Expectation of adolescent is often vague. Some adults will treat adolescence as children while others will treat them as adults.

- It can be difficult for adolescencs to determine their status.

Special characteristics of Adolescents:-

After acquainting ourselves a little with the Growth and development pattern of the adolescent, it is worth while to point out some of the special characteristics of adolescence.

1. Perplexity with Regard to Somatic variation :—

2. Intensification of Self Awareness :—

3. Intensification of Sex consciousness:—

4. Independence V/S Dependences :—

5. Peer - Group Relationship :⇒

6. Vocational Choice and Need of Self Support :-

7. Trust the most on yourself :-

8. Role of friends Group :-

9. Adolescence is a time of search for Identity :-

10. Adolescence is the threshold of Adulthood :

PROBLEMS OF CHILDHOOD AND ADOLESCENCE:-

Adolescence is a phase when children go through several changes as they journey from childhood to maturity. It is also a vulnerable time for children since they may experience several problems of adolescence, such as unhealthy behaviors, which may lead to significant problem later in life.

1. physical changes :-

- Development of full breasts in girls can be awkward in the beginning. Girls may start to feel conscious about their figure.

- Change of voice and appearance of facial hair in boys is perhaps the most prominent change that takes place during adolescence.

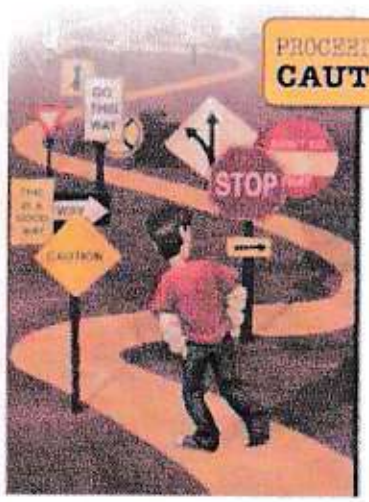
2. Emotinal changes and problems :-

Hormones affect your teenager not only physically but also emotionally.

Adolescence is the age between adulthood and childhood.

Challenges of Adolescence :-

- Adolescents in American Society experience a number of Social challenges related to Sexual behavior, drugs, and Suicide.



What are some of the difficult decisions that adolescents face in their lives?

- Teenagers who engage in early sexual activity face Serious health challenges. including pregnancy and Sexually transmitted diseases.

good

Conclusion and Recommendations :→

The needs of children form the basis for a universal set of standards by which all children should be treated in order for them to achieve their full potential for health and development.

The Convention on the Rights of the Child Condities these needs and acknowledges them as human rights which all children are entitled to have fulfilled. Children' rights cannot be realized Unless adults with responsibilities for children's take the necessary action to make them a reality.

Many adolescence may experience stress, hypertension during this phase, especially when they perceive a situation as dangerous, difficut, or painful and they do not have the resources to cope. often the causes of "Conflicts at Adolescence in teenagers and adolescents" are more mental than physical.

good
Judgement

Refrence Books :—

1. Aggarwal J.C. (2008) psychology of Learning and Development Delhi. Shipra publication.
2. Sharma. R.N (2008) Child psychology and development (1st ed) Gurgoan: Shubhi Publication

श्रद्धा-सेवा-विश्वास

GULAB BAI YADAV SMRITI SHIKSHAMAHAVIDHYALAY,BORAWAN

B.Ed: 1st Year

Subject: Assignment

Education in India: status problem& Issue

Session: 2021-22

Very good

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Que 1:- What is the educational importance of Co-Curricular activities in School programmes? How Can effective Co-Curricular activities be draganized in Schools?

Ans:- **Introduction :=>**

Co-curricular activities are ~~and~~ integral part of Curriculum. which provides educational activities to the Students and thereby help in broadening their the activities that enhance and enrich the regular curriculum during the normal School hours. All Co-curricular activities are organised with specific purpose which vary according to the nature and form of such activities.

Co-Curricular activities may seem to be unimportant in School life. But involving students in such activities fosters their Social and intellectual growth. today almost all Schools are prioritizing balance between academics and Co-Curricular activities.

"The participation in co-curricular activities was more likely to produce wholesome and attractive personalities than routine class work"

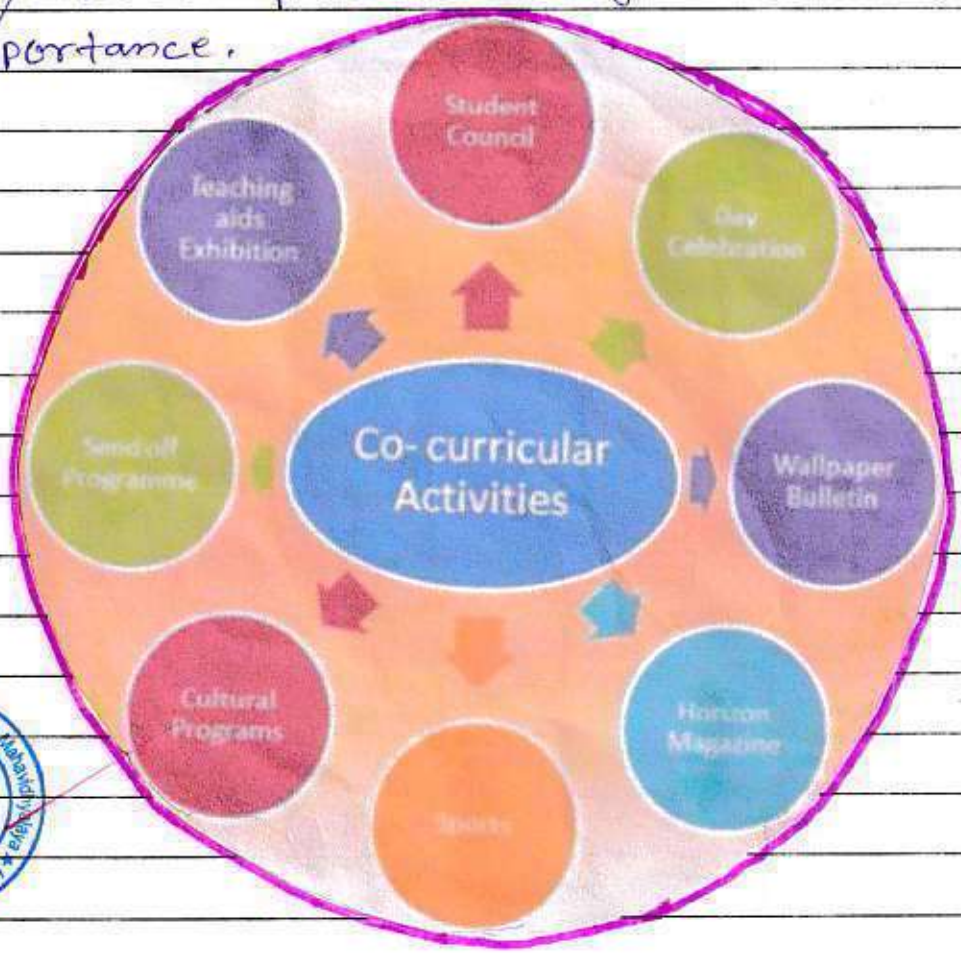
J. R. Shannon

good

* Meaning of Co-Curricular activities :=>

Co-Curricular activities earlier Known as Extracurricular activities are the Components of non-academic curriculum that help to develop various facets of the personality development of the child and students. for all-round development of the child a need for emotional, physical, Spiritual and moral development, physical Spiritual & psychologycal development, that is Complemented and Supplemented by Co-Curricular Activities.

In modern times educationists have agreed on this matter that if these activities are demonstrated properly they would prove to be great educational Importance.



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Aims of Co-Curricular Activities :→

It is a strong demand of democratic Society that its youths should avail laboratory of Social experiences in wich they may utilise democratic theories taught in classroom. thus the stress may be put on group activities opportunities of Contact between teacher and child and those activities in which child may get domocratic experience by Participating, objectives of these activities are as Under :-

1. To make moral feeling high of total educational programmes of School and its personnel.

2. To Provide Self-government to Student, and valuable experiences in the use of democratic processes so that they may have Skilled democratic citizenship.

3. To develop Self-government to Student the feeling of cooperation and Co-existence in the children Coming from various atmospheres, and to make them one emotionally So that the Path of National Integration may be made wide.

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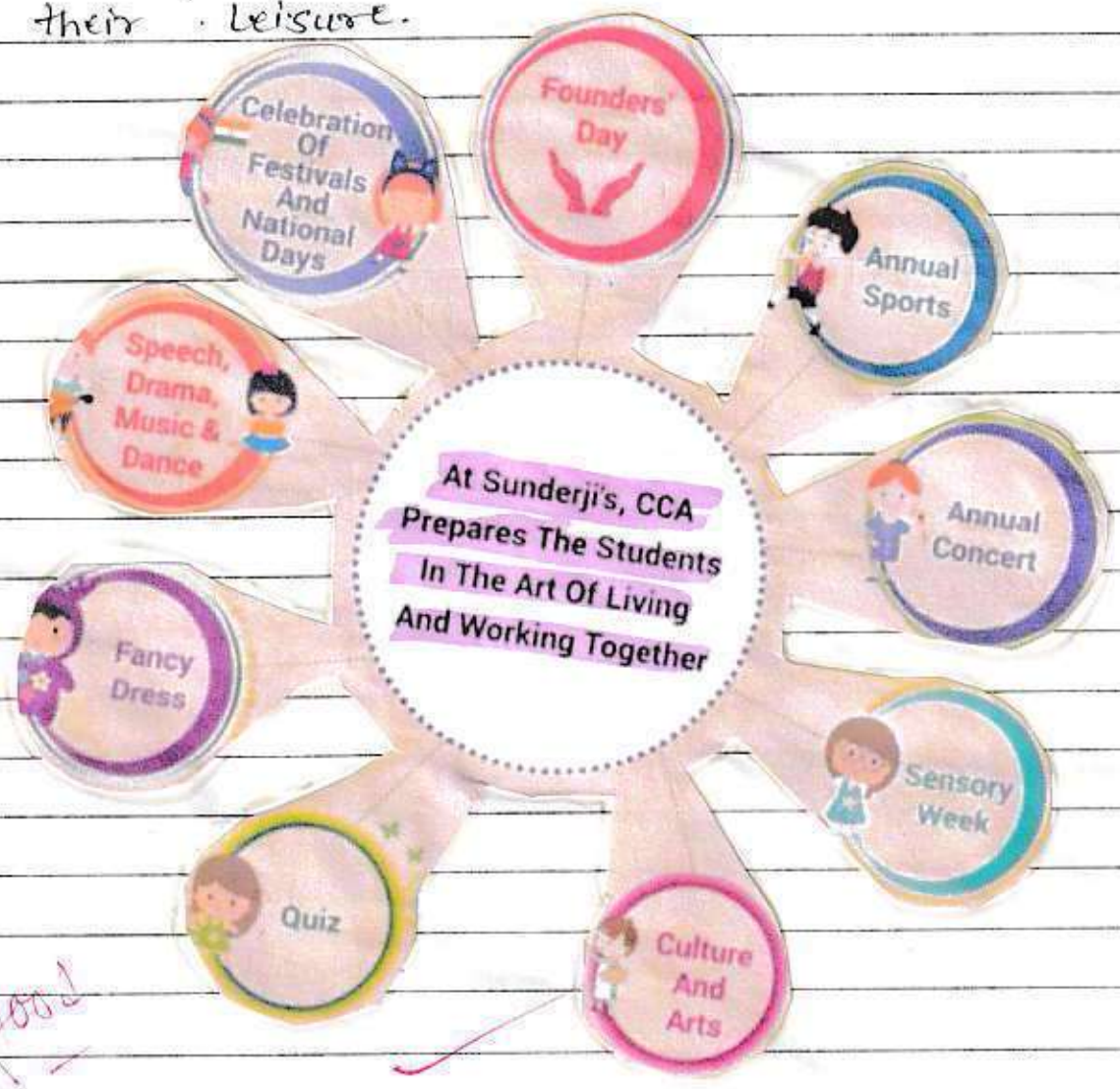
4. To improve relations of School and Society together and to encourage Society for taking interest in programmes of Schools.

5. To help children for their allraund development.

6. To prepare children for proper utilisation of their leisure.



Very good

Importance of Co-Curricular Activities:-

These activities of schools are life strength of theirs. they are very much important for childern in their lives because they play important role in the development of their personality. their becomes physical, mental, ethical and Social

development of children through these activities, the Secondary Education Commission expresses its views regarding importance of their activities that they provide opportunities to children for developing their personal qualities, capabilities and self-confidence. Along with these, they import training to children in discipline and associate

1. Helpful in Supply of personal Needs :-

Each individual has a fundamental need to be acknowledged by others. Along with it he wants security also. feeling of security expects it that he should be given assurance by the society.

programme of student activities provides very much help in supply of these fundamental needs. In addition to these requirements, that programme also supplies self-expression understanding of knowing self and others to make wide self-liking controlling power of self-activities and needs adapting in new situations.

Very good

2. Helpful in Supply of Social Needs :—

Social needs are intimately related with that of these personal needs. the use of the word "Social" has been done with the feeling of developing Satisfactory relation with others. Each individual experiences the strong feelling of developing Capacity to work others and to establish relations with others.

3. Civil Training :—

Programme of student activities provides very much opportunity to children for facing real situations. Servies of Community and independent decision.

4. Supply of Needs of Adolescence :—

this age is very delicate one. In this age ample additional strength is found in child. through these activities his additional strength and instincts are diverted towards useful streams.

5. Development of Ethical Qualities :—

good

By participating in these activities there becomes development of qualities of truth, fulness, honesty, Self-Confidence

Justification, Patience, firmness, submissiveness, obedience etc.

6. Development of Special Linkings :—

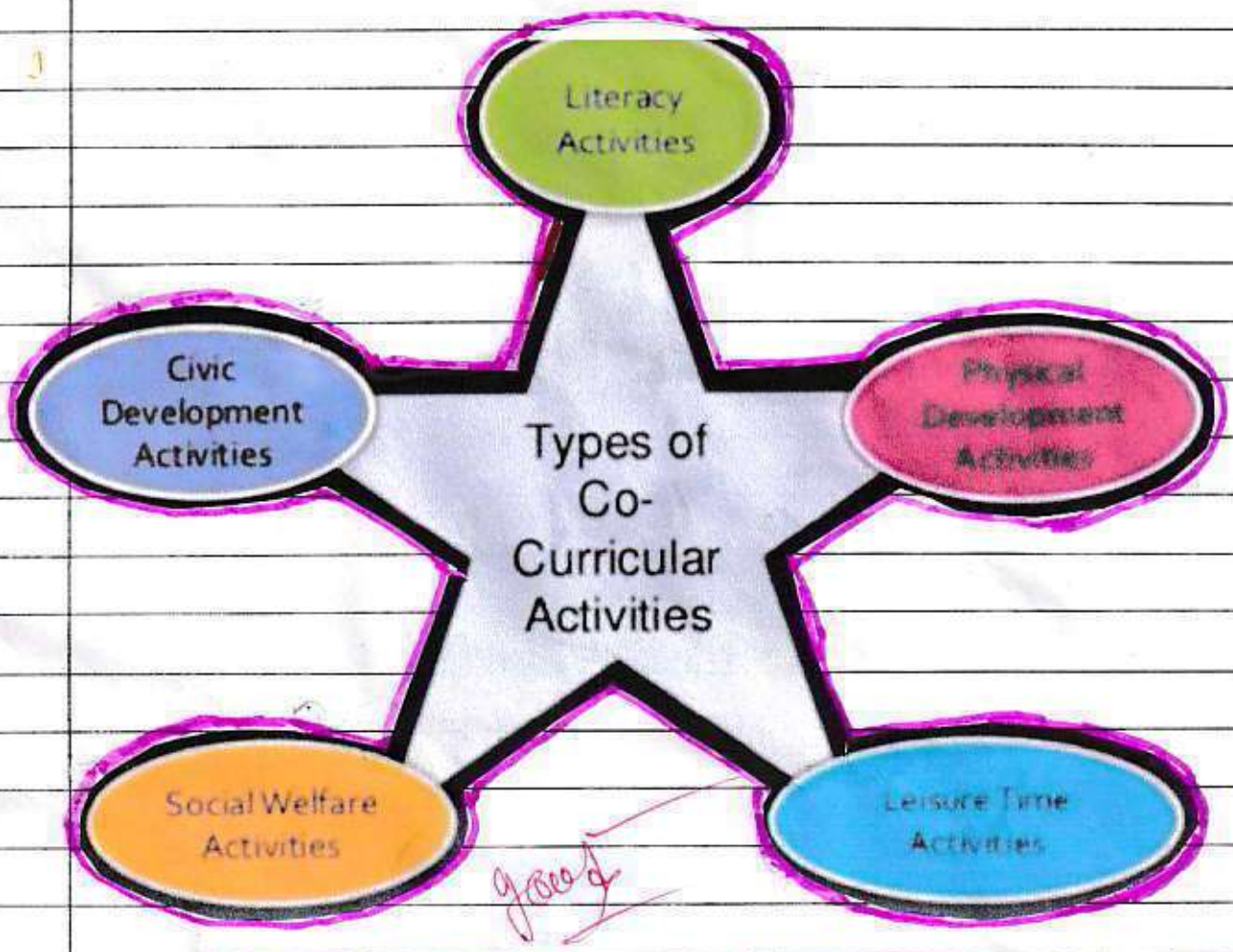
Various types of activities are very much helpful in creating special linkings in children. In schools, organised multi-purpose Societies and activities. develop potential, vocational skills, and literary linkings. etc.

Extra Curricular Activities

Good

Types of Co-curricular Activities :-

If the study of literature regarding student activities is done it becomes clear that in secondary schools, various types of student activities are prevalent. Various educationists have tried to classify these student activities. Adgar G. Johnson and Ronald C. Faunce have divided these activities in 11 groups which are the following:-



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TYPES of CO-CURRICULAR ACTIVITIES

Activities related with participating in Management and Control of School organisation

2. Community Activities :-

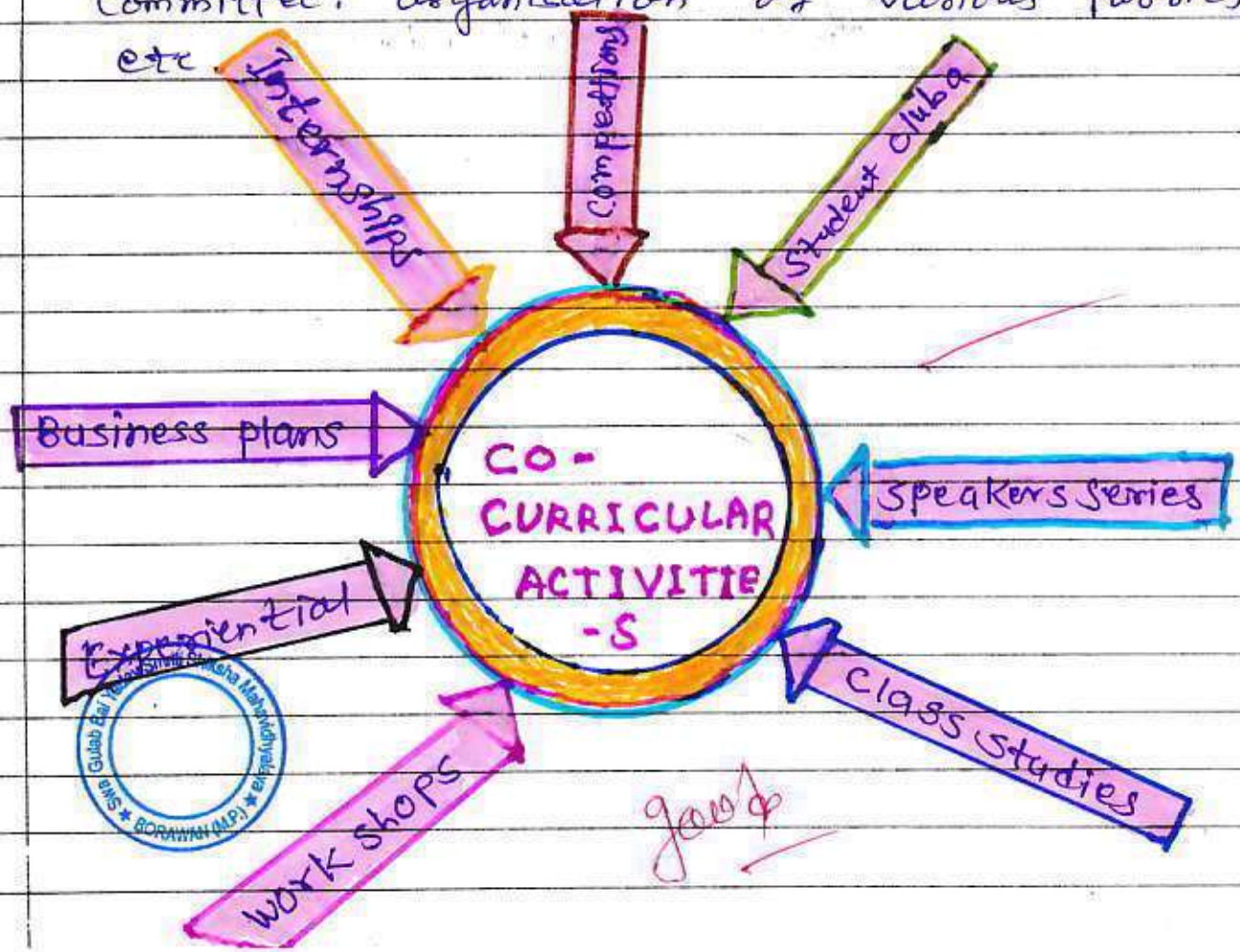
Under this came education week, health week, literacy week, and Junior Civil clubs.

3. Religious and Social Welfare Clubs :-

organisation relating to religious education, Scouting, Social Service club, Junior red Cross and primary medical group.

4. Social Activities :-

picnic, dance, reception committee, organisation of various parties etc.



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5. Activities relating to Physical Training :-

Group sports, indoor and outdoor games, individual games, exercise P.T. etc.

6. School Publication :-

School newsletter, School magazine annual report of School etc.

7. Activities relating to plays and lecture :-

Dramma, one act play, debating Competition etc.

8. Activities related with Music :-

music clubs, band Clubs and orchestra etc.

9. Relating to Subjects :-

mathematics, Science, Social Science, Commerce etc. group Subject.

10. Various clubs :-

In addition to subject clubs under it come radio, photo collection club etc.

11. Assembly :-

The headmaster's lecture and the lectures of teachers, Students or leaders of Society film show etc.

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Conclusion :-

Co-Curricular activities are the true practical experience received to students. The theoretical knowledge gets strengthened when a relevant Co-curricular activity is organized. In the context of Environmental education Co-curricular activities have an important role.

Through the practical experience students. acquire knowledge and they use the knowledge in their life also.

CO-CURRICULAR ACTIVITIES

Co-curricular activities take place outside of an academic curriculum but are related to academics in some way. Participation is voluntary and has no bearing on a student's grades.

Very good

CO-CURRICULAR VS Extracurricular

① Co-curricular Activities

Linked to the educational Institution but not tied to coursework and attendance compulsory.

② Extracurricular Activities ⇒ occur off campus and are not connected to the University or classroom instruction

EXAMPLES

1. Debate team
2. Fraternities & Sororities
3. School Newspaper writers
4. Sudent Council
5. Cheerleading

GULAB BAI YADAV SMRITI SHIKSHA MAHAVIDHYALAYA BORAWAN

B.Ed-Ist year

2021-22

Assignment:- Reading & Reflecting on Text

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Q:1 Write the meaning and definition of Essay, Describe the types of Essay and write essay on an one type.

Ans:- Definition :- An essay is a focused piece of writing designed to inform or persudde. There are many different types of essay, but they are often defined in four categories.

1) Argumentative Essay.
2) Expository Essay.
3) Narrative Essay.
4) Descriptive Essay.

Meaning :- An essay is generally a piece of writing that gives the author's own argument, but the definition is vague, overlapping with those of a letter, a paper, an article, a pamphlet, and a short story. Essays have been sub-classified as formal and informal. Formal essays are characterized by "serious purpose", dignity, logical organization, length. whereas the informal essay is characterized by the " the personal element, humour, graceful, style, rambling structural etc.

ESSAY Writing

Opening:

It is often said that.../ Many people claim that...
In this day and age.../ Nowadays.../ These days...
...is a hotly-debated topic that often divides opinion.
It goes without saying that.../ Needless to say...
The following essay takes a look at both sides of the argument.

Introducing points:

Firstly.../To start with.../ First of all.../ First and foremost...
Secondly.../Thirdly.../Lastly.../ Finally.../ Last but not least...
Furthermore.../ In addition.../ What is more.../On top of that...
Another point worth noting is.../Another factor to consider is...

Presenting ideas & giving examples:

When it comes to noun/gerund...
In terms of noun/gerund...
Not only...but also...
With respect to noun/gerund...
According to experts...
Research has found that...
There are those who argue that
For instance.../ For example.../ such as...

Expressing result & reason:

As a result, .../As a result of noun/gerund, noun/gerund has led to/resulted in...
Consequently.../Therefore...
On account of noun/gerund/due to noun/gerund
One reason behind this is...

Contrasting:

Although/Even though subject+verb,...
Despite/in spite of noun/gerund,...
Despite the fact that subject + verb,...
On the one hand...On the other hand...
However.../Nevertheless.../Even so...

Concluding:

To sum up.../In conclusion...
All things considered...
Taking everything into consideration...
Weighing up both sides of the argument...
On the whole.../By and large.../In general...

Opinion:

As far as I am concerned...
From my point of view...
In my opinion...
My own view on the matter is...

1) Argumentative Essays :-

⇒ An argumentative essay presents an extended evidence based argument. It requires a strong thesis statement a clearly defined stance on your topic. Your aim is to convince the reader of your thesis using evidence and analysis.

⇒ Argumentative essays test your ability to research and present your own position on a topic. This is the most common type of essay at college level.- most papers you write will involve some kind of argumentation.

- The essay is divided into an introduction, body and conclusion.
- The conclusion provides your topic and thesis statement.
- The body presents your evidence and arguments.
- The conclusion summarizes your argument and emphasizes its importance.

2) Expository Essay :-

⇒ An expository essay provides a clear, focused explaination of a topic. It doesn't require an original argument, just a balanced and well organized view of the topic.

⇒ Expository essays test your familiarity with a topic and your ability to organize and convey information. They are commonly organized at college level.

3) Narrative Essay :-

⇒ A narrative essay is one that tells a story. This is usually a story about a personal experience you had, but it may also be an imaginative exploration of something you have not experienced.

⇒ Narrative essays test your ability to build up a narrative in an engaging, well-structured way. They are much more personal statement for an application requires the same skills as a narrative essay. A narrative essay isn't strictly divided into introduction, body and conclusion.

Example:-

Importance of Education.

Better education is very necessary for all to go ahead in the life and get success. It develops confidence and helps building personality of a person. School education plays a great role in everyone's life.

The whole education has divided into three divisions such as the primary education, secondary education and higher secondary education. All the divisions of education have their own importance and benefits.

Primary education prepares the base which helps throughout the life, secondary education prepares the path for further study and higher secondary education prepares the ultimate path of the future and whole life.

Our good or bad education decides that which type of person we would in the future. It is the tool which benefits all throughout the life.

Role of the education system

ANJELA TANEJA

Stronger legal frameworks by the government are necessary to bridge the digital gap and ensure that children are taught to be safe online

Almost 71 per cent of the world's youth are online according to the recent UNICEF Report State of the World's Children: Children in the Digital Age. Learning materials and digital tools for youth activism and expression have been developed.

Access to these materials can potentially be a game changer for the world's deprived and marginalised, provided they are able to bridge the digital divide and access the information that financially better off families take for granted. Unfortunately, one third of the world's children, especially the poor and marginalised, lack the means to access the internet.

While internet penetration is increasing due to stronger mobile penetration (and progressively bigger and cheaper mobile data packs), this frequently offers a "second best" internet experience for a significant share of the population. Similarly, children from tribal communities and other linguistic minorities may also not find materials in their mother tongues, even if they get online. This access gap mirrors and amplifies existing income gaps in society and reinforces social inequalities and creates new categories of exclusion.

Simultaneously, digital technology risks intensifying traditional childhood risks like bullying and creates new ways how children become vulnerable. Amidst the sense of IT being a potential tool of empowerment and learning, it is critical to recognise that it carries potential risks if children's engagement with this new medium is not mediated.

Stronger government legal frameworks and self-regulatory mechanisms by private providers are necessary to ensure privacy and address child abuse online. However, legal and technical solutions need to be backed by efforts to nurture students' critical thinking, provide peer support and instruction that enables them to understand risks in cyberspace.

Parents have an obvious role to play in regard. However, considerable responsibilities with the education system. Unfortunately, India's schools are not ready to address these twin challenges of bridging the digital divide and keeping children safe while there.

Only 26 per cent elementary schools in rural India have access to computer aided learning. This makes it difficult for schools to act as sites for digital learning. At the same time, ICT interventions are often centred on imparting basic computer skills or as an educational tool and not enough attention goes on what it takes to become a digital citizen.

Greater effort is needed to address issues like online privacy and strengthening online tolerance and empathy as part of computer education curricula. This calls for stronger investment in building teachers' own IT literacy and enable them to understand the risks and safeguards to be adopted.

While the government has made conscious efforts to support strengthening ICT facilities in schools and the use of computer aided learning under 'Sarva Shiksha Abhiyan' and 'Rashtriya Madhyamik Shiksha Abhiyan', additional resources are needed to do justice to the scale of the problem.

With the annual planning processes currently underway in the States, we hope that budgets would be allocated to ensure that India's education system does its bit to bridge the digital divide and ensure that children are taught to be safe online.

TECHNICAL DIRECTOR, SAVE THE CHILDREN, INDIA

Q:1: What do you mean by reading? Write the definition and meaning of reading.

Ans: Reading is the process of looking at a series of written symbols and getting meaning from them.

⇒ When we read, we use our eyes to recieve written symbols (letters, punctuation marks and spaces) and we use our brain to convert them into words, sentences and paragraphs that communicate something to us.

⇒ Reading can be silent (in our head) or aloud (so that other people can hear)

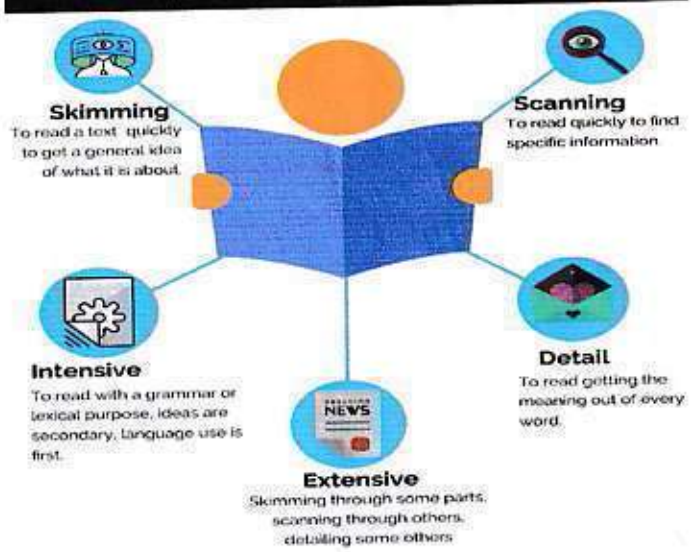
⇒ Reading is a receptive skill through it we recieve information. But the complex process of reading also requires the skill of speaking, so that we can pronounce the words that we read.

Meaning of Reading.

⇒ Reading is defined as a cognitive process that involves decoding symbols to arrive at meaning. Reading is an active

READING

Reading is a receptive skill. it involves understanding and responding to a text instead of producing it.



process of constructing meanings of words.

⇒ Reading is a multifacted process involving word recognition, comprehension, fluency, and motivation.

Definition of Reading

1. Reading is the process of extracting meaning from a written or printed text.

2. According to Bottino stated that reading can be defined as a process of looking at and understanding what is written.

3. Reading is defined as the ability to read and interpret a meaning from varied text.

4. According to schoenback, reading is a simple process reader decode (figure how to pronounce) each word in the text and then automatically comprehend the meaning of the word.

5. According to Perfetty, a reading skill is an Individuals standing on some reading assesment.

6. Reading is an activity that can add the "reader's" knowledge.

7. Reading is the process of looking at a series of written symbols and getting meaning from them.

8. Reading is an interaction between the text and the reader.

9. Reading is an active process of constructing meaning of words.

10. Reading is a process that involves recognizing words, leading to the development of comprehension.

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श्रद्धा-सेवा-विश्वास

Session: 2021-22

M.Ed: II Year

Subject: Assignment

Educational Research I

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Submitted to

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Define Sampling. What are the characteristics of a good Sample? Describe the different Techniques of Sampling.

Ans. Sampling is a process, wich allows us to study a small group of people from the large group to drive infrences that are likely to be application to all the people of the large group

Some time it is not feasible to study a whole group. for Example, Social work Researchers might be intrested in studing the problems of the mentally challenged children, mentally ill, prison inmates, street children or some other large group of people.

It would be difficult rather impossible to study all members of these group.

That is the reason the researchers selects a sample (Small Group) of mentally challenged children a collects data for this study.

✱ Definitions of Sampling ✱

1.) "Sampling is the process of selecting a subset of individuals or items from a large population for the purpose of studing or making interences about the population as a whole."

2.) "Sampling is a techniques used in statistics where a subset of individuals or items is.

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Chosen from a large group in order to gather data and make statistical inferences about the characteristics of the large group."

3.) "Sampling refers to the process of selecting and collecting a limited number of individuals or items from a large population with the aim of studying the selected sample to gain insights or draw conclusions that are applicable to the entire population."

Caracteristics Of Good Sample :-

1. **Goal-Oriented:**
A sample design should be goal oriented. It is means and should be oriented to the research objectives and fitted to the survey conditions.

2. **Reliability:**
Good sampling techniques yield consistent and replicable results. If the same sampling procedure is repeated, it should -

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Characteristics of a Good Sample

- True Representative
- Free from Bias
- Comprehensive
- Accurate
- Approachable
- Feasible
- Good Size
- Goal Orientation
- Economical
- Practical

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Produce similar outcomes, ensuring the reliability of the findings.

3. Representativeness:

The Sample should accurately represent the population under study. It should include individuals or items that reflect the characteristics and variations present in the population, allowing for valid inferences and generalizations.

4. Ethical Considerations:

Ethical sample practices involve obtaining informed consent from participant, ensuring privacy and confidentiality, and protecting the rights and well-being of the individuals involved in the study.

5. Practicaly and efficiency:

Good Sampling should strike a between accuracy and practicalty. It should be feasible in terms of time, cost, and reasources, considering the reasearch objectives and constraints.

6. Actul information Provider:

A sample should be designed so as to provide actual information

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required for the Study and also Provide an adequate basis for the measurment of its own reliability.

7. Adequate Sample Size:-

The Sample size Should be Sufficiently large to provide reliable and precise results.
A large sample generally reduces the margin of error and ~~mere~~ increases the statistical power of study.

8. Economical:-

A Sample Should be economical. the objective of the survey should be achived with minimum cost and effort.

9. Random Selection:

A sample Should be Selected at random. This means that any item in the group has a full and equal chance of being selected and included in the Sample. This makes the Selected Sample truly representative in character.

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TYPES OF SAMPLING METHOD TECHNIQUES

There can be many method to drive a sample from a given data. The problem, its scope and nature will determine the method used by the researcher but there must be a careful consideration given to the choice.
As mentioned in the previous unit that the sampling techniques can be broadly categorized into two:-

- Probability Sampling
- Non-Probability Sampling

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Probability Sampling:

As mentioned, it is a sampling technique in wich each element of the selected or has an equal probability of selection and this is because of randomization and It has the following types.

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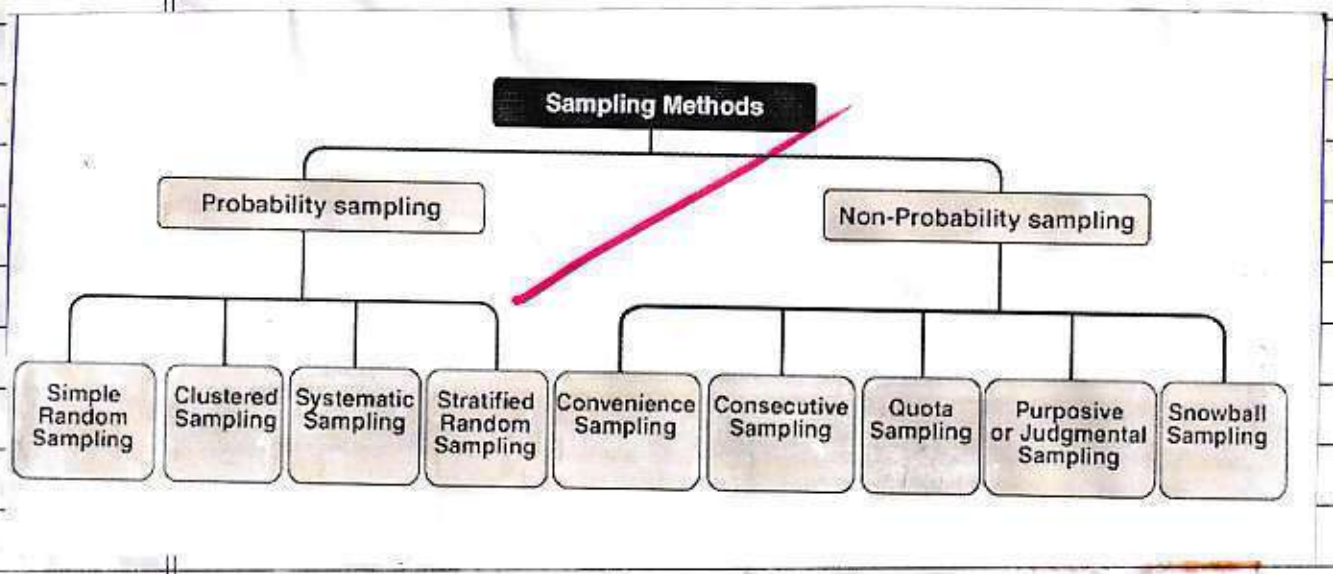

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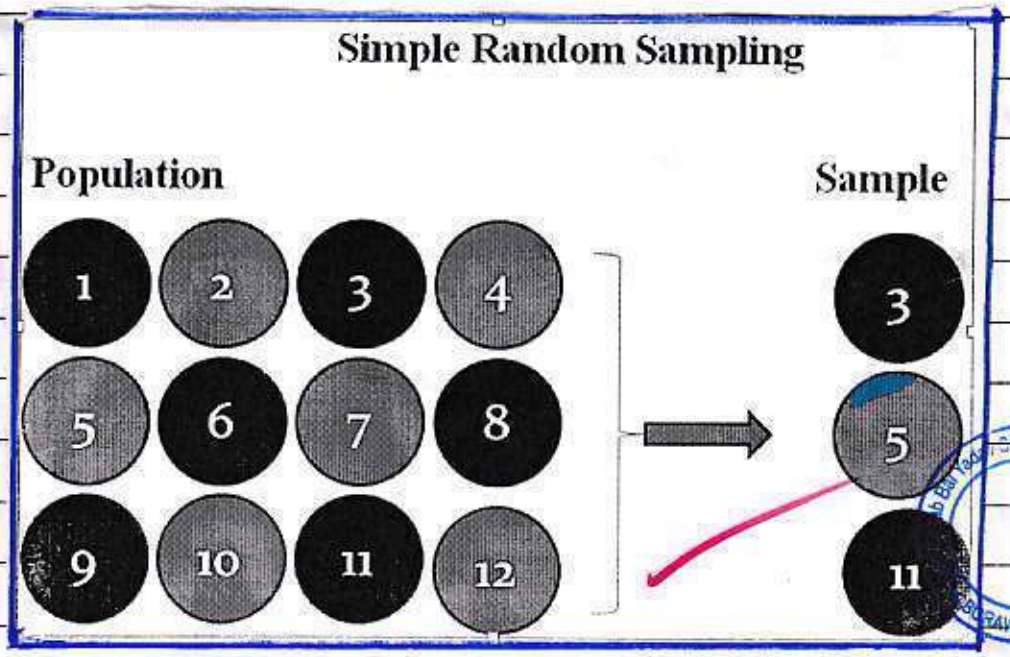
Simple Random Sampling:

In Simple Random Sampling technique, every items in the population has an equal and likely chance of being selected in the sample. Since the item selection entirely depends on the chance, this method is know as "Method of chance Selection" As the sample size is large, and the items is chosen randomly, it is know as "Representative Sampling"

Example:-

Suppose we want to select a sample random of 200 students from a school. Here, we can assign a number to every student in the school database from 1 to 500 and use a random number generator to select a sample of 200 number.



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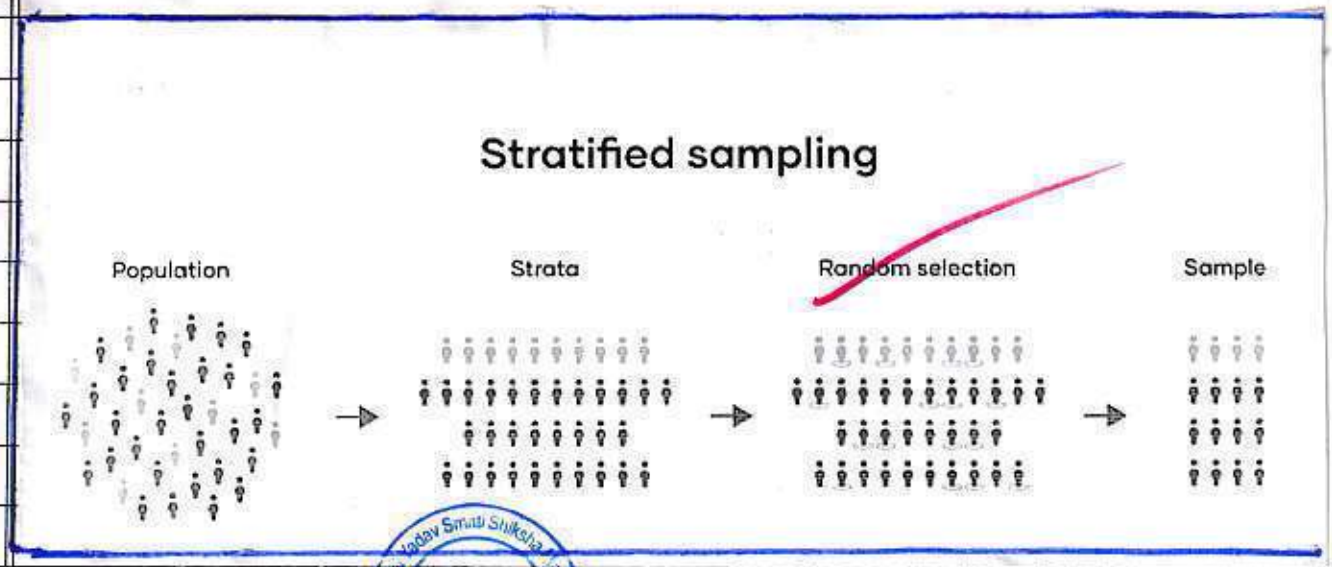
Stratified Sampling

In a Stratified sampling method, the total population is divided into smaller groups to complete the sampling process. The small group is formed based on a few characteristics in the population. After seprating the population into a smaller group, the statisticians randomly select the sample.

⇒ For Example -

There are Three bags (A, B, & C) each with different balls. Bag A has 50 balls, bag B has 100 balls From each bag proportionally. Suppose 5 balls from bag A, 10 balls From bag B and 20 Balls From bag C.



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(6) Cluster Sampling

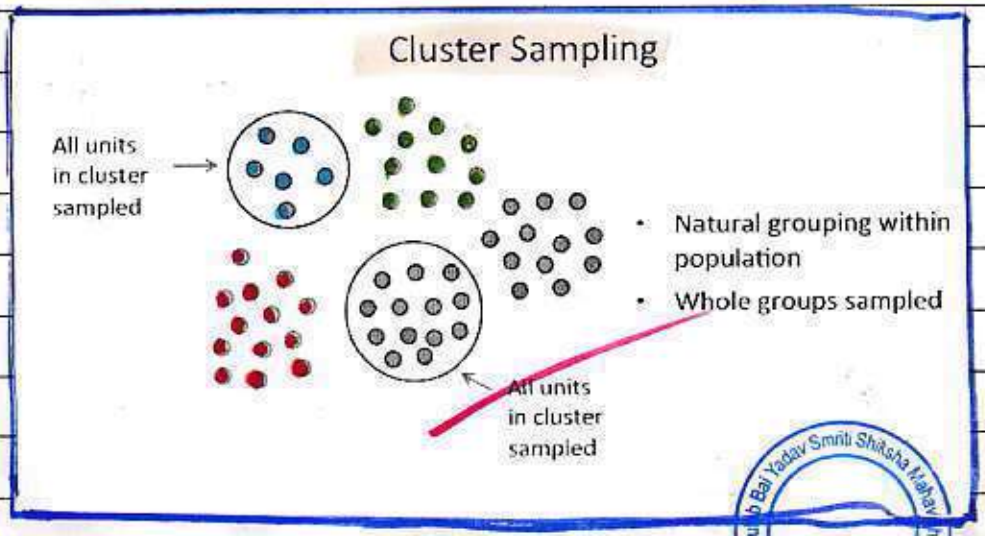
When the total population is Bifurcated into cluster or sections and then Selections are Chosen randomly, it is called Cluster Sampling. All the units in a given cluster are Surveyed. These Clusters can be determind on the basis of age, gender, Geographical presence, etc. Cluster Sampling is preformed using following methods.

Simple stage Cluster Sampling -

We choose the whole section for Sampling.

Two Stage Cluster Sampling -

Firstly the Section is randomly chosen and then the element are selected randomly for sampling.



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from the frist Subgroup. If we select $n1=2$

$n2 = n1 + k = 2 + 10 = 12$

$n3 = n2 + k = 12 + 10 = 12$

Multi-Stage Sampling

It combines two or more methods that have been explained above. In this type of sampling the Total population is split up into various clusters and these are further split and put together in multiple subgroup or strata based on common characteristics Then we can randomly choosen a single cluster or multiple cluster from each stratum and this process will go on till the cluster connot be fragmented any further. To illustrate, we can split the population of country on the basis of ~~the~~ there states, district, urban vs rural and the Homogeneous area can be joined to from a strata.

Entire Data

District — Stage-1
Villages — Stage-2
Acres of Land — Stage-3

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Systematic Sampling:-

In this Type of Sampling with the Exception of the first element. There is a regular interval in the population at which these element are chosen. All these elements are Sequenced first where in each of them gets ~~of them~~ an equal Probability of being Chosen.

For Example:

For Sample size denoted as "n" we fragment our population (with size N) into subsets of k element. Then we choose the other elements of the Sample, we know number of elements in each group is k i.e. N/n

So let us keep the first elemets as n1

Second element would be n1 + k i.e n2;

Third element n2 + k i.e n2;

for example of N = 100, n = 10

No elements in each of the subgroup is N/n i.e. 100/10 = 10 = k

Now, randomly choose the first elemets

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Non Probability Sampling

The non probability Sampling method is a Technique in which the researcher selects the sample based on subjective ~~judg~~ Judgment rather than the random selection. in this method not all the members of the population have a chance to participate in the Study.

Types of Non Probability Sampling

- Purposive Sampling.
- Judgement Sampling
- Convience Sampling
- Quota Sampling
- Snowball Sampling

Purposive Sampling

In purposive Sampling, the samples are selected only based on the researchers' knowledge As their knowledge is instumental in

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in creating the Sample, there are the ~~know~~ changes of obtaining highly accurate answers with a minimum marginal error. It is also know as Judgement sampling or authoritative Sampling.

(6) Judgment Sampling:-

Judgment sampling is Non Probability Sampling Technique where researcher selects subject to be sampled Based on their knowledge or professional judgment. It is used when a sample is taken based on certain judgements about the over all population.

The underlying assumption is that the researcher will select subject that are characteristic of the population. The critical issue here is objectivity: how much can judgment be relied upon to arrive at a typical sample?

To understand it further, let us consider the following title of the research.

A Study of Causes of Unrest among Teachers of Aligarh muslim University.

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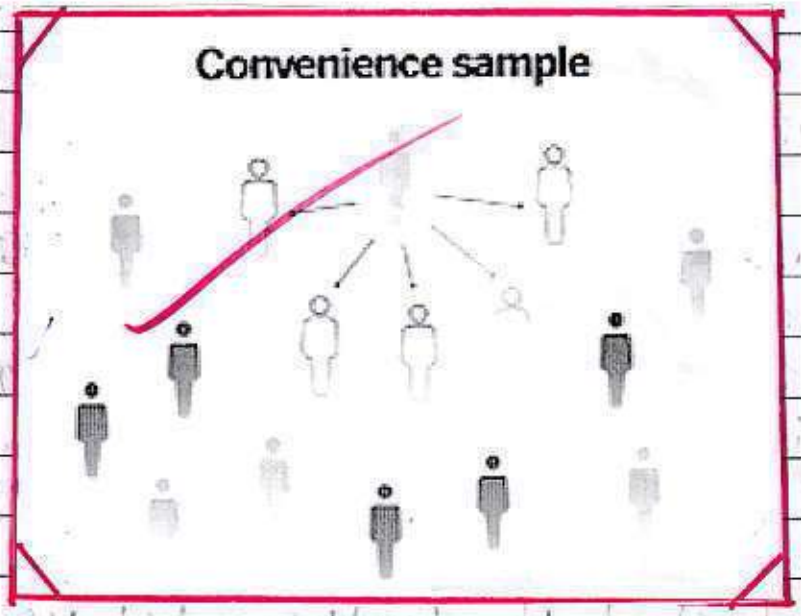
Convenience Sample Technique

In convenience Sampling method, the sample are selected from the population directly because they are convenienty available for the researcher. The sample are easy to select, and the researcher did not choose the sample that outlinees the entire population.



Quota Sampling

in Quota Sampling method, the researcher forms a sample that involves the individuals to ~~research~~ Represent the population based on specific traits or qualities. The researcher chooses the sample subsets that bring the usefull collection of data that generalizes the ~~[illegible]~~ entire population.

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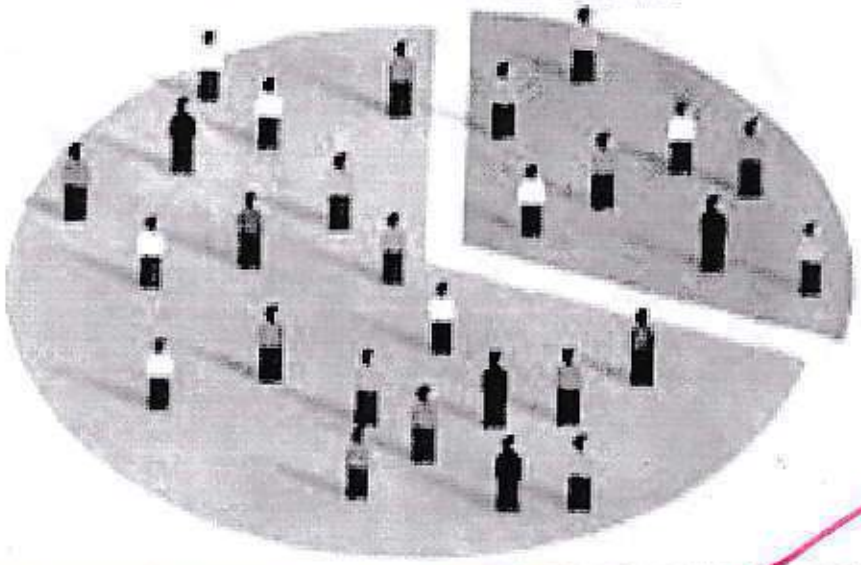
QUOTA SAMPLING

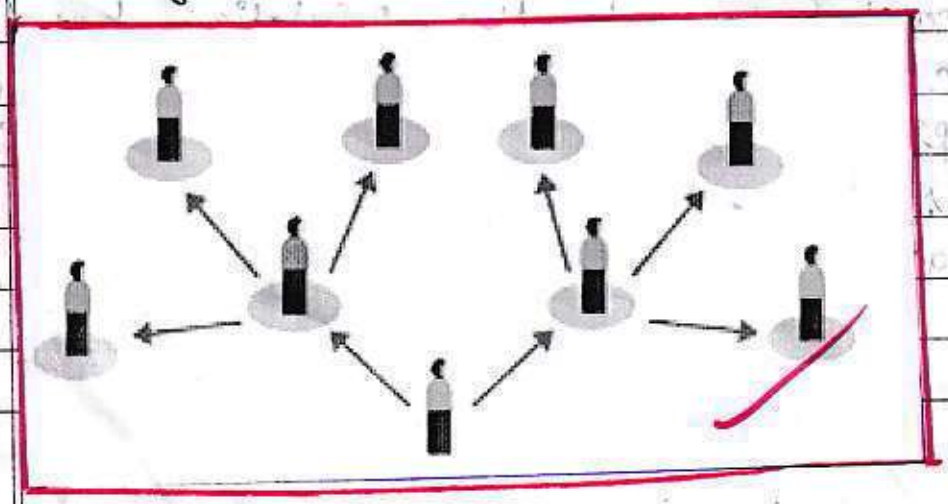


Snowball Sampling

Good Snowball Sampling is also know a chain-referral sampling technique. In this method the samples have traits that are difficult to find, so each indentified member of belong to the same ~~tog~~ targeted population.

To understand it further, let us consider the following title of the research.

A study of Home related problems of Illegal drug users of Lucknow.



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श्रद्धा-सेवा-विश्वास

Session: 2021-22

M.Ed: II Year

Subject: Assignment

Educational Administration

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Q. Approaches to education Planning & Administration

Ans →

APPROACHES TO EDUCATIONAL ADMINISTRATION & PLANNING

Resources in the best environment but rarely surplus. Similarly, when it came to a nation like In resources are limited when compared to the demographic needs. Educational Planning come handy in such selting as it is concerned with the essue of making the best use possible with limited educational resources. The distribution of Resources depend on the different Priorities of education at different Sages Combined with the economic needs of the country As per Adesina (1982), three yival approaches are present in terms of educational planning which are follows:

1. The Social demand approach
2. The manpower requirement approach

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3. Rate of Returns Approach/ Cost Benefit Analysis approach.

1). The Social demand approach

The Social Demand approach requires the education authorities provide schools and find facilities for all students who demand admission and who are qualified to enter.
Aghenta (1987) opined that this approach looks on education as service demanded by people just like another social service.
Politicians in development countries often find the approach expedient to use because of its appealing nature. This approach was used in the Robbins committe Report on Higher Education in Britain. In India too, this approach is a popular one while opening new schools and colleges in particular.

In this method are involved the following steps

* To estimate the proportion of student completing school education and are likely to enter into higher education.

* To estimate how many those successful school leaving student would actually apply for admission to colleges.

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* To determine how many of the applicaticant Should be Given Admission to higher education.

* To determine the length and duration of the Study.

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Fig. 01 Social demand approach

Advantages of the Social demand Approach

1). The approach Provides the Planners with approximate number of Places where educational facilities has to be Provided.

2). It is a Suitable Political tools to meet the

need to satisfy the demands of the general public.

3). Where resources are acutely limited, and where we are seeking to provide those kinds and quantities of education will offer the greatest good to the greatest number, such planning techniques are best.

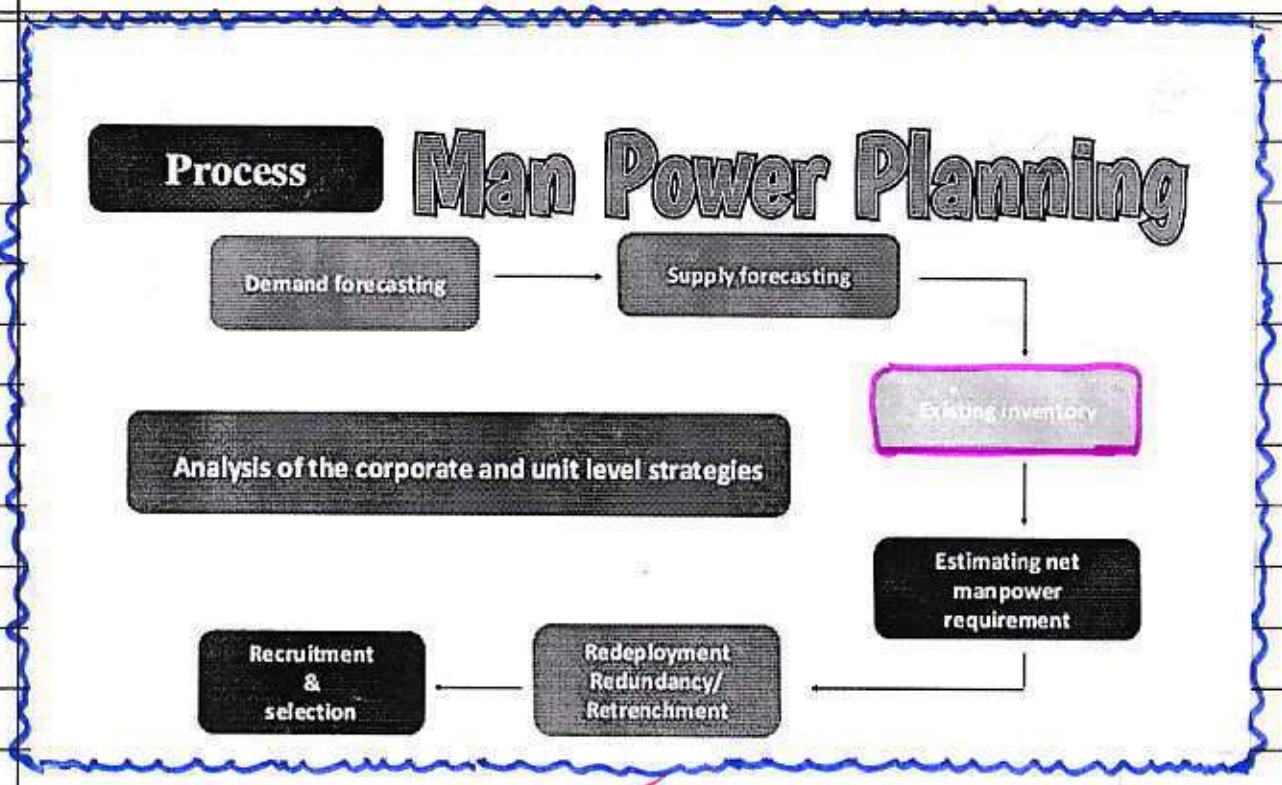
LIMITATIONS OF THE APPROACH

- The approach has no control over factors such as the price of education.
- The approach has no control over absorptive capacity of the economy for the trained personnel.
- The approach does not in any way lay claim to whether the resources expended are economically allotted and to that extent, the approach is poor.
- The approach does not provide guidance we need as to how best to meet the identified needs.

2 The Manpower Planning approach or Human Resource Development approach

The manpower approach deals with Human Resource development; Thus the focus is to forecast the manpower need of the economy of the particular country or at global level depending on the context. This approach states that manpower is changeable and can be customized according to the social, technical and economical development of the society. Manpower is the most forceful, significant and active function of the educational system of nation.

In other words, this approach is the economic system with the vocational qualified personnel required at all levels. Thereby this approach focus on the vocationalization of education and other ideas such as Skill-Based Education and multiple educational courses, leading to the fulfillment of manpower requirement of the nation. Based on manpower needs of the country this approach calculates the kinds and levels of education necessary to meet these requirements.



Good Fig. 2 - man power approach

Advantages of Manpower Approach

<1> Man-Power Could usefully Call attention to extreme gaps imbalances in the education out-put pattern that need remedy. this does not need elaborate Statistical studies.

<2> It Gives educators useful Guidance on how roughly educational Qualifications of the labour force outht to be developed in the future. that is a the relative proportion of people who would have Primary education, Secondary Education

and various amount of post-secondary training.

<3> The unemployment and underemployment which may result from some over-emphasis on man-power approach may become a challenge to move towards the right kind of education which may be development-oriented, and thereby creating its own job.

Weaknesses Of the Approach

1). It give educational planner a limited guidance in the sense that it does not tell what can be actually achieved in every level of education e.g. primary education, secondary education, etc.

2). The approach says nothing about primary education, which is not considered to be work connected. By implication, manpower approach suggests the curbing of the expansion of primary education until the nation is rich enough to expand it.

3). It is impossible to make reliable fore-cast of manpower requirements far enough ahead of time because of many economic, Techn. and other uncertainties which are involved.

3 Rate of Returns / Cost Benefit Analysis Approach

Different Terminology is used to define that rate of Returns approach, which is as follows:-

1. Cost Benefit Analysis
2. Cost effectiveness Approach
3. Rate of Return Approach
4. Cost Benefit Approach

According to this approach, investment in education should take place in such a way that the return from the investment are equal to the returns from other kinds of investment of capital, e.g investment in industry. this principle is known as "equi-marginal returns" in economic theory and could be extended to educational sector.

this approach treats education as an investment in human capital and uses rate of

return as a criterion in allocation of financial resources. The approach implies that if the rate of return is low expenditure on education should be curtailed.

However, in reality, it is difficult to apply this approach to education due to problems associated with measuring rate of returns in education.

Advantages of Rate of Return Approach

1. It is possible to measure or quantify that increase in productivity of an educated person used this approach, by looking at the age earnings structure of the educated person.

2. It shows the connection between the cost of gaining more education and the increase in imbursement which results from additional education.

3. The analysis can show or propose the direction in which education system of a society should expand so as maximize the earning competence of its citizens.

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Limitations of Rate of Return approach

1. At time " Salaries reflect Productivity" may be a wrong assumption.

2. It is not easy to quantify the advantages that are obtained from investing in any type of education.

3. Differentials in the workers income cannot be accredited to additional education acquired in development countries. It can be attributed to other aspects like family background, habits, primordial factor and customers.

4. Some Studies of the view that Primary education Provides the hightest returns. to the Society on the basis of calculation of Social returns rate for all education levels. However, this approach does not agree to the Same.

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B.Ed. I Year

2021-22

Subject: Pedagogy of Social Science

Assignment Topic

1. Prepare the Plan for practising a micro-lesson with multiple-teaching skills
2. Draw the structure of a lesson plan

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Index

Why should a teacher plan his lesson before going in the class room? Name the characteristics of a good lesson plan.

Ans-

Significance of Daily Lesson Planning

Planning is essential not only in teaching but in all spheres of human activity. Probably there is no type of work where the results of poor planning are so devasting as in teaching. R.L. Stevenson said, "To every teacher I would say, "Always plan out your lesson beforehand but do not be slave to it." Bagley has put it thus, "How able and experienced the teacher, he could do never without his preliminary preparation." To be effective, every intelligent worker plans out his work. A surgeon diagnoses the case, prepares his surgical instruments before he puts the patients on the operation table. A lawyer makes attempts to anticipate and prepare for every move in the court, so must a teacher plan and prepare his work.

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* Definition of Lesson Plan:

L.N. Bossing has given a comprehensive definition of a lesson plan, "Lesson plan is the title given to a statement of achievements to be realized and the specific means by which these are to be attained as a result of the activities engaged during the period."

Structure of a Lesson Plan :-

Dining and Dining observe, "Daily lesson planning involves defining the objectives, selecting and arranging the subject and determining the method or procedure."

What a Good Lesson Plan Should Include :-

A lesson plan indicates the aims to be realised by teaching a lesson, the methods to be employed and the activities to be undertaken in the class so that it is engaged for the realisation of the aim. A lesson plan is actually a plan of action. It includes:

* The working philosophy of the teacher
* His information and understanding of his pupils.

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* His comprehension of the objectives of educatt
* His knowledge of the material to be taught.
* His ability to use effective methods of education.

A lesson plan is the programme of the teacher which indicates class contents the subject matter and also the method of de it well. The lesson plan reflects the teache skill, intelligence, ability and his persona

"Essentials of Good Lesson Plan"

Generally speaking the following are the char eristics of a good lesson plan

1. * It should be written :-
A lesson plan preferably be written and should not remain at oral or mental stage. Writing helps in clarifying thoughts and in concentration.

2. * It should have clear aims :-
The lesson plan should clearly state the objectives, general, and specific to be achieved.

3 - * It should be linked with the previous knowledg
The plan should not be

the lesson remain an isolated one. It should have its basis on the background of the class. It should grow out of what the pupils have already learnt.

4. * It should show techniques of teaching :-> It should state clearly the various steps that the teacher is going to take, and also various questions that he will ask.

5. * It should show illustrative aids :-> The illustrative aids to be used should be shown in the lesson plan.

6. * It should contain suitable subject matter :-> The materials of instruction or subject matter should be carefully selected and organised.

7. * It should provide for audio-visual aids :-> To motivate the lesson, there must be a provision for audio-visual aids.

8. * It should be divided into units :-> The plan should be divided into units, but

care should taken to see that the lesson remains an integrated whole and every unit develops from the previous and submerge into the next one.

9. ★. It should provide for activity -> The children must be given enough scope to be active. It sh not make them mere passive listeners.

10. It should provide for individual differences The plan must be prepare in such a way as it does full justice t all the students of varied capacities

11. ★ It should be flexible -> The plan is a means and not an end. It is wrong to follow it slavishly. It is an instrument and should be used as such. The teacher should be prepared should be prepared to change his teaching methods from those as referred to in the plan, if need be.

12. It should include summary -> The lesson plan should include the summary of the whole lesson which is to be built up on the blackboard with the of the students.

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13. It should include assignment :-
A good lesson plan cannot be thought of without any assignment for the children. The assignments may be in the form of recapitulatory questions or home task.

Advantages

1. Opportunity of Preperation :-
Lesson plan gives opportunity to the teacher to prepare the lesson he is going to teach. He gets full knowledge and information of the facts needed in the lesson.

2. Delimitation of Field :-
The lesson plan delimits the whole work of every period. The teacher knows that he has to complete the lesson in a single period and therefore, he prepares the plan accordingly.

3. Solution of Expected Difficulties :-
The teacher forsees ~~varies~~ various difficulties which he has to come across during the lesson, He therefore, finds out solutions of such difficulties before hand.

4. Provision of Illustrative aids :-
when he makes the plan he can prepare and collect various illustrative aids which cannot be arranged properly during the lesson.

5. Organisation of Lesson :- It gives opportunit to the teacher to organise his scheme of wo for every period properly. He can think of of all steps of the lesson exhaustively and arrang the teaching material in a proper way. He can think of questions which he has to ask during introduction and also during the pro cess of lesson. He may give due emphasis to recapitulation and other aspects. He does not work in a haphazard way if has planne the lesson.

6. Confidence to the Teacher :-
Planning gives confidence to the teacher. sometimes very experienced teache are seen cutting sorry figures in the class during the process of a lesson because they were not pre pared for the lesson properly. New entrants cannot do well in this respect without advan planning and preperation.

7. Improvement in the study habits of the teacher.

8. Continuity to the work of Teaching →

Planning gives continuity to the work of teaching. The teacher makes the previously taught lesson the base of his planned. And he completes between the lesson in such away that the planned lesson may be the basis of still further teaching work.

9. The problem of Home Task is solved ! →

The problem of home-task is very troublesome. It is solved to a great extent by planning the lesson. The teacher prepares suitable assignment for this purpose. He provides due time for checking the home task of the children.

Lesson - Plan

Name :→ Vineet Sharma Date
School :→ Priyadarshini Public School Borawan Time
Class :→ 6th
Subject :→ Social science
Topic → "The primitive Man" (History)

Teaching aids :→ Pictures, of early man and general material aids.

General Aims :→

* To give some knowledge of the past history to the students inorder to understand the present and to develop their sense of reasoning and judgement.
* To acquaint the students with the changes in their social environment with the march of time

Specific Aims :→ * To give the history of the allround development of the earlyman before acquiring the present social status.

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Previous knowledg :→ The student are expected to to know that about the formation of the earth and the evolution of man.

Introduction :→ Some questions will be asked to the students—

* How was earth formed?
* What was there on the earth at that time?
* How did the early man live?

Statement of Aim :→ Well students, today we shall study " How did the primitive man live and feed himself before he reached the modern era.

Presentation :→

Matter	Method	S. Behaviour	B. B Work
The early man was very ugly & clumsy. He used to wander lonely and had little sense of society. He was naked.	The student teacher will follow the story method. The following questions will be asked * What was the facial appearance of the early man	Ans- The early man was very eagly	

Matter	Method	S. Behaviors	B.B.W
because he had no sense from where to obtain the cloths for himself he had neither home nor ways of livelihood	* why did he not use the cloths?	Ans- He had no sense.	
	* Why did he hide himself in trees & caves?	Ans → He was very much afraid of animal.	
He used to live in the caves and hide himself in the leaves of the trees because he was very much afraid of Animals			
He used only wooden sticks for his defence as a weapon.	* what sort of weapons did he use for his defence.	Ans- He used only wooden sticks for his defence as weapons.	
Food & Cloths	The picture showing the different stages of the development of the man.		
To satisfy his hunger, he used to eat the leaves of trees, herbs, raw vegetable and un cooked meat	* Why did he eat the leaves.	* To satisfy his hunger.	
To avoid heat & cold, he used to wrap the bark of trees and skin of the animals, round his body.	* How did he defend himself against cold & heat.	Ans → He used to wrap the bark of trees and skin of animals.	

Matter	Method	S. Behaviour	B.B. Work
By and by, he felt the need of fire in order to avoid himself from the heat and cold and for cooking the food. Necessity — — — — experience — — — — produced by — — — — fire — — — wooden process — — — — obtained — for roasting animals.	* Why did he feel the neccesity of fire? * How did the early man obtain fire?	* In order to avoid himself from heat & cold and cooking food. * It produce by striking the stones together.	
Houses Gradually, he felt the neccesity of houses and learnt to construct huts. These huts were made of mud with thatched roofs	* Why did he feel the neccesity of houses.	* To save from heat & cold.	

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Matter	Method	S. Behaviour	B.B. Work
It's due to the improvement in the construction --- --- --- buildings.	* Why did he not construct pucca house?	* Lack of availability of the things	
Professions The man in --- primarily --- hunting weapons --- --- spear etc.	* What was needed by him to satisfy his hunger	* He had to get meat to satisfy hunger	
Gradually, he tamed --- --- --- During that period --- --- --- sheep and goats --- --- which he got from the Shep	* Why did he feel the need of taming animals.	* Becaus too much work he used to tame animals	

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Recapitulation :→ The following question will be put to the students in order to revise the whole lesson:

(i) How did the early man get his food?
(ii) Why did he feel the need of the houses?
(iii) Why do you know about the professions of the early man?

Home Assignment :→

The student will be asked to write the story of the primitive man in their note books at home.

Student Teacher's sign

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