



St. Joseph College of Teacher Education for Women Ernakulam



CRITERION II

2.4.7 Variety of assignments given and assessed for theory courses

(Hands-on activity)

Submitted to
National Assessment and Accreditation Council (NAAC)
3rd Cycle of Assessment



ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN ERNAKULAM
KOCHI-682035, KERALA

2.4.7: Hands-on activity

Sl.No.	Assignment	Page No.
1	Publication of blog article on social issue	1-35
2	Preparation of creative portfolio	36-61
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3	Preparation of album on educational relevance	109-121

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d

PRACTICAL

EDU 103

Creation of blog and uploading of
any learning material in the blog

Submitted by,

Akhitha Sebastian

Natural Science

Roll No- 2

Reg No : 213240112334

Submitted to,

Dr. Joby Joy Kurian

Assistant Professor

St Joseph College of Teacher

Education for Women, Ernakulam

Date of Submission-

11/01/2022





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Programmed Learning Material- A JOURNEY THROUGH THE LIFE OF A TREE

Published · Jan 8



akhitha14

Programmed Learning Material- A JOURNEY THROUGH THE LIFE OF A TREE



January 07, 2022

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Programmed Learning Material- A JOURNEY THROUGH THE LIFE OF A TREE



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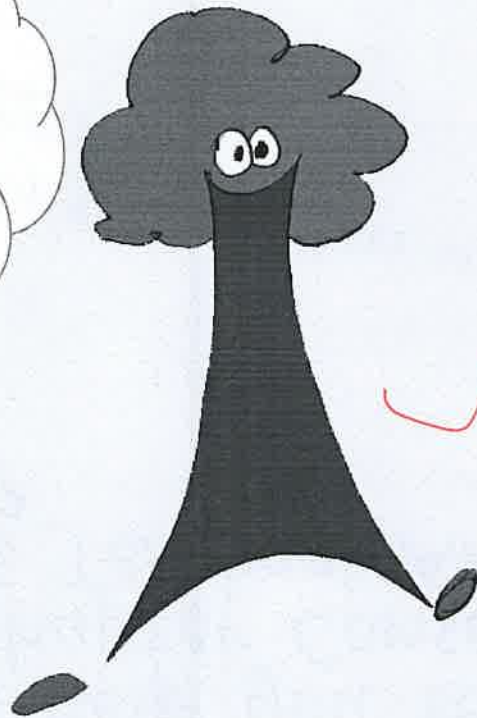
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A stylized illustration of a landscape. The background consists of several concentric, wavy bands of different shades of gray, creating a sense of depth and movement. In the foreground, there are rolling hills. On the left, a small bird is flying. Below it, there are two trees with rounded, cloud-like canopies. On the right, a small, dark, floating island with several pointed trees sits on a thin, curved path that leads from the bottom right towards the center. The title 'A JOURNEY THROUGH THE LIFE OF A TREE' is written in a simple, hand-drawn font in the center of the image.

A JOURNEY THROUGH THE LIFE OF A TREE

Hai friends, I'm a tree but my friends call me Thuthu



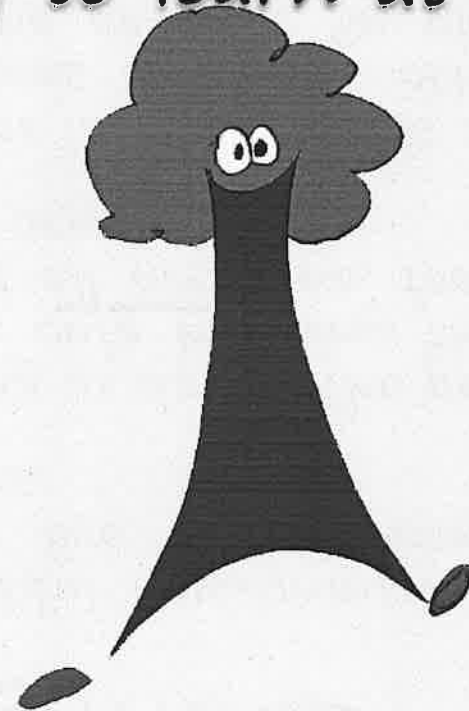
I live in a beautiful environment but, I'm really afraid to live here nowadays. It's because of humans.

Please stop cutting us down. The people who are doing it are only harming themselves, because when we all are gone, from where will you get your oxygen?

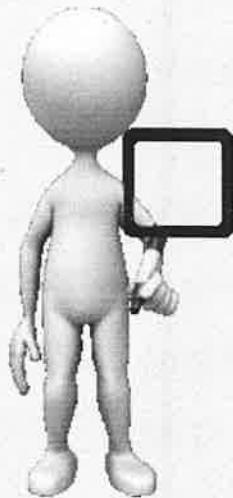
We are a home for lots of animals and birds. We use our seeds to help other trees grow, and feed the animals. So please stop cutting us down – we are not just for paper and firewood!

I will help you to understand a portion from the chapter Conservation of Plants of class 8th CBSE Textbook. Are you ready to learn at your pace?

For that you have to follow my instructions.



LET'S BEGIN!



Instructions:

There are 5 frames in this study material. Each frame talks on various topics. Once you finish reading the content, you will find Multiple choice questions based on what you read.

You have to identify the correct answer from the MCQs by clicking the option that you find as right one.

If you get your answer as wrong don't get worried, take another turn.

FRAME 1

A great variety of plants and animals exists in this beautiful earth. They are essential for the survival of mankind. Today a major threat for these organisms' survival is a process known as **Deforestation**. It is the huge destruction of the trees in the forest. They are usually cleared to make room for farmland, roads and for urban growth.

Question 1: What is the process of removal of forest of an area called?

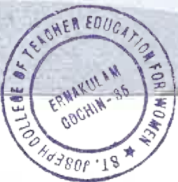
- a) Pollution (Go to slide 16)
- b) Urbanization (Go to slide 8)
- c) Deforestation (Go to slide 18)
- d) Destruction (Go to slide 10)



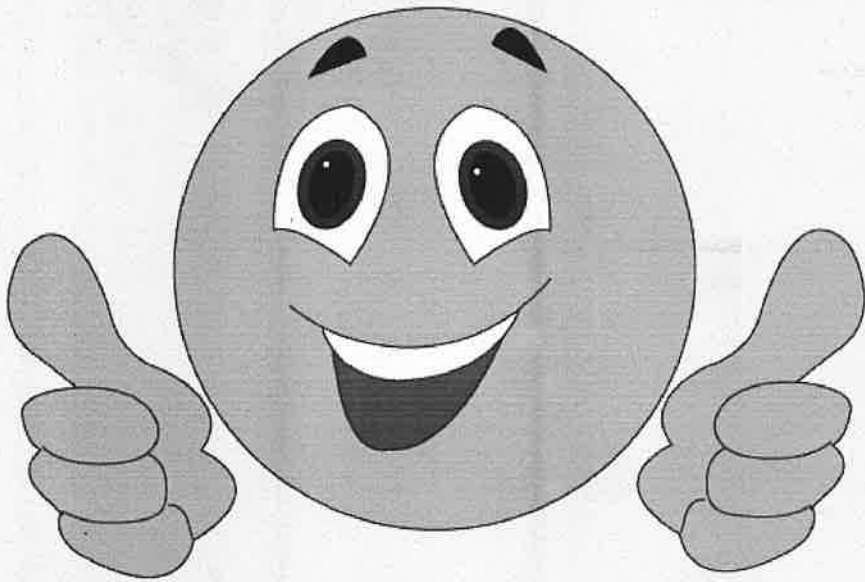
Option a) Oxygen

OOPS!!! YOUR ANSWER IS WRONG

Go to frame 3 to take another chance



Option b) Planting trees



CONGRATS!!! YOUR ANSWER IS RIGHT

Reforestation is the re-growing of forests that have previously been cut down.

Now you can go to frame 5-Slide 28

Option b) Urbanization

OOPS!!! YOUR ANSWER IS WRONG

Go to frame 1 to take another chance



FRAME 3

Deforestation affects the climate by increasing the atmospheric level of carbon dioxide that leads to global warming. It also affects the environment by inhibiting water recycling, triggering flooding, aquifer depletion, soil degradation, extinction of plants, birds and animal species.

Question 3: Deforestation will result in an immediate increase in.....

- a) Oxygen (Go to slide 6)
- b) Carbon dioxide (Go to slide 15)
- c) Wildlife species (Go to slide 26)
- d) Forest fire (Go to slide 23)



Option d) Destruction

OOPS!!! YOUR ANSWER IS WRONG



Go to frame 1 to take another chance

Option c)Cutting of trees

OOPS !!! YOUR ANSWER IS
WRONG



Go to frame 4 to take another
chance

Option d) Climate change

OOPS!!! YOUR ANSWER IS WRONG

Go to frame 2 to take another chance



Option a) Cutting down of trees

OOPS!!! YOUR ANSWER IS WRONG



Go to frame 5 to take another chance

Option c) Soil erosion

OOPS!!! YOUR ANSWER IS WRONG

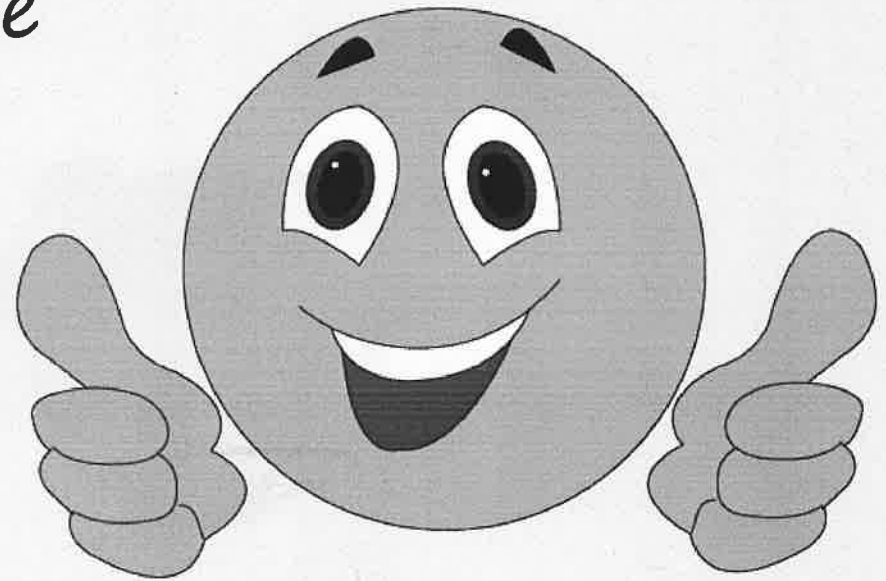


Go to frame 2 to take another chance

Option b) Carbon dioxide

CONGRATS!!! YOUR ANSWER
IS RIGHT

Deforestation increases the
level of carbon dioxide in the
atmosphere.



Now you can go to frame 4-
Slide 25



Option a) Pollution

OOPS!!! YOUR ANSWER IS WRONG



Go to frame 1 to take another chance

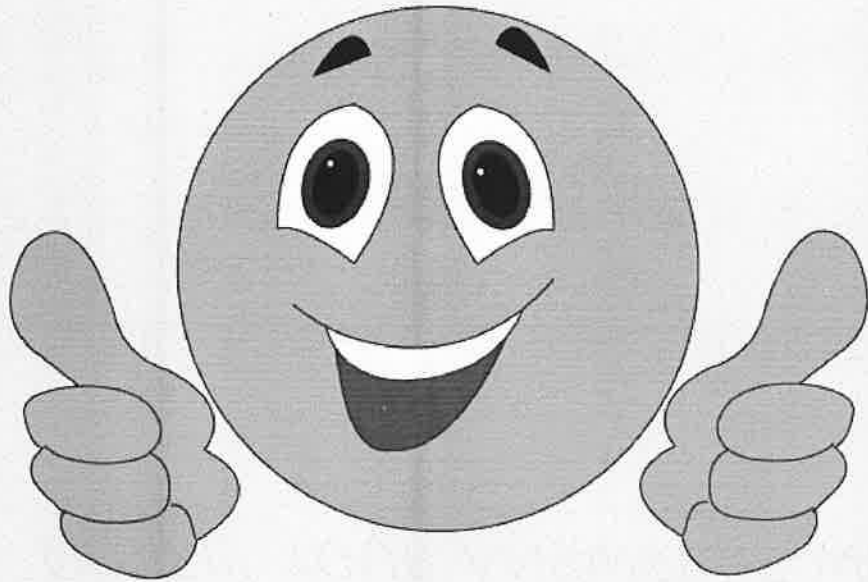
Option d)Collecting forest resource

OOPS!!! YOUR ANSWER IS WRONG

Go to frame 4 to take another chance



Option c) Deforestation



CONGRATS!!! YOUR ANSWER IS RIGHT

The conversion of forested areas to non-forested ones is known as deforestation.

Now you can go to frame 2 - Slide 20

Option a) Cleaning forests

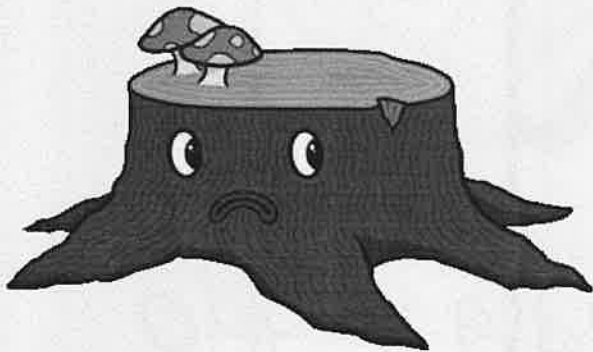
OOPS!!! YOUR ANSWER IS WRONG

Go to frame 4 to take another chance



FRAME 2

Multiple factors contribute to deforestation. Natural factors include forests fires, parasite invasion, drought, flood, climate change and so on. Nevertheless, human activities are the main cause of global deforestation. According to studies, the expansion of agriculture causes about 80% of deforestation, with the construction of infrastructures such as roads or dams, together with mining activities and urbanization, makes up the remaining causes.



Question 2: The biggest driver of deforestation is.....

- a) Forest fire (Go to slide 24)
- b) Agriculture (Go to slide 27)
- c) Soil erosion (Go to slide 14)
- d) Climate change (Go to slide 12)

Option b)Polluting the environment



OOPS!!! YOUR ANSWER IS
WRONG

Go to Frame 5 to take
another chance

Option d) Timber extraction

OOPS!!!YOUR ANSWER IS WRONG

Go to frame 5 to ~~take~~ another chance



Option d) Forest fire

OOPS!!! YOUR ANSWER IS WRONG

Go to Frame 3 to take another chance



Option a) Forest fire

OOPS!!! YOUR ANSWER IS WRONG



Go to Frame 2 to take another chance

FRAME 4

Reforestation is the process of regenerating or replanting forest areas that have been destroyed or damaged for the benefit of mankind. Trees are planted to recover the damage caused to nature. It prevents soil erosion, retains water, helps to check atmospheric oxygen, provides food and fodder.

Question 4: Reforestation is the process of

- a) Cleaning forests (Go to slide 19)
- b) Planting trees (Go to slide 7)
- c) Cutting of trees (Go to slide 11)
- d) Collection of forest resource (Go to slide 17)



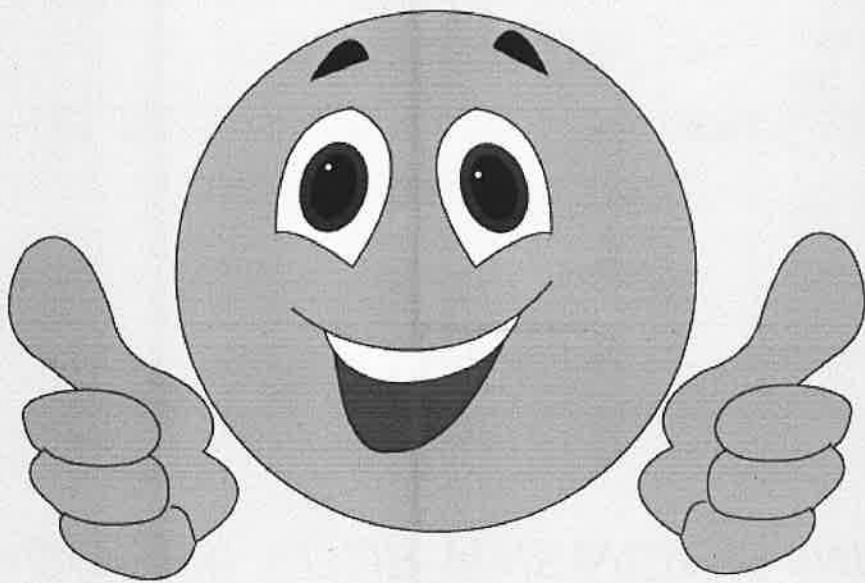
Option c) Wildlife species

OOPS!!! YOUR ANSWER IS WRONG



Go to Frame 3 to take another chance

Option b) Agriculture



CONGRATS!!! YOUR ANSWER
IS RIGHT

Agriculture is the leading cause
of deforestation

Now you can go to frame 3-
Slide 9

FRAME 5

The essence of plant life in the forest is unquestionable. A joint effort is the only way to prevent deforestation process. The government must put a ban on deforestation so the big firms can find other alternatives instead of clearing forests for industrial and commercial needs, try to make smarter choices in paper usage, city planning and so on.

Question 5: Which of the following is a measure that help to protect nature?

- a) Cutting down of trees (Go to slide 13)
- b) Polluting environment (Go to slide 21)
- c) Recycling of paper (Go to slide 29)
- d) Timber extraction (Go to slide 22)

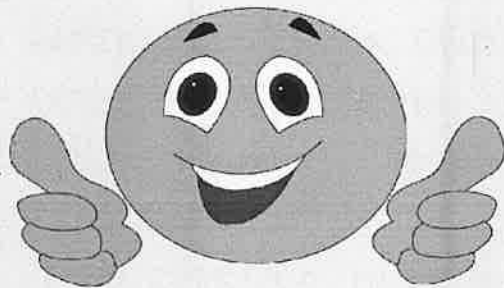


Option c) Recycling of paper

CONGRATS!!! YOUR ANSWER IS RIGHT

When we recycle paper, we reduce the
need to cut down the trees.

Now you can go to next slide



Well done my dear friend
You did a great job!

I truly appreciate the effort and the
time you put to understand my life
journey

Stop ~~deforestation~~ & let us
breathe



THANK YOU

THANK YOU



Ha! friends,
I'm a tree but my friends
call me Thuthu. Let me tell my story

I live in a beautiful environment
but, I'm really afraid to live here
nowadays. It's because of humans.

Please stop cutting us down.
The people who are doing it are
only harming themselves, because
when we all are gone, from
where will they get oxygen.

We are a home for lots of
animals and birds. We use our
seeds to help other trees grow
and feed the animals. So please
stop cutting us down - we
are not just for paper
and firewood.

PAGE 2



FRAME 1

A great variety of plants and animals exist in this beautiful earth. They are essential for the survival of man. In fact, a major reason the trees in the forest. They are usually cleared to make room for farmland, roads, etc.

Q:1) What is the process of deforestation?

- a) Pollution (Go to page 7)
- b) Urbanization (Go to page 8)
- c) Deforestation (Go to page 10)

Option a) Oxygen



OOPS!!! YOUR ANSWER IS WRONG
Go to frame 3 (Pg 9) to take another chance

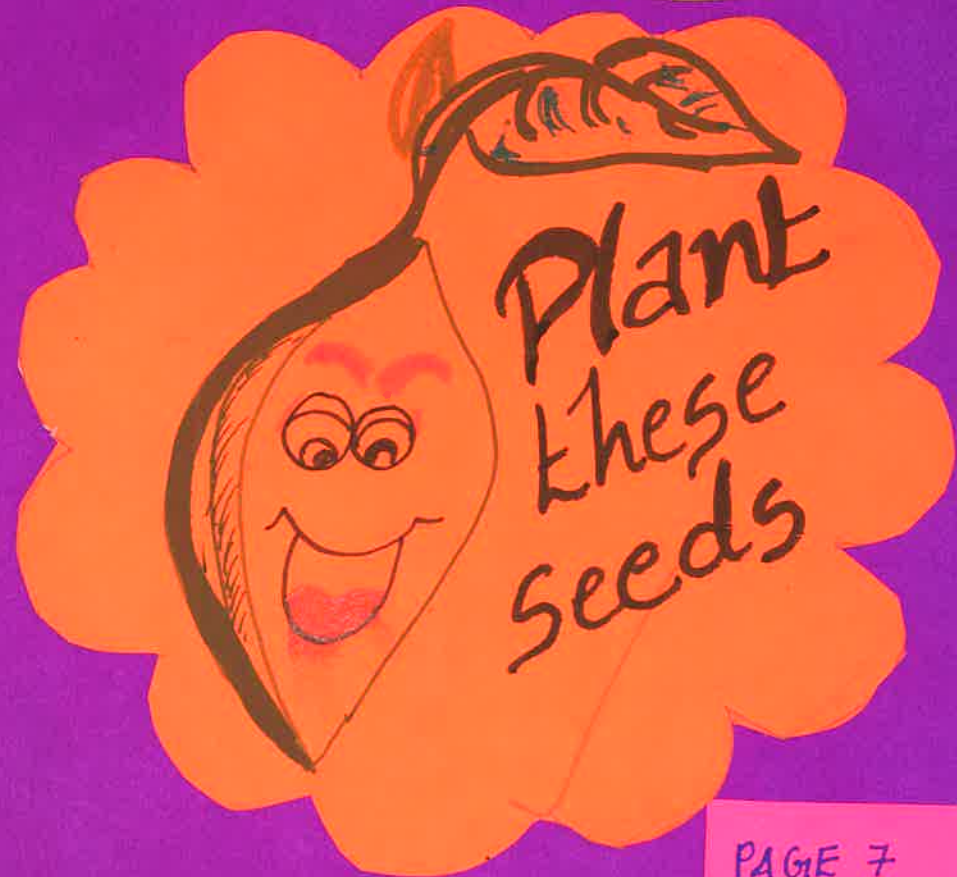


PAGE 6

Option b) Planting trees

CONGRATS!!! YOUR ANSWER IS RIGHT
Now you can go to frame 5 (Pg 28)

Reforestation is the re-growing of forests that have previously been cut down.



PAGE 7

Option b) Urbanization

OOPS!!! YOUR ANSWER IS WRONG
Go to frame 1 (pg 5) to take another chance







Option C) Cutting of trees



OOPS!!! YOUR ANSWER IS WRONG
Go to frame 4 (pg 25) to take another chance



PAGE 11

Option d) climate change

Oops!!! Your answer is wrong.
Go to frame 2 (Pg 20) to take another
chance.



PAGE 12

Option a) Cutting down of trees



OOPS !!! YOUR ANSWER IS WRONG
Go to frame 5 (pg 28) to take
another chance.



Option c) Soil erosion



OOPS!!! YOUR ANSWER IS WRONG,
Go to frame 2 (Pg 20) to take another chance.



PAGE 14

Option b) Carbon dioxide

CONGRATS!!! YOUR
ANSWER IS RIGHT
Go to frame 4 - Page: 25



Deforestation increases the level of CO_2 in the atmosphere

In the envelope
there are few leaves.
Stick those leaves in
the branches of the tree



Option a) Pollution

OOPS!!! YOUR ANSWER IS WRONG!
Go to frame 1 (Pg 5) to take
another chance



Option d) Collecting forest resource



OOPS!!! YOUR ANSWER IS WRONG
Go to frame 4 (pg 25) to take another
chance



Option C) Deforestation



CONGRATS!!! YOUR ANSWER IS RIGHT
Now you can go to frame 2 (pg 20)

The conversion of forested areas to non-forested ones is known as 'Deforestation'



Can you please
take away that
axe from his
hand?
Otherwise he
will kill the
poor tree





PAGE 20

21
Option b) Polluting the environment

OOPS!!! YOUR ANSWER IS WRONG
Go to frame 5 (pg 28) to take
another chance



PAGE 21

Option d) Timber extraction

OOPS!!! YOUR ANSWER IS WRONG
Go to frame 5 (pg 28) to take
another chance.



Option d) Forest fire

OOPS!!! YOUR ANSWER IS WRONG
Go to frame 3 (pg 9) to take
another chance.



Option a) Forest fire



OOPS!!! YOUR ANSWER IS
WRONG!

Go to frame 2 (pg 20) to take
another chance



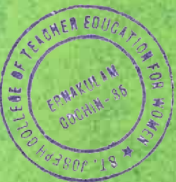


Option c) Wildlife species

26



OOPS!!! YOUR ANSWER IS WRONG
Go to frame 3 (pg 9) to take another chance.



PAGE 26

Option b) Agriculture



CONGRATS!!!
Go to frame 3 (pg 9)

Agriculture is the
leading cause of
deforestation



PAGE 24



RULES

...kind of...
...de...
...ent of...
...is...
...The...
...over, rent...

and other alternatives instead of clearing
...for industrial and commercial needs,
...to make smarter choices in paper usage,
...planning and so on.

25: Which of the following is a measure that
help to protect nature?

- (i) Cutting down of trees (Go to page 13)
- (ii) Pollution of environment (Go to page 21)
- (iii) Excessive use of paper (Go to page 24)
- (iv) Deforestation (Go to page 22)

Option c) Recycling of paper



When we recycle paper, we
reduce the need to cut down
the trees.

CONGRATS!!! YOUR ANSWER IS
RIGHT
You can go to next page: 30



Well done my dear friend
You did a great job!



I truly appreciate the effort
and the time you put to
understand my life journey

STOP DEFORESTATION

LET US BREATHE



EDU 403.18

Professional Development of Natural Science Teacher

PRACTICUM

Topic : Create a blog and publish your
article on anyone social issue you
have noticed.

Submitted to,
Dr. Dinamol Jacob
Assistant Professor
St. Joseph College of
Teacher Education for
Women, Pernakulam

Submitted by,
Akhitha Sebastian
Natural Science
213240112334



Dinamol
26/06/23

6/15/23, 5:28 PM

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Blog- Is Arikomban a criminal?



June 14, 2023

Is Arikomban a Criminal ?



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Programmed Learning Material- A JOURNEY THROUGH THE LIFE OF A TREE




January 07, 2022

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akhitha14

Blog- Is Arikomban a criminal?



June 14, 2023

IS ARIKOMBAN A CRIMINAL?

Human encroachment of forests is a pressing issue that has become increasingly prevalent in recent years. Forests are vital ecosystems that provide a range of benefits, including regulating the climate, supporting biodiversity, and providing resources such as timber and fuel. However, human activities such as logging, agriculture, and urbanization have resulted in the destruction and fragmentation of forests. Therefore, the wild animals stray into human settlements because humans have taken their natural habitat. As natural habitats are destroyed or altered, animals may come in close proximity to human settlements leading to increased incidence of human-wildlife conflict. This can include crop damage, livestock predation or even human injuries or fatalities.



"What's the mistake that I did? My habitat is now your habitat It was you, the cruel humans who have trespassed into my world And made me homeless"

This might be the words of the Arikomban, a rogue Elephant who was relocated from his own habitat to Periyar Tiger Reserve for his notorious actions among the human settlements.



Arikomban is not the birth name of the tusker. It was the name given by the local population since the tusker raids the kitchens and local provision stores and fair price shops which are well stocked with rice. Elephant who trespassed into the settlement in search of food and water, found to his surprise that the resettlement colonies are well stocked with rice, his favorite staple food and enough drinking water. He has also killed several people. The mission of capturing Arikomban was really heartbreaking one.





Aren't we the humans who encroached his habitat? We grabbed his forestland that gave him shelter and stole his precious food that the nature provided him.

So, what else he can do? What is his crime? Once upon a time it was his land and now it is ours. It is important to understand the root cause of this issue. Elephants are intelligent animals that require large areas of land to roam and feed. Human activities such as deforestation, encroachment on wildlife habitats and expansion of agriculture have resulted in the loss of elephant habitats. As a result, they are forced to move into human settlements in search of food and water.

To address this problem, it is necessary to create buffer zones between human settlements and elephant habitats. This can be achieved by setting aside protected areas for wildlife conservation and implementing sustainable land use practices. This will help to reduce the pressure on elephant habitats and prevent them from encroaching on human settlements. Secondly, it is important to promote coexistence between humans and elephants. This can be achieved by educating local communities about elephant behavior, providing training on how to avoid conflict with elephants, and developing early warning systems to alert communities when elephants are approaching. This will help to reduce the risk of human-elephant conflict and ensure the safety of both humans and elephants.

Thirdly, it is important to provide alternative sources of food and water for elephants. This can be achieved by planting crops that are less attractive to elephants and providing water sources outside human settlements. This will help to reduce the need for elephants to enter human settlements in search of food and water. Finally, it is important to involve all stakeholders in the management of human-elephant conflict. This includes local communities, government agencies, conservation organizations, and private industry. By working together, we can develop effective strategies for managing human-elephant conflict and ensuring the long-term survival of both humans and elephants.



In conclusion, it is imperative that humans stop encroaching upon animal habitats. By doing so we can protect and preserve the delicate balance of our planet's ecosystems. Animals play a vital role in this ecosystem contributing to biodiversity, pollination, seed dispersal and maintaining ecological stability. When we encroach upon their habitats, we disturb these natural processes and endanger their survival. Additionally, by respecting and preserving animal habitats we can foster a harmonious coexistence with the natural world ensuring the well-being of both wildlife and humanity.

REFERENCES

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Popular posts from this blog

Blog on Groundwater Contamination

June 14, 2023

UNSEEN THREAT BELOW: UNRAVELING THE DEPTHS OF GROUNDWATER CONTAMINATION

Introduction Groundwater is the water that accumulates below the surface of the Earth. Surface water moves downward through unsaturated zones –typically through tiny pores and cracks in

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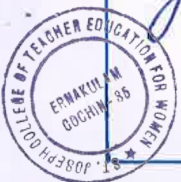
REPORT

A blog or weblog is an online platform where an individual or group of people can regularly publish written content in a chronological format. The blogs are typically informal and often reflect the author's opinions, thoughts or expertise on a specific subject or a variety of topics.

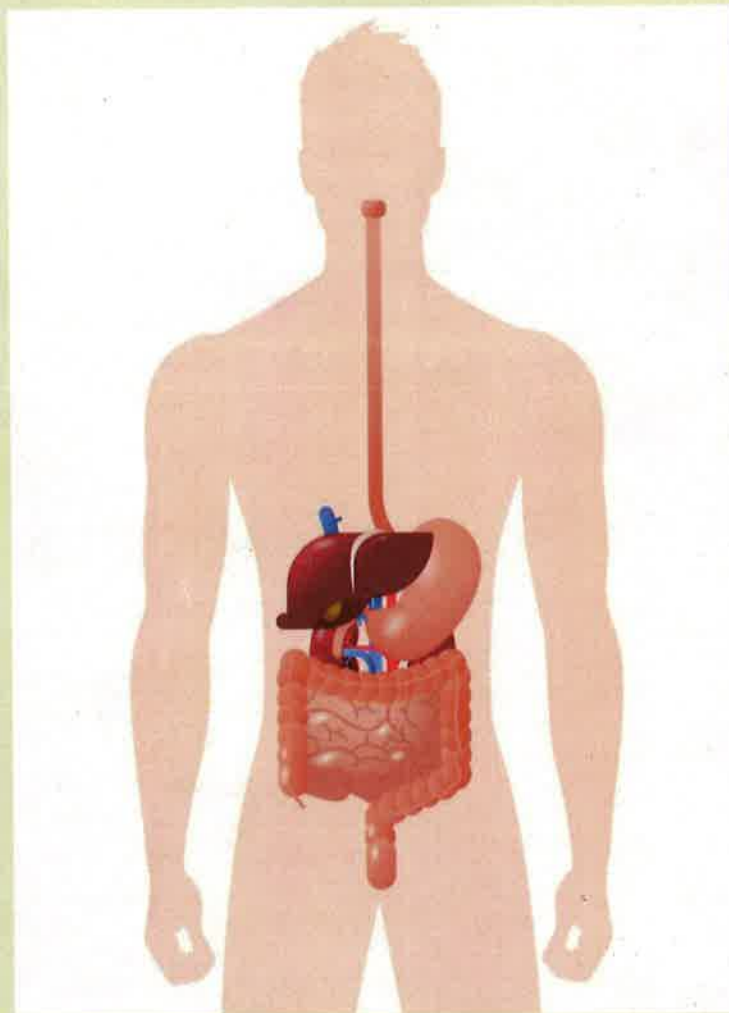
As part of BED curriculum, we had to upload an article related to a social issue in the blog. I uploaded an article title, 'Is Asukomban a Criminal' in my blog. The blog was related to a elephant who has destroyed the peace of lot of people because of his notorious activities. The article was uploaded in my blog named akhitha 14 on 14th of June, 2023 under the guidance of Dr. Dinamol Jacob, Assistant Professor, St. Joseph College of Teacher Education for Women, Ernakulam.

Uploading the article was an easy task for me as I have learned it in one of our semester in BED. The practicum has enabled me to gain a lot of information related to the topic and to add my own viewpoints related to it in my blog page.

Dm



LEARNING RESOURCE MATERIAL ON HUMAN DIGESTIVE SYSTEM



ST. JOSEPH COLLEGE OF TEACHER EDUCATION FOR WOMEN

ERNAKULAM



EDU 107.2

**DEVELOPMENT AND PRESENTATION OF LEARNING
RESOURCE MATERIAL FOR SCHOOL PUPILS**

**LEARNING RESOURCE MATERIAL ON
HUMAN DIGESTIVE SYSTEM**

Name of the student: Akhitha Sebastian

Optional subject: Natural science

Register Number: 213240112334

Submitted to,

Dinimol
30/8/2022

Ms. Dinimol Jacob

Assistant Professor

Natural Science Education



RESOURCE MATERIAL ON HUMAN DIGESTIVE SYSTEM

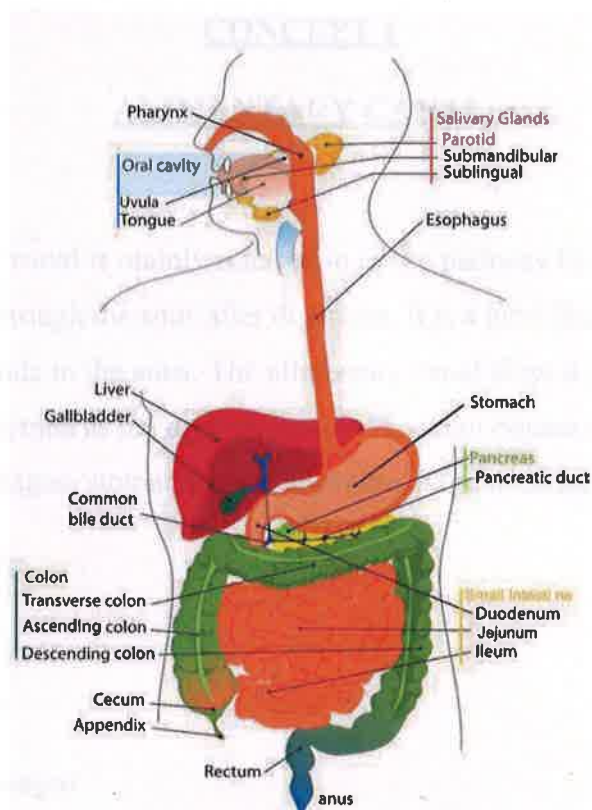
Introduction

The digestive system of the human body comprises a group of organs working together to convert food into energy for the body. It involves the intake of food by an organism and its utilization for energy. This is a vital process which helps living beings to obtain their energy from various sources. The food which we eat undergoes much processing before the nutrients present in them are utilized to generate energy. This processing is known as digestion. Humans and other animals have specialized organs and systems for this process. Digestive system is composed of accessory organs and alimentary canal.

The **alimentary canal** is the long tube through which the food that we eat is passed. It begins at the mouth (buccal or oral cavity), passes through the pharynx, oesophagus or food pipe, stomach, small intestine, large intestine, rectum and finally ends at the anus. The food particles gradually get digested as they travel through various compartments of the alimentary canal.

Accessory organs are organs which participate in the digestion process but are not actually a part of gastrointestinal tract. They stimulate the digestion by releasing certain enzymes that help in breaking down the food.





Concepts

Concept 1: Alimentary canal

Concept 2: Accessory organs

Concept 3: Digestion process

Concept 4: Disorders of human digestive system

Concept 5: Methods to improve digestion

Hope you will enjoy learning these concepts.

CONCEPT 1

ALIMENTARY CANAL

The alimentary canal is mainly referred to as the pathway by which food enters our body and moves out through the anus after digestion. It is a tube-like structure which starts from the mouth and ends in the anus. The alimentary canal plays a primary role in human digestion and is also termed as the digestive tract. The main organs of the alimentary canal include mouth, oesophagus, stomach, small intestine, large intestine and anus.

Sub-concepts

Sub-concept 1: Mouth

Sub-concept 2: Oesophagus

Sub-concept 3: Stomach

Sub-concept 4: Small intestine

Sub-concept 5: Large intestine

Sub-concept 6: Anus

Common objectives

- To know about different organs that make up the alimentary canal
- Role and function of each organ that helps in process of digestion
- To understand the location of each organ in the alimentary canal

Objectives of sub-concept 1: Mouth

- To identify different parts of the mouth that helps in digestion
- To understand about the mechanical and chemical digestion of food in mouth

Objectives of sub-concept 2: Oesophagus

- To learn the process by which food and liquid is carried from mouth to stomach
- To study the peristaltic mechanism

Objectives of sub-concept 3: Stomach

- To understand about the structure of the stomach
- To know the role of gastric juices in digestion

Objectives of sub-concept 4: Small intestine

- To study about different parts of small intestine
- To understand various chemical reactions that helps in digestion process

Objectives of sub-concept 5: Large intestine

- To identify different parts of large intestine
- To understand about the major functions of large intestine

Objective of sub-concept 6: Anus

- To understand the way by which waste formed after the process of digestion is expelled from the body

Learning materials prepared

1. A text material titled '**Digestion of food in mouth-word doc**' is included in '**Sub-concept 1**' in the **concept 1** folder. Mouth constitutes teeth, tongue and lips, which all together perform physical digestion by masticating food, and begins the digestion process. The material explains about the role of teeth and the different types of teeth, role of tongue, role of saliva and salivary glands in digestion.
2. A video material titled '**Digestion of food in mouth-video**' that explains the journey of food through the oral cavity is included in '**Sub-concept 1**' in the **concept 1** folder. There are many other parts that contribute to the digestion process, including teeth, salivary glands and tongue. Teeth are designed for grinding food particles into small pieces and are moistened with saliva before the tongue pushes the food into the pharynx.
3. A PowerPoint presentation titled '**Digestion of food in mouth-ppt**' is included '**Sub-concept 1**' in the **concept 1** folder. It mainly gives the diagrammatic representation and function of various components in the mouth that helps in the process of digestion.
4. A text material titled '**Structure of oesophagus-word doc**' is included in '**Sub-concept 2**' in the **concept 1** folder. The oesophagus, informally known as the food pipe or gullet, is an organ in vertebrates through which food passes, aided by peristaltic contractions, from the pharynx to the stomach. The oesophagus is a fibromuscular tube, about 25 cm long in adults, that travels behind the trachea and heart, passes through the diaphragm, and empties into the uppermost region of the stomach.



5. A **PowerPoint presentation** titled '**Food through oesophagus-ppt**' mainly deals with the peristaltic movement of food through the food pipe. It is included in '**Sub-concept 2**' in the **concept 1** folder. Peristalsis is a series of wave-like muscle contractions that are involuntary movements that helps to move food through the digestive tract. The strong wave-like motions of the smooth muscle move balls of swallowed food to the stomach.
6. A **text material** titled '**Digestion in stomach-word doc**' is included in '**Sub-concept 3**' in the **concept 1** folder. The stomach is a muscular sac that lies between the oesophagus and the small intestine in the upper abdomen. The stomach is a major part of the digestive system, and it is important for churning food into a consistency that is easier to digest for the rest of the intestines. The material also explains about the importance of gastric juices in digestion process.
7. A **video material** that explains the mechanical and chemical digestion of food in stomach is included in '**Sub-concept 3**' in the **concept 1** folder. The material is titled as '**Digestion in stomach- video**'. Food enters the stomach, that needs to get digested further. In the stomach, there are gastric glands that secrete gastric juices, which helps in the digestion of food further.
8. A **text material** titled '**Digestion in small intestine-word doc**' is included in '**Sub-concept 4**' in the **concept 1** folder. In the small intestine, further digestion takes place. Due to the various movements of this organ, the chyme is further mixed and churned. There are many enzymes that are secreted into the small intestine from organs such as pancreas, liver, apart from the intestinal juices. All these react with the food particles and digest them into smaller particles that can be absorbed into the bloodstream.

9. A **video material** titled '**Digestion in small intestine-video**' is included in '**Sub-concept 4**' in the **concept 1** folder. It clearly explains the entire process of digestion through animation and graphics that enables to understand the complete process of digestion in an easy manner.
10. A **PowerPoint presentation** titled '**Digestion in small intestine-ppt**' mainly deals with functions of small intestine and the structure of villi. It is included in '**Sub-concept 4**' in the **concept 1** folder. The tiny projections on the inner surface of the small intestine which help in absorbing the digested food are called villi. These helps to increase the surface area of intestinal walls.
11. A **text material** titled '**Digestion in large intestine-word doc**' is included in '**Sub-concept 5**' in the **concept 1** folder. The material deals with the different parts of the large intestine and its various functions that includes absorption of water, nutrients and salts and storing of faecal material until it gets eliminated from the body.
12. A **video material** on the '**Structure of large intestine**' is included in '**Sub-concept 5**' in the **concept 1** folder. The large intestine is one long tube, but slightly different things happen in different parts of it. Its three parts are the cecum, colon and rectum.
13. A **text material** titled '**Role of anus in digestion -word doc**' is included in '**Sub-concept 6**' in the **concept 1** folder. The anus is the opening where the gastrointestinal tract ends and exits the body. The anus starts at the bottom of the rectum, the last portion of the colon (large intestine).

14. A PowerPoint presentation titled 'Anus- the final part of alimentary canal-ppt' is included in 'Sub-concept 6' in the concept 1 folder. It deals with the process by which the wastes get expelled from the body.

Check your progress

Sub-concept 1: Mouth

- 1.Fill the boxes

SL NO	NAME OF TEETH	FUNCTIONS	NUMBER
1	Incisor		
2	Canine		
3	Premolar		
4	Molar		

2. Write down the role of teeth in the process of digestion?

3. Find the correct word

AELMNE

--	--	--	--	--	--

INEDTEN

--	--	--	--	--	--	--

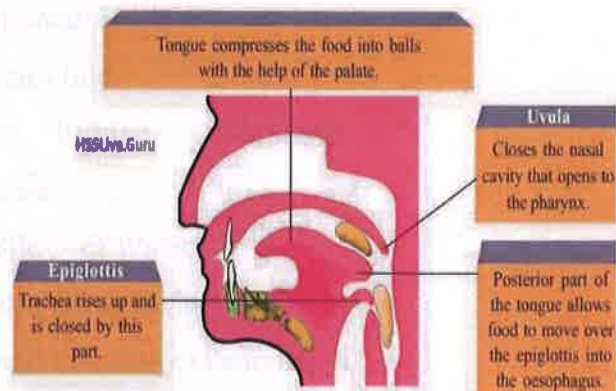
4. Fill in the blanks

- A. There are pairs of salivary glands in the mouth.
B. Salivary amylase partially convertsto....., a form of sugar.
C., to an extent, helps to destroy the germs that enter body through food.

- 5.Give a short description about tongue.

Sub-concept 2: Oesophagus

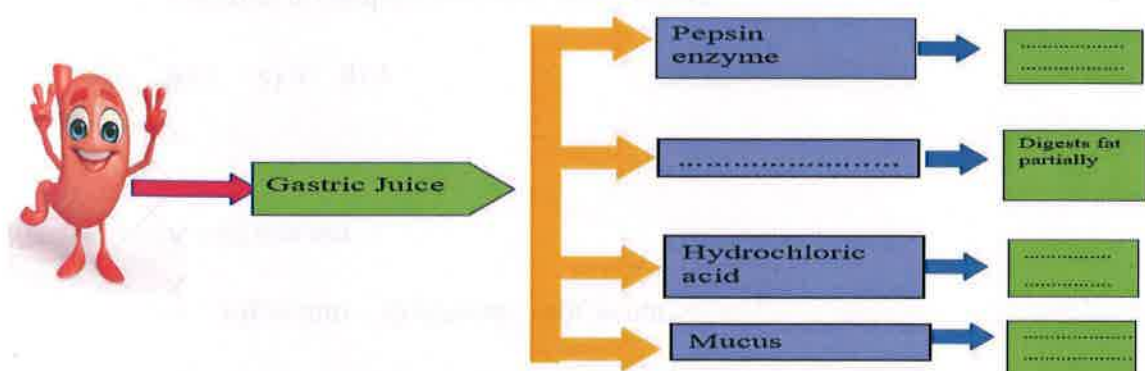
1. How does the food we swallow enter exactly into the oesophagus without entering the trachea? Analyze the below image and prepare a note on it.



2. Write a short description on peristaltic movement.
3. What are 4 different layers present in oesophagus?

Sub-concept 3: Stomach

1. Examine the flow chart and fill in the blanks



2. What is the role of muscles present in the stomach wall in digestion?
3. What is chyme?

Sub-concept 4: Small intestine

1. Choose the correct answer

- I. The beginning of absorption of food takes place in the
a) Mouth b) Small Intestine c) Liver
- II. secretes bile.
a) Gall bladder b) Liver c) Pancreas
- III. Gall Bladder store
a) Food b) Bile c) Water
- IV. secretes pancreatic juice
a) Liver b) Small Intestine c) Pancreas

2. Write a short note on different parts of small intestine.

3. Explain the absorption of nutrients in small intestine?

Sub-concept 5: Large intestine

1. Choose the correct answer

- I. Large intestine is composed of how many layers?
a) 1 b) 2 c) 3 d) 4
 - II. Find the odd one out
a) Colon b) Rectum c) Jejunum d) Cecum
2. How does the structure of the small intestine help in increasing the surface area of absorption ?

Sub-concept 6: Anus

1. What is meant by defecation?
2. How do wastes get expelled from the body?



CONCEPT 2

ACCESSORY ORGANS

Accessory organs are organs which participate in the digestion process but are not actually a part of gastrointestinal tract. They stimulate the digestion by releasing certain enzymes that help in breaking down the food. The four primary accessory organs of the digestive system are salivary glands, gall bladder, liver and pancreas.

Sub-concepts

Sub-concept 1: Salivary glands

Sub-concept 2: Pancreas

Sub-concept 3: Liver

Sub-concept 4: Gall bladder

Objectives of sub-concept 1: Salivary glands

- To understand major functions of salivary glands
- To know about the major and minor salivary glands

Objectives of sub-concept 2: Pancreas

- To understand about the endocrine and exocrine system of pancreas
- To learn about major hormones and enzymes that aids in digestion
- To know about the anatomy of pancreas

Objectives of sub-concept 3: Liver

- To understand about the structure and major functions of liver
- To learn about the importance of bile

Objectives of sub-concept 4: Gall bladder

- To study about the structure of gall bladder
- To understand the major functions and to understand the process that takes place in gall bladder

Learning materials prepared

1. A **text material** titled '**Salivary glands-word doc**' is included in '**Sub-concept 1**' in the **concept 2** folder. The salivary glands in mammals are exocrine glands that produce saliva through a system of ducts. Humans have three paired major salivary glands such as parotid, submandibular, and sublingual, as well as hundreds of minor salivary glands that aids in digestion. The material deals with various types of major salivary glands and its function.
2. A **video material** titled '**Salivary glands-video**' is included in '**Sub-concept 1**' in the **concept 2** folder. It clearly depicts different salivary glands and major functions of the gland that aids in digestion process.
3. A **PowerPoint presentation** titled '**Salivary glands-ppt**' is included in '**Sub-concept 1**' in the **concept 2** folder. It also explains about the classification of the salivary glands and its important characteristics.

4. A text material titled '**Pancreas-word doc**' is included in '**Sub-concept 2**' in the **concept 2** folder. Pancreas is a large gland present just behind the stomach. It is short with its anterior connected to the duodenum and posterior pointing towards the left part of the abdominal cavity. The pancreas releases digestive enzymes to complete the process of chemical digestion.
5. A video material titled '**Role and anatomy of pancreas-video**' is included in '**Sub concept-2**' in the **concept 2** folder. The video clearly shows the major functions of the pancreas and its structure.
6. A PowerPoint presentation titled '**Pancreatic enzymes and hormones-ppt**' is included in '**Sub-concept 2**' in the **concept 2** folder. Hormones that are secreted by the pancreas help in the exocrine and endocrine functions. The hormones are released by the pancreas directly into the blood whenever the need arises. Pancreas produces pancreatic juice that contains several enzymes. Lipolytic enzymes break down fats, amylolytic enzymes work on carbohydrates and proteolytic enzymes break down proteins.
7. A text material titled '**Liver-word doc**' is included in '**Sub-concept 3**' in the **concept 2** folder. The liver is the second largest organ and is an accessory digestive gland which plays a role in the body's metabolism. It is a roughly triangular, reddish-brown accessory organ of the digestive system located to the right of the stomach.
8. A video material titled '**Bile-video**' is included in '**Sub-concept 3**' in the **concept 2** folder. Liver produces bile, which helps in the digestion of fat in the small intestine. The bile is stored and recycled in the gall bladder. It is a small, pear-shaped



organ which is located just next to the liver and plays a significant role in digestion process.

9. A video material titled 'Gall bladder-video' is included in 'Sub-concept 4' in the concept 2 folder. It clearly demonstrates the structure of gall bladder and the delivery of the bile through the bile ducts into the intestine to help with digestion.
10. A PowerPoint presentation titled 'Gall bladder-ppt' is included in 'Sub-concept 4' in the concept 2 folder. Gallbladder is a small, pear-shaped organ in the upper right abdomen. It stores and releases bile to help the digestive system break down fats. The presentation mainly deals with the structure, location and functioning of gall bladder.

Check your progress

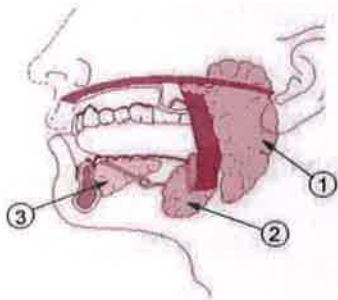
Sub-concept 1: Salivary glands

1. Choose the correct answer

- i. Which salivary gland is the largest contributor to the saliva in our oral cavity?
- a) Mucosal b) Parotid c) Sublingual d) Submandibular
- ii. Which enzyme is the primary digestive enzyme in human saliva?
- a) Lipase b) Amylase c) Pancreatin d) None of the above



2. Identify the structures



- 1.....
- 2.....
- 3.....

Sub-concept 2: Pancreas

1. Match the following

A	B
Insulin	Break down proteins
Amylolytic enzymes	Increase blood glucose when levels get too low.
lipolytic enzymes	Break down carbohydrates
Glucagon	Lower blood glucose when levels get too high.
Protease	Digests fats

2. Explain the different types of pancreatic hormones.

3. What is ampulla of Vater?

Sub-concept 3: Liver

1. Write a short note on various functions of liver?

2.What is Glisson's capsule?

3.Explain the role of bile in digestion?

Sub-concept 4: Gall bladder

1.What is biliary tract?

2.Explain the importance of gall bladder in detail.

CONCEPT 3

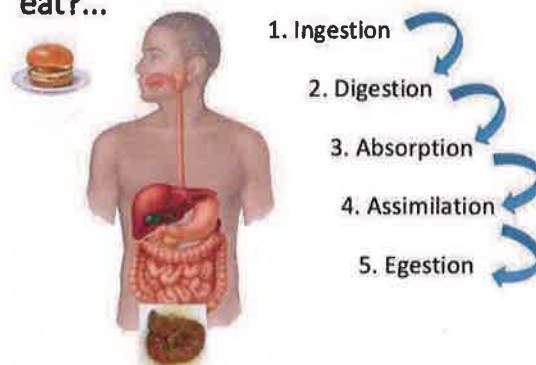
DIGESTIVE PROCESSES

Objective

To understand about the five major steps that aids in digestive processes in human beings

- ❖ Ingestion
- ❖ Digestion
- ❖ Absorption
- ❖ Assimilation
- ❖ Egestion

What happens to the food that we eat?...



Learning materials prepared

1. A detailed text material titled 'Digestive processes-word doc' is included in the concept 3 folder.
2. A video titled 'Major processes of digestive system' is included in the concept 3 folder.
3. A PowerPoint presentation titled 'Digestive processes-word doc' is included in the concept 3 folder.

All the above learning materials deals with the five major steps in digestion such as ingestion, digestion, absorption, assimilation and egestion. Ingestion includes the

processes which takes place while the food is taken inside the mouth. Digestion is the process of breaking down of food into simpler substances that can be absorbed and assimilated into the tissues of the body. The process of absorption takes place in the small intestine with the help of villi which are minute finger-like processes lines against the walls of small intestine. Assimilation is the process of movement of digested food molecules into the cells of the body where they are used. The final process egestion is the removal of undigested food material from the body through anus.

Check your progress

1. Tick the correct answer
 - a. Egestion means intake of food
☐ True
☐ False
 - b. Oxyntic or parietal cells secrete HCL
☐ True
☐ False
 - c. Villi does not increase the surface area for absorption
☐ True
☐ False
2. Explain in detail about the mechanical and chemical digestion of food.
3. What do you mean by assimilation?
4. Explain the absorption process that takes place in small intestine?
5. What is ingestion?



CONCEPT 4

GASTROINTESTINAL DISORDERS

The human digestive system is an essential part of our body. It helps us to assimilate and absorb various nutrients. Therefore, it helps us to keep healthy and grow optimally. Hence, a healthy digestive system is essential for our gut health and consequently the overall well-being of our body. However, many people suffer from varying digestive or gastrointestinal disorders that can make normal functioning of the body a difficult task.

Gastrointestinal disorder is the term used to refer to any condition or disease that occurs within the gastrointestinal tract. The gastrointestinal tract (also called the GI tract) is a series of hollow organs that form a long continuous passage from our mouth to our anus. The organs that make up our GI tract are our mouth, oesophagus, stomach, small intestine, large intestine, and anus. The GI tract, together with the liver, pancreas, and gallbladder, makes up the digestive system. Some of the common GI disorders are discussed in the following sub-concepts.

Sub-concepts

Sub-concept 1: Celiac Disease

Sub-concept 2: Irritable Bowel Syndrome (IBS)

Sub-concept 3: Lactose Intolerance

Sub-concept 4: Gastroesophageal Reflux disease (GERD)

Sub-concept 5: Peptic Ulcer Disease

Sub-concept 6: Crohn's Disease

Sub-concept 7: Ulcerative Colitis

Sub-concept 8: Pancreatitis

Sub-concept 9: Gallstones

Objectives of Sub-concept 1: Celiac Disease

- To understand the cause of the disease
- To learn about the signs and symptoms of the disease
- To know about the various food items that must be avoided to prevent the disease condition

Objectives of Sub-concept 2: Irritable Bowel Syndrome (IBS)

- To know how the disease is caused
- To get an idea about the various factors that trigger the disease and its signs and symptoms

Objectives of Sub-concept 3: Lactose Intolerance

- To learn about lactose intolerance and the three types of lactose intolerance
- To understand the risk factors and symptoms associated with the disease

Objectives of Sub-concept 4: Gastroesophageal Reflux disease (GERD)

- To study about the acid regurgitation related to the disease
- To get an idea about the symptoms and the treatment procedure associated with the disease

causes inflammation of the small intestine and is induced when wheat protein (gluten) and its products are consumed. When people with celiac disease eat foods containing gluten their immune system responds by damaging the finger-like villi of the small intestine. The document also deals with various symptoms of the disease.

2. A PowerPoint presentation titled '**Foods to avoid for celiac disease-ppt**' is included in '**Sub-concept 1**' in the **concept 4** folder. The best treatment for celiac disease is a control on the diet.
3. A text material titled '**Irritable Bowel Syndrome-word doc**' is included in '**Sub-concept 2**' in the **concept 4** folder. Irritable Bowel Syndrome (IBS) is also referred to as nervous stomach, irritable colon, mucous colitis or spastic colon. IBS is a group of gastrointestinal conditions in which one experiences a combination of frequent abdominal pain, bloating and cramps associated with either diarrhoea or constipation.
4. A video material titled '**Signs and symptoms of IBS-video**' is included in '**Sub-concept 2**' in the **concept 4** folder. It clearly explains the about the major health problems related to IBS.
5. A video that deals with pathophysiology, causes, signs and symptoms and treatment of lactose intolerance is included in '**Sub-concept 3**' in the **concept 4** folder. The title of the video is '**Lactose intolerance-video**'.



6. A PowerPoint presentation titled '**Lactose intolerance-ppt**' is included in '**Sub-concept 3**' in the **concept 4** folder. Lactose intolerance is a disorder in which a person is unable to fully digest lactose, a simple carbohydrate present in all mammals' milk and in its derivatives. This is due to low levels of an enzyme called lactase that is responsible for digesting lactose. The presentation clearly explains the three types of lactose intolerances and the risk factors related with it.
7. A text material titled '**Gastroesophageal reflux disease-word doc**' is included in '**Sub-concept 4**' in the **concept 4** folder. Gastroesophageal reflux disease (GERD) is a chronic digestive disease where the liquid content of the stomach refluxes into the oesophagus, the tube connecting the mouth and stomach. Acid reflux or heartburn occurs when stomach contents and acids spill over into the oesophagus, causing a burning sensation and chest pain. This condition is sometimes also called acid regurgitation. The document explains about the symptoms and treatment.
8. A video titled '**GERD-video**' is included in '**Sub-concept 4**' in the **concept 4** folder. The video clearly illustrates the movement of food through oesophagus and how the improper closing of lower oesophageal sphincter leads to acid reflux.
9. A video titled '**Peptic ulcer-video**' is included in '**Sub-concept 5**' in the **concept 4** folder. It mainly deals with the three main causes of the ulcer formation.
10. A PowerPoint presentation titled '**Peptic ulcer-ppt**' is included in '**Sub-concept 5**' in the **concept 4** folder. Production of digestive juices in the stomach in excessive amount results in the gastric ulcer formation. However, gastric ulcers are quite rare



because the stomach is lined by a layer of epithelial cells which secrete alkaline mucosa. Most of the ulcers are duodenal ulcers. These are produced when acidic chyme, overproduced by the stomach, is delivered into the duodenum. The excessive amount of acidic chyme cannot be neutralized by the alkaline juice of intestine and pancreas. Infection by the bacterium *Helicobacter pylori* increases the susceptibility to ulcers.

11. A text material titled '**Crohn's disease-word doc**' is included in '**Sub-concept 6**' in the **concept 4** folder. Crohn's disease is a chronic inflammatory digestive disease that can affect any part of the GI tract, from the mouth to the anus. It most commonly however involves the ileum (the lower side of the small bowel) that becomes ulcerated and inflamed.
12. A video titled '**Crohn's disease-video**' is included in '**Sub-concept 6**' in the **concept 4** folder. It mainly deals with the inflammatory processes, factors that contribute to the disease and the symptoms.
13. A video titled '**Ulcerative colitis-video**' is included in '**Sub-concept 7**' in the **concept 4** folder. It mainly deals with the types of colitis, inflammatory processes, progression of the disease, factors that contribute to the disease and its symptoms.
14. A PowerPoint presentation titled '**Ulcerative colitis (UC)-ppt**' is included in '**Sub-concept 7**' in the **concept 4** folder. Ulcerative Colitis (UC) is an autoimmune disease that causes inflammation in the large intestine marked by remission and relapse. The inflammation affects the colon, causing it to become haemorrhagic

(bleeds) and ulcerated. The disease may involve only the rectum, the left side of the colon or the entire colon.

15. A **text material** titled '**Pancreatitis-word doc**' is included in '**Sub-concept 8**' in the **concept 4** folder. Pancreatitis is inflammation of the pancreas. The pancreas is a long, flat gland that sits tucked behind the stomach in the upper abdomen. The pancreas produces enzymes that help digestion and hormones that help regulate the way your body processes sugar (glucose). Pancreatitis can be of two types-acute and chronic pancreatitis. Acute pancreatitis appears suddenly and lasts for days. Some people develop chronic pancreatitis, which is pancreatitis that occurs over many years. Mild cases of pancreatitis improve with treatment, but severe cases can cause life-threatening complications.
16. A **video** titled '**Chronic pancreatitis-video**' is included in '**Sub-concept 8**' in the **concept 4** folder. **Chronic pancreatitis** is a long-standing inflammation of the pancreas that alters the organ's normal structure and functions. The video deals with the signs, symptoms and diagnostic procedures of chronic pancreatitis.
17. A **video** titled '**Gall bladder-video**' is included in '**Sub-concept 9**' in the **concept 4** folder. The video clearly explains causes, signs and symptoms and the treatment of the disease.
18. A **PowerPoint presentation** titled '**Gallstones-ppt**' is included in '**Sub-concept 9**' in the **concept 4** folder. The gallbladder is a pear-shaped pouch that sits just below the liver. It collects bile, a fluid made to help with digestion, as it flows from the liver to the intestine through the bile ducts. Gallstones are hardened bits of bile that



form inside the gallbladder. Gallstones form when cholesterol or bilirubin particles cluster together into a solid lump.

Check your progress

Objectives of Sub-concept 1: Celiac Disease

1) Choose the correct answer

i. What kind of food should people with celiac disease avoid?

A. Fruits

B. Nuts

C. Grains

D. None

ii. Due to an immunological reaction to _____, celiac disease is caused.

A. Globulin

B. Albumin

C. Gluten

D. None

2) Give a short note on celiac disease.

3) What are the symptoms of celiac disease?

4) Name the disease shown in the picture caused due to Glucose intolerance.



Answer:.....

Sub-concept 2: Irritable Bowel Syndrome (IBS)

- 1) Expand IBS and explain the following in detail.
 - a. Triggers of IBS
 - b. Causes of IBS
- 2) Give short note on signs and symptoms of IBS?

Sub-concept 3: Lactose Intolerance

- 1) Choose the correct answer
 - i. People with lactose intolerance do not have enough _____.
 - ☐ Lactose
 - ☐ Lactase
 - ☐ Glucose
 - ☐ Fructose
 - ii. Which of the following is not a symptom of lactose intolerance?
 - ☐ Cramps
 - ☐ Nausea
 - ☐ Fever
 - ☐ Bloating
- 2) What is meant by lactose intolerance?
- 3) Explain three types of lactose intolerance.

Sub-concept 4: Gastroesophageal Reflux disease (GERD)

- 1) What do you mean by acid regurgitation?
- 2) What are the symptoms of GERD?

Sub-concept 5: Peptic Ulcer Disease

- 1) What do you mean by the term peptic ulcer?
- 2) Differentiate between duodenal ulcers and gastric ulcers.
- 3) Name the bacteria that cause the peptic ulcers?

Sub-concept 6: Crohn's Disease

- 1) What is Crohn's disease?
- 2) What is meant by auto immune reaction?
- 3) What are the major symptoms of Crohn's disease?

Sub-concept 7: Ulcerative Colitis

- 1) Match the following

A	B
Proctosigmoiditis	Begins at the rectum and extends up to a bend in the colon near the spleen called the splenic flexure.
Pan-ulcerative colitis	Affects the entire colon
Left-sided colitis	Bowel inflammation is limited to the rectum
Ulcerative proctitis	Affects the rectum and the sigmoid colon

- 2) What is Ulcerative colitis ?
- 3) Name the various types of ulcerative colitis?
- 4) What are the symptoms of ulcerative colitis?

Sub-concept 8: Pancreatitis

- 1) Write a short note on acute pancreatitis and chronic pancreatitis.
- 2) Choose the correct answer
 - i. What causes pancreatitis?
 - ☐ Excessive alcohol consumption
 - ☐ Gall stones
 - ☐ Genetic disorders
 - ☐ All the above
 - ii. Acute pancreatitis is long lasting inflammation
 - ☐ True
 - ☐ False

Sub-concept 9: Gallstones

- 1) What are gallstones?
- 2) What are the two types of gallstones? Explain.

CONCEPT 5

METHODS TO IMPROVE DIGESTION

Everyone experiences occasional digestive symptoms such as upset stomach, gas, heartburn, nausea, constipation or diarrhoea. However, when these symptoms occur frequently, they can cause major disruptions to life. Fortunately, diet and lifestyle changes can have a positive impact on the gut health.

Objectives

- To know about different ways to follow for better digestive process
- To understand the foods and practices to avoid for good digestion

Learning materials prepared

1. A **word document** titled '**Methods to improve digestion-Word doc**' is included in the **concept 5** folder. Overall well-being and health depend on the food one consumes. An unhealthy diet or lifestyle can cause more regular digestive problems and lifestyle changes can often help to resolve these issues.
2. A **video material** titled '**Tips to improve digestion-video**' is included in the **concept 5** folder. Eating is not only one of the great pleasures in life, its also essential for health and wellness. The foods eat nourish the body, provides energy and enhance the function of all vital organs. That is why it's important to maintain a healthy digestive system by consuming the right food and adopting sensible eating habits.
3. A **PowerPoint presentation** titled '**Foods and practices to avoid for a good digestive system**' is included in the **concept 5** folder. The food and the lifestyle have a direct impact on the digestive health. While an unhealthy diet cause nothing

more than a few uncomfortable hours, eating the wrong food over a long time can lead to severe complications.

Check your progress

1. Why is it important to stay hydrated for a good digestion process?
2. What is the significance of consuming fibre rich food?
3. Mention the foods to consume and to avoid for maintaining a good digestive system.



CONCLUSION

The resource material is prepared on the topic **Human Digestive System**.

The main topic is divided into five major concepts such as **alimentary canal**, **accessory organs**, **digestive processes**, **gastrointestinal disorders** and **the methods to improve digestion**.

The first concept **alimentary canal** explains in detail about sub-concepts such as mouth, oesophagus, stomach, small intestine, large intestine and anus. Role and function of each organ that helps in process of digestion is discussed in this concept.

In the second concept, **accessory organs** of the digestive system such as salivary glands, pancreas, liver and gall bladder are included as the sub-concepts. The importance of each accessory organ is well explained in this concept.

The **digestive processes** in human beings such as ingestion, digestion, absorption, assimilation and egestion is dealt in the third concept.

The disease conditions and disorders that affect the digestive system are discussed in the fourth concept. The title of the concept is **gastrointestinal disorders**. Various gastrointestinal disorders discussed in the concept includes celiac disease, irritable bowel syndrome, lactose intolerance, gastroesophageal reflux disease, peptic ulcer disease, Crohn's disease, ulcerative colitis, pancreatitis and gallstones

The fifth concept is about various **methods to improve digestion** and it explains the ways that could help a person to attain good digestive system by the consumption of healthy food.



REPORT ON ICT PRESENTATION

As a part of B Ed programme, I presented my learning resource material on the topic 'Human Digestive System' on 14th of March, 2022.

The main topic was divided into five concepts. Each concept was divided into various sub-concepts according to the necessity. The first concept was about the alimentary canal and the main organs of the alimentary canal such as mouth, oesophagus, stomach, small intestine, large intestine and anus was considered as each sub-concept. For each content appropriate word document, video and PowerPoint presentation were also added.

In the second concept the four primary accessory organs of the digestive system such as salivary glands, pancreas, liver and gall bladder were discussed. Video materials, word documents and PowerPoint presentations were included to support various sub-concepts.

The title of the third concept was digestive processes and it was to understand about the five major steps that aids in digestive processes in human beings such as ingestion, digestion, absorption, assimilation and egestion. A detailed text material, video and a PowerPoint presentation were also included for the effective understanding of the concept.

The fourth concept is about various gastrointestinal disorders such as celiac disease, irritable bowel syndrome, lactose intolerance, gastroesophageal reflux disease, peptic ulcer disease, Crohn's disease, ulcerative colitis, pancreatitis and gallstones. Text materials, videos and PowerPoint presentations related to each sub-concept explain in detail about causes, signs and symptoms of each disease.



The last concept is about various methods to improve the process of digestion. Detailed text material, video and PowerPoint presentation related to the concept gives an idea about different ways that can be followed for better digestion process.

By completing this work, I understood how to prepare an interesting ICT enabled resource material that can encourage and stimulate the students to learn.



Dina
30/3/2022



EDU 201 PRACTICUM

Knowledge and Curriculum

An album on educational quotes of
Western and Indian Philosophers

Submitted to,
Dr. Smikha Jose
Assistant Professor.
St. Joseph College of Teacher
Education for Women

Submitted by,
Akhitha Sebastian
Natural Science
Roll no : 01
Reg No : 213240112334

Date of submission,



WESTERN PHILOSOPHERS



JEAN JACQUES ROUSSEAU

Jean Jacques Rousseau was born in Switzerland on June 28, 1712. He was a Swiss enlightenment philosopher with some radical ideas. He argued passionately for democracy, equality, liberty and supporting the common good by any means necessary.



“We should not teach children the sciences, but give them a taste for them.”

“The great secret of education is to use exercise of mind and body as relaxation one to the other.”

KARL MARX



Karl Heinrich Marx was born on May 5, 1818 in Germany. He was a philosopher, author, social theorist and economist. He is famous for his theories about capitalism and communism.

“Education is free. Freedom of education shall be enjoyed under the condition fixed by the law and under the supreme control of the state.”

“Free education for all children in public schools. Combination of education with industrial production.”



JOHN LOCKE

John Locke was an English philosopher and physician, widely regarded as one of the most influential of Enlightenment thinkers and commonly known as the "Father of Liberalism".



He was born in England on August 29, 1632. Locke argued against the belief that human beings are born with certain ideas already in their minds. He claimed that, on the contrary, the mind is a *tabula rasa* until experience begins to "write" on it.

"Reading furnishes the mind only with materials of knowledge: it is thinking that makes what we read ours."

"Education begins the gentleman, but reading, good company and reflection must finish him."



BERTRAND RUSSELL



Bertrand Arthur William Russell was born on 18 May, 1872 in United Kingdom. He was a British philosopher, logician, essayist and social critic best known for his work in mathematical logic and analytical philosophy.

“Education ought to foster the wish for truth, not the conviction that some particular creed is the truth”

“The essence of education is that it is a change effected in the organism to satisfy the operator”

IMMANUEL KANT



Immanuel Kant is the central figure in modern philosophy. He was born on April 22, 1724 in Königsberg. Kant's comprehensive and systematic works in epistemology, metaphysics, ethics and aesthetics have made him one of the most influential figures in modern western philosophy.

"It is through education that all the good in the world arises."

"If education is to develop human nature so that it may attain the object of its being, it must involve the exercise of judgement"

INDIAN PHILOSOPHERS



SWAMI VIVEKANANDA



Swami Vivekananda was a Hindu monk and one of the most famous spiritual leaders in India. He was born as Narendranath Datta on 12 January 1863, in Kolkata, India. He was more than just a spiritual mind; he was a prolific thinker, great orator and passionate patriot. The young monk and his teaching have been an inspiration to many, and his teachings have become goals of self-improvement especially for youth of the country.

“The very essence of education is concentration of mind”

“Learn everything that is good from others but bring it in, and in your own way absorb it; do not become others”



SARVEPALLI RADHAKRISHNAN

Dr. Sarvepalli Radhakrishnan was born in Indian town of Tirupati on September 5, 1888. He was an Indian philosopher and statesman who served as the second president of India. He was one of the most recognized and influential Indian thinker in academic circles in the 20th Century.



“Teachers should be the best minds in the country”

“Books are the means by which we build bridges between cultures”



AMARTYA SEN



Amartya Sen was born on November 3, 1933 in Santiniketan, India. He is an Indian economist and philosopher who was awarded the 1998 Nobel prize in Economic Sciences for his contributions to Welfare economics and social choice theory and for his interest in the problems of society's poorest members.

“If jobs are important,
education is important”

“Education can really transform
the insecurities in the world
into a bigger vision of what
we are as human beings”



JIDDU KRISHNAMURTI

Jiddu Krishnamurti was born on 11 May, 1895 in Andhra Pradesh, India. He is regarded as one of the greatest philosophical and spiritual figures of the 20th century. He claimed no allegiance to any caste, nationality or religion and was bound by no tradition. His purpose was to set humankind unconditionally free from the destructive limitations of conditioned mind.



“The function of education is to help you from childhood not to imitate anybody, but be yourself all the time”

“Education is not only learning from books, memorizing some facts, but also learning how to look, how to listen to what the books are saying, whether they are saying something true or false”





SRI AUROBINDO

Sri Aurobindo was an Indian philosopher, yoga guru, maharishi, poet and Indian nationalist. He was also a journalist, editing newspapers such as Vande Mataram. He has also wrote many books on religion, philosophy and Indian culture.

“The first principle of true teaching is that nothing can be taught”

“A teacher should be like
kunch - light”

