

## 1: What are the importance of excursions to students

*Visiting the Historical places, watching wild life or asking a NASA Scientists about space travel are all possibilities for Educational trip excursions that are stimulating and educational. One issue that is reducing Educational trip opportunities is a lack of financial resources.*

It takes longer for young children to learn the specific properties of each shape, such as the number of sides or how the shape looks. Giving preschoolers lots of practice with shapes helps them solidify their understanding of the two-dimensional structures. That knowledge of shapes gives the young children an advantage in many areas of learning. A preschooler who is able to distinguish between shapes is better equipped to notice the differences in shapes of letters. This helps not only with reading but also with writing. Kids who have practice with different types of shapes and lines can translate those into writing 2. A strong understanding of shapes can help preschoolers better recognize the numbers and how they look. Number recognition is an early math skill preschoolers need before they can move on to more advanced math skills, such as addition. The shapes themselves fall under the geometry standards of math. Learning the differences in shapes requires preschoolers to focus on the specific characteristics. Preschoolers learn to use observational skills to identify the different shapes. They also learn how to compare different shapes and group similar shapes together. Those observational skills transfer to other areas. Observation and categorization are key skills in science. Shape activities can help preschoolers develop problem-solving skills. Shape sorting toys are one example. When a child recognizes the characteristics of a square, he can match it with the square hole on the toy. Shape recognition can also help when putting together puzzles. If he pays attention to the shapes of the pieces and the shapes of the openings in the puzzle, he can determine the correct spot for each piece. Please use this shape book to help your child recognize different shapes. Use your finger to trace and feel the shape. Count the sides and find an item in your home to reinforce the shape. You will be surprised how much they have learned.

## 2: Advice to a young scientist | Science | AAAS

*Field trips give students educational experiences away from their regular school environment. Popular field trip sites include zoos, nature centers, community agencies such as fire stations and hospitals, government agencies, local businesses and science museums.*

Memories of school Educational trips are among the most prominent of the formative years, largely because they are a welcome break in the routine for both students and teachers. While their purpose is essentially to educate, they can also be a fun bonding experience for everyone involved. Reinforcement The trip can reinforce what a teacher has been instructing in class about a subject and help students understand the topic better. Engagement Teachers turn trips into mobile classrooms, instructing students to collect data, then quizzing them or assigning a project based on what they learned during the outing. Socialization Taking students into a new environment gives them the experience of traveling in a group and teaches them to be respectful of the locations they visit. Exposure Kids get to visit a place to which they have never been before. Curiosity Students who go on Educational trips find that they want to learn more about the subjects on which the trip focused. What Is the Importance of Educational trips? Educational trips are important in many ways. Educational trips should always have a major educational element, but the impact of Educational trips can extend much further. The importance of Educational trips includes giving students the chance to build closer bonds with their classmates, experience new environments and enjoy a day away from the classroom New Sights When students and teachers are together outside the classroom, new educational environments and experiences are possible. They may be able to connect on more of a personal level without the structure of the normal school day. Informal Learning Environment Educational trips provide valuable educational opportunities away from the classroom, without using textbooks and other tools used in a normal school setting. Students on Educational trips can often learn while having fun in a more informal environment. Getting away from school for a day or even half a day is always exciting for students, and Educational trips are always highly anticipated. Students will have fun with their friends and they also may return to the classroom with a renewed focus on their schoolwork. Educational trips can give students exposure to places they might not otherwise visit. Many schools, camps and institutions offer Educational trips for students to spend several hours or days outside of the classroom. Educational trips range from local visits to civic offices or businesses to international excursions, complete with overnight stays. Whatever their scope, Educational trips can offer many advantages to the students who take them. Perspective Part of how students benefit from Educational trips is by gaining new perspectives on the world. This is especially true for more extensive Educational trips where students travel farther away from home. By coming into direct contact with a different environment or even a new culture or language, students can better understand their place in the community and develop an openness to differences in others. Variety Educational trips also function to put some variety into otherwise regimented lesson plans. Instead of spending every day in the classroom, students get to learn in a new environment with new instructors. Educational trips also may give students a chance to interact with students from other schools as they learn together or participate in group activities Learning Styles Educational trips will often cater to more than one learning style, making them excellent teaching tools for certain students. Classroom lectures apply primarily to audio learners, who learn best by listening. Finally, for tactile learners, Educational trips offer an uncommon opportunity to perform hands-on learning. The specialists who lead school groups on Educational trips also may be able to provide professional insight from advanced study or direct experience that teachers could never provide alone. Even the most informative Educational trips usually have an element of recreation, making them a time to unwind for all students. Why Teachers Should Go on Educational trips? Why Teachers Should Go on Educational trips Educational trips are educational experiences that allow students to apply their lessons to the real world. Break from the Routine Students see Educational trips as extended play time. Many experts can share knowledge to further the learning process about your topic. Teaches Professionalism Teachers expect students to be on their best behavior during Educational trips. This is a way to teach students how to act properly and show their manners

in a professional setting. Creates an Interest in New Professions Educational trips usually involve a tour director or representative who leads the group. These representatives can give students insight into the careers that are available for those who are interested in that particular topic. The Advantages of Educational trips? Real-World Experience Educational trips provide an opportunity for total immersion in the natural environment and social setting. On such excursions, the student practices his social skills and critical thinking abilities outside of the controlled class setting. Being able to ask experts about their particular area of study on the spot requires thinking. He is able to learn real-world lessons. Classroom Inspiration A student who sees, touches and smells historical relics, ancient artifacts and original sources of text becomes motivated to learn more in depth when he returns to the classroom. Educational trips stimulate learning beyond what textbooks and videos can provide to the learning environment. This is not to say that all Educational trips are equally stimulating, but those excursions that are well-designed result in higher levels of academic achievement in every subject of study. This allows all participants to learn without realizing it, which reaches more students from various learning backgrounds and styles. Connection to Community For low-income students or students who are new to the school, Educational trips that take advantage of local resources promote community connectivity. For example, a student may not ever have the opportunity to visit a local park or bank, which are important resources within a community for both the student and his family. Students from non-English-speaking families or who have recently moved to the community get the chance to learn about the local area with the guidance of their school, as well as share the information with their family when they return home. Permission Slips Hand out permission slips at least a month before the date of the trip. To avoid having to hound your students until the last minute, consider offering a class reward such as extra recess time if all permission slips come back at least a week before the trip. Parent Chaperones Send home a notice to parents explaining the educational objectives of your trip and requesting volunteers Assign Numbers to Your Students If you have a large group of students, consider assigning each student a number at the beginning of the trip. Then, instead of checking off an attendance list or making a head count, you can ask students to call out their numbers in order in rapid fashion.

## 3: What are the Purposes and Advantages of Excursion?

*Hands-on science activities let children do just that, giving the kids a chance to engage multiple senses. Kids learn by doing. Hands-on science encourages the children to DO something - observe, ask questions, touch, smell, experiment.*

How you can teach students about the importance of maps? This is a very good question. Maps turn up everywhere in mathematics and are a very fundamental thing that needs the right appreciation by students from the very beginning. The fundamental entity of information exchange is to select a state in a system by another system. To select you need a set of states to select from. We are here at the fundamental set concept that turns up in the foundation of mathematics. The procedure of selection can be identified by the map. Mathematically this event could be described as two sets of concepts and a map the talking between them. We have a set of wave lengths and a set of states in the sensor cell. The map is the physical event. So in information processing entities animals including us humans, computers, plants, If the map is a one to one map injective including all elements of the target set surjective then there is no freedom to select any further elements from the target set, i. Therefore this kind of map is important. Quantum mechanics tells us that when looking at the small scale there is no such ideal map in reality. It also tells us that when we reach a certain scale, things cannot be divided further quantum contrary to the idealized numbers in mathematics. The set concept also gives us an idea why numbers are so important. You can imagine to give every element of the set a number tag notice: And maps between the real sets are replaced by maps between number sets. For the same reason computers work with numbers. What is important math for students? Maths is very important for students because it helps in improving problem solving abilities of students it fasters the minds. Hence, a student should regularly solve maths problems. Basic math like plus, minus, multiplication and division is extremely important as it provides the foundation of which more advanced math is based upon. Basic math is very important in solving equations. Take this equation as an example: The same methods can be used on most all other equations which involve functions. Learning the functions and their counterparts makes you go through highschool with style What is the important of teaching trigonometry to the IT students? Trigonometry is part of the mathematics series leading up to and beyond calculus. It is necessary for IT students because many programming problems are based on mathematics and, without a thorough grounding in mathematics, the IT student will be limited in what he or she can do.

### 4: The Importance Of Excursions In Children's Integral Education - Kabbalah Blog

*If the science demonstration served its intended purpose, the students will come alive with a stream of questions, and it's the job of a great teacher to help the young scientists turn their questions into an unforgettable learning experience.*

These are great for babies still putting everything in their mouth, and they are mess free too! We have made so many types of sensory bags. The ones below are some of our favorites. I love that she used green gel and all the other things she added. These amazing flakes are so fun, and there are so many ways for little ones to play! You can make these using just about anything, and kids love them! How cute is this idea from House of Burke? This easy to make toy from Laughing Kids Learn is on our must try list I love this idea from Plain Vanilla Mom. The large shells are perfect for babies to play and explore with safely. Talk about a fun bubble bath! Nothing beats a pool of bubbles on a hot Summer day. This simple to set up activity is great for new crawlers and walkers. Baby will explore new sights and sounds and feel the grass and air on their skin. There are so many things for baby to discover and explore for the very first time. Set up an alphabet hunt in pasta. Pasta noodles can be found in large packages at the dollar store and can be used for several activities before needing to be tossed. Does that seem silly? Oh, then you must no have toddlers! Make a Jello Ocean Small World: Jello is another fabulous sensory material for babies with endless ways to play! Read all about how to use Jello for sensory play here. The varying temperatures make for quite a sensory experience. Chasing the ice cubes is also great for hand-eye coordination, fine motor development, and fighting that boredom! Have baby chase colored ice-cubes. I love this simple play idea! This paint recipe is easy to make and edible, making it perfect for the tiniest tots. Is your child moving away from the mouthing stage? She only took one taste, and that was enough for her to know she did not want anymore. Watch baby closely though to ensure none is ingested! Slime is not edible. You only need two common household ingredients to make it, too!

## 5: Camps and excursions

*Maria Montessori believed that all children behave like "little scientists" in that they are eager to observe and make "what if" discoveries about their world. Infants and toddlers test the environment to see what happens when, for example, they drop a toy out of their highchair or play with the water in their bath.*

Describe including shape, size, number, compare, sort, classify, and order. Record observations using words, pictures, charts, and graphs. Use a variety of simple tools to extend observations. Identify patterns and relationships. Develop tentative explanations and ideas. Work collaboratively with others. Share and discuss ideas and listen to new perspectives. This description of the practice of doing science is quite different from some of the science work in evidence in many classrooms where there may be a science table on which sit interesting objects and materials, along with observation and measurement tools such as magnifiers and balances. Too often the work stops there, and little is made of the observations children make and the questions they raise. Another form of science is activity-based science where children engage in a variety of activities that generate excitement and interest but that rarely lead to deeper thinking. There are a multitude of science activity books that support this form of science in the classroom. Thematic units and projects are yet other vehicles for science work in the classroom. These can be rich and challenging; however, they may not have a focus on science. Transportation or a study of the neighborhood are typical examples that have the potential for engaging children in interesting science but frequently focus more on concepts of social studies. If these projects or themes are to truly engage students in science, care needs to be taken to be sure that science is in the foreground, and the integration with other subject matter is appropriate and related to the science. Science Content With an of the practice of science that guides how we approach science inquiry in the early childhood classroom, we turn to the question of the content of science for this age. There are many phenomena that can be explored, many questions to be explored, many basic concepts to be introduced, and many topics to choose from, so rather than make a list of possible subject matter and topics, following are key criteria for guiding decisions about topic selection. At the core of inquiry-based science is direct exploration of phenomena and materials. Thus, the first criterion is that phenomena selected for young children must be available for direct exploration and drawn from the environment in which they live. The study of snails is an example of an exploration that meets these criteria. Others include light and shadow, moving objects, structures, and plant and animal life cycles. Examples of some that do not meet these criteria include such popular topics as dinosaurs or space travel. Other topics often chosen in early childhood classrooms such as the rain forest or animals of the Arctic polar bears and penguins may be based in appropriate concepts habitat, physical characteristics, and adaptation of animals, but these too lack the possibility for direct engagement. Topics such as these need not be excluded. They can be the subject of important dramatic play, elaborate discussion, and exploration using books and other secondary sources. The problem arises when they take time away from or substitute for inquiry-based science experiences. Such an experience provides a base from which children will gradually develop an understanding of adaptation and evolution. Working with balls on ramps is yet another example where skillfully guided experiences build a foundation for later understanding of forces and motion. A third criterion is that the focus of science be on concepts that are developmentally appropriate and can be explored from multiple perspectives, in depth, and over time. When children have many and varied opportunities to explore a phenomenon, they come to the final stages of inquiry with a rich set of experiences on which to base their reflections, their search for patterns and relationships, and their developing theories. This might be followed by observing their own movement and that of other familiar animals and a continuing discussion about similarities and differences and how movement relates to where an animal lives and how it gets its food. In contrast to this depth and breadth are experiences with phenomena such as magnets that are very engaging, but once children have noted what they do, there is little else to explore. Equally important, the third criterion is that the phenomena, concepts, and topics must be engaging and interesting to the children AND their teachers. While not a criterion for the selection of content for an individual unit, across a year, the science program should reflect a balance of life and physical science. For many reasons, teachers are more

comfortable with the life sciences and steer away from physical science. This leaves out explorations of deep interest to children and deprives them of the challenges and excitement of experimentation. Inquiry into life science is different from inquiry into physical science, the former being more observational, taking place slowly over time. Inquiry in the physical sciences is more experimental with immediate results. Both are important, so it is balance that is important in an early childhood science program. The Classroom January Water tables continue to be one of the favorite centers in the room. I love seeing how engaged the kids become filling cups, emptying cups, moving water from one compartment in the water table to another. It was too cold for the kids to go outside today, so the kids in my small group did a clay project instead. The theme for the project was making things that can hold water. Tonya made a pot. Alex made a vase. Sam made a bowl. Ben made a pancake, then rolled it up. And suddenly, all the kids were making pipes! The kids in my small group asked if they could keep making clay pipes today, so we did. They can really imagine how the water is going to move. Later Sam and Ben worked on making a long pipe. They wanted water to come out of both ends at once, so Sam suggested cutting a hole in the middle of the top so that they can add another pipe there. I asked him where that idea came from. During free choice, the kids continue to spend lots of time at the water table—using the tubes and T-connectors, exploring how water goes up and down and around the water wire wall. At the same time, their work on Water Town feeds their work at the water table. It is co-constructed by the child and the teacher. The phenomena and the basic concepts are determined by the teacher, perhaps because of an interest she has observed in the classroom, but this need not be the case. Once a phenomenon is introduced and children begin their explorations, their questions may guide much of what follows. But the idea of pipes and Water Town clearly belonged to the children. Materials for Science The selection of and access to materials are critical to science. It is through the materials that children confront and manipulate the phenomenon in question. To the extent possible, the materials must be open ended, transparent, and selected because they allow children to focus on important aspects of the phenomenon. This is in contrast to materials that by their appearance and the ways in which they can be manipulated guide what children do and think. One example of the difference is the prefabricated marble run. Rather than creating their own roadway for marbles and struggling to make it work, the marble run has done the thinking for the children. All they need to do is drop the marble in and watch it roll. This is very different from using blocks and some form of gutter materials where they need to grapple with the slope, the corners, the intersection of the parts, and solve the problem of getting the marble to reach their finish line. The materials themselves are open ended, and the movement of water visible. A third example is the use of multiple kinds of blocks and construction materials when investigating structures. In such an investigation, Legos might be temporarily removed because the fact that they snap together reduces the challenge of building towers and walls and thus reduces the focus on the forces at work. Time and Space for Science Good science investigations take place over extended time, both short term and long term. Engaged children may stay with something for significant periods of time, and some children may need time to get involved. The typical schedule in the classrooms of young children often militates against inquiry-based science learning. Short or minute activity or choice times allow children to start but not continue their work. In addition, if science work is episodic and not available regularly during the week, continuity is lost and the opportunity to draw conclusions reduced. Science also needs to be talked about and documented. This, too, takes time. If children are to engage with phenomena in many different ways, activity may need to be spread out in the classroom and outdoors. Building structures may happen in the block area, on table tops, in the sand table. Germinating seeds need to be put somewhere, as do plants that are growing in other ways and interesting collections from outdoors. An investigation of shadows might include a shadow puppet theater, a darkened alcove for playing with flashlights, and a lamp and screen to explore shapes. The implication of this need for space and time is that focusing on a science study may require that other things be set aside or changed. The morning circle routine might become a science talk a couple of time a week. The dramatic play corner might be a shadow puppet theater, and the water table might be closed to dish washing and baby doll bathing. Discussion and Representation in Science Discussion and representation are both critical to science learning and an important part of the inquiry process and the development of science reasoning. Both in small groups and in large ones, discussion encourages children to think about what

they have experienced, listen to the experiences of others, and reflect on their ideas. Similarly, representation using a variety of media—including drawing, writing, and collage—encourages children to observe closely and reflect on their experiences over time as well as build vocabulary and language structures. I want to highlight just one of these—pedagogical science knowledge. In the study of snails, described earlier, the children were interested in lots of things—whether snails liked each other, how they had babies, how they got in their shells. In the notes, we see the teacher picking up on one of those interests and a basic characteristic of animal behavior and adaptation—how they move. Science activities often are seen as vehicles for the development of vocabulary and skills such as small motor coordination, counting, and color and shape recognition. These activities are not parts of long-term explorations or sequenced into projects focused on the science concepts and emphasizing the processes of scientific inquiry. This is exacerbated when teachers are uncomfortable with science, have little science background, and lack confidence in their abilities to teach science to children. Instead, the increasing concern about reading has reinforced the almost singular focus on learning basic skills of literacy, numeracy, and socialization. The exploration of the natural world is the stuff of childhood. Science, when viewed as a process of constructing understanding and developing ideas, is a natural focus in the early childhood program. It also is a context in which children can develop and practice many basic skills of literacy and mathematics. Finally, science is a collaborative endeavor in which working together and discussing ideas are central to the practice.

### 6: Sensory Play Activities for Babies | Growing A Jeweled Rose

*Excursions to places of geographical importance should be arranged to explain to students the need and importance of locality and regions of the country and their valuable contribution in national as well as international interests, with special reference to its impact on trade, commerce and industry of the country.*

Science is not just for college chemistry courses or the high school student taking biology. Preschoolers, like their much older counterparts, are quite competent to understand scientific concepts and develop scientific thinking. Building Foundations Teaching a child science topics at a young age during preschool can help to build a lifelong interest in the subject. Additionally, early science experiences can set a child up for school success by fostering positive attitudes toward learning. The foundational science skills that a preschool teacher imparts to the young child can help that student to think critically, problem solve and better understand the world around her. More specific concepts such as learning about animals, plants, weather and the physical world are also important components to the early science education that can benefit the child later in life. Literacy Development Reading books is not the only preschool activity that encourages language and literacy development. Any lesson or project that relies on the use of verbal and written language can benefit this important area of academic growth. Group science experiments and projects invite discussion, which helps to increase positive language use. Making predictions, observations or coming up with conclusions provides young children with the opportunity to use critical thinking skills and verbalize what they mentally reason. In conjunction with class discussions, appropriate vocabulary use through science lessons also plays a pivotal role in increasing early literacy development. Teachers who use scientific vocabulary words such as microscope, life cycle, species or habitat help preschoolers to build new language skills to use in later schooling and beyond. Other curricular or content areas can easily tie to scientific concepts and learning. From art to math and even social studies, science is a vital link in connecting the preschool curriculum. For example, preschool teachers can extend a science lesson on arctic animals to include creating polar bear puppets in art, reading arctic temperatures on a thermometer i. Exploration and Behavior Young children are naturally curious about the world around them. Teaching science to preschoolers can enhance this interest and help little ones to learn to explore their environment. Hands-on science activities, experiments and projects allow the preschooler to make discoveries about natural phenomena, the outdoors and other scientific concepts. By engaging the young child in science exploration activities the preschool teacher can help young children to focus on the discovery process and possibly even decrease unwanted behaviors. For example, inviting a disruptive or rambunctious preschooler to explore the science of color through a paint mixing experiment can redirect negative actions. Science at the Center of the Integrated Curriculum About the Author Based in Pittsburgh, Erica Loop has been writing education, child development and parenting articles since

### 7: Helping students understand the importance of science and technology

*The EU-funded project ECB ('European Coordinating Body in Science, Technology, Engineering and Maths Education') is addressing the current need to increase pupils' interest in, and understanding.*

By Elisabeth Pain May. But too much career anxiety can backfire, put young scientists at risk of losing the fun of science, and harm their chances of success. Here, Science Careers passes on some of the advice that Echenique gave during his talk. The most important things, he said, are to cultivate your scientific curiosity, take pride in doing things well, and nurture great but realistic ambitions. When deciding where to do your Ph. You can ensure, though, that the project you choose is significant and can be finished in a reasonable time. Use the early years of your career to learn as many techniques as you can; they will help you tackle an array of problems in the future. Also make sure that you learn the basic concepts in relevant disciplines, but always with a critical mind and without trying to know it all. It is important to bring a fresh perspective, he added. Expose yourself to other ways of learning, thinking, and doing by exchanging ideas with peers and colleagues, gaining experience abroad, and creating a network of smart friends, Echenique said. Yet it is important to go to as many seminars as you can, Echenique said. I have the tools to tackle this problem. It will make you a better researcher. Show interest in the work of your colleagues: While your years as a Ph. Take time to relax now and then, and attend the tea and coffee breaks at work. Those breaks give you opportunities for informal exchanges with other researchers that can prove very productive. Establish a name for yourself. Young scientists must start making a mark in their field, and many attempt to do so by joining a laboratory that is led by a famous researcher or frequently publishes in high-impact journals. Your research effort must be balanced, though, with an ability to sell your ideas and secure credit where credit is due, he added. Hone your communication skills. Communication is also really important, Echenique said. While quality is much more important than quantity, keep in mind that there is a minimal amount of novel information that is necessary to publish a new paper. In spite of all the pressure and anxiety about securing a permanent, independent position, never lose sight of your primary driver, the thing that really got you into science. The aim of a scientist is to advance knowledge and bring something new. So be willing to take risks, he added, and regard each errant step you may take as a step closer to the truth.

## 8: The Importance Of Learning Shapes In Preschool | Cedarwood School

*Excursions facilitate a multifaceted perception of the world. A child sees what adults are occupied with and imagines how in the future he will also take part in productive, mental, moral, physical, and social processes by participating in them.*

The resounding answer is, YES! What may be a never-ending supply of trivial questions may, in fact, be a complex science investigation. Those who work with young children have the unique opportunity to facilitate powerful learning experiences and inspire deeper investigations that will validate and empower children to learn. Hands-on science activities and investigations are essential components of any early childhood setting, and they help lay the foundation for life-long learning and healthy development. The brain is a pattern-seeking machine, and science is the quest to recognize and classify naturally occurring patterns. Children are naturally equipped to learn through observation and investigations. Every experience, every word, every toy deeply impacts her understanding of her world and the connections she makes. Every time the child repeats a task or a skill that particular neural pathway is reinforced and strengthened. Providing varied and multiple opportunities for a child to use what she has just learned are important ways to help build efficient connections in the brain. In early childhood it is equally important that science activities be hands-on, child-driven, authentic, and active. Developmentally, young children learn and understand best from what they can see, touch, feel, and manipulate. Providing safe, readily available materials that children can experiment with is one of the most important steps towards effective hands-on science investigations. Another way to explore science concepts is with informational books and stories infused with science concepts like weather, water, animals, etc. Science activities and investigations are also a great way to build oral vocabulary, develop reading readiness, and fuel literacy development. Basic Science Concepts and Application Science is not just a set of facts that have already been discovered by others; it is a process – a way of thinking and understanding the world. It is observing, predicting what might happen, testing those predictions, and making sense of observations. As children are exploring the scientific process, teachers can pose open-ended questions that may spark more questions or a new direction to explore. Allowing and encouraging young children to explore the scientific process – rather than only using direct instruction that emphasizes science facts and prescriptive experiments – will promote the development of thinking skills such as organizing and classifying, problem solving, reasoning, and logic. Here is one way to explore the scientific method with young children in a fun and effective way. Grow a Garden There are many different ways to grow a garden no matter where you are located. Here are a few ideas to give children hands-on experiences and opportunities to use the scientific method. To begin, find either a garden plot or provide containers such as:

### 9: Earlychildhood NEWS - Article Reading Center

*Historical excursions are important because they make the lesson intriguing reason being they add vigour; they let the learners to experience or see places where history was made.*

Some of the important advantage of excursions is as under: The Requisites of Travels and Excursions While taking out the students for travels and excursions the teacher should keep the following points in mind. It can be done easily if the teacher continues to direct students properly and provide them an opportunity to see things in the proper perspective. If the students get interested in their observation they shall not be undisciplined. For this they should be lodged properly and given proper food. If the students are not physically comfortable their mind shall not work properly and it shall not be possible for them to acquire knowledge in the proper manner. He should explain the importance of each and everything that the students have seen. He may also explain which things are used for map drawing and which things are useful for charts etc.

Organisation of Excursions For organisation of successful excursion the following points are kept in mind: The excursion should be carefully planned and well in time. Such planning is done by teacher-in-charge with active participation of students. It is worth consideration that the journey is not too long, tiresome etc. A list of items to be carried by each student be got typed and distributed amongst the students. A broad programme of excursion is also included in it. Proper accounts are maintained for the expenses incurred during excursions. Every excursion should have a definite follow up programme. Proper evaluation is made at the end of each excursion.

Some Suggested Excursions a Excursions to Industrial Centres Inspite of his best efforts even the best teacher will find it quite difficult to explain in detail the actual working of various industries in India. It will be quite useful and will benefit the students and enrich their experiences about working of industries in India. In this regard Prof. Macnee has rightly remarked: No amount of reading from books can make up for a practical knowledge gained by looking at the earth which the child is studying. It follows that from the very early stages expedition should form part of the Geography course. In the lower schools there is usually plenty of time and many simple excursions can be made. Such an excursion will help the students to get an idea of the exact location of dams, projects, industries, ports and harbours etc. Planetariums such as Birla Planetarium at Calcutta provide good knowledge about heavenly bodies like the sun, the moon and other planets. Such knowledge is more stable and permanent.

Frost resistance of concrete An introduction to the technology of pottery THE BEST AMERICAN EROTICA 2002 Metallica Complete Lyrics Turkish challenge Reel 777. Pulaski (E.Ds 100-23 to 100-30), Russell, Trimble, Scott, Simpson Theodora Goss Joe Hill Secret World of Bears (The Secret World of) Setting up and using a desktop PC Blinded (Dr. Alan Gregory Novels) Internet scavenger hunt worksheet Rise of the labor movement in Ceylon. Pt. 7. Engaging in S&M sexual practices. The pleasure of pain Marianne Apostolides. Sexual spanking Rebec The economic approach to human behavior Chapter 3 research methodology sample Now heaven in fullest glory shone (Aria : Raphael) Flower Portraits Birthday Book Add-and-lambda II: eliminating busy waits. Research methods in education an introduction william wiersma My Love Unleashed Swan lake piano notes Roger Fry, art and life La Senora Dalloway Mrs. Dalloway Being Religious Interreligiously Painting landscapes in watercolors The beginning entrepreneur Letters from the Pacific slope Talking with the adolescent about masturbation The Writings of Abraham Lincoln; Volume 3 Jeff Duntemanns Drive-By Wi-Fi Guide The axiomatic tradition in 17th century mechanics Domenico Bertoloni Meli Uncle Scrooge. Being good for goodness sake Martial arts families Sap hana cookbook Classification of matter chemistry Mormon battalion history, by D. Tyler. My Body Is Private (Albert Whitman Prairie Books) A Complete and revised edition of the debate on the Jesuits Estates Act Sharepoint 2010 icon not showing in ument library Turkish foreign policy during the Gulf War of 1990-1991