

Answer Ex-I**SINGLE CORRECT (OBJECTIVE QUESTIONS)**

1. C	2. B	3. B	4. A	5. C	6. D	7. A
8. D	9. A	10. A	11. B	12. C	13. D	14. C
15. A	16. B	17. A	18. B	19. C	20. C	21. C
22. C	23. B	24. A	25. D	26. C	27. A	28. D
29. C	30. A	31. A	32. B	33. B	34. A	35. C
36. A	37. B	38. C	39. B	40. C	41. B	42. A
43. C	44. D	45. C	46. A	47. D	48. D	49. C
50. A	51. B	52. B	53. A			

Answer Ex-II**MULTIPLE CORRECT (OBJECTIVE QUESTIONS)**

1. A, C, D 2. B, C, D 3. A, C 4. A, B, C 5. B, C 6. C, D 7. B, C
 8. A, B, C, D

Answer Ex-III**SUBJECTIVE QUESTIONS**

1. square of side, 2 : $x^2 + y^2 = 1$; $x^2 + y^2 = 2$ 2. zero, zero 4. 32 sq. unit
 5. $2(x^2 + y^2) + 6x - 17y - 6 = 0$ 6. $x - y = 0$; $x + 7y = 0$ 7. (5, 1) & (-1, 5)
 8. $4x - 3y - 25 = 0$ OR $3x + 4y - 25 = 0$ 9. (i) (11, 16) (ii) (11, 8), (iii) (11, 12)
 10. $x^2 + y^2 - 2x - 2y + 1 = 0$ OR $x^2 + y^2 - 42x + 38y - 39 = 0$
 11. (i) $3x - 4y = 21$; $4x + 3y = 3$; (ii) A(0, 1) and B (-1, -6); (iii) 90° , $5(\sqrt{2} \pm 1)$ units
 (iv) 25 sq. units, 12.5 sq. units; (v) $x^2 + y^2 + x + 5y - 6$, x intercept 5; y intercept 7
 12. $x^2 + y^2 - 2x - 2y = 0$ 13. $2x - 2y - 3 = 0$ 14. $a^2(x^2 + y^2) = 4x^2y^2$
 15. $x^2 + y^2 = a^2 + b^2$; $r = \sqrt{a^2 + b^2}$ 16. (-4, 2), $x^2 + y^2 - 2x - 6y - 15 = 0$
 17. 63

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Instructor ,2001 Redesigning the Future of Education in the Light of New Theories, Teaching Methods, Learning, and Research ?enol Orakc?,2024-04-01 Learning used to be confined to a physical place Now it s no longer limited by walls or daylight or location Learning happens in spaces that transcend these boundaries These spaces can still have physical elements but they are no longer defined by a physical footprint and constrained by the limitations of time space and matter Learning can now take place on any device in any place and at any time 21st century skills are one of the concepts we use most frequently when talking about innovative education We see that the skills referred to as 21st century skills include cognitive skills such as creative thinking problem solving as well as many different social and emotional skills such as understanding expressing empathy and teamwork Many educators now agree that not only academic knowledge is sufficient but social emotional skills play a role as much as academic knowledge in a person s success and happiness Another accepted fact is the phenomenon of lifelong learning the fact that education does not start at school but does not end at school in fact it is a process that should continue throughout life While accepting all this a subject that is not discussed much how this holistic lifelong learning is possible in a class in the form of 40 minutes lessons and 10 minutes of break While we are designing various kinds of education programs for children to gain all these different skill sets in the classroom do not we actually keep these skills in the easiest way practically away from the environments they will acquire In John Dewey s book *Experience and Education* 1938 information obtained as detached from real life is depicted as wasted time and effort Most teachers are already aware of this situation For this reason they try to explain math problems and literacy by linking them to children s experiences and lives as much as possible and they do many big and small experiments in social sciences and science lessons Can t we go one step further than this Can t we make learning in life a part of our education system instead of preparing small examples of real life for children With many justified concerns such as assessment security teachers pedagogical infrastructure we miss out on the most important opportunities for education just because they are outside the walls of the school This book aims to open new horizons in the journey of learning beyond the school walls in the world and contribute to the spread of learning in our society In societies where constant change is the norm schools today must prepare students to be successful in environments and contexts that may differ greatly from what we experience today But are we really thinking about the future With contributions from seven continents this book will reveal a snapshot of some of our best thinking for building new education futures Diverse experiences visions and ideas are shared to help spark new thinking among educators and policymakers provoke conversation and facilitate new ideas for meeting human development needs in a rapidly transforming world *Resources in Education* ,1996 Easing the Burdens Through Employment United States. Congress. Senate. Committee on Veterans' Affairs,2010 *Congressional Record* United States. Congress,1968 The Congressional Record is the official record of the proceedings and debates of the United States Congress It is published daily

when Congress is in session The Congressional Record began publication in 1873 Debates for sessions prior to 1873 are recorded in The Debates and Proceedings in the Congress of the United States 1789 1824 the Register of Debates in Congress 1824 1837 and the Congressional Globe 1833 1873 **Tomorrow's High School** Gene Bottoms, 2022-04-11 How do some high schools produce graduates that consistently achieve at high levels Would you believe there s a set of proven strategies that could help you deliver similar impressive results and better prepare students for the world after high school High schools in the United States face a startling reality many graduates are unprepared for success in postsecondary studies or for high demand well paying jobs in a rapidly changing economy Although this situation is alarming the high schools that have embraced new ways of learning show us what is possible Drawing from his experience with the High Schools That Work initiative Gene Bottoms offers educators a path forward by urging them to pursue bold goals and outlining bold actions for achieving those goals His vision is clear replace the traditional model of secondary education with one that engages students in a rigorous curriculum that combines a solid academic core with intellectually demanding career pathway courses The notion that nearly all students can achieve at high levels is borne out by numerous examples of high schools including those with traditionally underperforming student populations that have used key strategies to help all students realize their potential Bottoms explains the root causes of the current shortcomings in high school education and then specifies critical components of successful transformation Shared leadership Powerful assignments especially in math literacy and career technical education planned and executed by academic and career pathway teachers working together Strengthened connections between middle school and high school A redesigned senior year and Comprehensive counseling and advisory programs Provocative and persuasive in its sense of urgency Tomorrow s High School offers proven and practical solutions to finally make high schools a rich and rewarding experience for all students whatever their future college and career goals may be This book is a copublication of ASCD and SREB It includes access to nine downloadable appendixes

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