

Metric 2.3.4 - ICT support is used by students in various learning situations such as

1. Understanding theory courses
2. Practice teaching
3. Internship
4. Out of class room activities
5. Biomechanical and Kinesiological activities
6. Field sports

Clarification Asked-

Lesson plan /activity plan/activity report to substantiate the use of ICT by students in various learning situations ☐ Geo-tagged photographs wherever applicable ☐ Link of resources used

Response-

1. Sample Lesson plan /activity plan/activity report/PPT's to substantiate the use of ICT by students is attached. **(Appendix-I)**
2. Geo-tagged photographs of ICT enabled classrooms are attached. **(Appendix-II)**

Appendix-I

**Understanding theory
courses
and
Internship**

| Students taking lessons by using ICT | | | |
|--------------------------------------|-------------------|-----------------------------------|---|
| Sr. No. | Name of student | Topic | Link |
| 1. | Renu Chaturvedi | Hindi lesson (जन्मदिन) | https://us05web.zoom.us/j/89889497576?pwd=dElqdk1CaHRhdnhOZVldzl2SzFBZz09 |
| 2. | Neha jha | Hindi grammar | https://us04web.zoom.us/j/2223158649?pwd=K2R3R3ZjWC9lSlRoRnVVaXhvV0REQT09 |
| 3. | Vinay Mishra | क्या करेगा तू बता - कविता | https://us04web.zoom.us/j/5389301872?pwd=UXpYSmY4R2pTUWY1Mnl4cGlXcUhpdz09 |
| 4. | Lalit Sharma | Poem | https://us05web.zoom.us/j/83659241861?pwd=Z0tObHQ1NGFZWHBsWXcxK3JVcGhQQT09 |
| 5. | Manju Verma | lesson : रहस्य | https://us05web.zoom.us/j/87821963869?pwd=RXpXjdjyN05DQWtdDNm1FdXlKUXc4UT09 |
| 6. | Renu Chaturvedi | Grammar (विशेषण) | https://us05web.zoom.us/j/85409486119?pwd=K2o2eTRyR2M3SGRMdEFPQ1N2VUVVZZz09 |
| 7. | khushboo tripathi | Lesson - In a class of their Own! | https://us05web.zoom.us/j/83365214116?pwd=eGUzWkRjZ0V4SjRzWTU4eHRMS2pYUT09 |
| 8. | Neha jha | Hindi | https://us04web.zoom.us/j/2223158649?pwd=K2R3R3ZjWC9lSlRoRnVVaXhvV0REQT09 |
| 9. | Renu Chaturvedi | poem बेटी युग | https://us05web.zoom.us/j/89052233732?pwd=aUptdVdBNW5yc2lqNEYxamZ3VWpyQT09 |
| 10. | Renu Chaturvedi | LESSON- 3 हरा घोड़ा | https://us05web.zoom.us/j/88643012540?pwd=Y1NkUjhrVWppK0p2NEQyYVhKVDBlZz09 |

Blog by Students

| Sr. No. | Name of student | Topic | Link |
|---------|-----------------|---------------------|---|
| 1. | Anjali Nagare | Nature Diary | https://naturediary007.blogspot.com/2023/04/a-serene-afternoon-at-beach-as-golden.html |
| 2. | Rolly Chourasia | My life my princess | https://rollyashutoshchaurasiapratishatha.blogspot.com/2024/02/my-life-my-princess.html |



| E-Learning resources used by students for effective learning | | | |
|--|-----------------|--------------------------------|---|
| Sr. No. | Name of teacher | Subject | Link |
| 1. | All students | Childhood and growing up | https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/CHILDHOOD%20AND%20GROWING%20UP.pdf https://mangaloreuniversity.ac.in/sites/default/files/2019/Course%20-%20Childhood%20and%20Growing%20up%20(English%20Version).pdf |
| 2. | | Knowledge and curriculum | https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/KNOWLEDGE%20AND%20CURRICULUM.pdf https://www.kuk.ac.in/lms/syllabus?did=MzM=&sid=MTg1NA==&p n=Qi5FZA== |
| 3. | | Gender, school and society | https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/GENDER,%20SCHOOL,%20SOCIETY%20AND%20INCLUSIVE%20SCHOOL.pdf https://igntu.ac.in/eContent/BED-04Sem-Hariharan-GENDER%20SCHOOL%20SOCIETY.pdf |
| 4. | | Learning and teaching | https://www.igntu.ac.in/eContent/BEEd-02Sem-DrShikhaBanarji-teaching%20and%20learning.pdf https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/LEARNING%20AND%20TEACHING.pdf |
| 5. | | Pedagogy of school subject (1) | https://www.wbnsou.ac.in/online_services/SLM/BED/A4_Part-II_Unit_1-5.pdf https://www.wbnsou.ac.in/online_services/SLM/BED/A4_Part-1.pdf https://sadbhavnapublications.org/images/notes-pdffiles/PEDAGOGY-OF-COMMERCE-01-0.pdf https://www.tnteu.ac.in/pdf/economics.pdf https://manuu.ac.in/DDE-SelfLearnmaterial/BEDD115DST_July4.pdf https://sadbhavnapublications.org/images/notes-pdffiles/PEDAGOGY-OF-HISTORY-0.pdf https://manuu.ac.in/DDE-SelfLearnmaterial/BEDD116DST_July4.pdf |
| 6. | | Educational management | https://tripurauniv.ac.in/Content/pdf/StudyMaterialsDetail/MA%20Education%202nd%20Semester/EDCN-802C-Administration%20and%20Management%20of%20Education.pdf |
| 7. | | Assessment for learning | https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/ASSESSMENT%20FOR%20LEARNING.pdf https://www.tnteu.ac.in/pdf/assesment.pdf |
| 8. | | Pedagogy of school subject (2) | https://www.wbnsou.ac.in/online_services/SLM/BED/A4_Part-II_Unit_1-5.pdf https://www.wbnsou.ac.in/online_services/SLM/BED/A4_Part-1.pdf https://sadbhavnapublications.org/images/notes-pdffiles/PEDAGOGY-OF-COMMERCE-01-0.pdf https://www.tnteu.ac.in/pdf/economics.pdf https://manuu.ac.in/DDE-SelfLearnmaterial/BEDD115DST_July4.pdf https://sadbhavnapublications.org/images/notes-pdffiles/PEDAGOGY-OF-HISTORY-0.pdf https://manuu.ac.in/DDE-SelfLearnmaterial/BEDD116DST_July4.pdf |



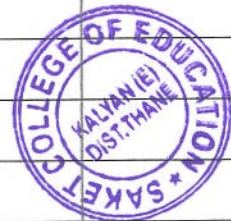
| | | |
|-----|----------------------------------|--|
| 9. | Language across curriculum | https://www.bdu.ac.in/crle/docs/ebooks/B-Ed/I/LANGUAGE%20ACROSS%20THE%20CURRICULUM.pdf https://jmc.edu/B.Ed/assets/tl/course/first/English%20version/Language%20across%20the%20curriculum.pdf |
| 10. | Contemporary India and education | https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/I/CONTEMPORARY%20INDIA%20AND%20EDUCATION.pdf https://www.wbnsou.ac.in/online_services/SLM/BED/SEM-01_A2.pdf |
| 11. | Environmental education | https://www.bdu.ac.in/cde/docs/ebooks/B-Ed/II/ENVIRONMENTAL%20EDUCATION.pdf https://www.tnteu.ac.in/pdf/environmental.pdf |
| 12. | Creating an inclusive school | https://www.tnteu.ac.in/pdf/creative.pdf https://www.egyankosh.ac.in/bitstream/123456789/46065/1/BES-128B1E.pdf |



Sample Activity Report 1

INDEX

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A Case Study Related to legal and Ethical Issues in Use Of ICT

Introduction.

The Consistent use of information and Communication technology (ICT) in modern world enables us for countless opportunities for individual, institution, business organisation and Scientists, but it also raises difficult ethical and legal problems. In particular, ICT helped to make societies more complex and thus even harder to understand. The use of ICT has led to change in concepts: ownerships, buying and selling, right to possession, theft, Justice in the distribution of resource and access rights. During the nineties, the internet has grown into all business segments resulting in a large number of questions running. It has been noted that during those time period there has been merging of computers, telecommunications, and media which is further emphasized by the emergence of new issues and strengthening old ones.

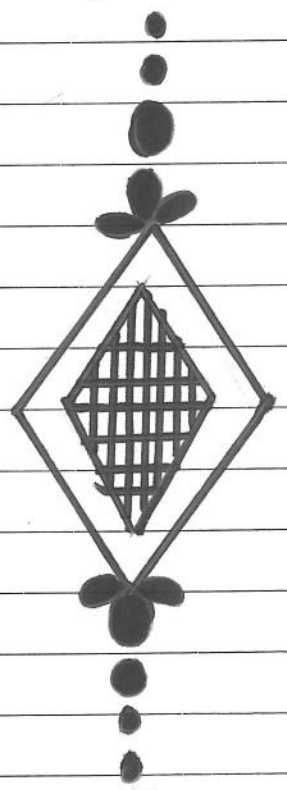
- ICT and legal, Ethical Issues:

The key issues of problems surrounding the application of ICT are: Privacy, ownership, the responsibility, Professionalism, Social implication and values.

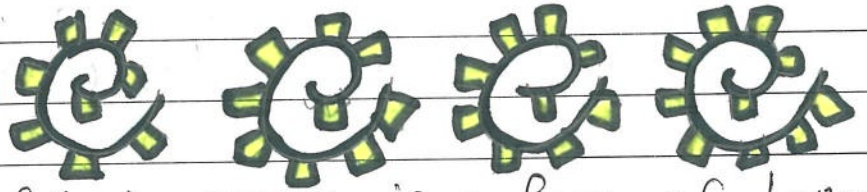
It is beyond doubt that there are benefits of new technologies such as industry development, going to the moon, e-learning systems and improved

diagnosis in various fields. Technology is advancing inevitable and with new advancement it creates a vacuum in the new legislation which is not always easy to deal with.

The British Computer Society (BCS) and other professional computer organisations such as the Association of Computing Machinery (ACM) recognise the need for today's graduates to be aware of the issues surrounding the use of computers in all aspects of society. The BCS is committed to raising the awareness of future computing professionals and requires that the social, legal times developers may not carry the quality assurance test and as a result of this, there could be problem with the software.



Defination



"Cyberbullying or Cyberharassment is a form of bullying or harassment using electronic means." "Cyberbullying and Cyberharassment are also known as online bullying".

It has become increasingly common, especially among teenagers. Cyberbullying is when someone, typically teens, bullies or harass others on social media sites.

Harmful bullying behaviour can include posting rumors, threats, sexual remarks, a victim's personal information, or pejorative labels. Bullying or harassment can be identified by repeated behaviour and an intent to harm. Victims may have lower self-esteem, increased suicidal ideation, and a variety of emotional responses, including being scared, frustrated, angry, and depressed.

Defination → Dictionary.com

The act of harassing someone online by sending or posting mean messages, usually anonymously.

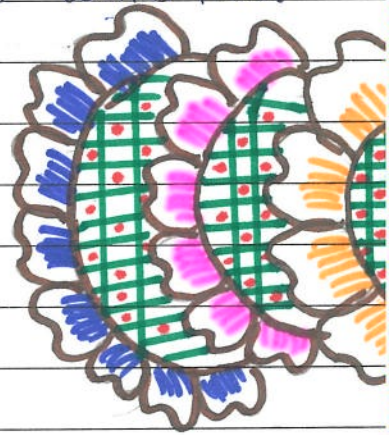
Defination → Cambridge Dictionary

Someone who uses the internet to harm or frighten another person, especially by sending them unpleasant messages.

Types of bullying

There are many different types of bullying that can be experienced by children and adults alike, some are obvious to spot while others can be more subtle. The different types of bullying that we look at below are some of the ways that bullying could be happening.

Physical Bullying
Verbal Bullying
Social Bullying
Cyber Bullying



PHYSICAL BULLYING

Physically bullying includes hitting, kicking, tripping, pinching and pushing or damaging property. Physical bullying causes both short term and long term damage.

VERBAL BULLYING

Verbal bullying includes name calling, insults, teasing, intimidation, homophobic or racist remarks or verbal abuse; While verbal bullying can start off harmless, it can escalate to levels which start affecting the individual target. Keep reading in this section for techniques to deal with verbal bullying.

SOCIAL BULLYING

Social bullying, sometimes referred to as Covert bullying, is often harder to recognise and can be carried out behind the bullied person's back. It is designed to harm someone's social reputation and/or cause humiliations. Social bullying includes:

- Lying and spreading rumours.
- Negative facial or physical gestures, menacing or contemptuous looks.
- Playing nasty jokes to embarrass and humiliate.
- Mocking unkindly.
- Encouraging others to socially exclude someone.
- Damaging someone's social reputation or social acceptance.

CYBER BULLYING

CYBER BULLYING can be overt or covert bullying behaviour using digital technologies, including hardware such as computers and smartphones, and software such as social media, instant messaging, texts, websites and other online platforms.

- Abusive or hostile texts, emails or posts, images or videos.
- Deliberately excluding others online.
- Nasty gossip or rumours.
- Imitating others online or using their log-in.

Parents Can do About Cyberbullying.

Parents, Children, and School administrator can take steps to prevent cyberbullying before it starts or become worse. Here are practical steps to stop cyberbullying.

It's hard to protect your child if you don't understand the problem with cyberbullying or see it happen. Parents need to be the ones their kids go to when something is wrong. However, parents are often the last ones to know about problems because their kids fear getting into more trouble. Here are practical tips to help parents, children, and schools prevent and stop cyberbullying.

What Can PARENTS DO?

- Keep the computer in a common area of the home. Do not allow it in your children's bedrooms. Monitor their online usage.
- Learn how various social networking websites work. Become familiar with Facebook, MySpace, and Twitter. Ask your children if they will show you their profile pages.
- Talk regularly and specifically with your children about online issues. Let them know they can come to you for help if anything is inappropriate, upsetting, or dangerous.

→ Build trust with Your children. Set time limits, explain Your reasons for them, and discuss rules for online Safety and internet use. Ask Your children to contribute to establishing the rules; then they will be more inclined to follow them.

→ Tell Your children not to respond to any Cyberbullying threats or comments online. However, do not delete any of the messages. Instead, print out all the messages, including the e-mail addresses or online screen names of the Cyberbully. You will need the messages to verify and prove there is Cyberbullying.

→ Don't overreact by blaming Your children. If they are being bullied, be supportive and understanding. Find out how long the bullying has been going on and ensure that you will work together to find a solution. Let Your children know they are not to blame for being bullied.

→ If there are threats of physical violence or the bullying continues to escalate, get law enforcement involved.

→ Don't threaten to take away Your children's computers if they come to you with a problem. This only forces kids to be more secretive.

Causes of Cyberbullying.

The exact reason of why people do cyber bullying is unknown. Revenge motivated some individuals to do cyber bullying. Some individuals simply harass others to entertain themselves and friends who might also be a bully for a high chance, not scared of getting caught as these individuals believe they will not.

- Attention is what some people want. There is a chance they did not gain it from their family; some are suffering from a family conflict.
- Most are starving for the recognition of being powerful figures.
- Some do it because the people around them are doing it as well. It is said that kids see it as a trend.
- If one does not do it, others who are doing it would think that ones who are not doing it are incompatible with them, another reason for them to bully the ones who are not doing it.

Advantages & Disadvantages

ADVANTAGES.

- Victim has Strong real Evidence / Proof of the bullying
- Victim Can Screen Capture, e-mail or Print out the bullying Page.
- Victim Can Call a help line or a Close friend for help
- Victim's Parents Can Support their Child.
- Teachers Can find the Sources of the bully and try to make it stop.

DISADVANTAGES

- It Causes Depression.
- The ones who got abused will be the abusers too in the future.
- The abused ones might decide to suicide.
- It loses one's Confidence or Self-esteem.
- It Can Lead to Killings.

We use to battle its effects.

Whether a child is a tween or a teen, talk to them about responsible internet use:

- Teach Your children that what goes on online is everyone's business. Let them know that action must be taken when cyberbullying is encountered. Not reporting it is tantamount to approving it.
- Do not Fight Back. A lot of times bullies are looking to get a rise out of the kids they are targeting, and fighting back just gives them what they want.
- Save the Evidence. Tell your children to make sure they have a record of what happened if somebody is mean to them online.

Youth Participants in MediaSmarts' Young Canadians in a Wired World Study repeatedly said that they had experienced antibullying programs - usually one-time assemblies - that not only failed to resonate with them but made them take the issue less seriously.

Cyberbullying is everyone's business and the best response is a pro-active or preventive one. From the outside, we can deduce the risks associated with internet use if we engage in an open discussion with youth about their online activities & set up rules.



Cyberbullying group

Kamini, Khushi, Rakhee, Shilpa, Soni, You



82

Rakhee Bed

Parents should spend there tym with their kids

23:35

Kamini Bed

Haa 23:35

Soni

Haa 23:35

Khushi

Hmmm 23:35

Harshvard

They should teach them some values about humanity feminism

23:36

Kamini Bed

Aur chote bacho Ko mobile bhi nahi Dena chahiye iska bhi bauth Bura aasar parts hai

23:36

Soni

Ok 23:36

Khushi

Haa women ki respect karo 23:36

Ye sab samjhana padega 23:37



Cyberbullying group

Kamini, Khusi, Rakhee, Shilpa, Soni, You



81

Rakhee Bed

Ab isse kaise bachna h wo batao 23:34

Khusi

Rakhee Bed

Now a days parents are working kisi k pas itna
tym nhi h

Right

23:34

Kamini Bed

But sab se pahle to iska dhan parents Ko hi
Dena parega 23:34

Rakhee Bed

Soni

Open main menu

Search

Edit Watch this page Read in another language...

Kamini Bed

23:34

Rakhee Bed

Unko iska matlb samjhana chahiye 23:34

Khusi

Kamini Bed

But sab se pahle to iske dhan parents Ko hi Dena
parega

Job kare ghar dekhe ya fir bacho ko kiske
pass time hai





Cyberbullying group

Kamini, Khushi, Rakhee, Shilpa, Soni, You



Isliye zyada suicide teenagers ke beech main
barta hai

23:33 ✓

Soni

Open main menu

Search

EditWatch this pageRead in another
language

Cyberbullying

"Cyberbully" redirects here. For other uses,
see Cyberbully (disambiguation).

For the Wikipedia guidance essay, see
Wikipedia:Cyberbullying.

Cyberbullying or cyberharassment is a form of bullying or harassment using electronic means. Cyberbullying and Cyberharassment are also known as online bullying. It has become increasingly common, especially among teenagers.[1] Cyberbullying is when someone, typically teens, bully or harass others on social media sites. Harmful bullying behavior can include posting rumors, threats, sexual remarks, a victims' personal information, or pejorative labels (i.e., hate speech). [2] Bullying or harassment can be identified by repeated behavior and an intent to harm. [3] Victims may have lower self-esteem, increased suicidal ideation, and a variety of emotional responses, including being scared, frustrated, angry, and depressed.[4]

Awareness in the United States has risen in



Cyberbullying group

Kamini, Khusi, Rakhee, Shilpa, Soni, You



86

Rakhee Bed

Young generation bhot bigadte jaa rhe h 

23:31

Kamini Bed

Haa aaj kal to ye sab se bara problem hai

23:32

Rakhee Bed

Actually this is very sad

23:32

Khusi

Shadi.com jaisi aur bhi bahot sari side hai

23:32

Rakhee Bed

Sab pahle to parents Ko iska dhan Dena
parega

23:32

Soni

the

23:32

Khusi

Jada bhi ladke aur ladki fake pic aur
information dalte hai

23:32

Fir milte hai aur rap ya murder hota hai

23:33

Ya fir mss bante hai



Soni

Cyberbullying means misuse the information

23:30

Khushi

Kitni ladkiya harrassment ki jati hai

23:30

And parents support and control over their kids internet use help to solve this issue.

23:30 ✓

Khushi

Chote chote bacho ko mobile use karna aata hai

But they are not using they begins to misuse of that

23:30

Khushi

Ladke fake id banate hai

23:30

Khushi

Ladke fake id banate hai

That's true

23:31

Haa aur phir misuse karte hai

23:31



Cyberbullying group

Kamini, Khushi, Rakhee, Shilpa, Soni, You



78

It's a kind of situation where a person is being bullied by messages in social sites.

23:28 ✓

Khushi

🗑️ This message was deleted 23:28

Rakhee Baid

Ab kya soch rahe ho sab 23:28

Rakhee Baid

To isse bache kaise 23:28

Aaj kl k generation isme faste jaa rhe h 23:28

Khushi

Ye toh bahot badi problem hai 23:29

Rakhee Baid

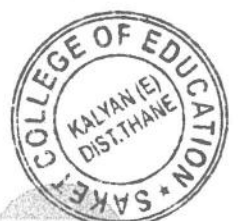
Haa 23:29

To speak against the bullying persons and support the victims 23:29 ✓

Khushi

Chote chote bacho ko mobile use karna aata hai 23:29

We should aware them about cyber bullying



A Social Networking Site Blogs/ Chats forum for ICT Concept

A Blog (a truncation) of the expression weblog. is a discussion or informational website published on the World Wide Web. Consisting of discrete, often informal diary style text entries. Posts are typically displayed in reverse chronological order, so that the most recent post appear first, at the top of the web page. Until 2009, blogs were usually the work of a single individual, occasionally of a small group, and often covered a single subject or topic. In the 2010s "multi-author blogs" emerged, featuring the writing of multi authors and sometime professionally edited. MABs from news paper, other media outlet, universities, think tanks, advocacy group and similar institutions account for an increasing quantity of blog traffic.

Many blogs provide commentary on a particular subject or topic, ranging from politics to sports. Other functions as more personal online diaries, and other function more as online brand advertisements of a particular individual or company. A typical blog combines text, digital images, and links to other blogs, web pages, and other media related to its topic. The ability of readers to leave publicly viewable comments, interact with other, is an important contribution to popularity of many blogs.

History

The term "Weblog" was coined by Jorn Barger on 17 December 1997. The short form, "blog", was coined by Peter Merholz, who jokingly broke the word Weblog into the phrase We blog in the sidebar of his blog Peterme.com in April or May 1999. Shortly thereafter, Evan Williams at Pyra Labs used "blog" as both a noun and verb and devised the term "blogger" in connection with Pyra Lab's Blogger product, leading to the popularization of the terms.

Another early blog was Wearable. Wireless Webcam, an online shared diary of a person's personal life combining text, digital video, and digital pictures transmitted live from a wearable computer and EyeTap device to a website in 1994. This practice of semi-automated blogging with live video together with text was referred to as sousveillance, and such journals were also used as evidence in legal matters. Some early bloggers, such as The Misanthropic Bitch, who began in 1997, actually referred to their online presence as a zine, before the term blog entered common usage.

TYPES OF BLOGS.

PERSONAL BLOG.

COLLABORATIVE BLOG.

MICRO BLOGGING.

CORPORATE AND ORGANIZATIONAL BLOG.

AGGREGATED BLOG.

REVERSE BLOG.

→ PERSONAL BLOG.

The Personal blog is an ongoing online diary or commentary written by an individual, rather than a corporation or organization. While the vast majority of Personal blogs attract very few readers, other than the blogger's immediate family and friends, a small number of Personal blogs have become popular, to the point that they have attracted lucrative advertising sponsorship. A tiny number of Personal bloggers have become famous, both in the online community and in the real world.

→ COLLABORATIVE BLOGS OR GROUP BLOGS.

A type of weblog in which posts are written and published by more than one author. The majority of high-profile collaborative blogs are based around a single unifying theme, such as politics, technology or advocacy. In recent years, the blogosphere has seen the emergence and growing popularity of more collabora

Efforts, often set up by already established bloggers wishing to pool time and resources, both to reduce the pressure of maintaining a popular website and to attract a larger readership.

→ BY MEDIA TYPE

A blog comprising videos is called a vlog, one comprising links is called a linklog, a site containing a portfolio of sketches is called a sketchblog or one comprising photos is called a photoblog. Blogs with shorter posts and mixed media types are called tumblelogs. Blogs that are written on typewritten and then scanned are called typecast or typecast blog. A rare type of blog hosted on the Gopher protocol is known as a phlog.

→ REVERSE BLOG.

A Reverse blog is composed by its users rather than a single blogger. This system has the characteristics of a blog, and the writing of several authors. These can be written by several contributing authors on a topic, or opened up for anyone to write. There is typically some limit to the number of entries to keep it from operating like a web forum.

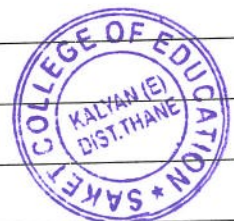
Conclusion.

Blogging is Still What Powers the growth of small online businesses.

Over 850 bloggers spent more than twenty minutes each telling us about the ins and outs of their blogs and business in 2017. Without them, this report would not exist. Thanks to them, to you, this report digs into what is really mean to be a blogger and how we make a living in this industry today.

Bloggers most often get started with a goal of becoming self-employed and having an outlet for creative expression. The tension between these two goals is a beautiful thing and one that makes the pursuit worthy of our time and energy as bloggers.

We're still in the early innings of what it means to be a blogger and an entrepreneur making a living through small online business. Here's to your continued success and our industry continuing to grow into a well-respected, prestigious profession focused on doing good for the people we serve.



EDUCATIONAL Problems and an Report on online Survey Conducted.

INTRODUCTION

The Economic Growth of the Country not only depends on Natural Resources, technology & Capital but mainly on the quantity and quality of manpower. By quality of manpower, we mean the efficiency and Productivity of work force, which depends on Important factors like health and nutrition, Education and training, housing facilities, Safe drinking water and Sanitation.

Education is very important. No one would argue about the validity of the statement. But good Education in various countries is very limited and are only available to the few elites of the society and this is the. Especially in India. Approximately India has 19% of GER. GER or gross Enrolment rate represent the number of students that are opting to Enroll to a higher Education after graduating from school. This means in 100 students who finish high school Education, only 19 will Enroll for higher Education.

A Great deal of critical analysis need to be done about the Importance of Education accompanied by the implementation of new rules and regulations that could make the quality of Education in India better.

Current Education Scenario In India

"EDUCATION IS OUR PASSPORT TO THE FUTURE FOR TOMORROW BELONGS TO THE PEOPLE WHO PREPARE FOR IT TODAY"

IN SCHOOL:-

The Primary Goal of School education nowadays is not mainly targeted towards imparting good character, developing interpersonal skills, enabling the student to active application of their mind, but is purely to the completion of syllabus within the time allotted and conducting the prescribed no. of Model tests and extra coaching classes.

Moreover the students are not given the freedom to think over an issue. Except to accept and memorize the lessons tonight and vomit in the exam answer sheets billing up the pages and this becomes even a contest among the students as to find out who has written the more number of projects. The brain building concepts are completely erased from the minds of the students and instead given the option of Yes or No. The students are trained only to clear their exam with good marks and out of box thinking is strictly ~~not~~ prohibited.

The situation of the school in government school is worse than the private school. More and more parents are then turning towards private schools.

Even in villages and way side Slums. It was discovered that the private schools even in remote villages, are very active in teaching and getting good results for their pupils, since the teachers do not have job security and their continuation depend on their performances. This motivates the teachers to work hard and put their heart and soul into teaching. In addition, the private schools gained more popularity since they taught English.

IN COLLEGES:

The education image is even worse in college with their presumption that they have been learnt everything, good marks, and coming here only to get a graduation.

The only one area where students are updating themselves to latest information is in the field of entertainment. Students are focussing more on reviewing the birthday releases and members creations in social networking sites are compared to their overall personality development. The pressure that has been put on their shoulder by the entire society is the only reason for their distraction from studies and evolution of social networking sites and modern technologies are leading every one of us in a wrong path.

Even though it is said that the literacy rate is increasing the social crimes in our country are increasing even at a faster rate, which makes us to think where the educational system is leading us towards worse time.

Present Situation of Maharashtra

The Education System in Maharashtra has undergone a Massive Change over the last decade. The Courses and Curriculum are Made Student friendly and Economical for Students hailing from all backgrounds.

In the Year 2010, the criterion for selecting Candidates for admission into Colleges was decided to be 'Best by 5' by the Maharashtra State board of Secondary Examination. This mean students appearing for six Subject can Choose Marks of any 5 Subjects in which he has Scored the highest and apply for admissions in Colleges. However, the Students Cannot leave out Marks obtained for Compulsory Subjects like Marathi or English. In 2010, the Educational System underwent a Change.

State Curriculum framework or SCF was Set up So that School Education could be made Contemporary and Relevant, During the same period, the Concept of Virtual Classrooms through the System of videos Conferencing was also introduced in the Educational System.

Maharashtra has decided on allowing 'Private' Entities to form new universities in the state, this measure for bringing Private Setups was to bring more investment to the State. Apart from this, the State also has a number of hostels that offer accommodation to Students from all over the Country, and also there are a lot of Educational Institutions that have their own accommodation option for Students - So here we are going to Present the different System in different level of Education.

Primary Education in Maharashtra:

A child is eligible to attend school at the age of 5 years. Schools are affiliated to ICSE, CBSE or State Board. Few of the schools in state are also managed by the municipal corporation.

Graduate Schools and Universities in Maharashtra

Maharashtra hosts numerous colleges offering range of courses in the field of Sciences, Commerce as well as Arts Academic Programs. There are over 25 universities in Maharashtra that offer regular degrees as well as professional degrees to aspiring professionals.

Education for Non Resident Students:

Maharashtra has seats reserved for students from other states who want or wish to continue their studies in the state of Maharashtra.

Education for Foreign Students:

Starting from Management to Medical colleges in the state there are many colleges that offer opportunities to study in the state for NRI students. Eg. Narayana Institute of Management Studies, K.J. Somaiya Institute of Management Studies and Research.

As per the norms of All India Council for Technical Education 15% of the seats are reserved for NRI students. The AICTE also envisages that the colleges offering reserved seats to NRI students must also have the provision of hotel accommodation.

Causes of Educational Problems:

Inadequate, Improper Distribution of fund

Funds are the Major reasons, and Lack of it hampers education, as funds are inadequate to solve the issue. The Situation is worse in rural areas where funding is a Major Problems like Shortage of Staff, lack of Interest and Motivation against teachers. lack of funds further creates a lack of book and learning Materials.

Facilitates Education Policies:

Government Schools have a Poor management and Poor quality of education. Much of the quality education is provided by Private Schools affiliated to CBSE and ICSE Curriculum which is advanced and in Conformity with the Worldwide Educational Systems. Educational Policies are also misused by Politicians who try to mold them to achieve their Political Motives.

Now Involvement of Citizens:

Indian Citizens rarely raise their voice against issues and if they do the Motivation doesn't last long. unity because it becomes the issue when there are so many disparities among the Indian Population, which are the effects of illiteracy. Thus protest are more Politically oriented than People Motivation.

Neglect of Indian languages:

The Medium of instruction is English, so rural Students who are not well versed in English, cannot study properly, since languages are still under developed.

Poverty and High fees:

Studies have shown that during 2004-2005, there was a 58% drop-out rate amongst the Student of Classes I-VIII. The dropout rate for classes I-X was 62-64% for girls and 60% for boys, rates are very high, and the original of these rates largely lies in Poverty. While Education is a luxury and it becomes useless when they see that even the educated are having a hard time finding a job. Poverty struck people pass on a negative attitude towards Education which continues on with every new generation.

Problem of brain-drain:

When intelligent, talented and deserving Candidates do not get a suitable job in the country, they prefer to go abroad for seeking jobs, thus depriving the country of good talent.

Approach of Educator and Higher Authorities:

Result driven schools make it easy for Students to pass the exams through various unfair means: Assistance during exams, revealing answer to acquire knowledge minimum percentage for weak. Students taking bribes to bypass certain students and other practices makes the educational system, a hollow one.

Solutions:

Provision of Teacher:

Shortage of trained teachers has also affected the pace of progress of compulsory education. To meet this difficulty untrained teachers possessing average education in work may be employed to start the work. It is desirable to raise the pay scale and the social status of the teachers.

Increase in the number of Schools:

It becomes difficult to open schools in village due to lack of funds, therefore the compulsory education is receiving a great set back. It is desirable to open schools at places like temples, Mosque, Charakher, Churches etc. Keeping in view that Ashrams have always been a place of learning thus India can definitely benefit itself from the old ways of imparting education.

Change in the Administrative System:

In order to ensure progress and development, some reforms in the present educational system are necessary. The Government should take over the entire responsibility of meeting the expenditure of primary education. It will be proper to leave the responsibility to local bodies only when a central committee is formed which should be in a position to force the local administrative setups to make arrangements for compulsory primary education.

Reforms in Curriculum:

It is necessary to introduce reforms in the Curriculum of Primary Education along with the efforts to develop and make it compulsory. The traditional and unilateral course should be changed and a local craft should be included, so that it is more interesting and helpful to children.

Increase in Teaching load:

Although, it will not be people to increase the work load of teachers who are poorly paid, yet in the interest of the country they will not mind if the work is increased for sometime. Thus, all these solutions can actually help to get success in fulfilling the objectives of quantitative expansion of education.

Firmness in the Educational Policy:

The Government Policy of Compulsory Education is not so much practical as it is idealistic, due to which it could not achieve solid results. Changing of traditional schools into taking into account the prevailing dearth of equipments in schools has crushed the Government objective under the burden of financial expenditure. It would be more proper to introduce compulsory education from

Five Year Plan and People's Co-operation:

They have been a very important milestone in the development of education in India with successful implementation of the plan, the per-capita income will increase and people will be in a better position to bear expenses of education.

CONCLUSION.

With all its limitation, Education remains to be the Cardial Input in the Process of human development, since it Plays a vital role in Solving the Problems and Resolving the imminent Crisis.

Higher Education is the driving force behind Economic development and the focal Point of learning in the Society. It is both a Repository and Generator of Knowledge and is the Chief agent of Passing on the accumulated Experience, both Cultural and Scientific to Society.

In order to Materialize the Vision, Education in General and higher Education in Particular has to be work Professional that it is now. This Professionalism can be attained by managing our Educational Institutions Scientifically i.e on the lines of Educational Management. We Cannot Continue to use Old Machinery to serve new Purposes and Carry new outlook and work loads which have not been designed for it. Thus Education being one of the Most rapidly Expanding labour intensive activities, there is need to Concentrate on development of a Strong Management force to guide it.

Thus we require well Equipped, approximately trained Managers. Supported by well-trained teams of Speciali. Then only the transition of Education from its Semi-hand Craft state to a Modern State is likely to happen.

In bringing to Modernise the Management System, Education can make use of Methods in Management Practise - Including the Concepts and the Methodologies of System Analysis.

Structure of Indian Education System

- Pre-primary Education- LKG and UKG
- Primary Education- class 1 to class 5 (age 6-11)
- Secondary Education- class 6-class 10 (age 11-15)
- Higher Secondary Education- class 11 to class 12 (age 15-17)
- Graduation- Professional 4 years, medical 5 years, arts and commerce 3 years.
- Post graduation- 1.5 to 3 years.



Current scenario in India

GOI aimed to achieve Universal Elementary Education by 2010

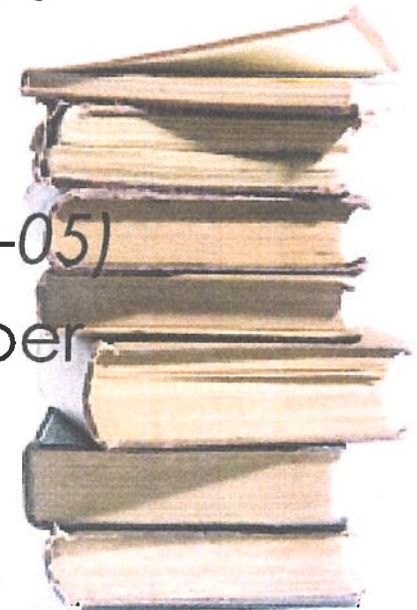
Several **challenges** in achieving this goal:

- Out of approx. 200 million children in the age group 6-14 yrs, only 177 million were enrolled; percentage of out of school children works out to be 11.5%.

(source: National Sample Survey (2004-05))

- About 39% of primary and 54% of upper primary students drop-out of school.

(source: DISE 2005-06)



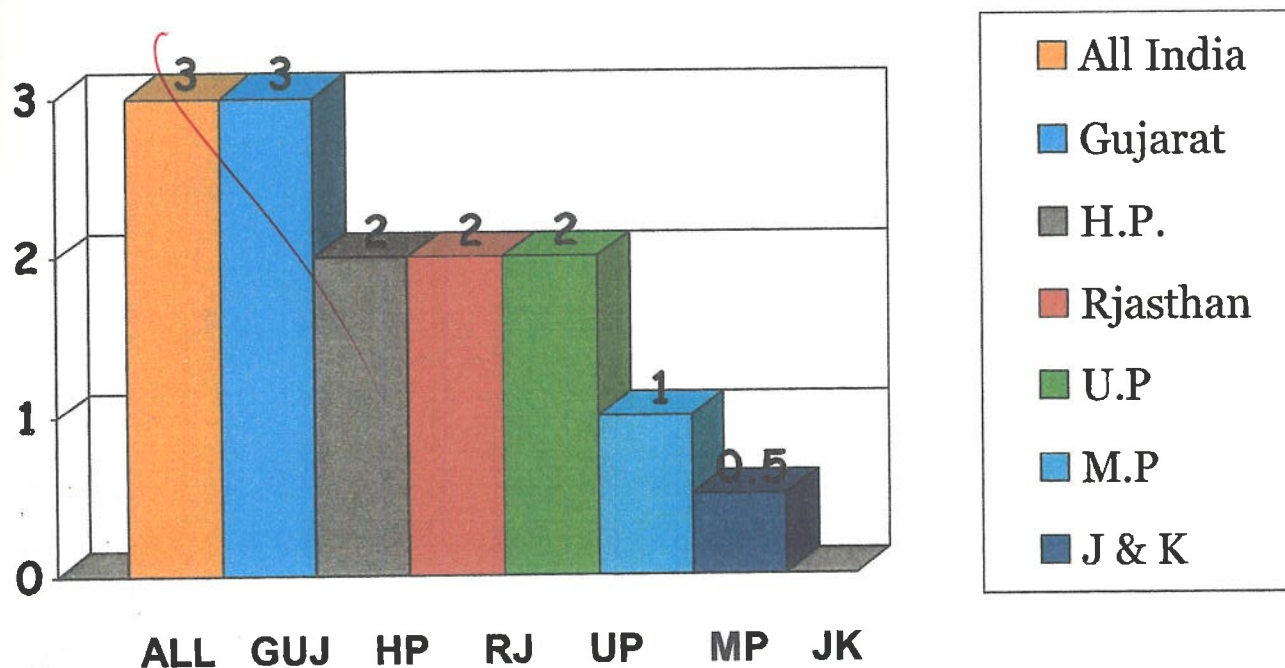
Some Facts...



Challenge of Access-1:

No. of Secondary Schools (Classes IX-X) per 100 Sq. Km.

❑ States having schools less than all India average



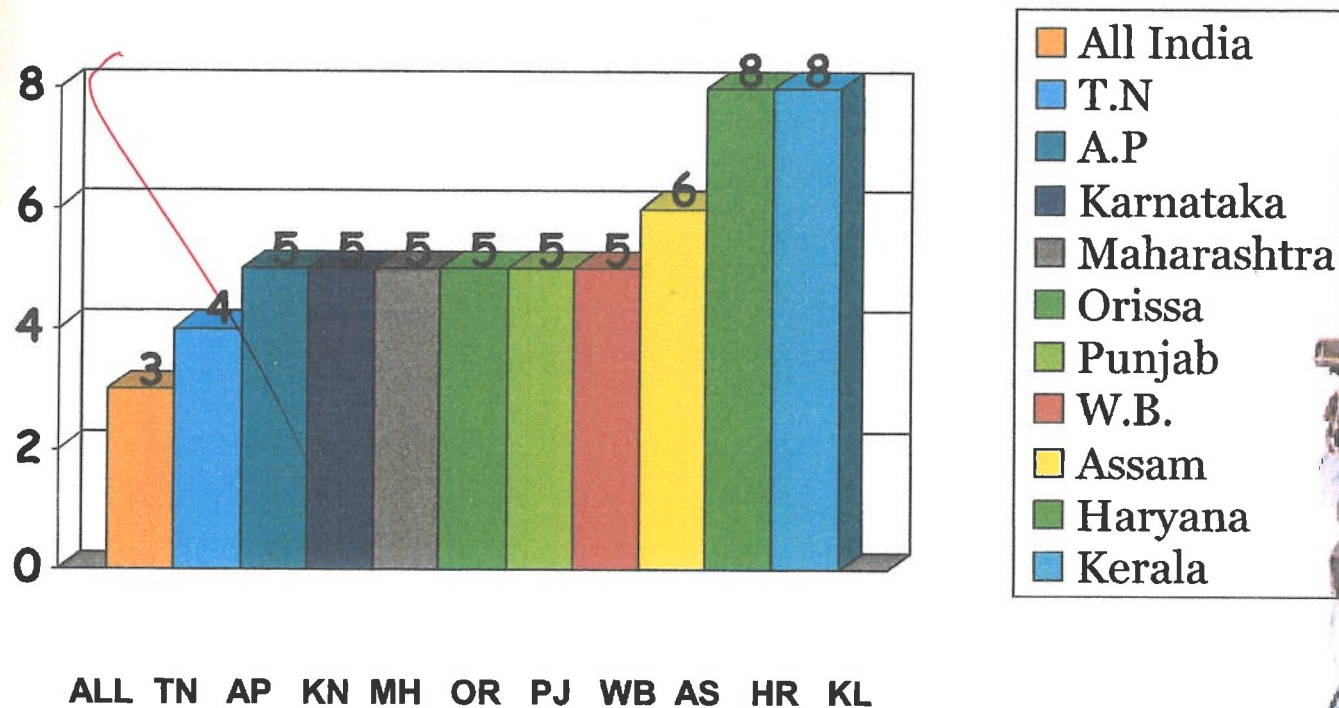
Source: Based on Selected Educational Statistics- 2004-05



Challenge of Access-2:

No. of Secondary Schools (Classes IX-X) per 100 Sq. Km.

❑ States having schools more than all India average

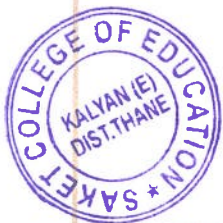


Source: Based on Selected Educational Statistics -2004-05



Tremendous Academic Pressure

- On both teachers and students
- Our school councils and universities produce curriculum as bundles of goods or packages of values.
- It has been the practice of the educationists to burden the students with heavy load of study materials. The workload is still heavier in professional courses.



Critical Evaluation of a CAI Package using ADDIE are Instructional, design of Swami Vivekananda.

ADDIE is an Instructional System design (ISD) framework that many instructional designers and training developers use to develop courses.

The name is an acronym for the five Phases it defines for building training and Performance Support tools :

Full form:



Most Current ISD Models are Variations of the ADDIE Process. Other Models include the Dick and Carey and Kemp ISD Models. Rapid Prototyping is another Common alternative.

Instructional theories are important in instructional Material design. These include behaviorism, Constructivism, Social Learning, and Cognitivism.

History

Florida State University initially developed the ADDIE framework to explain "the processes involved in the formulation of an instructional systems development (ISD) program for military interservice training that will adequately train individuals to do a particular job and which can also be applied to any inter-service curriculum development activity."

The model originally contained several steps under its five original phases. The idea was to complete each phase before moving to the next. Subsequent practitioners revised the steps, and eventually the model became more dynamic and interactive than the original hierarchical version. By the mid-1980s, the version familiar today appeared.

The origin of the label itself is obscure but the underlying ISD concepts come from a model developed for the U.S. armed forces in the mid-1970s. As Branson (1978) recounts, the Center for Educational Technology at Florida State University worked with a branch of the U.S. Army to develop a model, which evolved into the inter-service procedures for instructional systems development (IPISD), intended for the Army, Navy, Air Force, and Marine Corps. Branson provides a graphic overview of the IPISD, with five top-level headings: Analyze, design, develop, implement, and control.

Phases of ADDIE.

ANALYSIS PHASE

The analysis phase clarifies the instructional problems and objectives, and identifies the learning environment and learner's existing knowledge and skills. Questions the analysis phase addresses include:

Who are the learners and what are their characteristics?

What is the desired new behaviour?

What types of learning constraints exist?

What are the delivery options?

What is the timeline for project completion?

What adult learning theory considerations apply?

The process of asking these questions is often part of a need analysis. During the needs analysis instructional designers (IDs) will determine constraints and resources in order to fine tune their plan of action.

What are the pedagogical considerations?

DESIGN PHASE

The design Phase deals with learning Objectives, assessment instruments, Exercises, Content, Subject matter analysis, lesson Planning, and media Selection. The design Phase should be systematic and specific. Systematic means a logically, orderly Method that identifies, develops and evaluates a Set of Planned Strategies for attaining Project goals. Specific Means the team must execute each Element of the instructional design Plan with attention to detail. The design Phase may involve writing and design document / design Proposal or Concept and Structure Note to aid final development.

DEVELOPMENT PHASE

In the Development Phase, instructional designers and developers create and assemble Content assets described in the design Phase. If e-learning is involved, programmers develop or integrate technologies. Designers create Storyboards. Testers debug Materials and Procedures. The team reviews and revises the Project according to feedback.

IMPLEMENTATION PHASE

The IMPLEMENTATION PHASE develops Procedures for training facilitators and learners. Training facilitators cover the Course Curriculum, learning Outcomes, Method of delivery, and testing Procedures. Preparation for learners includes training them on new tools (Software or hardware) and Student registration. Implementation includes Evaluation of the design.

EVALUATION PHASE:

The EVALUATION Phase consists of two aspects: formative and Summative. formative Evaluation is present in each Stage of the ADDIE Process while Summative evaluation is conducted on finished Instructional Programs or Products.

Donald Kirkpatrick's four levels of learning Evaluation are often utilized during this Phase of the ADDIE Process.

Implementation of Addie Model.

Hisbah Reflection a Control Practice behaviour-based on al-'amr bi al-ma'ruf wa al-nahy an al-munkar Plays a big role in achieving the Goals of National Education Philosophy. Hisbah Reflection Seen as an alternative or best Control Mechanism in driving the Youth to behave noble. This Study focuses on the development of Hisbah Reflection Mobile applications as mobile phone is the closest device to us. The aims of this Study is develop a mobile phone application based on the Hisbah Reflection Components, namely Musyarahah, Muqalabah, Muhasabah. This Study involving 50 Students as respondents and the implementation of ADDIE Model (Analysis, Design, development, implementation and evaluation) Throughout the development process The data Collection Process involves questionnaire as a research instrument and data were analyzed in descriptive using the Statistical Package for Social Sciences. The findings of Hisbah Reflection Practice level and Mobile Application Results Shows that respondents are Satisfied with the Application. The proposed improvements were also made to overcome any weakness detected:

Weaknesses of the ADDIE Model

While the ADDIE Model Was Predominantly Used in the development of multimedia Content for learning for many Years, the model has Some Significant Weaknessess. It tends to be Inefficient because it is Not iterative. Also, the linear approach tends to work well for Static Content but may be restrictive when dealing with User Generated Content or learning Outcome that do not have a Predetermined end State. Perhaps the biggest weakness of the model is that it assumes that You can know all of the requirements before You develop the Content. From Practical Experience we realize that the design Process (developing and Experimenting with the Content) actually Shapes the final design. The following is a list of Specific Weakness to the ADDIE Model from Allen Interactiv.

Seven Common Weaknesses of the ADDIE Model:

1. Typical Processes require Unrealistic Comprehensive upfront analysis Most teams respond by doing very little at all and fail to access Critical elements.

2. Ignore Some Political Realities. Opportunities are Misses, Vital Resources aren't Made Available, Support is lacking, and targets Shift.
3. Storyboards are ineffective tools for creating, communicating and evaluating design alternatives. Poor designs aren't recognized as such until too late.
4. Detailed Processes become so set that Creativity becomes a nuisance.
5. No accommodation for dealing with faults or good ideas throughout the process.
6. Learning Programs are designed to meet criteria that are measured (Scheduled, Cost, throughput) and fail to focus on identifying behavioral changes.
7. Post tests provide little useful information to assist in improving instruction.

Instructional System Design.

As You Can Probably See from the layout of the ADDIE Model, the pivotal idea behind Instructional design is making the Process more accessible by Providing Exact Steps to following in Creating training Materials. Also called instructional Systems design because of the fact that it follows regimented Systems, the instructional design Process seeks to Make learner's attainment of New Skills & Knowledge easier by Streamlining the design Process and Keeping their learning at the forefront.

Instructional System Design is the Process of designing and developing instructional Courses or Materials that bring Greater Efficiency and Effectiveness to acquiring Knowledge or Skills for learners. This Course in Instructional Systems Design reviews important aspects such as learning theories and learning objectives and how they influence the design Process.

It is also reviews the role of Memory, needs analysis, and design Models such as ADDIE. Robert Gagne's Nine events of Instruction are also discussed with examples of their application and use. Finally learning technologies and they are used to deliver training are reviewed, as well as techniques for Measuring and

Evaluating the effectiveness of the instructional Materials.

This course will be of great interest to all human resources, teaching and training professionals who are involved in training, instructional design and e-learning, and who would like to learn more about important aspects of instructional systems design and their use and application in designing and developing highly effective instructional materials for courses.

Beginning...

- Born: January 12, 1863 in Calcutta on Makara Sankranti Day. His name at birth was Narendranath.
- Father: Sri Visvanath Datta, a very successful and distinguished lawyer.
- Mother: Bhuvaneshvari ,a very pious lady. Prayer of the Lord was a way of life.

Childhood and Early Youth...

- Narendranath was highly inquisitive and bright in his studies and play. He was well read and had a remarkable power of understanding and retention. He completed Bachelor Arts degree from Scottish Church College, Calcutta in 1884.
- He was a great thinker and often challenged existing customs and rituals. He often wondered about this world and its Creator.
- He extensively studied different religious and philosophical systems of East and West.
- However, no one could satisfy his curiosity and he developed a feeling that the whole talk of God was a myth.

Transformation...

- Encounters with Sri Ramakrishna...
 - Silver Coin Test
 - Vision of the Lord
 - Asking Boons from God
- Narendranath spent about 5 years as a disciple of Sri Ramakrishna and learnt everything concerning Spirituality based on Advaita philosophy.
- Sri Ramakrishna passed on all his spiritual power to Narendranath before going into samadhi.
- Narendranath takes charge of Ramakrishna mission at the age of 23, comes to be known as Swami Vivekananda.

Later Life...

- Swami Vivekananda travelled across the country from Himalayas to Kanyakumari, studying and understanding the motherland and her problems.
 - Episode with Maharaja of Alwar
- Meditated deeply at Kanyakumari on the last bit of Indian rock for 3 days and had the “Vision of one India”. He also contemplated about going West. India had to be awakened, and that could be done only by making India’s message appreciated in the West.

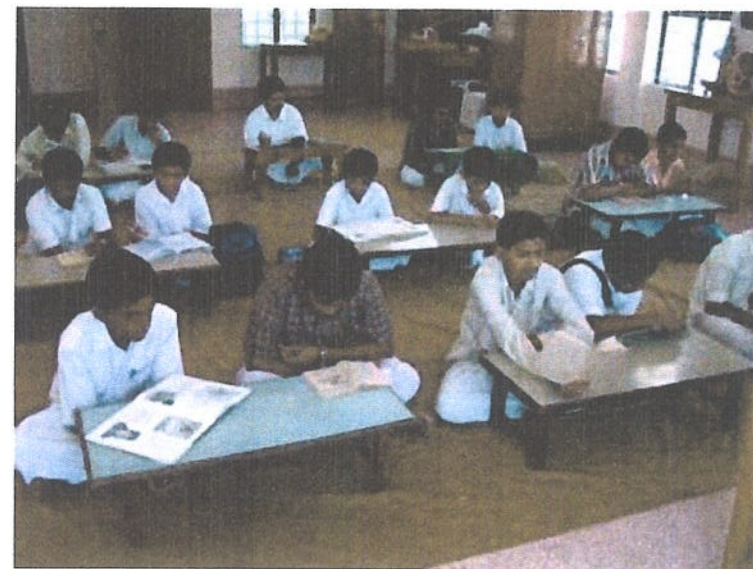
Teachings...

- Swami Vivekananda firmly believed in the equality of mankind and preached extensively to remove biases and exploitation based on caste, creed, race and gender.
- Swamiji sought to bring back the spiritual awakening of the nation by instilling faith and pride for India's culture and heritage.
- Swamiji is widely regarded as the India's foremost nation builders. Many other subsequent national leaders including Gandhiji, Nehru, Aurobindo were influenced by his teachings on spirituality and service to the fellow beings.

Swamiji's contributions

- Contribution to World Culture:
 - New Understanding of Religion
 - Bridge between the East and the West
 - New Principle of Morality and Ethics
 - New View of Man
- Contribution to Hinduism:
 - Identity
 - Unification
 - Defence
 - Meeting the Challenges
 - New Ideal for Monasticism
 - Refurbishing of Religious Doctrines

Relief Work and Service to Humanity





Pearls of Wisdom

Let us work without desire for
name or fame or rule over
others. Let us be free from the
triple bonds of lust, greed of
gain, and anger.

Pearls of Wisdom

Take up one idea. Make that one idea your life. Think of it, dream of it. Live on that idea.

Let the brain, muscles, nerves, every part of your body be full of that idea and just leave every other idea alone.

This is the way to “SUCCESS”



Sample Activity Report

INDEX

SR.No.



PARTICULARS



Pg.No.

1

Select a case study / report related to legal and ethical issues in use of ICT. Discuss your case using any mode of online discussion forum. Submit the screenshots of your group discussion.

1-13

2

Develop & critically evaluate a CAI package (Script writing and story Board) using ADDIE model of Instructional design for any topic of your choice.

14-24

3

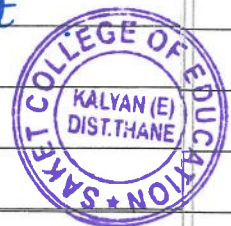
Develop and Manage a Social Networking site / Blog / Chat forum for college based on ICT course. Submit the report for the same with empirical evidences.

25-36

4

Select an educational problem and conduct an online survey. Submit a report on the procedure and analysis of the survey result along with screenshot

37-45



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Sr.No.

PARTICULARS

Pg.No.

Introduction

1-2

Ethics and Digital Media

2-3

Legality Issues

3-5

What is Cyberbullying?

6-9

Bullying on Facebook, Twitter, YouTube, WhatsApp, Instagram and Snapchat

9-13

①

Select a case study/report related to legal and ethical issues in use of ICT.

Discuss your case using any mode of online discussion forum. Submit the screenshots of your group discussion. *



related to legal and ethical
issues in



Discussions
made of various
forum about the
of your group discussion.

INTRODUCTION

Businesses have adopted information and telecommunication tools in their daily activities and **ICTs** are very quickly changing the way companies work in. Starting in 1993, 93% of the information entered and created in companies worldwide became digital. In Poland, 47% of companies use almost exclusively electronic documents (**Mejssner 2014**). The effects tend to be relevant to the sphere of material and spiritual: decisions, choices and responsibility. They concern the sphere of morality, ethics deal with. Ethical aspects of science are increasingly of interest to researchers, developers and users of **ICT**, who have vast expertise and enjoy the authority and respect among **ICT** users. Furthermore, they have a significant impact on people's behavior and their values. For these reasons, further research on computer ethics is essential. Users and **ICT** professionals should be guided by certain moral and ethical principles which might prevent a lot of serious problems and abuses in the use of computer technology, such as loss or destruction of important data, loss of business or a positive image. It may be helpful to analyze the negative cases, and create positive models and patterns of behavior.

INTRODUCTION

Business have adapted information and telecommunication tools in their daily activities and ICTs are very quickly changing the way companies work. In 1993, 1% of the companies



Ethical Issues

Less Predictable Less Reliable

Computers and communications are pervasive, touching nearly every aspects of our lives.

If we compare Com & Com with other pervasive technologies; electricity, television, etc, Com & Com seems lot of less predictable and reliable

EXAMPLE:

- We don't know that virus attacks our system even though we try to create our defensive system. (less predictable)
- Less Reliable happen when the internet traffic is full (down)
- Flash disk borrowing

Business Ethics 10

have used computers and enjoy the authority and respect ICT users. Furthermore, they have a significant impact on peoples behavior and their values for these reasons further research on computer ethics is essential. Users and ICT professionals should be guided by certain moral and ethical principles which might prevent a lot of serious problems and abuses in the use of computer technology. Such as loss of business data, important information, a positive image. It may be helpful to analyze the negative cases, and create positive models and patterns of behavior.

The main reasons why research in the field of computer ethics is needed, are the advances in computer technology and the lack of adequate and universal practice. Anyone, whether employees, managers or **IT** specialists, should know what ethical standard and rules to follow.

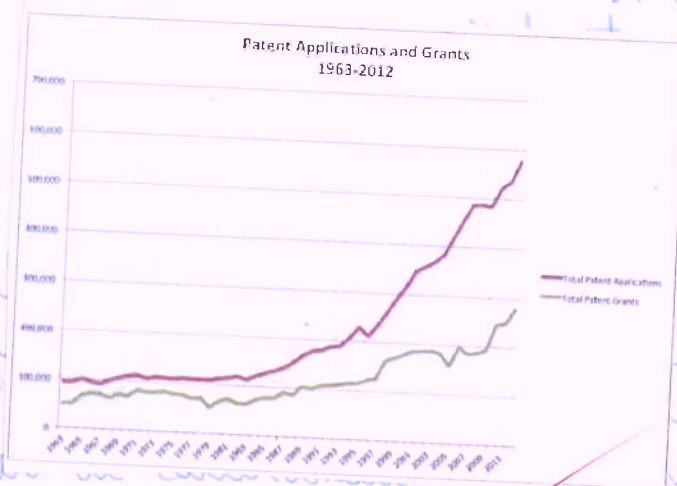
★ Ethics And Digital Media

The teacher is no longer seen as an authoritative figure on knowledge in this technological era. Students have access to other sources and authorities to validate for themselves. As educators, we need to let them discover and let them be active agents in their own learning in order to develop a trusting rapport with them. Online ethics should be integrated into the Curriculum so students can be aware of the consequences of privacy-invasion. Cyber-bullying or fake-identities.

Appropriate and Professional Use of Communication Technology

Messages can always be easily misconstrued or manipulated. As such teachers should always save a copy of the original message to safeguard one's self.

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Appropriate and Professional Use of Communication Technology

Messages can always be easily misinterpreted or manipulated. As such teachers should always have a copy of the original message to safeguard over self.

Social networking sites should not affect a teacher's professionalism if privacy settings are set correctly. Social networking sites can also be used for educational purposes if teachers keep it separate from their personal life.

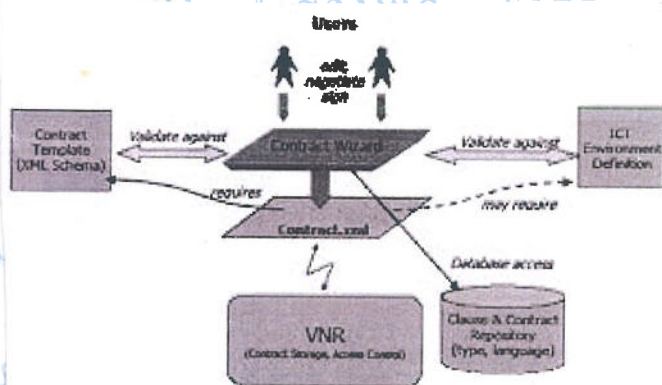
* Legality Issues

Teachers who show movies in classroom are exempt from copyright law as long as it is legally obtained (rented or purchased), because it is viewed as a beneficial learning tool rather than stealing from the movie studio. Depending on the license, a teacher can be allowed to give out software to each student for their laptop.

Teaching our Students Digital Ethics

Plagiarism is a major concern in school. It can be intentional, unintentional or out of ignorance. Digital ethics education is crucial so that students will begin to take more responsibility for their online behaviour. Digital ethics should be instilled when a child is young so they can understand what it means to be a responsible citizen in the digital world.

Special networking sites should not affect a teachers professional if privacy settings are properly maintained. However, the use of educational purposes if teachers keep it separate.



Legality



However, a legal purchase agreement should be made for their laptop.

Teaching our students Digital Ethics

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Topics for Discussion with your students

Credibility

Making Judgements

How do you present a credible self online?
What are your responsibilities when posting information about yourself, about other people, or information in different online spaces?

How can you assess the credibility of other people based on their online profiles, blogs, and other content about them? What are your ethical responsibilities when you are an information seeker?

Identity

Avatar vs. Self

How do different forms of self-expression online affect others?

What does it mean to remain anonymous?

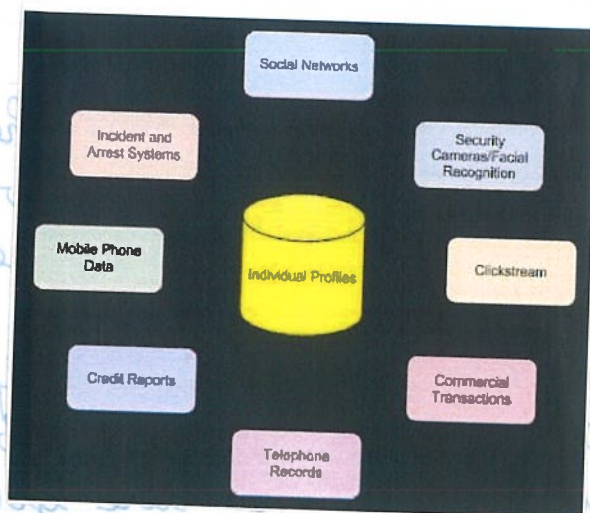
Participation

Online communities

Topics for Discussion with your students

Credibility

Making Judgments



Identity

Avatar vs. Self

How do different forms of self-expression online affect others?

What does it mean to remain anonymous?

Participation

Online communities

Reflect on the meaning of "participation" online and that it does not only mean "posting" but also includes passive actions, such as viewing a web page or choosing not to speak up.

Norms, values and long term vitality.
Interactions between novice and veteran users.

Ownership and Authorship

How do legal aspects of ownership, such as copyright, public domain, and fair use, limit or enable some forms of appropriation?

Plagiarism vs. Appropriation

How can you remix, or otherwise "appropriate" the work of others in a responsible, ethical way?

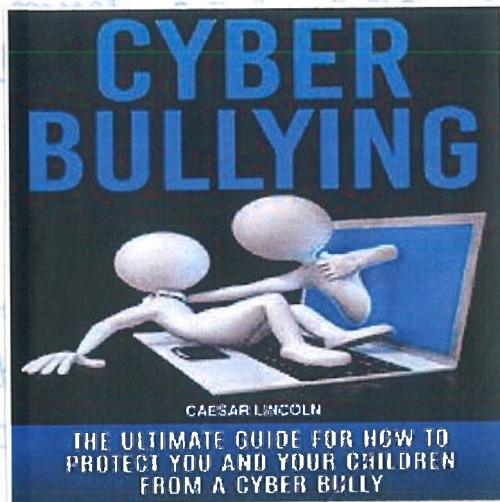
Privacy

What does it mean to be in the public domain?

The Digital footprint

How will you express yourself?

How will you protect your privacy?



What Is Cyberbullying?

Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, Text, and apps, or online in social media, forums, or gaming where people can view, participate in, or share content. Cyberbullying includes sending, posting, or sharing negative, harmful, false, or mean content about someone else. It can include sharing personal or private information about someone else causing embarrassment or humiliation. Some cyberbullying crosses the line into unlawful or criminal behavior.

The most common places where cyberbullying occurs are:

Social Media, such as Facebook, Instagram, Snapchat and Twitter.

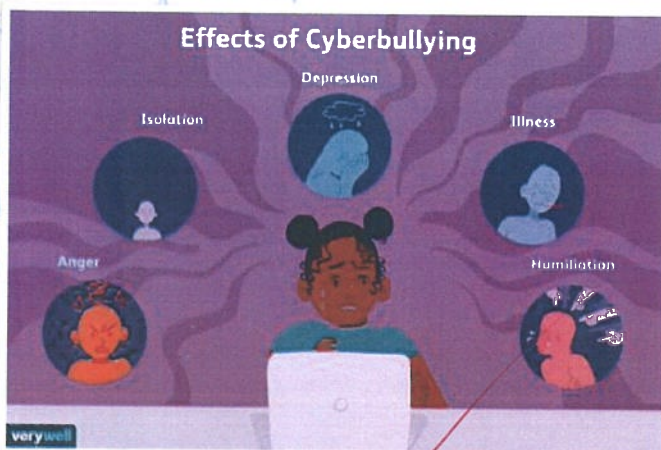
SMS (Short Message Service) also known as Text Message sent through devices.

Instant Message (via devices, email provider services, apps, and social media messaging features)

Email

What Is Cyberbullying?

Cyberbullying is bullying that takes place over digital devices like cell phones, computers, and tablets. Cyberbullying can occur through SMS, text, and apps, or online in social media.



The most common places where cyberbullying occurs are:

Social Media, such as Facebook, Instagram, and Twitter.

SMS (Short Message Service) also known as text messaging through devices.

Instant Message (via devices, email provider services, apps, and social media messaging features).

Email

Special Concerns

With the prevalence of social media and digital forums, comments, photos, posts, and content shared by individuals can often be viewed by strangers as well as acquaintances. The content an individual shares online - both their personal content as well as any negative, mean or hurtful content - creates a kind of permanent public record of their views, activities, and behavior. This public record can be thought of as an online reputation, which may be accessible to schools, employers, colleges, clubs, and others who may be researching an individual now or in the future. Cyberbullying can harm the online reputations of everyone involved - not just the person being bullied, but those doing the bullying or participating in it. Cyberbullying has unique concerns in that it can be:

Persistent - Digital devices offer an ability to immediately and continuously communicate 24 hours a day, so it can be difficult for children experiencing cyberbullying to find relief.

Special Content

With the prevalence of social media and digital forums, comments, photos, posts, and content shared by individuals can be viewed by strangers as well as friends and family. This public record of their lives, activities, views, and opinions can be shared with others who may be accessible to schools, employers, colleges, and others who may be researching an individual now or in the future. Cyberbullying can harm the online reputations of everyone involved - not just the person being bullied but those doing the bullying as well. Cyberbullying has unique characteristics that it can be



Digital devices offer an ability to communicate and collaborate with others, but it can be difficult for children experiencing cyberbullying to find relief.

Permanent - Most information communicated electronically is permanent and public, if not reported and removed. A negative online reputation, including for those who bully, can impact college admissions, employment, and other areas of life.

Hard to Notice - Because teachers and parents may not overhear or see cyberbullying taking place, it is harder to recognize.

Laws and Sanctions

Although all states have laws requiring schools to respond to bullying, many states do not include cyberbullying under these laws or specify the role schools should play in responding to bullying that takes place outside of school. Schools may take action either as required by law, or with local or school policies that allow them to discipline or take other action. Some states also have provisions to address bullying if it affects school performance. You can learn about the laws and policies in each state, including if they cover cyberbullying.

Most information - **Internet**
 electronically is permanent and public, if not
 removed and reported to a reporter or
 reporter, including those who bully
 and, therefore, victims, bullies, and
 other people.

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 responding to bullying at school. Schools
 should specify the role of schools in
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What do you do if you're being bullied on a social network

Bullying on Facebook, Twitter, YouTube, WhatsApp, Instagram and Snapchat

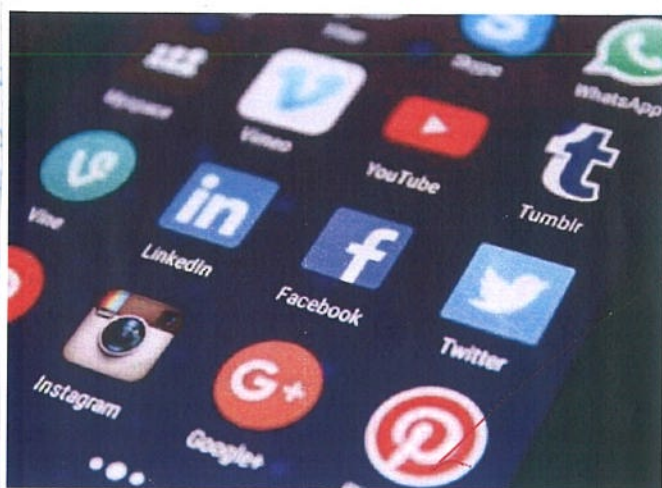
With the increase of social networking sites, online activity and message apps, cyberbullying is on the increase. In a survey by **Ditch the Label**, 47% of young people who took the survey have received nasty profile comments and 62% have been sent nasty private messages via smartphone apps. This is very worrying as it shows how cyber bullying is on the increase.

Most of the apps and social networking sites are of people aged 13 and over. They also state that bullying, abusive behaviours which includes harassment, impersonation and identity theft are banned and not allowed. However, results from our **national bullying survey**, shows 91% of people who reported cyber bullying said that no action was taken. This can leave users feeling disbelieved, vulnerable and knock their self-esteem.

A general rule when making a complaint about being bullied online is to copy

What do you do if you're being bullied on a social network

Bullying on Facebook, Twitter, YouTube, WhatsApp, Instagram and Snapchat



of social media apps, a survey of people who use profile comments, vote messages, and private messages, are increasing.

networking, cyberbullying, and taking the risk of being bullied via email and social media.

Most of the apps and social networking sites are for people aged 13 and over. They also state that bullying, abusive behaviour, which includes harassment, impersonation and identity theft are banned and not allowed. However, results from our national bullying survey, shows 11% of people who reported cyber bullying said that no action was taken. This can leave users feeling disbelieved, vulnerable and knock their self-esteem.

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the terms and conditions which have been breached and take a screenshot of the comment or photo as evidence. This may prompt any of these sites and apps to take action as you have shown them their obligation to investigate and take appropriate action.

How to report bullying or abuse on social media

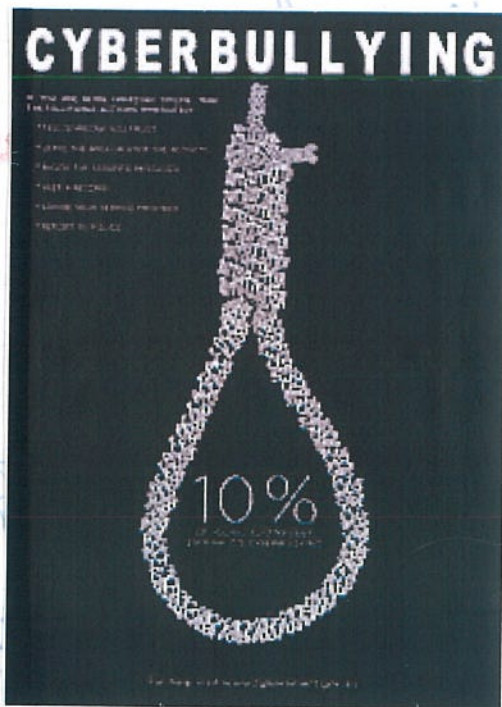
FACEBOOK

Facebook does not tolerate bullying and say they will remove bullying content when they become aware of it and may disable the account of anyone who bullies or attacks another. They have a set of community standards that they adhere to and it states that they will not tolerate:

- Pages that identify and shame private individuals
- Images altered to degrade private individuals.
- Photos or videos of physical bullying posted to shame the victim.
- Sharing personal information to blackmail or harass people.

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use on social media



How to report

FACEBOOK

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Pages that identify and shame private individuals

Images altered to degrade private individuals

Photos or videos of physical bullying posted to shame the victim

Sharing personal information to blackmail or harass people

Repeatedly targeting other people with unwanted friend requests or messages.

You can report bullying on Facebook using the report links which appear near the content itself, normally on a drop down arrow which gives you menu option to report the image, post or comment.

TWITTER

If you receive a tweet or reply that you don't like, you can unfollow that person. If they continue to contact you, you can block the user (just click on the head icon on their profile and select block user). You may find that as they are unable to get through to you, they will lose interest. However, if this is not the case and you continue to receive unwanted replies, abuse or threats, you can report it here straight to Twitter directly. If you know a friend or family member is being abused on Twitter, they have advice pages that can help with step by step help.

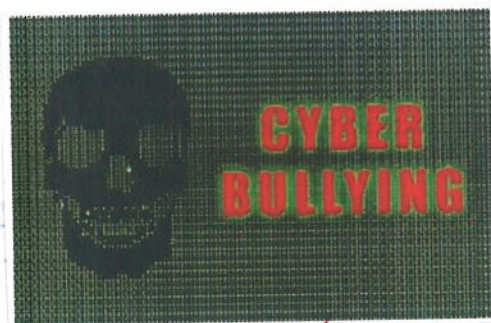
YOUTUBE

You have every right to use YouTube without fear of being subjected to bullying or

repeatedly targeting other people with unwanted
friend requests or messages.



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YOUTUBE

You have every right to use YouTube
without fear of being subjected to bullying or

harassment. Bullying can be reported and action taken when things cross a line. To flag a video you think is inappropriate (click on the little flag bottom right of the video) and YouTube will take a look at it to see whether it breaks their terms of use. If it does then they will remove it. YouTube rules say you can't upload videos with hate content, nudity or graphic violence and if you find one on someone else's space, click on the video to flag it as inappropriate. If under comments, you are being bullied, harassed or threats are being made, they have a reporting tool page where you can report the bullying and they will investigate.

How to report bullying or abuse on messaging apps

INSTAGRAM

Bullying or abuse on Instagram can happen in many ways. It can be either negative comments, fake profiles or hacking of accounts. Instagram take all of these violations very seriously and have plenty of advice on their pages if you or someone you know is being bullied or abused on Instagram. Their advice initially is to block and unfollow the person who is being abuse.

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However, if it continues or it has gotten worse, you can use their in-app reporting tool. This page has details on how to report the abuse directly to them.

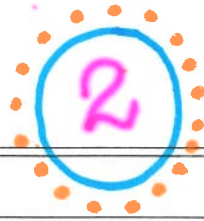
SNAPCHAT

Snapchat is an app that allows users to send pictures to each other that disappear off screen within a set amount of time. Unfortunately, there is bullying on Snapchat in the form of screenshots, sending pics without permission, negative comments and more. If this is the case for you or someone you know they can block a user, tap the Menu icon, select "My friends", locate their name in the list and swipe right across their name. If you would like to delete a friend from your contacts, press "Delete".

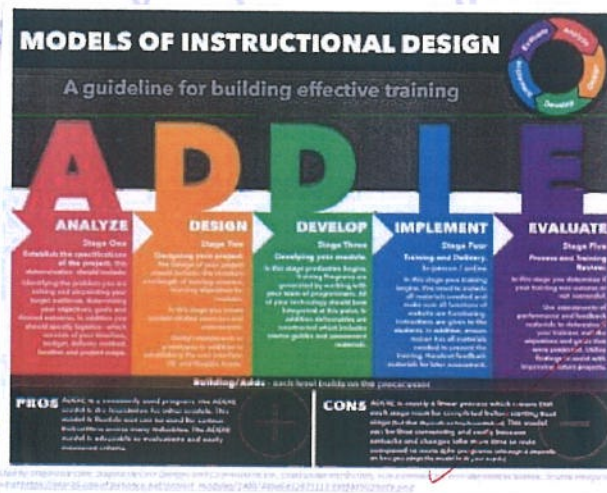
WHATSAPP

Whatsapp Messenger lets people send instant messages, videos, photos, and short audio messages to either one person or within a group chat. Messages can only be sent to other smartphone users who also have whatsapp. Bullying can take many forms as it is a messaging service and we often hear of abusive group chats. You can block and delete the contact. You can find out more by emailing support@whatsapp.com.





Develop & critically evaluate
a CAI package (Script
writing and Story Board)
using ADDIE model of
Instructional design for any
topic of your choice. *



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INTRODUCTION

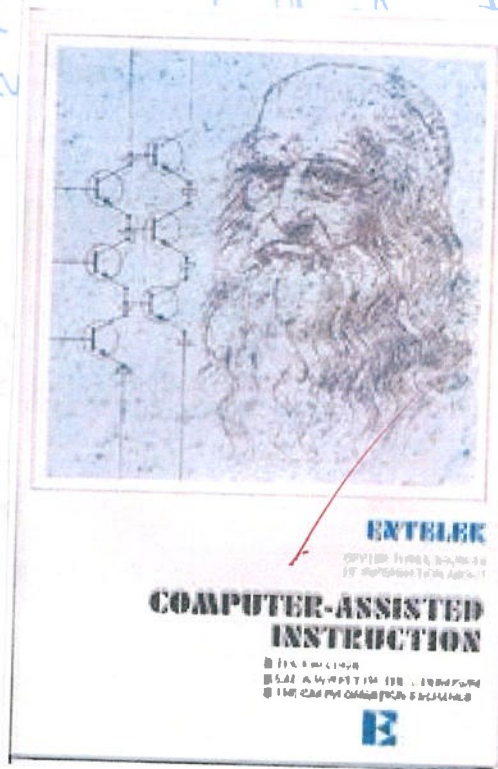
We are a society of technology users. Computers today have penetrated every human activity. As teachers we are catering to a class of proficient Digital Natives. The various uses of computers in education may be classified into four broad categories:

- (a) Use of computer programming as a developmental or authoring tool.
- (b) Use of computers as means of Programmed instruction.
- (c) Use of computers in stimulating experiments.
- (d) Computers as a productivity tool both in content area and area of study for future use.

Educators look at computers as a strategy that can engage students in some form of learning. Robert Taylor (1980) suggested that a computer could be used in the classroom in three different ways:

INTRODUCTION

The era was a period of technological
 progress. The various
 fields of science
 were greatly advanced.
 The various
 fields of science
 were greatly advanced.
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 were greatly advanced.



(a) Computer as a **TUTOR** : i.e., an aid to the tutor.

(b) Computer as a **TOOL** : i.e., as a medium of instruction.

(c) Computer as a **TUTEE** : i.e., as something to be instructed or programmed.

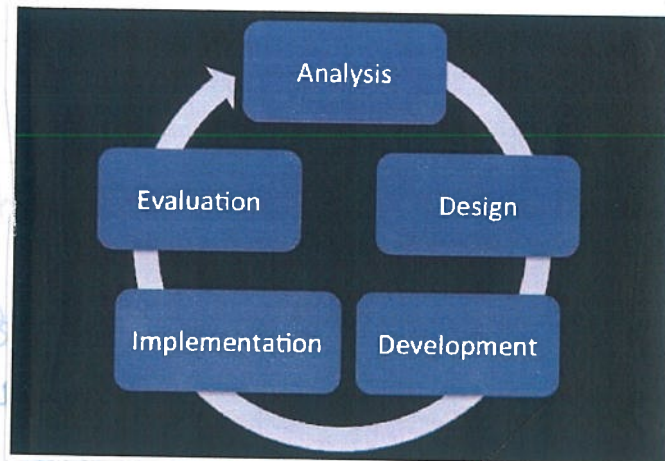
Computers in Education refer to educational computing. It means the applications of computers in Education. The computer has created a revolution in the content of education and in the nature of the learning process. They have the capability of multiplying the human intellect beyond past conceptions and have tremendous implications in education. They are

1. Computer Assisted Instruction (CAI)

2. Computer Assisted Learning (CAL)

3. Computer Based Teaching (CBT)

4. Computer Managed Learning (CML)



Education refers to the application of computer in the learning process. It is a revolution in the content of education and in the nature of the learning process. They have the capability of multiplying the human intellect beyond past conceptions and have tremendous implications in education. There

1. (IA)
2. (AL)
3. (BT)
4. (ML)

CAI - Characteristics and Uses:

Computers are a familiar sight in classrooms in the twenty-first century and technology has been used to streamline many educational tasks. There are different types of educational computer use and not every use of a computer in the classroom is considered to be Computer Assisted Instruction (CAI) or Computer-Based Instruction (CBI) are those cases in which either instruction is presented through a computer program to a passive student, or the computer is the platform for an interactive and personalized learning environment.

Computer-Assisted Instruction (CAI), a program of instructional material presented by means of a computer or computer systems. CAI is defined as an interaction between a student, a computer controlled display and a response entry for the purpose of achieving educational outcomes. CAI is a method of instruction in which there is a purposeful interaction between a learner and computer device the individual learner to achieve the desired instructional objective with his own pace and ability. Computer-assisted instruction (CAI) refers to instruction or remediation presented on a computer.

CAI - Characteristics and Uses:

Computers are a familiar sight in classrooms in the twenty-first century and technology has been used to streamline many educational tasks. There are different types of educational computer programs based on the type of learner and the type of task.

| Method | | Pretest | Posttest |
|--------------|----------------|---------|----------|
| CAI | Mean | 35.3906 | 62.2656 |
| | N | 128 | 128 |
| | Std. Deviation | 7.75129 | 8.60002 |
| Conventional | Mean | 26.4732 | 39.1071 |
| | N | 112 | 112 |
| | Std. Deviation | 8.42664 | 8.25315 |
| Difference | | | |

educational computer programs based on the type of learner and the type of task.

Computer-Assisted Instruction

Computer-assisted instruction (CAI) is a type of instructional material presented by means of a computer or computer system. It is defined as an interaction between a learner and a computer program that is designed to achieve a specific purpose for the learner. CAI is a type of instructional material presented by means of a computer or computer system. It is defined as an interaction between a learner and a computer program that is designed to achieve a specific purpose for the learner. CAI is a type of instructional material presented by means of a computer or computer system. It is defined as an interaction between a learner and a computer program that is designed to achieve a specific purpose for the learner.

CAI has been developed from the principles of Programmed Instruction. Within the broad definition, computer-assisted instruction may follow different paths to the same end. One example is how computer-assisted instruction is used in relation to other teaching presentations. **CAI** can be used either in isolation, bearing the whole responsibility for conveying instruction to students, or in combination with conventional, i.e., face-to-face, teaching methods. In **CAI** there is interaction between individual student and computer, computer displays instructions and student respond to computer display. The basic assumptions of **CAI** are as follows:

1. **CAI** can be provided simultaneously for as many as 4000 students.
2. **CAI** is suitable for all types of teaching and learning activities.
3. As the learner's performance is going to be recorded automatically in computer memory, immediate feedback can be provided to the learners by the teachers and also the teachers can use the data in making the best teaching strategy for the learner in future.

CAI

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Click the tabs



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Instructional Modes of CAI: approach is in which the computer is used as a means for transmitting specific subject-matter, such as reading. The flow of information is basically from the computer to the student, with the computer presenting learning material or activities for student responses. The computer retains records of the student's progress through the course of study. Based on the degree of interaction between student and computer, researchers have identified six levels of **CAI**.

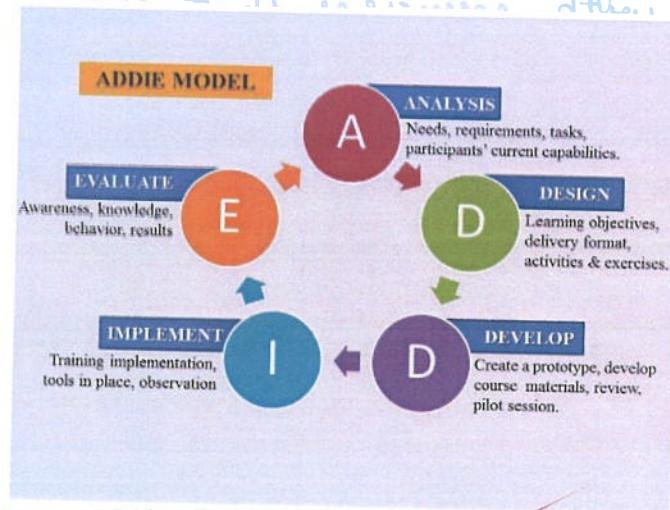
Tutorial: Tutorial **CAI** provides some information or clarifies certain concepts in addition to providing the student with practice exercises. In this sense, the computer begins to take over actual instructional functions, tailored to the student's individual level of achievement. In the Tutorial Mode, information is presented in small units followed by a question. The student's response is analyzed by the computer and an appropriate feedback is provided. This is similar to Programmed Instruction.

Drill and practice: In the Drill and Practice Mode, the learner is provided with a number of graded examples on the concepts and principles learnt earlier. The idea is to develop proficiency.

and fluency through doing. All the correct responses are reinforced and the incorrect responses are diagnosed and corrected. The computer continues the drill until mastery is achieved by the learner. The computer provides the student with exercises that reinforce the learning of specific skills taught in the classroom and supplies immediate feedback on the correctness of the response. Used in this manner, **CAI** functions as a supplement to regular classroom instruction and may be especially useful when a teacher does not have the time to work individually with each student. Drill and practice on the computer may also motivate students more than traditional workbook exercises.

Simulation Mode: In the simulation mode, the learner is exposed with scaled-down simulated situations bearing correspondence with the real situations. Simulations are made to avoid risk, save money and conserve time. Simulation of an aero plane in flight, an experiment on titration, a nuclear reaction, collision two bodies etc. are good examples of the simulation mode.

Discovery Mode: In the discovery mode, the inductive approach to teaching and learning is followed. The learner is encouraged to proceed



Simulation Mode

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Discovery Mode

In the discovery mode, the inductive approach to teaching and learning is followed. The learner is encouraged to proceed

through trial and error approach, i.e., by solving a given problem, realizing where and how he/she went wrong, trying again and finally solving the complex problem.

Gaming Mode: In the gaming Mode, the learner is engaged in playing opposite the computer or opposite another learner. The extent of learning depends upon the type of the game. Games on spellings, names of places and general knowledge are some examples of the gaming mode.

Dialogue: With this type of computer use, the student takes an active role in interacting with the computer, giving instructions in the form of a computer language so as to structure the student's own curriculum. The computer provides information, exercises and feedback. Dialogue **CAI** is believed to come closest to actually substituting for regular instruction.

Characteristics of CAI

It has the capacity to initiate flexible interactions with the student.

1. The computer is able to record and store all the responses of the students.

2. It can use the information in deciding what information to give the student next.

3. It can branch not just in terms of one answer but also in terms of a whole series of previous answers.

4. It can also record the time taken to answer a question and the degree of correctness of the student's response.

5. It uses information in planning to determine which branch to take.

Uses of CAI

The following are the most important uses of CAI

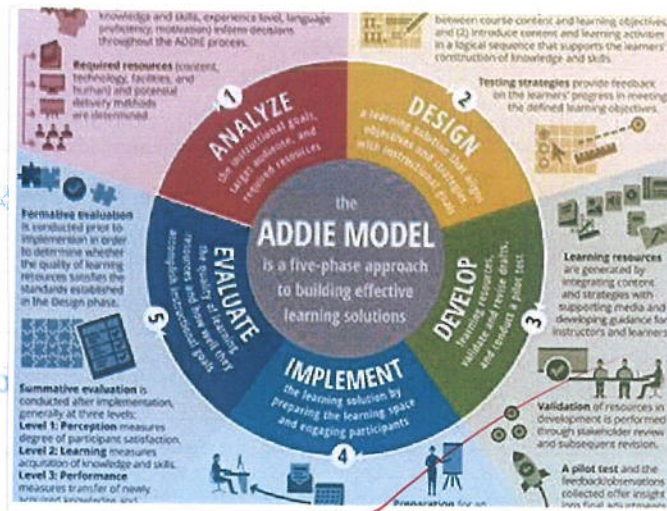
(i) Self-pacing: CAI provides one-to-one interaction with a student, as well as an instantaneous response to the answers elicited and allows students to proceed at their own pace. Computer-assisted instruction moves at the students' pace and usually does not move ahead until they have mastered the skill. They allow students to progress according to their own pace and work individually or in a group.

that provides information to the user. It can be used to provide information to the user.

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Uses of ADDIE

The following are the most important uses of ADDIE

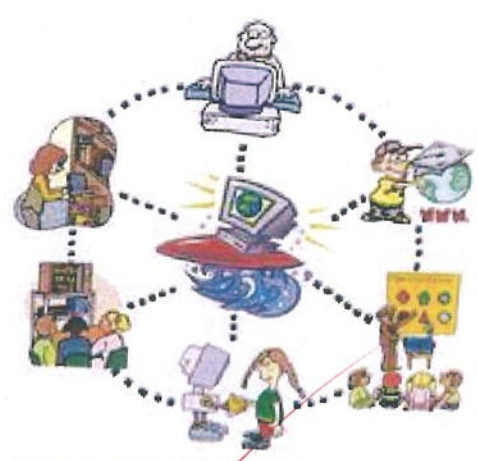
(1) **Self-paced** - provides a structured learning experience with a clear path and a clear end point. It is a good choice for learners who are self-motivated and who can learn at their own pace. It is also a good choice for learners who are working on a specific skill or task and who need to learn at their own pace. It is a good choice for learners who are working on a specific skill or task and who need to learn at their own pace.

Programs provide differentiated lessons to challenge students who are at risk, average, or gifted. One student can move onto more demanding educational activities before the rest of the class without disrupting anyone else's learning. Simultaneously, another student can repeat certain learning activities as often as advisable. Computer-assisted instruction improves instruction for students with disabilities because students receive immediate feedback and do not continue to practice the wrong skills.

(2) Relevance and Quality of Education: Computer-based instruction can also enhance the relevance and quality of educational activities. This will often register as a prime concern for parents and students. Collaborating with an appropriate site for learning activities will provide the school district or classroom teacher with a wealth of choices. With educational activities organized by grade level and covering a vast array of subject material, a valuable partnering site will empower the instructor with the ability to choose learning activities to target the students' needs best. Further, if the site includes authoring tools, the teacher or parent may create new educational activities to address any undeserved curricular areas. Additionally, a user

Programs provide differentiated lessons to challenge students who are at risk, average, or above average. One student can move from one level to another without disrupting anyone else's learning. Before the rest of the class, educational activities are designed to be self-paced. Students can repeat activities as many times as needed. Computer-based instruction for students receiving special services continues to practice.

Education: Computer-based instruction is the most effective. This will be a great help for parents and students.



(2) Relevant based on ability and after registration and student

Site for learning activities will provide the school district as a classroom teacher with a choice of educational activities. With a private and public level and covering a vast array of subject material, a valuable partnership will be formed. The instructor will be able to choose learning activities to target the students' needs best. Further, if the site includes authoring tools, the teacher or parent may create new educational activities to address any individual needs. Additionally, a user

community, if offered, may enable the sharing of learning activities far more easily than before. Providing instruction on the computer then helps foster increased relevance for the lessons involved.

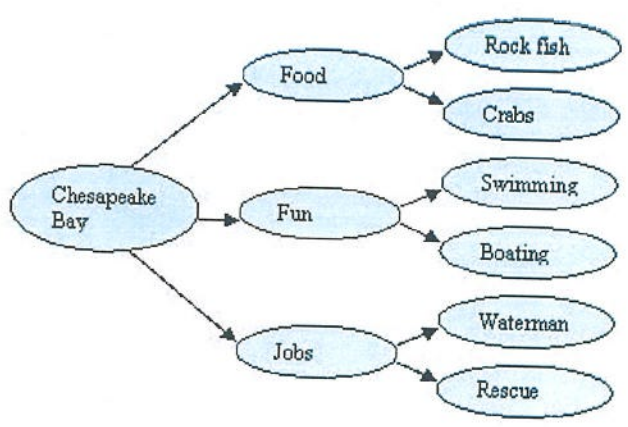
(3) Diagnostic: **CAI** can be used diagnostically and, once a student's problem has been identified, it can then focus on the problem area. Finally, because of the privacy and individual attention afforded by a computer, some students are relieved of the embarrassment of giving an incorrect answer publicly or of going more slowly through lessons than other classmates.

(4) Re teaching and reinforcing: Computers are particularly useful in subjects that require drill, freeing teacher time from some classroom tasks so that a teacher can devote more time to individual students. Computers offer different types of activity and a change of pace from teacher-led or group instruction.

(5) Personalized Feedback of Instruction: Computers provide immediate feedback, letting students know whether their answer is correct. If the answer is not correct, the program shows students how to correctly answer the question.

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(6) **Multisensory Presentations:** Computer programs are interactive and can illustrate a concept through attractive animation, sound and demonstration.

(7) **Motivation and Reward:** Computers capture the students' attention because the programs are interactive and engage the students' spirit of competitiveness to increase their scores.

Therefore, can be said to be an effective tool under proper conditions. The course material should be carefully prepared by persons who are knowledgeable in the subject-matter, computer technology and learning theory. The academic support required by the students must be provided by the teachers. **CAL** courseware must be high quality, user friendly and well organized.

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Develop and Manage a
Social Networking site /
Blog / Chat forum for
college based on ICT
course. Submit the report
for the same with
empirical evidences. *



Develop and Manage a
Social Networking Site!

real
TJ



Blog
collab

course. Submit the report
for the same with
* empirical evidence.

BLOG

INTRODUCTION

A blog (a contraction of the term "weblog") is a type of website, usually maintained by an individual with regular entries of commentary, descriptions of events, or other material such as graphics or video. Entries are commonly displayed in reverse chronological order. "Blog" can also be used as a verb, meaning to maintain or add content to a blog.

Many blogs provide commentary or news on a particular subject; others function as more personal online diaries. A typical blog combines text, images and links to other blogs, Web pages and other media related to its topic. The ability for readers to leave comments in an interactive format is an important part of many blogs. Most blogs are primarily textual, although some focus on art (artblog), photographs (photoblog), sketches (sketchblog), videos (vlog), music (MP3 blog) and audio (podcasting). Microblogging is another type of blogging, featuring very short posts. As of December 2007, blog search engine Technorati was tracking more than 1.2 million blogs.

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INTRODUCTION



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TYPES

There are many different types of blogs, differing not only in the type of content, but also in the way that content is delivered or written.

x Personal Blogs

The personal blog, an ongoing diary or commentary by an individual, is the traditional, most common blog. Personal bloggers usually take pride in their blog posts, even if their blog is never read by anyone but them. Blogs often become a way to reflect on life or works of art. Blogging can have a sentimental quality. Few personal blogs rise to fame and the mainstream, but some personal blogs quickly garner an extensive following. A type of personal blog is referred to as "microblogging," which is extremely detailed blogging as it seeks to capture a moment in time. Sites such as Twitter, allow bloggers to share thoughts and feelings instantaneously with friends and family and is much faster than e-mailing or writing.

TYPES

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personal is the most popular even if their

usually take a fair amount of time

Blog is never read by anyone but them. Blog after become a way to reflect on life or work of art. Blogging can have a sentimental quality. But personal blogs rise to fame and the maintenance, but some personal blogs quickly garner an extensive following. A type of personal blog is referred to as "microblogging", which is extremely detailed blogging up it seeks to capture a moment in time. Sites such as Twitter allow bloggers to share thoughts and feelings instantaneously with friends and family and is much faster than e-mailing or writing.

x

Corporate and organizational blogs

A blog can be private, as in most cases, or it can be for business purposes. Blogs, either used internally to enhance the communication and culture in a corporation or externally for marketing, branding or public relations purposes are called corporate blogs. Similar blogs for clubs and societies are called club blogs, group blogs, or by similar names; typical use is to inform members and other interested parties of club and member activities.

... →

By genre

Some blogs focus on a particular subject, such as political blogs, travel blogs, house blogs, fashion blogs, project blogs, education blogs, niche blogs, classical music blogs, quizzing blogs, and legal blogs (often referred to as a lawlogs) or dreamlogs. Two common types of genre blogs are art blogs and music blogs. A blog featuring discussions especially about home and family is not uncommonly called a mom blog. While not a legitimate type of blog, one used for the sole purpose of spamming is known as a splog.

A blog can be private, as in most cases, or it can be for business purposes. Blogs, either used internally to enhance the communication of a corporation or externally by a group or individual, are called similar to those of a typical use is interested party.



Some blogs focus on a particular subject, such as political blogs, travel blogs, house blogs, fashion blogs, project blogs, education blogs, niche blogs, classical music blogs, puzzle blogs, and legal blogs (often referred to as a **champs**) or dreamlogs. Two common types of blogs are art blogs and music blogs. A blog featuring discussions especially about film and family is not uncommonly called a **man** blog. While not a legitimate type of blog, one used for the sole purpose of spamming is known as a **splog**.

... → By media type

A blog comprising videos is called a vlog, one comprising links is called a linklog, a site containing a portfolio of sketches is called a sketchblog or one comprising photos is called a photoblog. Blogs with shorter posts and mixed types are called tumblelogs. Blogs that are written on typewriters and then scanned are called typecast or typecast blogs. A rare type of blog hosted on the Gopher Protocol is known as a Phlog.

... → By device

Blogs can also be defined by which type of device is used to compose it. A blog written by a mobile device like a mobile phone or PDA could be called a moblog. One early blog was Wearable Wireless Webcam, an online shared diary of a person's personal life combining text, video and pictures transmitted live from a wearable computer and EyeTap device to a website. This practice of semi-automated blogging with live video together with text was referred to as sousveillance. Such journals have been used as evidence in legal matters.



A blog comprising videos is called a vlog, one comprising links is called a linklog and photos are called a photlog. A blog is a primitive form of a website containing a mixture of text, images, audio, video, and other multimedia. It is a type of web page known as a blog.

Blogs can also be defined by which type of device is used to compose it. A blog written by a mobile device like a mobile phone or PDA could be called a mblog. One early blog was Wireless Weblog, an online diary of a person's personal life combining text, video and pictures transmitted live from a wearable computer and laptop device to a website. This practice of semi-automated blogging with live video together with text was referred to as vlogging. But journals have been used as evidence in legal matters.

HISTORY

The term "weblog" was coined by Jorn Barger on 17 December 1997. The short form, "blog", was coined by Peter Merholz, who jokingly broke the word weblog into the phrase we blog in the sidebar of his blog Peterme.com in April or May 1999. Shortly thereafter, Evan Williams at Pyra Labs used "blog" as both a noun and verb ("to blog," meaning "to edit one's weblog or to post to one's weblog") and devised the term "blogger" in connection with Pyra Labs' Blogger product, leading to the popularization of the terms.

ORIGINS

Before blogging became popular, digital communities took many forms, including Usenet, commercial online services such as GEnie, Bix and the early CompuServe, e-mail lists and Bulletin Board Systems (BBS). In the 1990s, Internet forum software, such as Webex, created running conversations with "threads". Threads are topical connections between messages on a metaphorical "corkboard".

The modern blog evolved from the online diary, where people would keep a running

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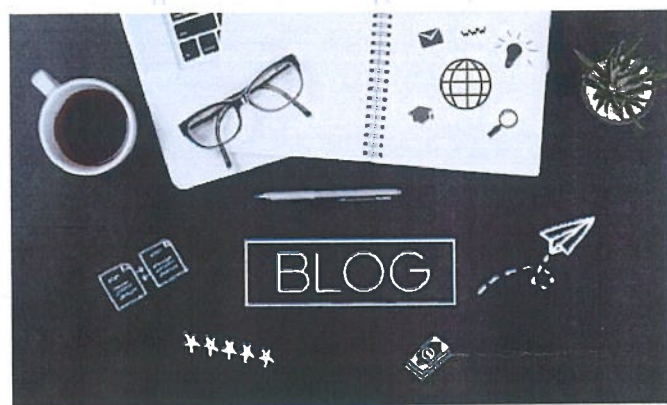
The modern blog evolved from the online diary, where people would keep a running

account of their personal lives. Most such writers called themselves diarists, journalists, or journalers. Justin Hall, who began personal blogging in 1994 while a student at Swarthmore College, is generally recognized as one of the earliest bloggers, as is Jerry Pournelle. Dave Winer's Scripting News is also credited with being one of the oldest and longest running weblogs. Another early blog was Wearable Wireless Webcam, an online shared diary of a person's personal life combining text, video and pictures transmitted live from a wearable computer and EyeTap device to a website in 1994. This practice of semi-automated blogging with live video together with text was referred to as sousveillance and such journals were also used as evidence in legal matters.

Early blogs were simply manually updated components of common websites. However, the evolution of tools to facilitate the production and maintenance of web articles posted in reverse chronological order made the publishing process feasible to a much larger, less technical, population. Ultimately, this resulted in the distinct class of online publishing that produces blogs we recognize today. For instance, the use of some sort of browser-based software is now a typical aspect of "blogging".

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Blogs can be hosted by dedicated blog hosting services, or they can be run using blog software, or on regular web hosting services.

KEY FEATURES OF BLOGS

A defining feature of a blog is the order in which posts are arranged on the site. A blog is primarily a website that is frequently updated with new posts. The posts are arranged in reverse chronological order, with the most recent entry at the top of the blog (Paquet, 2003; Ward, 2004). In addition to this feature, Paquet (2003) described four other characteristics of a blog: personal editorship; hyper linked post structure; archival features and free, public access to the content.

Personal authoring of blog posts often utilizes text, hyperlinks, pictures and graphics. With the availability of high bandwidth and storage space, blogs may also be populated with posts containing video clips and audio clips. Some blog owners may improve the interactivity of their blogs by utilizing the common feature. The comment feature allows readers to respond to a post by leaving their comments and opinions on the post. If the 'track back' function is available,

blogs can be hosted by dedicated
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KEY FEATURES OF BLOGS

| .COM | .ORG |
|--|--|
| <ul style="list-style-type: none"> ▶ Limited theme options ▶ No plugins ▶ Limited free storage ▶ Pay to remove ads ▶ Little or no technical control | <ul style="list-style-type: none"> ▶ Full theme customization ▶ All plugins allowed ▶ Storage varies by host ▶ Run your own ads (or don't) ▶ Full control over database and files |

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it allows a reader to comment on the post in his/her own blog, while notifying the blog owner and providing access to the reader's comments. Blogs have very strong archival features. Within blogs, posts are automatically archived and the archived content is searchable and retrievable through the input of keywords using the function.

In the blogosphere, Rich Site Summary (RSS), also known as Really Simple Syndication, feed is another feature available in many blog engines. With a RSS aggregator (e.g. Bloglines from <http://www.bloglines.com>), readers of a blog can obtain update in multiple blogs without actually visiting the blogs through a web browser.

THE EASE OF CREATING AND MAINTAINING A BLOG

A blog can be created with 3 or fewer steps in less than 10 minutes. The practice is similar to composing an email. Updating a blog with new posts requires only a few mouse clicks. Owning a blog is made possible with the availability of free or inexpensive web logging services, such as Pitas, Live Journal

and Pyra Labs' Blogger.com. These easy to use services have resulted in the fast and astounding growth in the number of blogs (Paquet, 2003). After a blogger has updated his/her blog, the blogging platform automatically archives posts and replaces them with the latest content on the front page. This is done without the need for any user intervention.

BLURRING WITH THE MASS MEDIA

Many bloggers, particularly those engaged in participatory journalism, differentiate themselves from the mainstream media, while others are members of the media working through a different channel. Some institutions see blogging as a means of "getting around the filter" and pushing messages directly to the public. Some critics worry that bloggers respect neither copyright nor the role of the mass media in presenting society with credible news. Bloggers and other contributors to user-generated content are behind Time magazine naming their 2006 person of the year as "you".

Many mainstream journalists, meanwhile, write their own blogs - well over 300 according to Cyberjournalist, net's J-blog list. The first known use of a blog on a news site was in 1998 - August, when Jonathan Dube of The Charlotte Observer published one chronicling Hurricane Bonnie.

Some bloggers have moved over to other media. The following bloggers (~~and others~~) have appeared on radio and television: Duncan Black (~~known widely by his pseudonym, Atrios~~), Glenn Reynolds (~~Instapundit~~), Markos Moulitsas Zúniga (~~Daily Kos~~), Alex Steffen (~~Worldchanging~~) and Ana Marie Cox (~~Wonkette~~). In counterpoint, Hugh Hewitt exemplifies a mass-media personality who has moved in the other direction, adding to his reach in "~~old media~~" by being an influential blogger. Equally many established authors, for example, Mitzi Szereto to have started using Blogs to not only update fans on their current works but also to expand into new areas of writing.

PLAGIARISM

Copying others' work and turning it into one's own is not new and the openness of the Internet has made retrieval of solutions and answers a breeze for students (Suarez and Martin, 2001). The problem of plagiarism could possibly plague blog entries. However, Oravec (2003) argued that the availability of blogs to the wider Internet audience could well work against the problem. Students will be able to view each others' work in the individual blogs and each student can act as an extra pair of eyes to prevent one another from conveniently copying others work. Peer pressure may help to reduce the likelihood of plagiarism, as one would not want to copy and be faulted by his peers.

LEGAL LIABILITIES = COPYRIGHT,

DEFAMATION, RACISM

Teachers may also have to educate students on the legal liabilities for publishing content online. One age-old concern is the infringement of copyrights. In their posts, students may attach pictures, audio files or any other

files which may be copyrighted. They can begin their journey of respecting others intellectual properties by seeking permission from the copyright owners before they post any such material in their blogs. Blogging is a means of expressing one's feelings and emotions but students should also be taught to express themselves responsibly. They should not post information that is hearsay or will hurt others' feeling. This may result in the act of defamation, where someone's reputation is adversely affected.

In our multi-racial society, students should also cultivate their respect for other races when they blog. They should not post any racist remark that demonstrates discrimination or prejudice against the other ethnic groups.

Thus Blogs in education is relatively new context. This phenomena affords educators an opportunity to transfer the ownership (both of the blog and of learning) to students by leveraging the many features of blogs. Teachers should examine their existing processes and consider how blogs can replace some of their existing practices. The benefits of edublogs can be fully realized only when it is integrated into the teaching and learning practices of the education community.

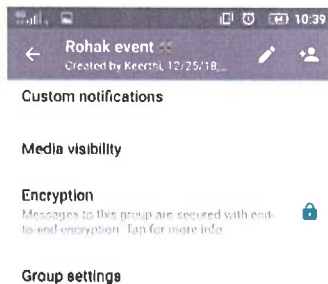


Add group description

Media



Mute notifications



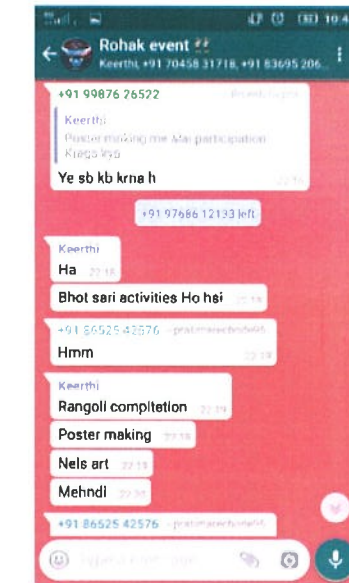
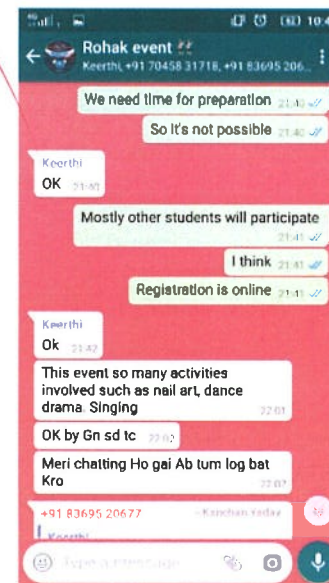
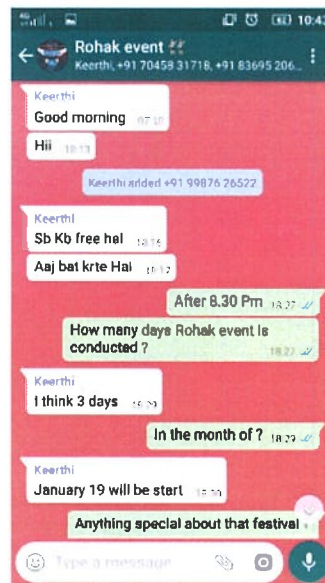
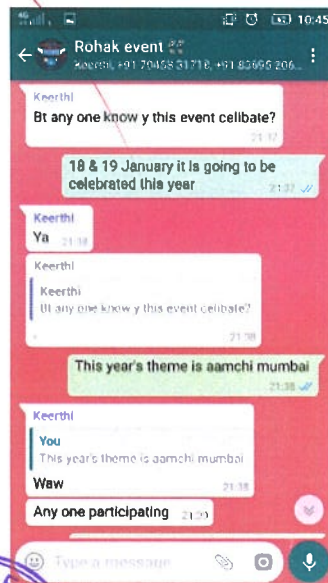
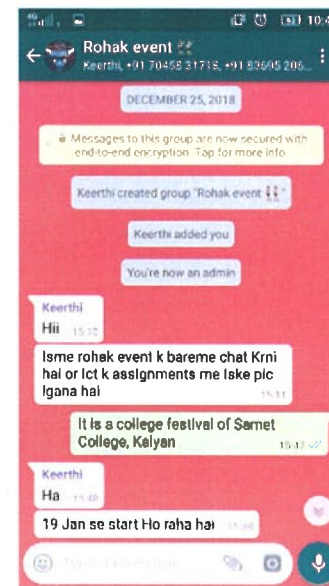
10 participants

Add participants

Invite via link

You
I love teaching Maths...

Keerthi
Please no msg no cl...



INDEX

SR.NO.

PARTICULARS

Pg.No.



Introduction

37-38

Stakeholders and their Values, Beliefs & Circumstances 38-44

Conclusion

45

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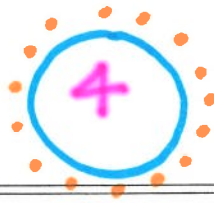
Introduction

Stakeholders and their Values, Beliefs & 38-44
Circumstances



Conclusion

42



Select an educational problem and conduct an online survey. Submit a report on the procedure and analysis of the survey result along with screenshot.

*



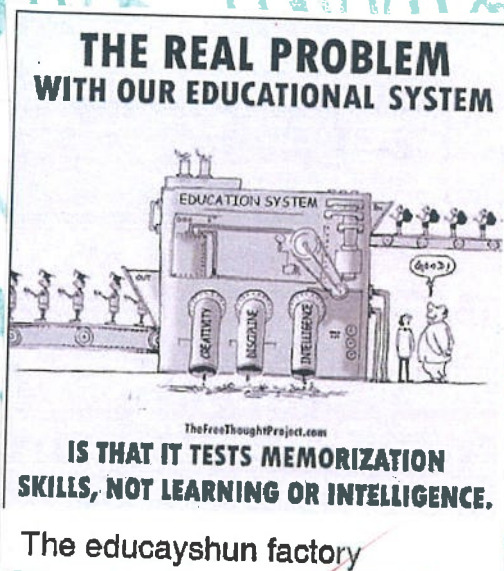
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EDUCATIONAL PROBLEMS

Private Vs. Public Schools

INTRODUCTION

"Education is very important for our lives". Many problems arise related to education such as funding, teaching quality and profession, academic performances of students, cultural differences and different educational opportunity, unsafe schools and unequal access to educational technology, the labor force needs and global competition. So, many key factors are presented in addressing other social problems, such as the educational system as a social institution, individuals' experiences of education and levels of achievement. These facts are related to both private and public schools and differentiate between them.

"Public schools are different from private schools, in terms of their funding & administration." Public schools get the majority of their funds from the government. While private schools rely on private sources. However, most public schools are administered by local governments while private schools are under the control of a

EDUCATIONAL PROBLEMS

Private Vs. Public Schools

INTRODUCTION



for our lives education is a very important and professional activity. Students, in educational institutions, are exposed to many key factors which are presented in addressing other social problems, such as the educational system as a social institution, individuals' experiences of education and levels of achievement. These facts are related to both private and public schools and differentiate between them.

"Public schools are different from private schools, in terms of their funding & administration." Public schools get the majority of their funds from the government. While private schools rely on private sources. However, most public schools are administered by local governments while private schools are under the control of a

private administration. Parents always make this comparison when choosing the suitable school for their children. Parents are seen as very important elements at school. They would ask for the best to their children; they try to have some pressure on the management of the school from time to time. School environment is affected by internal and external contributions especially parental involvement, and the relation of parents with the school.

Stakeholders and their Values, Beliefs & Circumstances:

We can have a better understanding & engaging more in the complex situation through identifying the different stakeholders related. So, in this case we can identify the following stakeholders: students, teachers, parents, administrators, employees (under the term society), government, and religious groups. These stakeholders have various values, beliefs & view points on the purposes of schooling and learning; this affects how they make structure to educational institution, define learning, and understand the different students. Some authors argue that beliefs and values are the central part of the organizational culture because they are the



Circumstances

basis for the organization's existence. If these beliefs are to create happier, more productive and more effective students, an autonomous path should be followed. This path starts with the conduct of students with self-esteem and respect, as well as helping them develop their skills and self-governing residency.

stakeholders
(5)

Perspectives

STUDENTS

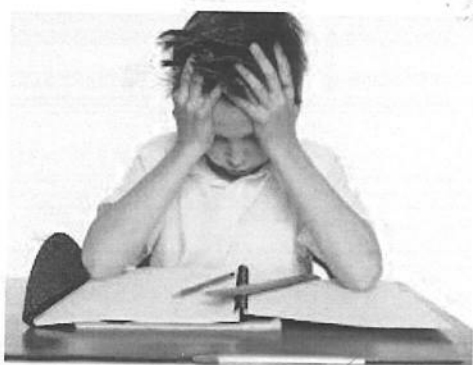
In private & public school

They play the direct role in the educational process and as stakeholders are estimated to contribute to the process. They want to be educated. Some of them prefer private schools in order to be more secure and searching for help from teachers, and others prefer public schools for the freedom presented.

In public schools

They seek to have more technical support, improvements in the educational system, and new educational plans.

basis for the organizations existence. If these beliefs are to create happier, more productive and more effective students, an autonomous path should be followed. This path starts with the removal of students with self-esteem and respect, as well as helping them develop their skills and self-governing responsibility.



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In private & the
public school
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STUDENTS

They seek to have more technical
support, improvements in the
educational system, and new
educational plans.

In public
schools

Perspectives

TEACHERS

In public schools They are searching for Openness, wide education, new educational plans, improvement in the educational system; they also look for training sessions.

In public schools & private schools Along with the student, teachers play an interactive role in the educational process since one cannot function without the other. The empowerment of teachers will help the empowerment of students.

In private schools They are searching for more profit, more skills, high level of education, being close to students.

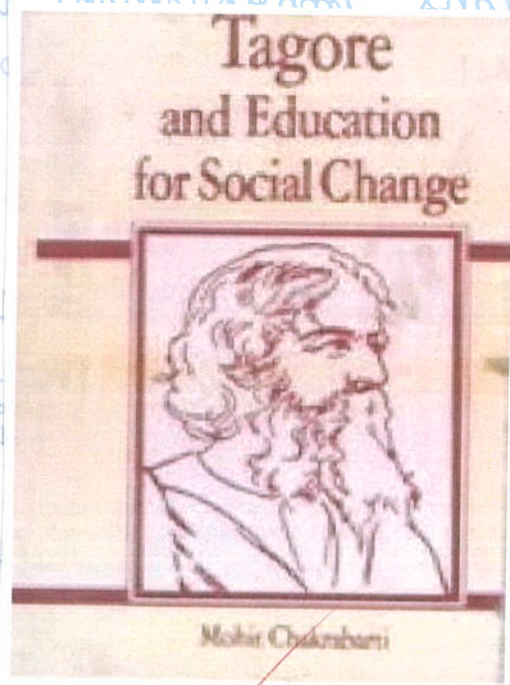
EMPLOYEES

In private & public school They seek to have (in public school) more improved tools with IT support, and well-organized work. Also, they prefer to be more motivated in private schools.

perspectives

stakeholders (e)

In private & public schools wide educational level is increasing for openness, new educational institutions in the educational system for training



ment, teachers play a role in the future one cannot ignore the other. The teachers will help the students.

A public school is a private school.

संस्थागत

In private schools, they are searching for more profit, more skills, high level of education, being close to students.

They seek to have (in public school) more improved tools with IT support and well-organized work. Also, they prefer to be more motivated in private schools.

In private & public schools

संस्थागत

stakeholders
(s)

Perspectives

PARENTS

Under the
term society

Want students to be educated and ready to communicate with society.

In private &
public school

The parents' main objective is the guarantee that their children will obtain a quality education, which will enable the children to guide creative & satisfying lives as adults in a global society. Many parents' selections of educational issues are notably influenced by their values & beliefs rather than school value.

Rich parents

They seek to make sure that their children are safely educated, and having a high quality of education.

Poor parents

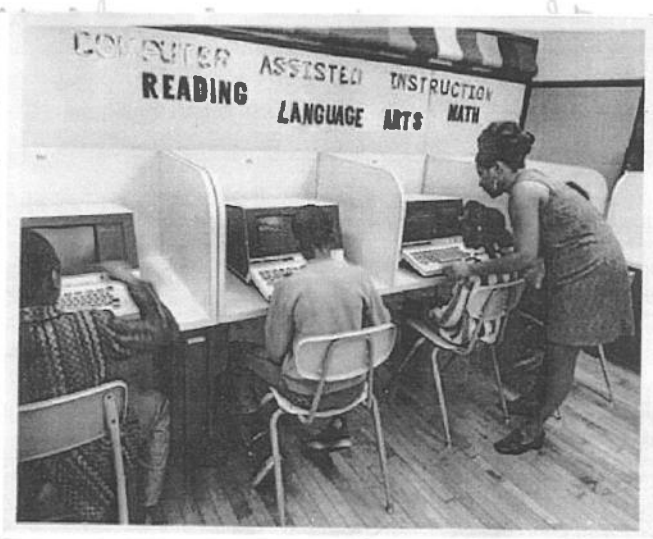
They seek to educate their children without paying lots of money.

stakeholders
(2)

perspectives

Under the term society want students to be educated and ready to communicate with society.

It is the children will action, which to guide as adults. Mary parents' are issues are their values & school value.



In private public school

STAKEHOLDERS

Rich parents They seek to make sure that their children are safely educated, and having a high quality of education.

Poor parents They seek to educate their children without paying lots of money.

Stakeholders (5)

Perspectives

Administrators
in schools

They have many perspectives including improving (public) schools with technical support, making profits (in private school), educate students...

Government
presented by the
Minister of
education

Wants people more educated, with safe education, reducing problems, improving public schools, making long-term plans, improving the educational systems, and having equality in both schools level of education.

Religious
groups

Want to make students close to religion.

perspectives

stakeholders
(2)

Administrators they have many perspectives in schools

public (schools), making (school)



located, with using problems, making

improving primary education, large-scale plans, improving the educational systems, and having equality in both schools level of education.

Government presented Minister of education

Want to make students close to religion.

Religious groups

(S)

Values, Beliefs, and Circumstances

STUDENTS

Students have intrinsic values and beliefs. They expect to be treated with respect and are estimated to treat others with respect. They learn greatest when the circumstance for learning is dynamic and significant to them. Their self-esteem will be improved by strong and healthy relationships with administrators, teachers and staff who are role models of school's values. They need a safe, helpful and restricted environment of learning. The circumstance is presented by a "student" following the rules of the school (private or public), so it will change some of his beliefs according to the school's values.

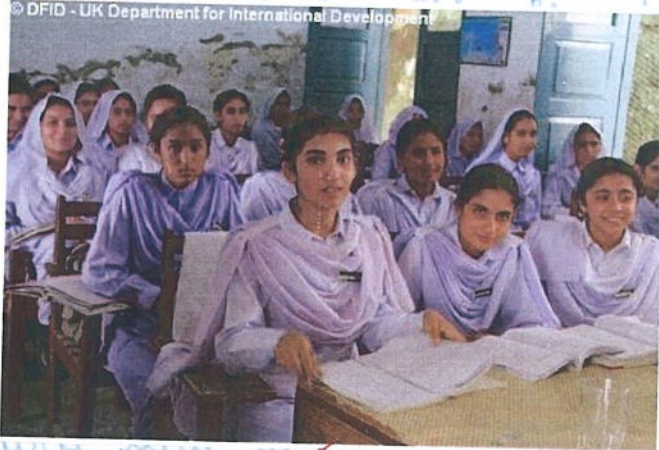
TEACHERS

Teachers have also intrinsic values and beliefs. They expect to be treated with respect and are anticipated to treat others with respect. They are responsible for their students' values including the values of society, respect, guidance and service. Their beliefs are related to receiving and giving support and encouragement from the administrators and staff. The circumstance is presented by a "teacher" also following the rules of the school (private or public), so it will change some of his beliefs according to the school's values.

Values, Beliefs, and Circumstances

(2)

Students have intrinsic values and beliefs. They expect to be treated with respect and are anticipated to treat others with respect. They learn the greatest when the circumstances for learning is dynamic and will meet relationships staff who need a new approach for learning of "student" as a private or public, so it will change some of his beliefs according to the school's values.



STUDENTS

Teachers have also intrinsic values and beliefs. They expect to be treated with respect and are anticipated to treat others with respect. They are responsible for their students' values including the values of society, respect, guidance and service. Their beliefs are related to receiving and giving support and management from the administrators and staff. The circumstances is presented by a "teacher" also following the rules of the school (private or public), so it will change some of his beliefs according to the school's values.

TEACHERS

Values, Beliefs, and Circumstances

PARENTS

The parents' values & beliefs play a main role in establishing the nature of school they choose for their children. So, parents' values might not be evidently expressed they do control their awareness of the nature of child care they wish for their children, their reactions to differing child care schools & their fulfillment with those environments. The circumstance is presented by "parents" changing some of their beliefs according to the school's values.

Administrators in schools believe that: each student can learn, all employees have a responsibility in student success, schools must be welcoming, secure, and well maintained to offer a quality learning situation for each student. They also value: strictness and consequence in both the instruction and evaluation of students, they value respect and responsibility for parents, students, staff, and the society. The circumstance is presented by "administrators" avoiding some beliefs in order to have well relationship with parents, teachers, staff, and students, and according to their values.

Values, Beliefs, and Circumstances

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values might
their love
b care they
at a differ
with these
presented by
beliefs according

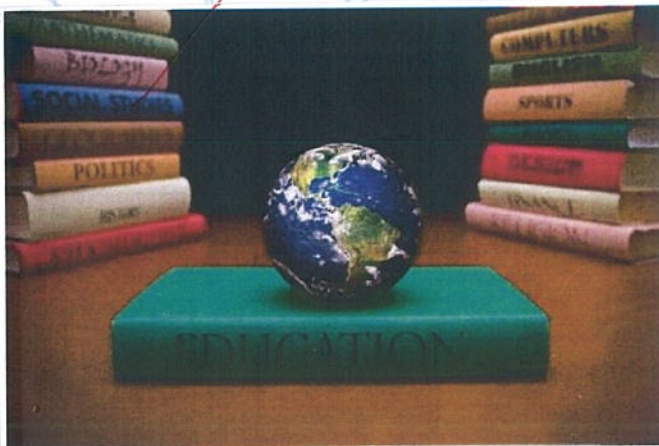


the parents
in the school
for their
value of
a generation
for their
child care
environments
the "parents"
at the school

STUDY

Administrators in schools believe that each

schools must be
taught to offer
each student
experience in both
students, they
parents, students
the



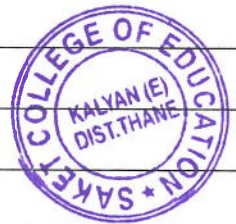
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"Administrators" is presented by
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CONCLUSION

In summary, we can find that there is no general right or wrong answer concerning whether private or public school education is best for students today. The best thing when making this decision is to consider the factors and evaluate which ones are important to us. Many people are thinking about the option of having a religious association that this may be the only thing important to us.

Pen



Sample Activity Report 3

CREATING

A

BLOG

Blog Name :- Marathi Diwas
Celebrations

BLOG

As part of our Information and Technology Assignment, We have given a topic :- Develop and Manage a Social Networking Site / Blog / Chat Forum For College based on ICT Course. Submit the report with evidence For this topic, above, we were guided to prepare a 'BLOG' for which we were helped to choose a topic. I choose to my topic is 'Marathi Diwas Celebration.' for preparing the 'BLOG' I Followed the following Steps given:

Stage - 1 Introduction to the Topic

For the project at first we were introduce to the App 'Blogger' and were introduced to the topic 'Blog' by our professors. A Blog is regular updated website or webpage typically made and used by an individual that written in a a intern and or conversational style. we were guided well by our professors and the uses of the app 'Blogger'.

12:06 93

Blogger

Welcome to Blogger

Create a unique blog to publish
your passions, your way

Create a blog



12:07 93

Blogger

Step 2 of 3

Choose a URL for your blog

This web address is how people will find your blog
online.

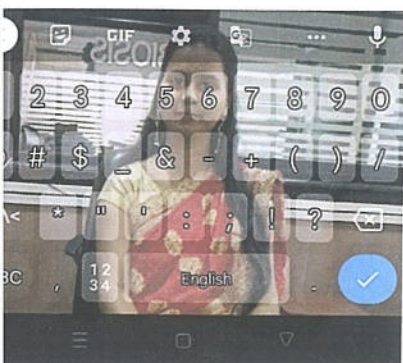
priteejaiswar37

blogspot.com

Blog URL is available

Previous

Next



12:06 93

Blogger

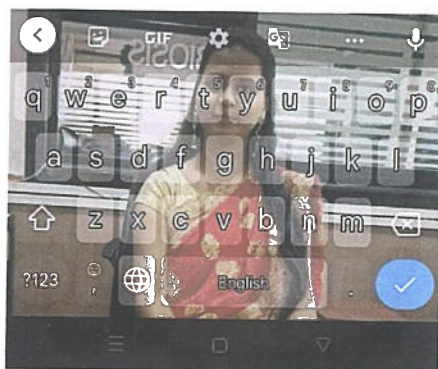
Step 1 of 3

Choose a name for your blog

This is the title that will be displayed at the top of
your blog.

Blog name

Next



12:07 93

Blogger

Step 1 of 3

Choose a name for your blog

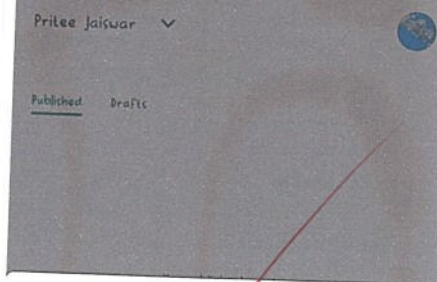
This is the title that will be displayed at the top of
your blog.

Prilee Jaiswar

Next



12:08 93



Prilee Jaiswar

2012prilee@gmail.com



View your blog



Settings



About Blogger



Help & Feedback



Sign out of Blogger

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12:08 93



Settings

Blogger settings

Display name

Prilee Jaiswar

Blog name

Prilee Jaiswar

Blog URL

priteejaiswar37.blogspot.com

Comment settings

Allow comments on this blog

Notifications

Get emails about comments

Saving changes

Steps

- 1) Download blogger App From playstore
First we go to playstore and download Blogger App.
- 2) Login
I login the blogger in my Mail Id.
2012pntee@gmail.com
- 3) Click on Create a blog
I create my blog with PnteeJaiswar97
- 4) Name your blog
My Blog Name is on my B.ed
Celebration Day - Marathi Diwas
Celebration in College.
- 5) Select your display Name
My display name is a Pntee Jaiswar
- 6) Create you blog
I create my blog and post some picture
- 7) Publish & Share
Lastly I publish my blog.

8:46 M m S • 63

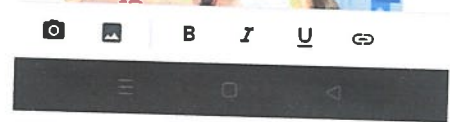
Me and my college friends together celebrated Marathi Day in which I participated in Rangoli and we made very nice Rangoli.



8:46 M m S • 63

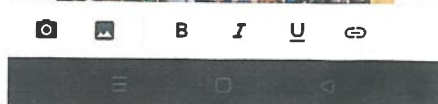


8:46 M m S • 63



8:46 M m S • 63

By celebrating Marathi Day, why we celebrate Marathi Day and understood its importance and in this way we celebrated Marathi Day very well



7:00 63



Importance of Blog in education

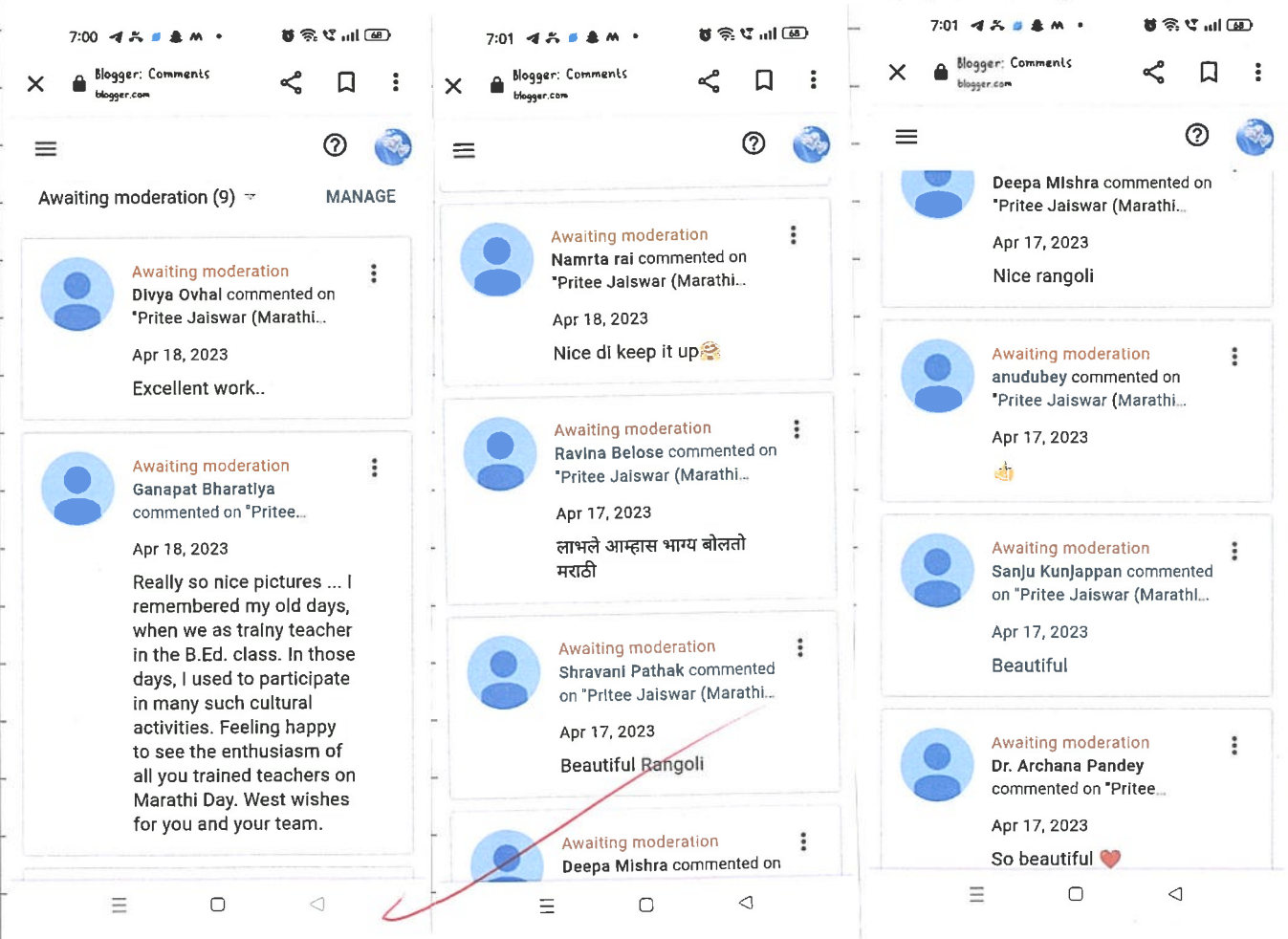
Blogging develops Students analytical thinking and increase learning to a higher level, not merely just "understanding" and "remembering" instructional Material.

Before their thoughts can be written down, Students need to analyze the Subject and then clarify their Students thoughts about the Subject.

- Promote Self expression
- Develop analytical thinking
- Exercise Students Creativity.
- Improve Students writing Skills
- Encourages the Sharing of resources among Students and teachers.

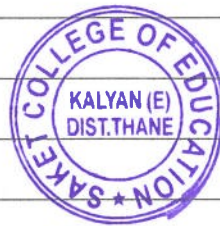
Collection of Comments

After my blog was created, finally I shared it with my peers and was excited to see the comments on the blog. I was happy to see the positive comments on my blog and was excited that I got to learn about a new applicant on blogger.



Conclusion

One of the most effective ways to conclude your blog post is to tell your reader exactly what they should do or where they should go next.



GOOGLE FORMS

Education Related Problems -

Topic Name:-

GENDER EQUALITY IN EDUCATION



Google Forms

Introduction :-

Google Forms is a Survey administration Software include as Part of the Free, web. based google Docs editor Suite offered by google. The Survey also include google Docs, google Sheets, google Slide, google Forms is only available for a web application.

Being a teacher, google form is an application which is useful for teachers so as part of our information and Communication Technology Assignment practical.

In October 2014, google introduced add-ons for google forms that enable third party developers to add new Features to Survey.

Selection & education Problem

Problem in Gender Equality in Education:-

The most frequent issue made in education related to gender. Gender equality in education benefits every child. Girls who receive an education are less likely to marry young and more likely to lead healthy, productive lives. They earn higher incomes, participate in the decisions that most affect them, and build better futures for themselves and their families.

Equality of Women and men is a fundamental human right, an essential element of democracy and an imperative of social justice. However, in present-day societies inequalities between women and men persist de jure and de facto, in the educational field as in the political, economic, social, cultural and any other fields.

In the educational field, both sexes still continue to focus on traditional gender roles which strongly steer and reduce their choices of education, occupation and life concepts, thus reinforcing the male norms in society, the unequal power relationship of the sexes, the sex-segregation of the labour market, the sex-specific allocation of family responsibilities, the violence against girls and women.

Searching For the topics

Before understanding the problem faced by peers. I needed to understand, what were the reason and effects in gender equality in education. So I did deep research and understood why is gender equality in education.

The Main issue and then created some questions to ask my peers about problem on education in gender equality.

Google Forms Creation and Sharing

After I Formulated my questions for the Survey. I created my personal experience and create my own google Form and typed all my questions in the Form. The questions were targeted to the Collect information about problem on education in gender equality issues faced the respondents.

The questions that I asked to my Google Form were as follows:

5:44

docs.google.com/forms

Untitled form

Questions Responses **21** Settings

How much more likely are girls *
to be out of school in conflict-
affected areas?

☐ 2.5x

☐ 3x

☐ 4.5x

Which date is celebrated as the *
International Day of the Girl
Child?

☐ 18th October

+

+

+

+

+

+

5:44

docs.google.com/forms

Untitled form

Questions Responses **21** Settings

Which date is celebrated as the *
International Day of the Girl
Child?

B I U

☐ 18th October

☐ 21st October

☐ 11th October

+

+

+

+

+

+

5:44

docs.google.com/forms

Untitled form

Questions Responses **21** Settings

Globally, of those children aged *
11-17 that reported
experiencing school violence,
what proportion reported
experiencing gender-related
violence?

B I U

☐ One in five

☐ One in three

☐ One in four

Globally, how many girls under *
the age of 18 are married each

+

+

+

+

+

+

5:44

docs.google.com/forms

Untitled form

Questions Responses **21** Settings

Globally, how many girls under *
the age of 18 are married each
year?

☐ 140,000

☐ 2 million

☐ 12 million

What percentage of the poorest *
rural girls in low-income
countries complete secondary
school?

☐ 2%

+

+

+

+

+

+

5:44

docs.google.com/forms

Untitled form

Questions Responses **21** Settings

What percentage of the poorest *
rural girls in low-income
countries complete secondary
school?

B I U

☐ 2%

☐ 5%

☐ 20%

Which of the following can *
promote gender-equitable
education systems?

☐ Removal of gender stereotypes from teach...

☐ Provision of separate and hygienic sanitati...

☐ Promotion of re-entry policies for pregnant...

☐ All of the above are correct

'Kanya Saksharta Protsahan' *
scheme was launched in
January 2006 to promote :

+

+

+

+

+

+

5:44

docs.google.com/forms

Untitled form

Questions Responses **21** Settings

Which of the following can *
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+

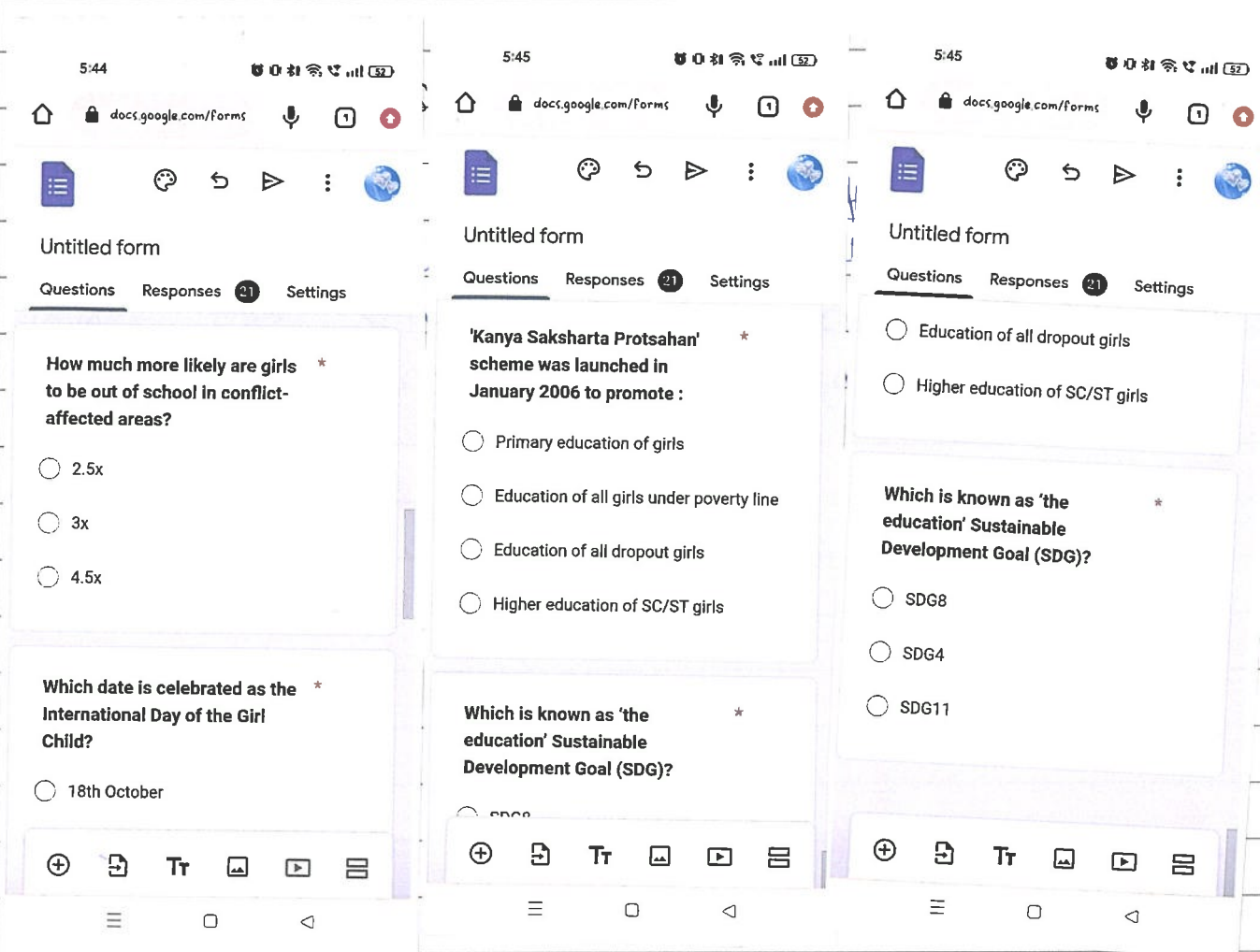
+

+

+

+

+



After Creating a Questions and Finalising my google Form. I Shared it with my peers and Family to get Variety of perspective of all age groups.



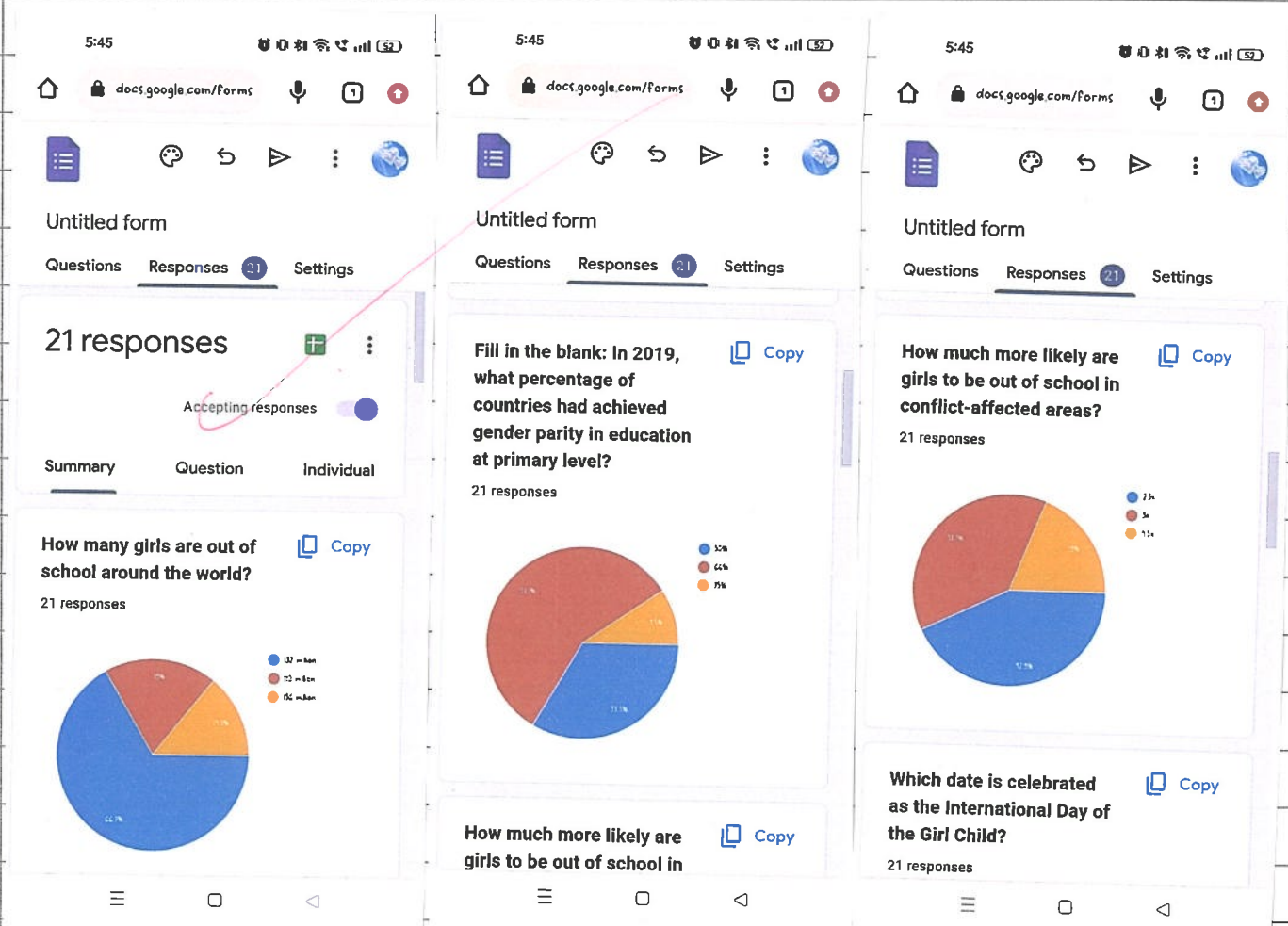
NAME: _____ STD.: _____ DIV.: _____

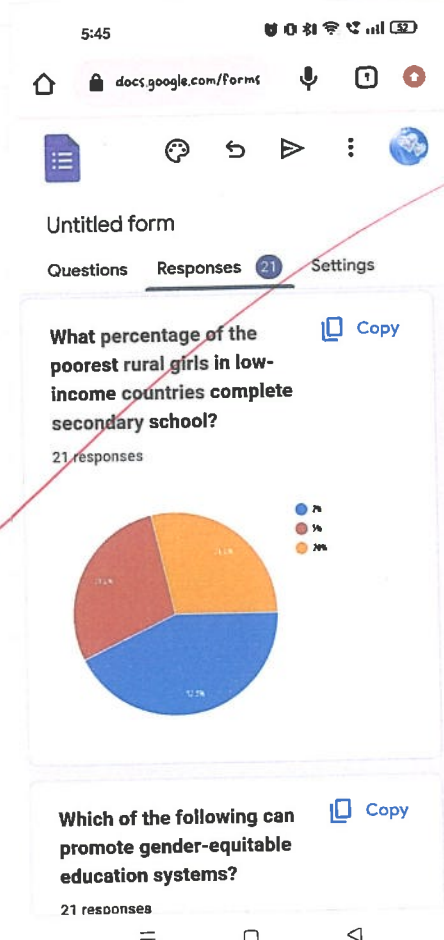
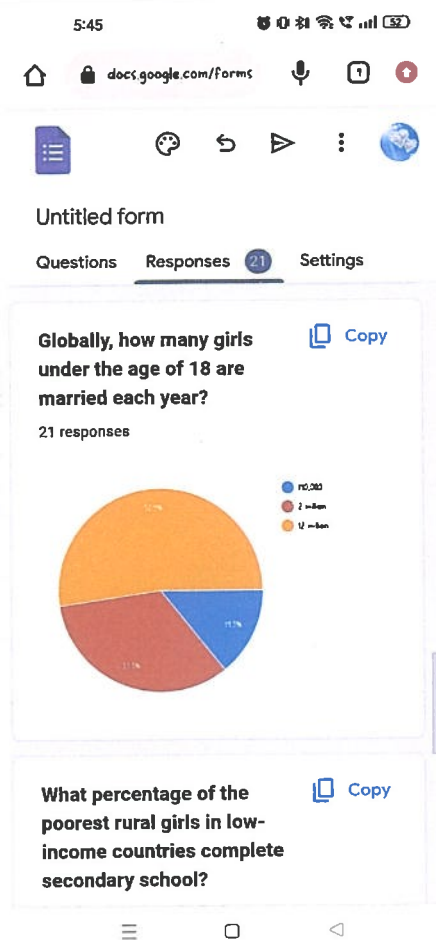
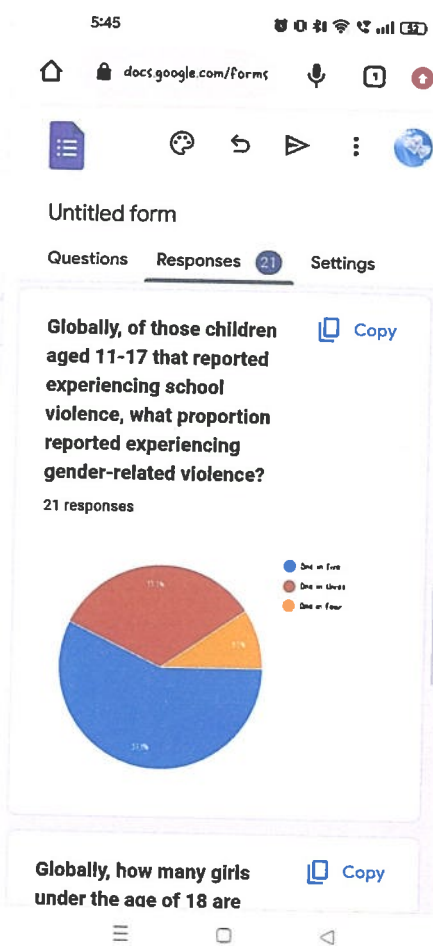
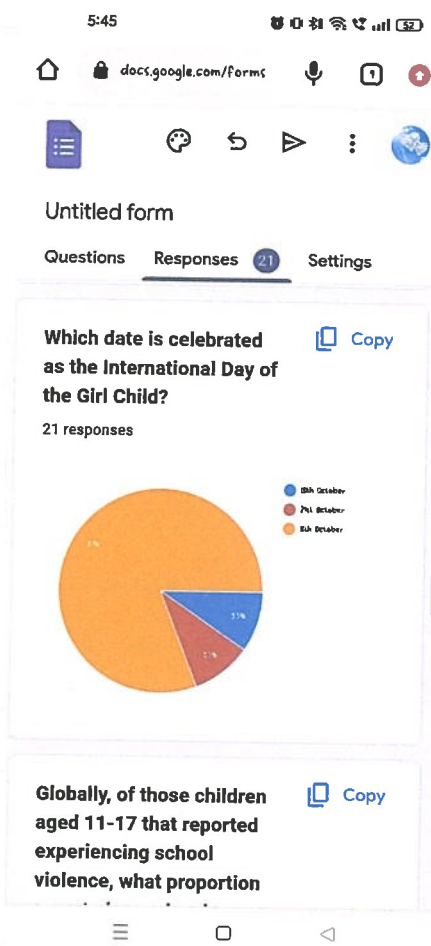
DATE :

PAGE :

Collection OF Responses

After sharing my google form to my responsible, respondent, now it was time for me to check out the different responses which they gave.





NAME: _____

STD.: _____

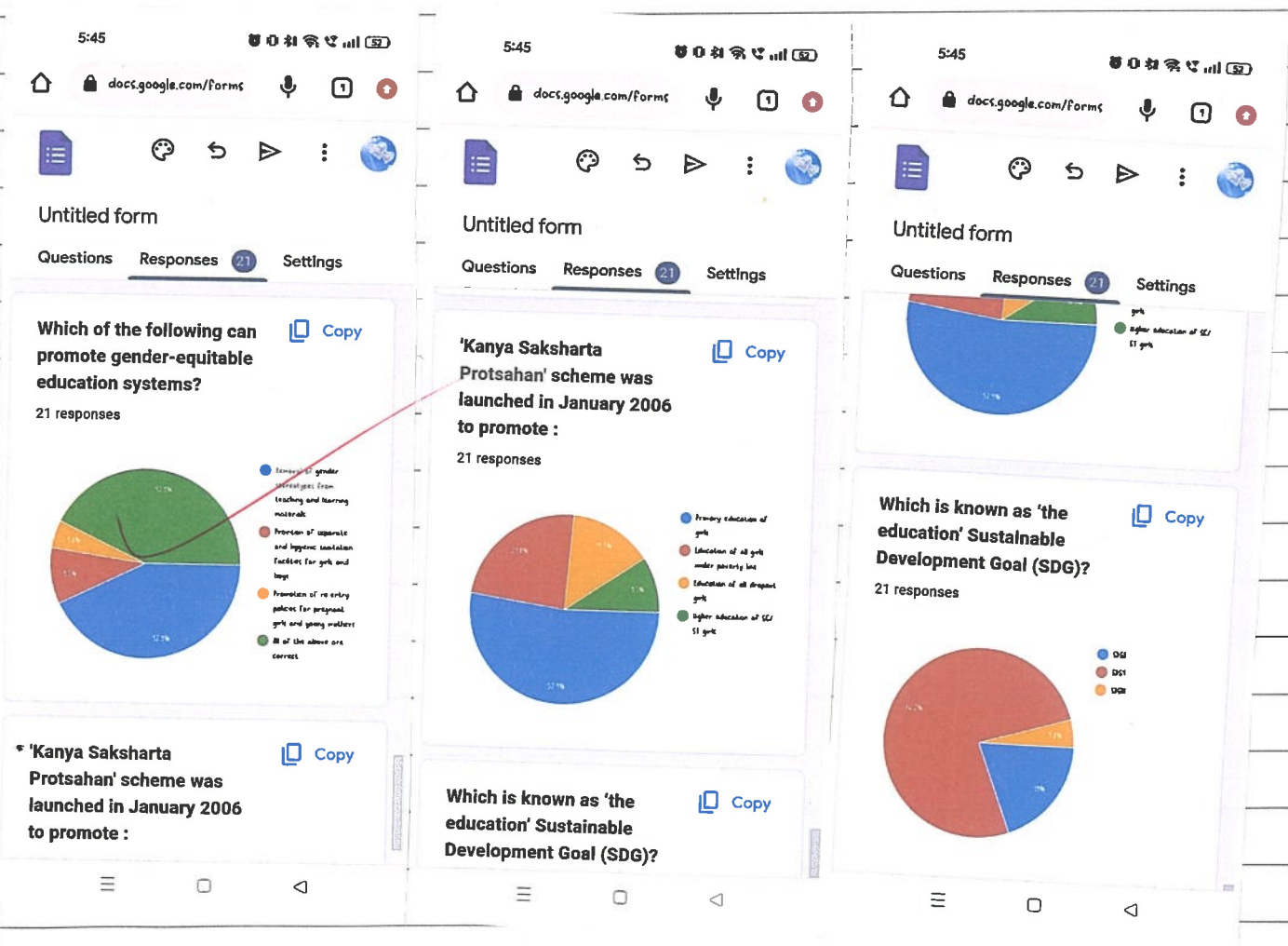
DIV.: _____

DATE : _____

PAGE : _____

Analysis of the responses

After receiving the responses, it became easier for me to understand the issues faced by my peers and me how gender equality affects us differently and different suggestions to overcome them.



1

LEARNING

MANAGEMENT

SYSTEM (LMS)

ZOOM

MEETING

PPT on (Knowledge)

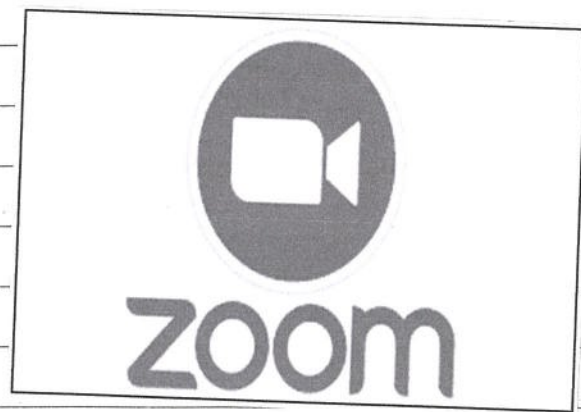
✓

Learning Management System (LMS)

There are different Social Media Platform which have come up for the students to share inform, Conduct Video Calls and Contact each others to Solve Queries, Zoom meet, Google Meet are a part of them.

For our ICT practical we had to exploring a LMS and our topic was!

"Using on LMS Identify resources For a topic of your choice and upload it we any discussion Forum available For discussion and generate a test! For conducting the practical. I Followed the Stages given below!"



Introduction to LMS

For the practical at first we were introduced to the concept of what LMS is by our professors. The full form of LMS is Learning Management System. A Learning Management System is an online integrated software used for creating, delivering, tracking and reporting, educational course and outcomes, we were well guided by our professors.

Selection of topic

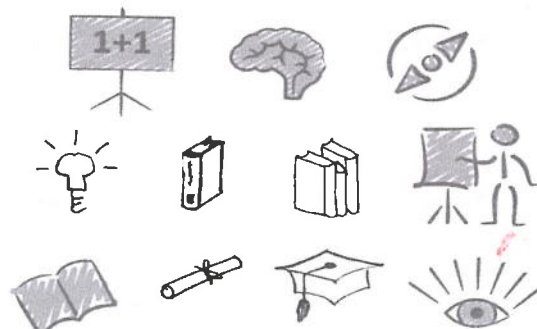
For all the practical first we had to select a topic. Our professors well explained the criteria for selecting a topic so after lots of research I selected my topic 'What is Knowledge' so after my topic got approved I started with the next step.

Researching and preparing PPT

After selection and getting my topic approved, I started researching for information on the internet & textbooks. While researching I got to learn how things and even got familiar with the recent impact on knowledge.

What is Knowledge?

- Knowledge is a familiarity, awareness or understanding of someone or something, such as facts, information, descriptions, or skills, which is acquired through experience or education by perceiving, discovering, or learning. Knowledge can refer to a theoretical or practical understanding of a subject

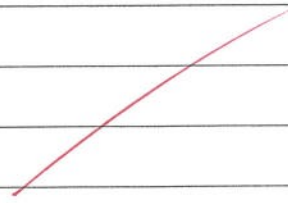


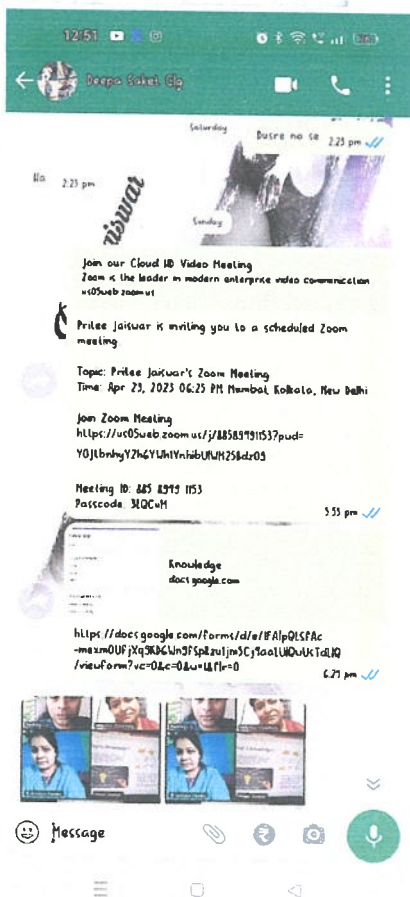
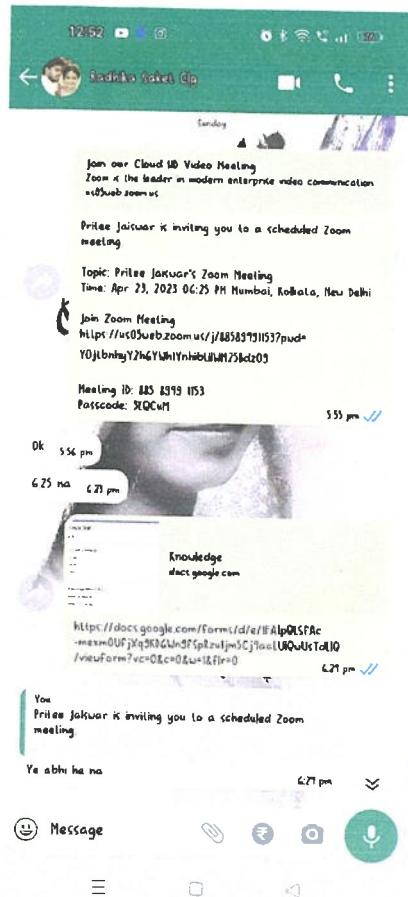
- Knowledge is that which is known
- Knowledge is a information
- Knowledge is instruction
- Knowledge is learning
- The verb know means "Remember, Recall, find out, discovery".

For Showing My representation My information I choose power point presentation. as a Made For puting the information in Front of my peers. So after preparing My PPT. I Moved to the next Step.

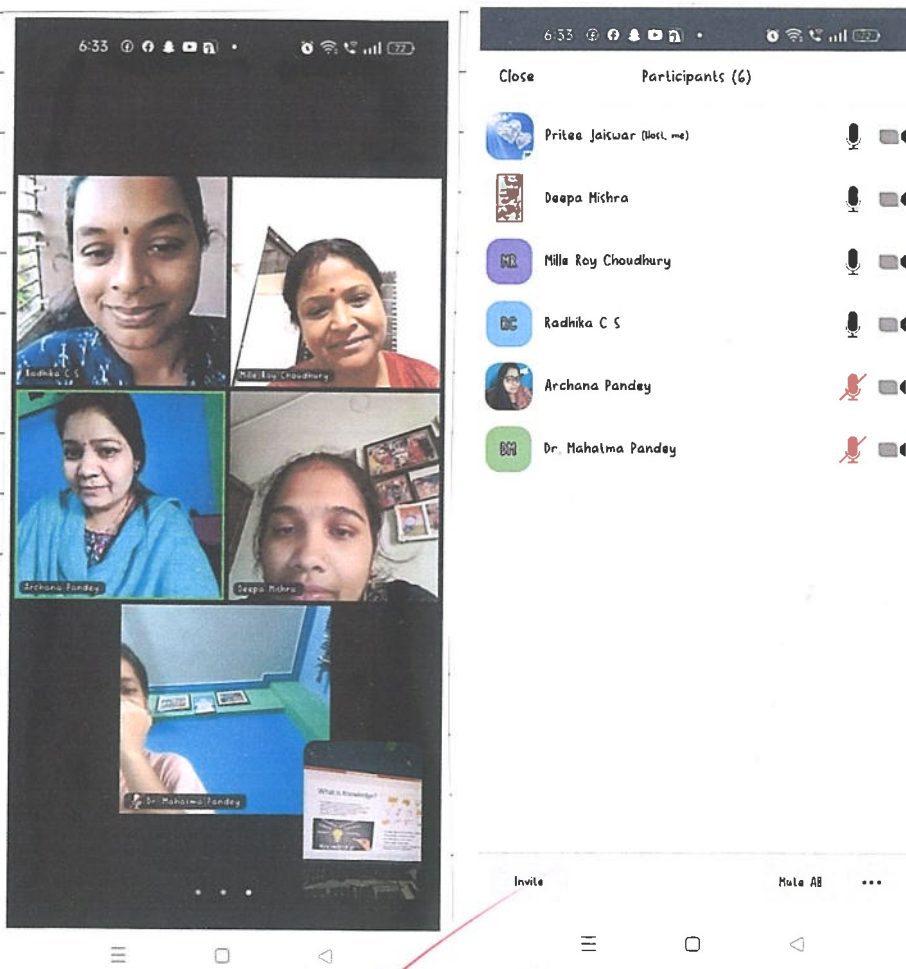
Conducting Zoom Meet and discussion of PPT

The next Step after creating the PPT was conducting a class and discussing PPT, So we Formed a group, of 5 to 6 people and Started, our own Meeting. all 6 people of us were sent a link by me which is a Seen below:





After sharing the link, all of us joined on the link and then by turn we started discussing about our topic. All of us given group members learn a lot.



Preparing test Using Google Form.

It is important to conduct a test for understanding how much the students has understood. So all 5 people created our own test on google form.

The image displays three sequential screenshots of the Google Forms mobile application interface, illustrating the steps to create a test.

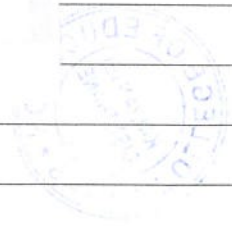
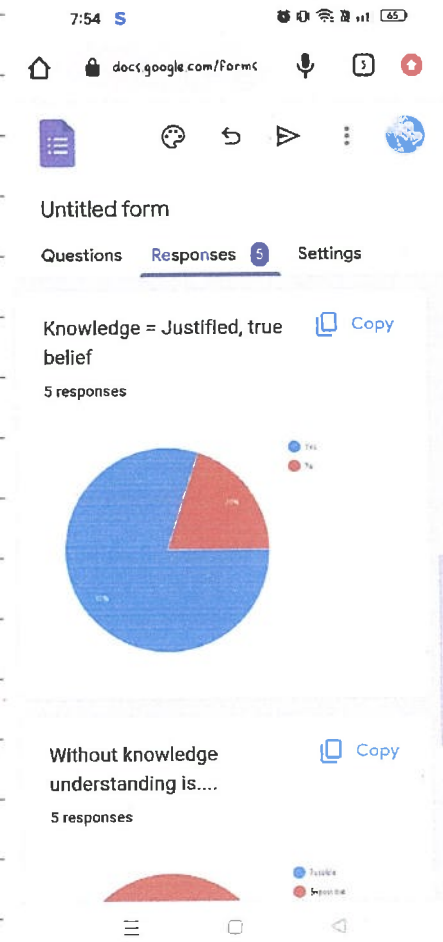
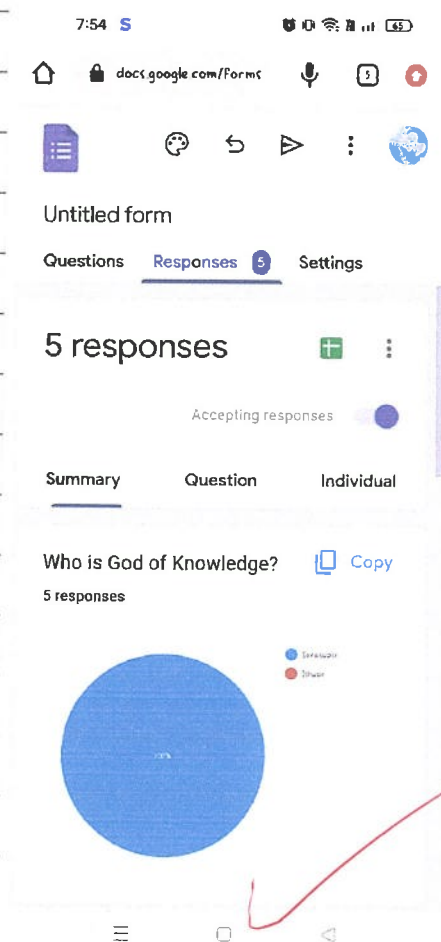
Left Screenshot: Shows the 'Untitled form' screen with the 'Questions' tab selected. The form title is 'Knowledge'. Below the title, there is a 'Form description' section with a rich text editor. The main question is 'Who is God of Knowledge? *' with radio button options: 'Saraswati', 'Ishwar', and 'Other...'. A red checkmark is visible at the bottom of the screen.

Middle Screenshot: Shows the 'Untitled form' screen with the 'Questions' tab selected. The form title is 'Untitled form'. Below the title, there is a 'Form description' section with a rich text editor. The main question is 'Knowledge means the sum of... *' with radio button options: 'Human understanding', 'Process understanding', and 'Other...'. Below this, there is another question 'Knowledge = Justified, true belief' with radio button options: 'Yes', 'No', and 'Other...'. A red checkmark is visible at the bottom of the screen.

Right Screenshot: Shows the 'Untitled form' screen with the 'Questions' tab selected. The form title is 'Untitled form'. Below the title, there is a 'Form description' section with a rich text editor. The main question is 'Without knowledge understanding is....' with a 'Multiple choice' dropdown menu. Below the dropdown, there are radio button options: 'Possible', 'Impossible', and 'Add option or add "Other"'. A 'Required' toggle switch is visible at the bottom right of the question area.

Collecting the responses

Once everyone filled the text it was time to review and collect their responses. Their responses are as given below:



Collecting the correct responses

7:54 S

docs.google.com/Forms

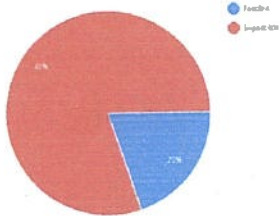
Untitled form

Questions Responses Settings

Without knowledge understanding is....

5 responses

Copy



2 responses

Copy



7:54 S

docs.google.com/Forms

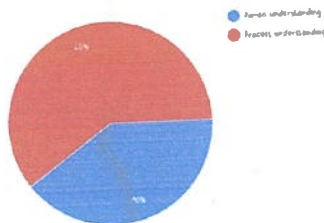
Untitled form

Questions Responses Settings

Knowledge means the sum of...

5 responses

Copy



Knowledge = Justified, true belief

5 responses

Copy



2

Seen

Sample Activity Report 4

CC-5.

"CONTEMPORARY INDIA AND EDUCATION"

NAME: VINAY MISHRA

COLLEGE: SAKET COLLEGE OF EDUCATION

TOPIC : 1.) CRITICAL ANALYSIS OF AN EDUCATIONAL FILM

2.) REPORT ON THE EDUCATIONAL CHALLENGES OF DEPRIVED/MARGINALISED GROUP OF CHILDREN

S.Y-BED, 2021-22



REPORT ON THE EDUCATIONAL CHALLENGES OF DERIVED/MARGINALISED GROUP OF CHILDREN.

परिचय ⇒

सीमांतता एक ऐसा अनुभव है जो दुनियाभर में लाखों लोगों को प्रभावित करता है। हरिए पर रहनेवाले लोगों का अपने जीवन और उनके लिए उपलब्ध संसाधनों का अपेक्षाकृत कम नियंत्रण होता है। इसके परिणामस्वरूप वे समाज में योगदान देने में अक्षम हो जाते हैं। जिससे उनके समकालिक और सहायक संबंधों की कमी का मतलब है कि उन्हें स्थानीय जीवन में भाग लेने से रोका जाता है। जो कदमों में और अलगाव की ओर ले जाता है। इसका मानव के विकास के साथ-साथ बड़े पैमाने पर समाज पर भी जबरदस्त प्रभाव पड़ता है।

चूंकि विकास का उद्देश्य लोगों के लिए एक उत्पादक, स्वस्थ और संचालित जीवन का आनंद लेने के लिए सक्षम वातावरण बनाना है। इसलिए हरिए पर जाने के मुद्दे को संबोधित करना महत्वपूर्ण है। हरियाकरण दुनिया भर के आधिकारिक लोगों को विकास में भाग लेने से वंचित करता है। यह एक जटिल समस्या है। इसकी नीति स्तर पर संबोधित करने की आवश्यकता है।

यह परियोजना हरिए से पीड़ित समूहों जुड़ी पीछे समस्याओं और उन्हें कम करने के तरीकों से संबोधित है।

" अनुक्रमिका "

- 1.) परिचय
- 2.) अर्थ
- 3.) स्वरूपना
- 4.) तारिख के समूह की विशेषताएँ
- 5.) शहरी स्लम (झोपड़े) में रहनेवाले बच्चों के मुद्दे
- 6.) उद्देश्य



अर्थ : →

हाराण के बच्चे, बच्चों का एक समूह है जो समाज के निचले या परिधीय किनारे तक ही सीमित है। ऐसे समूह को मुख्यधारा की आर्थिक, राजनीतिक, सांस्कृतिक और सामाजिक गतिविधियों में शामिल होने से वंचित रखा जाता है।

संकल्पना : →

वह प्रक्रिया जिससे किसी चीज या व्यक्ति के समूह के किनारे पर धकेल दिया जाता है और उसे कम महत्व दिया जाता है। यह मुख्यरूप में सामाजिक घटना है जिसके द्वारा अल्पसंख्यक या उपसमूह को बाहर रखा जाता है, और उनकी जरूरतों या इच्छाओं को नजर-अंदाज कर दिया जाता है।

उपमान्य तौर पर 'हाराणशब्द' मानव समाजों में खुले कार्य या प्रवृत्तियों का वर्णन करता है जहां वे लोग जिन्हें अवैधानीय या उपयोगी कार्य के बिना सम्मिलित हैं उन्हें बाहर रखा जाता है ये लोग जो अपनी सुरक्षा और एकीकरण के लिए किसी समूह या समुदाय से हाराण पर हैं और हाराण पर रहनेवाले समूह के रूप में जाना जाता है। या उनके अस्तित्व के अवसरों और साधनों को सीमित करता है। पीटर खियोनर्ड सीमांतता को परिभाषित करते हैं, उत्पादक गतिविधि या सामाजिक प्रजनन गतिविधियों के मुख्यधारा के बाहर होने के नाते।

हाशिए के समूह की विशेषताएँ :-

उम्रमतर पर अल्पसंख्यक

समूह में निम्नलिखित विशेषताएँ होती हैं -

- 1.) यह भेदभाव और अधीनता से ग्रस्त है।
- 2.) उनके पास भौतिक या सांस्कृतिक लक्षण हैं जो उन्हें अलग करते हैं, और जिन्हें एक प्रमुख समूह द्वारा अस्वीकृत किया जाता है।
- 3.) वे सामूहिक पहचान या सामान्य बोझ की भावना साझा करते हैं।
- 4.) उन्होंने सामाजिक नियमों को साझा किया है कि कौन स्वीकार्य है और कौन नहीं।
- 5.) उनमें समूह के भीतर विवाह करने की प्रवृत्ति होती है।

शहरी स्वयं (झोपड़े) रहनेवाले बच्चों के मुद्दे :-

- 1.) बच्चों को उनकी उम्र की तुलना में उनके व्यवहार से अधिक परिभाषित किया गया था।
- 2.) गरीबी या स्वास्थ्य समस्याओं के अलावा बच्चों को सबसे अधिक नुकसान पहुँचाने वाले थे।
 - स्कूल से बाहर होना
 - यौन शोषण और दुर्यवहार
 - नशीली दवाओं और शराब का दुरुपयोग
 - प्रारंभिक गर्भावस्था

3.) बच्चों के स्कूल से बाहर होने के प्राथमिक कारण थे :

- स्कूल की फीस भरने में असमर्थता
- परिवार की मांग है कि बच्चे काम करें।

- गर्भविरूधा
- घर के भीतर गैर-जैविक बच्चों के साथ भेदभाव
- नकारात्मक सहकर्मी त्रभाव
- शिक्षकों की पिटाई ।

4.) कथित तौर पर दोनों मलिन वस्तियों में बच्चों का यौन शोषण और शोषण बड़े पैमाने पर हुआ था, किशोर लड़कियों के किसी भी उपसमूह की तुलना में बच्चों के लिए सबसे अधिक नुकसान के रूप में रेट करने की अधिक संभावना थी। महिलाएं अक्सर अपनी बेटियों का इस्तेमाल पुरुष ग्राहकों को आकर्षित करने के लिए करती थीं। जो नशे में डूबे हुए लड़कों के साथ दुर्व्यवहार करते थे ।

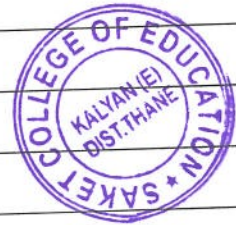
5.) पारंपरिक गर्भविरूधा व्यापक थी कथित तौर पर कड़ी सख्तता में लड़कियाँ अपनी शुरुवाती किशोरवस्था में गर्भवती हो गईं। योगदान देने वाले कारक थे बच्चे नियमित रूप से माता-पिता को सेक्स करते हुए देख रहे थे और फिर उनकी नकल कर रहे थे, पारंपरिक गर्भविरूधा ने यौन शोषण के प्रवेश द्वार के रूप में कार्य किया ।

6.) शराब और नशीली दवाओं का उपयोग व्यापक था गयस्कों ने शराब और नशीली दवाओं के उपयोग के लिए बच्चों की अकक्षा, बुरे व्यवहार और बुरे सहकर्मी के रूप में त्रभावों को जिम्मेदार ठहराया । किशोरों ने ज्यादातर खुशी-खोपड़ियों में रहने के तनाव के जिम्मेदार ठहराया ।

4.) 5-12 वर्ष की आयु के बच्चों में अक्सर किशोरों और वयस्कों से उनके द्वारा सामना किए जाने वाले मुद्दों के बारे में अलग विचार होते हैं।
हरे बच्चों को चोट लगना माता-पिता को सही देखना ।

उद्देश्य : -

- 1.) हाशिए के बच्चों का अर्थ जानें
- 2.) स्लम के बच्चों, गली के बच्चों, त्रुताहित बच्चों के मुद्दों को समझें ।
- 3.) हाशिए के बच्चों की स्थिति को बढ़ावा देने के उपायों का विश्लेषण करें ।



" अनुक्रमाणिका "

- 1.) ' तारे जमीन पर ' - फिल्म पर विश्लेषण
- 2.) पारंपरिक भूमिका
- 3.) मार्गदर्शन
- 4.) शिक्षण के मनोवैज्ञानिक पहलू
- 5.) फिल्म में समीक्षा हेतु महत्वपूर्ण सीपान

"तारे ज़मीन पर" - फिल्म पर विश्लेषण

फिल्म 'तारे ज़मीन पर' निस्संदेह शिक्षाविदों, शिक्षकों, माता-पिता, न्यायासकों और शिक्षा में रुचि रखनेवालों, अन्य लोगों का ध्यान आकर्षित किया गया है। यह पहली फिल्म है, जो विशेष रूप से उर्दू-हिंदी भाषी संदर्भ में, जो शैक्षिक सिद्धांत और व्यवहार में जबरदस्त योगदान दे सकती है। यह फिल्म किसी भी अन्य तकनीक की तुलना में लोगों की सोच, दृष्टिकोण, व्यवहार और व्यवहार को बहुत तेजी से बदल सकती है।

यह फिल्म माता-पिता और शिक्षकों के समान रूप से बहुत कुछ महत्वपूर्ण संदेश देती है। फिल्म में दिखाया गया माता-पिता की भूमिका हमारे समाज में मौजूद एक विशिष्ट भूमिका है, एक अलग रूप में हो सकती है उदाहरण के रूप में अधिकांश पिता मानते हैं कि वे पैसे कमाने के लिए जिम्मेदार हैं इसलिए बच्चे के विकास सहित घर की आंतरिक जिम्मेदारी पत्नी की है। यह एक बहुत ही खतरनाक धारणा है, क्योंकि बच्चे अपने माता-पिता के प्रति उदासीन रवैया विकसित कर सकते हैं।

फिल्म में बच्चे के प्रति माँ के दोषपूर्ण रवैये को भी दिखाया गया है जब वह उल्लेख करती है कि उसने उसकी वजह से नौकरी खो दी है - यहाँ बच्चे को लगता है कि सभी गलत घटनाएँ उसकी वजह से हैं। माता-पिता को बहुत सावधान रहना चाहिए। बच्चे को यह एहसास न हो कि वह उन पर कोशिश है क्योंकि बच्चे के आत्मसम्मान पर असर पड़ता है। एक माँ का हर समय बच्चों के साथ रहना जरूरी नहीं है कि वह क्वालिटी टाइम है, बल्कि एक ऐसी माँ जो बच्चे के साथ समय भी बिताती है जो एक गुणवत्ता का आवश्यक है।

महत्वपूर्ण स्थिति में जो फिल्म में प्रस्तुती की गई है वह है दो भाइयों की तुलना. हमारे समाज में अभी मजदूर एक वास्तविकता है। कई माता-पिता के साथ-साथ शिक्षकों से भी तुलना की इस धारणा पर निर्भर करता है ताकि या तो छात्रों की प्रगति की जाँच की जा सके या यह देखने के लिए कौन अधिक रक्षित है। कच्चे एक-दूसरे से बहुत अलग होते हैं, यहां तक कि जुड़वा कच्चे की भी अलग-अलग क्षमताएं होती हैं। जिन्हें अलग तरीके से निपटने की जरूरत होती है। एक कच्चे की दूसरे कच्चे के सामने प्रशंसा करना और दूसरे को इतना डराना कहना कि कच्चे को मनोवैज्ञानिक समस्याएं पैदा करता है क्योंकि यह व्यक्तित्व विकास को रोकता है। आत्मसम्मान को प्रभावित करता है जिससे कई लोग जीवन में असफल हो जाते हैं।

पारंपरिक भूमिका ⇒

हमारे समाज के लिए शिक्षकों की पारंपरिक भूमिका एक आँख खोलनेवाली है। हमें इससे दूर जाना चाहिए लेकिन दूसरी ओर आधुनिक शिक्षक की भूमिका भी बहुत आदर्श स्थिति की है क्या हम अपने स्थलों में शिक्षक की इस भूमिका की कल्पना कर सकते हैं? फिर भी शिक्षक की आधुनिक भूमिका में बहुत सारे श्वेदश अंतर्निहित हैं। सबसे पहले व्यक्तिगत मतभेदों व पूर्ति शिक्षण और सीखने का एक महत्वपूर्ण पहलू है। हम आमतौर पर मानते हैं कि सभी छात्रों की एक कक्षा में समान क्षमता होती है और छात्र को पढ़ाना समर्थ के लिए समान होता है इसलिए एक छात्र कक्षा में जो कुछ सीखता है उसे सभी को समान रूप से सीखना चाहिए — क्या यह सही विव्यास है? यहां तक कि मैने शिक्षकों को छात्रों को दोषी ठहराते हुए खुता है "ऐसा करना कक्षा में पहले स्थान पर आता है और हमारे इतरा दी जानेवाली सामग्री को बेसी

है, क्या मैं उसे अलग तरह से पढ़ा सकता हूँ।

मार्गदर्शन :>

छात्र अपनी समस्याओं को विभिन्न माध्यमों से साझा करने में सक्षम है। प्रत्येक बच्चे में अपनी क्षमताएँ होती हैं और उन्हें बाहर निकालने के लिए केवल अवसरों और मार्गदर्शन की आवश्यकता होती है। पारंपरिक कक्षा में शिक्षकों को यह श्रम करना था कि क्या बनाना है और क्या पेंट करना, लेकिन आधुनिक कक्षा में शिक्षक ने अपनी विद्वानुसार रीति-रिवाज की क्षमता दी। इससे उनके काम को सम्मान मिला और उस तरह के कर्तव्यों का आत्मसम्मान बढ़ा। इसलिए छात्र निर्देशों का पालन करने और विभिन्न माध्यमों से अपनी समस्याओं को साझा करने में सक्षम है। प्रत्येक बच्चे में क्षमताएँ होती हैं उन्हें बाहर निकालने के लिए केवल अवसरों और मार्गदर्शन की आवश्यकता होती है।

शिक्षण के मनोवैज्ञानिक पहलू :>

शिक्षक कुछ वैज्ञानिकों के नाम के संबंध में कुछ प्रश्न पूछ रहे थे, तो शिक्षण के कुछ मनोवैज्ञानिक पहलूओं के विपरीत है। उदाहरण के लिए यह कक्षा 9/10 वर्ष के बच्चों की थी और वे जो अवधारणाएँ पूछ रहे थे वे बहुत सारगर्भित हैं। पियाजेट मनोवैज्ञानिक का तर्क है - इस उम्र में बच्चों की अमूर्त सोच को नहीं समझ सकते हैं। प्रश्न करने की शैली और सोचने के लिए समय न देना एक विरोधाभास किंदु है।

फिल्म में समीक्षा हेतु महत्वपूर्ण सोपान :-

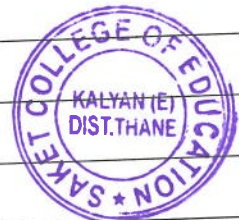
* फिल्म का संदर्भ हमारे से बहुत अलग है - वे शहरी स्थिति में हैं। हम ग्रामीण संदर्भ में हैं। इसलिए चीजों का सीधे मुकाबले करना खतरनाक हो सकता है।

* शिक्षक जिस वर्ग को पढ़ाते हैं वह 'कला' का एक विशिष्ट वर्ग है, इसे सभी विषयों और विषयों में सामान्यीकृत नहीं किया जा सकता है।

* यह भी संभव है कि फिल्म देखने वाले कत्तों को नकारात्मक रूप से प्रभावित करे क्योंकि कत्ते ऐसी परिस्थितियों को आदर्श बनाते हैं।

* शिक्षक जिस तरह से व्यवहार करता है, स्कूल, सुविधाएं और जगह वे कत्ते वास्तविकता नहीं पाते हैं तो प्रसंग उन्हें प्रभावित कर सकता है।

* मेरा अपना 3 साल का बेटा स्कूल से आता है और पूछता है "माँ मेरे शिक्षक "कम कम बोलें" और मैं फेस गया इसे क्या जवाब दें।



EC-3

ENVIRONMENTAL EDUCATION FOR SUSTAINABLE DEVELOPMENT

NAME : VINAY MISHRA

COLLEGE : SAKET COLLEGE OF EDUCATION

TOPIC : 1) ~~AWARNESS~~ ACTIVITY IN THE
COMMUNITY/SCHOOL REGARDING VARIOUS
ENVIRONMENTAL ISSUES THROUGH AN EXHIBIT
OR DISPLAY

2) CHIPKO MOVEMENT

S.Y.BED. 2021-22

" अनुक्रमणिका "

- 1.) पर्यावरण से संबंधी वक्तव्य
- 2.) जागरूक रहने की आवश्यकता
- 3.) समाज की ब्यवसायिता
- 4.) संस्कृति
- 5.) पर्यावरण स्वच्छता
- 6.) पर्यावरण संरक्षण

"A AWARENESS ACTIVITY IN THE COMMUNITY/ SCHOOL REGARDING VARIOUS ENVIRONMENTAL ISSUES THROUGH AN EXHIBITION OR DISPLAY."

हमारे विद्यालय ने विश्व पर्यावरण दिवस के अवसर पर एक जागरूकता कार्यक्रम का आयोजन किया। इस कार्यक्रम में सभी छात्रों और संकाय सदस्यों ने पूरी उमंग और उत्साह के साथ भाग लिया है।

पर्यावरण संबंधी वक्तव्य : इस कार्यक्रम में हमारे प्रधानाध्यापक एवं उपप्रचार्य महोदय भी उपस्थित थे। इस कार्यक्रम का उद्देश्य विभिन्न प्रकार के प्रदूषण से अपने पर्यावरण को बचाने के बारे में लोगों में जागरूकता फैलाना और अपनी घरों में को हरियाली से भरपूर बनाने के लिए अधिक से अधिक पेड़ लगाना है। हमारा कार्यक्रम सुबह 8:30 बजे प्रायना के साथ शुरू हुआ। सभी विद्यार्थियों को स्कूल खेल विभाग की ओर से एक-एक पौधा दिया गया, जिसे परिसर के चारों ओर लगाया जाना था। कार्यक्रम की शुरुआत के साथ सभी छात्र-छात्राओं ने परिसर के चारों ओर पौधे लगाने शुरू कर दिए, साथ ही सभी शिक्षकों ने पौधे लगाने में छात्र-छात्राओं की सहायता की। छात्रों के कुछ क्ल ऐसे भी थे जो विद्यालय परिसर की साफ-सफाई में लगे हुए थे, हमारे विद्यालय के माली पूरे परिसर में घूमते थे और यह भी सुनिश्चित कर रहे थे सभी छात्र वृक्षारोपण ठीक से कर रहे हैं या नहीं।

जागरूक रहने की आवश्यकता: वृक्षारोपण कार्यक्रम समाप्त होने के बाद सभी छात्रों को विद्यालय के सभागार में भेज दिया गया था। सभागार में हमारे विद्यालय के प्रधानाचार्य महोदय आज हमारे पर्यावरण की स्थिति के बारे में और हमें जागरूक रहने की आवश्यकता के बारे में बहुत अच्छा शोधपूर्ण भाषण दिया।

वह यह भी बताते हैं कि हमें तुरंत कौन-से कदम उठाने चाहिए ताकि हम अपने पर्यावरण को स्वस्थ बना सकें। अंत में उन्होंने सभी क्षत्रों से एक वचन लिया कि कोई भी पर्यावरण को प्रदूषित नहीं करेगा और न ही किसी को ऐसा करने देगा। हमारे विद्यालय के मास्टर पूरे परिसर परिसर में यह सुनिश्चित करते थे कि वृक्षारोपण ठीक से हुआ है या नहीं।

समाज की सहभागिता : समाज को पर्याप्त अधिकार और संसाधन सौंपना जरूरी है। कोई भी नीति या नियम समाज की परिणाम तभी देता है जब समाज की सहभागिता उसमें हो। पर्यावरण ऐसा मामला है जो सीधे हमारे जीवन से जुड़ा है। पर्यावरण संरक्षण के लिए वृक्षारोपण विद्यालय के विद्यार्थियों द्वारा अहम पहल है, क्योंकि जीवनदायिनी आक्सीजन का एकमात्र स्रोत वृक्ष ही है। मानव जीवन वृक्षों पर ही निर्भर है। यदि वृक्ष नहीं रहेंगे तो धरती पर जीवन संकट में पड़ जाएगा।

संस्कृति : किसी भी राष्ट्र या समाज अथवा संस्कृति की संपन्नता वहां के निवासियों की भौतिक समृद्धि में निहित नहीं होती है बल्कि वहां की जैव विविधता पर निर्भर होती है। भारतीय वनसंपदा दुनिया भर में अद्वितीय एवं विशिष्ट है। हमारी संस्कृति, रिति रिवाज, धर्म, तीज-जल्योहार सब संस्कृति पोषित है। यही वजह है आज देश की बड़ी आबादी का बड़ा हिस्सा स्वच्छ और सुरक्षित पानी, शौचालय और शुद्ध हवा जैसी मूलभूत आवश्यकताओं से भी वंचित है। पर्यावरण पूरी तरह प्रदूषित हो चुका है। इस विशा में समाज और सरकार की स्वच्छता और वृक्षारोपण को एक जनआंदोलन बनाने के विषय में सोचना होगा, जिसके लिए समाज की सहभागिता होना पहली और आवश्यक शर्त है।

समाज और सरकार को मिलकर वृक्षारोपण संस्कृति का विकास करना होगा जिसके फायदे कई स्तर पर समाज को मिलेंगे इससे रोजगार के नए अवसर सृजित होंगे। वहीं जंगलों का विस्तार प्राणवायु के साथ-साथ आर्थिक समृद्धि का भी सौबल बनेगा।

सर्वजनिक स्थलों के भी चिन्हित कर यह एक जन आंदोलन का रूप लेना होगा। रेलवे ट्रैक, सड़क, नहर किनारे, खाली पड़ी पड़ी जमीनों पर वृक्षारोपण कर उन्हें ग्रीन-बेल्ट बनाया जा सकता है। इससे स्वच्छता भी बढ़ेगी और पर्यावरण की सेहत भी दुरुस्त होगी।

पर्यावरण स्वच्छता : पर्यावरण का स्वच्छता और शुद्ध हवा से सीधा संबंध है। दोनों मानव स्वास्थ्य के लिए आधार का काम करते हैं। स्वच्छता और आर्थिक विकास में घनिष्ठ संबंध है। बिमार व्यक्ति किसी काम को ठीक ढंग से नहीं कर सकता, जिसका सीधा असर उत्पादक पर पड़ता है। लोगों को इस बात के लिए जागरूक किया जाना चाहिए। पर्यावरण प्रदूषण से मानव स्वास्थ्य बिगाड़ता है।

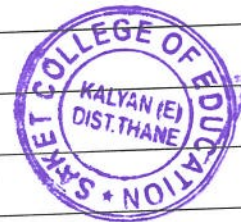
नियमित और सुचारु संकेतों के समुदाय की सहभागिता के प्रयासों के रूप में की जाएं। पर्यावरण संरक्षण के सफल मॉडलों पर समुदाय के साथ जान-संज्ञा करें। निरंतर पर्यवेक्षण का विस्तार समाज के विभिन्न तबकों तक किया जाय। सभी पर्यावरण संरक्षण के अभ्यास एक स्थायी आदत में बदलेंगे।

पर्यावरण संरक्षण : पर्यावरण संरक्षण और संवर्धन कोई साधारण मसला नहीं है। आज ग्लोबल वार्मिंग पृथ्वी पर जीवन के लिए चिंता बना हुआ है। पर्यावरण का संकट

मानव अस्तित्व को चुनौती दे रहा है। भारत जैसे विकासशील देशों में जनसंख्या का दबाव और भी निरंतर बढ़ रहा है।

शरीकी कुणेषण और स्वास्थ्य की समस्याएं हमें परेशान कर रही हैं। पर्यावरण की समस्या का दायरा अत्यंत व्यापक है और स्वास्थ्य से इसका सीधा संबंध है। व्यक्ति की जीवनशैली समाज की संस्कृति से जुड़ी होती है। संस्कृति समाज से सीखा हुआ व्यवहार है इसलिए अपने आपसे आत्मप्राप्त की समस्या विकसित करने वाली सीध हर नागरिक में पैदा हो यह जरूरी नहीं है। व्यक्ति में नागरिक बोध और दायित्व निर्वाहन की निष्ठाएं पैदा करनी होगी।

एक सम्यक् समाज के नागरिक कैसे बने अपने समाजिक सरोकारों के प्रति प्रतिबद्ध रहते हैं, कैसे सामाजिक जिम्मेदारियों में सहभागी बनते हैं। यह शिक्षण-प्रशिक्षण औपचारिक और अनौपचारिक ढंग से समाज का निरंतर होना जरूरी है।



: अनुसूचिका :

- 1) चिपको आंदोलन का इतिहास
- 2) क्या है चिपको आंदोलन
- 3) चिपको आंदोलन की शुरुवात
- 4) चिपको आंदोलन की जानकारी
- 5) उपलब्धियाँ
- 6) कैसे उपजा चिपको आंदोलन
- 7) मुख्य मंगे
- 8) अधिकतर ऐसे जगहों पर स्थल
- 9) महिलाओं की भूमिका
- 10) विस्तार

11)

IC-4

CREATING AN INCLUSIVE SCHOOL.

NAME : VINAY MISHRA

COLLEGE : SAKET COLLEGE OF EDUCATION

TOPIC :

- 1.) CASE STUDY OF A LEARNER WITH SPECIAL NEED
- 2.) INTERVIEWING A TEACHER WORKING IN A MAINSTREAM SCHOOL PROMOTING INCLUSION

S.Y.BED. 2021-22

" अनुकम्पाणिका "

- १.) विद्यार्थियों की दुविधा
- २.) दोस्तों से वार्तालाप
- ३.) माता-पिता से वार्तालाप
- ४.) शिक्षक का सुझाव
- ५.) संभाषण
- ६.) प्रोत्साहन
- ७.) कक्षाध्यापक से वातचीत
- ८.) निष्कर्ष

CASE STUDY OF A LEARNER WITH SPECIAL NEED

"विद्यार्थी की दुविधा"

विद्यार्थी किसी समूह के सम्मुख अथवा शिक्षकों द्वारा पूछे गए प्रश्नों के उत्तर विशेष कर के हिन्दी और मराठी विषय के शिक्षकों द्वारा पूछे गए शिक्षकों के प्रश्नों का उत्तर नहीं देता बल्कि वह तो सबके सम्मुख अपना परिचय भी नहीं देना चाहता। कक्षा में चुप-सा रहता है और इस कारण शिक्षकों की डाँट या कुछ शिक्षकों की दया का पाग बनता है।

असमंजस का स्वभाव - व्यक्तित्व विकास में बाधा
संभावित कारण - संकोच

दोस्तों से वार्तालाप :-

सुरेश के दोस्तों से बात करने पर पता चला कि सुरेश को हिन्दी, मराठी जैसी भाषाएँ समझ में नहीं आती। इसलिए जिन प्रश्नों के उत्तर अपनी स्कूल-कक्षा के साथ देना चाहता है पर वह नहीं दे पाता। दोस्तों ने बताया कि वह दोस्तों से भी अधिक बातें नहीं करता। वैसे तो वह बहुत ही हंसमुख है, प्रशंसा करने पर खुश भी हो जाता है। लेकिन जब उसे सबका काम करना पड़ता है तब वह डर-सा जाता है उसे समझ में नहीं आता कि क्या बोलें।

माता-पिता से वार्तालाप :-

बालकों के विकास में माता-पिता का बहुत योगदान होता है। सुरेश के माता-पिता से बात करने पर पता चला कि वे दोनों ही दक्षिण भारत से आए हैं, जहाँ पर हिन्दी और मराठी भाषाएँ नहीं बोली जा

शिक्षक का सुझाव :->

द्वारा की समस्याएं हैं कि उसे मातृभाषा के अलावा अन्य भाषाओं को सीखते हैं और उन्हें कठिनाई भी आती है। इसका कारण कई परिस्थितियाँ हैं। शुरुवाती विकास के दौर में ही उसे उचित मार्गदर्शन अथवा सहायता नहीं मिली जिसके कारण उसे हीन भावना डर और संकोच की भावना घर कर गई। फिर भी उसकी इस समस्या का समाधान कर हम उसे विकास के पगल में आने का प्रयास कर सकते हैं जिसके लिए निम्न सुझाव दिए गए हैं।

संभाषण :->

उत्तमभावकों को चाहिए कि वे विद्यार्थी से मातृभाषा के साथ-साथ अन्य भाषा जैसे हिंदी व मराठी भाषा में भी बातलाप करे। इसी के साथ मित्र या शिक्षक भी उससे अपने मन की बात उसी भाषा में कहने के लिए प्रोत्साहित करे।

प्रोत्साहन :->

जब छात्र इन भाषाओं में बोलते तो गलतियाँ होने पर उस पर हँसे नहीं ना उसे डाँटे बल्कि उसने जिन शब्दों का प्रयोग ठीक किया उसके उसे प्रशंसा करें और पुरस्कार दें। इसमें उसे इन भाषाओं का प्रयोग करने के लिए प्रोत्साहन मिलेगा।

द्वारा से होते तथा सरल प्रश्न पूछा जाय जिससे वह उत्तर दे सके और उसका मनोबल न हटे। उसकी बातों को धैर्य के साथ सुनें।

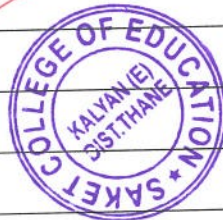
इस प्रकार उसे बातलाप के लिए एक पोषक वातावरण देकर हम छात्र की समस्या हल कर सकते हैं।

कक्षाध्यापक से बातचीत :-

कक्षाध्यापक से अभिभावक हमेशा छात्र की पढ़ाई-लिखाई कैसी चल रही है इसकी चर्चा करता है। वह कक्षा में किस तरह का व्यवहार करता है कक्षाध्यापक से पूछता है। कक्षाध्यापक अभिभावक से छात्र की प्रशंसा करते हैं तो अभिभावक बहुत प्रसन्न होते हैं और उनको एक गर्व जैसी अनुभूति होती है।

निष्कर्ष :-

छात्र के मित्रों अभिभावक तथा कक्षाध्यापक बात करने से यह पता चलता है कि छात्र हीन भावना से ग्रसित है और इसका कारण परिस्थितियों जो उसे भाषा विकास में बाध करते समय वह उसका महसूस करता है। साथ ही साथ कालक अन्य बालकों के साथ खेलने नहीं जाता। इस कारण छात्र उसे समूह में अपनी बात रखने में भी असहजता, असुविधा महसूस करते हैं।



" अनुक्रमाधिका "

- 1.) समीक्षणी शिक्षा
- 2.) शिक्षक का साक्षात्कार
- 3.) प्रश्नोत्तर

INTERVIEWING A TEACHER WORKING IN A MAINSTREAM SCHOOL PROMOTING INCLUSION

“समावेशी शिक्षा” :-

समावेशी शिक्षा एक शिक्षा प्रणाली है। शिक्षा का समावेशीकरण यह बताता है कि विशेष शैक्षणिक आवश्यकताओं की पूर्ति के लिए एक सामान्य छात्र और एक विभांग को समान शिक्षा प्राप्त के अवसर मिलने चाहिए। इसमें एक सामान्य छात्र व एक असामान्य छात्र एक साथ अधिकतर समय बिताता है। पहले समावेशी शिक्षा की परिकल्पना सिर्फ विशेष छात्र के लिए की गई थी, लेकिन आधुनिक काल में हर शिक्षक को इस सिद्धांत को किस्तुत दृष्टिकोण में अपनी कक्षा में व्यवहार में लाना चाहिए।

समावेशी शिक्षा का एकीकरण के सिद्धांत की ऐतिहासिक जड़ें कनाडा और अमेरिका से जुड़ी हैं। प्राचीन शिक्षा की परिकल्पना शिक्षा की जगह नई शिक्षा नीति का प्रयोग आधुनिक समय में होने लगा है। समावेशी शिक्षा विशेष विद्यालय या कक्षा को स्वीकार नहीं करता, अशक्त बच्चों को सामान्य बच्चों से अलग अलग मान्य नहीं है। विकलांग बच्चों को भी मान्य नहीं है। विकलांग बच्चों को भी सामान्य बच्चों की तरह ही शैक्षिक गतिविधियों में भाग लेने का अधिकार है।

समावेशी शिक्षा की चार मुख्यधारा होती हैं।

- 1.) भाषकीकरण
- 2.) संस्थारहित शिक्षा
- 3.) शिक्षा की मुख्यधारा
- 4.) समावेश

" शिक्षक का साक्षात्कार "

शिक्षक का नाम : हर्षवर्धन दुबे

शिक्षण क्षेत्र में अनुभव : 10 वर्ष

विद्यालय का नाम : रनकित विद्यालय

प्रश्न-1) एक विशेष शिक्षा शिक्षक के रूप में आपको ऐसा क्यों लगता है कि आपके छात्र के माता-पिता के साथ L.E.O की बैठक महत्वपूर्ण है।

उत्तर-) प्रत्येक छात्र के लिए निरंतर मूल्यांकन उनकी शिक्षा के लिए सर्वोपरी है और इस प्रक्रिया में बच्चे के माता-पिता का शामिल होना महत्वपूर्ण है।

मैं प्रतिदिन अपने छात्रों के साथ मिलकर काम करता हूँ और यह निर्धारित करता हूँ कि मील के पत्थर प्राप्त करने योग्य है और मैं माता-पिता के अपने बच्चों की प्रगति के बारे में सूचित करने में मदद करता हूँ।

प्रश्न-2) एक विशेष शिक्षक के रूप में आपको ऐसा क्यों लगता है कि छोटी कक्षाएँ छात्रों को अपने शैक्षणिक लक्ष्यों को प्राप्त करने का बेहतर मौका देती हैं।

उत्तर) एक विशेष शिक्षा के शिक्षकों के डिग्री कार्यक्रम के लिए उतावश्यक शोध में मनोवैज्ञानिक और संबंधित विज्ञान शामिल है। छोटी कक्षाओं में प्रत्येक छात्र को अपनी शिक्षकों के साथ समय दिया जाता है। विशेष शिक्षा के छात्रों के लिए चुनौतीपूर्ण

जसरते होती हैं। अक्सर उनकी व्यक्तिगत आवश्यकताओं को संबोधित करना महत्वपूर्ण होता है। छोटी कक्षाएं बच्चों को एक बेहतर अनुभव देती हैं और उन्हें अपने लक्ष्यों को प्राप्त करने में सहायता करती हैं।

प्रश्न-3) एक विशेष शिक्षा शिक्षक के रूप में आपके काम में आपके छात्रों के पास क्या स्थितियाँ या अक्षमताएँ थीं?

उत्तर.) मुझे आत्मकेंद्री, जुनूनी कार्यकारी विचार और सिंक्रोफेनिया सहित विभिन्न विकलौग बच्चों को पढ़ाने का अनुभव। अपनी पिछली स्थिति में मैंने बेहतर परामर्श योजना बनाने और संकट का संबंध करने के लिए स्कूल के काउंसलर और बच्चों के डॉक्टर के साथ मिलकर काम किया।

प्रश्न-4) एक विशेष शिक्षा शिक्षक के रूप में आपने कौन-कौन-से ग्रेड स्तर पर पढ़ाया है?

उत्तर.) मुझे सभी ग्रेड के स्तरों पर छात्रों को पढ़ाने का अनुभव है। हालांकि मैं प्रारंभिक शिक्षा प्रसंग करता हूँ। मुझे ग्रेड के माध्यम से प्रगति करने में बहुत लाभ मिला है क्योंकि मुझे विशेष बच्चों की जरूरतों को बेहतर तरीके से पता चलता है।

प्रश्न-5) आपने उन छात्रों के लिए विशेष शिक्षा सेवाओं का प्रबंधन कैसे किया? जो सामाजिक शिक्षाओं का हिस्सा थे।

उत्तर.) सामान्य शिक्षा शिक्षकों के साथ मिलकर काम करना, मैंने छात्रों की परीक्षण और जटिल असाइनमेंट के साथ सहायता की और छात्रों की उनकी स्थिति के कारण एक गंभीर न्यूनी संकट का सामना करने में मदद की।



प्रश्न. 6.) वर्ग व्यवस्थापना अतिरिक्त और कौन-सा काम चुनौतीपूर्ण है ?

उत्तर.) कक्षा में सबसे अधिक चुनौतीपूर्ण होता है अभ्यासक्रम संबंधित कार्यपूर्ण और संबंधित पद्धति में प्रस्तुत करने का प्रयत्न करना ।

प्रश्न 7.) क्या शिक्षक शिक्षक एक विशेष शिक्षा शिक्षक के रूप में विकल्पांग विद्यार्थियों के लिए प्रभावी रूप से काम कर सकते हैं ?

उत्तर > हाँ विशेष शिक्षा शिक्षकों के द्वारा उपयोग में लायी जाने वाली तकनीक का अध्ययन नियमित शिक्षकों की सहायता से अधिक प्रभावी हो सकता है । दोनों के संकलित प्रभावों से अवश्य ही पाठक को अध्ययन में सहायता प्राप्त होगी ।

Smile

**PPT's to substantiate the use
of ICT by students**

चिपको आन्दोलन का इतिहास



सत्यमेव जयते

जानिए
चिपको आन्दोलन
का इतिहास और पूरी जानकारी...

जानिए चिपको आन्दोलन का इतिहास और
पूरी जानकारी

चिपको आन्दोलन का इतिहास

आंदोलन का नाम

चिपको आंदोलन (Chipko Movement)

आंदोलन की शुरुवात

साल 1973

आंदोलन के प्रमुख नेता

गौरा देवी, चंडी प्रसाद भट्ट, सुंदरलाल बहुगुणा, शमशेर सिंह बिष्ट, सुरशा देवी, बचनी देवी, गोविंद सिंह रावत, धूम सिंह नेजी, घनश्याम रातुरी इत्यादि ..

आंदोलन का राज्य तथा जगह

चमोली (उत्तराखण्ड)

आंदोलन का उद्देश्य

पेड़ कटाई को रोकना तथा उनका संरक्षण करना

चिपको आन्दोलन का इतिहास

इसलिए हमें पेड़ों की अंधाधुंध कटाई को रोकने और जंगलों के दोहन के लिए उचित कदम उठाने चाहिए, लेकिन क्या आप जानते हैं कि प्रकृति की रक्षा के लिए चिपको आंदोलन **Chipko Movement** चलाया गया था। जिसमें पेड़ों की हो रही कटाई का विरोध किया गया था, वहीं इस आंदोलन की खास बात यह थी कि महात्मा गांधी जी का अहिंसा का मार्ग अपनाते हुए इस आंदोलन को शांतिपूर्ण तरीके से किया गया था।

चिपको आन्दोलन का इतिहास

पर्यावरण के बिना जीवन की कल्पना नहीं की जा सकती, क्योंकि हमारा जीवन पूरी तरह से पर्यावरण पर ही आश्रित है, वहीं अगर हमारी जलवायु में थोड़ासा भी बदलाव होता है तो इसका सीधा असर हमारे शरीर पर पड़ता है। इसलिए पर्यावरण को संरक्षित करना हम सभी का कर्तव्य है।

चिपको आन्दोलन का इतिहास

वहीं कब हुई चिपको आंदोलन की शुरुआत, इस आंदोलन से क्या प्रभाव पड़ा और क्या रही इस आंदोलन की उपलब्धियां समेत तमाम जानकारी हम आपको अपने इस आर्टिकल में देंगे, लेकिन सबसे पहले हम आपको चिपको आंदोलन के स्लोगन – Chipko Andolan Slogan के बारे में बताएंगे –

॥ क्या हैं जंगल के उपकार ॥ मिट्टी ॥ पानी और बयार ॥

मिट्टी ॥ पानी और बयार ॥ जिंदा रहने के आधार ॥

इसी स्लोगन को चिपको आंदोलन के दौरान आधार बनाया गया। इसके साथ ही पर्यावरण को मानव जीवन से जोड़ते हुए, चिपको आंदोलन की शुरुआत की गई।

क्या है चिपको आंदोलन?

पेड़ों की रक्षा करने और वन संपदा को नष्ट होने से बचाने के लिए उत्तराखंड के लोग काफी बड़ी संख्या में सामने आए और पेड़ों की कटाई का जमकर विरोध किया। आपको बता दें कि चिपको आंदोलन में लोग पेड़ों की काटने से बचाने के लिए इससे चिपक जाते थे या फिर लिपट जाते थे और कहते थे कि पेड़ों को काटने से पहले उनके प्राण लिए जाएं फिर पेड़ों को काटा जाए। वहीं ये आंदोलन यह प्रकृति और मानव के बीच के प्रेम का भी प्रतीक बना और इसे “चिपको” की संज्ञा दी गई।

चिपको आंदोलन की शुरुआत किसने की?

इस तरह पर्यावरण संरक्षण के लिए प्रमुख रूप से इस आंदोलन को चलाया गया था। इसके साथ ही आपको ये भी बता दें कि चिपको आंदोलन में गौरा देवी, सुंदरलाल बहुगुणा, चंडी प्रसाद भट्ट ने मुख्य भूमिका निभाई थी। इसी वजह से गौरा देवी को हम ‘चिपको विमन’ और सुंदरलाल बहुगुणा को वृक्षमित्र के नाम से भी जाना जाता है।

जब उन्होंने पेड़ काटने की जिद की तो महिलाओं ने पेड़ों से चिपक कर उन्हें ललकारा कि पहले हमें काटो फिर इन पेड़ों को भी काट लेना। इसके बाद पेड़ काटने आए ठेकेदारों को वापस जाना पड़ा था, स्थानीय वन विभाग के अधिकारियों के सामने इन महिलाओं ने अपनी बात रखी। फलस्वरूप इस गांव का जंगल नहीं काटा गया। इस तरह यहीं से "चिपको आंदोलन" की शुरुआत हुई।

क्या है चिपको आंदोलन?

चिपको आंदोलन एक 'ईको-फेमिनिस्ट' आंदोलन था, जिसका पूरा ताना-बाना महिलाओं ने ही बुना था। पर्यावरण की रक्षा के लिए चलाए गए आंदोलन को चिपको आंदोलन कहा गया। पेड़ों की अंधाधुंध कटाई और लगातार नष्ट हो रही वन संपदा के विरोध में उत्तराखंड के चमोली जिले के किसानों ने यह आंदोलन चलाया था।

दरअसल जब ये आंदोलन चलाया गया था तब उत्तराखंड के वन विभाग के ठेकेदार वनों की कटाई का विरोध कर रहे थे और उन पर अपना परम्परागत अधिकार जता रहे थे। इसके बाद इस आंदोलन की जड़े पूरे भारत में तेजी से फैल गईं। शांति की मार्ग पर चलकर चिपको आंदोलन शुरू किया गया था।

चिपको आंदोलन के जानकारी

चिपको का मतलब है 'चिपकना' इसलिए चिपको आंदोलन - **Chipko Movement** का सांकेतिक अर्थ है कि पेड़ों से चिपक जाना या गले लगाना और पेड़ों को बचाने के लिए प्राण दे देना। इसके साथ ही चिपको आंदोलन से मतलब इस बात से भी है कि किसी भी हाल में प्राकृतिक संपदा पेड़ को नहीं काटने देना है। अर्थात् जान की परवाह किए बिना पेड़ों की रक्षा करना है।

चिपको आंदोलन में महिलाओं का रोल



चिपको आंदोलन का विस्तार



चिपको आंदोलन की उपलब्धियां

चिपको आंदोलन से एक तरफ जहां पर्यावरण को सुरक्षित रखने में मदद मिली। वहीं दूसरी तरफ इस आंदोलन के माध्यम से लोग पर्यावरण के प्रति जागरूक भी हुए, क्योंकि ये आंदोलन कई मामलों में सफल रहा।

आपको बता दें कि इस आंदोलन के माध्यम से एक राष्ट्रीय वन नीति में दबाव बनाने की कोशिश की गई जो कि लोगों की जरूरतों एवं देश के विकास के प्रति ज्यादा संवेदनशील होगी। इसके साथ ही चिपको आंदोलन से पूरे देश के लिए वन्य नीति निर्धारण की दिशा में भी मदद मिली।

चिपको आंदोलन की शुरुआत कब हुई

जब उन्होंने पेड़ काटने की जिद की तो महिलाओं ने पेड़ों से चिपक कर उन्हें ललकारा कि पहले हमें काटो फिर इन पेड़ों को भी काट लेना। इसके बाद पेड़ काटने आए ठेकेदारों को वापस जाना पड़ा था, स्थानीय वन विभाग के अधिकारियों के सामने इन महिलाओं ने अपनी बात रखी। फलस्वरूप इस गांव का जंगल नहीं काटा गया। इस तरह यहीं से **“चिपको आंदोलन”** की शुरुआत हुई।

कैसे उपजा चिपको आंदोलन

उत्तराखण्ड के तीन जिलों उत्तरकाशी, चमोली और पिथौरागढ़ की सीमा चीन से लगती है। वहीं चमोली और उसके आस पास के इलाके के लोगों की रोजी-रोटी के प्रमुख साधन मुख्य रूप से मवेशी पालन और लघु वन उपज - जड़ी-बूटी, गोंद, शहद, चारे के लिए घास फूस, कृषि सम्बन्धी छोटे-मोटे औजार बनाना आदी थे।

जबकि इससे पहले 1962 में इस क्षेत्र के लोग तिब्बत और चीन के लोगों के साथ ऊन और कुछ हथकरघा यानि की हाथ से शिल्पकारी का व्यापार कर पैसे कमाते थे। लेकिन बाद में भारत-चीन के युद्ध के बाद यहां के लोगों का तिब्बत और चीन के साथ व्यापार खत्म हो गया। नतीजतन यहां के लोग पूरी तरह से वनों पर निर्भर हो गए यानि कि अब सिर्फ यहां के लोगों के पास आजीविका कमाने का एकमात्र साधन बचा।

क्या थीं चिपको आंदोलन की मुख्य मांगें

पेड़ों को बचाने के लिए चलाए गए चिपको आंदोलन के तहत लोगों ने कई तरह की मांगों की थी, जिनमें से शुरुआत में जो मांगें थीं वो आर्थिक थीं। आंदोलन कर रहे लोग चाहते थे कि जंगलों और वनवासियों का शोषण करने वाली दोहन की ठेकेदारी प्रथा को खत्म किया जाए और जो लोग वनों में मजदूरी करते हैं, उनके लिए न्यूनतम मजदूरी तय की जाए।

इसके अलावा स्थानीय छोटे उद्योगों के लिए रियायती कीमत पर कच्चे माल की आपूर्ति की मांगें भी शामिल थीं। चिपको आंदोलन का विरोध कई दिनों तक चला था, इसलिए धीरे-धीरे ये आंदोलन परम्परागत अल्पजीवी विनाशकारी अर्थव्यवस्था के खिलाफ स्थायी अर्थव्यवस्था-इकोलाजी का एक सशक्त जनआंदोलन भी बन गया।

चिपको आंदोलन के बारे में अधिकतर बार पूछे जाने वाले सवाल

1. चिपको आंदोलन क्या था? चिपको आंदोलन किसे कहा जाता है? (What is Chipko Movement?)

जवाब: उत्तराखंड के छोटे गावों में रोजगार का एकमात्र साधन पेड़ों पर निर्भर रहना ही था, जिसमें साठ और सत्तर के दशक में भारत और चीन के बीच हुए युद्ध के बाद भारी मात्रा में पेड़ों की कटाई का कार्य होने लगा था।

चिपको आंदोलन में महिलाओं का रोल

पेड़ों को बचाने के लिए चलाया गया चिपको आंदोलन को महिला आंदोलन भी कहा जाता है। क्योंकि इस आंदोलन में ज्यादातर महिलाएं शामिल थीं। वहीं गौरा देवी के नेतृत्व में इस आंदोलन को आगे बढ़ाया गया, इसलिए गौरा देवी को चिपको आंदोलन का जनक भी कहा जाता है।

वहीं आपको बता दें कि जब उत्तराखंड के चमोली गांव में राज्य के वन विभाग के ठेकेदार पेड़ काटने आए थे। उस दौरान घरों में पुरुष मौजूद नहीं थे। तब गौरा देवी के नेतृत्व में बड़ी संख्या में महिलाओं की भीड़ इकट्ठी हुई और उन्होंने कुल्हाड़ी लेकर आये ठेकेदारों को यह कह कर जंगल से भगा दिया कि यह जंगल हमारा मायका है।

वहीं चिपको आंदोलन एक ऐसा आंदोलन था जिससे देश के विकास के आधुनिक मॉडल के समक्ष एक विकल्प पेश किया है। इसके अलावा चिपको आंदोलन से तमाम उपलब्धियाँ मिलीं जिनका उल्लेख नीचे किया गया है -

• चिपको आंदोलन से यह सबसे बड़ा फायदा हुआ कि इसके बाद सरकार ने यह आदेश निकाला कि समुद्र तल से एक हजार मीटर से ज्यादा ऊँचाई वाले क्षेत्रों में 15 सालों तक पेड़ों की कोई कटाई नहीं की जाएगी। जिससे वनों के संरक्षण और विकास में सहायता मिली।

• चिपको आन्दोलन को शांतिपूर्ण तरीके से किया गया, जिससे यह लोकहित की पूर्ति का एक उदाहरण बना। गांधी जी की तरह शांति की राह पर चलकर इस आंदोलन को किया गया।

इसके अलावा चिपको आंदोलन की सबसे बड़ी उपलब्धि यह भी रही कि इसने देश के अन्य हिस्सों में भी इस तरह के सामाजिक और आर्थिक विषयों पर आन्दोलन को प्रेरणा मिली।

चिपको आंदोलन का विस्तार

पर्यावरणविद् और गांधीवादी सामाजिक कार्यकर्ता चंडीप्रसाद भट्ट जिनका चिपको आंदोलन में महत्वपूर्ण योगदान रहा है। उन्होंने साल 1964 में गांव के लोगों के लिए रोजगार उपलब्ध कराने के लिए कुछ स्थानीय संसाधनों का इस्तेमाल कर एक सहकारी संगठन दशाओली ग्राम स्वराज संघ की स्थापना की।

जिससे यहां के लघु उद्योगों को बढ़ावा भी मिला। वहीं जब सरकार ने सामान बनाने वाली कंपनी के लिए एक बड़ी जगह दे दी तब गांव वालों ने कृषि उपकरण बनाने के लिए पेड़ों को काटने से मना कर दिया और जब गांव वालों की इस अपील को स्वीकार नहीं किया गया, तब चंडीप्रसाद भट्ट, ग्रामीणों के समर्थन में उतर आए और जंगल में आ गए ताकि वे लोग पेड़ नहीं काट सकें।

कैसे उपजा चिपको आंदोलन

जिसके बाद हिमालय में पेड़ों की ठेकेदारी प्रथा से अंधाधुंध कटाई के साथ-साथ असुरक्षित खनन, सड़क निर्माण, जल विद्युत परियोजनाएं और पर्यटन समेत अन्य विकास कार्यों से वनों का विनाश होना शुरू हो गया, जिसका बुरा प्रभाव हिमाचल के पर्यावरण पर पड़ा और यहां के लोगों को जीवन में भी इसका खतरा मंडरा गया।

दरअसल पेड़ों की अंधाधुंध कटाई और जंगलों के दोहन की वजह से साल 1970 में यहां विनाशकारी बाढ़ आई। जिससे यहां के लोगों का जीवन में संकट के बादल छा गए वहीं ये महाविनाश प्राकृतिक नहीं था बल्कि मानव निर्मित था, क्योंकि पर्यावरण को नष्ट करने की वजह से भूस्खलन और बाढ़ जैसी आपदा के लिए रास्ता खुला।

क्या थी चिपको आंदोलन की मुख्य मांगे

इस दौरान जिन लोगों की चिपको आंदोलन में भागीदारी थी। उन लोगों ने यह मांग की थी कि - हिमालय के वनों में पेड़ों की कटाई को रोका जाए और जब तक कि राष्ट्रीय वन नीति के घोषित उद्देश्यों के मुताबिक हिमालय में कम से कम 60 फीसदी क्षेत्र पेड़ों से ढक नहीं जाता।

इसके साथ ही मृदा और जल संरक्षण करने वाले पेड़ों के रोपने की भी बात कही थी। ताकि ज्यादा से ज्यादा लोग अपनी मूलभूत जरूरतों को पूरा कर सकें। 9 मई, 1974 को चिपको आंदोलन की मांगों पर विचार के लिए एक उच्चस्तरीय समिति के गठन की घोषणा की गई।

चिपको आंदोलन की उपलब्धियां

वहीं चिपको आंदोलन एक ऐसा आंदोलन था जिससे देश के विकास के आधुनिक मॉडल के समक्ष एक विकल्प पेश किया है। इसके अलावा चिपको आंदोलन से तमाम उपलब्धियां मिलीं जिनका उल्लेख नीचे किया गया है -

- चिपको आंदोलन से यह सबसे बड़ा फायदा हुआ कि इसके बाद सरकार ने यह आदेश निकाला कि समुद्र तल से एक हजार मीटर से ज्यादा ऊँचाई वाले क्षेत्रों में 15 सालों तक पेड़ों की कोई कटाई नहीं की जाएगी। जिससे वनों के संरक्षण और विकास में सहायता मिली।

- चिपको आंदोलन को शांतिपूर्ण तरीके से किया गया, जिससे यह लोकहित की पूर्ति का एक उदाहरण बना। गांधी जी की तरह शांति की राह पर चलकर इस आंदोलन को किया गया।

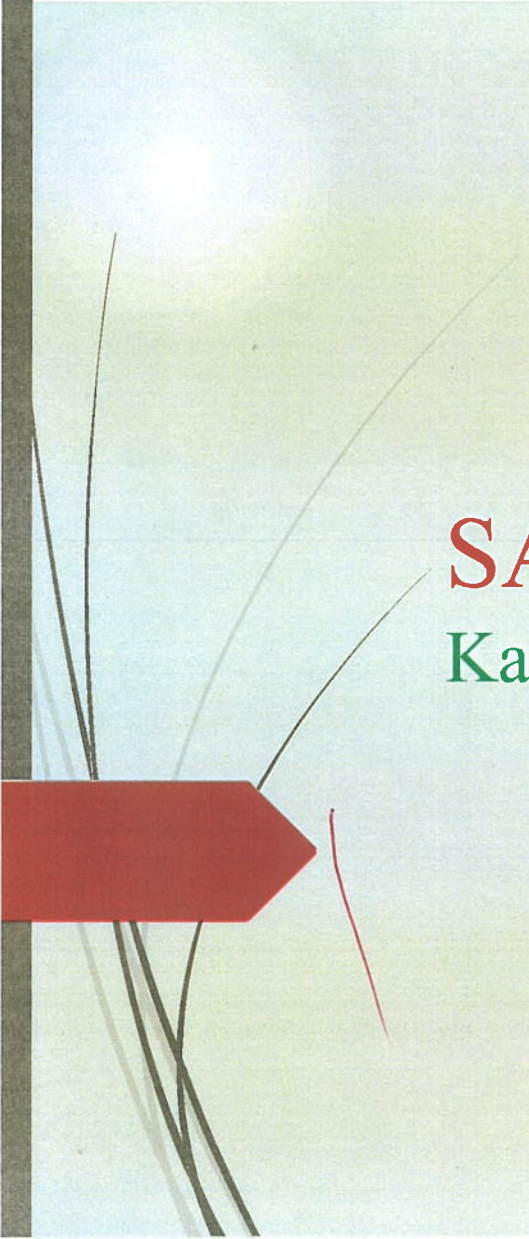
चिपको आंदोलन के बारे में अधिकतर बार पूछे जाने वाले सवाल

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जवाब: उत्तराखंड के छोटे गांवों में रोजगार का एकमात्र साधन पेड़ों पर निर्भर रहना ही था, जिसमें सत्र और सत्तर के दशक में भारत और चीन के बीच हुये युद्ध के बाद भारी मात्रा में पेड़ों की कटाई का कार्य होने लगा था।

जिसके फलस्वरूप इन छोटे गांवों के लोगों ने पेड़ों के रक्षण हेतु खुद को पेड़ से लिपटना या चिपकना प्रारंभ कर दिया था जिस से पेड़ काटने वाले लोगों को वापस लौटना पड़ता था। इस प्रयास को आगे चलकर आंदोलन का स्वरूप प्राप्त हुआ जिसे "चिपको आंदोलन" के नाम से जाना जाता है।





SAKET COLLEGE OF EDUCATION,

Kalyan (EAST)

Academic Year - (2018-19)

Semester - I

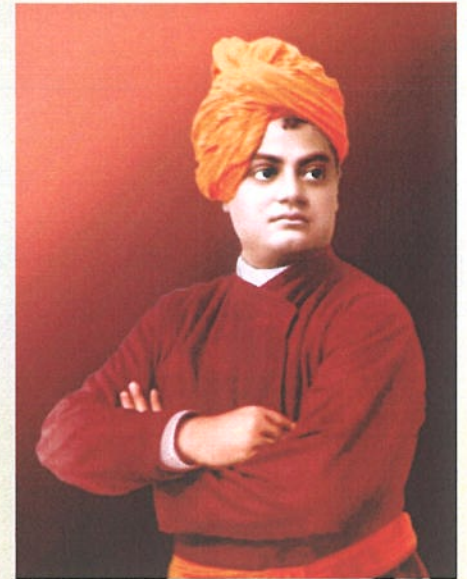
Name - Pushpa Jothi. J

Course - F.Y B.Ed

Roll No. -

Medium - English

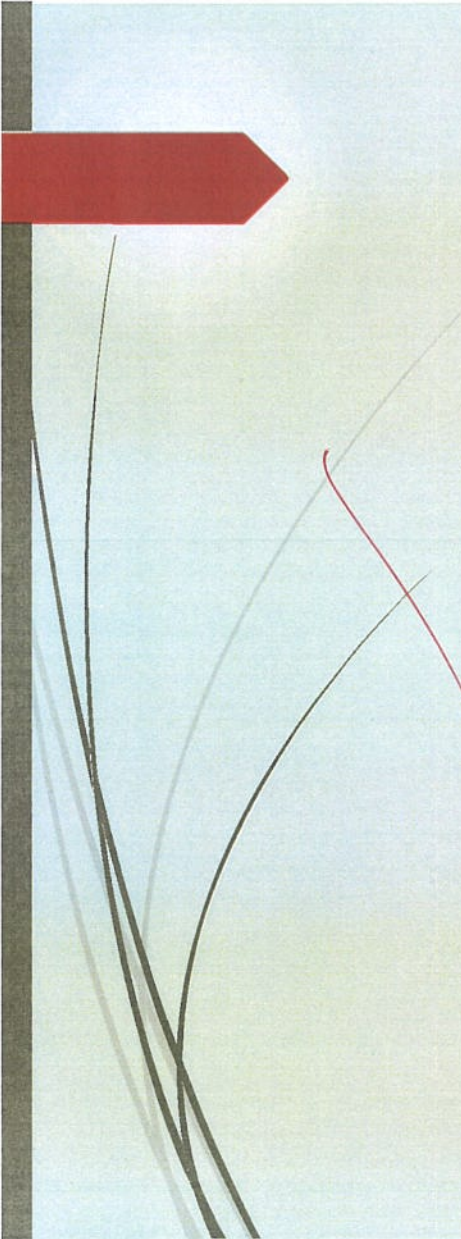
Biography Of Swami Vivekananda





Agenda

- Birth and early life
- Education
- With Ramakrishna
- Wandering in India
- In West
- Death
- The significance of Swami Vivekanda's message
- Work
- Universal Teaching
- Message to the youth



Birth and early life

- Narendranath Dutta was born in Shimla Pally, Kolkata, West Bengal, India on January 12, 1863 as the son of Viswanath Dutta and Bhuvaneswari Devi.
- Even as he was young, he showed a precocious mind and keen memory.
- He practiced meditation from a very early age.
- While at school, he was good at studies, as well as games of various kinds.
- He was a leader among his group of friends.
- In 1879, Narendra entered the Presidency College, Calcutta for higher studies.
- After one year, he joined the Scottish Church College, Calcutta and studied philosophy.
- During the course, he studied western logic, western philosophy and history of European nations.



Education

- Questions started to arise in young Narendra's mind about God and the presence of God.
- This made him associate with the Brahmo Samaj, an important religious movement of the time, led by Keshab Chandra Sen.
- But the Samaj's congregational prayers and devotional songs could not satisfy Narendra's zeal to realise God.
- He would ask leaders of Brahma Samaj whether they have seen God. He never got a satisfying answer.
- It was during this time that Professor Hastie of Scottish Church College told him about Sri Ramakrishna of Dakshineswar.

With Ramakrishna



- Narendra met Ramakrishna for the first time in November 1881.
- He asked Ramakrishna the same old question, whether he had seen God.
- The instantaneous answer from Ramakrishna was, "Yes, I see God, just as I see you here, only in a much intenser sense." Narendra was astounded and puzzled.
- He could feel the man's words were honest and uttered from depths of experience.
- He started visiting Ramakrishna frequently.
- Though Narendra could not accept Ramakrishna and his visions, he could not neglect him.
- It had always been in Narendra's nature to test something thoroughly before he could accept it.
- He tested Ramakrishna to the maximum, but the master was patient, forgiving, humorous, and full of love.

Continued...



With Ramakrishna

- In time, Narendra accepted Ramakrishna, and while he accepted, his acceptance was whole-hearted.
- While Ramakrishna predominantly taught duality and Bhakti to his other disciples, he taught Narendra the Advaita Vedanta, the philosophy of non-dualism.
- Narendra was transformed from a restless, puzzled, impatient youth to a mature man who was ready to renounce everything for the sake of God-realization.
- Soon, Ramakrishna's end came in the form of throat cancer in August 1886.
- After this Narendra and a core group of Ramakrishna's disciples took vows to become monks and renounce everything, and started living in a supposedly haunted house in Baranagore.
- They took alms to satisfy their hunger and their other needs were taken care of by Ramakrishna's richer householder disciples.



Wandering in India

- Soon, he wanted to live the life of a wandering monk with rags and a begging bowl and no other possessions.
- On July 1890, Vivekananda set out for a long journey, without knowing where the journey would take him.
- The journey that followed took him to the length and breadth of the Indian subcontinent.
- It is said that he was given the name Vivekananda by Maharaja of Khetri for his discernment of things, good and bad.
- He came in close contact with the culture of different regions of India and various classes of people in India.
- He realised the need for a national rejuvenation if India was to survive at all.
- He reached Kanyakumari, on 24 December 1892.

Continued...




Wandering in India

- There, he swam across the sea and started meditating on a lone rock for three days.
- The rock went on to become the Vivekananda memorial at Kanyakumari.
- He had a vision of Sri Ramakrishna who encouraged him to go to the West.
- Helped by his friends at Chennai, Bhaskara Sethupathi, Raja of Ramnad and Maharajas of Mysore and Khetri, Vivekananda set out on his journey to the USA.
- The invitation of the conference was actually given to Bhaskara Sethupathi, Raja of Ramnad to attend the World Parliament of Religions at Chicago.
- But he decided and encouraged Swami Vivekananda, and said he was the right person to participate and represent the views of Hinduism in the Parliament of World Religions.



In West

- Vivekananda was received well at the 1893 World Parliament of Religions in Chicago, where he delivered a series of lectures.
- He also earned wild applause for beginning his address with the famous words, "Sisters and brothers of America"
- Within a few years of the Parliament, he had started Vedantic centres in New York City and London, lectured at major universities and generally kindled western interest in Hinduism.
- His success was not without controversy, he had a lot of controversy.
- After four years of constant touring, lecturing and retreats in the West, he came back to India in the year 1897.



Back in India

- In India, he delivered a series of lectures, and this set of lectures known as "Lectures from Colombo to Almora".
- He founded the Ramakrishna Mission. This institution is now one of the largest monastic orders of Hindu society in India.
- However, he had to bear great criticism from other orthodox Hindus for having travelled in the west which they considered to be impure.
- He once again toured the west from January 1899 to December 1900.
- The rest of his life he dedicated to helping humanity; inspiring people into spiritual path by giving lectures and guidance, training disciples for monastic lives, founding the great Institution - the Ramakrishna Mission.
- Since then, the Mission has inspired and continues to inspire people in their spiritual quest and has constantly engaged in humanitarian activities helping millions of people.
- Swami Vivekananda wore out his robust body in the service of humanity.



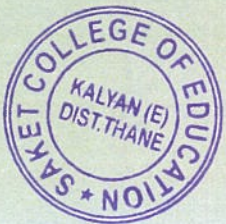
Death

- On July 4, 1902 at Belur Math near Kolkata, he taught Vedanta philosophy to some pupils in the morning.
- He had a walk with Swami Premananda, a brother-disciple and gave him instructions concerning the future of the Ramakrishna Math.
- The same day, Vivekananda left his mortal body at the young age of 39.

The significance of Swami Vivekanda's message

Why is Swami Vivekananda's message is appropriate for the new millennium? What is the significance of his message? Why a message given a hundred years ago becomes useful for the new millennium? Let us try to find answers from his life and teachings.

- First, the significance of his message.
- I think, the most significant contribution of Swami Vivekananda is that he made religion as a scientific search to realize the divinity within.
- Also, this inner search is grounded in humanity.



Saket College of Education - B.Ed

Name: Jasmin Jose Palayoor

Subject: Environmental Education

Year: 2021-2023

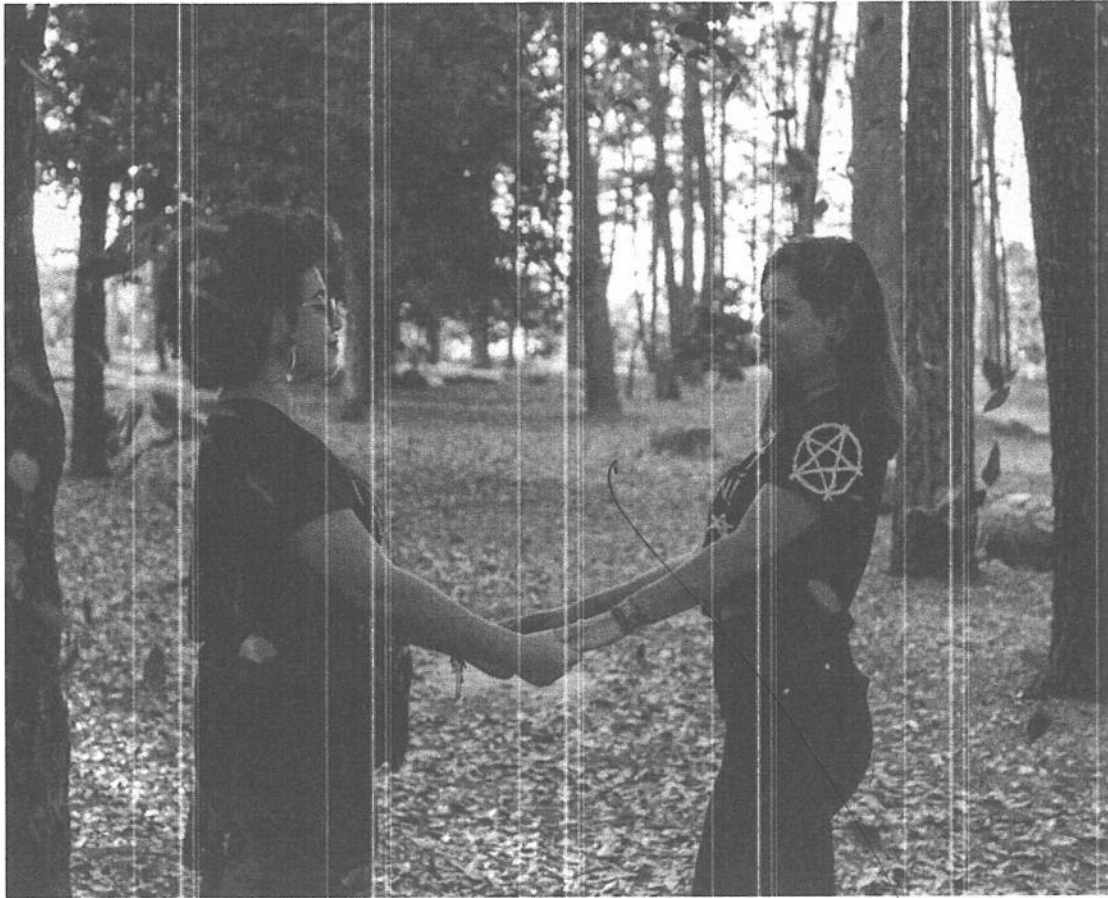
2nd year B.Ed

4th Semester



Topic: Chipko Movement





EMBRACING THE TREES: THE INSPIRING STORY OF INDIA'S CHIPKO MOVEMENT



INTRODUCTION

The **Chipko Movement** was a nonviolent revolution in the 1970s led by women in India to protect the trees from being cut down. The movement started in the state of Uttarakhand and spread throughout India, inspiring people to take action against deforestation and environmental destruction.



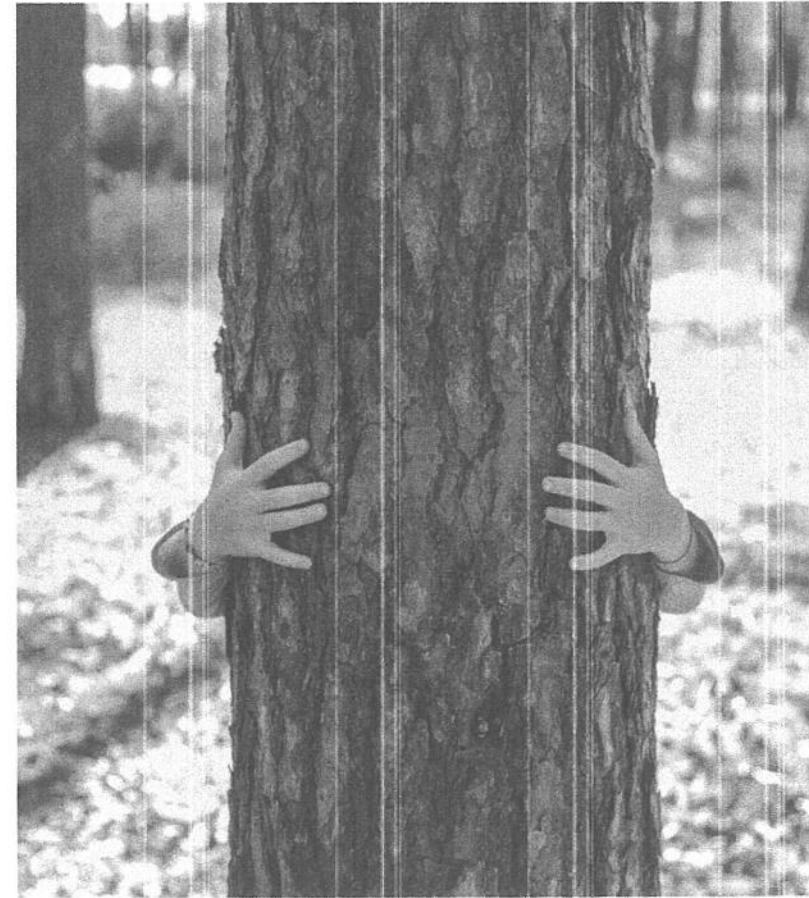
THE ORIGIN

The Chipko Movement was started by **Sunderlal Bahuguna** in 1973 after the government allowed commercial logging in the forests of Uttarakhand. He inspired the local women to embrace the trees and protest against the cutting of trees by loggers. The movement gained momentum and spread to other parts of India.



WOMEN'S POWER

Women played a significant role in the Chipko Movement. They not only hugged trees to prevent them from being cut down but also organized protests, rallies, and sit-ins. The women's involvement in the movement challenged the traditional patriarchal society of India and empowered them to fight for their rights.





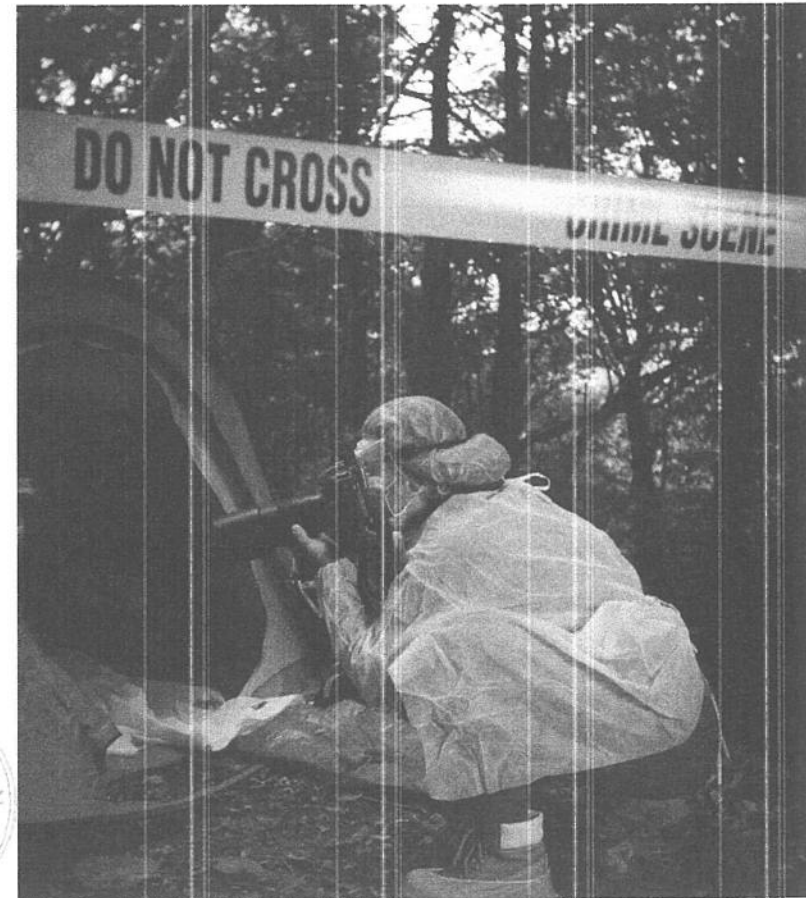
IMPACT OF THE MOVEMENT

The Chipko Movement led to the cancellation of many logging contracts in Uttarakhand, and the government introduced policies to regulate deforestation. The movement also inspired other environmental movements, like the Appiko Movement in Karnataka and the Narmada Bachao Andolan in Gujarat.



CHALLENGES FACED

The Chipko Movement faced several challenges, including opposition from the government and the logging industry. The activists were intimidated, harassed, and arrested. However, their determination and nonviolent resistance eventually led to the success of the movement.



CONCLUSION

The Chipko Movement is a symbol of people's power and their ability to bring about change through nonviolent means. It showed that everyone, irrespective of age, gender, or social status, can contribute to protecting the environment.

The movement's legacy continues to inspire people to take action against environmental degradation.



Saket College of Education - B.Ed

Name: Jasmin Jose Palayoor

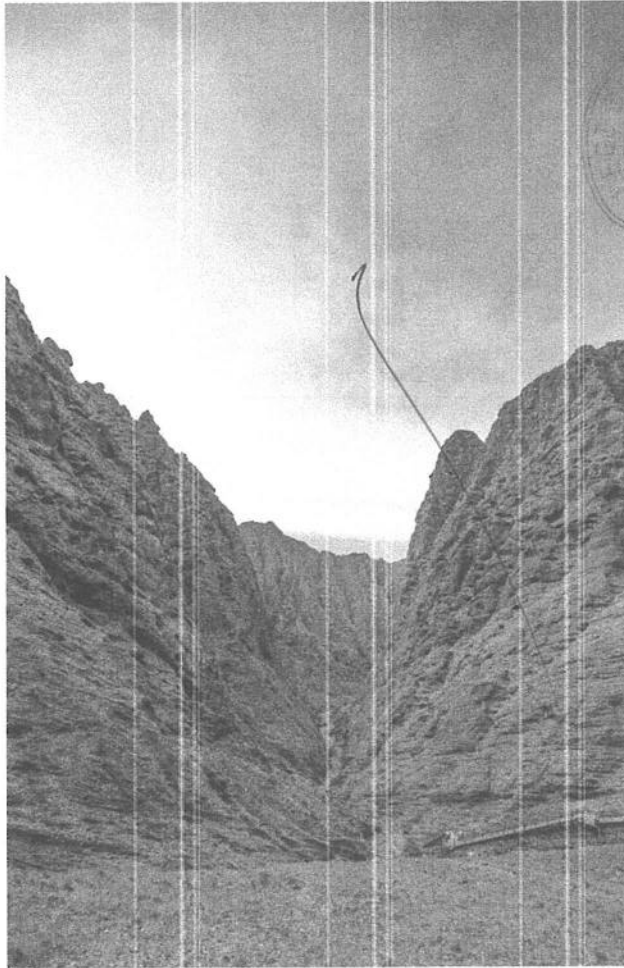
Subject: Contemporary India and Education

Year: 2021 - 2023

2nd year B.Ed

4th semester

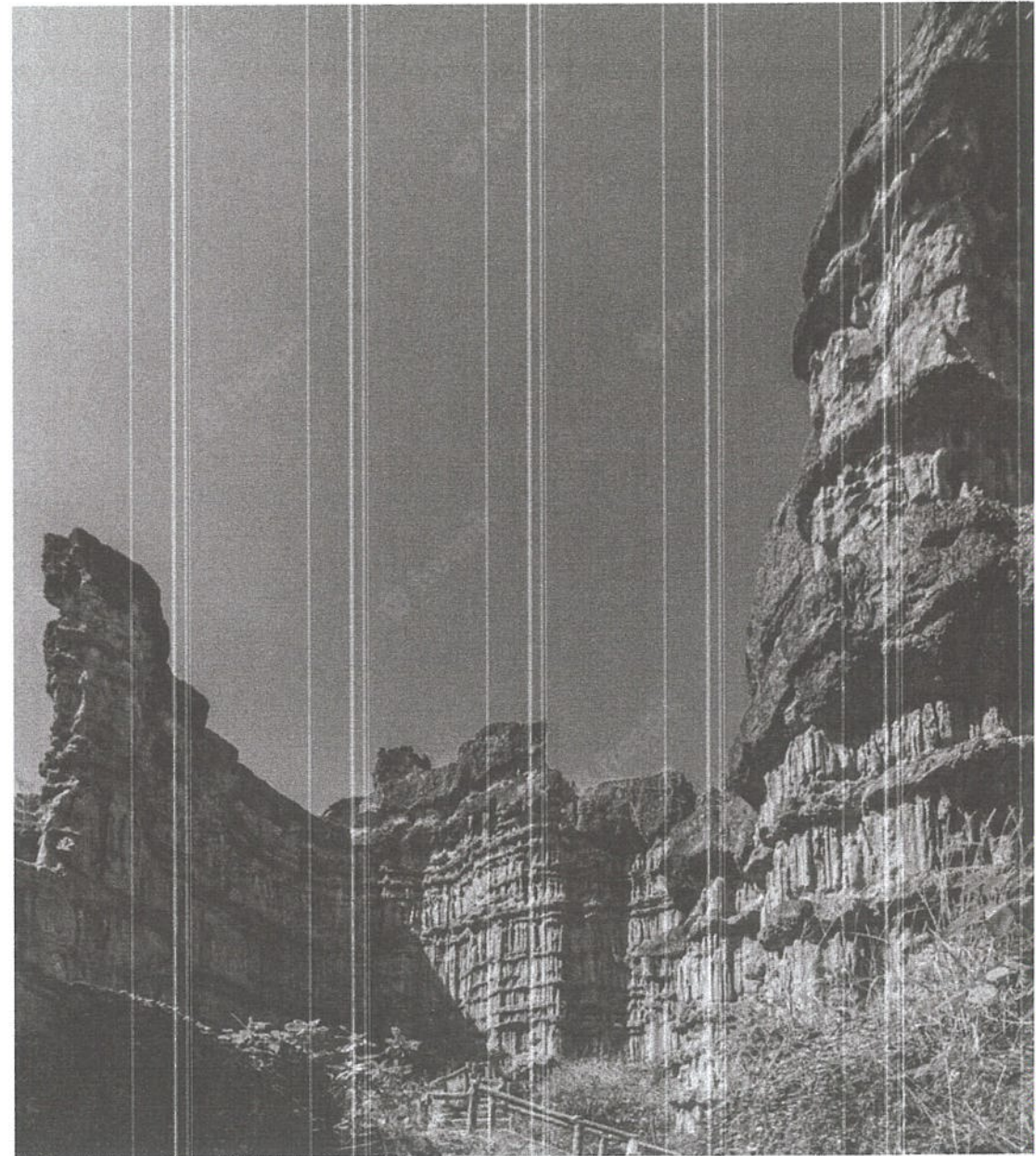




Assignment 1: Unveiling the Secrets of Rajgad Fort: A Pictorial Journey Through Its Rich History

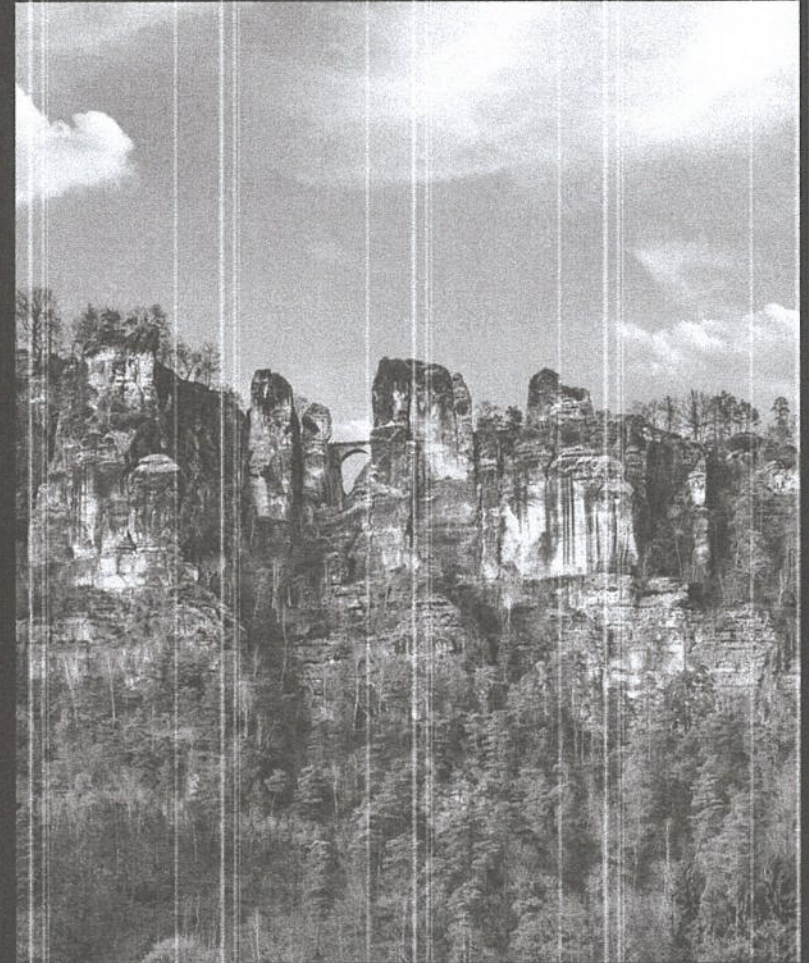
Introduction

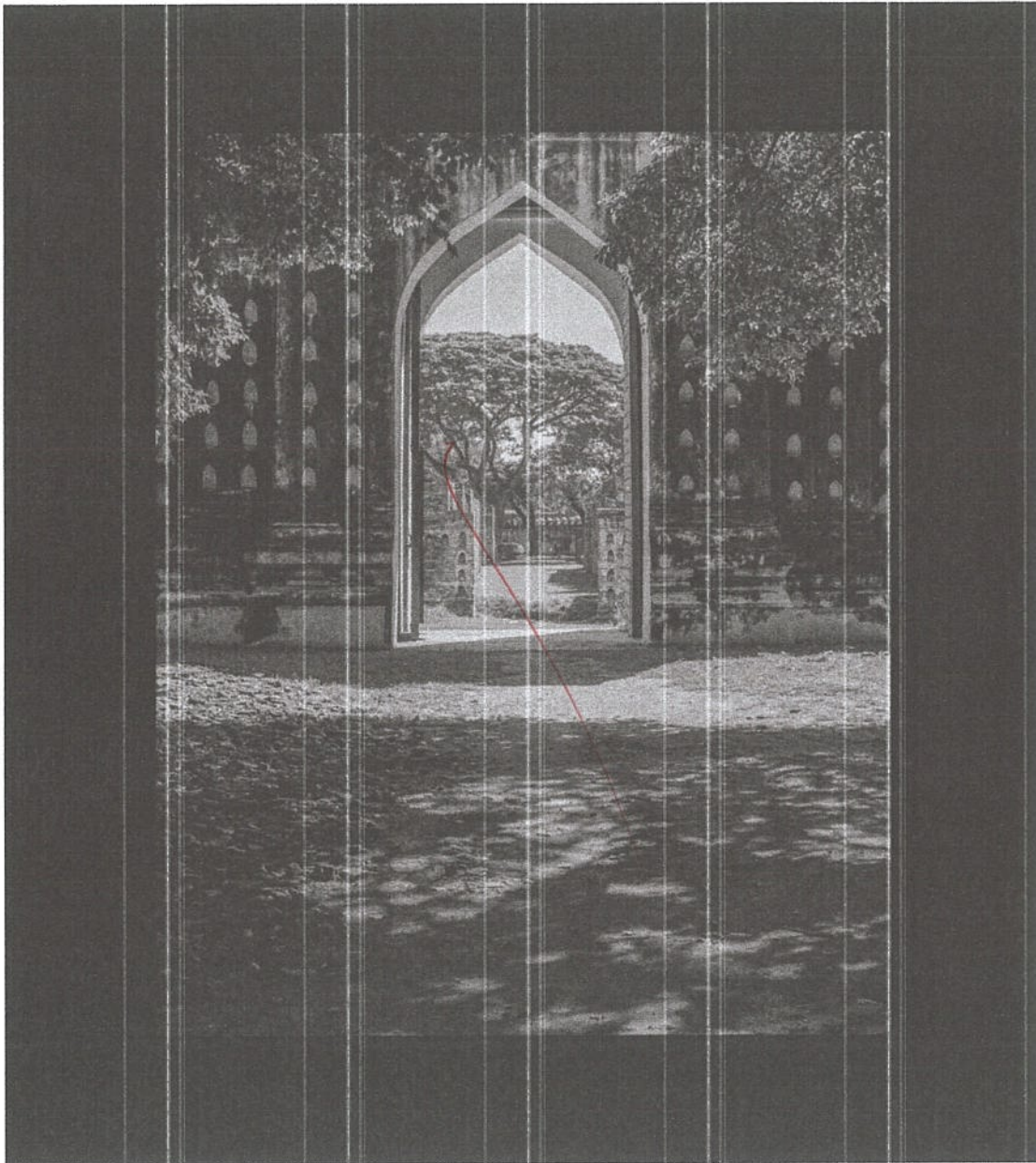
Rajgad Fort is a majestic fort situated in the **Sahyadri Mountains**. It is a well-known and historical fort in Maharashtra that has a rich history. The fort has seen many battles and has been a witness to the rise and fall of many empires. This presentation is a pictorial journey through the history of this magnificent fort.



Geography and Location

Rajgad Fort is located in the **Pune district** of Maharashtra, India. It is situated at an elevation of **4,514 feet** above sea level. The fort is surrounded by **lush green forests** and provides a panoramic view of the Sahyadri Mountains. The fort has been strategically built to provide a commanding view of the **surrounding region**.





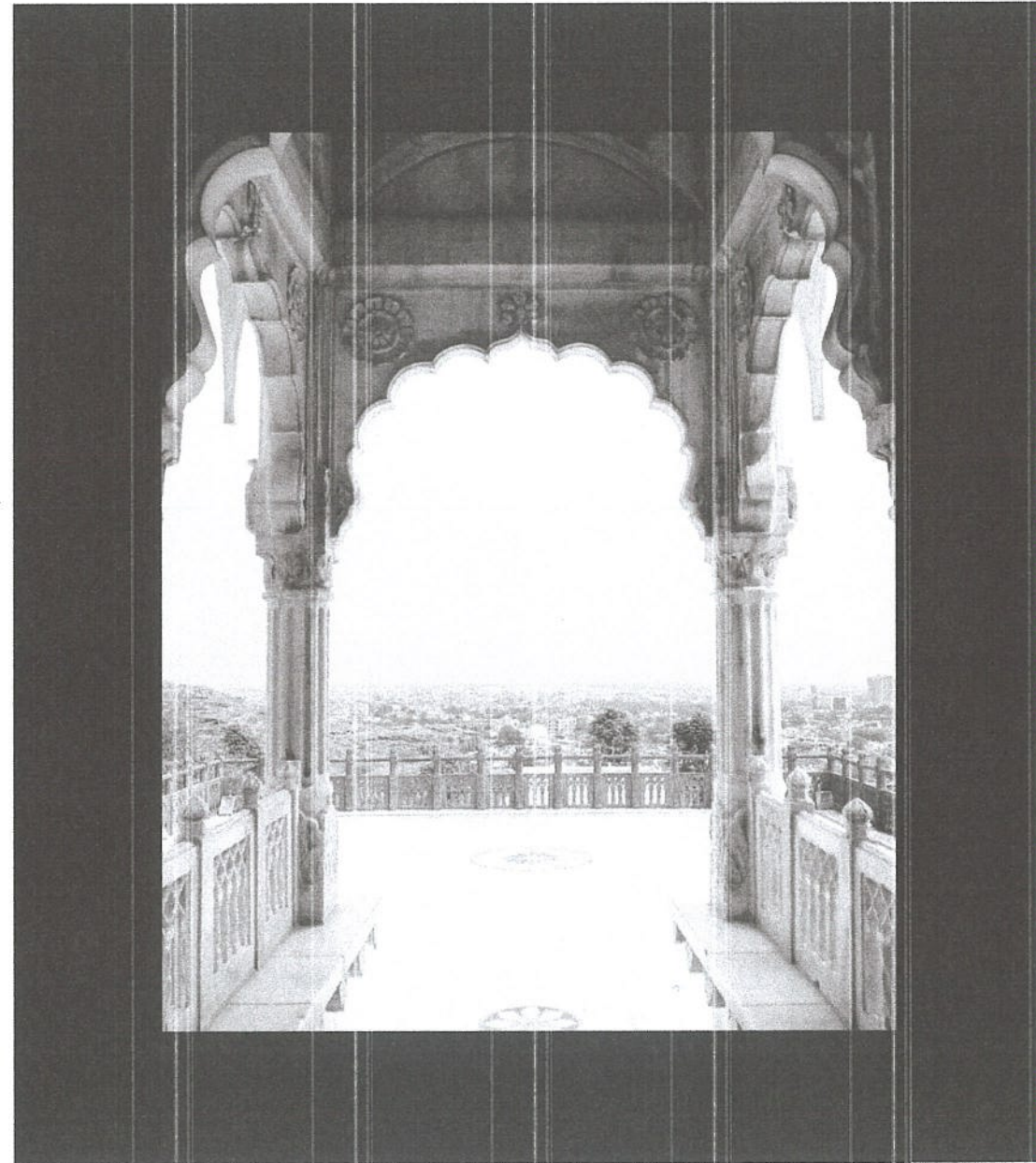
History

Rajgad Fort was built in the **17th century** by **Chhatrapati Shivaji Maharaj**, the founder of the Maratha Empire. The fort played a significant role in the **Maratha Empire** and was the capital of the empire for over 25 years. The fort has witnessed many battles and has been occupied by different empires throughout history.



Architecture

The fort has been built using **stone and lime** and has a unique architecture. The fort has many structures like **bastions, gates, and temples** that are a testament to the engineering skills of the Maratha Empire. The fort also has a **water storage system** that can store water for the entire year.



Tourist Attraction

Rajgad Fort is a popular tourist destination and attracts many visitors every year. The fort provides a breathtaking view of the **surrounding region** and is a great place for **trekking**. The fort is also a great place to learn about the rich history of the Maratha Empire.



Conclusion

Rajgad Fort is a historical fort that has played a significant role in the history of Maharashtra and the Maratha Empire. The fort is a great place to learn about the rich history and culture of India. A visit to Rajgad Fort is a must for anyone who loves history and wants to explore the beauty of Maharashtra.



Saket College of Education - B.Ed

Name : Jasmin Jose Palayoor

Subject: Environmental Education

Year : 2021-2023

2nd Year 4th Semester

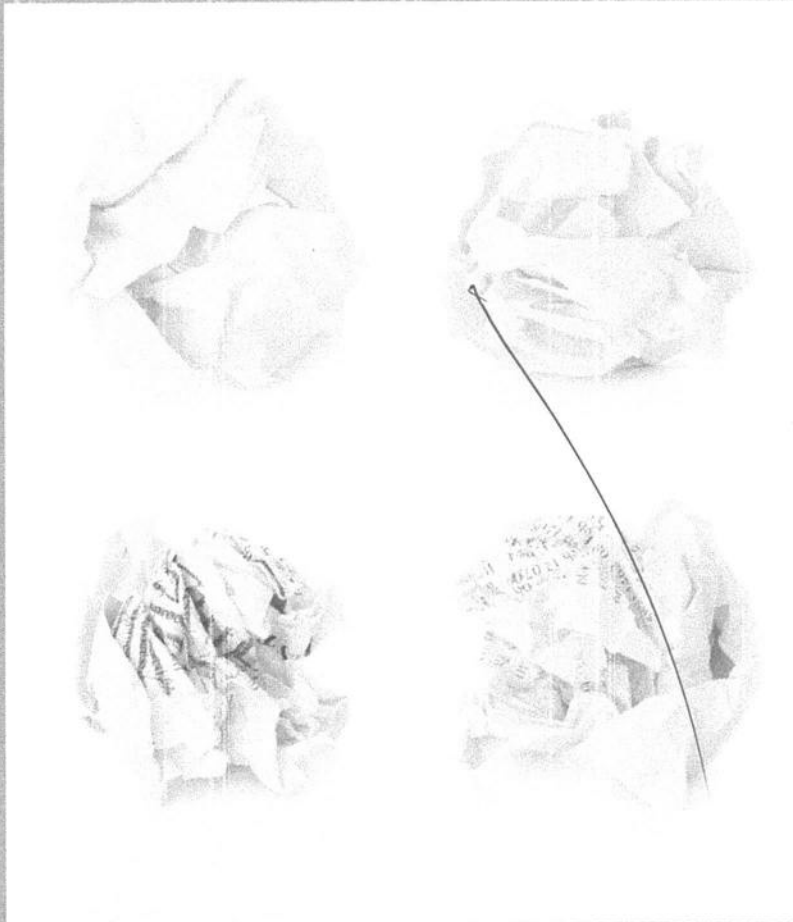


Topic: Paper Recycling



THE SECOND LIFE OF PAPER: A CREATIVE JOURNEY INTO RECYCLING





INTRODUCTION

The Second Life of Paper is a project that aims to promote recycling in college campuses. In this presentation, we will explore creative ways to reuse paper waste and reduce our environmental impact.





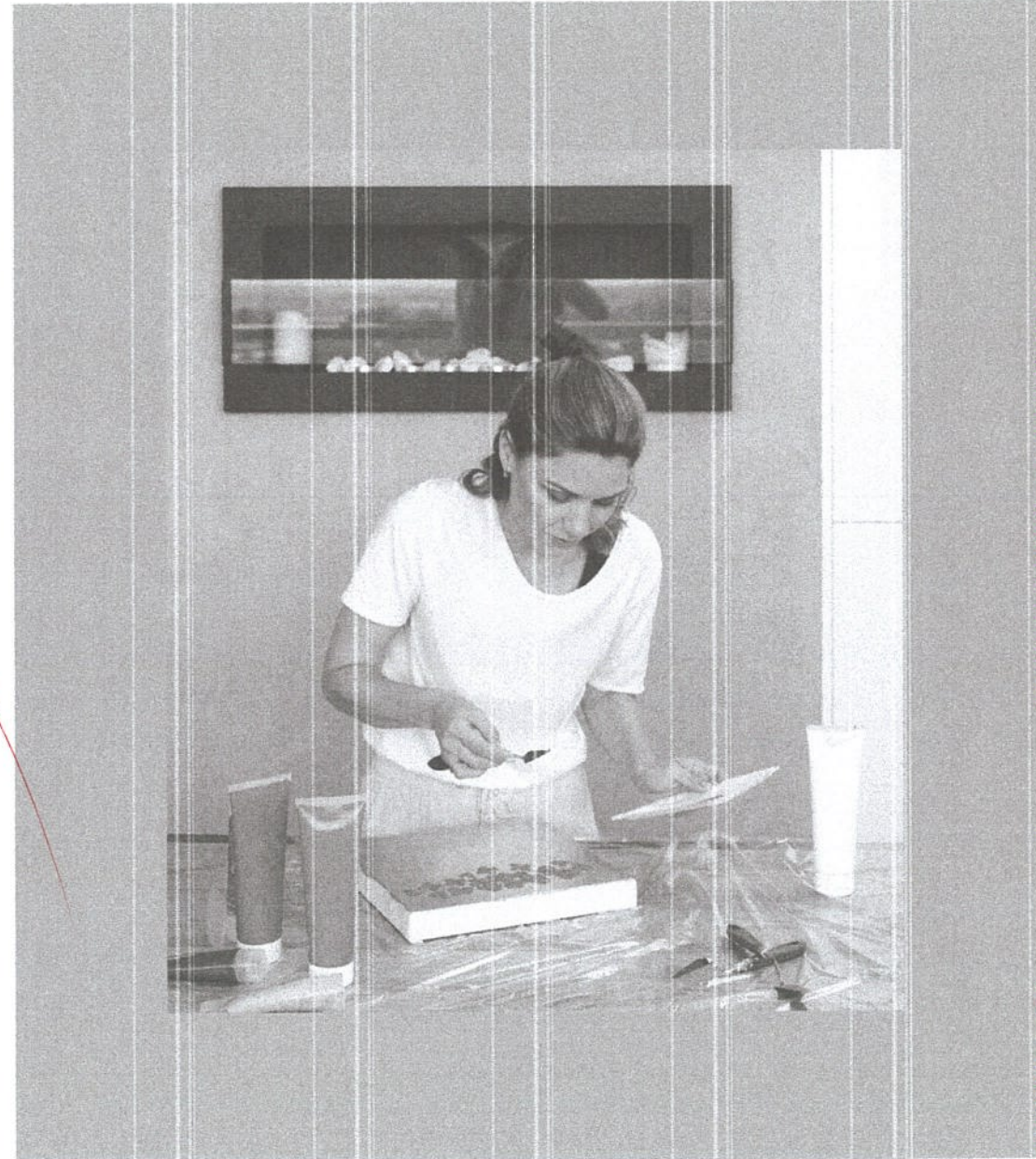
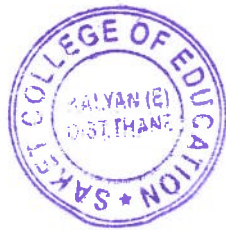
THE PROBLEM

Did you know that **over 2 billion trees** are cut down every year to produce paper? College campuses generate a significant amount of paper waste, contributing to deforestation and climate change.



THE SOLUTION

Recycling paper is essential to reduce waste and prevent deforestation. Our project focuses on finding creative ways to reuse paper waste, such as creating **artwork**, **notebooks**, and **decorations**.





THE BENEFITS

Recycling paper not only helps the environment, but it also saves energy and resources. By reusing paper waste, we can **reduce carbon emissions, save water, and prevent pollution.**



THE IMPACT

Through our project, we have successfully reduced paper waste in college campuses by **50%**. We hope to inspire others to take action and promote recycling in their communities.



CONCLUSION

The Second Life of Paper is a creative and sustainable solution to reduce paper waste in college campuses and promote recycling. Let's work together to protect our environment and create a better future!



Saket College Of Education - B.Ed

Name : Jasmin Jose Palayoor

Subject: Inter Disciplinary Course

Year: 2021-2023

2nd Year 4th Semester



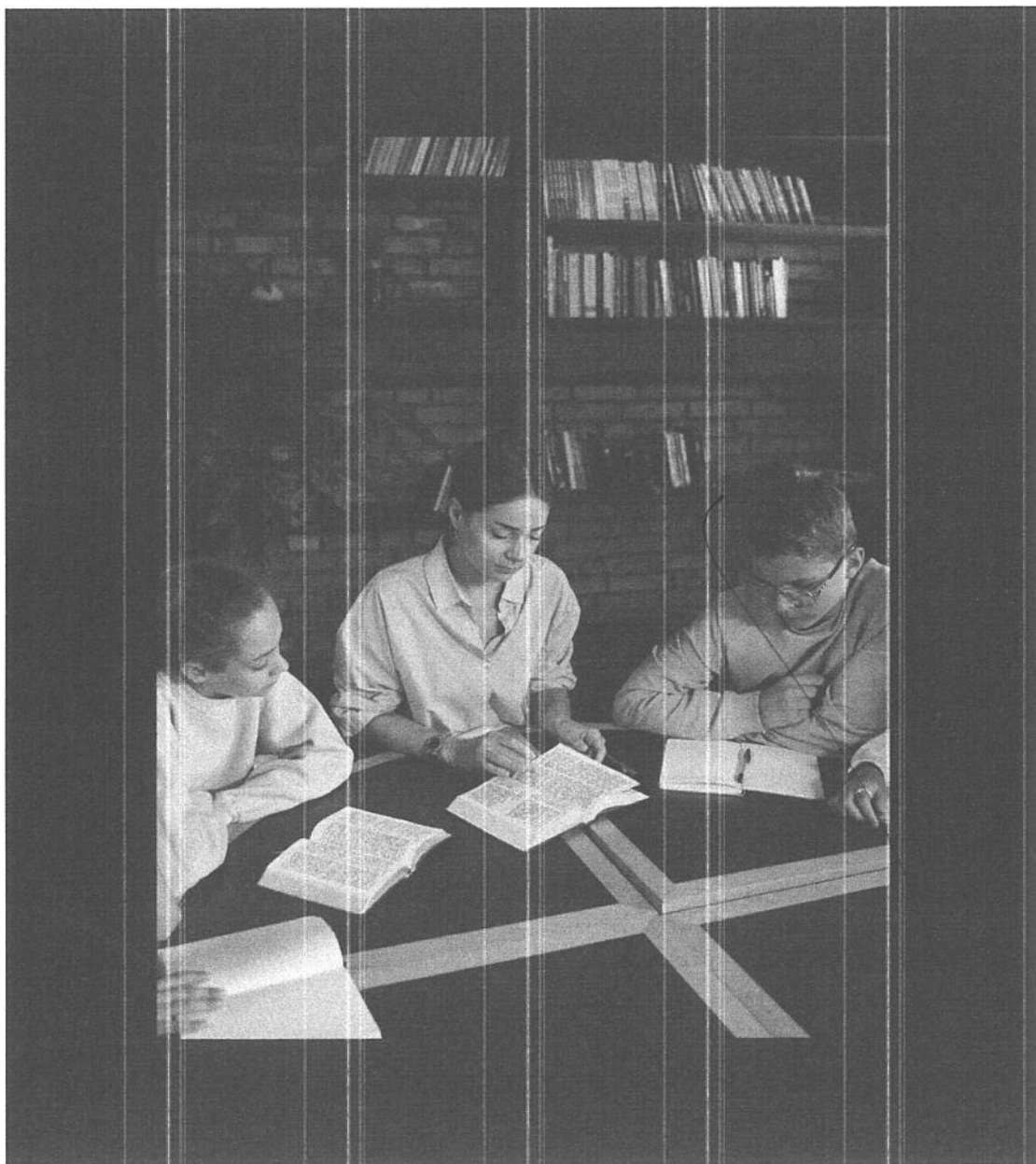
**Topic: A presentation on a visit to a
resource room**





Exploring the Resource Room: A Pictorial Journey





Introduction

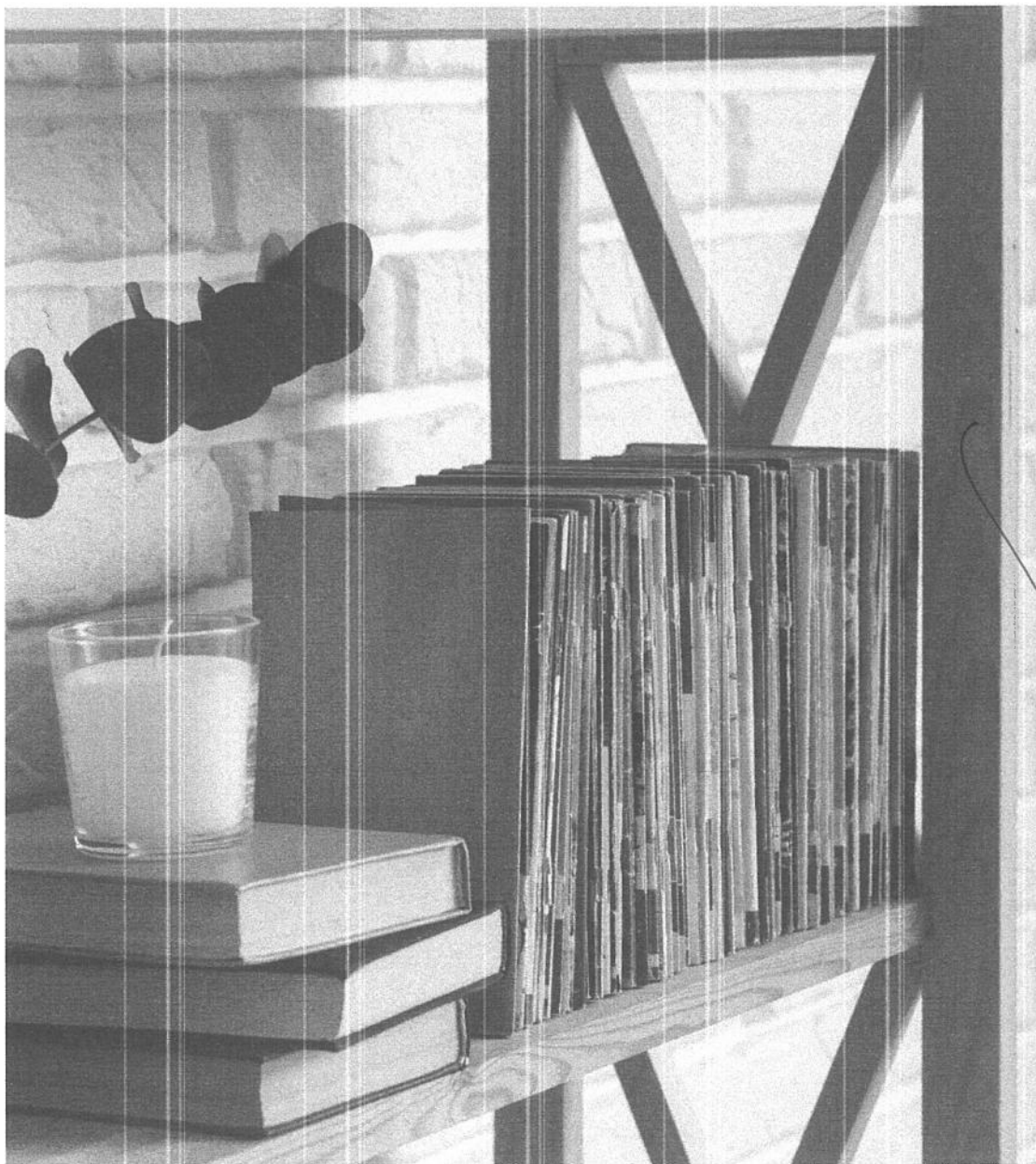
Exploring the Resource Room: A Pictorial Journey is an interactive experience that takes you through the library's most valuable asset, the Resource Room. This presentation offers a unique opportunity to see the tools and resources that are available to support your academic and research goals.



Overview of the Resource Room

The Resource Room is a multifunctional space that offers access to a wide range of resources, including textbooks, reference materials, and multimedia resources. It is designed to support students, faculty, and researchers in their academic pursuits. This slide provides an overview of the Resource Room and its many features.





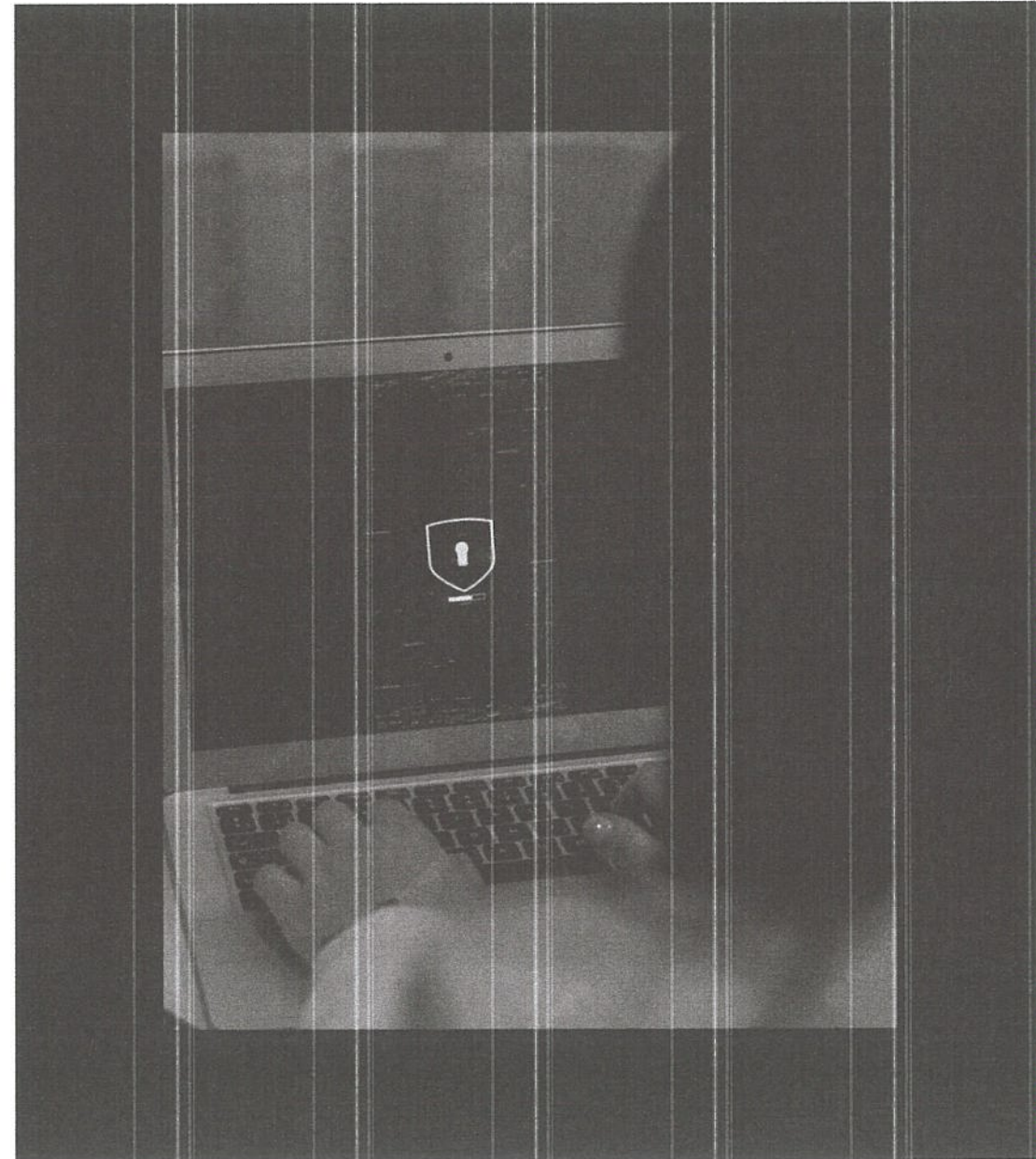
Textbooks and Reference Materials

The Resource Room is home to a vast collection of textbooks and reference materials that cover a wide range of subjects. The textbooks and reference materials are available for use within the Resource Room. This slide highlights the importance of textbooks and reference materials in academic research and how they can be accessed in the Resource Room.



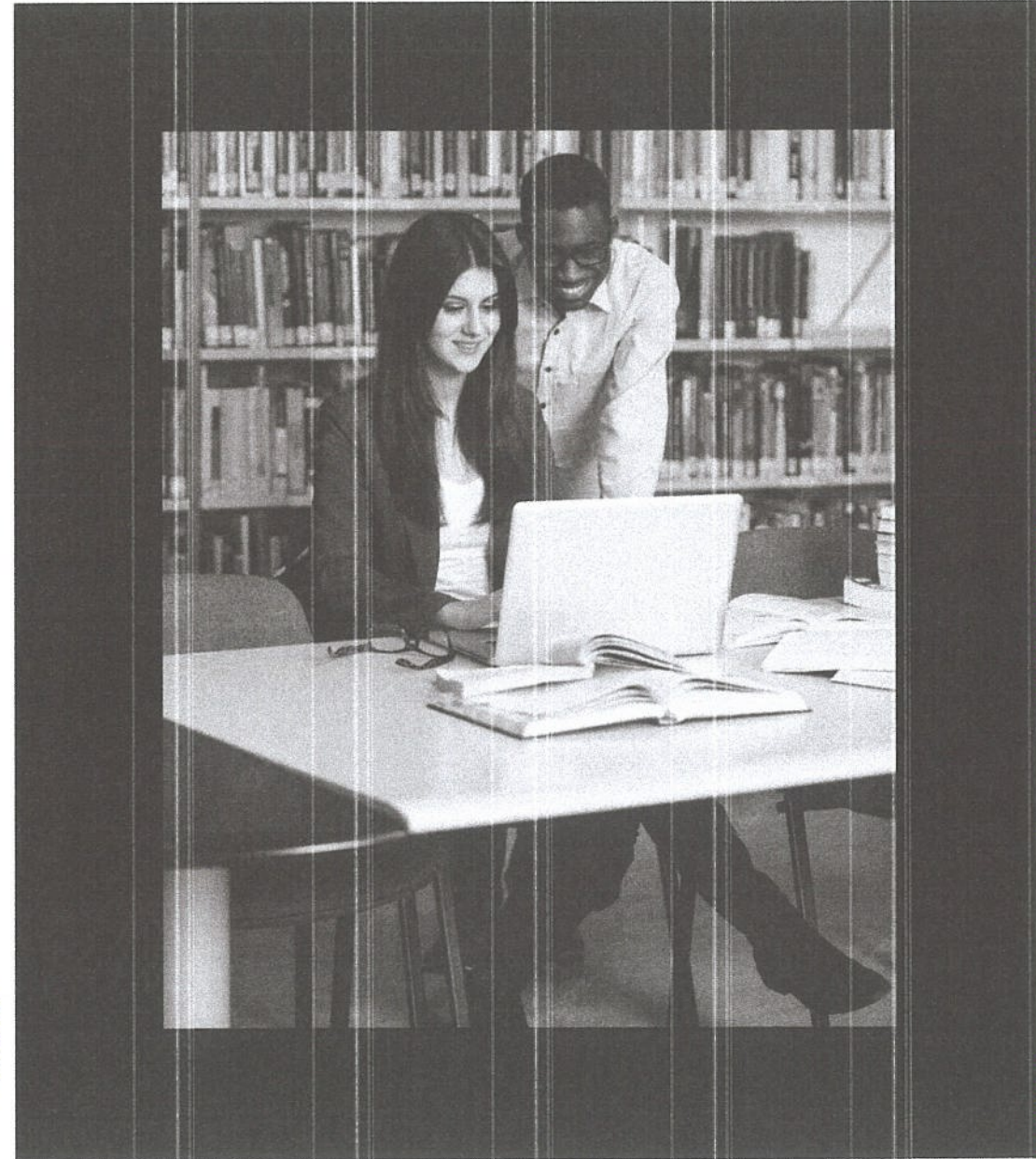
Multimedia Resources

The Resource Room has a range of multimedia resources that support teaching, learning, and research. These resources include DVDs, audio CDs, and online databases. This slide showcases the importance of multimedia resources in academic research and how they can be accessed in the Resource Room.



Research Support Services

The Resource Room offers a range of research support services to help students, faculty, and researchers with their academic work. These services include research consultations, citation support, and workshops. This slide highlights the various research support services available in the Resource Room and the ways in which they can be accessed.



Conclusion

The Resource Room is an essential asset for academic research and learning. This presentation offered a glimpse into the many resources and services available in the Resource Room. We hope this presentation has encouraged you to explore the Resource Room further and take advantage of the tools and resources available to support your academic and research goals.



Handwritten signature in red ink.

Appendix-II

ICT Enabled Classroom



