	<p>Sri Ramakrishna Mission Vidyalaya College of Education (An Autonomous College affiliated to the Tamil Nadu Teachers Education University and Re-accredited with A++ Grade by NAAC with CGPA 3.82) Sri Ramakrishna Vidyalaya Post, Periyanaickenpalayam, Coimbatore - 641 020. Phone: 80125 33915 E-mail: srkvcoen@yahoo.co.in Website: www.srvcoe.org</p>	<p>NAAC 3rd Cycle</p> <hr/> <p>Criterion II Metric 2.4.7</p>
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CRITERION II

TEACHING-LEARNING AND EVALUATION

2.4 Competency and Skill Development

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

1. Library work
2. Field exploration
3. Hands-on activity
4. Preparation of term paper
5. Identifying and using the different sources for study

CRITERION II

TEACHING-LEARNING AND EVALUATION

2.4 Competency and Skill Development

Variety of Assignments

Sl. No.	Details
1	Library work
2	Field exploration
3	Hands-on activity
4	Preparation of term paper
5	Identifying and using the different sources for study



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NAAC
3rd Cycle

Criterion II
Metric 2.4.7

CRITERION II

TEACHING-LEARNING AND EVALUATION

2.4 Competency and Skill Development

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

1. Library work



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COIMBATORE -641020

ASSIGNMENT

NAME : B. LOGESWARAN
REGISTER NUMBER : 21BP03
CLASS : B.Ed., II YEAR
SEMESTER : IV
PEDAGOGICAL SUBJECT : PHYSICAL SCIENCE
PAPER : INTRODUCTION TO SPECIAL EDUCATION
ASSIGNMENT TITLE : SERVICE DELIVERY MODELS
DATE OF SUBMISSION : 01/02/2023

Good

SIGNATURE OF
STUDENT TEACHER

SIGNATURE OF
ASSISTANT PROFESSOR



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SERVICE DELIVERY MODELS IN SPECIAL EDUCATION

Introduction:

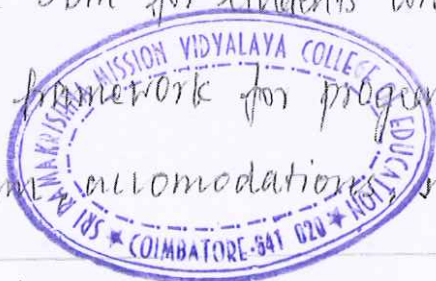
The Service Delivery model for student with Exceptionalities supports a philosophy of inclusive education. The Department of Education of Newfoundland and Labrador defines inclusive education as:

- * the right of all students to attend the school with their peers and to receive appropriate and quality programming.
- * a school community which celebrates diversity.
- * a safe and caring school environment

Inclusive philosophy:

An inclusive philosophy of education is infused within the culture, policies and practices of schools. The Inclusive model embodies a more collaborative approach to teaching and learning. Within a school community, all members are encouraged to share responsibility for the learning and well-being of students.

The SDM for students with exceptionalities provides an inclusive framework for program delivery. It identifies prescribed curriculum accommodations, modified prescribed curriculum and



and alternate programs, courses and curriculum. The education of students with exceptionalities provides inclusive framework for program delivery. The shared responsibility among school staff, parents and community at large.

The Service Delivery models for students with exceptionalities is a tool which describes programming options for students in kindergarten to Grade 12 who meet the criteria for an exceptionality as defined by the department of education. An exceptionality is a term used by the Department of Education to identify patterns of strengths and needs common to groups of students. These strengths and needs may be cognitive, emotional, behavioural, medical, social or physical. Students with an exceptionality may access a range of school-based services depending on the students needs and level of functioning.

(www.ed.gov.nl.ca/edu/K12/studentssupportservices/exceptionalities.html)

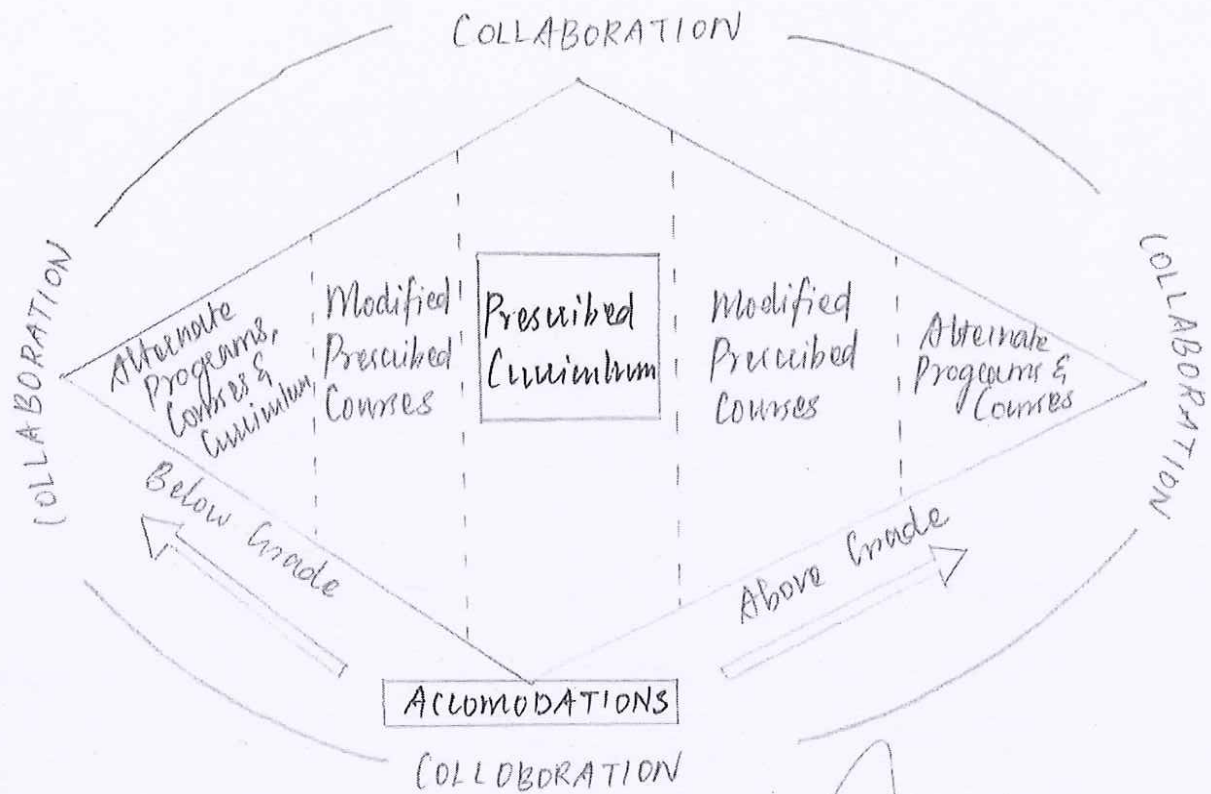
An overview of the Service Delivery Model:-

The Diagram outlines the framework for the delivery of educational services for kindergarten to Grade 12 students who meet the criteria




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SERVICE DELIVERY MODEL



The centre of the diamond represents the prescribed curriculum accessed by the majority of the students, including many students who meet the criteria for an exceptionality. Alternate programs and courses are appropriate for students with exceptionalities who require programming outside the scope of the grade level prescribed curriculum. Alternate curriculum may be appropriate for students with moderate to profound cognitive disorder.

The dotted lines shows the fluidity of the model and do not necessarily imply a linear progression from



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prescribed to modified prescribed to alternate. A student may simultaneously access a variety of programming options reflected in the diamond on the previous page.

Service delivery team: Each school is required to have a service delivery team. This team meets atleast every two weeks to review and direct special education services in the school.

It is comprised of: i) administrator ii) guidance counselor iii) representative classroom for all levels in the school.

Conclusion: The professional development of teachers and educators is an important issue and must incorporate attitudinal change, and the knowledge and skills necessary to lead an inclusive society. Finally no initiative towards inclusive education would be complete without the external support of NGOs and special schools for providing inputs on training, curriculum etc.,

References:

1) Bagner, A. and A. Sharma (1997). Disability: challenges Vs Responses. New Delhi: CAA

2) DPEP (2001). Towards inclusive school in DPEP. Noida; Ed. CD,

3) Karanth, P. and J. Rexford (2003). Learning Disabilities in India. ND: Sage

4) <http://www.gov.ni.ca>



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COLLEGE OF EDUCATION

(Autonomous)

Sri Ramakrishna Vidyalaya (Post), Coimbatore - 641 020.

LIBRARY RECORD

Name : S. ARUNKUMAR

Reg. No. : 21BB01

Bonafide record of work done by S. ARUNKUMAR

during the academic year 2021 - 2023 submitted for the Practical Examination held on

..... 24.03.2023 at the College of Education, Coimbatore - 641 020.

Date: 24.03.2023




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BASIC CONCEPTS OF LIBRARY

* A library is a collection of sources of information and similar resources made accessible to every community for reference or borrowing. It provides physical building (or) room (or) virtual books.

* A library collections can include books, periodicals, newspapers, manuscripts, films, videotapes, DVDs, e-books, audio books, database and other formats. Library store inform the list of books to several million items. An item based method as Latin and Greek word the idea of book case is represented by bibliography.

* A library is organised for the use and maintained by a public body and institution, institutional collection and services may be intended for use by people who choose not to or can't afford to purchase an extensive collection themselves who need material for non-individual can have their professional assistance with research.

* In addition to providing materials libraries also provides the service of librarians who are expert at finding and organising information at improving information need library often provides public facilities for accessing electronic resources and the internet.

* They also often offer common areas to facilitate group studying and collaboration. Modern library are increasing being readified as the places to get instructed access to the information in many formats and forms many sources. They are extending services beyond the physical wall of building by providing materials accessible by electronic means and by providing the assistance of librarians in navigating and analysing very large amount of information with a variety of digital tools.




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Types of Library:

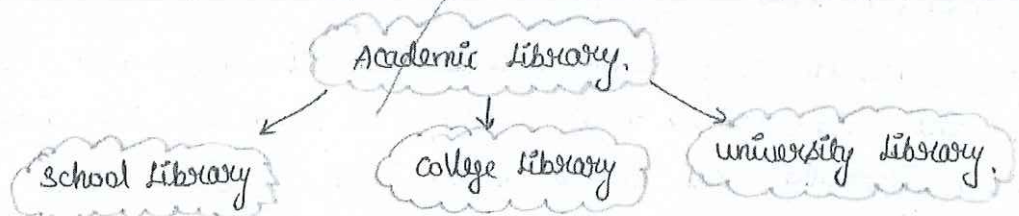
Library can be categorized into four types. They are

- 1). Academic Library.
- 2). Special Library
- 3). National Library
- 4). Public Library.

* Academic Library:

* The role of library in any academic institution can be realized one in the context of the institution philosophy of Education. This is true of most of libraries of world academic institution.

* Academic library which comprise school, college and university. Library have normally four types of user based on level of Education.



* Public Library:

* A public library is a social institution. It plays a significant role in the welfare of society. There are more number of factors responsible for the evaluation of public library. A public library is non-profit.

* Library established for the use of the general, public and service the every citizen of one's birth, caste, colour, social, economic and economical and educational, standard with any - at - any cost.



Special library:

* special library is a collection of book and other printed, graphed or recorded material dealing with a limited field of knowledge and provide by learned society, research organisation, industrial or commercial institution, government department or even an educational institution. It may also be special branch of a public library serving certain interest of occupational group of such a technical library meeting the needs of all enquires on that given subject, such as special library.

National library:

* A national library is a library specifically established and funded by the government of country to serve the prominent repository of information of the country. National library is a library maintained at government funds and serves the nation as whole the books are mainly for reference. They usually receive material through legal deposit legislation. The function of library is to collect and preserve for poster all the published record, books, periodicals, newspapers and other printed the country's cultural heritage.

Function of library:

- * Acquisition process.
- * Technical process.
- * circulation process - transaction.
- * Reference section. service.
- * storage and retrieval of knowledge




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* Acquisition process:

* The acquisition process comprise book selection, identification of subject, interest of the readers by close interaction with them locating the books of subjects, sources of availability of selected books and establishing relations with one sources for procurement and follow-up action. In addition, libraries have to keep track of new and recent books published in the identified field for its likely procurement for uses in the following major book selection.

- i). Books in print
- ii). British books in print.
- iii). cumulative book index.
- iv). ABC of book selection.
- v). Indian Book in print.

* Technical report:

* Technical reports form sets another important and essential collection in research libraries the very name indicates that research results are reported in one technical reports while books and monography are based not only on practised experience to form extent.

but also an assumption that have to be verified or collaborated with practical studies. Technical reported essentially the result of practical studies where theory assumption implemented and tested.

* Technical reports are nothing but case studies to arrive of research results.



* Storage and retrieval of knowledge:

* First and foremost among long range service is life nature search service or state knowledge awareness services since the life nature scattered over range of documents depending on the nature of development of the subjects, theoretical, practical and advanced and to call out information from various source is highly professional job to the subject specialist and to the Librarian.

FIVE LAWS OF LIBRARY SCIENCE

* The Father of Library science is Dr. S.R. Ranganathan had attitude Librarian to the following five fundamental principle.

- 1). Books are for use.
- 2). Every reader has his/her book.
- 3). Every book has its reader.
- 4). Saves the time of the reader.
- 5). The library is a growing organism.

* Books are for use:

* Libraries are no doubt store house of document but majority putting document in a place and go on adding document. is place and up process space do not call for any technical skill to keep the document and such there is no difference between a book seller and Librarian as both of them are keeping books and their study.

* A Librarian is skilled and trained manpower and the book sellers interests and controlled on commercial activity of making book habitness.



* First law "Library books are for use", by keeping only those books are used efficiently by who visit the library. Library always keeps in mind the utility, usefulness and reference to the subjects.

2. Every reader has his/her book:

* This may simpler and similar to the earlier principle, but its different in subtle way. Reader have interests that are both general and specific. While general interests can be met by the principle. Books added to the library must necessarily be useful to the client of the library. This principle is also envisaged in the acquisition process.

3. Every book has its reader:

* We are coming to a very important and interesting aspect of relations between knowledge source and seeker. Knowledge in general has no meaning when the knowledge is not tied to its purpose, it becomes absolute and useless, it remains dormant. Hence mankind experiment on use of all the new ideas drawn open by the knowledge generation. This help not only improving that this knowledge implemental and product give rise to knowledge.

4. Saves the Time of the reader:

* This law explains that there should be no time lag between the demand received from the user and the document supplied. Books should be made available to the readers without delay. This is the law that really puts to test the efficiency of the library. The methods of classification, cataloguing, issuing of books, proper shelving of books etc... plays an important role in this.



5). Library is a growing organism:

* Libraries are here to stay for ages and reader to the needs of people from all walks of life. Though they may save different depending on the nature of the library. Libraries as a whole have to sense the information needs of mankind. Library can't remains states of knowledge grow so do libraries more and more documentation to required to capture growing as a result more document are added to the library.

DR. S.R. RANGANATHAN (Siyali Ramamrita Ranganathan)

* Biography of Dr. S.R. Ranganathan:

* Siyali Ramatita Ranganathan was born 12 August, 1892 was a mathematician and Librarian from India. His most notable contribution to the field were his five laws of library science and development of first major faceted classification system to the classification.

* He is considered to be the father of library science, documentation and information science in India and widely known throughout the rest of one world for his fundamental thinking in the field. His birthday is observed every year as the national librarian day in India. He was a university library incharge and professor at Banaras Hindu University (BHU) - (1945-1947). The 1955 appointment made him director of first Indian school librarianship to after higher degree was president of Indian library association from 1944 to 1953. In 1957 he was elected an honourable member of the international federation



member for information and documentation (FID), and was made a vice president for life of an library association of Great Britain. The government of India awarded padmasri to Dr. S.R. Ranganathan in 1957 for his valuable contribution to library science.

* In 1923, the university of madras created the post of university librarian to observe their poorly organised collection. Among the 900 application for the position none had any formal training in librarianship and Ranganathan handful of papers satisfied the research committee requirements that the candidates should have a research background. His sole knowledge of librarianship comes from an articles. He read day before the interview.

* Ranganathan Headed the Indian Library Association from 1944 to 1958 but was never a particularly adopted administration and left amid controversy. When the Delhi public library choose the use of the Dewey decimal classification system instead of his work colour classification.

* He had an honourable professorship at Delhi university from 1949 to 1955. and help build that institution library science programs with former students. S.R. Ranganathan has died on 27th September 1972 at age of 80.



SCHOOL LIBRARY

* A school library is a library within a school where student, staff and often parents or public or private schools have access to variety of resource. The goal of the school library centre is to ensure that all members of the school community have suitable access to books and reading to information technology. A school library uses are the types of media is automated and utilizing the internet as well as the book for information gathering. School libraries are distinct from public libraries because they serve as learner oriented laboratories which support extend and individualize the school's curriculum. A school library serves as the centre and co-ordinating agency for all materials used in the school.

* Research have demonstrated that school library have a positive impact on student achievement through the more than studies that have been done.

* A school library functions as an opportunity for educators work with librarians, library and equity book and assists with the school work. Some school librarian selects on a flexible schedule, they read schedule time of library when library skills or materials are needed as part of the classroom learning experience conducted in 1905 states and one media province. The major finding of these studies was the students with access of well supported school library.

* media specialist, score higher of reading assessment regardless of their school library, school librarians social economic status.



In addition, a study conducted revealed that 99.4% of students surveyed believed that their school libraries and library media programs helped them succeed in school. A reported that similar conclusions was compiled by Michele Consides in Australia in 2013.

* A school library functions as an opportunity for educators to work with libraries in support of a resource centre for the student to be able to safely access the internet for both school work and interacting with each other. In the days youth much more comfortable with technology than earlier and believe that we need for regulations and laws that support education of young people.

GOVERNMENT HIGHER SECONDARY SCHOOL (MODEL), ASOKAPURAM.

LIBRARY DETAILS.

* In my internship of 80 days at Government Higher secondary school, Asokapuram, I had a chance to visit library of the school daily. There was no separate librarian appointed, so the library was looked after by the Headmistress Mrs. S. Rajalakshmi M.Sc., M.Ed., M.Phil. She maintains the library very well with good infrastructure.

* It contained around 1325 books and old alumni records in them. The students have daily library period on their time table. Every class will be visiting the library for 5-7 periods in a week.

* The management requests the students to present one book for their birthday to the library in remembrance of their academic works.



E-RESOURCES AND E-LEARNING TECHNOLOGY

1. N-LIST:

* N-list stands for National Library and Information service Infrastructure for scholarly content. The programme was funded by MHRD under NME-ICT to extend access to selected e-resources to college covered under section 12 B of vac Act as well as Non-aided college during 2010-2013.

2. Shodhganga:

* Shodhganga is a repository of Indian thesis is a digital repository of theses and dissertations submitted for universities in India. The Shodhganga at InLibnet centre provided a platform for research students to deposit their Ph.D Thesis and make it available for everyone to access for research purpose.

3. Shodhgangotri:

* Shodhgangotri is a new initiative that compliments 'Shodhganga'. Shodhgangotri hosts synopsis of research topic submitted to universities in India by research scholars for registering for Ph.D programmes.

4. E-pathshala:

* E-pg pathshala is an initiative of MHRD under its NME-ICT being executed by UGC. The content and quality is key component of Education.

5. NDL (National Digital Library):

* The National Digital Library of India is under MoE, Government of India. The main aim is to collect and collate metadata & provide full text index from several national and international digital libraries as well as other relevant sources.



6. DOAJ (Directory of Open Access Journals):

* DOAJ was launched in 2003 with 300 open access Journals. Today the independent index contains almost 17,500 peer reviewed open access Journals covering area of STEM.

7. DOAB (Directory of Open Access Books).

* DOAB is a discovery service for peer-reviewed open access books and book publishers for providing high quality, open access and peer-reviewed books. The directory is open to all publishers who publish academic and peer reviewed books.

8. NPTEL (National program on Technology enhanced Learning).

* NPTEL is a project of MHRD initiated by 7 IITs and IISc in Bangalore in 2003 to provide Education from them.

9. SWAYAM: (Study webs of Active Learning for young Aspiring minds).

* SWAYAM, is a mooc platform developed indigenously by AICTE in 2016 to facilitate hosting online course which could be accessed by anyone, anywhere, at anytime, free of cost based on Educational policy viz.- access, equity and quality.



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CRITERION II

TEACHING-LEARNING AND EVALUATION

2.4 Competency and Skill Development

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

2. Field Exploration



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Field Visit Report

Name : GOKULAKRISHNAN S
Register No. : 22BC01
Programme : B.Ed. I Year
Semester : II
Pedagogical Subject : Commerce
Date of Submission : 03.05.2023

Signature of the Teacher Educator



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Field Trip Report

Introduction

Sri Ramakrishna Mission Vidyalaya College of Education organized a field trip for the student-teachers to Gass Museum in Coimbatore on 27th April 2023. The purpose of the trip was to provide practical exposure to student-teachers and enhance their understanding of environmental science, biodiversity, and conservation efforts. Dr. N.N. Prapakaran, Coordinator, Department of Extension Services, obtained permission from the Director of Gass Museum a week prior to the visit, ensuring a smooth and well-organized trip.

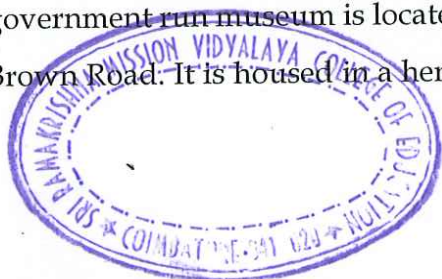
Objectives

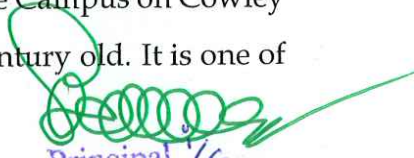
- To provide students with an opportunity to observe and learn about biodiversity, and conservation efforts.
- To understand wildlife, geological samples, entomological specimens, timber and non-timber forest produce, tribal armaments, and forest engineering models.
- To provide opportunity to gain experiential learning environment.

Under the guidance of Dr. N.N. Prapakaran, a group of student-teachers studying first and second year of B.Ed. programme in Sri Ramakrishna Mission Vidyalaya College of Education visited Gass Museum on the scheduled day. The museum is renowned for South India's largest collection of forestry artefacts including timber and non-timber forest produce, geological samples, tribal armaments and ornaments, entomological specimens and forest engineering models, which provided an ideal learning environment for the student teachers.

About Gass Forest Museum

Gass Forest Museum is a natural history museum situated at Coimbatore, Tamil Nadu. It is the first institution in India to house exhibits related to forestry. This government run museum is located in the verdant Forest College Campus on Cowley Brown Road. It is housed in a heritage building that is over a century old. It is one of




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the oldest buildings in Coimbatore and it is over 100 years old, in a way the museum building itself is a heritage site. Museum is within Forest college campus grounds and it feels like a mini forest within the city. Apart from wildlife the exhibits include Arms used in olden days, wood crafts, huge collection of insects, cultural artifacts and many more. Main Attractions are the Preserved and stuffed animals, birds and reptiles.



It was established in 1902 by H.A. Gass, the then Conservator of Forests of Coimbatore circle. Gass conceived the idea of starting a museum to represent various aspects of forestry through a comprehensive collection. It was started in one of the rooms of the conservator's office building and was extended to the verandah and some other portions of the District Forest Office. The present building built in 1915. It is made of red stone and built in British Gothic style. The ventilation is such that light spreads throughout the hall. The folding in the four corners give the building the strength to withstand perpendicular seismic impact, if any. The iron pillars in the hall were imported from Britain. During World War II, the museum was closed to accommodate evacuees from Greece and Malta.

There are about 4000 exhibits presently on display at the Gass Forest Museum. The exhibits on display at the museum cover various disciplines in Science and Geography like Botany, Zoology, and Geology etc. Of the rare artifacts in the museum is a piece of asteroid which is believed to be several million years old, a full grown male stuffed Indian guar which would have weighed over a ton when alive and a




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stuffed albino crow. At present the numbers of insects which have been preserved here are more than 1200 and are growing slowly. This museum seems attractive to people of all age groups as often youth can be spotted posing in front of the Indian Gaur, young children roaring at the preserved leopard and elderly studying the exhibits with deep thoughts. The artefacts in the departments namely Wildlife, Botany, Timber, Non-Timber, Geology, Ethnology, Mycology, Forest Engineering Entomology and Woodcrafts were observed in the Gass Forest Museum.

Activities

Orientation: Upon arrival, the students were greeted by the Director of the Museum, who provided a brief orientation about the museum's history, collections, and notable exhibits. This introduction set the context for the subsequent activities.



Museum Visit: The student-teachers were divided into smaller groups, each led by an experienced guide. The guides took them on a comprehensive visit to various sections of the museum, explaining the significance of the sections like ethnology section, skeleton section, entomology section and mycology section etc.




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Interactive Sessions: Throughout the visit, the student-teachers actively engaged with the guides, asking questions and seeking further clarification on specific pieces. The interactive sessions allowed the student-teachers to develop deeper into the subject matter and gain a better understanding of the biological and artistic aspects represented in the museum.

Reflection and Discussions: After the visit, the student-teachers gathered for a group discussion, facilitated by Dr. N.N. Prapakaran. They shared their observations, reflections, and insights gained from the museum visit. This session allowed them to exchange ideas, broaden their perspectives, and explore potential applications of the learning experience in their future teaching endeavors.



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CRITERION II

TEACHING-LEARNING AND EVALUATION

2.4 Competency and Skill Development

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

3. Hands-on Activity



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Digital Proficiency Record

Name : S. ARUNKUMAR

Reg. No. : 21 BB 01

Bonafide record of work done by S. ARUNKUMAR

during the academic year 2021...2023 submitted for the Practical Examination held on


..... 24.03.2023 at the College of Education, Coimbatore - 641 020.




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DIGITAL PROFICIENCY RECORD.

①

Introduction :

* The trend of today's information age is a great challenge to Teachers because, they are the immigrants in embracing the 21st century digital era. It is very vital for them to upgrade their proficiency in terms of ICT so that the strategies and pedagogy of teaching is interesting and can blend the students involvement.

* Information and communication technology has become an integral & accepted part of everyday life for many people. ICT is increasing in importance in people's lives and it is expected that this trend will continue, to the extent that ICT literacy will become a functional requirement for people's work, social and personal lives. The use of ICT in appropriate contexts in education can add value in teaching and learning, by enhancing the effectiveness of learning by or by adding a dimension to learning that was not previously available.

Modern strategies and pedagogy in teaching would help teachers come up with the new trends by using modern technology materials and resources in teaching.

Digital proficiency :

* Digital proficiency is defined as the ability to use technology to complete a task. It enables workers to be able to effectively choose the right software or technology to complete a project or task. Having digital proficiency can involve several different aspects of technology including understanding the operating system on a computer, being able to work collaboratively using digital tools, and having the ability to choose the best software for a task.

A digitally proficient person is generally able to conduct their work using online methods and technology with ease.

Technology NOT Replace Great Teachers

But

in the Hands of Great Teachers can Be Transformational



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Digital skills:

* Digital skills generally have to do with any skills that are needed for using the internet as well as other tasks on electronic devices. Digital skills are necessary in the digital world in order to communicate with others online and create new material. These digital skills may vary from basic to more advanced or complex.

* Some common examples of digital skills includes:

- * Social media * E-mail * creating & sharing documents and files.
 - * online research * storing data * SEO (search engine optimization).
 - * Digital marketing * mobile apps * data security * using software programmes.
- * Social media → includes many different platforms such as Twitter, Instagram, Facebook, pinterest, LinkedIn, and youtube.
- * creating documents → makes use of photo editing software or word processing software.
- * sharing documents → includes the use of cloud services like Google drive or video conferencing tools.

Importance of digital proficiency:

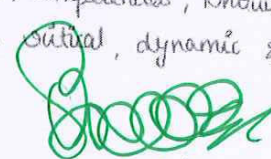
With the growth in technology, it is now more important to establish digital proficiency. In the workplace, it infiltrates all aspects of the professional world, such as clocking in, getting trained and presenting material in meetings.

many employers and schools have made transitions to complete their work atleast in part using online methods. In an organization, it is imperative to increase digital skills that are specific to the workplace.

This not only makes it easier for the worker to complete their work, but it may also provide a way for them to eventually be promoted.

This we define teaching digital competence as set of skills, competencies, knowledge and attitudes that teachers must have in order to make a cultural, dynamic & creative use of ICT in their classrooms.




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Five pillars of digital competence in teaching:

Competency training is based on the union of two theoretical concepts from the Educational Sciences: cognitivism and constructivism.

Cognitivism is concerned with the way in which the learner acquires and applies knowledge and skills: on the other hand, constructivism emphasizes the active role of the learner.

The following are the five competencies that a teacher should take in account in his or her personal and professional training.

1. computerization and information literacy.
2. Communication and elaboration.
3. creation of digital content.
4. Security.
5. problem solving.

objectives of digital proficiency:

The teaching of computer science should aim to.

- * create interest and scientific attitudes.
- * Help the students apply their knowledge in learning activities.
- * make the students associate the knowledge in real-time application.
- * make the students attain the skills of initiatives.
- * promote local and global understanding.

"we want the education by which character is formed, strength of mind is increased, the intellect is expanded & by which one can stand on one's own feet."

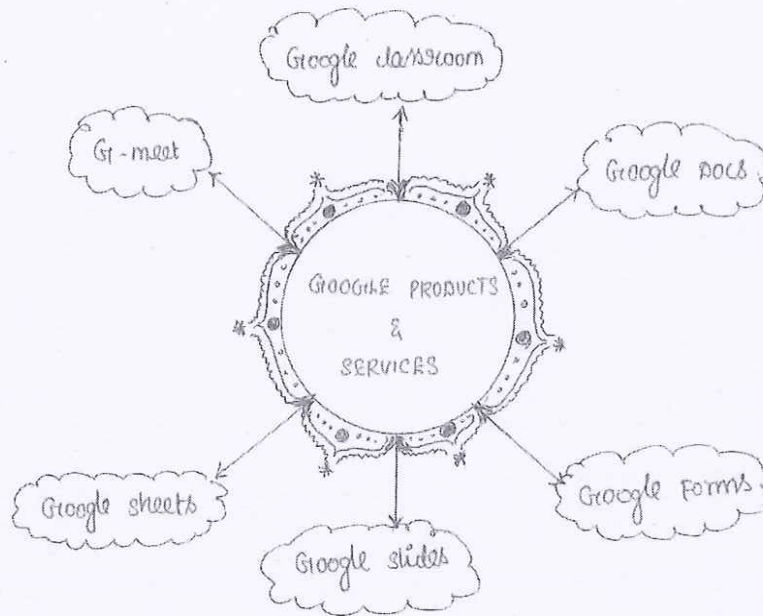
— swami vivekananda.



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Content : (mind map).

1).



2). Blog - Introduction & creation.

3). Kahoot - Creating quiz.




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GOOGLE PRODUCTS & SERVICES.

GOOGLE:

* Google LLC (Limited Liability company) is an American multinational technology company focusing on search engine technology, online advertising, cloud computing, computer software, quantum computing, e-commerce & artificial intelligence.

History:

* Google was founded on September 4, 1998, by Larry Page and Sergey Brin while they were Ph.D students at Stanford University in California.

It is a subsidiary of the holding company, Alphabet Inc. more than 70% of the worldwide online search requests are handled by Google, placing it at the heart of most internet users' experience.

Its headquarters are in 1600 Amphitheatre Parkway of Mountain View, California, United States (U.S).

Google products and services:

Google began as an online search form, but it now offers more than 50 internet services and products, from e-mail and online document creation to software for mobile phones and tablet computers.

In addition, its 2012 acquisition of Motorola Mobility put it in the position to sell hardware in the form of mobile phones. Google's broad product portfolio and size make it one of the top four influential companies in the high-tech marketplace, along with Apple, IBM and Microsoft.

List of Google products and services

Name of the Google product	services offered.
Admob	Advertising platforms for mobile phones.
AdSense	Shows ads on your website.
Adwords	Advertising tool to increase website traffic.



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Name of the Google product	Service offered.
Blogger	Tool for creating and publishing blogs.
Books	Search engine for full-text books.
Chrome	Google's web browser.
Classroom	platform for teaching and learning.
Docs	platform for collaboratively creating and editing documents, spreadsheets and presentations all in the browser.
Drive	online platform for storing and sharing documents.
Forms	Tool for creating forms and surveys.
Gmail	Google's e-mail service.
Google + (Google plus).	Google's social network.
Image search	Google's image search engine.
Maps	map tool for directions and finding locations.
Scholar	search engine for academic papers.
Search	Google's search engine.
Sheets	tools to create spreadsheets.
Translate	tool that translates text, web pages and files.
Vault	Archiving tool.
Wallet	for paying for Google's online products and services.
YouTube	online video platform.



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GOOGLE PRODUCTS & SERVICES :

In this section, out of numerous services offered by various google products, six google products are described in detail. They are.

- * Google meet \Rightarrow creating new meeting and sharing.
- * Google classroom.
- * Google Docs.
- * Google sheets \Rightarrow creating automated worksheet.
- * Google slides.
- * Google forms \Rightarrow online test construction.

1). Google meet :

Google meet (formerly known as Hangouts meet) is a video communication service developed by Google. It is one of two apps that constitute the replacement for Google Hangouts, the other being Google chat.

Google meet Logo :



Google Meet

Google meet Features :

- * Two-way and multi way audio and video calls with a resolution upto 720p.
- * An accompanying chat.
- * call encryption between all users.
- * Noise-cancelling audio-filter (depending on the license).
- * Shared whiteboard, reactions, polls, voting, Q & A.
- * Google document sharing (documents, spreadsheets, presentations).
- * Video filters, effects, backgrounds.



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Steps in creation of Google meet: (in Android mobile).

1). Go to the play store.

2). Download and install the Google meet app.

3). On mobile device, to open the app, tap the Google meet app.

calls are synchronized so we can start a video meeting on one device and continue on another.


Steps in scheduling or creating the meeting in the Google meet app:


1). open the latest version of the Google meet app.

2). At the bottom right, tap new.

3). Select an option:

*  Create a new meeting

* to share a meeting link, select an option: copy .


* we can send this link by e-mail, text or however we like by sharing option. 


Start a meeting in the meet (original) App:


1). open the meet (original) app.

a). Tap new meeting.

3). Select an option.

a). *  Get a meeting link to share : This generates a meeting link we can share to invite others, tap share invite. To join the meeting, copy the code into the "join with a code" field.

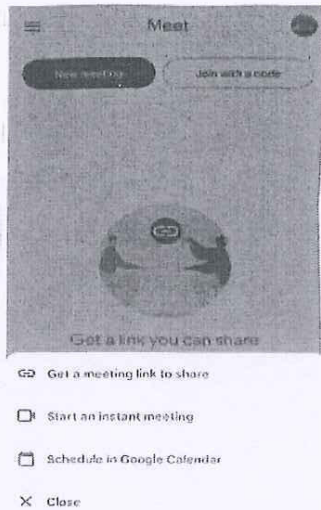
b). *  Start an instant meeting : create a meeting that we join now.

c). *  Schedule in Google calendar : to schedule a meeting, we're directed to the Google calendar app, which enable us to change the event's title, time, Guest list and other edits.




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Pictures:-



Application of Google meet in Education field:

Online communication tools have become the new normal since the world started adapting to the changes brought about by COVID-19 pandemic.

Google meet has been a popular communicative education tool used by educational institutes have also adopted Google meet for education to hold webinars, video conferences, staff training, online classes. etc. -

2). Google classroom:

Google classroom is a free blended learning platform developed by educational institutions that aims to simplify creating, distributing and grading assignments. The primary purpose of Google classroom is to streamline the process of sharing files between teachers and students.

Google classroom logo:




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Google classroom - Features:

Google classroom integrates several Google applications for Education such as Google drive, Google Docs, Google sheets, Google slides, Google forms, Google sites and G-mail.

* A Google calendar integration was later added to the platform.

* Students can be invited to classrooms through the institution's database, through a private code that can be added in the student's user interface or automatically imported from a school domain. Each class created with Google classroom creates a separate folder in the respective user's Google drive, where the student can submit work to be graded by a teacher.

Steps involved in the creation of Google classroom: (in Android).

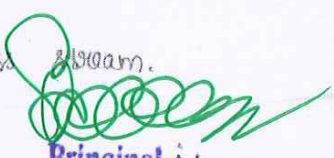
- 1). Go to the play store.
- 2). Download and install the Google classroom app. (latest version).
- 3). Tap classroom.
- 4). Tap Add + > create class.
- 5). Enter the class name.
- 6). To enter a short description, grade level, or class time, tap section and enter details (optional).
- 7). To enter the location for the class, tap Room and enter the details.
- 8). To add a subject, tap subject and enter a name.
- 9). Tap create.

* classroom automatically creates a class code that you can use to invite students to the class.

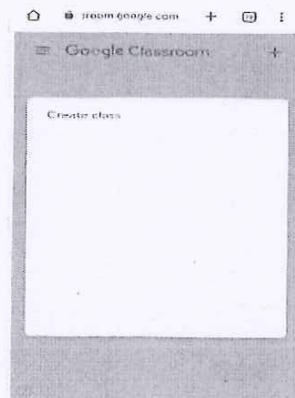
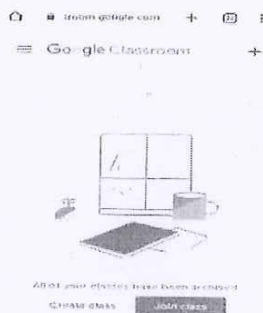
Note:

we can always get the class code at the top of the class stream.




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Pictures :



Application of Google classroom in Education :

Google classroom can help the teachers to streamline formative & summative assessments. Google classroom also helps the teacher to share the study materials in the digital format to the group of learners in a simple way.

3). Google Docs :

Google Docs is an online word processor included as a part of the free, web-based google docs Editors suite offered by Google, which also includes: Google sheets, Google slides, Google drawings, Google forms, Google sites and Google keep. Google docs is accessible via an internet browser as a web-based application and is also available as a mobile app on Android and ios and as a desktop application on Google's chrome OS. It originated from two separate products: writely & XL2web.

Google docs - Logo :



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Google Docs - Features:

Google Docs is the document creating and editing software which can be used to create, view & edit google documents as well as microsoft word files.

Steps involved in the creation of Google Docs:

- 1). Go to the play store.
- 2). Download and install the Google Docs App (latest version).
- 3). Tap & open the Google Docs.
- 4). In the bottom corner, tap new +
- 5). Tap choose template.
- 6). Tap the template we want to use.

To Format paragraph:


We can format the paragraph using the toolbar at the top of the document.

To.

- * Edit & format the text & paragraph spacing.
- * Change the font and background colour.
- * Bold, italicize, underline or strikethrough text.

We can also add title, heading or table of contents.

To Edit document:

- * Tap Edit 
- * To select a word, double tap it. move the blue markers to select the more text.
- * Start editing.
- * To undo or redo an action, click undo or redo.

Working with different file formats:

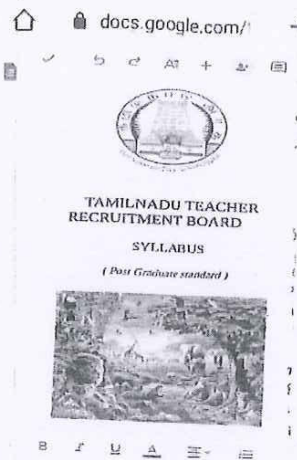
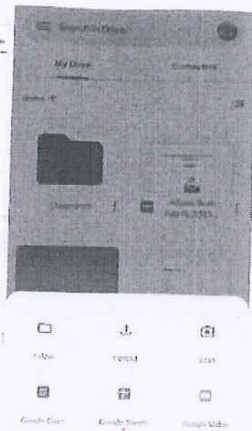
We can upload and download files with the Google Docs app for Android.

We can open & edit / export DOCX, EPUB, RTF, TXT, PDF & HTML files. & can also share.




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Pictures:-



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Applications of Google docs:

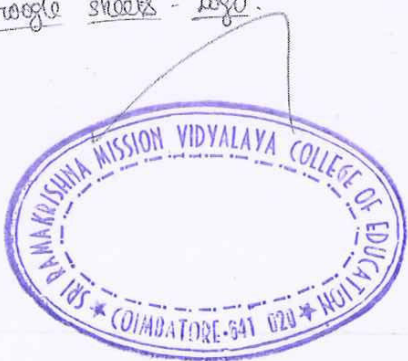
- * To create a document file
- * To edit the existing document file

4). Google sheets:

* Google sheets is a spreadsheet programme included as part of free, web-based Google docs editors suite offered by Google. The service also includes: Google docs, Google slides, Google drawings, Google Forms, Google sites and Google keep.

Google sheets is available as a web application mobile app for Android, iOS, Microsoft windows, Blackberry OS and as a desktop application on Google's chrome OS. The app is compatible with Microsoft Excel File formats, it is written in Java script and was available in 83 languages.

Google sheets - Logo:



Google Sheets

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Google sheets - Features:

Google sheets serves as a collaborative tool for co-operative editing of spreadsheets in Real time. Documents can be shared, opened, and edited by multiple users simultaneously and users can see character by character changes as other collaborators make edits.

Changes are automatically saved to Google's servers and a revision history is automatically kept so past edits may be reviewed and reverted to.

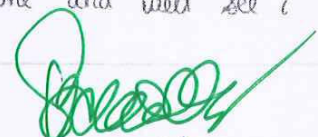
Creation of Google sheets (Android)

- 1). Go to the play store.
- 2). Download and install the latest version of Google sheets App.
- 3). Tap & open the Google sheets
- 4). In the bottom corner (right), tap create ⊕
- 5). Choose whether to use a template or create a new file. The app will open a new file.
- 6). We can view files that we've created or opened on any device & other documents like Microsoft word, Excel or powerpoint files.

View Files Grouped by category:

- * In the top left, tap menu ≡
- * We can choose which files we want to see; i.e. 1). Recent 2). Starred 3). Shared with me. 4). Offline.
- * Besides these features we can also rename the file, save a file and make a copy of a file.
- * Download a copy of file:
- * Tap more: , on the file we want to download.
- * Tap download. The file will download onto our phone and we'll see a notification message.




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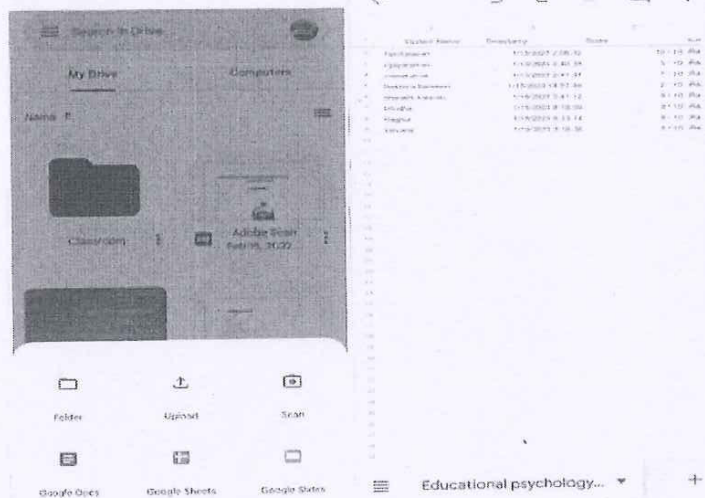
* Like Google Docs, we can also work with different file formats in the Google sheets viz.. XLS, XLSX, XLSM, CSV, ODS & TSV files.

* we can Export a spreadsheet as a webpage (HTML as a ZIP). we can also Export a single sheet as a CSV or TSV file.

Note:

* we can also share files and folders with other people and choose whether they can view, Edit or comment on them.

Pictures:



Application of Google Sheets:

Google sheets is very helpful in the preparation of automated marksheets in the digital format to the Teachers.

Google sheets helps to create, and format spreadsheets and work with other people.

57. Google slides:

Google slides is a presentation programme included as part of the free, web based Google Docs Editors suite offered by Google. The service also includes Google Docs, Google sheets, Google drawings, Google forms, Google sites & Google keep.

The Google slides app is compatible with the microsoft powerpoint file formats. It is also written in Java script & available in 83 languages.



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Google slides - Logo:



Google slides - Features:

Google slides serves as a collaborative tool for co-operative editing of presentations in real time. presentations can be shared, opened and edited by multiple users simultaneously and users can see - slide by - slide and character - by - character changes as other collaborators make edits.

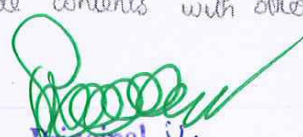
changes are automatically saved to Google's servers and a revision history is automatically kept and users have the option of reverting to previous versions

Creation of Google slides in Android (Steps):

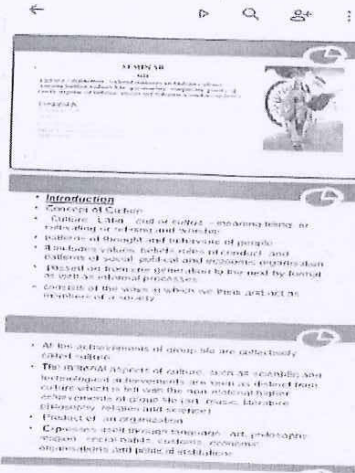
1. Go to play store
2. Download and install the latest version of the Google slides App.
3. Tap and open the Google slides.
4. In the bottom right corner tap create (+).
5. Choose whether to use a template or create a new file. The app will open a new file.
6. We can also view files that we've created or opened on any device & other documents like Microsoft PowerPoint files.
7. We can edit & format a presentation by inserting & arranging text, shapes & lines. * Add, delete & organize slides * Add animations to a slide.

Like the Google docs & Google sheets we can also work with different file formats in the Google slides. & can also share the slide contents with others and work together.




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Pictures:-



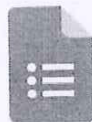
Application of Google slides:

- * creation and presentation of professional pitch decks, project presentations, training modules and more such things.
- + creation of dynamic presentations which includes animation, narration, images & videos.

6). Google sheets Forms:

* Google forms is a survey administration software included as part of the free, web based Google Docs Editors suite offered by Google. The service also includes Google Docs, Google Sheets, Google Slides, Google Drawings and Google Keep. Google Forms is only available as a web application.

Google forms - Logo:



Google Forms

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Google Forms - Features:-

The Google forms allows users to create and edit surveys online while collaborating with others users in real-time. The collected information can be automatically entered into a spreadsheet.

It also includes Features like menu search, shuffle of questions for randomized order, limiting response to once per person, shorter URLs, custom themes, automatically generating answer suggestions when creating forms, and an "upload file" option for users answering questions that require them to share content or files from their computer or Google drive.


Creating a Google form: (Steps involved).

1). From Google.com, type forms.google.com, click the blank or choose a template.

(or,

2). From drive.google.com click new > scroll to google forms. Next to select a template.

3). Start with Blank template > Add title and description.

4). click on Add icon  and add a question to your form. → choose the questions type from various types provided. i.e.. short answer, paragraph, multiple choice, checkboxes & dropdown.


5). we can also add image to our form from the existing image or by selecting images from the Google account.

6). we can add answers to the created question by clicking on Add option.

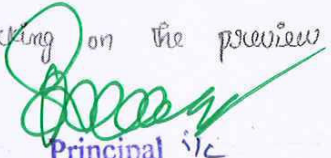
7). we can also add videos to our form from youtube or other websites using the add videos option.

8). we can create additional pages by using Adding a section option.

9). we can also duplicate or delete a question.

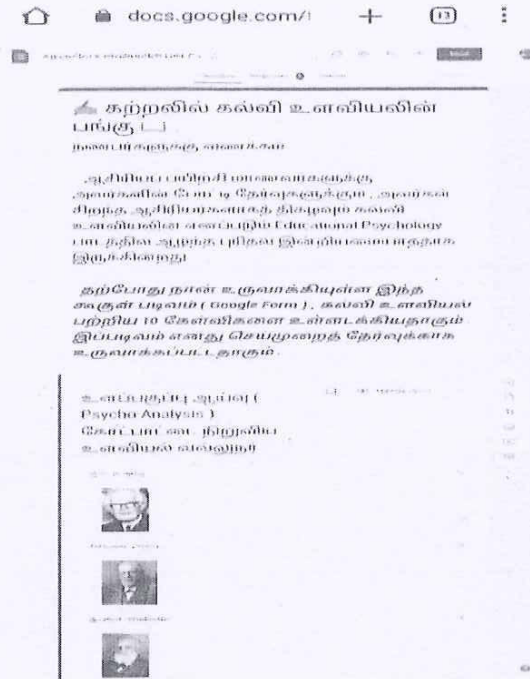
10). we can preview our form and its questions by clicking on the preview icon  in the bottom right corner.




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pictures:

(19)



Application of Google forms:

* With Google forms we can create surveys in few minutes which is helpful for research studies.

* Teachers can use forms for a variety of tasks. Teachers can collaborate with their co-workers at the same time to build surveys in working with their teams or departments.

* Forms can be used for lesson planning, professional development, planning or surveys and assessment forms.

pk



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2. BLOG - INTRODUCTION & CREATION

Blog is a short ^{form} for "web blog". It's a bit like an online diary or Journal, except blogs aren't necessarily private, instead they are created for an audience. And just like a diary or Journal, a blog is secular, making it an easy & comfortable way for students.

Some blogs operate mainly as news filters, collecting various online sources and adding short comments and Internet links. Other blog concentrate on presenting original material.

In addition, many blogs provide a forum to allow visitors to leave comments & interact with the publisher. "To blog" is the act of composing material for a blog. materials are largely written, but pictures, audio & videos are important elements of many blogs.

History:

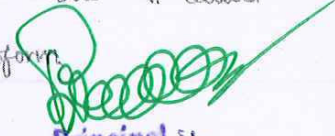
* The First blog was links.net, created by Justin Hall, while he was a Swarthmore college student in 1994. The term "weblog" was coined by Jorn Barger on September 17, 1997. The short form, "blog" was coined by "pete merholz" who jokingly broke the word "weblog" into the phrase "we blog" in the sidebar of his blog pete.merholz.com in April or May 1999.

* Shortly thereafter, Evan Williams at Pyra Labs used "blog" as both a noun and verb ("to blog" meaning "to edit one's weblog or to post to one's weblog"), and devised the term "blogger" in connection with Pyra Labs Blogger production leading to the popularization of the terms.

Some popular blogging sites:

- * Blogger * Tumblr * Wordpress * Medium * Wix * Weebly
- * Ghost * Squarespace * LiveJournal * LinkedIn * Typepad * Jimdo
- * Hubpages * Twitter * Jekyll * Pinterest * Subtle * Quora
- * Perch * Yola * Weekly blogging platform




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Steps involved in creation of Blog (in Blogger).

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- 1). open the chrome / Firefox / safari / ms edge web browser in the mobile.
- 2). sign into blogger.
- 3). on the left, click the down arrow.
- 4). click New Blog
- 5). Enter a name of the Blog.
- 6). click Next
- 7). choose a Blog address or URL.
- 8). click Save

9). we can also manage who can edit and read our blog, we can add team members to our blog, we can add authors to our blog, and can make our blog private.

10). we can also change the design / layout of our blog by adding the gadget, we can apply a theme. and we can able to self customize our blog.

Creating & publishing a post in the Blogger:

- 1). click the new post button (an orange button near the upper-left corner of blog's admin dashboard).
- 2). Enter a title into the "post title" field.
- 3). write the blog post. we can use the toolbar at the top to edit our posts font, size, text colour and layout.
- 4). we can also use the link, image, film, clapper and smiley buttons on the toolbar to add a hyperlink, picture, video or special character to our post.
- 5). we can also explore post settings on the right (optional) which consists of labels, categories, location, options.

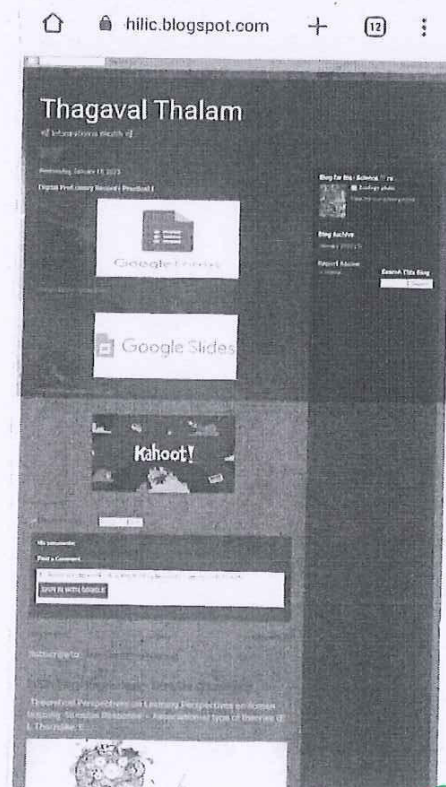



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6). we can also see the preview of our post using the preview option. (near the upper right corner of the page).

7). we can publish the new post on our blog using publish button (an orange button near the upper right corner).

Pictures:



A handwritten signature in green ink, appearing to be 'Sri Ramakrishna'.

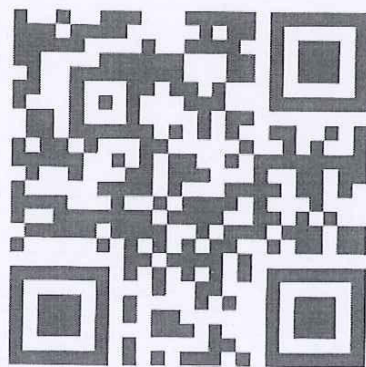
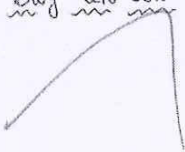
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Benefits of Blogging in Education :

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- * promote self-expression
- * Develop analytical thinking.
- * Exercise students creativity.
- * Improve students writing skills.
- * Encourages the sharing of resources among students & Teachers.
- * Teachers can use blogs to publish assignments, resources and keep students and even parents up to date on class events, due dates, and content being covered.
- * promotes autonomous learning by providing opportunities for students to take more control of their learning.
- * motivates students to become better reader & writer.
- * promotes discussion among students.
- * Encourages the use of internet and the web among students (and teachers).

Blog QR code : (with link of marksheet, Google slide ppt, kahoot quiz)




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3. KAHOOT.

Kahoot! is a Norwegian game-based learning platform, used as educational technology. It has learning games, also known as "kahoots", are user-generated multiple choice quizzes that can be accessed via a web browser or the Kahoot! app.

* Kahoot! also includes trivia quizzes. This educational platform is similar to other technological learning tools such as Wooflash, Blooket, Quizizz, Gimkit or Quizlet.

History:

* Kahoot! was founded in 2012 by Johan Brand, Jamie Brookier and Morten Vørsvik in a joint project with the Norwegian University of Science & Technology. They collaborated with the professor Alf Inge Wang and were later joined by Norwegian entrepreneur Asmund Furuseth.

* Kahoot! was launched in a private beta at SXSWedu in March 2013, and the beta was released to the public in September 2013.

Software and Services:

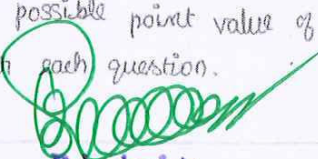
* Kahoot! is a social learning platform, with users of the game gathered around a common screen such as an interactive whiteboard, projector or a computer monitor. The site can also be used through a screen-sharing tool, like Zoom and Google Hangouts.

Game Design:

* The Game design is such that the players are required to frequently look up from their devices. All players connect using a generated game PIN shown on the common screen, and use a device to answer questions.

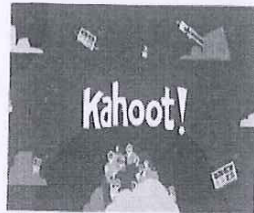
These questions can be changed to award more or less points. The points the player awarded is based on the speed of the answer and the possible point value of the question. Points then shown up on a leaderboard after each question.




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The player can also get a streak, meaning the correctly answered more questions in a quiz sequence. The better their streak is, the more points a player gets when answering the next question correctly.

Kahoot! --Logo:



Steps involved in the creation of quiz in kahoot!

- 1). Go to <https://kahoot.com>, click log in and enter into kahoot account.
- 2). click the create button on the top right corner of the screen or create / click on any of the kahoot activity types to begin creating.
- 3). To create a multiple-choice quiz, click quiz.
- 4). In kahoot! quiz settings:
 - a. Enter the quiz name, a description of what the quiz is about, privacy status, language preferences and audience.
 - * we can upload our own cover image or select images from the kahoot! image library.
 - * we can also add a youtube video link in the 'intro video box' (optional).
- 5). click OK, Go and then add question when the question screen pops up.
- 6). we can add question & answer choices, where questions have a 120 character limit. we can also add / upload questions via spreadsheet using



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the Quiz spreadsheet template.

* Indicate the correct answer choice. we can have from 1 to all correct answers.

* Adjust time limits and toggle points on or off.

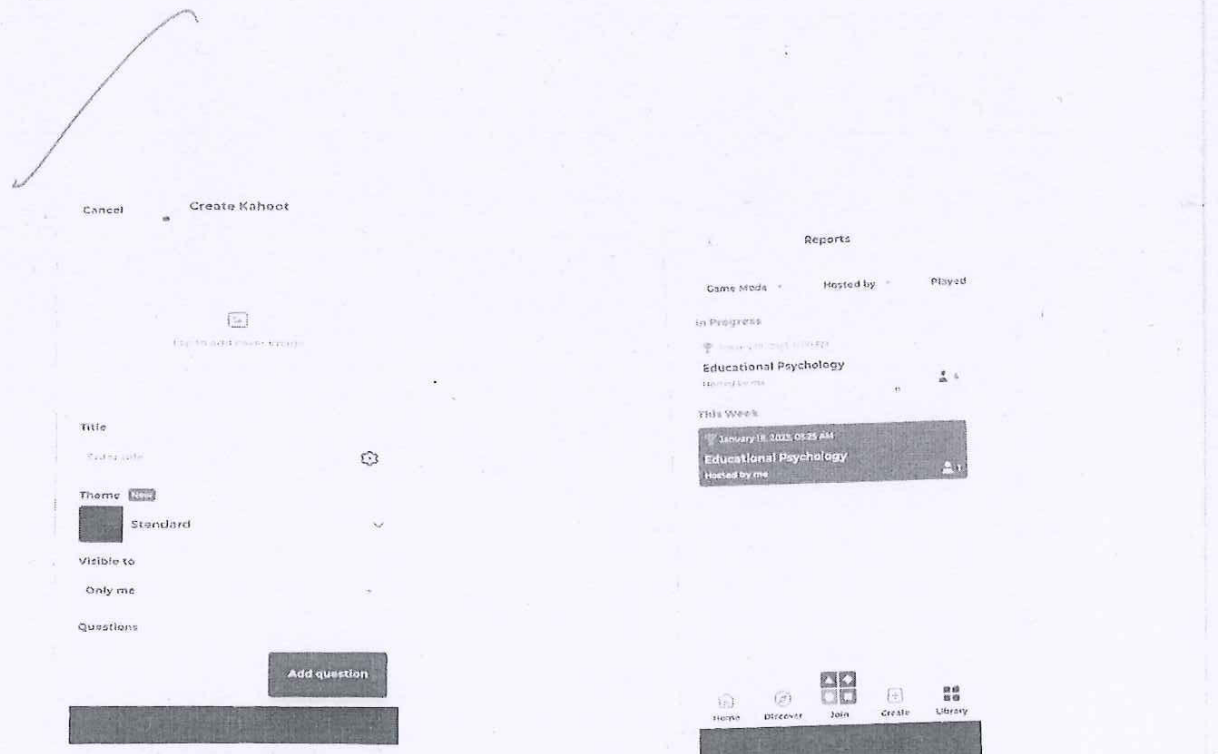
* Add an image or youtube video to the questions as a prompt.

7). Questions can be reordered by dragging to the desired location.

8). Once we done adding all questions, click Save.

9). click I'm Done. Now, we can edit, play or share the Kahoot! Quiz.


Pictures:




The left screenshot shows the 'Create Kahoot' interface. It has a 'Cancel' button and a 'Create Kahoot' button. Below them is a 'Title' field with the placeholder 'Add the title', a 'Theme' dropdown menu set to 'Standard', a 'Visible to' dropdown menu set to 'Only me', and a 'Questions' section with an 'Add question' button. The right screenshot shows the 'Reports' section. It has tabs for 'Game Mode', 'Hosted by', and 'Played'. Below these is a table with the following data:

Game Mode	Hosted by	Played
In Progress		
January 18, 2023 09:25 AM		
Educational Psychology		
Hosted by me		
This Week		
January 18, 2023 09:25 AM		
Educational Psychology		
Hosted by me		

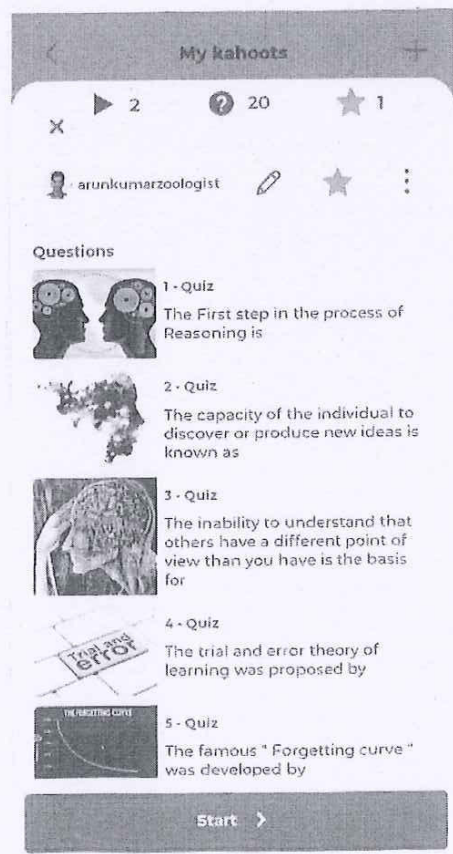
At the bottom of the right screenshot, there are icons for 'Home', 'Discover', 'Join', 'Create', and 'Library'.




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Advantages of Kahoot:

- * Kahoot offers a great engagement from the students side. They enjoy it and it is visualized and unique type of quiz.
- * It increases the interest level of all students & helps the teachers to easily assess the understanding level through quizzes and polls.
- * It reduces monotony and boredom in teaching-learning process.
- * Kahoot motivates the students and create the positive environment.
- * It reduces the students frustration levels and the stress about the fear of formative assessments in the traditional method.



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COLLEGE OF EDUCATION
(Autonomous)

Sri Ramakrishna Vidyalaya (Post), Coimbatore - 641 020.

Yoga and Physical Education Record

Name : S. ARUNKUMAR

Reg. No. : 21 BB 01

Bonafide record of work done by S. ARUNKUMAR
during the academic year 2021 - 2023 submitted for the Practical Examination held on
..... 24.03.2023 at the College of Education, Coimbatore - 641 020.

Date: 24.03.2023




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KABADDI

History:


* The origin of the game dates back to pre-historic times played in different forms. The modern kabaddi game was played all over India and some parts of South Asia from 1930. The first known framework of the rules of kabaddi as an indigenous sport of India was prepared in Maharashtra in the year 1921 for kabaddi competitions on the pattern of Sanjeevani and Gemini in a combined form. Thereafter a committee was constituted in the year 1921, for kabaddi which amended the rules framed in 1921. The amended rules were applied during the All India kabaddi tournament organized in 1923.

* The All India kabaddi Federation was formed in the year 1950. Amateur kabaddi Federation of India (AKFI) came into existence from the year 1973, affiliated to Indian Olympic Association (IOA). After formation of this body, kabaddi took a new shape and national level competitions started for Junior and Sub-Junior boys and Girls also. The 1st Asian kabaddi championship was held in the year 1980 and was included as a demonstration game in the 9th Asian games, New Delhi in the year 1982.

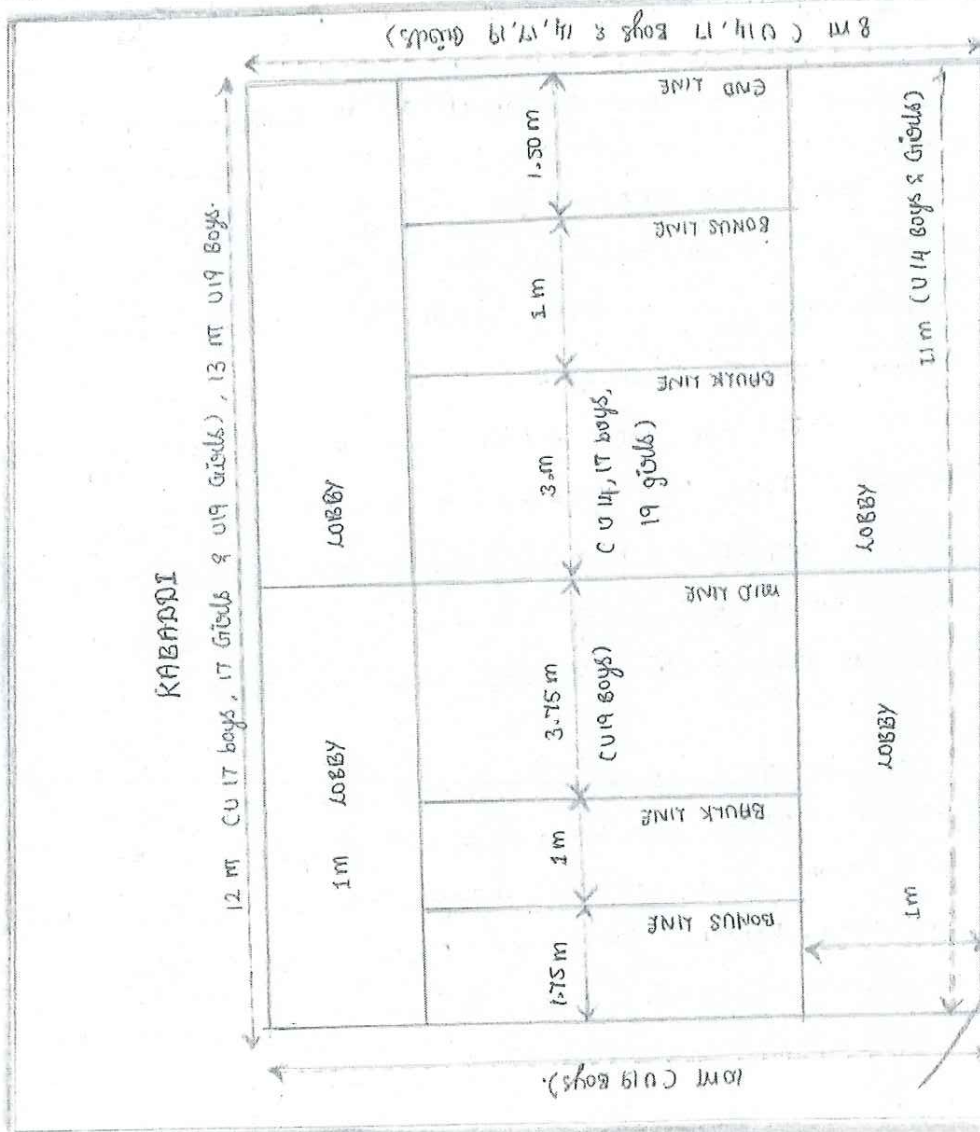
* The game was included in the South Asian Federation (SAF) games from the year 1984 at Dacca, Bangladesh, kabaddi was included as a discipline in the 11th Asian Games, Beijing 1990. India is the reigning champion in the succeeding Asian games held in Hiroshima 1994, Bangkok 1998, and Busan 2002 & recently at Doha 2006 and created history in Indian sports by winning five consecutive Gold medals in the Asian Games so far.

* 1st world cup of kabaddi was organised in 2004 at Mumbai (India), India won the first world cup by beating Iran in the finals. The second world cup was held in Pune (India) in 2007 and India once again became champion. The First Asian women championship was held at Hyderabad in 2005 and India won the Gold medal. Women kabaddi was included for the first time in the South Asian games held in Colombo, Sri Lanka in 2006.




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play field:



AGE GROUP	0-14 BOYS	0-14 GIRLS	0-17 BOYS	0-17 GIRLS	0-19 BOYS	0-19 GIRLS
SIZE OF GROUND	11 x 8 sq.m	11 x 8 sq.m	12 x 8 sq.m	12 x 8 sq.m	13 x 10 sq.m	12 x 8 sq.m
WEIGHT (in kg)	Below 51	Below 48	Below 55	Below 53	Below 60	Below 59

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WEIGHT CATEGORIES:

category	men	women	junior boys	junior girls
weight	85 kg	75 kg	70 kg	65 kg

Sub Junior



MEASUREMENTS :

S.NO	PARTICULARS	MEN & JUNIOR BOYS	WOMEN & JUNIOR GIRLS	SUB - JUNIOR BOYS & GIRLS
1.	Total No. of players	12	12	12
2.	length	13 m	12 m	11 m
3.	width	10 m	8 m	8 m
4.	Diagonal distance	16.4 m	14.42 m	13.6 m
5.	Duration of the match.	20-5-20 min	15-5-15 min	15-5-15 min
6.	Lobby (width).	1 m	1 m	1 m
7.	length Baulk line	8 m	6 m	8 m
8.	Baulk line (from mid line).	3.75 m	3 m	3 m
9.	Bonus line (from Baulk line).	1 m	1 m	1 m
10.	length of Bonus line	8 m	6 m	6 m
11.	End line (from Bonus line)	1.75 m	2 m	1.5 m
12.	Sitting Block (2 meters away from End lines).	8 x 1 m	6 x 1 m	6 x 1 m
13.	Court (Each half of the playfield divided by the midline).	6.5 x 8 m	6 x 6 m	5.5 x 6 m
14.	Space surrounding the playfield.	4 m	4 m	4 m
15.	width of the line.	3 cm - 5 cm	3 cm - 5 cm	3 cm - 5 cm.




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SKILLS OF THE GAME :

Cant:

* The repeated clear sounding of the approval worded 'kabaddi' within the course of the respiration is called 'cant'. The raider must start his cant before he touches the opponent's court. A raider should also return to his court without losing the cant. A raider should utter the cant louder and clearly.

Raiders:

One who enters into the court of the opponent with the cant is known as 'raider'. The raider must begin his cant before he touches the opponent's court.

* In case the raider touches an anti or an anti touches the raider during the raid need not cross the Baulk line but must reach his court with the cant.

* Baulk line is said to be crossed when any part of the body of the raider is in contact with the ground between the Baulk line and the end line of the opponent's court. At the same time any part of the raider's body should not have contact with the ground between the mid line and the Baulk line.

* pursuit: when an anti rushes into the opponent's court with cant and without breach of rules chasing the retreating raider with a view to touch, it is called pursuit.

Touching with hands:

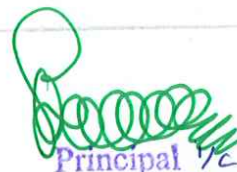
Stance:

A raider stands in balanced position with both the feet apart. The raider should keep his knee slightly bent and move the legs swiftly forward and backward. He should watch the opponent's movements.

Execution:

The raider suddenly extends his right hand if he is in left corner to touch the opponent. The body is stretched forward and hand is fully stretched to touch the anti and immediately after the touch, the hand should be withdrawn in a faster manner and ready to move towards the centre. Hand touch can be used when the raider moves from one side to other side.




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Touching with foot:

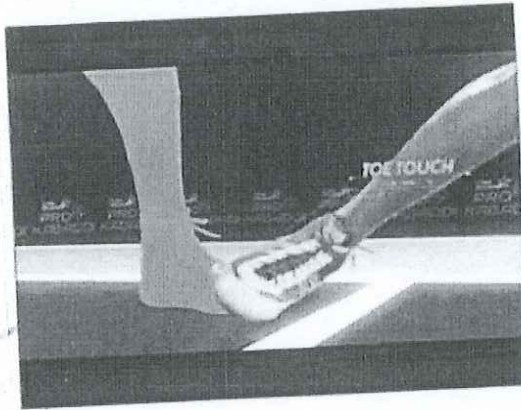
The touch:

Stance:

* A scuder stands in a slight bending position balanced with both the feet apart. The hands are stretched forward & eyes watching opponents movements.

Execution:

The scuder suddenly thrusts his right or left leg to touch the opponents foot with his toe. The body weight is shifted to the left if the right leg is used to touch. Body is leaned towards the center.



Side Kick:

Stance:

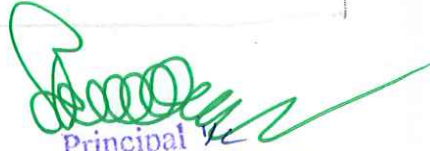
A scuder stands in a slight bending position balanced with the both feet apart. Legs should be swiftly moved forward and backward watching the opponent's movement.

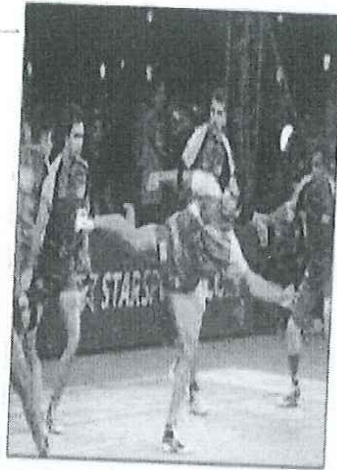
Execution:

The scuder starts moving from one corner to another side. The body weight is shifted to the left leg. Body is leaned towards the center line. The scuder swings the right leg sideward at knee level to touch the opponent.

After the kick the leg is withdrawn immediately and the scuder moves towards the center line.




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Front-kick :

* In this, the raider tries to kick from front, in a deceiving action. Care is taken that opponent should not grab the leg.

Cross-kick :

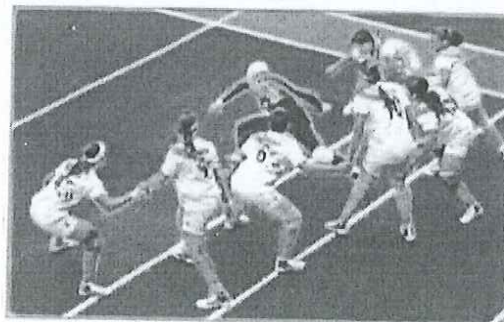
* It is the combination of side kick and front kick. In this, the raider responds to the catcher very quickly by touching him with cross kick.



Defensive skill :

chain formation (2-3-2) :

When all the seven players are in the field 2-3-2 chain formation is followed. The players in the corners join two and players in the center join in threes. When the raider goes to one corner the players in threes first surround him and the pair in the other corner goes for support.




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Chain formation: (2-2-2).

When there are six players on the field 2-2-2 chain formation is followed. The players in the corner join two and players in the centre join in two. When the scider scids in one corner, two anti's try to catch him and other players join in two's and try to catch the scider.

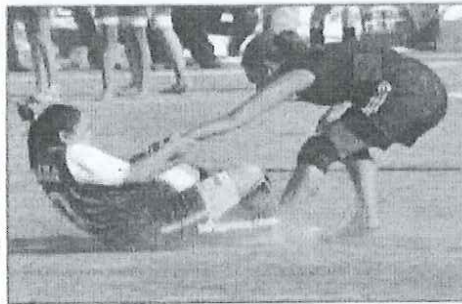
Waist catch:

Stance:

The player stands in a balanced position. Knees should be slightly bent and the body should lean backwards. Eyes should watch the scider's hand movement.

Execution:

When the scider extends his hand to touch an anti, the anti immediately brings both of his hands and catches the scider's waist firmly. After the catch, the anti should pull the scider's hands backwards and downwards.



Ankle catch:

In this, the catcher visualizes the movements of scider very carefully and grabs the scider's ankle firmly. The catcher pulls the scider close and makes him to fall.




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Knee - catch:

In this, the catcher holds or grabs the knee of the scider. It may be one knee catch or double knee catch thus, the scider is unable to escape from the grip of catcher.



Thigh - catch:

It is catching or holding the scider from thigh part. The skill has variation like one thigh catch or double thigh catch. This completely restricts the scider to move.



RULES OF THE GAME:


Team:

- * Minimum 10 players & maximum 12 players.
- * But 7 players play the match in the ground and the remaining are substitutes who can replace the players on the ground at any time necessary.

Duration:

- * match consists of two halves each as long as 20 min with 5 min intervals.
- * The last scider of each half of the match gets to complete the scid even after completion of the time.




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Score:

- * 1 point for each member made out.
- * 2 additional points if all the members are made out.

Time out:

- * Each team has chance to take 2 'time outs' of 30 seconds in each half.
- * It is called by the captain, coach or any member with the permission of the referee.
- * The team must stay on ground, if violated; a technical point is given to the opponents.

Substitution:

- * 5 reserved players can be substituted.
- * If any player is suspended, no substitutions are allowed for that particular player. Team plays with less number of players.
- * Substitution is not allowed for 'out' players.
- * It is done during time outs or intervals.

Bonus points:

- * It is alive when there are minimum of 6 players in the court.
- * 1 point is awarded to the scider if he crosses the bonus line. If the scider gets caught, the opponent team will also be awarded 1 point.
- * There is no revival for bonus point.
- * The scider will not be awarded bonus point if he crossed the line after a touch or struggle.

Result:

- * The team with better score wins.

Tie:

- * If there is a tie in the knockout match, the match shall be decided on the following basis.
- * Each team shall be given 5 raids by different sciders to raid alternatively. Even after 5 raids, if there is a tie, the game shall be decided as per the Golden Raid Rule.




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RULE OF THE MATCH :

Start of the Game :

The side that wins the toss shall have the choice of the court or the side. In the second half the court shall be changed and the team which had not sent the first side during the first half shall send their first side.

* A side must start his court before he touches the opponent's court. If he starts late, he will be warned with one technical point to opponent and sent back. The opponent will be given chance to side. A side shall keep the court till he reaches the center line.

* After the completion of the side the opponent shall send their side within 5 seconds. Thus alternately each side shall send their side until the end of the game.

* Not more than one side shall enter the opponent's court at a time. If two or more sides enter, the referee shall call them back and their chance will be over and one technical point to opponent.

* During a side touches any anti and (returns back safely and touches the center line he scores one point.

* A point will be scored for anti declared out.

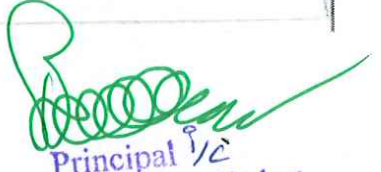
* A player shall be out if any part of his body touches the ground outside the boundary but during struggle, a player should have the contact inside boundary.

* Only during the struggle players can use the lobbies.

* No anti shall willfully push the side out of the boundary nor any side shall willfully push or pull anti out of the boundary, in such cases the umpire shall declare the player who pushes the opponent out.

* As long as a side has not reached his court no anti shall touch the side's court. If he does so he is declared out.




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Bonus:

Bonus point will be applicable when there are minimum 6 defending players in the half.

* One point will be awarded to the striker when he crosses the bonus line.

* If the striker after crossing bonus line if he puts out one or more defenders, he will get the number of points scored in addition to the bonus point.

* The striker has to cross the bonus line to score the bonus point before touching the defender.

* There will be no revival for bonus point.

* If the players are suspended temporarily from the match, then the team will play with less number of players, such players will be counted as if on the field to award bonus point.

Lone:

* When a team manages to put out the entire opponent team, they shall score a lone and 2 extra points will be awarded in addition to the points awarded by the putting players out.

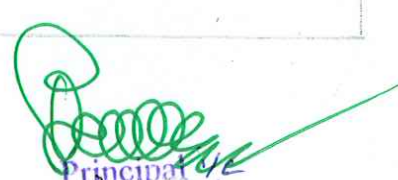
* A striker or an anti - should not be held by any part of his body deliberately other than his limbs or trunk (clothes). One who violates the rule shall be declared out.

* Players who are out shall be revived on the same order as they were out.

TECHNICAL OFFICIALS: (Totally 8 Nos).

* Referee	-	1
* Umpires	-	2
* Scorer	-	1
* Asst Scorer	-	2
* 30 Seconds clock operator	-	1
* Go or die hand scorer	-	1




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VOLLEYBALL

History :

Mr. William G. Morgan, a physical education teacher in America once happened to see some elderly persons playing a game called minton. In the game of minton, a ball made up of cloth was tossed and batted. Mr. Morgan made a few changes in it. He changed the ball with a bladder filled up with air and played with hands.

* Mr. William G. Morgan introduced this game in 1895 at the YMCA gymnasium USA. The rules for the game were structured and implemented in 1917. The FIVB (Federation International volleyball) Association was formed in Paris in April 1947. The game was introduced in the Olympic games for both men and women in 1964 Tokyo Olympics.

* The game was popularised in India, by the YMCA members. Volleyball became popular and widely played by both men and women throughout India. The volleyball Federation of India was formed in 1951 and at the same year introduced in Asian games.

play field dimensions :

* Length - 18 m

* width - 9 m.

playing court :

The playing court is rectangle in shape with 18 m length and 9 m width. Free zone shall measure 5 m from the side lines and 6.5 m from the end lines. The free playing space shall measure a minimum of 7 m - 12.5 m in height from the playing surface.

Front zone :

An attack line drawn 3 meters back from the center line marks front zone.

Service zone :

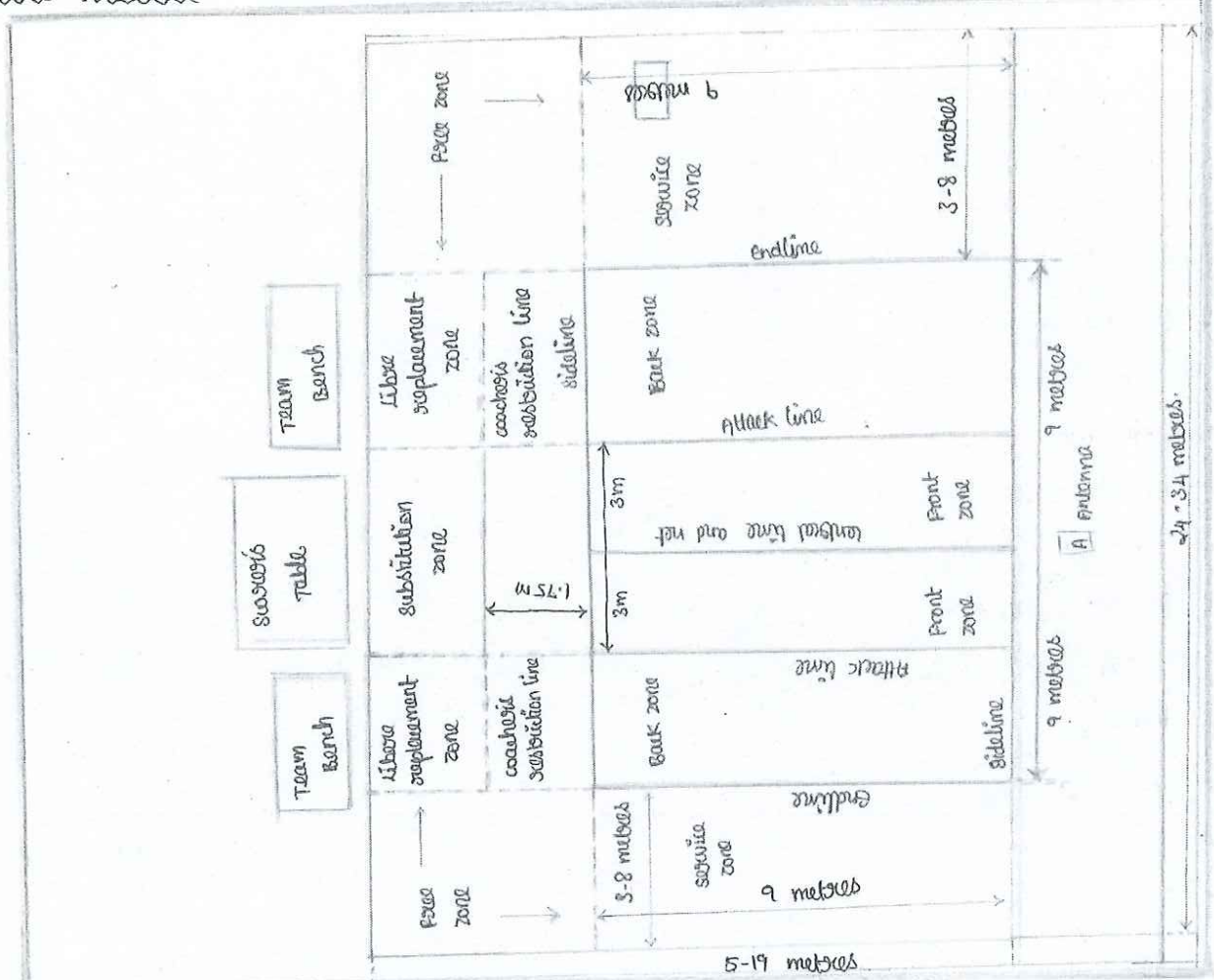
The service zone is a 9 m wide area behind each end line.



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COURT DIAGRAM :



Substitution zone :

The substitution zone is limited by the imaginary extension of both attack lines up to the spectators table.

Libero replacement zone :

The libero replacement zone is part of the free zone on the side of the team benches, limited by the extension of the attack line up to the end line.

Warm-up area :

The warm-up areas, sizes approximately 3×3 m, are located in both of the bench side corners, outside the free zone.



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Height of the net:

* placed vertically over the centre line there is a net whose top is set at the height of 2.43 m for men and 2.24 m for women,

* Its height is measured from the central of the playing court. The net height (cover the two side lines) must be exactly the same and must not exceed the official height by more than 2 cm.

* The net is 1 m wide and 9.50 to 10 m long (with 25 to 50 cm on each side of the side bands), made of 10 cm square black mesh.

Horizontal band:

* Top a horizontal band, 7 cm wide, made of two-fold white canvas, is sewn along its full length.

* At the bottom of the net there is another horizontal band, 5 cm wide similar to the top band, through which is threaded a rope.

Side bands:

* Two white bands are fastened vertically to the net and placed directly above each side line.

* They are 5 cm wide and 1 m long and are considered as a part of net.

Antennae:


* An antennae is flexible rod, 1.80 m long and 10 mm in diameter, made of fiberglass or similar material.

* An antennae is fastened at the outer edge of each side band. The antennae are placed on opposite sides of the net.

* The top 80 cm of each antennae extends above the net and is marked with 10 cm stripes of contrasting colour, preferably red and white.

* The antennae are considered as part of the net and laterally delimit the crossing space.




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POST:

* The posts supporting the net are placed at a distance of 0.50 - 1.00 m outside the side lines. They are 2.55 m high and preferably adjustable.

* Net are placed at a distance of 1 m outside the side lines and must be padded.

* The posts are rounded and smooth, fixed to the ground without wires. There shall be no dangerous or obstructing devices.

BALLS:

The ball shall be spherical, made of a flexible leather or synthetic leather case with a bladder inside, made of rubber or a similar material.

* Its colour may be a uniform.

* Light colour or a combination of colours.

* Synthetic leather material and colour combinations of balls used in an international official competitions should comply with FIVB standards.

* Its circumference is 65-67 cm and its weight is 260-280 g.

* Its inside pressure shall be 0.30 to 0.325 kg/cm² (4.26 to 4.61 psi) (294.3 to 318.81 mbar or hpa).


SKILLS OF THE GAME:

SERVICE:

* Service is the act of passing the ball into play by the server hitting it with any part of their arm from behind the eye and line.

* The ball is sent over the net between antennas into the opponents court.




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UNDER SERVICE:

Stance: The player faces the net with his left foot forward. The ball's held by the left hand with the fingers well spread out.

* Right hand is little raised behind near hip level.

Execution:

The ball is tossed up. The right arm is brought forward and upward to hit the ball under with the open hand.

Follow through:

The arm action continues and arm is raised upward. A step is taken by the right foot to move into the court.

TENNIS SERVICE: COVER HEAD SERVICE:

Stance:

* The player stands comfortably with his left foot kept little forward. The ball is kept on the palm and fingers of the left hand.

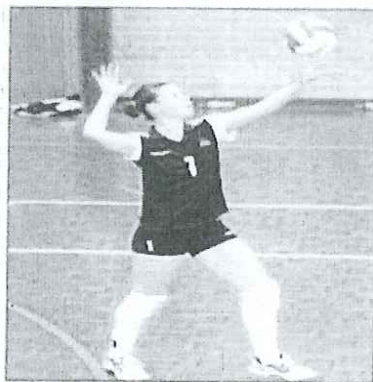
Execution:

* The ball is tossed to a convenient height. As soon as the ball goes up quick twist the trunk to right.

* Then right shoulder should swing forward with the right arm straight above the head and stretched. The ball is hit with the open hand.

Follow through:

* After the service, the hitting hand is brought down and the right leg is brought forward.




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PASSING:

The pass is the action of sending the ball to the desired position after it is received.

OVERHEAD PASS:

* Overhead pass is used to direct the ball to the desired spot.

Stands:

* The player assumes a comfortable position keeping both the feet shoulder width apart, knees slightly fixed, hands are raised above, keeping the upper arm parallel to the ground.

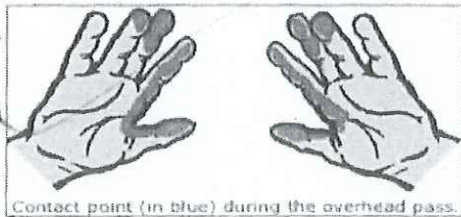
* The fingers are spread and wrist turned towards the body.

Execution:

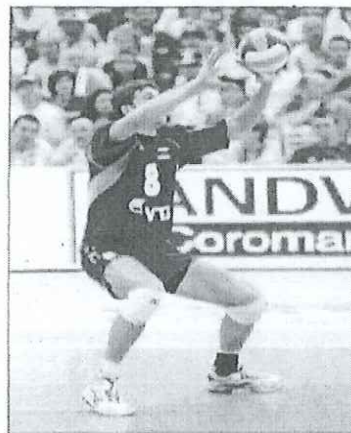
* The ball is met a little above the fore head. The entire inner part of the fingers contact the ball and with a quick wrist action the ball is passed in the required direction. The elbows are straightened and the body is stretched.

Follow through:

* The arms are stretched and the fingers face the direction of the pass.



Contact point (in blue) during the overhead pass.




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UNDERHAND PASS:

* Underhand pass is used to receive the low ball especially a spiked ball.

Stands:

* The player stands with both his feet apart and left foot kept slightly ahead. The body is slightly crouched.

* The arms brought forward in front of the body. The backside of the fingers of the hand is placed over the palms of the four fingers of the other hand. Both the thumbs are kept closed. The fore arms are kept closer.

Execution:

* The ball is contacted at the center with the forearms. The force is given by moving the arms forward upward towards the desired direction.

* The elbow are straightened and shoulders move upward and the body is straightened.

Follow through:

* The elbows are straightened and the body leans forward to the direction of the ball.



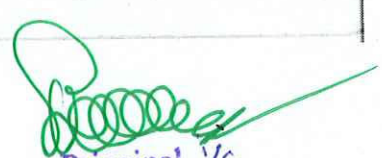
Spiking:

* Spiking is the final decisive form of attack by hitting the ball into opponent's court.

Approach:

* The player approaches the ball with 3 to 4 steps in an angle between 45° to 60° .




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Take off:

* The player bends his knees and springs up by pushing off the ground with both the feet. The vertical jump is supported by arm swing.

The Hit:

When the player is in the air, the body is arched back and the trunk is twisted slightly to the right. The right arm is taken back behind the head with his elbow bent.

* With a powerful trunk twist, the player swings his hand freely to the ball; the ball is struck at the top with open hand. The wrist snaps down to add power.

Follow through:

* After the smash, the body is bent forward & the player lands safely on the ground.



Blocking:

* Blocking is the first line of defense. It is a counter to spiking.

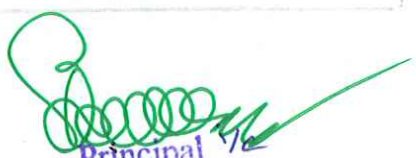
Stance:

* The player keeps his legs slightly apart. He bends his knees & keeps his hands in front of the chest.

Take off:

* The player pushes off the ground and springs up with both his feet. One foot take off may also be adopted.



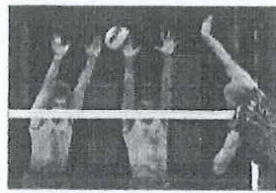

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The block:

* Both the hands are brought together with the palms and inner surface of the fingers to block the ball.

Landing:

* After blocking, the player lands on the ground. In order to gain a safe landing, the player flexes his knees and hip.



Rule of the Game:

Team:

* A team consists of up to 12 players, plus one coach, a maximum of two assistant coaches, one team therapist and one medical doctor.

* Each team has the option of having a specialised defensive player 'libero'.

players position:

* The three players along the net are front-row players and occupy position 4 (front-left), 3 (front-center) & 2 (front-right).

* The other three are back-row players occupying positions 5 (back-left), 6 (back-center) and 1 (back-right).

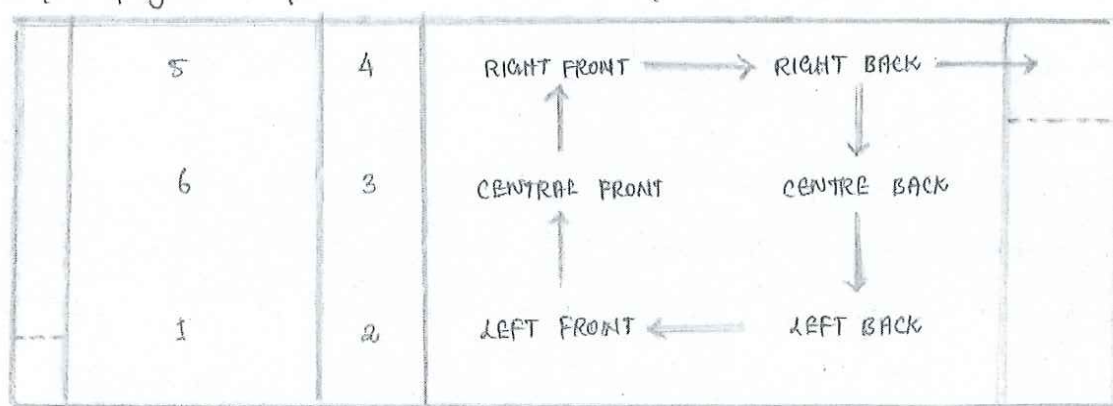
Rotation:

* The rotational order is determined by the team's starting line-up and controlled with the service order and players positions throughout the set.




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* when the receiving team has gained the right to serve, its players rotate one position clock wise : the player in position 2 rotates to position 1 to serve, the player in position 1 rotates to position 6, and so on.



Toss:

* Before the match, the 1st referee carries out a toss to decide upon the first service and the sides of the court in the first set.

* The toss is taken in the presence of the two team captains. The winner of the toss chooses, either the right to serve or to receive the service, or the side of the court.

* The loser takes the remaining choice.

* If a deciding set is to be played, a new toss will be carried out.

Service:

* Service is the act of putting the ball into play by the right back row player. The ball should be served within 8 seconds.

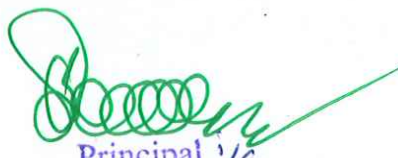
Point, set and match:

To win a rally:

* when a team fails to serve or return the ball or commits any other fault, the opposing team wins the rally.

* when, the serving team wins a rally, it scores a point & continues to serve.




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* When a receiving team wins a rally it gains the right to serve and scores a point.

To win a set:

* A set is won by the team first scores 25 points with a minimum of 2 points lead.

To win a match:

* A match is won by the team that wins 3 sets in case of a 2-2 tie, the deciding set is played for 15 points with a minimum lead of 2 points.

Libero:

* The Libero player must wear a different colour uniform. He is restricted to perform as a back row player. He may not serve, block or hit. Replacements involving libero are unlimited.

Time-out:

* Time out requests must be made by the coach or the captain of the team, when the ball is out of play & before the whistle for service. All requested time-outs lasts for 30 seconds.

Substitution:

* A maximum of six substitutions are permitted per team per set. A player may leave the game and re-enter only once in a set & only to his previous position playing the ball:

* Each team is entitled to a maximum of three hits in addition to blocking for returning the ball over the net. The ball may be touched with any part of the body.

* A team hitting the ball more than three times, & a player hits the ball twice in succession.

Interval:

* An interval is the time between sets. All intervals has last three minutes. During this period, the change of courts & line-up registrations of the teams on the score sheet are made.




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VALUE BASED GAMES

2. Simon Says (Concentration).

* One person is the leader and calls out the actions. Everyone else must follow the leader and do the action, but only when Simon says. For example, Simon says, touch your toes. Everyone must touch their toes.

* Then the leader has to try and get everyone to do an action without saying Simon says. If someone does, the action and the leader didn't say Simon says that person is out of the game. For example, if the leader says just, "touch your toes" and someone touched their toes, they are out of the game. The leader can try to make things more difficult by speeding up the pace of calling out the actions.



RAMA-RAVANA :

Divide the students into two equal groups. Stand and ask them to stand facing each other. One team is named as Rama and another team named as Ravana. Draw two parallel lines 4 to 5 meters apart. The teacher will start calling the name by dragging it such as Raaa and ending it such as ma or naaa. The team whose name is called has to chase & catch the other team and join as many of them possible, while the team whose name not called has to turn and run to the restraining line.

The students who are joined before reaching the restraining line are called out and have to sit out. This way the teacher will call out the name of both the teams randomly ensuring that each team will get equal number of chances to escape and reach. The team which makes out all members of the other teams will be the winners.




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DOG and BONE:

* Divide the students into equal groups and draw two parallel lines at a certain distance. Two teams of equal number will be standing on each of these lines facing each other. The players of each team are designated numbers which the other team should not know. At the centre of two lines mark a small circle which will be visible to both the teams and put a small thing like handkerchief or a duster (which will be held in hand). This will represent the bone. When the teacher calls out a number, the students of each team according to that number will run forward to try to take the bone from the circle. The aim is to take the bone & run back to his team without being caught, that team scores one point. This way the teacher calls out the numbers at random ensuring that the players who get most number of points will be the winners.

TIGER and COW:


The players stand in a circle holding their hands. Two other players stand separately, one inside the circle playing as the cow and the other outside the circle playing as tiger. The tiger has to catch the cow. The tiger can enter or go out of the circle but tiger has to break the chain or jump over or go under their chain. When the cow is caught the roles are reversed. This way the game continues.

MEMORY GAME:

* Students sit in a circle. The teacher will explain the game of memory power. Students have to say the names of poets or sports persons. The first student starts with names for example Kuvempu.

Second student has to say Kuvempu, B.R. Bendre. Third student will say Kuvempu, B.R. Bendre, masti. Thus every student starts with first name and at the end has to add one new name. If anybody fails to remember and add he will be out. Thus the game continues.



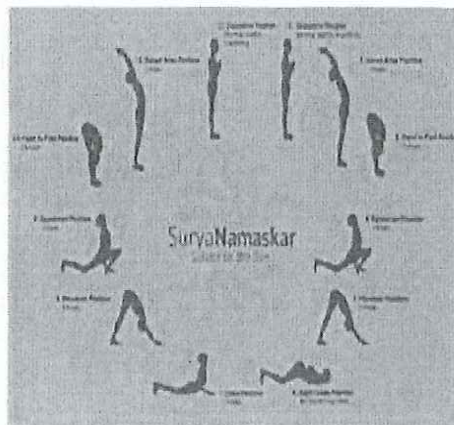

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YOGA

Suryanamaskar:

Benefits:

- * Improves the blood circulation of all the important organs of the body.
- * Improves the functioning of the heart & lungs.
- * Strengthens the muscles of the arms and waist.
- * Makes the spine and waist more flexible.
- * Helps in reducing the fat around the abdomen and thus reduces weight.
- * Improves digestion & helps in weight loss.
- * Improves concentration power.
- * Glowing skin.
- * Helps lose weight.
- * Better digestive system.
- * Ensures regular menstrual cycle.
- * Brings down blood sugar level.
- * Improves anxiety relief.
- * Helps in body detoxification & battles insomnia.



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2. SUKHASANA (easy sitting posture):

SUKHASANA
THE EASY SITTING POSE



Before starting other seated yoga poses we should practice sukhāsana. It is also known as meditative yoga pose which calms the mind and reduces stress.

* sit straight with an erect spine.

* keep breathing slowly but deeply for few minutes.

3. PADMASANA (Lotus posture):



Posture:

Padmasana is a lotus posture. The name of this asana is called padmasana because the final position of this asana seems to be like a lotus.

Position: Long sitting position. Sit with the legs extended forward.

Procedures:

1. slowly bring the right leg and place it on the left thigh. The heel of the right foot should as much as possible touches the groin.




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1). slowly bring the left leg and place it on the right thigh. The heel of the left foot should as much as possible touch the groin.

2). keeps the hands straight and rest them on knees. Touch your thumb with your index finger, and spreads out the other fingers, close to each other thus forms the chin mudra.

slowly come back to the standing position by realizing the stages in the reverse order i.e. third, second & first stages.

Duration:

* minimum: 15-30 seconds; maximum: 60-90 seconds. In the final position relax the whole body as much as possible.

Benefits:

- * used for meditation, prayer and worship and for pranayama practice.
- * Helps people to obtain mental control.
- * Improves digestion process, relieves constipation & indigestion & all tract disorders.
- * Activates the kidney functions.

VAJRASANA: (Thunderbolt posture).

VAJRASANA
THE THUNDERBOLT POSE



Posture:

* Vajrasana is also known as diamond pose, which is the best for practicing breathing exercise and meditation. Regular practice makes you stronger and healthier.



position:

* vajrasana is the simple Asana which can be practiced after lunch or dinner also.

procedures & duration:

- * duration : 15-20 minutes & as long we can do.
- * sit on the flat floor and fold legs and keep the spine straight and should close the eyes.
- * keep the right palm on right knee and left palm on the left knee.
- * Now start to inhale slowly and then exhale.
- * when we exhale try to think that our disorders are coming out from the nose.
- * Repeat these steps for 5 minutes and take a rest.

Benefits:

- * practicing vajrasana calms mind & increases mental stability.
- * cures constipation & acidity, increases digestion & cures stomach disorders.
- * cures the back pain & urinary problems, strengthens the sexual organs, reduces obesity, increases blood circulation.

PACHIMOTTASANA (Back-stretching posture):

PACHIMOTTANASANA (Back-Stretching Posture)

PASCHIMOTTANASANA
THE FORWARD BEND POSE




Posture:

This asana is called the back-stretching posture.

position:

Long sitting position.




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procedure duration:

* minimum : 15 - 30 seconds ; maximum : 60 - 90 sec.

Benefits:

- * strengthens the hamstring, calf and back muscles.
- * removes excess fat in the abdominal region, gives more flexibility to the vertebral column, activates kidneys, pancreas, liver & pancreas.
- * Good remedy for constipation & cure diabetes & obesity.

TADASANA : (mountain posture):

TADASANA (Mountain Posture)



posture & position: mountain posture & standing position.

duration: minimum : 15 to 30 seconds ; maximum : 60-90 seconds

Steps to follow:

- * The elbows should not be bent.
- * The feet should be placed shoulder width only.
- * In the final pose the body should be balanced without any oscillations.

Benefits:

- * Tadasana promotes the proper spinal bone growth.
- * It develops the balancing power in the body.
- * It will strengthen the leg muscles.
- * It will aid the smooth functioning of the respiratory process.
- * The spinal nerves are toned up, it helps in curing paralysis & regulation of circulatory system, and a good remedy for back pain & neck pain.



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7. TRIKONASANA: (Triangle posture).

TRIKONASANA
THE TRIANGLE POSTURE



Posture & position: Triangle posture & standing position.

Duration: minimum: 15 - 30 seconds - maximum: 60 - 90 seconds.

Steps to follow:

- 1). While raising the arms the elbow should not be bent.
- 2). While bending sideways if you feel any undue pain stop the movements.
- 3). The legs should be always kept erect.

Benefits:

- * Trikonasana reduce the excess side fat, improves the balancing power in the body
- * regulates digestive and circulatory systems, develops concentration, it also helps to cure acidity, arthritis, heart diseases.

8. SARVANGASANA: (Shoulder stand posture):

SARVANGASANA (Shoulder stand Posture)



Posture & position: Shoulder stand posture & supine position

Duration: minimum: 15 - 30 seconds - maximum: 60 - 90 seconds.




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Benefits:

- * sarvangasana develops memory & concentration power, reduces excess side fat in the stomach region.
- * Gives more flexibility to the spinal column, stimulates the thyroid gland & also produces the beneficiary effects on the endocrine & digestive system.
- * It activates the pituitary glands (master gland) functions.
- * It increases the more amount of blood flow to the head region.
- * It relieves headaches & Asthma etc., it helps to remove relieve the spinal pain.
- * It helps to relieve impotency & throat ailments.

HALASANA (plough posture).

HALASANA
THE PLOUGH POSE



posture & position: plough posture & supine position.

Steps to follow:

- * Always keep the legs straight and the toes together.
- * maintain the legs for few seconds at 90° position.
- * when returning we shouldn't raise the head from the floor

Benefits:

- * Halasana is extremely beneficial to spinal column, develops memory & concentration power, reduces excess fat at stomach region.
- * regulates the functions of respiratory, circulatory & endocrine glands.
- * relieves backache, low back pain & rheumatism, it is good remedy for menstrual disorder.



10. BHUVANGASANA : (Cobra posture) :

BHUVANGASANA (Cobra Posture)



posture : This asana is called the cobra posture.

position : prone position.

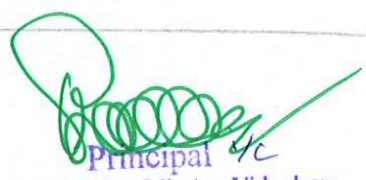
procedure duration :


* Be in the pose for minimum of 15 to 30 seconds and at the maximum for 60 - 90 seconds.

Benefits :

- * Bhujangasana strengthens the neck and back muscles.
- * It will give more flexibility to the vertebral column.
- * It will develop the concentration and memory power.
- * It will enlarge the thoracic cavity.
- * It activates the functions of the thyroid gland.
- * It regulates the free flow of breathing process.
- * It allows the flow of more blood to the thoracic region.
- * It stimulates the digestion.
- * It regulates the slipped disc.




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CRITERION II

TEACHING-LEARNING AND EVALUATION

2.4 Competency and Skill Development

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

4. Preparation of term paper



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COIMBATORE -641020

ASSIGNMENT

NAME : M. Pranesh
REGISTER NUMBER : 21BP05
CLASS : B.Ed., - II - year
SEMESTER : IV
PEDAGOGICAL SUBJECT : physical science
PAPER : E-learning Technology
ASSIGNMENT TITLE : Multiple choice Questions
DATE OF SUBMISSION : 10.05.2023

SIGNATURE OF
STUDENT TEACHER

SIGNATURE OF
ASSISTANT PROFESSOR



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1. What does the term "e-learning" refer to?
☒ a) Education through electronic means
b) Education through experiential learning.
c) Education through emotional intelligence.
d) Education through extra-curricular activities.
2. What are the three main components of e-learning?
☒ a) Content, technology and assessment.
b) Instruction, feedback and evaluation.
c) Curriculum, teacher and student.
d) Classroom, textbook and lecture.
3. Which of the following is a benefit of e-learning?
a) It requires no technological skills
b) It is more expensive than traditional learning.
☒ c) It offers flexible scheduling options.
d) It is only suitable for individual learners.
4. What is a Learning Management System (LMS)?
a) A system that manages learning materials.
☒ b) A system that manages learner progress and assessment.
c) A system that manages teacher evaluations.
d) A system that manages extracurricular activities.
5. Which of the following is an example of synchronous e-learning?
a) Online-discussions forums.
b) Recorded lectures
c) Self-paced modules
☒ d) Live webinars.





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6. Which of the following is an example of asynchronous e-learning?
- a) Live webinars
 - b) Video conferencing
 - ☒ c) Online discussion forums
 - d) Simulations.
7. Which of the following is a characteristic of effective e-learning?
- a) Use of one-way communication
 - b) Limited opportunities for interaction
 - c) passive consumption of content.
 - ☒ d) Active engagement and interactivity.
8. What is the term for the process of evaluating learner performance in e-learning?
- a) Instructional design
 - ☒ b) Assessment
 - c) Gamification
 - d) Personalization.
9. Which of the following is an advantage of gamification in e-learning?
- a) It decreases learner motivation.
 - b) It makes learner's experience less engaging.
 - ☒ c) It provides immediate feedback.
 - d) It increases the cognitive overload.
10. What is the role of the instructional designer in e-learning?
- a) To create content and deliver it to learners.
 - b) To manage the LMS.
 - c) To evaluate learner performance.
 - ☒ d) To provide effective learning experiences.



11. What is Web 2.0?
- a) A new version of the internet.
 - b) A new programming language.
 - c) A new hardware technology.
 - ☒ d) A new way of using the internet.
12. What is the main difference between Web 1.0 and Web 2.0?
- ☒ a) Web 1.0 is static, while Web 2.0 is dynamic.
 - b) Web 1.0 is slow, while Web 2.0 is fast.
 - c) Web 1.0 is free, while Web 2.0 is paid.
 - d) Web 1.0 is open source, while Web 2.0 is paid.
13. Which of the following is an example of web 2.0 application?
- a) A static webpage.
 - ☒ b) A website with user-generated content.
 - c) A website with only text content.
 - d) A website with no interactivity.
14. What is the term used to describe the shift from a read-only web to a read-write web?
- a) Web 2.0 revolution.
 - b) Web 2.0 evolution.
 - c) Web 2.0 transistion.
 - ☒ d) Web 2.0 transformation.
15. What is a social network?
- a) A website that users to create and share content.
 - ☒ b) A website that allows users to communicate and interact with each other.
 - c) A website that allows users to search for information.
 - d) A website that allows users to download software.




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16. What is the term used to describe the practice of creating and sharing content online?
- a) Social networking.
 - b) Crowd sourcing
 - c) Social bookmarking.
 - ☒ d) User-generated content.
17. Which of the following is an example of social bookmarking site?
- a) Facebook
 - b) Twitter
 - c) LinkedIn
 - ☒ d) Delicious
18. What is a blog?
- ☒ a) A website that allows users to create and share content.
 - b) A website that allows users to communicate and interact with each other.
 - c) A website that allows users to search for information.
 - d) A website that allows users to download software.
19. Which of the following is an example of micro-blogging site?
- ☒ a) Facebook
 - ☒ b) Twitter
 - c) LinkedIn
 - d) Instagram
20. What is the term used to describe the practice of using of collective intelligence of group to solve problems or complete tasks?
- ☒ a) Social Networking
 - ☒ b) Crowd Sourcing
 - c) Social bookmarking
 - d) User-generated content.




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21. What is mobile learning?
- a) Learning using a desktop computer
 - ☒ b) Learning using a mobile device such as smartphone or tablet.
 - c) Learning using a virtual reality headset.
 - d) Learning using a gaming console.
22. Which of the following is not an advantage of mobile learning?
- a) Flexibility
 - b) Personalization
 - c) Access to wide range of learning materials
 - ☒ d) Limited access to the internet.
23. What are web-based learning objects?
- ☒ a) Small, self-contained reusable unit of learning content.
 - b) Large, complex, non-reusable unit of learning content.
 - c) Physical objects used in learning.
 - d) None of the above.
24. What is the main advantage of using web-based Learning Objects?
- a) Customization
 - ☒ b) Reusability
 - c) Cost-effectiveness
 - d) None of the above.
25. What is Blended Learning?
- a) Learning that takes place entirely online.
 - b) Learning that takes place entirely in classroom.
 - ☒ c) Learning that combines online and face-to-face recognition.
 - d) None of the above.




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26. Which of the following is an example of Blended learning model?
- ☒ a) Flipped classroom
 - b) Traditional classroom
 - c) online only
 - d) Self-paced learning.
27. What is Embedded - E-learning?
- ☒ a) E-learning that is integrated into another system (or) application.
 - b) E-learning that is separate from any other system (or) application.
 - c) E-learning that is delivered through email.
 - d) None of above.
28. Which of the following is an example of Embedded E-learning?
- a) A training video on Youtube.
 - b) A quiz on separate website.
 - ☒ c) A safety training module embedded in an employee management system.
 - d) A podcast on iTunes.
29. What is the main advantage of Embedded E-learning?
- a) Cost-effectiveness
 - ☒ b) Customization.
 - c) Accessibility
 - d) None of the above.
30. Which of the following is not a type of mobile device used in mobile learning?
- ☒ a) Laptop.
 - b) Smartphone
 - c) Tablet
 - d) None of the above.




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31. What does LMS stands for?
- a) Learning material system
 - b) Learning Management System
 - c) Learning module system
 - d) Learning memory system.
32. Which of the following is an example of CMS?
- a) Joomla
 - b) Blackboard
 - c) Moodle
 - d) Canvas.
33. Which of the following is a popular content management system for creating websites and blogs?
- a) Joomla
 - b) WordPress
 - c) Drupal
 - d) Magento
34. Which of the following is not a feature of Google classroom?
- a) Assignments
 - b) Discussion boards.
 - c) Learning Analytics
 - d) Gamification.
35. Which of the following is not a benefit of using mobile apps for e-learning?
- a) Flexibility
 - b) Accessibility
 - c) Customization
 - d) Limited device compatibility.




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36. Which of the following is not a benefit of using an LMS?
- a) centralized management courses.
 - b) Automated grading and tracking.
 - c) Customizable reporting and analytics.
 - d) ☒ Limited user access control.
37. Which of the following is not a benefit of using a CMS?
- a) Easy content creation and management.
 - b) Ability to collaborate with multiple users.
 - c) Customizable design and layout.
 - d) ☒ Limited plugin and extension support.
38. Which of the following is a popular e-learning authoring tool?
- a) ☒ Articulate storyline.
 - b) Adobe photoshop.
 - c) Microsoft Excel
 - d) Google Docs.
39. Which of the following is not a feature of Moodle?
- a) Course Management
 - b) Forum Discussion
 - c) Assessment and grading
 - d) ☒ Web conferencing.
40. Which of the following is a popular mobile app for language learning?
- a) Moodle
 - b) ☒ Duolingo
 - c) Canvas




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41. What is Moodle ?
- a) ☒ Martin A learning management system
 - b) A content management system
 - c) An authoring tool
 - d) A web conferencing tool.
42. Who created Moodle ?
- a) ☒ Martin Dougiamas
 - b) Mark Zuckerberg
 - c) Larry Page
 - d) Sergey Brin
43. What is the primary language used to develop Moodle ?
- a) ☒ PHP
 - b) Python
 - c) Java
 - d) Ruby
44. What is the name of Moodle plugin that allows for online quizzes and assessments ?
- a) ☒ Quiz Master
 - b) Assessment pro
 - c) Exam Builder
 - d) Questionnaire
45. What is the name of Moodle plugin which allows online discussion and forum ?
- a) Forum Master
 - b) ☒ Discussion Pro




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46. What does MOOC stand for?

- a) ☒ Massive open online course.
- b) ☐ Mobile online course
- c) ☐ Multimedia online course.
- d) ☐ Micro open online course.

47. What is the primary goal of a MOOC?

- a) ☒ To provide access to free online courses.
- b) ☐ To provide certification for completion of course.
- c) ☐ To provide traditional classroom experience
- d) ☐ To provide access to high priced courses.

48. Which of the following is not a typical feature of MOOC platform?

- a) ☐ Discussion forums
- b) ☐ Interactive videos
- c) ☒ One-on-one tutoring
- d) ☐ Quizzes and assessment.

49. What are some potential benefits of MOOCs?

- a) ☐ Access to high quality education
- b) ☐ Flexibility in scheduling
- c) ☐ Opportunity for career advancement.
- d) ☒ All of the above.

50. What are some potential limitations of MOOCs?

- a) ☐ limited interaction with students
- b) ☐ limited access to personal feedback.
- c) ☐ limited opportunities for hands-on learning.
- d) ☒ All of above.




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MATHEMATICS

Pc - II

PUZZLES AND RIDDLES

- M. Manoj

PRABHAKAR

(218M03)

Good Collection.

Use this for

Analytical & Thinking

Intership.

Classes

[Signature]



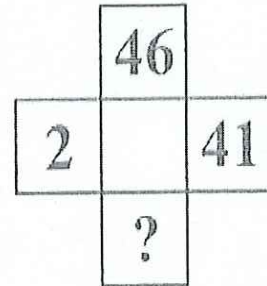
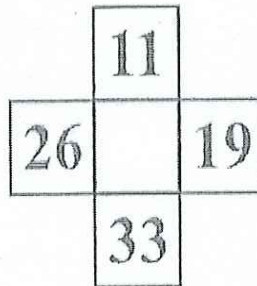
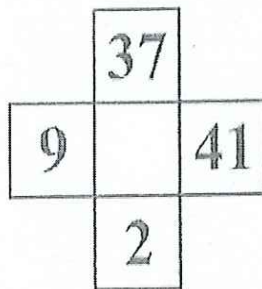
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1)

What number should replace the question mark?



View Answer

Ans: 0

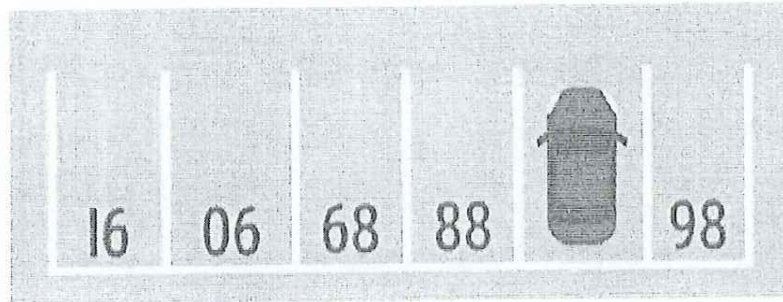
Each circle adds to 89.




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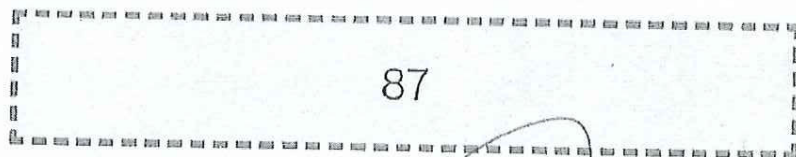
2)

2. What is the number of parking space covered by the car?



This tricky math problem went viral a few years back after it appeared on an entrance exam in Hong Kong... for six-year-olds. Supposedly the students had just 20 seconds to solve the problem!

Answer:



Believe it or not, this "math" question actually requires no math whatsoever. If you flip the image upside down, you'll see that what you're dealing with is a simple number sequence.

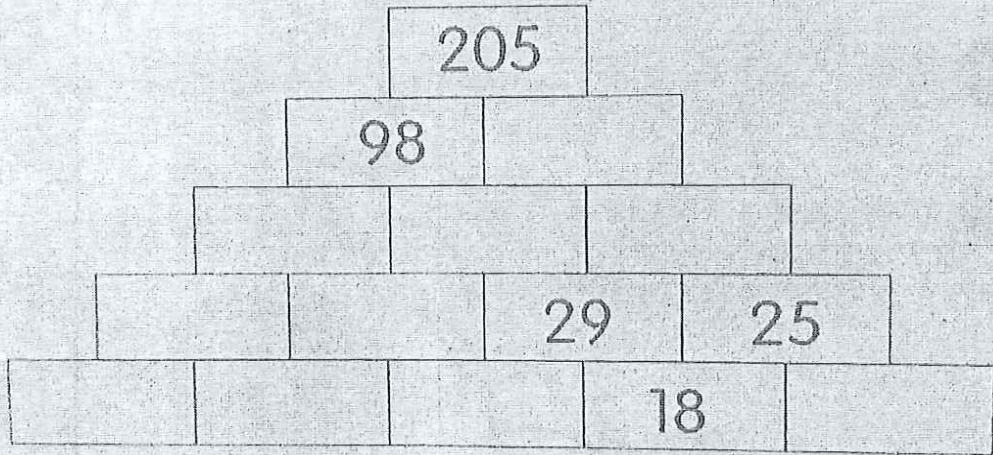



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3)

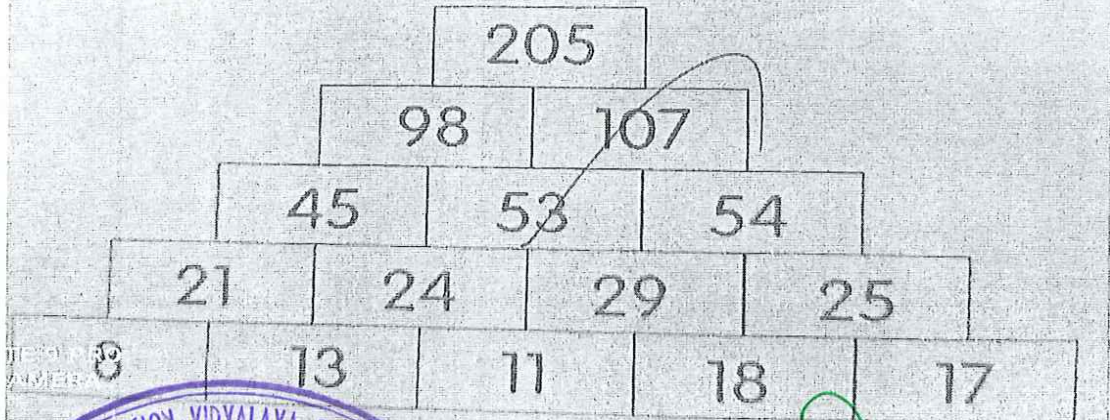
என்ன எண் வரும்?

விடுபட்ட கட்டங்களில் எண்களை நிரப்ப வேண்டும்.
இந்தப் புதிரில் இருக்கும் சின்ன லாஜிக்கை
கண்டுபிடித்தால் நீங்கள் நிரப்பிவிடலாம்.



என்ன எண் வரும்?

விடை: கீழே இருக்கும் இரண்டு
எண்களின் கூட்டுத்தொகையே மேல்
இருக்கும் எண் ($98 + 107 = 205$).
இதுபோலவே, $53 + 54 = 107$



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4)

Which number should replace the question mark?

3	4	5	2
1	26	30	1
3	49	?	7
6	2	1	2

View Answer

Ans: 54

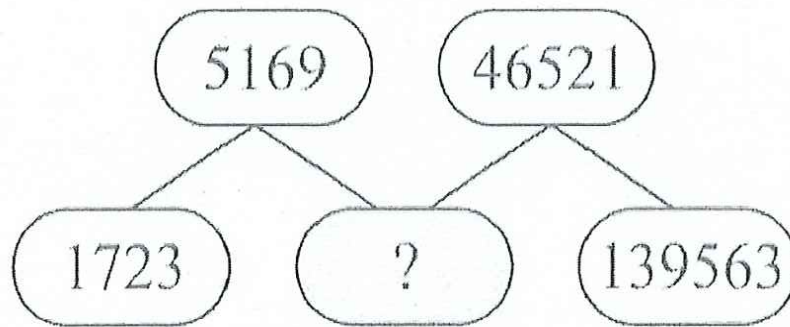
In each square, the sum of the squares of the three outer numbers equals the number bounded by the central square.




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5)

Which number should replace the question mark?



View Answer

Ans: 15507

Each number $\times 3$.




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6)

$$123=0$$

$$4235=0$$

$$656=2$$

$$5390=2$$

$$8890=6$$

$$1001=2$$

$$19235=1$$

What is 123456789?

Answer: 4.

Explanation:

You need to count the number of closed circles.



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7)

Hard Math Riddle 1 with Answer : A grandfather, two fathers and two sons went to visit a zoo in their city and everyone bought one entry ticket each. How many tickets did they buy in total?

Show/Hide Answer

3 (the grandfather is also a father and the father is also a son)




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8)

Hard Math Riddle 2 with Answer : If it took 8 labours 10 hours to build a wall, how long would it take 14 people to build the same wall?

Show/Hide Answer

None, because the wall is already built.




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9)

9. Sally is 54 years old and her mother is 80, how many years ago was Sally's mother times her age?

Answer:

41 years ago, when Sally was 13 and her mother was 39.

41 years ago

10)

10. Which 3 numbers have the same answer whether they're added or multiplied together?

Answer:

1, 2 and 3




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Sri Ramakrishna Vidyalaya Post, Periyanaickenpalayam, Coimbatore - 641 020.
Phone: 80125 33915 | E-mail: srkvcoen@yahoo.co.in | Website: www.srvcoe.org

NAAC
3rd Cycle

Criterion II
Metric 2.4.7

CRITERION II

TEACHING-LEARNING AND EVALUATION

2.4 Competency and Skill Development

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

5. Identifying and using the different sources for study



SRI RAMAKRISHNA MISSION VIDYALAYA COLLEGE OF EDUCATION,
COIMBATORE -641020

ASSIGNMENT

NAME : Mr. Manoj Prabhakar
REGISTER NUMBER : 21BM103
CLASS : B.Ed., II - year
SEMESTER : IV
PEDAGOGICAL SUBJECT : E- Learning (Mathematics)
PAPER : E- Learning
ASSIGNMENT TITLE : open Educational Resources
DATE OF SUBMISSION : 18.02.2023

M. Manoj
SIGNATURE OF

STUDENT TEACHER



SIGNATURE OF

ASSISTANT PROFESSOR

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College of Education (Autonomous)
Coimbatore-641 020.

Educational Resources :

There are a wide variety of educational resources available, both online and offline, for learners of all ages and levels of education. Here are a few examples:

1) Khan Academy

A non profit organization that provides free educational videos and interactive exercises in a range of subjects, including math, science, history and more.

2) Coursera

An online learning platform that offers Courses from top universities and Institutions around the world. Some Courses are free, while others require a fee.

3) edX

Another online learning platform that offers Courses from universities and Institutions around the world. Many Courses are free, and some offer a Certificate of Completion for a fee.

4) openCourseWare

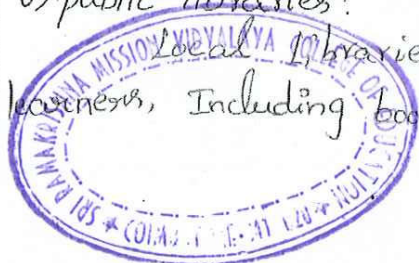
A Collection of free online Courses and Educational materials from top universities, Including MIT, Harvard and Yale.

5) youtube :

A Vast Collection of Educational videos on almost any topic, from channels such as Crash Course, TED-Ed, and Numberphile.

6) public libraries :

Local Libraries often offer a range of resources for learners, Including books, online database, and more.



Some examples of OERs Include:

1) Openstax:

A nonprofit organization that provides free, peer-reviewed textbooks in a range of subjects

2) MERLOT:

A digital library of OERs that includes materials in a wide range of subjects.

3) OER Commons:

A platform for finding and sharing OERs including textbooks, lesson plans and other materials.

4) MIT Open Course:

A collection of free online courses and materials from MIT.

5) Khan Academy:


A collection of free educational videos and interactive exercises in a range of subjects.

6) Open Education Consortium:

A global network of educational institutions and organizations that promote the use of OERs.

OERs have the potential to increase access to education, reduce costs for students and institutions, and promote collaboration and innovation in education. They are an important and growing trend in education, and many organizations and initiatives are working to expand their use and availability.




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research materials.

7) Online Forums and Discussion groups:

Platforms like Reddit and Quora can be a great resource for learners to ask questions and discussion topics with experts and peers.

8) Educational apps:

There are many educational apps available for smartphones and tablets, covering a range of subjects and age levels.

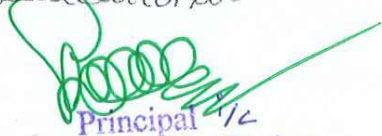
These are just a few examples of the many educational resources available to learners. It's important to find resources that suit your learning style and needs, and to take advantage of the many opportunities to learn and grow.

OPEN EDUCATIONAL RESOURCES:

(OER) are educational materials that are openly licensed and freely available for use, reuse, adaptation, and sharing. OERS can include textbooks, videos, audio recordings, interactive simulations and more.

The open licensing of OERS allows educators and learners to freely access and use the materials without having to pay for expensive textbooks or other resources. OERS also provide the flexibility to customize, translate, and update materials to meet specific educational needs and contexts.




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uses of open Educational Resources:


- * Cost Savings
- * Customization
- * Collaboration
- * Access
- * Quality
- * Lifelong Learning

Examples of how OERs can be used include:

- Supplementing traditional textbooks and other course materials with free, high-quality OERs
- Creating customized curriculum and learning materials for specific courses and programs.
- Collaborating with other educators to share and develop OERs.
- Providing access to education for underserved populations.
- Encourage lifelong learning and professional development.

Overall the use of OER's can help make education more affordable, accessible and effective for learners and educators around the world.




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Coimbatore-641 020.

E-LEARNING TECHNOLOGY

* Name : K. Vijaykanthik *

Reg no : 21BE05




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Mobile Apps: Scope, Characters, Application, Strength and Limitations.

Introduction:


Mobile apps are software applications designed to run on mobile devices such as smartphones, tablets and smart watches. They can be downloaded and installed from app stores, such as Google Play for Android devices and the App Store for Apple devices. Mobile apps can be used for a variety of purposes, such as entertainment, communication, productivity, social networking, shopping and more. Industries and niches, such as healthcare, education, finance and travel. This we can see elaborately in upcoming passages.

Scope of Mobile Apps:

There are five key steps that are followed during the scope defining process in app development.

- Define the goals of the app.




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- Identify potential issues or hurdles to overcome.
- Decide which resources are needed to achieve the set goals.
- Set up a milestone schedule to stay on track.
- List all the important stakeholders that have say in the project.

Characters of Mobile Apps :

1. Well - designed user interface (UI).
2. Fast loading time.
3. Strong data protection.
4. Excellent user support.
5. Built - in integrations.

Application of Mobile Apps :

- ⇒ Educational Apps.
- ⇒ Lifestyle Apps.
- ⇒ Social media Apps.
- ⇒ Productivity Apps.
- ⇒ Entertainment Apps.
- ⇒ Game Apps.




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Limitations of Mobile Apps:

- * Difficulty to create.
- * The cost to create them,
- * The cost to make them available to people, and.
- * The need for updates.

Conclusion:

The development and successful operation of native mobile apps on a global scale represents a constant on hill struggle. Keeping a close eye on our key metrics helps evaluate and improve our personalities.

Reference:

1. <https://opptzf.com/post/advantages-and-disadvantages-of-mobile-apps/#>




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Coimbatore-341 020.