

₹ 100

ISSN - 2249-555X

Volume : 1 Issue : 4 January 2012



Journal for All Subjects

www.ijar.in

Listed in International ISSN Directory, Paris.



ISSN - 2249-555X

Indian Journal of Applied Research

Journal for All Subjects

Editor-In-Chief

Dr A Kumar

Director, College Development Council (CDC)
Director, Internal Quality Assurance Cell (IQAC)
Professor in Management,
Department of Business Administration, Faculty of Management,
Bhavnagar University,

Editorial Advisory Board

Dr. S. N. Pathan
Maharashtra

Dr. SM. Ramasamy
Gandhigram

Dr. M. M. Goel
Kurukshetra

Dr. S. Ramesh
Tamil Nadu

Dr Ramesh Kumar Miryala
Nalgonda.

Dr. B. Rajasekaran
Tirunelveli

Dr. A. R. Saravankumar
Tamilnadu

Dr. Roy M. Thomas
Cochin

Dr. G. Selvakumar
Salem

Dr. Apurba Ratan Ghosh
Burdwan

Dr. Shrawan K Sharma
Uttarakhand

Dr. Sudhanshu Joshi
Uttarakhand

Prof. (Dr.) B Anandampilai
Pudhukottai

Advertisement Details

Position	B/W (Single Color)	Fore Color
Full Inside Cover	₹ 6000	₹ 12500
Full Page (Inside)	₹ 5000	-

Subscription Details

Period	Rate	Discount	Amount Payable
One Year (12 Issues)	₹ 2400	Nil	₹ 2400
Two Year (24 issues)	₹ 4800	₹ 200	₹ 4600
Three Year (36 issues)	₹ 7200	₹ 300	₹ 6900
Five Year (60 issues)	₹ 12000	₹ 600	₹ 11400

You can download the Advertisement / Subscription Form from website www.ijar.in. You will require to print the form. Please fill the form completely and send it to the **Editor, INDIAN JOURNAL OF APPLIED RESEARCH** along with the payment in the form of Demand Draft/Cheque at Par drawn in favour of **INDIAN JOURNAL OF APPLIED RESEARCH** payable at Ahmedabad.

1. Thoughts, language vision and example in published research paper are entirely of author of research paper. It is not necessary that both editor and editorial board are satisfied by the research paper. The responsibility of the matter of research paper/article is entirely of author.
2. Editing of the Indian Journal of Applied Research is processed without any remittance. The selection and publication is done after recommendations of atleast two subject expert referees.
3. In any condition if any National/International University denies accepting the research paper published in IJAR, then it is not the responsibility of Editor, Publisher and Management.
4. Only the first author is entitle to receive the copies of all co-authors
5. Before re-use of published research paper in any manner, it is compulsory to take written permission from the Editor-IJAR, unless it will be assumed as disobedience of copyright rules.
5. All the legal undertaking related to Indian Journal of Applied Research is subject to Ahmedabad Jurisdiction.
7. The research journal will be send by normal post. If the journal is not received by the author of research papers then it will not be the responsibility of the Editor and publisher. The amount for registered post should be borne by author of the research paper in case of second copy of the journal.

Editor,

Indian Journal Of Applied Research

8-A, Banans, Opp. SLU Girls College, New Congres Bhavan, Paldi,
Ahmedabad-380006, Gujarat, INDIA

Contact.: +91-9824097643 E-mail : editor@ijar.in

INDEX

Sr. No	Title	Author	Subject	Page. No.
1.	Statistical Optimization Of Ferulic Acid Esterase Production In Aspergillus Niger Isolate Using Response Surface Methodology	Balljinder Kaur , Neena Garg	Biotechnology	1-6
2.	Development Of Forest Area In Tropics: The Urgency Of People's Participation In The Indian Context	Dr. M. P. Naik	Commerce	7-8
3.	Opportunity For International Corporations At Bop Segments Of Emerging Markets (Focus : India)	Bhudhar Ranjan Chatterjee , Sukanya Chatterjee.	Commerce	9-11
4.	Retail Trade	Viram. J. Vala , Dr. (Prof.) Vijay Kumar Soni	Commerce	12-15
5.	Determinants Of Market Value Added Some Empirical Evidence From Indian Automobile Industry	Dr. A. Vijayakumar	Commerce	16-20
6.	The Welfare Facilities Available To The Workers In Paper Mills In Madurai	Dr. M. Sumathy , A. Vijayalekshmi	Commerce	21-24
7.	Green Marketing - New Hopes And Challenges	Dr. Prashant M. Joshi	Commerce	25-27
8.	A Study On Employee Welfare Measures In Maharashtra State Transport Corporation With Special Reference To Kolhapur District.	Dr. H. M. Thakar , Prof. Urmila Kisan Dubal	Commerce	28-30
9.	Business Environment In South Korea An International Perspective	Dr. M. Kamalun Nabi , Dr. M. Saeed	Commerce	31-35
10.	Market Timing - Implications Of Market Valuation On Share Issues By Indian Companies	L. Ganesamoorthy , Dr. H. Shankar	Commerce	36-38
11.	The Conceptual Framework Of Corporate Social Accounting	Rechanna , Dr. B. Mahadevappa	Commerce	39-50
12.	Labour Welfare Measures And The Extent Of Satisfaction Of Tirupur Garment Employees	Mr. S. Hariharan , Mr. N. Selvakumar, Dr .H. Balakrishnan	Commerce	51-53
13.	Mahila Savstha Aur Jacha-Bacha Ko Bachane Ko Chunoti	Dr. Anup Chaturvedi	Community Science	54-55
14.	Mapping Of Existing Waste Dumping Sites And Newly Proposed Waste Dumping Sites In And Around Chitradurga Taluk, Karnataka State, Using Remote Sensing And GIS Techniques.	Sunil Kumar R. K Chinnaiiah , Suresh Kumar B.V	Earth Science	56-58
15.	A Role Of Municipal Council And Corporation Of Financial Problems In Nanded District (Maharashtra)	Dr. A. S. Pawar	Economics	59
16.	Impact Of Institutional Credit On Weaker Section In Akola District	Dr. Devyanee K Nemade, Dr. Vanita K Khobarkar	Economics	60-62
17.	Right To Education In India	Dr. Pawar A. S.	Economics	63-65
18.	Gramin Ayam Adivasi Mahilo Ke Arthik Shakti : Sukhma Virti (Adipur Jila Ke Gramin Ayam Adivasi Mahilao Ka Ek Ayaktik Adhiyan Shobha Gupta	Shobha Gupta	Economics	66-67

19.	Knowledge On Food Security Education Among Higher Secondary Students	Dr. P. Paul Devanesan , Dr. A. Selvan	Education	68-69
20.	Family Environment As A Determinant of Academic Anxiety And Academic Achievement	Dr. RajKumari Kalra , Ms. Preeti Manani	Education	70-71
21.	Awareness On Man-Made Disaster In Environmental Education Among High School Students	Dr. A. Selvan , Dr. P. Paul Devanesan	Education	72-73
22.	Teaching Strategies For Simplifying Fractions In Mathematics	M. Kavitha , Dr. A R. Saravanakumar	Education	74-76
23.	Mahatma Gandhi National Rural Employment Guarantee Scheme (MGNREGA): A Boon to Tribal Women	Dr. Sherly Thomas	Education	77-78
24.	Sports as a Tool for Interest Oriented Learning	E. Baby Sumanna	Education	79-80
25.	Balanced Scorecard for Higher Education	Jyoti D Joshi	Education	81-83
26.	A Study Of The Interactive Influence Of CAI Package On Academic Achievement	Kunal D. Jadhav	Education	84-85
27.	Reduction Of Fault Current Using SFCL At The Suitable Location In The Smartgrid	Pudi Sekhar , K .Venkateswara Rao , M. Ebraheem , P. Nageswara Rao	Electronics	86-88
28.	HRD Climate in Private Manufacturing Sector: An Appraisal	Dr. Sukhwinder Singh Jolly	Engineering	89-90
29.	Wireless Speed Measurement And Control Of Universal Motor	G. Prasad , G. Ramya Swathi, Dr. P. V. N. Prasad , A. Muneiah	Engineering	91-94
30.	Design Of Decentralized Load-Frequency Controller For Deregulated Hydro-Thermal Power Systems With Non-Linearities	M. Vinothkumar , Dr. C. Kumar , Dr. S. Velusami	Engineering	95-99
31.	Optimization Of Process Parameters For Gas Tungsten Arc Welding Aluminum Alloy A6061 By Taguchi Method	P. Hema , K. Allama Prabhu , Prof. K. Ravindranath	Engineering	100-103
32.	Numerical Approach To Predict The Thermal Performance Of Parallel And Counter Flow Packed Bed Solar Air Heaters	Satyender Singha , Prashant Dhiman , Ritika Kondal	Engineering	104-108
33.	Institute For Entrepreneurship Development Amongst Farmers- Especially Small And Marginal Land Holders.	Sweta Sanjog Metha	Entrepreneurship Development	109-111
34.	Phytoplankton Diversity From Godavari River Water (Maharashtra)	Satish.S.Patil , Ishwar.B.Ghorade	Environmental Science	11-114
35.	Nutrient Adequacy Among Selected Tribal Adolescent Girls Of Kattunayakan Tribes In Tamil Nadu	Somishon Keishing , Saranya .R	Home Science	115-116
36.	Vaigyanic Sacharata Aur Arthik- Samajik Vikas	Dr. Sudobh Kumar	Humanities	117-118
37.	E-Pharmacy In India For Reducing Inter-State Accessibility Dispersion	Satinder Bhatia	Information Technology	119-121
38.	Impact Of Intermediaries' Service Delivery In Insurance Sector	Dr. P. Anbuoli , R. Meikanda Ganesh Kumar	Insurance Sector	122-124

39.	Fate And Human Endeavour In The Mahabharata	Dr Maneeta Kahlon	Literature	125-127
40.	Facets of Hunger in Bhabani Bhattacharya's So Many Hungers and Kamala Markandaya's Nectar in a Sieve	Dr. Paramleen Kaur Syali , Ruchee Aggarwal	Literature	128-129
41.	Business Financial Strategy In Small And Medium Scale Brick Industries In Kolar District, Karnataka State.	Muninarayanappa , Dr. S. Muralidhar	Management	130-132
42.	A Study On Brand Equity Analysis Foreign Global Brands Vs Domestic Popular Brands Of Adult Consumer's Perspective In Coimbatore City	A.Pughazhendi , S. Susendiran , R. Thirunavukkarasu	Management	133-135
43.	Comparative Analysis of Cellular Phone Usage Outline of Undergraduate Students.	Atul Patel	Management	136-138
44.	A Study On Management Practices Of Entrepreneurs In Informal Sector	Dr. P. Vikkraman , Mr. S. Baskaran	Management	139-142
45.	E-commerce: Emerging Channel for Marketing in India	Dr Mahalaxmi Krishnan	Management	143-144
46.	The Role Of Educational Institutions In Imparting Entrepreneurship Qualities Among Student Community	Dr. N. Ramanjaneyalu	Management	145-147
47.	Impulsive buying and In-store shopping environment	Dr. Surekha Rana , Jyoti Tirthani	Management	148-149
48.	A Study On Management Practices Of Entrepreneurs In Informal Sector	Dr. P. Vikkraman , S. Baskaran	Management	150-153
49.	Risk Management Processes And Techniques For Resolving Customer - Supplier Relationship Issues	Pramod Kumar , Prof (Dr.) S.L.Gupta	Management	154-160
50.	Risk Management Processes & Techniques For The Successful Delivery Of Web Based Software Projects	Pramod Kumar , Prof (Dr.) S. L. Gupta	Management	161-166
51.	Effect Of Brand Equity On Consumer Purchasing Behaviour On Car: Evidence From Car Owners In Madurai District	R. Suganya	Management	167-169
52.	Relationship Management Model For Global It Industry.	Rishi Mohan Bhatnagar , Prof (Dr.) S. L. Gupta	Management	170-173
53.	It's A Myth That Kirana Stores Will Be Wiped Out If FDI Is Allowed In Multi Brand Retail Sector In India	Shweta Patel , M R Brahmachari	Management	174-176
54.	Learning Organization	Sitheswaran K , Dr. K. Balanaga Gurunathan	Management	177-178
55.	Behavior Management: A Ready-made Soup For Indian Managers	Winnie Jasraj Joshi	Management	179-180
56.	Customer Relationship Management In Public Sector Banks	Dr. P. Anbuoli , T. R. Thiruvén Kat Raj	Marketing	181-182
57.	Nifedipine Compared With Isoxuprine In Treatment Of Preterm Labor	Dr. Santosh Khajotia	Medical Science	183-184

58.	Single Intraoperative Dose of Tranexamic Acid In Orthopedic Surgery (A Study of Bipolar Modular Prosthesis and Dynamic Hip Screw fixation)	Dr. B. L. Khajotia , Dr. S. K. Agarwal, Dr. Prasant Gadwal	Medical Science	185-187
59.	MVA - A Simple & Safe Surgical Procedure For First Trimester Abortion / Medical Termination Of Pregnancy (MTP)	Dr. Priyamvada Shah , Dr. Sameer Darawade	Medical Science	188-190
60.	Pneumococcal Septic Arthritis in an Infant A Case Report	Dr. Vrishali A Muley , Dr. Dnyaneshwari P Ghadage, . Dr. Arvind V Bhore	Medical Science	191-192
61.	A Clear CSF may not be a Normal CSF A Case Report	Dr. Dnyaneshwari P Ghadage , Dr. Vrishali A. Muley , Dr. Arvind V. Bhore	Medical Science	193-194
62.	Neurectomy For Tic How Much Reliable?	Dr. Monali H. Ghodke , Dr. Seemit V. Shah , Dr. Smita A. Kamtane	Medical Science	195-198
63.	To Assess Acceptability Of Female Condom As A Method Of Temporary Contraception Among Indian Women	Dr Priyanka Shekhawat , Dr. Col (Retd) Gulab Singh, Dr Vidula Kulkarni Joshi	Medical Science	199-200
64.	A Study To Evaluate The Efficacy Of Teaching Intervention On Reduction Of Pediatric Immunization Pain Among Nursing Students	Dr. Ramachandra , Dr. S. Valliammal, Mr. Raja Sudhakar	Nursing	201-202
65.	Screening Of Antenatal Patients For Thalassemia	Dr Mukta Rayate , Dr Durga Karne , Dr Shilpa Bhat, Dr Hemant Damle , Dr Sameer Darawade, Varsha Gogavale	Obstetrics & Gynaecology	203-204
66.	Reservoir Rock Quality of the Lakadong Member in the Eastern Part of Upper Assam Basin, India	Dr. Pradip Borgohain	Petroleum Geology	205-207
67.	Study Of Refractive Index And Excess Parameters For Different Liquid Mixtures At Different Temperatures	Sheeraz Akbar , Mahendra Kumar	Physics	208-210
68.	Refractometric And Excess Parameter Study For Liquid Mixtures Containing High Order Alkanes (C17) And 1-alkanols At Different Temperatures	Sheeraz Akbar , Mahendra Kumar	Physics	211-213
69.	Assessment Of Knowledge About Health Services Available At Subcentre Level Among Village Inhabitants	Balpreet Singh , Jayanti Dutta	Public Health	214-215
70.	Effect Of Yogic, Aerobic And Laughter Exercises On Body Composition (An experimental study)	Dr. Manjappa. P. , Dr. Shivarama Reddy. M	Sports	216-220
71.	Age At Menarche In Physically Active And Non Active Urban Girls Of Patiala District	Jyoti Sharma , Dr. Ajita	Sports Science	221-222
72.	Use Of Ranks For Analysis Of Groups Of Experiments	Dr. Vanita K Khobarkar , Dr. S. W. Jahagirdar, Dr. N. A. Chaube	Statistics	223-225



Teaching Strategies For Simplifying Fractions In Mathematics

* M. Kavitha **Dr. A R. Saravanakumar

* Ph.D. Scholar, Department of Education, Alagappa University, Karaikudi

** Assistant Professor in Education, DDE, Alagappa University, Karaikudi.

ABSTRACT

Teaching mathematics is a lot of importance in shaping the career of students and at the same time, it is a dreaded subject for the student community. However, the middle school math activities can help to build a strong foundation, which will make the further path easy for the students. Mathematically, fraction means a part of a whole number. Fractions are exhibited in the form of a numerator and a denominator. There are some simple tricks we need to keep in mind to learn how to simplify fractions. For most math lovers simplifying fractions is like a child's play. A better way is to make kids do lots of problems with fraction manipulatives and draw fraction pictures for problems. In this way, this research paper highlights the simple strategies one needs to apply while simplifying fractions.

Keywords : Fractions, Numerator, Denominator, Adding

Introduction

Numbers & letters are the two eyes of living kind" says Thirukkural. Of these 2 numbers are considered as the basis of science. In the development of science, first we should know about the properties & operations on numbers which are very important in our daily life. The world of today, which learn more & more heavily on science & technology, demands more & more mathematical knowledge on the part of more & more people. And the world of tomorrow will make still greater demands on a person to be well educated in the technological society of today, and as such he / she should have some degree of mathematical literacy.

Fractions are an integral part of mathematics. There are some simple tricks we need to keep in mind to learn how to simplify fractions. For most math lovers simplifying fractions is like a child's play. But for most of us, it can be like learning a completely new language. Fractions are notorious for being complicated and extremely confusing. But, fractions are not invincible. There is a key to cross the maze of fractions. First need to comprehend the basics of fractions, which is generally week in many of us. This is the main cause of the struggle with fractions. We also need to acknowledge the significance of the fraction, and at the same time induce confidence that even fractions can be manipulated.

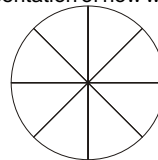
By a fractional number or a fraction, we mean a part of a whole number, fractions arise naturally, from a number of life situations. Suppose a family has 3 children and a cake is ordered. Each child then gets 1/3 of the cake, when the cake is shared equally among the children. Again assume that a question paper is to be answered in two hours. If there are 8 questions, how much time will you get to answer each question? Exactly 2/8 hours, this way the need for fractions such as 1/3, 2/8 arises in a number of life situations.

What are Fractions?

A fraction (from Latin: fractus, "broken") represents a part of a

whole or, more generally, any number of equal parts. When spoken in everyday English, we specify how many parts of a certain size there are, for example, one-half, five-eighths and three-quarters.

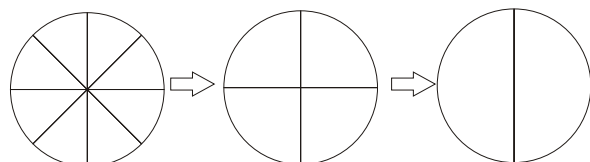
The word "fraction" literally means a part. So mathematically, fraction means a part of a whole number. Fractions are exhibited in the form of a numerator and a denominator. Let us take the example of a pizza shows below. Say, if we cut it into 8 equal pieces, and if you take 4 pieces out of it, then we need to find the portion of the entire pizza that you have. In math terms, it is known as fraction of pizza owned by you. Here is a pictorial representation of how we denote a fraction.



Fraction owned = 4/8

How to Simplify Fractions?

For example, we will say that we have 4/8 part of the pizza. But, someone might say half (1/2) of the pizza. That is the simplified form of the fraction 4/8. The image A shows 4 out of the eight parts that you have. Then we divide both numerator and denominator by 2 each, so that, we have the image B and then we repeat the procedure of dividing by 2 and get 1/2.



$$\frac{4}{8} \div \frac{2}{2} = \frac{2}{4} \div \frac{2}{2} = \frac{1}{2}$$

So, now we can clearly define What is simplification of fraction. Simplifying fractions means reducing the fraction to a form as simple as possible. Till now we were talking about proper fractions, but how to simplify improper fractions? In improper fractions, the numerator is greater than the denominator. That doesn't make any difference. Just use the same technique to simply improper fractions. Use the same method to know how to simplify fractions with exponents. Here's the simple strategies one who needs to apply while simplifying fractions

- Determine a common factor between the numerator and denominator. Now, a common factor is the number that can be used to divide both numbers to get two whole numbers. In the above example, 2 was the common factor of 4 and 8.
- After this divide the numerator and denominator by the common factor.
- Just keep repeating this process until there exist no common factors between the numerator and denominator
- The fraction is simplified when no more common factors exist.

Adding Fractions

Every fraction has a numerator and a denominator. Numerator signifies the part of the whole entity whereas denominator indicates the whole total. So when we are given two fractions to add, there are three possibilities. They can be fractions with different numerators and same denominators, same numerators and different denominators or different numerators and different denominators. Not to miss on a very important point, remember that only if the numerator is equal to or less than the denominator, it is called a proper fraction, else the fraction is known as an improper fraction.

a) Add Fractions with Same Denominators

When we have two fractions with same denominators, check whether they are proper fractions first. If they are, add the numerators and the result will be a fraction too. If the fractions to be added are improper fractions, then we may have to simplify the fraction.

Example

$$\begin{array}{r} 1 \quad 4 \\ \text{---} + \text{---} = \text{---} \quad (\text{Proper fraction}) \\ 7 \quad 7 \quad 7 \\ 10 \quad 20 \quad 30 \quad 10 \\ \text{---} + \text{---} = \text{---} \sim \text{---} \quad (\text{Improper fraction}) \\ 9 \quad 9 \quad 9 \quad 3 \\ \quad \quad \quad 1 \\ \sim 3 \text{ ---} \quad (\text{Mixed number}) \\ \quad \quad \quad 3 \end{array}$$

b) Add Fractions with Different Denominators

When there are different denominators for the fractions, then first find out a least common denominator (LCD), which is divisible by both the denominators.

Example 1 : 4/9 + 4/8

How do you find an LCD for these denominators? Very simple! Multiples of 9 are 9, 18, 27, 36, 45, 54, 63, 72, 81 and multiples of 8 are 8, 16, 24, 32, 40, 48, 56, 64, 72, Here the least common divisor for both is 72. Multiply the respective numerators with the multiplicands to get the appropriate fractions. For the first fraction 4/9, the multiplicand is 8 which needs to be multiplied by both numerators and denominators. For the second fraction 4/8, the multiplicand is 9. So 4/9 will be written as (4 x 8)/(9 x 8) and 4/8 will be written as (4 x 9)/(8 x 9).

$$\begin{array}{r} 4/9 + 4/8 = 32/72 + 36/72 = 68/72 \\ \sim 17/18 \quad (\text{Improper fraction}) \\ \quad \quad \quad 4 \\ \sim 1 \text{ ---} \quad (\text{Mixed number}) \\ \quad \quad \quad 18 \end{array}$$

Example 2 : 1/3 + 1/6

In these fractions, 3 and 6 have a common divisor 6. Also 6 happens to be the least common denominator.

$$\begin{array}{r} 1/3 + 1/6 = (1 \times 2)/(3 \times 2) + (1 \times 1)/(6 \times 1) \\ = 2/6 + 1/6 = 3/6 = 1/2 \end{array}$$

Hence, we must have understood how to add fractions with same and different denominators.

c) Add fractions with different denominators and numerators
Now when we are given a pair of fractions with different numerators and different denominators, adding is comparatively complex than the above cases. But the rule of LCD remains the same. Let us see one example.

Example : 3/5 + 5/6

The common LCD for these denominators is 30. In cases where denominators are such that either of them is not divisible by the other, then multiply the denominators and you get the LCD which will serve as the common denominator. This method is also known as the cross multiplication method. In this case, it is 5 x 6 = 30

$$\begin{array}{r} 3/5 + 5/6 = (3 \times 6)/(5 \times 6) + (5 \times 5)/(6 \times 5) \\ = 18/30 + 25/30 \\ = 43/30 \quad (\text{Improper fraction}) \\ \quad \quad \quad 13 \\ \sim 1 \text{ ---} \quad (\text{Mixed number}) \\ \quad \quad \quad 30 \end{array}$$

So with the above stated examples and explanation, hope we have understood how to simplify add fractions. The thumb rule are must remember when adding fractions with different denominators is that the denominators must be same.

Teaching Method of Fractions

Fraction math can then become blind following of the rules, tossing the numbers here and there, calculating this and that and getting answers of which the kids have no idea, if they are reasonable or not. And of course, it is quite easy to forget these rules, or remember them wrong especially after 5 10 years.

Instead of merely presenting a rule as many school books do, a better way is to teach children to visualize fractions, and perform some simple operations with these visual images or pictures, without enduringly applying any given 'rule'.

If a child is able to visualize fractions in his / her mind, they become more concrete not just a number on top of other number without meaning. Then the child can estimate the answer before calculating, and evaluate the reasonableness of the final answer, and perform many of the simplest operations in the head. A better way is to make kids do lots of problems with fraction manipulatives and draw fraction pictures for problems. That way they will form a mental visual model and can think through the pictures for simple problems.

How will Fractions be Taught?

The child joins the school with a good chance of knowing halves. He may know about the fourth, but seldom about the third. As in life, so in school, let meaning come with use. "Take half of the students to the farm", "Crease your paper so as to show fourths". Initial work should be done with actual objects in terms of circles, squares or oblongs. The additions of subtractions should also be done in meaningful situations. The objective viewpoint is so fundamental that, unless it is secured, the children will be left more or less in confusion, and will not be able to retain the knowledge for long.

The teacher will do well to follow the procedure given below: Play at fractions until useful relations are seen and known. Have all circles of the same size. Mark off into halves, fourths, eights, sixteenth, thirds, twelfths. These are very useful fractions. A rectangular figure may be used to illustrate the less useful and more difficult fractions as shown in the illustration given. The shaded portion shows the fraction 3/7, i.e., three parts out of seven parts.



Conclusion

Mathematics is a subject that has a lot of importance in shaping the career of students and at the same time, it is a dreaded subject in the student community. However, the middle school math activities can help to build a strong foundation, which will make the further path easy for the students. Mathematics needs a lot of practice and unfortunately, many students fail to understand this fact. The ultimate step is to practice as much as we can. It may be possible for some not to get the answer in the first, second or even the third attempt. But constantly facing the task and challenging the intellect is the key to learn how to solve math problems. A better way is to make kids do lots of problems with fraction manipulatives and draw fraction pictures for problems. So with the above teaching strategies and explanations, hope we have understood how to simplify fractions in mathematics.

REFERENCES

Kulbir Singh Sidhu, (2006), "The teaching of mathematics", Sterling Publishers Pvt. Ltd., | Tyagi, S.K. (2008), "Teaching of Arithmetic", Commonwealth Publishers | Anice James & Balasubramanian, P.S., (2005), "Teaching of Mathematics", Neelkamal Publishers Pvt. Ltd., | www.wikipedia.com | www.google.com



Sara Publishing Academy
Indian Journal Of Applied Research
Journal for All Subjects



Editor,
Indian Journal Of Applied Research
8-A, Banans, Opp. SLU Girls College,
New Congres Bhavan, Paldi, Ahmedabad-380006.
Contact.: +91-9824097643 E-mail : editor@ijar.in

Printed at Unique Offset, Novatsing Rupam Estate, Opp. Abhay Estate, Tavdipura, Shahibaug, Ahmedabad